



# Diversity and Inclusion Handbook

# Diversity and Inclusion Handbook

It is how we **Train**, how we **Lead** and how we **Respond** in diverse high-stress environments

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## 1 PREFACE

Crises in today's world are increasingly complex, fast-moving, and diverse. Within the Union Civil Protection Mechanism (UCPM), our collective capacity to respond effectively depends not only on technical expertise, but also on how we work together under high stress across cultures, disciplines and perspectives. **Diversity and Inclusion (D&I)** is therefore not optional. It is one of the **cross-cutting competencies** that strengthens how we train, how we lead and how we respond in high-stress environments.

In 2024, the **European Commission's Directorate General for European Civil Protection and Humanitarian Aid Operations (DG ECHO)** requested that the **Three Vertices Consortium (LOT 1) in charge of the UCPM Deployable Training** formally integrate D&I into the Training Programme. This Handbook is the result of the **joint effort of DG ECHO and the Three Vertices Consortium**, with active contributions from Training Course Directors, Task Focal Points, Subject Matter Experts and institutional partners. Together, they form the D&I Working Group that transformed diversity and inclusion into measurable and lived practice throughout the UCPM Deployable Training Programme.

The Handbook serves as a practical reference for course training staff implementing the UCPM Deployable Training Programme. Its purpose is to ensure that D&I is understood, taught and assessed consistently across all courses from the Union Mechanism Introduction Course (UMI) to the Team Leadership Course (TLC). It supports course training staff in integrating D&I, linking policy to practice through concrete learning objectives, course design and participant assessment. While not a trainer manual, it provides the conceptual and structural foundation needed for coherent D&I implementation across the Programme. A separate Trainers manual and pocket guide is being drafted to support the handbook.

Embedding D&I into the Knowledge, Skills, Attitudes and Behaviours (KSAB) model reinforces fairness, respect and psychological safety; enhances teamwork and leadership; and mirrors the European Union's foundational values of dignity, equality, freedom, democracy, the rule of law and human rights. Experts from diverse backgrounds and cultures are prepared in inclusive learning environments to make sound decisions under stress, foster mutual trust and strengthen resilience both in training and deployment.

D&I is not a separate topic, but a lived practice that evolves through reflection, feedback, and continuous learning. Every interaction during training is an opportunity to observe, model, and strengthen inclusive behaviours that later guide field performance. Over time, these habits become second nature — the “muscle memory” that enhances operational excellence in real-world crises.

The success of the UCPM ultimately depends on its people, their integrity, competencies and capacity to act together with respect and compassion. This Handbook supports that shared purpose: to make Diversity and Inclusion a visible, measurable, and lived part of how Europe prepares and deploys its experts in service of humanity.



(L. Hannig, 2025)

**In short: D&I is not just what we say. It is how we train, how we lead and how we respond in diverse high-stress environments.**

## How to use this Handbook

This Handbook is designed as a practical reference for course training staff within the UCPM Training Programme for deployable experts. It outlines the rationale, process, and tools for integrating Diversity and Inclusion (D&I) across all courses. Each chapter builds on the previous one: from the conceptual foundations (Chapters 1–3), to the benefits and implementation process (Chapters 4–5), and finally to lessons learned and next steps (Chapters 6–7). The Annexes provide supporting materials and examples that can be adapted by Course Directors, Task Focal Points, and trainers. The document is not a trainer manual but a living reference to ensure that D&I is taught, practiced, and assessed consistently across the UCPM Deployable Training Programme.

## 2 BACKGROUND AND RATIONALE

Crises today are fast-moving, complex, and multi-dimensional. UCPM experts operate in diverse teams, multicultural environments, and rapidly changing conditions under high-stress environments. In such environments, Diversity and Inclusion (D&I) enhances effectiveness, trust and resilience.

Integrating D&I into the UCPM Deployable Training Programme (TP) ensures a shared understanding of what inclusive teamwork looks like in practice, and how it strengthens mission performance and EU values.

## 2.1 What is meant by Diversity and Inclusion

Based on the European Commission's *Diversity and Inclusion in the Workplace Action Plan 2023–2024*:

**Diversity** refers to the broad range of human differences including sex, race, ethnicity, age, language, religion or belief, disability, socioeconomic background, geography, sexual orientation, cognitive profile, and more.

Inclusion means creating environments where every individual feels valued, respected, and able to contribute fully. Inclusion unlocks the benefits of diversity by fostering belonging, respect, and psychological safety.

**Diversity** without inclusion risks fragmentation; inclusion without diversity limits innovation. Together, they strengthen people, teams and systems.

While this handbook uses the above referenced D&I definitions, it is to acknowledge that within the EU several purposed and needs tailored D&I definitions can exist.

Further details can be found in Annex I.

## 2.2 Why D&I Matters for the UCPM

Integrating **Diversity and Inclusion (D&I)** enhances the collective capacity of the Union Civil Protection Mechanism (UCPM) Training Programme from classroom to deployment.

D&I is not about political correctness or fairness alone. It is about **effectiveness in high-stress environments**, where diversity and inclusion become a decisive operational advantage.

### Why it matters:

- **Improved decision-making:** Diverse and inclusive teams challenge assumptions, consider more options, and make decisions that are up to 60% more effective (Rock & Grant, *Harvard Business Review*, 2016).
- **Reduced error rates:** Teams that value multiple perspectives identify and correct mistakes earlier, leading to fewer operational errors (Cox & Blake, *Academy of Management Executive*, 1991).
- **More creative problem-solving:** Diverse perspectives generate more holistic and innovative solutions to complex challenges (Page, *The Difference*, 2007).
- **Higher resilience:** Psychological safety and inclusion enable teams to absorb shocks and recover faster (Edmondson, *The Fearless Organization*, 2018).
- **Enhanced trust and legitimacy:** Inclusive teams are perceived as fair and respectful, improving coordination and community engagement in crisis response (World Bank, *Inclusion Matters*, 2013).

In UCPM deployments, these advantages directly translate into **high performance and achievements**:

- Teams perform more effectively under stress by leveraging diverse viewpoints.

- Leaders model fairness, transparency, and respect, fostering cohesion and trust.
- Teams navigate cultural and interpersonal challenges with greater adaptability.
- Populations feel seen and respected, increasing cooperation and operational reach.
- The EU's commitment to dignity, equality, and human rights is embodied in every action.

By systematically integrating D&I, the UCPM TP ensures that diversity and inclusion are **trained, demonstrated and practiced** across all courses and eventually benefit those served in daily life and on deployments.

### 2.3 The formal integration of D&I ensures that:

- all training staff share a common understanding of D&I
- D&I is consistently applied as a cross-cutting competence
- shared terminology and definitions are used
- participants are assessed on D&I-related KSAB criteria

### 2.4 Alignment with EU values and initiatives

The integration of Diversity and Inclusion (D&I) in the UCPM Training Programme mirrors the European Union's foundational values of human dignity, freedom, democracy, equality, the rule of law and human rights.

Equality has been one of the core values of the European Union since its foundation. Over the years, the European Commission has deepened its commitment to ensuring *equality for all and equality in all its senses*. Between 2019 and 2024, the Commission launched a series of flagship strategies and action plans, including:

- the Gender Equality Strategy,
- the EU Anti-Racism Action Plan,
- the EU Roma Strategic Framework,
- the LGBTIQ Equality Strategy,
- the Strategy on the Rights of Persons with Disabilities, and
- the Strategy to counter Antisemitism.

As an employer, the Commission has also adopted a pro-active internal approach to managing and promoting diversity and inclusion. Its internal Strategy on Diversity and Inclusion (2017) and the most recent Diversity and Inclusion in the Workplace Action Plan (2023–2024) set out priorities to build an inclusive organisational culture within the Commission itself.

The integration of D&I into the UCPM Training Programme therefore builds directly on these EU-wide and Commission-wide initiatives. It translates the European Union's institutional commitment into action linking policy and practice through training, capacity building, and leadership development in the field of civil protection.

This Handbook aligns with:

- EU foundational values - dignity, democracy, equality, human rights, rule of law)

- UCPM legal framework and the Union Civil Protection Knowledge Network (UCPKN) Decision (Art. 13, 2019 amendment, 1313/2013/EU)
- European Commission D&I in the Workplace Action Plan (2023–2024)
- DG ECHO actions and programmes, including training standards and principles

This alignment ensures that every UCPM course and deployment not only reflects operational excellence but also the EU's strategic vision of Equality for all in everything that is done.

## 2.5 The journey from intent to integration

Since October 2024, the D&I Working Group:

- co-developed the D&I Framework and Concept Note
- reviewed and aligned all UCPM Deployable TP courses
- integrated D&I learning objectives mapped to KSAB
- harmonised definitions and terminology
- briefed Course Directors and training staff
- created this Handbook as a living reference

D&I is now embedded across all eight UCPM deployable courses.

## 2.6 Linking D&I to the KSAB Model

The KSAB model operationalises D&I as one of the measurable competencies. It ensures that observed D&I practices (or the lack of) is measurable for assessments.

Element	Focus
Knowledge	Understanding D&I definitions, related terminology and operational relevance.
Skills	Applying inclusive communication, leadership, and decision-making
Attitudes	Demonstrating fairness, openness, self-awareness, bias reflection
Behaviours	Practicing respectful, inclusive actions and interactions throughout the training & the UCPM Deployable TP and beyond.

The KSAB model creates clarity and consistency across all courses and assessment processes.

## 2.7 Implementation of D&I

D&I is woven into training through:

- direct modules (D&I sessions, teambuilding)
- indirect practice (group work, participants' interaction, SIMEX, facilitation style, feedback cycles)
- consistent assessment criteria
- safe reporting and support mechanisms

- trainer alignment and ToT encouragement

## 2.8 Core elements of the D&I integration

- Tiered depth across basic, intermediate and advanced levels
- Direct & indirect integration (lectures, teambuilding, teamwork, SIMEX)
- Comprehensive observation & feedback linked to KSAB
- Training staff preparation supported by ToT and course director briefings
- Safe reporting mechanisms for concerns and feedback within the courses and the UCPM TP

## 2.9 Mini How-To Guide for Course Teams

To make D&I integration tangible and consistent, the UCPM TP Course Directors, Task Focal Points, all training staff followed these steps:

1. **Agree on D&I learning objectives** based on the shared D&I definitions and aligned with course aims.
2. **Select up to three D&I learning objectives per course** to ensure focus and measurability.
3. **Link each objective to the KSAB model** (Knowledge, Skills, Attitudes, Behaviours).
4. **Embed D&I** both in dedicated sessions (e.g. D&I lecture, teambuilding) and indirect elements (e.g. group work, facilitation, SIMEX).
5. **Monitor and evaluate** D&I through feedback from trainers, peers and Course Director, individual reflection, and course assessment.

This approach ensures a common thread and consistent implementation of D&I across all UCPM deployable courses.

### 2.9.1 Map Learning Objectives to KSAB

The **KSAB model** (Knowledge, Skills, Attitudes, Behaviours) provides a structured and measurable framework to integrate D&I in every course.

**Who:** Course Directors, Task Focal Points, trainers and lecturers apply the KSAB mapping when designing and updating curricula, lesson plans, and evaluation tools.

**What:** They define how D&I definitions and relevant terminology translate into tangible learning outcomes.

**How:** By connecting learning objectives to specific knowledge areas, skills, attitudes and behaviours that can be practiced, observed and assessed.

**Why (benefits):** The KSAB model makes D&I visible, measurable and transferable from training to observable interaction useful for daily life and deployment.

### Mapping examples:

KSAB Element	Focus Area	Example in Practice
Knowledge	Understanding D&I definitions, bias awareness, and cultural sensitivity.	Participants learn how diverse team members add value and how inclusion enhances decision quality in emergency coordination.
Skills	Applying inclusive communication and decision-making.	Participant practices adapting communication style to ensure all voices in the team are heard.
Attitudes	Cultivating fairness, openness, and empathy.	Participant appreciates respectful dialogue during group discussions.
Behaviours	Demonstrating diversity and inclusion through observable actions.	Participant proactively involves quieter team members during the teambuilding exercise and/or SIMEX.

Through KSAB mapping, D&I moves from broad definitions to **observable, assessable competence** that can be evaluated consistently throughout each course and across the UCPM TP.

### 2.9.2 Benefits

By systematically mapping and assessing D&I learning objectives along with the KSAB model, course teams ensure that D&I is:

- **Consistent** across all UCPM deployable courses,
- **Practical** in both classroom and field simulations,
- **Measurable** through observable behaviours rather than only beliefs, and
- **Transferable** due to practiced habits in training become automatic responses in deployment.

In this way, D&I becomes one of the **lived cross-cutting competencies**, shaping how experts are trained, lead, and respond in diverse high-stress environments.

## 3 WHAT IS DIVERSITY AND INCLUSION

### 3.1 Definitions

**DIVERSITY** refers to the differences found in people, covering a range of features, backgrounds or personal characteristics, including but not limited to sex, race or ethnicity, colour, gender, language, religion or belief, political or any other opinion, disability, socioeconomic background, geographical origin, cognitive makeup, age and sexual orientation. *(L. Hannig, 2025)*



**INCLUSION:** Feeling by individuals that their uniqueness is accepted, valued, and welcomed and that they can bring their full selves to the workplace, leading to an experience of feeling included and belonging to the group. This means actively involving all team members' ideas, knowledge, experiences, perspectives, approaches, and styles to achieve the maximum benefit to the organisation.<sup>1</sup>

### 3.2 A deeper dive into the definitions

Diversity and Inclusion go hand in hand in creating a thriving and dynamic environment. When **diversity is discussed**, it is recognised that everyone brings a unique mix of backgrounds, experiences, and characteristics. This could include differences in race, gender, age, sexual orientation, cognitive and physical abilities, and much more. These varied traits contribute to a broader range of perspectives and ideas, enriching the group as a whole.

However, simply having diversity is not enough. **Inclusion** ensures that everyone's uniqueness is not only accepted but valued. It is about creating an environment where each person feels welcome, safe and empowered to be their authentic self. In an inclusive space, all voices are heard, and every individual's experiences and perspectives are actively integrated into the decision-making process. This sense of belonging boosts engagement, encourages creativity, and drives the team to succeed by tapping into the full potential of its diverse members.

Diversity and Inclusion must be a holistic view, far beyond just gender, because it encompasses all human experiences and characteristics that shape how individuals contribute to society and the workplace. While gender is important, focusing only on it overlooks other critical factors like race, ethnicity, age, socioeconomic background, disability, sexual orientation, cultural heritage, and cognitive differences. These elements bring unique perspectives, talents, and ways of thinking that can drive innovation and problem-solving.

**Diversity without inclusion leads to missed opportunities, while inclusion makes diversity truly impactful.**

<sup>1</sup> "The European Commission Diversity and Inclusion in the Workplace Action Plan 2023 - 2024"  
[https://commission.europa.eu/system/files/2023-09/fact-sheet-diversity-inclusion-in-workplace-action-plan-2023-2024\\_en\\_0.pdf](https://commission.europa.eu/system/files/2023-09/fact-sheet-diversity-inclusion-in-workplace-action-plan-2023-2024_en_0.pdf)

### 3.3 Diversity and Inclusion (D&I) and the KSAB Model

The **Knowledge, Skills, Attitudes and Behaviours (KSAB)** model provides a structured and practical framework for embedding D&I across the UCPM Deployable Training Programme. It applies to **everyone involved**; Course Directors, Task Focal Points, Trainers, Lecturers, Facilitators to participants because D&I is lived at every level. By developing and demonstrating D&I-related KSAB, the UCPM's ability to act with integrity, fairness, and operational excellence for the benefit of affected populations is collectively strengthened.

#### How the KSAB model works

Dimension	Short description	Practical example 1	Practical example 2	Practical example 3
<b>Knowledge (K)</b>	Awareness of the broad scope of D&I and how individual bias and identity influence decisions and team dynamics.	The participant learns about intersectionality and how overlapping factors (e.g. gender + disability) affect crisis response.	During group work the participant - team member reflects on <b>unconscious bias</b> and remembers related information.	The participant recognises <b>confirmation bias</b> — the tendency to seek only information that supports one's existing view when preparing a security briefing and broadens sources to include local and diverse data.
<b>Skills (S)</b>	The ability to apply D&I principles in real-world tasks such as communication, team management, negotiation and problem-solving.	During a SIMEX, the participant tasked as team leader uses inclusive language to encourage all team members to contribute.	The team member adapts communication style to partners from diverse cultural backgrounds.	The participant counters <b>affinity bias</b> which is a preference for professionals like oneself by intentionally selecting teammates with varied profiles to enrich team diversity.
<b>Attitudes (A)</b>	The mindset and values that shape openness, fairness, respect and psychological safety.	The participant remains receptive to feedback after unintentionally excluding a colleague.	Under time pressure, the participant - team member still welcomes differing viewpoints.	The participant recognises <b>status-quo bias</b> which is a tendency to favour existing routines and reconsiders why they initially resisted adding a gender-based needs assessment to planning.
<b>Behaviours (B)</b>	Observable actions that demonstrate	The participant ensures quieter	The participant - team member	The participant tasked as deputy

Dimension	Short description	Practical example 1	Practical example 2	Practical example 3
	inclusive practice in teambuilding, stakeholder engagement and collaboration during training or deployment.	voices are invited into discussion.	acknowledges and corrects biased assumptions in the interaction and during the debrief.	team lead notices <b>gender bias</b> , which is the systematic favouring of one gender in task assignments and redistributes roles equitably.

### Bias glossary (for quick reference)

- **Confirmation bias:** Seeking or valuing only information that supports pre-existing beliefs.
- **Affinity bias:** Favouring those who are similar to oneself in background or views.
- **Status quo bias:** Preferring existing conditions and resisting change even when improvement is possible.
- **Gender bias:** Treating persons differently or unfairly based on gender stereotypes or assumptions.

### Why this matters

The KSAB approach ensures that D&I is not broad definitions but one of the *measurable cross-cutting competencies*.

- **Trainers and course staff** use it to design sessions, facilitate and enhance learning and model D&I related behaviours.
- **Participants** apply it to build effective, respectful and resilient teams during the courses of the UCPM Deployable TP.
- **Deployable experts** rely on it in the field, where diversity and inclusion enhance trust, performance and deployment related outcomes.

When everyone in the UCPM Deployable Training Programme strengthens D&I-related knowledge, skills, attitudes and behaviours, it results in a culture that increases collaboration, communication, performance, decision-making, leadership and credibility at every level from the training room to daily professional life and real-world crisis response.

When these diverse perspectives are brought to the table, particularly in high-stress situations, the ability to adapt, innovate, and make informed decisions improves significantly. Inclusion ensures that everyone, regardless of their background, feels heard, respected, and able to contribute fully, which leads to better teamwork, higher satisfaction, and overall success. By embracing all forms of differences, we create richer, more dynamic environments where everyone can thrive, even in challenging circumstances.

## 4 D&I INTEGRATION BENEFITS

### 4.1 Strategic and operational benefits for UCPM capacity

The integration of Diversity and Inclusion (D&I) within the UCPM Training Programme translates the shared values and competencies described above into measurable operational advantages.

Integrating **Diversity and Inclusion (D&I)** strengthens the entire UCPM Deployable Training Programme from trainers, lecturers and course staff to participants and deployable experts.

D&I enhances how people **learn, lead, and collaborate**, ensuring that diversity and inclusion is practiced in training and mirrored in field operations.

By making D&I visible, intentional and consistent, the foundation for excellence in teamwork, collaboration, communication, decision-making and leadership throughout all UCPM deployable courses and deployment phases is built.

**Integration of D&I empowers everyone involved to:**

- **Strengthen performance in high-stress environments:** Inclusive teams perform better in diverse high-stress environments by leveraging broader perspectives and building rapid trust.
- **Build effective and values-based leadership:** A D&I lens reinforces mindful action and visibly upholds the EU's core values of dignity, freedom, democracy, equality, rule of law, and human rights.
- **Increase adaptability and agility:** Individuals trained in inclusive approaches navigate cultural and interpersonal challenges with greater sensitivity and confidence.
- **Improve community engagement:** Responders who understand and represent diversity and inclusion communicate and coordinate more effectively with affected populations, fostering trust and legitimacy.
- **Enhance team resilience:** D&I practices cultivate mutual respect, psychological safety, and cohesion in multinational teams.
- **Demonstrate strategic and operational integrity:** Integration of D&I competencies ensures that UCPM teams embody both technical excellence and the EU's foundational commitment to fairness, equity and human dignity in every action.

## 5 HOW TO IMPLEMENT DIVERSITY AND INCLUSION

### 5.1 Implementing D&I in the UCPM Deployable Training Programme

**Diversity and Inclusion (D&I)** is integrated throughout the entire UCPM Deployable Training Programme (TP). It is addressed both directly (dedicated sessions on D&I, teambuilding) and indirectly (teamwork, simulation exercises, facilitation style, assessment and feedback loops). Consistency, depth and measurable impact are ensured by tailoring the D&I integration to the course level and objectives. Each training course includes at least one dedicated D&I session and visible D&I practical elements in facilitation, teamwork, and evaluation.

All course staff are briefed and trained to apply D&I as one of the cross-cutting competencies. Participants' feedback forms and assessment tools include D&I-related indicators, supporting continuous improvement and accountability.

A revised referral and reporting system including formal and informal options for confidential reporting ensures that D&I is a practice lived through safe, respectful and fair interaction.

## 5.2 Core Elements of the D&I Integration

The UCPM Deployable TP uses a **pillar approach** to ensure progressive learning and consistency:

- **Basic level (UMI, SEC Online):** Introduces D&I principles and cultural sensitivity, focusing on understanding differences and communication in diverse teams.
- **Intermediate level (DCC, ODC, IMC ADV, SEC ADV):** Applies D&I to crisis coordination, inclusive leadership, and cross-cultural communication challenges.
- **Advanced level (ODC ADV, TLC):** Integrates D&I into strategic decision-making, communication, collaboration and leadership, enhancing the mastery of diversity and inclusion practices in high-stress environments.

Each course combines **direct** and **indirect** D&I integration to strengthen it.

## 5.3 Online Modules

Interactive content, case studies and scenario-based learning highlight how diversity impacts decision-making and crisis management. Virtual-reality tools such as **Body Swaps** enhance self-awareness and empathy through immersive experiences.

The UCPM **Cultural Sensitivity and Gender (CSG)** Online Course on EU Academy remains strongly recommended. Regular refreshers are recommended every two years.  
<https://academy.europa.eu/courses/csg-cultural-sensitivity-and-gender-updated>

The EU Academy also has a revised **Exploring the core themes of Diversity and Inclusion** Online Course which is also strongly recommended.  
<https://academy.europa.eu/courses/exploring-the-core-themes-of-diversity-and-inclusion>

## 5.4 Face-to-Face (f2f) Modules

Face-to-face sessions build competence through reflection, group exercises and roleplay that mirror real crisis situations. Participants practice inclusive communication, teamwork, and leadership strengthening both professional and interpersonal awareness.

## 5.5 Course Directors (CDs) and Task Focal Points (TFPs) Engagement

Course Directors and TFPs identified D&I learning objectives, reviewed curricula and ensured consistency in terminology and delivery. Their leadership is central to embedding D&I across courses, enabling all trainers and participants to experience inclusion as a shared professional standard.

## 5.6 Monitoring, Evaluation & Learning

- **Internal M&E** tracks planning, delivery, and results, integrating D&I indicators into course evaluations.
- **Feedback loops** ensure trainers, participants and management contribute to refinement.
- In future cycles, **key performance indicators (KPIs)** may be introduced to measure D&I impact on training and operational performance.

## 5.7 Participant Assessment and Evaluation (PA&E)

Course staff provide regular, structured feedback including observations of D&I-related behaviours. This reinforces accountability and helps participants link inclusive practice to leadership and teamwork outcomes.

## 5.8 From Concept to Continuous Integration

The D&I integration followed a **systemic and collaborative** approach from 2024 onwards, built on the European Commission's long-standing equality agenda and DG ECHO's commitment to embedding inclusion into every part of the UCPM Training Programme (for detailed background, see *Chapter 2 – Background & Rationale*).

This process is not static: it evolves with lessons learned, policy updates, and continuous dialogue among DG ECHO, the Three Vertices Consortium, and all stakeholders.

## 5.9 Continuous Reflection and Learning

Implementing D&I is an ongoing learning process. Throughout the integration journey, the Working Group engaged transparently with training teams to address challenges such as:

- fear of “diluting” core content,
- misunderstanding D&I as limited to gender,
- and ensuring integration is *lived* rather than checklist based.

This open dialogue fostered shared ownership and alignment with the EC's definitions and spirit of inclusion.

## 5.10 Key Milestones (Summary)

The timeline and process milestones of D&I integration from DG ECHO's request (August 2024) to the creation of this Handbook (August 2025) are detailed in **Annex 1**.

Here they serve as a reminder that integration is both **a journey and a practice**: an ongoing evolution towards excellence and coherence across the UCPM TP.

Milestone	Description
<b>Letter of Intent (Aug 2024)</b>	European Commission DG ECHO request to integrate D&I across the UCPM Deployable TP.
<b>WG formation (Oct 2024)</b>	TVC establishes cross-consortium D&I Working Group.
<b>Concept Note &amp; Framework (Oct 2024)</b>	Shared tools developed to align implementation.
<b>Curriculum Review (Nov 2024 – Jul 2025)</b>	Full revision of 8 UCPM Deployable TP courses (curricula, lesson plans, executive summaries, SIMEX).
<b>Integration Matrix (Oct 2024 – Jul 2025)</b>	D&I mapped per course, linked to KSAB model.
<b>Progress Reporting</b>	Bimonthly DG ECHO reviews, feedback from BoP, CDs, and NTCs.
<b>D&amp;I Handbook (Aug 2025)</b>	Developed as a baseline resource with annexes for long-term use. Plan to develop a supporting manual for training staff and pocket guide agreed, drafting commenced.

## 5.11 Practical D&I Integration in the UCPM Deployable Training Programme

The following section showcases how Diversity and Inclusion (D&I), is practically integrated into each of the eight Lot 1 courses of the UCPM Deployable Training Programme. Across all courses, there is a consistent D&I thread, visible from the start to the end of each training and woven throughout the entire training path. This ensures that D&I is not treated as an isolated topic, but as a lived competence, practiced and strengthened through every learning method, every exercise, and every interaction. What participants learn in one course is reinforced in the next, creating continuity, depth, and a form of “muscle memory” that is carried into deployment.



(L. Hannig, 2025)

## 5.12 Union Mechanism Introduction Course (UMI) and its D&I Integration

### Course Description:

The objective of the UMI course is to provide participants with the necessary knowledge about the UCPM, disaster management principles and the legal framework of civil protection and humanitarian aid. This course is the introductory level to the UCPM Training and Exercises Programme. It helps to explore the potential to develop as a UCPM deployable professional in different roles and functions, and to enhance the understanding of the international disaster environment.

### Focused Diversity & Inclusion (D&I) Learning Objectives

The UMI course introduces Diversity and Inclusion at the very entry point of the deployable training path. The focused learning objectives are to familiarise participants with the agreed definitions of D&I, to raise awareness of its tangible benefits for effective teamwork, and to promote respect and understanding across cultures in deployment contexts. By the end of the course, participants are expected not only to know what D&I means, but to begin applying it in their team interactions, recognising that inclusive behaviours lead to stronger trust, more adaptive teams, and more effective operations.

### Alignment with Course Objectives

These D&I objectives are aligned with the wider aims of the UMI. As participants discover the structures, tools, and principles of the UCPM, they also develop an appreciation of D&I competencies being essential to functioning in multinational, multicultural teams. The UMI course therefore lays the baseline for participants' D&I awareness, creating a common understanding that supports effective teamwork in all subsequent courses. In doing so, D&I is tied directly to the overarching goal of the UMI: preparing participants to act as reliable and principled members of the UCPM family.

### **Description of the Implementation Process across Course Segments**

The D&I journey begins already in the **asynchronous phase**, where participants must complete the EU Academy Cultural Sensitivity and Gender course and provide proof of attendance. This requirement ensures that every participant enters the course with a minimum level of awareness. Supplementary videos such as *The Culture Map* introduce intercultural dynamics in an engaging way.

In the **online synchronous phase**, the dedicated lesson on Cultural Awareness, Diversity and Inclusion has been extended to highlight the KSAB dimensions—knowledge, skills, attitudes, and behaviours. Participants explore how diversity shows up in their teams, reflect on challenges, and identify inclusive practices. D&I is also embedded in the Disaster Risk Management lecture, which now includes the “leaving no one behind” principle and examples of inclusive disaster risk reduction.

During the **face-to-face segment**, D&I is explicitly addressed in the Disaster Response Environment lecture. Here, participants discuss the challenges of trust-building and communication in diverse teams, as well as in interactions with communities. The Deployment lecture links D&I to the Experts' Agreement of Service and the Code of Conduct, emphasising ethical, inclusive behaviour in the field. Finally, in the **simulation exercise (SIMEX)**, D&I is tested in practice: specific injects and scenarios require participants to demonstrate inclusive teamwork, adapt to cultural differences, and communicate respectfully under stress. Trainers observe and evaluate these behaviours, offering structured feedback during the debrief.

### **Examples of D&I in Practice**

During team building, leadership roles are rotated to ensure that every participant contributes equally. In the Cultural Awareness lesson, participants watch *The Culture Map* video and reflect on their own cultural biases. During the SIMEX, a multicultural press conference role-play allows participants to practise inclusive communication with representatives of different cultural backgrounds.

### **Common D&I Thread throughout the Course**

The UMI does not limit D&I to one lecture or exercise. Instead, it is present throughout the course, directly and indirectly. From the first team-building sessions to the SIMEX, participants are constantly invited to practice inclusive communication, empathy, and trust-building. In plenary discussions, group work, and case studies, diversity is framed not as a challenge but as an asset that strengthens the team. This common D&I thread ensures coherence and visibility, just as communication is reinforced as a transversal competence.

### **Assessment and Evaluation**

Assessment of D&I is both structured and observational. Trainers use specific indicators to evaluate whether participants demonstrate inclusive communication, awareness of cultural

and gender sensitivities, and the ability to adapt behaviour in diverse environments. The SIMEX serves as the key testing ground: teams are observed for how they manage cultural differences and build cohesion under pressure. These assessments feed into the individual evaluation process, ensuring that D&I is not only taught but also measured.

### **Consistency and Quality Assurance**

To guarantee consistency, all lecturers and trainers are briefed before each course to align with the agreed D&I learning objectives and terminology. Guidance documents and trainer notes are provided to ensure that D&I is delivered coherently across all sessions. This quality assurance mechanism helps avoid fragmented approaches and builds confidence that D&I is addressed in a comparable way in every iteration of the UMI.

### **Expected Impact**

By the end of the UMI, participants have gained a shared understanding of D&I within the UCPM. They leave with increased sensitivity to diversity and inclusion, greater appreciation of inclusive teamwork, and practical experience of applying these principles in group tasks and a simulated deployment. The expected impact extends beyond professional performance: participants report that their D&I learning also influences how they communicate, collaborate, and lead in their personal lives. This early integration of D&I at the UMI level creates a strong foundation for the more advanced courses, ensuring that the competence grows in depth and sophistication throughout the training path.

## **5.13 Security & Security Course (SEC) and its D&I Integration**

### **Course Description:**

The objective of the Safety and Security Course (SEC) is to provide participants with the basic security awareness to prepare for international deployment under the UCPM. This course covers a range of likely risks and scenarios that experts may be exposed to when deployed. The content is of generic nature, and will be completed with the contextual, mission-specific briefing that the participants will receive when they arrive on a mission.

### **Focused Diversity & Inclusion (D&I) Learning Objectives**

In the SEC course, Diversity and Inclusion is introduced as a core element of security awareness and management. The focused objective is for participants to become aware of cultural, gender, and diversity dimensions in the security context, and to appreciate how inclusive practices strengthen both personal safety and team security during missions. By engaging with D&I in this way, participants are reminded that security management is not only about protocols and procedures but also about understanding people, cultures, and contexts.

### **Alignment with Course Objectives**

The SEC course aims to prepare participants with fundamental knowledge of mission security, ensuring that they understand risks, vocabulary, and procedures from preparation through to the end of deployments. D&I strengthens this goal by highlighting that security is never value neutral. How people perceive threats, follow rules, and interact with teams is shaped by culture, gender, and diversity. By aligning D&I with the course learning objectives, SEC ensures that participants develop not only technical competence but also the sensitivity to apply security measures inclusively in real-world mission environments.

### **Description of the Implementation Process**

The SEC course is delivered entirely as an asynchronous online course, making it accessible and flexible for all participants. SEC is a mandatory online course that participants must complete both and submit their certificates to the National Training Coordinator.

For the 21st cycle, the content has been updated to expand the original gender module into a broader **Cultural Awareness, Gender, Diversity and Inclusion** chapter. This chapter reflects on D&I within teams and within affected communities, linking the principles directly to mission security. The lessons, exercises, and quizzes encourage participants to reflect on their own assumptions and to understand how cultural and gender sensitivity can reduce risks and build trust.

### **Examples of D&I in Practice**

An online quiz includes scenarios where gender or cultural bias affects security risk perception. Case studies link cultural differences in behaviour, such as norms around night travel, or mission safety planning. A reflective task prompts participants to describe one personal bias they recognised during the module.

### **Common D&I Thread throughout the Course**

Although online and self-paced, SEC still ensures that D&I runs as a common thread throughout. Direct integration is visible in the dedicated chapter on Cultural Awareness, Gender, Diversity and Inclusion. Indirect integration is achieved through interactive exercises, online discussions, and quizzes that frame security scenarios in culturally diverse contexts. Just as communication is reinforced across all UCPM deployable training courses, so too is D&I woven into the SEC as a transversal competence that participants cannot overlook.

### **Assessment and Evaluation**

Evaluation of D&I integration in SEC is conducted through online quizzes and tests. These assessments measure whether participants can identify cultural and gender dimensions in security contexts, apply inclusive principles in scenario-based exercises, and use correct terminology. By embedding D&I indicators into the evaluation, the course ensures that inclusivity is assessed not as an abstract principle but as a practical part of mission security training.

### **Consistency and Quality Assurance**

Quality assurance for the SEC course is maintained through regular updates of the online course content. For the 21st cycle, the updates were guided by the agreed D&I learning objectives. This guarantees coherence across all courses and ensures that participants, regardless of when they complete SEC, receive consistent exposure to D&I principles and practices in the security field.

### **Expected Impact**

By the end of the SEC course, participants have developed a deeper understanding of the relationship between D&I and mission security. They know how cultural and gender dynamics can influence both risks and responses, and they are better prepared to manage security in diverse international environments. Beyond technical knowledge, participants leave with the awareness that inclusivity is a protective factor in itself: it reduces misunderstandings, prevents conflict, and enhances safety for teams and affected populations alike.

## 5.14 Deployable Capacities Course (DCC) and its D&I Integration

### Course Description:

The objective of the Deployable Capacities Course (DCC) is to provide participants with the necessary knowledge and skills required to perform competently during an international deployment under the UCPM, covering all phases of a mission cycle. This course will enhance the participants capability to fulfil tasks and requirements as a member of EU modules, other response and rescEU capacities, and to integrate them into existing national and international coordination arrangements. The course focuses on crucial issues of interoperability, self-sufficiency, logistics, communication and reporting.

### Focused Diversity & Inclusion (D&I) Learning Objectives

In the DCC, Diversity and Inclusion is not an optional add-on but an integral part of building deployable readiness. The course objectives make this explicit: participants are asked to understand the value of D&I within modules, other response and rescEU capacities, to actively develop and apply inclusive practices that foster trust and team cohesion, and to recognise the complexities of diverse stakeholders and affected populations in disaster response. These objectives are formally adopted in the curriculum as Learning Objectives 13–15 (e.g. see Annex B), ensuring that D&I is embedded alongside operational, technical, and leadership competencies.

### Alignment with Course Objectives

The DCC's purpose is to prepare participants to operate effectively as members of modules, other response, and rescEU capacities across the entire mission cycle. D&I is woven directly into this aim. It reinforces the importance of intercultural sensitivity when managing logistics, establishing a base of operations, or collaborating with national and international stakeholders. It also anchors the Code of Conduct in daily practice: participants are reminded that fairness, respect, and inclusivity are non-negotiable elements of effective and ethical deployments. In this way, D&I enhances the operational objectives of the DCC by ensuring that teams are not only technically competent, but also culturally sensitive and resilient in diverse environments.

### Description of the Implementation Process across Course Segments

The D&I journey begins before the course itself. Asynchronous preparation requires all participants to complete the EU Academy Cultural Sensitivity and Gender course, ensuring a common baseline. They also submit a self-assessment form with D&I-related questions and prepare an individual team risk analysis, which sets the stage for further group work.

In the **online phase**, D&I is addressed explicitly in the lesson on “Diversity, Inclusion and Team Development.” Here, participants explore how inclusive practices build swift trust, a critical factor for effective collaboration under pressure. Homework tasks using the team risk analysis tool encourage reflection on inclusive communication and friction points. Other online sessions, such as Mission Experience, incorporate D&I by examining lessons from past deployments where cultural sensitivity and inclusive approaches directly influenced mission outcomes.

During the **residential face-to-face phase**, D&I is revisited and deepened. Team building exercises explicitly focus on inclusivity and cooperation, with groups drafting and presenting their team risk analyses. Lectures on mission planning, mobilisation, base of operations, stakeholder engagement, coordination structures, safety and security, and media all

incorporate D&I elements through case studies, scenario discussions, and role plays. In each of these sessions, participants are challenged to consider the perspectives and needs of diverse team members, stakeholders, and affected populations.

The **simulation exercise (SIMEX)** provides the most comprehensive practice ground. Here, D&I is integrated across all mission phases and made visible through specific injects. One scenario, for example, requires participants to engage with a representative of a minority group in the affected country. This forces teams to navigate cultural and social dynamics authentically, highlighting that inclusive and respectful approaches are mission critical. Trainers observe how participants embrace the diversity in the team, demonstrate inclusive communication, resolve conflicts, and adapt to culturally diverse situations under operational stress.

### **Example of D&I in Practice**

Each team prepares a risk analysis that includes bias, cultural, and gender sensitivity dimensions. In the SIMEX, participants engage respectfully with a minority representative from the affected population, testing their inclusivity in stakeholder management. Group exercises use a “round robin” approach to ensure that all voices are heard and no individual dominates the discussion.

### **Common D&I Thread throughout the Course**

The DCC ensures that D&I is present from start to finish, forming a visible common thread. Direct D&I sessions, such as Diversity and Inclusion and Team Development, are complemented by indirect integration in nearly every lesson, from logistics planning to stakeholder coordination. Group work, scenario analysis, and role-play exercises all create opportunities to observe and practice inclusive behaviours. This deliberate approach ensures that participants experience D&I not as an isolated concept but as a daily practice woven into their professional identity as deployable experts.

### **Assessment and Evaluation**

Assessment of D&I competence in the DCC is multifaceted. Participants' self-assessment before the course captures their starting awareness. During the course, trainers observe inclusive behaviours such as cooperation, trust-building, and cultural sensitivity. Reflective journals and daily assessments reinforce continuous self-awareness. The SIMEX provides a decisive opportunity for trainers to evaluate participants' ability to integrate D&I in practice, from group decision-making to field interactions. Post-course tests further measure knowledge gains and awareness. These methods ensure that D&I is not only taught but assessed consistently alongside technical and operational skills.

### **Consistency and Quality Assurance**

To guarantee quality and consistency, D&I definitions and terminology are standardised across the course, aligned with the European Commission's references. Trainers and lecturers receive clear guidance and briefing before delivery, ensuring coherence in how D&I is addressed. Lesson plans visibly include D&I questions, and SIMEX injects are pre-designed to test inclusive practice. This systematic approach avoids ad hoc implementation and builds confidence that D&I is integrated and evaluated in a comparable way in every course iteration.

## Expected Impact

By the end of the DCC, participants emerge with a deeper understanding of how inclusivity strengthens operational effectiveness. They learn to apply D&I principles in planning, logistics, and stakeholder engagement, recognising that respectful and culturally sensitive approaches directly improve mission outcomes. Teams trained under this model are better prepared to build swift trust, navigate complex cultural dynamics, and provide equitable Civil Protection assistance. Beyond the field, participants report that the course also enhances their personal leadership and communication, reinforcing that D&I is not only a competence for deployments but a value shaping how they work and live.

### 5.15 Operational Deployment Course (ODC) and its D&I Integration

#### Course Description:

The objective of the Operational Deployment Course (ODC) is to provide the participants with essential knowledge and skills required for to undertake international deployments under the UCPM. The ODC is the first operational deployment course with the objective to prepare EU Civil Protection Team (EUCPT) members, including Technical Experts and TAST key personnel, for international deployments by covering all phases of the mission cycle.

#### Focused Diversity & Inclusion (D&I) Learning Objectives

The ODC builds on the foundation laid in earlier courses by moving from awareness of D&I into practice. Participants are expected to understand and apply D&I principles in their daily work as part of the EUCPT. They learn to explain the value of inclusive teams in high-pressure operational contexts and to reflect critically on how accepted and familiar behaviours differ across cultures. In doing so, they begin to see D&I not only as a moral and ethical principle but as a practical necessity for effective mission outcomes.

#### Alignment with Course Objectives

The ODC is designed to prepare participants to function as cohesive members of a multidisciplinary team under the UCPM framework. D&I directly supports this by strengthening team cohesion, ensuring respect across roles and cultures, and enabling trust to grow within diverse groups. By embedding cultural sensitivity into communication and decision-making, participants are better prepared to engage constructively with stakeholders such as local authorities, international partners, and affected communities. The ability to consider diverse perspectives also reduces the risk of groupthink and leads to more robust, adaptive decisions during deployment. In this way, D&I is inseparable from the ODC's wider objectives of preparing participants for real-world deployment.

#### Description of the Implementation Process across Course Segments

The course uses a blended methodology to ensure that D&I is introduced, practiced, and tested throughout.

In the **Online phase (5 days)**: Participants complete the EU Academy D&I module and an entry test, setting a common baseline. In addition, the online component includes a dedicated session on “Working in Diverse Teams,” which uses metaphors, scenario-based exercises, and reflection activities to highlight unconscious bias and the operational risks of exclusion. Participants also draft a team risk analysis to prepare for inclusive collaboration during the residential phase.

During the **Face-to-face phase (4.5 days)**: D&I is further developed in a dedicated session on “Diversity & Inclusion – Team Cultural Awareness and Resilience.” Here, participants practise

applying D&I concepts to real-life deployment contexts. They explore how different organisational cultures, working styles, and identity factors influence team dynamics, safety, and trust. They also learn inclusive conflict resolution techniques and reflect on personal resilience strategies for high-pressure mission environments.

The **Simulation phase**: serves as the capstone of the course. In this exercise, D&I is not treated as theory but as a live competence under stress. Participants must demonstrate inclusive communication, cultural sensitivity in decision-making, and effective engagement with diverse stakeholders. Trainers observe these behaviours throughout the simulation, offering structured feedback to ensure that D&I learning is integrated into operational performance.

### **Example of D&I in Practice**

In the “Working in Diverse Teams” session, role-play exercises require team members to reconcile conflicting cultural working styles. Group assignments focus on designing conflict resolution strategies for mixed-experience, multicultural teams. During the SIMEX, a local stakeholder challenges the EUCPT’s inclusivity, prompting participants to adapt their communication approach.

### **Common D&I Thread throughout the Course**

From the welcome session to the final debrief, D&I is woven as a common thread across all elements of the ODC. Participants are reminded that inclusive practice is not limited to one session but appears in mission planning, stakeholder coordination, logistics, information management, and administration. Group work, discussions, and role-play consistently bring inclusivity into focus, ensuring that participants experience it as a transversal competence that supports all other learning.

### **Assessment and Evaluation**

The ODC assessment framework is specifically adapted to measure D&I competencies alongside technical and operational skills. Evaluation forms include D&I indicators such as inclusive teamwork, equitable information sharing, cultural sensitivity, and bias awareness. Trainers observe participants during exercises and simulations, providing real-time feedback. Self- and peer-reflection is also used to encourage continuous learning, with participants asked to assess their own inclusive behaviours and learn from the perspectives of colleagues. This triangulated approach ensures that D&I is not only taught but systematically assessed throughout the course.

### **Consistency and Quality Assurance**

To maintain coherence and quality, D&I integration is supported by standardised definitions and guided by EU Commission frameworks. Trainers are briefed before delivery to ensure consistent terminology, and lesson plans explicitly include D&I objectives and activities. The deployment simulation includes pre-designed benchmarks that test D&I competencies under pressure. This approach guarantees that participants in different ODC cycles receive a comparable and high-quality D&I learning experience.

### **Expected Impact**

By completing the ODC, participants emerge as professionals capable of applying D&I principles in the demanding context of international deployments. They are better equipped to foster trust, unity, and cohesion within diverse teams, reducing internal frictions and improving mission coordination. Their heightened cultural awareness and inclusive communication skills allow them to engage more effectively with stakeholders and affected

populations, ensuring responses are both efficient and respectful. Ultimately, by considering diverse perspectives and addressing unconscious biases, ODC trained participants are able to make more informed, balanced, and adaptive decisions, resulting in improved mission outcomes and stronger representation of European values in the field.

### **5.16 Operational Deployment Course – Advanced (ODC ADV) and its D&I Integration Course Description:**

The objective of the Operational Deployment Course Advanced (ODC ADV) is to provide the participants with an enhanced level of knowledge and skills required to perform competently as a EUCPT member, including the TAST personnel, during international deployments under the UCPM. The ODC ADV is the second operational deployment course mandatory to be eligible for UCPM international deployment, along with participation in an EU MODEX tabletop and a field exercise.

#### **Focused Diversity & Inclusion (D&I) Learning Objectives**

The ODC ADV builds upon the foundation of the ODC by taking participants into the realm of advanced mission coordination and leadership. Here, Diversity and Inclusion is framed not only as a competence to be applied in daily practice, but as a strategic lens through which complex missions are managed. The learning objectives emphasise that diversity goes beyond culture, race, gender, or visible characteristics. Participants learn how diverse teams are better equipped to understand and respond to the varied needs of affected communities, leading to more effective humanitarian and civil protection assistance. They also practise applying the strategic perspective of EUCPT roles in facilitating coordination and communication with diverse authorities, stakeholders, and communities.

#### **Alignment with Course Objectives**

The ODC ADV's central aim is to prepare participants to manage and coordinate UCPM missions at a higher, more complex level. D&I integration supports this aim by reinforcing inclusive leadership practices, ensuring that staff structures and task divisions make full use of diverse expertise. Culturally sensitive negotiation techniques and inclusive meeting protocols strengthen stakeholder interaction, enabling participants to build trust and manage complex relationships with VIPs, the media, and local authorities. Strategic communication, briefing preparation, and information analysis are enhanced by inclusive approaches that ensure clarity and relevance across diverse audiences. In this way, D&I helps align mission effectiveness with European values of respect, fairness, and inclusivity.

#### **Description of the Implementation Process across Course Segments**

The ODC ADV uses a blended learning methodology, ensuring that D&I is embedded in both preparation and practice.

In the **Online phase (5 days)**: Participants begin with the EU Academy D&I module and an entry test to establish a baseline. The online programme includes a dedicated interactive session, *“Diversity & Inclusion – Navigating Complexity Together”*. Using case studies such as “Lost in Translation” and “Türkiye Convoy,” participants explore bias, role dynamics, and decision-making under uncertainty. They apply frameworks like the Compass to practise inclusive thinking in complex, ambiguous contexts.

During the **Face-to-face phase (4.5 days)**: D&I integration is reinforced through team building, staff role allocation, information management, negotiation, and media interaction. The D&I perspective is embedded in every topic: staff management emphasises drawing on diverse strengths, information management requires integrating different community needs, and

media/briefing preparation involves tailoring messages to culturally diverse audiences. Negotiation exercises are particularly designed to highlight inclusive protocols and culturally sensitive approaches.

**The Deployment simulation:** Culminates in a complex mission simulation, where D&I is tested in real time. Participants must lead teams inclusively, manage diverse perspectives, and communicate across cultural and institutional boundaries. Trainers observe how inclusive leadership and decision-making contribute to mission outcomes, making D&I a live competence under strategic operational pressure.

### **Example of D&I in Practice**

The “Lost in Translation” scenario illustrates how misinterpretation and bias can derail a convoy operation. In a negotiation exercise, participants must ensure that women stakeholders are fully heard and respected. The simulation debrief explicitly compares the outcomes of inclusive versus exclusive leadership decisions.

### **Common D&I Thread throughout the Course**

D&I runs as a golden thread across all elements of the ODC ADV. From the first online discussions to the final debrief, participants are reminded that inclusive practices are not limited to interpersonal courtesy, but form part of strategic mission management. Every functional area—staff roles, coordination platforms, negotiation, information management, and media relations—demands an inclusive mindset that values diversity and uses it as an operational asset.

### **Assessment and Evaluation**

The assessment framework for ODC ADV explicitly incorporates D&I alongside technical and leadership competencies. The individual evaluation form includes D&I indicators, such as inclusive teamwork, cultural sensitivity, bias awareness, and equitable communication. Trainers observe behaviours continuously, and feedback is given during and after exercises. Peer and self-reflection activities allow participants to assess their own progress and learn from colleagues. These multi-layered assessments ensure that D&I is not only taught but also applied, observed, and improved throughout the course.

### **Consistency and Quality Assurance**

Consistency is maintained through the use of standardised D&I terminology and definitions aligned with EU Commission guidance. Trainers are briefed before delivery and receive dedicated notes on how to highlight D&I in their sessions. Lesson plans explicitly integrate D&I objectives, and the simulation exercise includes pre-designed injects to test inclusive leadership under stress. This systematic approach guarantees that D&I is consistently visible and measurable in every iteration of the ODC ADV.

### **Expected Impact**

Graduates of the ODC ADV emerge as leaders capable of managing diverse teams and complex missions at a strategic level. They know how to foster trust, unity, and cohesion in their teams while simultaneously engaging constructively with a wide range of stakeholders, from local communities to high-level VIPs. Their enhanced cultural awareness and inclusive decision-making skills strengthen stakeholder relationships and reduce friction in mission environments. By applying inclusive analysis and adaptive planning, ODC ADV participants are better able to navigate uncertainty, allocate resources effectively, and make robust strategic decisions. Ultimately, this results in more coherent teams, more effective deployments, and

mission outcomes that reflect both operational excellence and European values of inclusivity and respect.

### 5.17 Information Management Course – Advanced (IMC ADV) and its D&I Integration Course Description:

The objective of the Information Management Course Advanced (IMC ADV) is to provide the necessary competencies to perform in the role of Information Management Expert of the EUCPT during an international UCPM deployment.

#### **Focused Diversity & Inclusion (D&I) Learning Objectives**

The IMC ADV takes Diversity and Inclusion into the heart of information management. The focused learning objectives emphasise three critical dimensions: understanding and applying D&I in practice, analysing how accepted and familiar behaviours differ across cultures, and engaging in self-reflection to identify both unconscious and conscious biases. For participants preparing to serve as Information Management Experts in EU Civil Protection missions, these objectives highlight that D&I is not only about interpersonal conduct but also about the accuracy, reliability, and fairness of information products that guide operational decision-making.

#### **Alignment with Course Objectives**

The overall aim of the IMC ADV is to equip participants to establish and manage effective information systems in the field. D&I integration directly reinforces this by ensuring that data is gathered inclusively, analysed without bias, and communicated in a way that respects cultural diversity. Inclusive data collection and analysis improve accuracy and representativeness, strengthening situational awareness. Culturally sensitive communication enhances coordination with national authorities, international partners, and affected communities. Bias-aware decision support ensures that mission planning is based on fair and reliable information. In these ways, D&I supports and amplifies the core course objective: enabling participants to perform as competent and trusted Information Management Experts in complex, high-pressure deployments.

#### **Description of the Implementation Process across Course Segments**

The IMC ADV uses a blended methodology to introduce, apply, and consolidate D&I competencies.

**The Online phase (4 days):** A dedicated 2.25-hour session, *“Diversity and Inclusion in Data and Emergency Operations,”* provides a structured introduction to D&I in the IM context. Participants examine biased datasets, practise using bias-mitigation checklists, and reflect on cultural differences that shape data interpretation. Other online sessions, such as IM planning, data collection, and sense-making, include D&I elements—ensuring that inclusivity is embedded from the beginning.

**During the Face-to-face phase (4.5 days):** Residential sessions further embed D&I in the practical tasks of information management. Exercises in internal IM flow, communication of information, situation analysis, and reporting explicitly address how cultural awareness and inclusive communication affect outcomes. In “Biases and Countermeasures,” participants simulate scenarios where cognitive and cultural biases distort analysis, then apply structured techniques to mitigate them. In “Shared Interpretation,” they practise collaborative analysis, ensuring participation from all voices and perspectives. Field data collection and GIS sessions

also highlight the importance of inclusive approaches, ensuring that products reflect diverse realities and are accessible to varied audiences.

The **Deployment simulation**: Throughout the course, and especially in the final simulation, D&I is tested in real time. Participants must integrate multiple data streams, manage analysis frameworks, and brief stakeholders, all while demonstrating inclusive thinking, cultural sensitivity, and awareness of bias. Trainers observe and give feedback on how inclusively participants lead and interpret information in high-stakes mission environments.

### **Example of D&I in Practice**

Participants use a bias-mitigation checklist to identify distortions in a dataset that overrepresents urban populations. In a role-play exercise, they practise briefing local authorities using culturally adapted data visualisations. Group reflections uncover how unconscious bias may have shaped their interpretation of field-collected data.

### **Common D&I Thread throughout the Course**

The IMC ADV ensures that D&I is not limited to a single lecture but woven throughout the entire training. Direct integration is visible in the dedicated D&I session, while indirect integration appears in nearly every module: planning, communication, reporting, visualisation, and analysis. Whether discussing datasets from OCHA, preparing maps, or writing situation reports, participants are reminded that inclusivity and bias awareness are fundamental to producing reliable and actionable information. This continuous presence of D&I creates a golden thread that mirrors the transversal nature of information management itself.

### **Assessment and Evaluation**

The course's assessment framework explicitly incorporates D&I competencies alongside technical skills. Evaluation forms include indicators such as inclusive teamwork, equitable information sharing, cultural sensitivity, and bias awareness. Trainers observe behaviours in group work, exercises, and simulations, providing feedback during the course. Participants also engage in self- and peer-reflection, allowing them to examine their own assumptions and learn from colleagues. This triangulated approach—faculty observation, structured evaluation, and participant reflection—ensures that D&I is taught, observed, and measured consistently.

### **Consistency and Quality Assurance**

Consistency is maintained through standardised definitions of D&I, aligned with DG ECHO guidance and UCPM frameworks. Trainer notes and lesson plans explicitly include D&I objectives, and pre-designed simulation injects ensure that inclusive practices and bias awareness are tested under pressure. This systematised approach guarantees that every IMC ADV iteration delivers comparable quality and depth of D&I integration, reinforcing the competence across the deployable training programme.

### **Expected Impact**

Graduates of the IMC ADV leave with the ability to manage information inclusively, accurately, and strategically in complex deployment environments. They are able to collect representative data, mitigate bias in analysis, and communicate effectively across cultures. This leads to situational awareness products that reflect the needs of all affected groups and provide stronger support for decision-making. At the team level, participants are equipped to build trust, foster inclusive collaboration, and reduce miscommunication in multinational environments. Ultimately, the integration of D&I in IMC ADV not only enhances operational

effectiveness but also ensures that EU Civil Protection missions reflect European values of fairness, inclusivity, and respect.

### 5.18 Safety & Security Advanced Course (SEC ADV) and its D&I Integration

#### **Course Description:**

The objective of the Safety and Security Course Advanced (SEC ADV) is to provide the necessary competencies to perform in the role of Safety and Security Expert of the EUCPT during an international UCPM deployment

#### **Focused Diversity & Inclusion (D&I) Learning Objectives**

In SEC ADV, Diversity and Inclusion is positioned at the intersection of personal resilience, team safety, and mission security. Participants are expected to understand Duty of Care, including the EU Civil Protection Team's responsibility to safeguard its members during deployments. They learn to identify and integrate gender, diversity, and cultural considerations into risk assessments and safety planning, recognising that inclusive approaches not only protect individuals but also strengthen collective security. Furthermore, they are asked to explore cultural challenges in international deployments and to develop the personal and social competencies—such as self-awareness and resilience—needed to thrive in high-stress environments.

#### **Alignment with Course Objectives**

The SEC ADV aims to prepare participants for advanced safety and security risk management in mission environments. D&I integration directly reinforces this aim by linking ethical and inclusive practices to operational safety. By weaving gender and cultural awareness into risk assessments, participants learn to identify vulnerabilities that might otherwise be overlooked. Inclusive perspectives strengthen strategies for risk reduction and ensure that safety planning accounts for the needs of all team members as well as affected populations. Cultural sensitivity and awareness of bias are therefore treated as operational imperatives, equipping participants to function as ethical and effective safety and security advisors within EUCPT missions.

#### **Description of the Implementation Process across Course Segments**

The D&I journey begins with the **asynchronous online phase**, where participants complete the Cultural Sensitivity and Gender (CSG) module (unless already completed previously) and read key documents such as the UN Manual on Gender Inclusion in Security Management and the European Institute for Gender Equality (EIGF) Sectoral Brief on Gender and Security. These materials provide a shared baseline and ensure that participants arrive with an understanding of D&I in the security context.

The **online synchronous session** builds on this by revisiting key terminology, potential biases, and stereotypes, and linking them directly to security planning. Participants reflect on how inclusive approaches can be integrated into risk assessments and mitigation strategies.

In the **residential face-to-face phase (4.5 days)**, D&I is further embedded across multiple lessons. In "Security and Safety linked to D&I," participants explicitly connect gender, cultural awareness, and inclusivity to the realities of security management. Here, issues such as sexual exploitation and abuse (SEA), gender-based violence (SGBV), and harassment are discussed in light of mission ethics and the UCPM Code of Conduct. Participants are asked to consider how inclusive approaches influence security planning, team safety, and stakeholder trust. Other modules—such as stakeholder analysis, security briefings, risk assessments,

accommodation and travel safety, and unwanted incident reporting—also incorporate D&I dimensions by requiring participants to consider different cultural needs, vulnerabilities, and risk profiles.

Finally, in the **simulation exercise (SIMEX)**, participants apply their knowledge under operational pressure. They are tasked with preparing and delivering comprehensive Safety and Security Plans and briefings, integrating D&I into their analysis, decision-making, and communication. Trainers observe how participants balance operational requirements with inclusivity and cultural awareness, providing feedback on both technical and interpersonal aspects.

### **Example of D&I in Practice**

A case study explores how risks of gender-based violence (GBV) and sexual exploitation and abuse (SEA) must be integrated into security planning. Risk assessment exercises require participants to identify cultural and gender-based vulnerabilities. In the SIMEX, a harassment incident tests whether participants can apply Duty of Care and inclusivity principles in their response.

### **Common D&I Thread Throughout the Course**

D&I is deliberately present as a golden thread in SEC ADV. Direct integration occurs in dedicated sessions on Diversity & Inclusion and Duty of Care, while indirect integration permeates all aspects of security planning, from risk assessments to stakeholder engagement. As in other UCPM courses, communication and inclusivity are treated as transversal competencies, ensuring that participants practise D&I across individual, team, and mission contexts.

### **Assessment and Evaluation**

The SEC ADV evaluation framework explicitly incorporates D&I into the participant assessment and evaluation. In addition to technical evaluation of Safety and Security Plans, participants are assessed against agreed D&I competency areas such as awareness of bias and privilege, inclusive communication, collaboration in diverse teams, cultural sensitivity, and gender equity. Trainers and peers provide feedback, while participants also engage in self-assessment and reflection. This multi-layered approach ensures that D&I is measured consistently and transparently, reinforcing its role within the training programme.

### **Consistency and Quality Assurance**

Quality and consistency are maintained by aligning D&I content with EC definitions and the overall UCPM framework. The SEC ADV curriculum is colour-coded to make direct and indirect integration visible, supporting trainers in consistently embedding D&I. Faculty briefings, lesson plans, and evaluation tools further ensure coherence. The common evaluation rubric for D&I across UCPM courses also provides comparability and accountability, guaranteeing that participants' competence development is tracked in a standardised way.

### **Expected Impact**

By the end of SEC ADV, participants are equipped to apply inclusive approaches to safety and security management under the most demanding conditions. They understand Duty of Care not only as a legal or procedural requirement but as an ethical commitment to safeguarding all team members. They can identify risks with greater accuracy, design more comprehensive mitigation measures, and deliver safety briefings that account for diverse perspectives and needs. Their awareness of bias, gender dynamics, and cultural differences allows them to

foster trust within teams and with stakeholders, making missions safer and more resilient. Ultimately, SEC ADV trained participants leave as more self-aware, culturally sensitive, and inclusive safety and security advisors, better prepared to protect both their teams and the communities they serve.

### 5.19 Team Leadership Course (TLC) and its D&I Integration

#### **Course Description:**

The objective of the Team Leadership Course (TLC) is to provide participants with the necessary competencies to perform competently in the role of Team Leader and/or a Deputy Team Leader of the EUCPT during an international UCPM deployment.

#### **Focused Diversity & Inclusion (D&I) Learning Objectives**

The Team Leadership Course (TLC) positions Diversity and Inclusion at the core of leadership practice. Participants preparing for roles as Team Leaders (TLs) or Deputy Team Leaders (DTLs) learn to demonstrate inclusive leadership that fosters trust, psychological safety, and equity in EUCPT missions. The focused D&I learning objectives emphasise valuing differences in culture, gender, identity, background, and professional expertise; developing actions to create a safe and respectful environment; and modelling inclusive behaviour in line with the UCPM Code of Conduct. Leaders are expected to actively remove barriers to equity and participation, empower diverse teams during the “forming” phase of a mission, and apply best practices of inclusive leadership throughout the mission cycle.

#### **Alignment with Course Objectives**

The overall purpose of the TLC is to prepare participants to function as TLs or DTLs in international UCPM missions, leading diverse and multidisciplinary teams under pressure. D&I integration strengthens this purpose by ensuring that leadership is not only technically sound but also ethically grounded and people centred. Inclusive leadership fosters stronger trust, team cohesion, and psychological safety—all of which are essential for mission effectiveness. By learning to navigate visible and invisible diversity dimensions, participants improve decision-making, strengthen communication with stakeholders, and align their leadership practices with the values of fairness, respect, and equity that underpin the Mechanism.

#### **Description of the Implementation Process across Course Segments**

The TLC follows a **multi-phase blended methodology**, where D&I is integrated across each step of the participant journey.

The **Asynchronous preparation**: Participants complete the EU Academy Cultural Sensitivity and Gender (CSG) module, (unless completed previously), take part in VR Bodyswaps soft skills training, and complete a 360° feedback exercise. Participants answer questions about team leadership examples and leadership dilemmas. These activities establish a D&I baseline and prompt reflection on bias, inclusivity, and interpersonal skills.

The **Online sessions**: The pre-online webinar consolidates preparation and sets expectations. Interactive sessions revisit leadership theory and explicitly link it to cultural awareness, gender, and D&I within the EUCPT and with external stakeholders.

During the **Residential face-to-face training (5 days)**: D&I becomes one of the lived competencies through case studies, scenario-based exercises, facilitated group discussions and inclusive leadership training in small groups. Sessions such as “Inclusive Leadership and

Intercultural Competence,” “Inclusive Team Organisation and Remote Management,” and “Building a Performing Team” explicitly require participants to practise diversity and inclusion behaviours, negotiation, conflict resolution, and bias awareness. Leadership in a disaster environment is explored with real incident case studies, high-level stakeholders, highlighting the operational and strategic consequences of inclusive versus exclusive leadership.

In the **Simulation exercise (SIMEX)**: The capstone of the TLC tests participants’ ability to lead inclusively under pressure. Scenarios require TLs and DTLs to make decisions that integrate diverse perspectives, foster trust, and communicate inclusively with teams and stakeholders. Trainers observe and provide structured feedback, ensuring that D&I is evaluated alongside operational leadership.

The **EUCPT Leadership Community (Session 9)**: The course concludes with networking and best practice exchange, where D&I is explicitly positioned as a living, ever evolving competence for continuous learning and peer support beyond the training itself.

### **Example of D&I in Practice**

The 360° Feedback and VR-Bodyswaps exercises help participants recognise personal biases and patterns in a safe training environment. Facilitated group discussions and assignments address staff management and stakeholder engagement. Participants are exposed to diverse high-stress environments including interaction with media. In the SIMEX, Team Leaders must negotiate with stakeholders and resolve a conflict where cultural hierarchy clash with EUCPT inclusivity values. Case studies analyse real missions where a lack of inclusive leadership undermined trust and outcomes.

### **Common D&I Thread throughout the Course**

D&I is a golden thread in TLC, present from the kick-off session to the final debrief. It is introduced explicitly in Session 1 and woven into all other learning activities—group work, reflection, negotiation exercises, media interactions, VIP programme planning, and simulations. Structured “reflection and learning loops” ensure that participants connect D&I concepts to their own leadership practice. Bias awareness, cultural humility, and inclusive behaviour are reinforced across all phases, making D&I inseparable from leadership training.

### **Assessment and Evaluation**

The TLC employs a multi-layered evaluation framework that integrates D&I directly into assessment. Using the Skill-Will Matrix, trainers assess both competence and willingness to adapt inclusive behaviours. Evaluation points explicitly cover inclusive teamwork, handling D&I-related conflicts, equitable communication, and bias awareness. Structured reflection, peer review, and self-assessment are used to measure awareness and behavioural change. Pre- and post-course quizzes capture attitudinal shifts, while observational indicators are applied consistently by trainers to track inclusive leadership during exercises and simulations. This triangulated approach ensures that D&I is assessed with the same rigour as technical and strategic leadership skills.

### **Consistency and Quality Assurance**

Consistency in D&I integration is maintained through clear definitions, standardised terminology, and colour-coded curricula showing direct (green) and indirect (yellow) D&I integration. Trainer guidance and faculty briefings ensure coherence in delivery, while reflective logs, peer reviews, and structured feedback loops provide accountability. Daily

assessments include D&I-related evaluation points, guaranteeing that inclusivity is observed, coached, and measured throughout the course.

### Expected Impact

By completing the TLC, participants emerge as leaders capable of creating and sustaining inclusive team cultures under the demanding conditions of deployment. They know how to build trust, foster psychological safety, and engage equitably with diverse team members and stakeholders. Their strengthened ability to manage bias, practise cultural humility, and model inclusive behaviour enhances both team cohesion and stakeholder trust. At the mission level, these competencies translate into more adaptive, resilient, and effective teams, ultimately improving the impact of UCPM missions. At the personal level, trained participants report lasting growth in their leadership style, becoming more self-aware, empathetic, and committed to inclusive values.

### 5.20 Common D&I Thread throughout the UCPM Deployable Training Programme

Diversity and Inclusion (D&I) is a competence that runs as a golden thread across the entire UCPM Deployable Training Programme. Like communication, it is embedded in every course, from the Union Mechanism Introduction Course (UMI) through to the Team Leadership Course (TLC). What makes this integration effective is not only the presence of dedicated D&I sessions, but the deliberate weaving of inclusivity into teamwork, exercises, simulations, and facilitation styles across all learning environment

Each course follows a clear logic: participants are first introduced to the concepts and definitions of D&I, then invited to practise inclusive behaviours in increasingly complex environments and finally assessed on how they demonstrate these competencies under stress. The integration is both direct — through lessons on cultural awareness, gender, inclusive leadership, or bias mitigation — and indirect — through group work, scenario discussions, deployment exercises, and the SIMEX. This consistent approach ensures that participants do not encounter D&I as a stand-alone topic, but as a lived and reinforced practice.

The **benefits of this approach** are evident across all courses:

- **For participants**, D&I strengthens trust-building, communication, and collaboration in multinational teams. It improves their ability to manage bias, resolve conflicts, and adapt to diverse cultural environments — critical for deployment success.
- **For teams**, inclusivity fosters psychological safety, swift trust, and resilience under pressure, making groups more cohesive and effective.
- **For stakeholders and communities**, D&I ensures that engagement is respectful, culturally sensitive, and responsive to the varied needs of affected populations, which directly improves mission outcomes.
- **For the Mechanism as a whole**, D&I enhances credibility and consistency, demonstrating that European Civil Protection missions are guided by fairness, equity, and respect for diversity as core values.

### KSAB as the Framework for Observation, Assessment, and Evaluation

The integration of D&I across courses is framed through the **Knowledge–Skills–Attitudes–Behaviours (KSAB) model**, which provides a structured way to observe, assess, and evaluate participants:

- **Knowledge:** understanding D&I definitions, recognising bias, and knowing why inclusivity matters in high-stress deployments.
- **Skills:** applying inclusive communication, active listening, conflict resolution, and culturally sensitive planning.
- **Attitudes:** valuing openness, fairness, humility, and resilience, even under pressure.
- **Behaviours:** demonstrating inclusive leadership, equitable communication, and ethical action in practice.

Experience has shown that in crisis situations, people do not rise to the level of theoretical knowledge; they fall back to their trained habits and behaviours. This is why D&I must be practised consistently across all training phases. The KSAB framework allows trainers and evaluators to capture not just what participants know, but how they act, react, and adapt in diverse, high-stress environments. It ensures that D&I is not aspirational, but observable, measurable, and internalised.

### 5.21 The Common Thread across Courses

The **UMI** introduces D&I as a core value, providing the baseline for the training path.

The **DCC operationalises** inclusivity in deployable capacities, emphasising team trust and intercultural sensitivity.

The **SEC and SEC ADV courses** integrate D&I into safety and security, highlighting bias awareness, gender considerations, and Duty of Care.

The **ODC and ODC ADV courses** embed inclusivity in operational and strategic deployment roles, ensuring that leaders and teams use diversity as an asset in planning and coordination.

The **IMC ADV course** applies D&I to information management, ensuring data accuracy, bias mitigation, and inclusive communication.

Finally, the **TLC elevates** D&I to the leadership level, preparing Team Leaders and Deputy Team Leaders to model inclusive behaviour, build cohesive teams, and engage stakeholders inclusively.

Together, these courses form a progressive pathway: from awareness to practice, from individual behaviours to leadership responsibility, and from classroom discussion to live demonstration in SIMEX and deployment scenarios.

### 5.22 Conclusion

The integration of Diversity and Inclusion (D&I) across the UCPM Deployable Training Programme is more than an educational exercise. It truly is an investment in resilience, effectiveness, and ethical leadership for European Civil Protection missions. By treating D&I as one of the cross-cutting competencies, on equal footing with communication, the Programme ensures that inclusivity is not left to chance but built systematically into the preparation of every expert.

From the first encounter in the Union Mechanism Introduction Course (UMI) to the advanced responsibilities of the Team Leadership Course (TLC), participants are guided on a journey that combines knowledge, skills, attitudes, and behaviours (KSAB). Each course deepens their capacity to not only understand D&I, but to live it in the field under pressure, in high-stakes environments, and with diverse colleagues and stakeholders.

The benefits are tangible. Participants develop greater self-awareness, bias recognition, and cultural humility. Teams learn to build swift trust, communicate inclusively, and resolve conflicts constructively. Stakeholders experience more respectful, equitable engagement, and affected communities' benefit from responses that are sensitive to their diverse realities. At the mission level, these competencies strengthen cohesion, reduce risks of misunderstanding or exclusion, and improve overall deployment outcomes.

At the same time, the KSAB framework allows trainers and evaluators to observe, assess, and measure these competencies, ensuring that D&I is not abstract but demonstrated in practice. Knowledge becomes habit, skills become second nature, attitudes shape interactions, and behaviours define leadership. This continuous reinforcement is what prepares experts to act inclusively even in the most challenging situations, where stress and uncertainty can otherwise amplify bias and division.

In sum, the D&I integration across the UCPM Deployable Training Programme represents a living, evolving process. One that aligns with European values, strengthens operational effectiveness, and enhances trust both within teams and with communities in crisis. It is not an end, but a foundation for ongoing growth, practice, and mastery. Just as crises test not only systems but people, the Training Programme ensures that those deployed rise to the challenge with competence, empathy, and inclusivity at their core.

## 6 CHALLENGES & LESSONS LEARNED

The implementation of D&I training and its consistent application within the UCPM Deployable TP is impacted by several factors listed below. These factors must be considered and individually developed or improved to ensure that they support the continuous positive improvement of D&I.

- **Gaps in formal Participants Assessment and Evaluation (PA&E) of D&I**

The existing PA&E across the UCPM Deployable TP is being revised to address D&I. Special focus will be given to attitudes and behaviours.

- **Varying levels of D&I understanding and confidence**

There are varying levels of understanding and confidence among training course staff to deal with D&I matters. Regular D&I training for training course staff is required within the Lot 1 Project to support the development and application of D&I competencies.

- **Code of Conduct**

Currently the training course staff have code of conduct captured in their TVC contract. Whilst course participants are introduced to the Agreement of Service Code of Conduct, there is currently no documented Code of Conduct specifically for them.

- **How to deal with complaints**

It is recognised that there should be underpinning processes to support informal and formal resolution of poor D&I behaviours.

These processes and guidelines need to empower everyone to informally challenge behaviours and be challenged, when appropriate, in a manner that fosters continuous improvement. Furthermore, there should be clear formal procedures for dealing with reported behaviours. These formal procedures should cover all code of conduct topics and include methods of reporting incidents, guidelines for dealing with them fairly and also include an appropriate appeal process.

- **Key lesson: intentional practice bridges theory and deployment reality**

It is acknowledged that individuals may react differently in a training environment as compared to deployments due to the impacts of stress and workloads. The introduction of the KSAB model and where possible diverse high-stress SIMEX scenario's enables specific performance assessment and evaluation to capture participants attitudes and behaviours for their individual reflection providing space for improving competencies.

- **Drill down from the project perspective to broader D&I implementation**

At the initial phase of this D&I integration within the UCPM Deployable TP it quickly became clear that D&I is more than an individual component or topic of a training course. D&I spans many elements of UCPM activities and decision making. Specific D&I sessions have been created within each course and across the deployable training programme to introduce, practice and strengthen the benefits of D&I. Additionally, the existing curricula of all courses were examined and all elements impacted by D&I highlighted reinforcing the common thread.

## 7 THE WAY FORWARD

Diversity and Inclusion (D&I) must be **actively lived, continuously reviewed, and strengthened over time** across the UCPM Deployable Training Programme . It is a dynamic practice that evolves with each training cycle, reflecting new lessons, changing contexts and the growth of all those involved.

To maintain this momentum, the following forward actions are proposed:

### 7.1 Embedding D&I in everyday training practice

- **Course Directors, Task Focal Points, and trainers** should use this Handbook as a *practical guide* when designing, facilitating, and evaluating their courses.
- Each training cycle should include a **brief D&I reflection meeting** among course teams to review best practices, what worked, what needs improvement, and how to further integrate D&I into learning objectives and facilitation methods.
- The D&I Working Group will continue to offer **coaching, peer exchange, and new examples of good practice** that training staff can adapt to their course context.

### 7.2 Sustaining a culture of inclusion

- The **D&I Glossary** and **KSAB framework** from this Handbook should be integrated into all UCPM training materials, manuals and assessment and evaluation templates to ensure a common understanding and language.

- **D&I practices** are visible in the D&I *Trainers Manual* and *Pocket Guide* (under development), providing concise guidance, checklists, and practical facilitation tips.
- Annual *Training of Trainers (ToT)* sessions will include updates on D&I practice, inclusive facilitation and bias awareness.

### 7.3 Monitoring and improvement

- D&I implementation should be part of **internal quality assurance**: lessons learned from evaluation reports and participant feedback will feed into future revisions of this Handbook.
- All cross-cutting competencies, including D&I, communication, adaptability and teamwork, will be **tracked systematically** through assessment and reflection tools to monitor progress over time.

### 7.4 Living document

This Handbook remains a **living resource** reviewed annually by the TVC Consortium and DG ECHO to reflect evolving needs, emerging evidence and new tools that strengthen diversity and inclusion in practice.

The commitment to D&I is therefore ongoing: it connects *policy and professionals / people, training and deployment, learning and action*. By keeping D&I at the centre of how we teach, lead and collaborate, the UCPM Deployable Training Programme ensures that diversity and inclusion remain **not only words in a document, but a way of working that defines who we are and how we serve in high-stress environments**.

## 8 LIST OF ABBREVIATIONS

BoP – Board of Partners

CD – Course Director

CSG – Cultural Sensitivity & Gender Course

D&I – Diversity and Inclusion

DCC – Deployable Capacities Course

DG ECHO - European Commission Directorate General for European Civil Protection and Humanitarian Aid Operations

F2F – Face to Face

IMC ADV – Information Management Course Advanced

KPIs – Key Performance Indicators

KSAB – Knowledge, Skills, Attitudes and Behaviours

LOs – Learning Objectives

M&E – Monitoring and Evaluation

NTC – National Training Coordinators

ODC – Operational Deployment Course

ODC ADV – Operational Deployment Course Advanced

PA&E – Participants Assessment and Evaluation

SEC – Security Course Online

SEC ADV – Security Course Advanced

SIMEX – Simulation Exercise

TFP – Task Focal Point

TLC – Team Leadership Course

ToT – Training of Trainers

TVC – Tri-Vertices Consortium

UCPM – Union Civil Protection Mechanism

UCPM KN – UCPM Knowledge Network

UCPM TP - Union Civil Protection Mechanism Training Programme

UMI – Union Mechanism Introduction

VR – Virtual Reality

## 9 ANNEXES

- A. Diversity and Inclusion Working Group Members**
- B. Summary Table of D&I Learning Objectives for the UCPM Deployable Training Programme courses**
- C. D&I KSAB Course Matrix**
- D. D&I related Performance Assessment and Evaluation**
- E. Glossary of Terms (e.g., bias, intersectionality, psychological safety)**
- F. Current UCPM Training, Exercise and Exchange Programmes**
- G. UCPM Deployable Training Programme common D&I Thread**
- H. An example of a Referral System to report behavioural concerns including D&I matters**

#### A. Diversity and Inclusion Working Group Members

Erika Wichro, Dr.	D&I WG Coordinator & TLC Task Focal Point (TFP)
Achim Popa	TVC Project Group Leader
Grazia Curalli	TVC Project Coordinator
Allen Head	TVC Project Officer
David Fabi	UMI Course Director
Milena Dobnik Jeraj	DCC Course Director
Andreas Hattinger	DCC & SEC ADV Course Director
Joerg Eger	DCC Course Director
Wran-Schumer David	SEC ADV Course Director
Kenn Christensen	ODC, ODC ADV, IMC ADV Course Director
Bernhard Kühn	TLC Course Director
Thomas Abe	TLC Course Manager
Esther El Haddad	TLC Task Focal Point (TFP)
Sandra Nestlinger	DCC, SEC Online & SEC ADV Task Focal Point (TFP)
Katharina Oschmann	DCC, ODC, and ODC Adv. Task Focal Point (TFP)
Maria Katajisto	IMC ADC Task Focal Point (TFP)
Han Pelster	SEC ADV & SEC Online Task Focal Point (TFP)
Slobodanka Curic	UMI Task Focal Point (TFP)
Hana Kolic	European Commission, DG ECHO A.4, UCPM Training Programme
Sandra Ribon	European Commission, DG ECHO A.4, UCPM Training Programme

## B. Summary Table of D&I Learning Objectives for the UCPM Deployable TP courses

The following table brings together the **Diversity and Inclusion (D&I) learning objectives** for each of the **eight UCPM Deployable Training Programme courses**. It highlights both the consistency of the common D&I thread — such as understanding and applying D&I, valuing diverse teams, and fostering cultural sensitivity — and the unique contributions of each course to the progressive learning journey. From the early awareness-building of the UMI to the leadership modelling of the TLC, the objectives demonstrate how D&I evolves from knowledge acquisition to advanced strategic application.

The table also captures the **essence of integration** for each course, showing how D&I is embedded both directly (through dedicated sessions, lectures, and exercises) and indirectly (through teamwork, reflection, and simulations). This makes visible the progression of D&I across the entire training path.

By linking each objective to the **Knowledge–Skills–Attitudes–Behaviours (KSAB) framework**, the table underscores how participants are not only expected to know and understand D&I concepts, but to apply them in practice, internalise inclusive attitudes, and demonstrate them in observable behaviours—particularly under the stress of mission environments. This provides a consistent reference point for trainers, evaluators, and participants, and ensures that D&I is assessed with the same rigour as any other competence.

### Key Insights from the D&I Learning Objectives across the UCPM Training Programme

The summary table in the Annex shows both the **consistency** of the D&I thread across all eight courses and the **unique evolution** of D&I competencies as participants progress through the training path.

#### Key insights include:

- **Consistency:** Across all courses, participants are expected to understand and apply D&I, value diverse teams, and demonstrate cultural sensitivity. This common thread ensures coherence and reinforces D&I.
- **Progression:** Learning objectives evolve from **awareness and respect** (UMI, SEC) to **application in operational contexts** (DCC, ODC, SEC ADV, IMC ADV), and further to **strategic and leadership-level practice** (ODC ADV, TLC).

- **Unique focus areas:**
  - *SEC ADV* emphasises Duty of Care, risk management, and gender/SEA-GBV dimensions.
  - *ODC ADV* elevates D&I to strategic negotiation, coordination, and communication.
  - *IMC ADV* highlights bias-aware data collection and inclusive analysis.
  - *TLC* positions D&I as mission-critical leadership behaviour, focusing on psychological safety, trust-building, and inclusive decision-making.

- **KSAB alignment:** Every objective is mapped to Knowledge, Skills, Attitudes, and Behaviours, ensuring that D&I is not only understood but also practised, internalised, and observable under pressure.

Taken together, the objectives show that D&I is a **living competence**: it grows with participants across the training path, is tested in realistic mission simulations, and is anchored in European values of fairness, equity, and inclusivity.

### Diversity and Inclusion (D&I) integration in the UCPM Training Programme

**Summary Table: D&I Learning Objectives and D&I Essence per Course**

Course	D&I Learning Objectives	Essence of D&I Integration
UMI (Union Mechanism Introduction)	<ul style="list-style-type: none"> <li>• <b>Introduction of D&amp;I definitions</b></li> <li>• <b>Increase awareness of the benefits of D&amp;I</b> in creating effective teamwork</li> <li>• Promote respect for and understanding of people and culture in diverse deployment environments</li> </ul>	D&I introduced as a <b>baseline competence</b> : awareness, respect, and cultural sensitivity. Integrated in team building, cultural awareness, DRM, SIMEX; evaluated via group work and exercises.
DCC (Deployable Capacities Course)	<ul style="list-style-type: none"> <li>• <b>Understand and practically apply diversity and inclusion</b></li> <li>• <b>Explain the value of a diverse and inclusive team in UCPM context</b></li> <li>• <b>Discuss how behaviours differ across cultures</b> and the importance of recognising/valuing differences</li> </ul>	D&I embedded in <b>operational readiness</b> : inclusive team practice, unconscious bias reflection, observed in simulation and evaluation criteria.
SEC (Security Management – Online)	<ul style="list-style-type: none"> <li>• <b>Be aware of culture, diversity and inclusion and gender in the security context</b></li> </ul>	Provides the <b>baseline awareness</b> for security preparation: participants link D&I with mission risk and safety, integrated into online modules, quizzes, and mission vocabulary.

Course	D&I Learning Objectives	Essence of D&I Integration
SEC ADV (Security Management – Advanced)	<ul style="list-style-type: none"> <li>• <i>Describe the concept of Duty of Care</i></li> <li>• <b>Describe and identify key Gender, Diversity and Inclusion considerations in Security &amp; Safety Risk Management</b></li> <li>• <i>Describe and identify cultural risks/challenges in deployments, fostering resilience &amp; self-awareness</i></li> <li>• <i>Develop strategies to reduce risk and vulnerability, linked to D&amp;I</i></li> <li>• <i>Describe UN/UNDSS security org &amp; emphasise team risk awareness</i></li> </ul>	<p>D&amp;I linked to <b>risk management and Duty of Care</b>: gender, cultural awareness, SEA/GBV, ethics, bias in risk analysis. Integrated in lectures, simulations, and evaluations.</p>
ODC (Operational Deployment Course)	<ul style="list-style-type: none"> <li>• <b>Understand and practically apply diversity and inclusion</b></li> <li>• <b>Explain the value of a diverse and inclusive team in UCPM</b></li> <li>• <b>Discuss how accepted behaviours differ across cultures</b></li> </ul>	<p>D&amp;I supports <b>cohesive team performance</b>: inclusive teamwork, bias awareness, integrated in online module, F2F session “Working in Diverse Teams” and deployment simulation.</p>
ODC ADV (Operational Deployment – Advanced)	<ul style="list-style-type: none"> <li>• <i>Describe how diversity goes beyond culture, race, gender, and other observable differences</i></li> <li>• <i>Explain how diverse teams can better meet varied community needs</i></li> <li>• <i>Apply the strategic perspective of EUCPT roles in inclusive coordination/communication with diverse authorities &amp; communities</i></li> </ul>	<p>Elevates D&amp;I to <b>strategic leadership level</b>: inclusive decision-making, culturally sensitive negotiations, communication, media handling. Embedded in simulations and leadership evaluation.</p>

Course	D&I Learning Objectives	Essence of D&I Integration
IMC ADV (Information Management – Advanced)	<ul style="list-style-type: none"> <li><b>Understand and apply diversity and inclusion</b></li> <li><b>Analyse how behaviours differ across cultures</b></li> <li><b>Engage in self-reflection to identify unconscious/conscious bias</b></li> </ul>	D&I integrated into <b>information management cycle</b> : inclusive data collection, bias-aware analysis, culturally sensitive reporting. Dedicated D&I session + applied in simulations.
TLC (Team Leadership Course)	<ul style="list-style-type: none"> <li><i>Leadership in trust &amp; inclusivity</i>: foster trust, understand &amp; value differences</li> <li><i>Create a safe, respectful environment</i> that promotes D&amp;I</li> <li><i>Improve team inclusion &amp; engagement</i></li> <li><i>Model inclusive behaviour aligned with CoC</i></li> <li><i>Best practices of D&amp;I and inclusive empowerment during team forming</i></li> </ul>	D&I positioned as <b>mission-critical leadership competence</b> : psychological safety, bias management, inclusive leadership across mission lifecycle. Observed in simulations, peer/self-assessment, VR tools, reflective loops.

Legend: Column 1 = Course, Column 2 = **D&I Learning Objectives** (directly from executive summaries/curricula) for each course, Column 3 = **Essence of D&I integration** in that course.

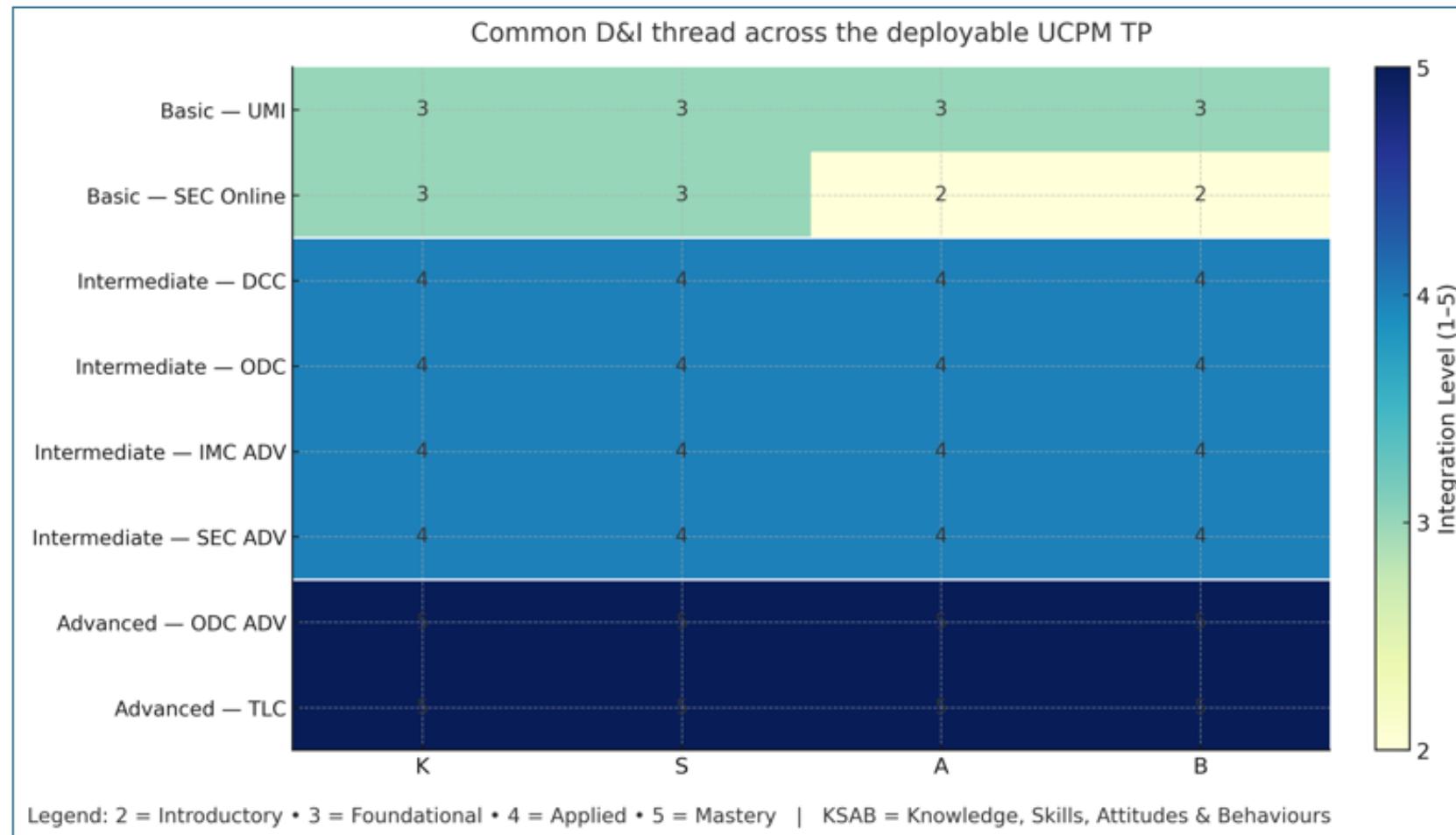
Marked in **bold** are where objectives repeat across courses (showing consistency of the common thread) and *italics* where unique/advanced objectives appear (showing evolution).

#### In summary:

- **Consistent thread** across all courses: “**Understand and apply D&I, value diverse teams, cultural sensitivity, practice inclusive communication.**”
- **Unique evolution for:**
  - SEC ADV: Duty of Care + gender/SEA-GBV integration.
  - ODC ADV: strategic inclusive leadership in complex coordination.
  - IMC ADV: bias-aware information management.
  - TLC: psychological safety, inclusive trust-building within and outside the team, modelling leadership behaviour (pattern recognition).

The D&I integration is based on the Knowledge, Skills, Attitude and Behaviour (KSAB) dimensions. Attitude as mindset and in particular, behaviour as the visible interaction in stressful situations and settings reveal patterns that can be trained and amended towards diversity and inclusion practices in multi-national teams working together and interacting with various stakeholders in stressful, high-demanding disaster environments.

C. This image indicates the common thread of D&I throughout the UCPM Deployable TP. From the eight courses, the competencies development in the UMI up to the ODC ADV play a critical role, as not everyone will participate in the DCC, and the specialised courses such as SEC ADV and IMC ADV and the TLC.



## D&amp;I KSAB Course Matrix

Course	Direct D&I integration	Indirect D&I integration	Cross-cutting competence (methods)	KSAB
UMI	Online: Asynchronous sessions on team building and cultural awareness, gender and D&I. F2F: D&I connecting online part with team building, D&I in course context, group reflection.	D&I is reflected in communication styles, group work dynamics, simulation exercises, and facilitation methods.	Introduced as part of UCPM core values; focus on attitudes, behaviours, and decision-making in intercultural teams and diverse high-stress environments.	All (KSAB)
DCC	Online: D&I is tied to team development and inclusive leadership. F2F: Trust-building and stress performance sessions.	Case-based learning and team tasks model swift trust, respect, and psychological safety in diverse high-stress environments.	D&I is treated as central to deployable readiness and effective team functioning in diverse high-stress environments.  Blended learning; interactive sessions, group work, facilitated discussions, and SIMEX.	All (KSAB)
SEC	Online only: Specific sessions on gender, unconscious bias, and inclusive security planning.	D&I is woven into risk perception, ethical decision-making, and stakeholder interaction.	Promotes D&I as ethical foundation of safety and team culture.  Modul approach with reflective questions; test.	KSA(B)
SEC ADV	Online & F2F: Lecture on inclusive safety frameworks; use of inclusive check-ins and security casework.	Scenario-based practices incorporate diverse team's inclusive duty of care, emotional safety, and accountability.	Encourages inclusive risk mitigation and proactive stakeholder-sensitive planning in diverse high-stress environments.  Blended learning; interactive sessions, group work, facilitated discussions, and SIMEX.	All (KSAB)
ODC	Online & F2F: D&I session; Team building; interaction and stress management sessions with integrated D&I tailored to deployment operations.	Facilitation and syndicate work reflect diversity of roles, culture, stress responses, and coordination needs.	D&I integrated into leadership development, coordination, and team setup in diverse high-stress environments.  Blended learning; theory and practical application.	All (KSAB)
ODC ADV	Online & F2F: D&I session; team building and further strengthening D&I and other competencies into team composition analysis and function profiles.	Syndicate and role-play activities model inclusive decision-making and feedback.	D&I is tied to strategic operational thinking, behavioural profiling and effective coordination in diverse high-stress environments.	All (KSAB)

			Blended learning; theory and practical application through deployment exercises.	
IMC ADV	Online & F2F: D&I session; F2F D&I session tailored for information management in deployment environments.	D&I present in collaborative problem-solving, tool usage, and participatory information flows.	Focus on IM technical leadership and participation styles in diverse high-stress environments.  Blended learning; theory and practical application through deployment exercises.	All (KSAB)
TLC	Online: Introduction and refresher on D&I self-reflection, inclusive leadership and communication, psychological team safety & stakeholder engagement.  F2F: Performing team building, negotiation and conflict handling.	Experiential learning focused on leading diverse teams, inclusive communication & decision-making, negotiation, and self-leadership.	D&I shown as leadership virtue and deployment effectiveness leveraging on the team's strengths in diverse high-stress environments.  Blended learning; VR, self-reflection, theory and practical application; and SIMEX.	All (KSAB)

#### D. D&I related Performance, Assessment and Evaluation (work in progress)

D&I Competency Area	Not Demonstrated (1)	Emerging (2)	Developing (3)	Proficient (4)	Observed Evidence (Trainer/Peer)
Awareness of Bias & Privilege	Denies or ignores biases	Acknowledges but unsure how to act	Aware and attempts to adapt	Proactively addresses bias and privilege	Reflects on own bias in group debriefs; redirects team assumptions; questions one-sided sources.
Inclusive Communication	Disregards diverse viewpoints	Listens but struggles to integrate	Adapts communication with effort	Actively ensures all voices are heard	Encourages input from quieter members; uses inclusive language; invites feedback.
Collaboration in diverse teams	Dismissive or exclusive behaviours	Minimal interaction or effort	Participates with awareness	Encourages inclusive participation	Invites diverse perspectives in task-sharing; rotates roles; de-escalates tension respectfully.

<b>Cultural Sensitivity</b>	Insensitive comments or actions	Shows basic respect but lacks depth	Adapts with support	Demonstrates nuanced understanding and respect	Avoids stereotypes; adjusts facilitation for cultural contexts; validates team norms and agreements.
<b>Gender &amp; Diversity Awareness</b>	Ignores gender dynamics	Notices but unsure how to act	Raises issues when seen	Champions gender balance and inclusion	Highlights unequal speaking time or task assignment; encourages balance in team leadership.

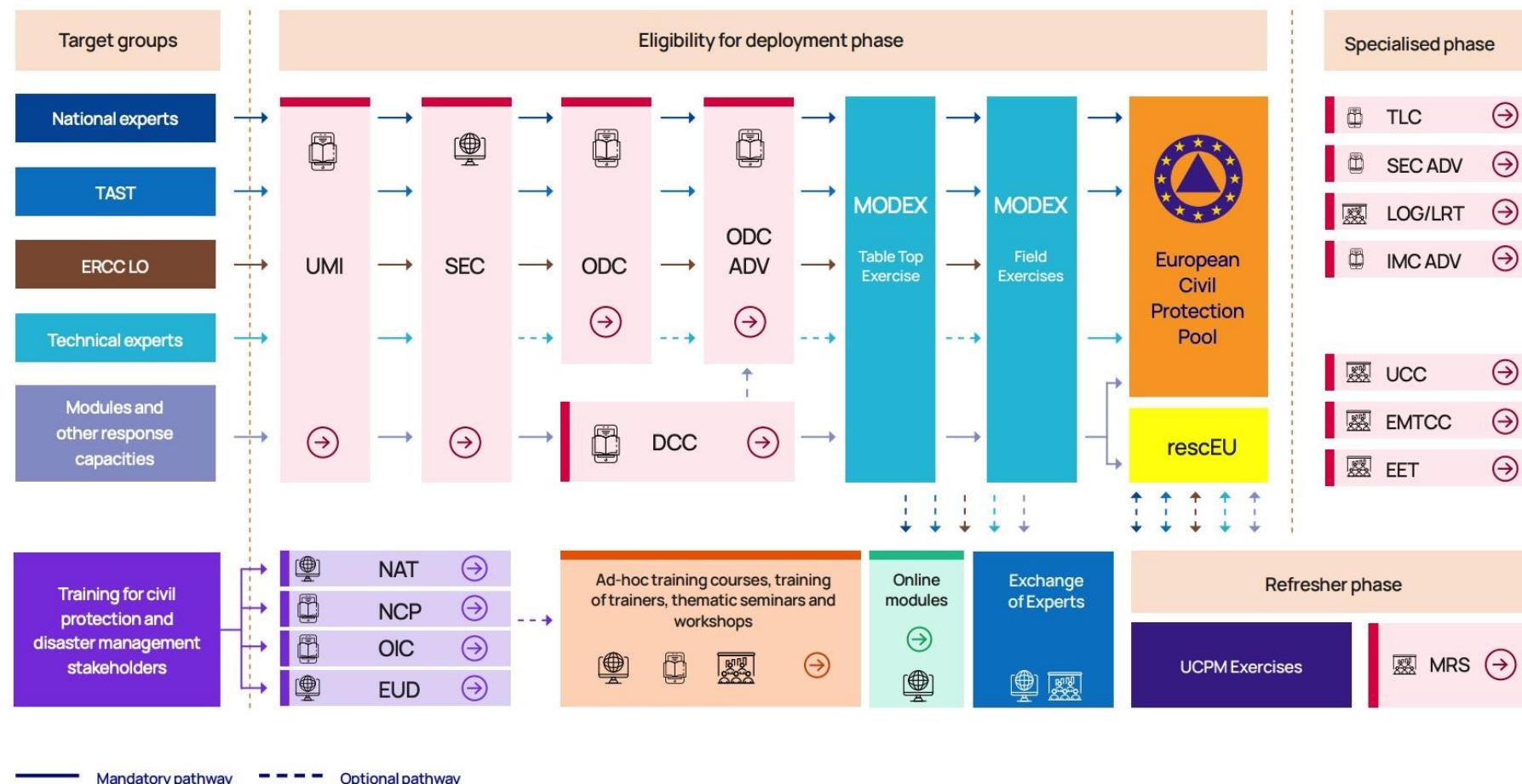
**E. Glossary of Terms (e.g., bias, intersectionality, psychological safety)**

Terminology	Summary description
Course staff	Encompasses everyone associated with the organisation delivery of training courses (e.g. Course directors, lecturers, trainers, role players, coordinators, support coordinators, administrative staff etc.).
Course Training Staff	Encompasses staff directly delivering training to participants. (e.g. Course directors, lecturers, trainers, course manager, support coordinators & role players)
Direct D&I integration	D&I dedicated lectures, integrated modules, asynchronous content, or team-building exercises based on the provided documents (course curriculum, lesson plans, course material including e.g. presentations)
Indirect D&I integration	D&I as part of group work interaction, deployment exercises, intercultural communication, SIMEX, ethical decision-making – identified from the documents mentioned above.
Bias	Preconceptions and stereotypes about certain social/identity groups that individuals have without having conscious awareness of them. Everyone holds these implicit biases, which result from our brains' natural tendency to create social groups and categories.
Intersectionality	Tool or framework to understand the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, ageism and classism) combine, overlap, or intersect especially in the experiences of marginalised individuals or groups.
Psychological safety	The shared belief and sense of freedom and safety that one can express oneself without fear of retribution or negative consequences within the organisation.
EUCPM Response Capacity	Civil protection resources committed by MS/PS on voluntary basis. Each response capacity combines specialised staff and equipment necessary to effectively respond to disasters.
Handbook	Broad overview of policies, theories and expectations
Cross-cutting competence	A cross-cutting competence is a transferable skill or ability such as critical thinking, communication, or digital literacy that is applicable across multiple fields, disciplines, or job roles. E.g. climate change and environmental sustainability; gender equality; digital transformation etc.
Values	Values are the guiding principles or beliefs that shape and influence how individuals act, interact, and make decisions in various situations.
Transformational	Refers to creating deep, systemic change that shifts mindsets, cultures, and structures to foster genuine equity, belonging, and inclusive practices across an organisation or society.

Common D&I Thread	The consistent integration of diversity & inclusion across all areas.
Over-domination	Refers to exerting excessive control or influence, often suppressing others' voices, contributions, or autonomy in a group or setting.
Mission critical	Refers to something essential to the success or survival of a task, operation, or organisation—failure of which would cause significant disruption or loss.
Effective leadership	The practice of leading with integrity, fairness, and respect, guided by strong moral principles and a commitment to doing what is right.
Situational adaptability	The ability to adjust behaviours, communication, and decision-making in response to changing environments, challenges, or contexts.
Team resilience	The collective capacity of a team to withstand, adapt to, and recover from challenges, disruptions, and diverse high-stress environments, while maintaining performance, cohesion, and well-being.
Resilience	In the <b>EU Disaster Resilience Goals (2023)</b> , resilience is framed as the capacity to prepare for, withstand, respond to, and recover from natural and human-made disasters, while safeguarding lives, the environment, and the economy.

## F. UCPM Training, Exercise and Exchange Programmes

## A snapshot of UCPM training, exercises and exchange programmes



## G. UCPM Training programme common D&I Thread

### UCPM Deployable Training Programme - Diversity & Inclusion Integration Report

July 2025 – Prepared by Dr. Erika Wichro & Grazia Curalli

#### Executive Summary

This report presents the results of the integration of Diversity & Inclusion (D&I) across the Union Civil Protection Mechanism (UCPM) deployable Training Programme (TP), encompassing eight courses: Union Mechanism Introduction Course (UMI), Deployable Capacities Course (DCC), Safety and Security Course (SEC Online), Safety and Security Course Advanced (SEC ADV), Operational Deployment Course (ODC), Operational Deployment Course Advanced (ODC ADV), Information Management Course Advanced (IMC ADV), and Team Leadership Course (TLC).

Recognising D&I as a competence, this report briefly summarises the D&I integration process, depicts concerns such as D&I domination diverting from overall course aims or gender focus that might be too narrow. All were mindfully taken into consideration. The provided D&I definitions served as baseline for the embedment, practice, assessment and evaluation of D&I for each course through the dimensions of Knowledge, Skills, Attitudes, and Behaviours (KSAB).

The D&I integration process revealed that diversity and inclusion – just like communication, adaptability, collaboration among others were already practiced in one way or the other in the past but were not documented as such. Each course has integrated D&I and highlighted where it was implemented directly (D&I session, team building) and indirectly (group work, facilitated discussion, interaction among participants and with course staff during the course, deployment exercises, SIMEX). Treating D&I – just like communication - helped to elevate it beyond function profiles and avoided fragmentation.

For further details, please refer to the course-specific D&I integration executive summary, the course curriculum, the relevant lesson plan/s and presentations. It is worth to mention that in this process the documents for each course were thoroughly reviewed and amended as needed for this 21<sup>st</sup> cycle, which is beyond the D&I integration.

In conclusion, the D&I integration with its current frame and understanding is a living, ever-evolving process with rich potential and critical areas for consistency and further systemic integration, depending on various factors. Just with any competence, it needs to be practiced, embedded and internalised to be mastered by experts throughout the training programme to positively impact deployments (deployment success), especially in diverse high-stress environments.

#### Background & Rationale

As European and global crises become increasingly complex and multicultural, the capacity of multi-national, diverse teams to act inclusively, ethically, and effectively is non-negotiable. Diversity & Inclusion – just like communication – are deployment critical.

The UCPM Deployable TP addresses and integrates D&I through both directly (via dedicated sessions) and indirectly (through teamwork, SIMEX, and facilitation style), whereby consistency, depth, and intentional assessment are tailored to the specific course and to utmost added value for its participants.

## Diversity and Inclusion (D&I): KSAB Model

KSAB Dimension	Description
Knowledge (K)	Understand D&I as per definitions – beyond gender & cultural awareness. Self-reflection on personal biases, triggers, and other multi-faceted factors that may affect deployment success.
Skills (S)	Apply appreciation of D&I practices through active listening, team conflict resolution, feedback, communication, and more.
Attitudes (A)	Value openness, fairness, psychological safety, beliefs, mindset, resilience.
Behaviours (B)	Demonstrate ethical and inclusive action (including coping mechanisms as part of resilience), especially in diverse high-stress environments.

### Why this matters:

It is known from deployment experiences that what is practiced is what shows. In diverse high-stress environments, people default to their familiar practice, known biases, habits, beliefs and patterns rather than to acquired theories in training, unless it is internalised. Therefore, it is of high importance to strengthen competencies throughout all courses and beyond.

### Methodology

The D&I integration process covered for each course:

- The selection of maximum three of the provided D&I learning objectives.
- The integration of these D&I learning objectives.
- The review and update of the course curriculum, relevant lesson plans and course material (including presentations, etc.).
- The consistent use of the provided D&I definitions (2024) and European Commission aligned terminology.
- The mindful integration of internal observations, simulation feedback, and trainer insights.

The D&I threads were identified per course and cross-mapped into a matrix (see annex).

### D&I Integration across UCPM training courses and key patterns

#### Common strengths

- D&I is embedded in both online and F2F phases and interlinked (except for the SEC Online).
- Teamwork, trust-building, intercultural sensitivity are key learning channels.
- Most courses model inclusive communication, compassionate leadership in diverse high-stress environments
- SIMEX, group work, facilitated discussion and deployment exercises are used to practice real-world D&I related challenges and to strengthen D&I among all other competencies.

## Work in progress areas

- Assessment & Evaluation of D&I behaviours is yet to be formally integrated across all courses.
- Attitudes and behaviours (A + B) are less consistently observed, documented, assessed and evaluated. Pattern recognition is already ongoing and supported by self-reflection.

## Common D&I thread: Course-by-course highlights (online and f-2-f phases)

All courses (except the SEC course) have an online and a face-2-face phase, which contain the participants & course staff introduction (online) and a team-building exercise (f-2-f).

Course	Direct D&I integration	Indirect D&I integration	KSAB reflected
UMI	D&I session including cultural awareness, biases, gender; and team building.	Group tasks, exercises, SIMEX, facilitation. Introduction to D&I within the UCPM training path. Practicing competencies in diverse high-stress environments.	All (K, S, A, B)
DCC	D&I session, inclusive leadership, team building & development	Group tasks, exercises, interaction, SIMEX to support EUCPT deployment. Theory and practice of all necessities for deployment in diverse high-stress environments.	All (K, S, A, B)
SEC	Online modules encompassing bias, gender, inclusive planning.	Ethics, stakeholder lenses. Online modules with quizzes and knowledge tests that focus on various security related topics.	K, S, A
SEC ADV	D&I session; inclusive risk & safety in diverse deployment environments.	Case work, roleplay, group work, SIMEX. Practice of all competencies that enhance safety and security in diverse high-stress deployment environments (within and outside the EUCPT).	All (K, S, A, B)
ODC	D&I session (online and f-2-f) including operational function profile, team building and team risk analysis.	Group tasks, deployment exercises, interactions. Practice of all competencies across function profiles for diverse high-stress operational deployment.	All (K, S, A, B)
ODC ADV	D&I session (online) linked to f-2-f phase; team building & profiling, strategic operations, feedback	Group tasks, deployment exercises, interactions. Practice of strategic thinking and mastery all competencies across function profiles for deployment in diverse high-stress environments.	All (K, S, A, B)
IMC ADV	D&I session (online) linked to f-2-f phase, team building.	Group tasks, deployment exercises, interactions. The focus is on accurate data collection, analysis, visualisation and communication by information managers to various stakeholders in an appropriate manner in diverse high-stress environments. This includes that all affected population are captured.	All (K, S, A, B)
TLC	D&I sessions (online & f-2-f); team building from a TL / DTL perspective, psychological team safety,	VR, self-reflection, group tasks, deployment exercises, SIMEX, interactions. Mastering competencies including self-leadership, inclusive communication & decision-making, negotiation, conflict-resolution, stress	All (K, S, A, B)

	leading a diverse team & stakeholder engagement.	management, and media presence in diverse high-stress environments.	
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### D&I in diverse high-stress environments & its strategic insight

Research, experience reports and experts' exchanges confirm that in crisis, we do not rise to the level of our expectations because we fall to the level of our training.

**Crisis reality table**

Layer	Training goal	Crisis reality
Knowledge	Understanding and being aware of D&I.	Forgotten under stress.
Skills	Applied practice of D&I in safe spaces.	Muscle memory matters most.
Attitudes	Self-reflection, group internal reflection, openness.	Fear, biases & beliefs take over.
Behaviours	Observable behaviours during interactions throughout the courses.	Habits surface — not values.

This reinforces the need for continuous practice across the training programme to master cross-cutting and function profile specific competencies.

### Conclusion

The D&I integration with its current frame and understanding is a living, ever-evolving process with rich potential and critical areas for consistency and further systemic integration. Just with any competence, it depends on many factors and needs to be practiced, embedded and internalised to be mastered by individuals throughout the mechanism to positively impact deployments (deployment success), especially in diverse high-stress environments.

#### H. An example of Referral System to report behavioural concerns including D&I matters



##### Participant Support Line



##### Why?

1. The UCPM Training environment should **be safe, respectful** and **inclusive**
2. All staff and participants shall adhere to the **Code of Conduct** and **display ethical and professional behaviour**
3. The Hotline is a **formal channel to report incidents of discrimination and harassment** in the duration of the training course
4. Complaints will be handled with **sensitivity**

**Participant Support Line**



**How does work?**

- If you believe that actions of any staff member or participant **violate the principles of ethical and professional behaviour**, raise your concern with the **course director**.
- If you do not feel comfortable or you fear negative personal consequences you can contact our **ombudsperson's**:  
Achim-Octavian Popa project manager via text or call on **+xx xxxxxxxx**  
Grazia Curalli project coordinator via text or call on **+xx xxxxxxxx**
- The ombudsperson will **decide with you**, the deputy and if appropriate, the course director, on **further action**


 European Union

Union Civil Protection Knowledge Network

*It is how we **Train**, how we **Lead** and how we **Respond** in diverse high-stress environments*



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