

- A. Acronyms and Abbreviations
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### A. Acronyms and Abbreviations

Abbreviation	Page	Description
CCOE	front	Civil-Military Cooperation Centre of Excellence
CMI	front	Civil Military Interaction
CIMIC	3	Civil-Military Cooperation
E&T	3	Education & Training
NATO	3	North Atlantic Treaty Organization
ACT	4	Allied Command Transformation
RA	4	Requirement Authority
QA	5	Quality Assurance
CC	5	Coordinating Committee
QM	5	Quality Manager
CQM	5	Course Quality Manager
IKM	5	Information and Knowledge Management
QAPP	5	Quality Assurance Project Plan
CIS	5	Computer and Information Systems
IT	5	Information Technology
COI	5	Community of Interest
PE/CE	6	Post Number/Deployable Post
ADL	6	Advanced Distributed Learning
CBET	6	Competence Based Education and Training
E&IT	6	Education & Individual Training
NCHCC	7	NATO CIMIC Higher Command Course
NCSWC	7	NATO CIMIC Staff Worker Course
NCFSC	7	NATO CIMIC Filed Worker Course
NCLC	7	NATO CIMIC Liaison Course
NCAC	7	NATO CIMIC Advanced distributed learning Awareness Course
NCCOC	7	NATO CMI/CIMIC Orientation Course
NCIC	7	NATO CIMIC Instructor Course
CA	9	Comprehensive Approach
DoK	10	Depth of Knowledge
COPD	10	Comprehensive Operational Planning Directive
CBL	10	Competence Based Learning
DACUM	10	Develop A Curriculum
TNA	11	Training Needs Analysis
LO	11	Learning Objectives
EO	11	Enabling Objectives

JFT	11	Joint Force Trainer
ETOC	11	Education and Training Opportunities Catalogue
e-ITEP	11	Electronic Individual Education and Training Programme
DACUM	12	Develop a curriculum
SME	12	Subject Matter Experts
PTEC	12	Partnership Training and Education Centers
NEITMS	13	NATO Education and Individual Training Management System
	13	Organizational Quality System Architecture
DC	14	Discipline Conference
DAP	14	Discipline Alignment Plan
P&C	15	Planning and Coordination
OPR	17	Offices Project Responsible
SC	17	Syndicate Coach
CCOI	18	CIMIC Community of Interest
CIV	18	Civil Organisations
CIVOrg	18	Civil Organisations
NCETC	18	NATO CIMIC Education and Training Conference (the "Discipline Conference")
ACO	19	Allied Command Operations
ETEE	20	NATO Education Training Exercise and Evaluation

## B. Terms and Definitions

### **ADD Analysis, Design and Development**

No explanation available

### **ADL Advanced Distributed Learning**

The most common form of e-Learning presently used in NATO is Advanced Distributed Learning (ADL), which features educational or training courses delivered over a network using a standard web browser. The term ADL is used synonymously with the term web-based training.

NATO offers ADL courses on its two major networks, one with access to the Internet. ADL follows a collection of standards and specifications for e-Learning known as the Sharable Content Object Reference Model (SCORM). SACT ADL courses are located at <https://jadr.act.nato.int>.

### **CBI Computer Based Instruction**

Technology-based instruction uses alternate means of delivery and includes Computer Base Instructions (CBI), interactive multi-media and various forms of e-Learning. Paper-based self-study packages are also included in this category. Depending on the requirement, both quantitative and qualitative, technology-based instruction can offer the following advantages:

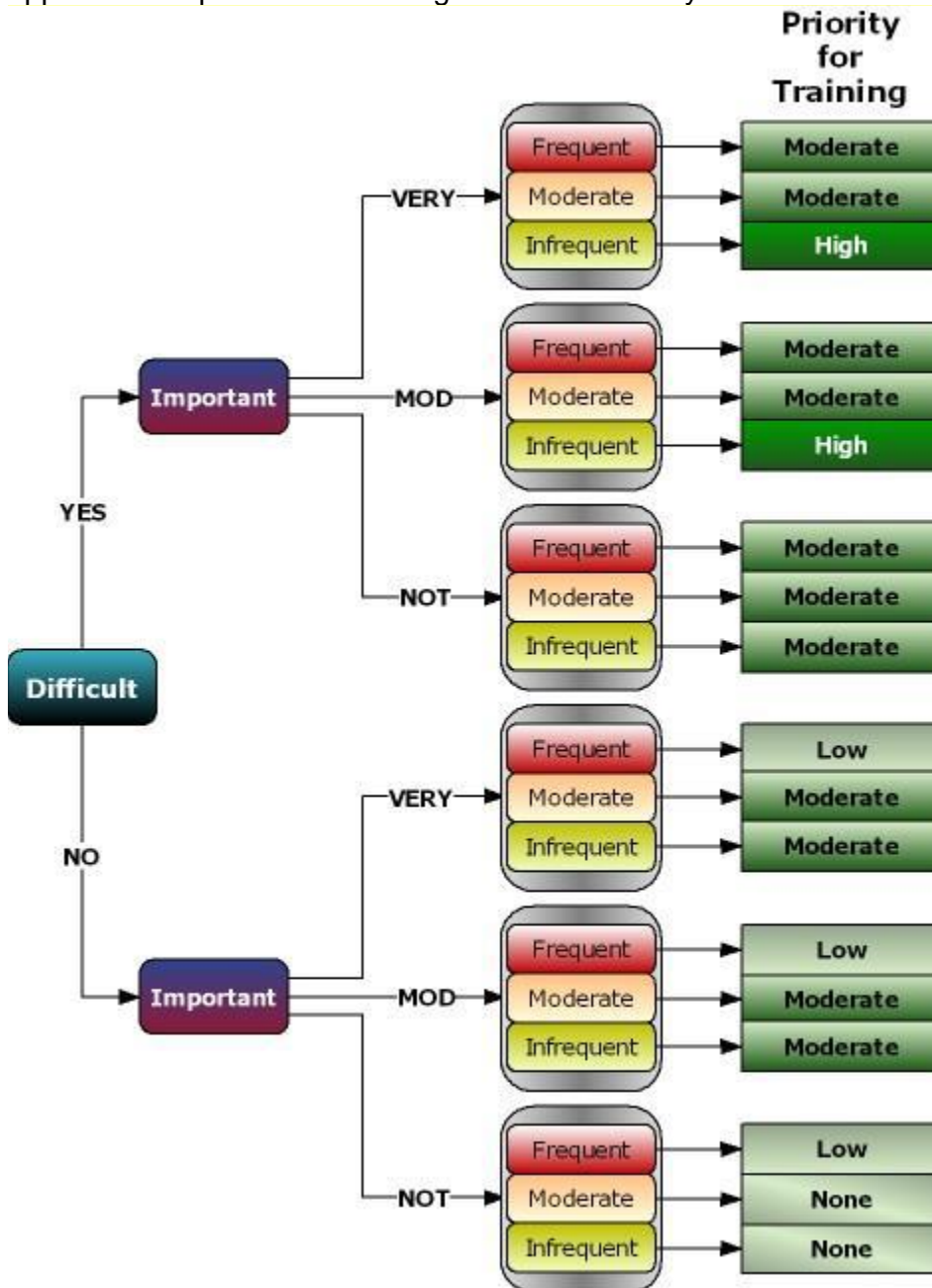
- Flexible access to instruction for learners
- Low delivery costs
- Consistency in delivery and content
- Elimination of risk to personnel, the environment and resources

**CBT Computer-based Training**

Computer-Based Training (CBT) features educational or training courses delivered directly on a student’s computer through CD-ROM or other storage device. It differs from ADL in that it is not delivered over the web or through a Learning Management System and does not require SCORM conformance. There is no requirement for a student to log in to the CBT, and there may be only local tracking of student progress or course completion.

**DIF Difficulty – Importance – Frequency**

A Difficulty-Importance-Frequency (DIF) Analysis is another useful criterion test to make decisions on which POs need training and on where the priority for training should be applied. A simple schematic diagram of a DIF analysis is shown at Figure C-5-2



**DOTMLPFI Doctrine, Organisation, Training, Material, Leadership, Personnel, Facilities, Interoperability**

No explanation available

**EC                    Enabling Check**

The Learning Assessment plan establishes the overall strategy for testing in support of an instructional programme. It specifies how achievement of the LOs will be assessed and how the learners' progress through EOs will be assessed.

Tests that measure progress are known as enabling checks (ECs).

**e-ITEP                Electronic Individual Training and Education Programme**

The e-ITEP is a web based application hosted on the NATO Unclassified Public Area Network (NUPAN) facilitating the execution of the ITEP. The e-ITEP captures NATO education and training requirements from PE and CE posts, NFS and Partners and compares them to training opportunities as they are part of the Electronic Training Opportunity Catalogue (ETOC). This supports the management of training capacity and will, over time, provide a trend analysis to refine training management.

The e-ITEP produces individual training plans for each billet within the PE/CE and map out the education and individual training requirement as well as the when and where these trainings can be obtained. Additionally a direct registration within this Training Management System to necessary courses will be possible.

**e-Learning        Electronic Learning**

e-Learning is a way of conducting education and training by electronic means, the content can be distributed in several electronic ways. e-Learning as one possibility to train and educate, takes an important and fast growing part in NATO's education and training spectrum since it offers a great variety of opportunities compared with residential – or classic classroom instruction – learning approaches. e-Learning can provide students with greater access to learning opportunities, enabling them to learn conveniently at their own place, independent of their location, whenever they choose.

**E&IT                Education and Individual Training**

E&IT in NATO is the systematic instruction of individuals in subjects that will enhance their knowledge and develop competencies required to serve in a NATO billet or participate in a NATO operation. This comprises the instructional activities and competency based activities – these are not mutually exclusive and are often blended together to achieve the desired objective.

**E&T                Education and Training**

No explanation available

**EO                    Enabling Objectives**

EOs are the groups of related skills and knowledge derived from Learning Objectives

**ETI                Education and Training Institution**

No explanation available

**ETOC                Education and Training Opportunities Catalogue**

The NATO Education and Training Opportunity Catalogue (ETOC) as part of the e-ITEP is a web based application accessible through the NATO Unclassified Public Area Network (NUPAN). It replace the NATO Course Catalogue. Its aim is to provide all NATO and selected non-NATO (military and civilian) training providers with the opportunity to advertise their courses and to enable Nations, Partners, commanders, training managers, military operators as well as civilians to obtain an overview of the training available.

### **IPB ITEP Planning Board**

The IPB process starts with the endorsement of the SAGE (new Intent) and aims at producing a Individual Training and Education Programme that is effective, efficient and affordable and delivers the right training to the right audience at the right time in response to the expressed and prioritized requirements. The process is designed to identify training gaps, manifested by either lack of or missing training opportunities. The Board will address those gaps and develop solutions.

The IPB furthermore

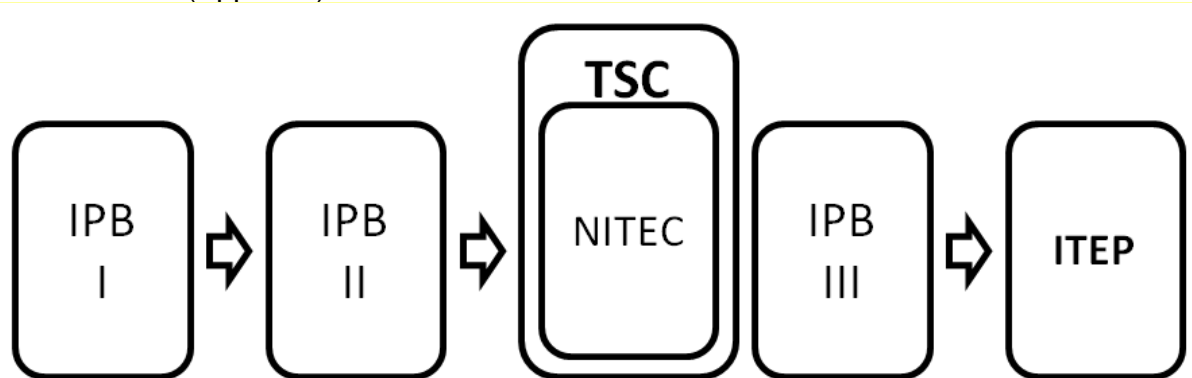
- coordinates all E&IT efforts, including resource management for all ITEP activities
- ensures that NATO E&IT efforts support the broader spectrum of NATO E&T by keeping a close link to the MPB
- provides direction to all solution providers and prioritizes efforts in line with the SAGE when necessary
- coordinates tasks with Annual Discipline Conferences and establishes links and feedbacks through SACT ACOS JETE.
- supports and facilitates the synchronization and strategic integration of NATO E&IT within the NATO Command Structure Human Resources Data Services

### **ISD Instructional System Design**

The Systems Approach to Training (SAT) is a holistic approach and a proven best practice for the analysis, design, development, implementation and evaluation of Education & Individual Training (E&IT). It is also widely known as the Instructional Systems Design (ISD).

### **ITEP Individual Training and Education Programme (Cycle)**

Requirements are defined and prioritized at the start (Requirements) of the Training Integration Plan. Individual training solutions to these requirements are then developed and programmed (Development + Programming) and captured in the ITEP before the final endorsement (Approval).



The ITEP is a method designed to match NATO's and Partners' E&IT requirements with the available training opportunities in the NATO Individual Training and Education Conference (NITEC) and the NATO Training and Exercise Conference (NTEC). It will support the delivery of the right training to the right people at the right time in an effective, efficient and affordable manner.

### **JETE Joint Education, Training and Exercise**

The Joint Education, Training and Exercise division at Supreme Allied Command Transformation is responsible for the development, procurement, implementation and evaluation of e-Learning technologies in NATO.

**JFT            Joint Force Trainer**

No explanation available

**JPA            Job Performance Aid**

The instructional setting is the major medium of a training programme, e.g., a **Job Performance Aid (JPA)** for operating a piece of equipment, traditional instructor-led classroom training, On-Job-Training (OJT) or e-Learning.

**KSC            Knowledge, Skills, Competencie**

The taxonomy Knowledge, Skills, and Competency (KSC) of learning behaviours can be thought of as "the goals of the training process." That is, after the training session, the learner should have acquired new knowledge, skills and competency.

**LL            Lessons Learned**

No explanation available

**LMS            Learning Management System**

SCORM conformant courses run on a Learning Management System (LMS), which is a software application consisting of a suite of tools for management and administration of learning activities.

**LO            Learning Objective**

The format of the LO is exactly the same as the PO and the performance statement in the LO will likely be identical to the performance statement in the PO. However, the conditions under which the tasks are to be performed and the standards to which they are to be performed will likely change due to limitations or constraints in the learning environment. The LOs are only written for the POs that require training, either partially or in total. The LOs, which are documented in the Course Control Document II, will serve as the basis for following SAT phase (Design).

**METT            Mobile Education and Training Team**

No explanation available

**m-Learning    Mobile Learning**

Mobile learning (m-Learning) is the use of portable computing devices, such as iPads and other tablets, laptops, personal digital assistants (PDAs) and smart phones connected to wireless networks. It enables teaching and learning to extend to spaces beyond the traditional classroom. It allows instructors and learners increased flexibility and new opportunities for interaction that is convenient and accessible from virtually anywhere.

**MPB            Military Training and Education Programming Board**

Covers the development and programming of collective training and exercises.

**NETF            NATO Education and Training Facility**

No explanation available

**NITEC            NATO Individual Training and Education Conference**

No explanation available

**NTEC            NATO Training and Exercise Conference**

No explanation available

**OJT On the Job Training**

No explanation available

**PDA Personal Digital Assistant**

It enables teaching and learning to extend to spaces beyond the traditional classroom. It allows instructors and learners increased flexibility and new opportunities for interaction that is convenient and accessible from virtually anywhere.

**PC Performance Check**

The Learning Assessment plan establishes the overall strategy for testing in support of an instructional programme. It specifies how achievement of the LOs will be assessed and how the learners' progress through EOs will be assessed. Tests that measure achievement of LOs are known as performance checks (PCs).

**PE Peacetime Establishment**

No explanation available

**PO Performance Objective**

No explanation available

**PTEC Partnership Training and Education Centre**

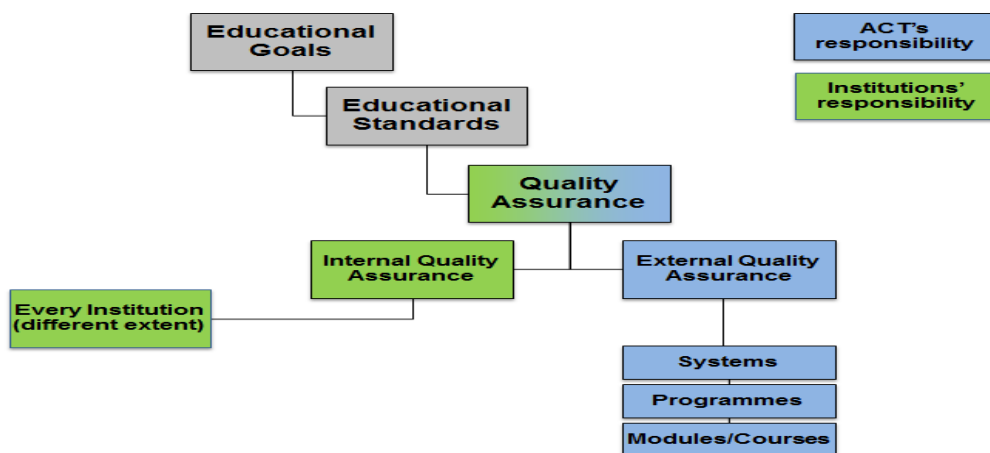
No explanation available

**QA Quality Assurance**

a. The purpose of Quality Assurance (QA) is to establish processes and procedures ensuring the highest possible degree of quality for NATO's E&T while at the same time providing autonomy and flexibility to the institutions involved, to the programmes and modules/courses. It furthermore provides the basis for the coordination between E&T stakeholders and for continuous improvement of transparent E&T quality.

b. The objective of QA is to implement quality improvements of the E&T content in order to satisfy the needs of the Operational Commanders or other customers, to bolster partners and to support nations in their national approach to lifelong learning. To achieve this, certain principles must be established regarding the different education and training stakeholders and events:

- Relevant to the needs of NATO and meeting NATO E&T requirements.
- Transparent in the learning/training processes and procedures.
- Accountable towards stakeholders and learners/participants.
- Responsible for implementing best practices.



**RA Requirements Authority**

The roles and responsibilities for the Requirements Authority (RA) and Department Head (DH) as well as for JETE and JFT in the TNA are defined in Bi-SC Directive 75-2, part 3 and are outlined below:

Requirements Authority -> Support

**SAT Systems Approach to Training**

NATO has adopted the System Approach to Training (SAT) model (MC 458/2) as a proven and highly successful tool when training<sup>1</sup> is identified as the solution to personnel performance gaps. It provides direction and guidance to ensure that the focus on the actual requirements is maintained throughout the cycle of analysis, design, development, implementation and evaluation of training at all levels.

**SCO Sharable Content Object**

A self-contained unit of instructional material is known as Sharable Content Object (SCO). For example, a SCO may be an instructional sequence that includes an objective, instructional text, an image and an assessment item. A SCO can be individually retrieved from a Learning Management System, and reused for a different purpose. It uses associated metadata tagging required by the SCORM. The instructional designer chooses the level of granularity that is applied to the course and is influenced by the complexity of the learning/enabling objective, content and the activities.

**SCORM Sharable Content Object Reference Model**

NATO offers ADL courses on its two major networks, one with access to the Internet. ADL follows a collection of standards and specifications for e-Learning known as the Sharable Content Object Reference Model (SCORM).

**SME Subject Matter Expert**

An SME is a vital, though temporary, member of the e-Learning team, providing knowledge and expertise of the subject matter. Works with the instructional designer to develop the content, ensuring accuracy and relevance of the course components.

**STP Strategic Training Plan**

No explanation available

**TAA Target Audience Analysis**

Determines categories of audience, location and size of population and required annual iterations.

**TDE Test, Design and Evaluation**

No explanation available

**TNA Training Needs Analysis**

The Training Needs Analysis is a process used to systematically derive training opportunities from identified E&T gaps (TRA Final Report). This process is conducted using the Systems Approach to Training (SAT) Model as a tool (see Annex B).

A TNA will be generated as an outcome of a TRA if a requirement is not met by an existing training opportunity.

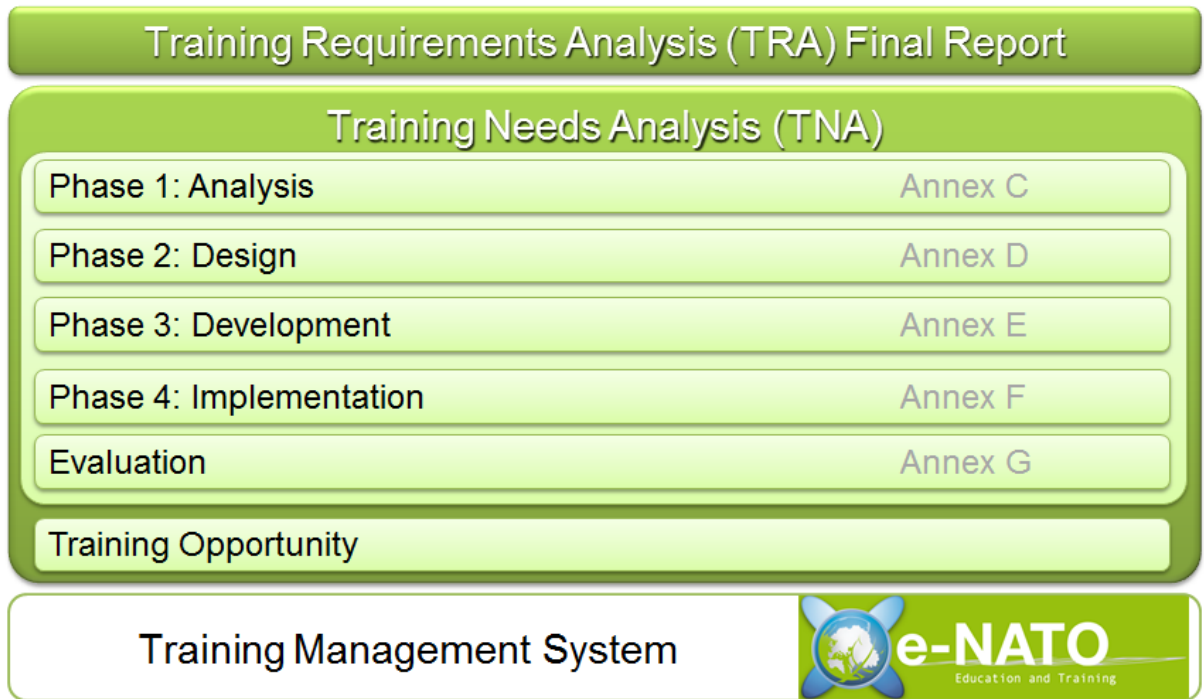
The TNA brings together Subject Matter Experts in a given area (academic, operational and or political expertise) for the analysis and for the design and development phase in case the



analysis states the necessity for a new course or the revision of an existing course (see Figure 3-3 or, for the whole matrix Bi-SC Directive 75-2).

Training opportunities are not limited to residential courses, they also encompass e-Learning and Blended Learning (see Annex J: E-LEARNING).

**TRA Training Requirements Analysis**



**TSC Training Synchronization Conference**

The ITEP cycle consists of three Individual Planning Boards (IPB) and the NATO Individual Training and Education Conference (NITEC) as part of the Training Synchronization Conference (TSC).

**URL Uniform Resource Locator**

No explanation available

**WBT Web Based Training**

The most common form of e-Learning presently used in NATO is Advanced Distributed Learning (ADL), which features educational or training courses delivered over a network using a standard web browser. The term ADL is used synonymously with the term web-based training.

**Module/Course**

It enables nations and partners to align their modules and courses with these standards thus ensuring an effective education and training landscape throughout NATO, nations and partners.

**Aim and Strategy of the Module/Course.** Definition of the formal logic and traceability of the module/course as well as the qualification and competence aims.