

2020 DEEP UKRAINE ANNUAL REVIEW QUESTIONS TO ADDRESS BY SCHOOL

1. NATIONAL LAND FORCES ACADEMY NAMED AFTER HETMAN PETRO SAHAIDACHNYI, LVIV (LFAL)

A. Summary from the May 2019 and February 2020 Reviews:

- 1) A one-year Basic Officer pilot Course was implemented in July 2019 for those officer candidates that already possess a bachelor's or master's degree. In the future this course is planned to be the basis for a formal L1 level curriculum in other Ukraine Armed Forces (UAF) military academies. Canada with support of German and Danish advisors is leading a review of the new curriculum. There are a total of seven (7) new officer basic specialty courses currently being delivered (Land Forces Academy (LFA) - Mechanized Infantry, Artillery; Odessa Military Academy (OMA) – Airborne; Kharkiv Air Force University – Communications and Information Systems (CIS), Maintenance; Communications and Information Systems (CIS) institute -CIS). Four other officer basic courses are planned to be launched in September 2020 (Kharkiv Tank Institute (KTI) - NBC Reconnaissance; Odessa Naval Institute (ONI) – Navy; Taras Shevchenko University - Finance, Zhytomyr Military Institute (ZMI) - Information Security).
- 2) With Allied support (Canada, Denmark, Germany, Lithuania, U.S.) a new 6-week Infantry Company Commanders course for Captains was implemented (September-October 2019) (based on the Lithuanian Military Academy curriculum) with three modules: Company Operations, Battalion-level MDMP, Leadership; addresses NATO-standard leadership approaches. Two new company commander specialty courses are planned to launch in September 2020 (LFAL- Artillery, OMA-Logistics).
- 3) An internal Academy working group was created in February 2019 to restructure the current Academy curriculum to be in accordance with the NATO/PfPC Generic Officer Reference Curriculum. Canada with support of German and Danish advisors is leading a review of the proposed curriculum. Delivery of this new curriculum is planned to begin in fall 2021.
- 4) As part of Battalion Staff Training delivered by the Tactics Department, every 4th year cadet receives 30 hours of classroom instruction on the NATO Military Decision-Making Process (MDMP) process. They must also demonstrate knowledge of MDMP in an additional associated exercise. In addition, MDMP is being taught to all personnel in a NATO assignment and will be included in a new course for Captains. “Young officers want to work with NATO processes.” The Academy also confirmed that the former Russian tactical decision-making process adapted by Ukraine continues to be taught. This will continue until all Ukraine manoeuvre battalions transform their staff organizations to mirror traditional tactical-level NATO staff organizations.
- 5) New Officer/NCO Relations course requirements are being developed to be included into the 4-year BA curriculum (for 3d year cadets). It is planned to conduct training for the instructors (with Canada in lead) and then deliver it to

cadets (due to the lack of instructors it is postponed -TBD). The next step will be the exporting of this course to other Ukraine pre-commissioning schools.

- 6) English Language Training (ELT) has may have expanded 15% in the past year with a new graduation requirement increasing from 600 to 690 hours for each student. This includes 450 hours in the classroom and 240 hours in self-study. In addition, beginning with 2020, all instructors will be required to take English language classes. The Academy's ELT faculty has worked very hard to ensure they are properly trained. 19 instructors have been trained in ELT in foreign courses and 12 of them have obtained the internationally recognized In-Service Certificate in English Language Training (ICELT).
- 7) A distance learning working group has been created in the Academy to coordinate all distance learning opportunities. A new server has been installed that allows the Academy its own independent distance learning process. Eleven (11) Academy instructors have been trained in the development of distance learning curriculum and have begun work creating their own courses.
- 8) The DEEP review team learned that the Academy has been teaching a Building Integrity (BI) course since September 2015. Every 3d year cadet received 12 hours of BI instruction. In addition, there are frequent updates provided to the cadets, sometimes on a weekly basis. The BI course is updated on an annual basis.
- 9) The International Peacekeeping and Security Centre has transitioned from battalion level to brigade-level training; allowing for a brigade headquarters and several battalion headquarters to be trained/transition simultaneously.

B. May 2019 Requests for DEEP Support:

- 1) Continue the Master Instructor Program (MIP) to conclusion for the Academy faculty.
- 2) Support for how to assess a distance learning course and how to present/deliver distance learning material.
- 3) English Language Training (ELT) for ELT instructors.
- 4) U.S. support to review the new Leadership course curriculum.
- 5) Support to review and assist in the implementation of a new Captain's Course. The course would address MDMP, company command and battalion staff functions. The request included desire to visit like-NATO country schools to determine what should be adapted from their curricula.
- 6) Continue to assist with the introduction of officer-NCO relations into the Academy's

C. DEEP Support Provided during 2019-2020:

- 1) Continue the Master Instructor Program (MIP) to conclusion for the Academy faculty.
- 2) Support for how to assess a distance learning course and how to present/deliver distance learning material.
- 3) English Language Training (ELT) for ELT instructors.
- 4) U.S. West Point support to review the new Leadership course curriculum. Planned for September 2020.

- 5) Continue to assist with the introduction of officer-NCO relations into the Academy's curricula.

D. 2020 DEEP Review Questions to Address:

- 1) What are the Land Forces Academy requests (in accordance with Academy priorities) for DEEP support for 2020-2021?
- 2) What is the current status of the Master Instructor Program (MIP)? When do you feel that your trained MIP instructors will be ready to train your new instructors without any external support?
- 3) How is your distance learning program evolving? How has it been able to adapt to the conditions created by the COVID-19 pandemic?
- 4) What is your present situation with English Language Training? What is the current number of hours each student receives during their time at the Academy? How much with an instructor and how much is self-paced? How many attain STANAG Level 1 and how many STANAG-Level 2 by the time they graduate? Do you have a sufficient number of fully trained English Language Training instructors?
- 5) What is the status of the new Leadership program? West Point is looking forward to conducting the review of your new Leadership program. Would you like their review to address both the academic course as well as Leadership training in the military training program for the cadets?
- 6) What is the status of the development of the new Captain's Course? Will be especially interested in the curriculum on MDMP, company command, and battalion staff functions. Have your personnel been able to visit like-NATO country schools to determine what should be adapted from their curricula.
- 7) What is the status of the introduction of officer-NCO relations into the Academy's curricula? Do you need any additional support to make it happen as planned?
- 8) What is the status of the one-year Basic Officer Course being implemented for those officer candidates that already possess a bachelor's or master's degree? Will the cadets taking this course receive all of the same military training that a 4- or 5-year cadet student without a bachelor's or master's degree will receive?
- 9) Could you please update us on the restructuring of the Academy's curriculum to be based on the NATO/PfPC Generic Officer Reference Curriculum? Is this to be for the entire curriculum or only parts of it? If so, which parts?
- 10) Is there any change in the teaching of the Military Decision-Making Process (MDMP) process for all cadets? Is it still 30 hours of classroom instruction? Is the Russian tactical planning approach also being delivered? If so, for how many hours of instruction?
- 11) How has the Academy adapted its resident in-class teaching to distance learning on-line instruction during the last 2-3 months? What courses has the Academy been able to teach and which courses (if any) could they not teach? If they could not, why not? How were the instructors trained to conduct on-line teaching? Do they require additional training? If so, what kind? Are the instructors comfortable with it? How have the students received the instruction? Are the students comfortable with it? Do they all have access to their own computers? Was the

internet available and always reliable? Were there any issues with servers or bandwidth?

2. NATIONAL DEFENCE UNIVERSITY (NDU), KYIV

A. Summary from the May 2019 Review:

- 1) NDU Changes:
 - a) Pilot operational and strategic-level Leadership courses were initiated during January-June 2019. The courses are based on similar Baltic Defence College courses.
 - b) The NDU is now initiating new educational approaches: distance learning courses with the assignment of tasks and supporting materials, and access to an electronic library); application of modern teaching methodologies; and analysis of a new curriculum
 - c) In the last two years, new courses have been formalized and are now being delivered on a regular basis: Military Leadership, Democratic Control of the Armed Forces, and Strategic Communications.
 - d) A decision has been made to transform major components of the curriculum for both the operational and strategic courses to correspond to similar courses at the Baltic Defence College. Master's degrees will be awarded upon graduation from each course. It is intended to begin both courses in 2020.
 - e) A Command and Staff course focused on battalion/brigade-level staff operations is now being developed on the basis of the Lithuanian Military Academy's command-and-staff program for Land and Air Forces; a Navy Command and Staff Course is being developed based on the Latvian Military Academy's curriculum. These courses are also planned to begin in 2020.
 - f) The development of a distance learning system continues. In particular, the technical aspects have been resolved and an electronic research base created. Comprehensive training of the teaching staff to use the system is also being conducted.
- 2) Current NDU Objectives:
 - a) Transition to the new system of professional military education, planned for formal initiation in 2021. By this time, new training programs should be developed and tested.
 - b) Beginning with 2020 the curriculum should be gradually transitioned to Leadership courses and master's degree courses; to be complete by 2021.
 - c) Institutionalize the new Defence Management School (DMS). Began in March 2019 with the delivery of one course (one module per month over a five-day period). Should be formally working as a separate school by 2021.
 - d) Transition to become the center for remote-learning resources for the entire military education system
 - e) Development of distance learning and blended/distance learning courses (e.g., cyber security, gender equality, civil-military relations, leadership, building integrity, law of war, international humanitarian law, NCO leadership and instructors training, etc.)
 - f) Development of e-modules for master's programs - Development of tests (test tasks) for all types of training (including adaptive, foreign language, etc.)

g) Increase the professional skills of the E-Learning Center staff.

B. May 2019 Requests for DEEP Support:

- 1) Assistance in the introduction of leadership courses of tactical, operational and strategic levels. The content of individual studies within modules, teaching methods, introduction of new topics and fields.
- 2) Cooperation with the Baltic Defence College on the issues of development and implementation of officers' courses at the operational and strategic levels (L3 and L4), as well as master's degree programs
- 3) Staff College/War College (L3/L4) curriculum review visit to the Baltic Defence College.
- 4) Assistance in the introduction of the Defence Management School (DMS) project: program content, individual classes, methods of studying and teaching.
- 5) Baltic Defence College and Romanian Regional Department of Defence Resources Management Studies (DRESMARA) participation in the after-action review of the pilot DMS course (L4 level); to take place in the September/October 2019 timeframe.
- 6) Further staff support and implementation of a distance learning process: mastering new software products; joint development of distance courses; improvement of tests, etc.
- 7) Advancing the teaching skills and systematic introduction of progressive approaches to learning.
- 8) Officer Leadership courses at the tactical, operational and strategic levels.
- 9) Continue cooperation with the Military Academy of Lithuania on development of a Land Forces Command and Staff Course (L2) and Air Force curriculum for an Air Force Command and Staff Course (L2).
- 10) Initiate cooperation with National Defence Academy of Latvia and potentially the U.S. Naval War College for development of a Naval Command-and Staff Course
- 11) Complete the development of Personnel Management, Quality Assurance, and Operational Planning courses; to be included in the new Leadership Program. Latvia and Lithuania will support development of the Operational Planning Course curriculum.
- 12) Continue and complete the development of the Master Instructor Program (MIP).
- 13) Continue support from the U.S. and Czech Republic for the creation of a master's degree program in Logistics. The NDU intends to begin course delivery in September 2019.
- 14) Work with the MOD to set a meeting with the Ministry of Education to address ELT in the secondary school system.

C. DEEP Support Provided during 2019-2020:

- 1) Continue the Master Instructor Program (MIP) to conclusion for the NDU faculty.
- 2) Baltic Defence College support for the Operational and Strategic level course curriculum transformation.
- 3) Baltic Defence College support for the Defence Management School (DMS).
- 4) Support for the various distance learning programs.
- 5) English Language Training (ELT) for ELT instructors.

- 6) U.S./Czech Republic support for the new Logistics master's degree course curriculum.
- 7) Continue to assist with the introduction of Officer-NCO relations into the NDU's curricula.
- 8) NDU Curriculum development for a Naval Department based on the Latvian Military Academy approach.
- 9) Curriculum development for Personnel Management.
- 10) L2 instructors visit to Lithuanian Military Academy CSOC for curriculum development.
- 11) NDU Logistics Course faculty development visit to the Polish Military University of Technology.

D. 2020 DEEP Review Questions to Address:

- 1) What are the NDU requests (in accordance with NDU priorities) for DEEP support for 2020-2021?
- 2) What is the status of the transformation of the Operational and Strategic course curriculum, as well as master's degree-granting courses to the ones currently utilized by the Baltic Defence College?
- 3) What is the status of the Defence Management School and the support provided by the Baltic Defence College?
- 4) What is the current status of the Master Instructor Program (MIP)? When do you feel that your trained MIP instructors will be ready to train your new instructors without any external support?
- 5) How is your distance learning program evolving? How has it been able to adapt to the conditions created by the COVID-19 pandemic? We are especially interested in how the instructors are mastering new software products; joint development of distance courses; improvement of tests, etc.
- 6) What is your present situation with English Language Training? What is the current number of hours each student receives during their time at the NDU? How much with an instructor and how much is self-paced? Do you have a sufficient number of fully trained English Language Training instructors? How does NDU ELT correspond to training in all other Ukraine PME institutions: standardization of methodology, similar standards?
- 7) What is the status of the new Leadership program courses, to include Personnel Management, Quality Assurance, and Operational Planning courses?
- 8) What is the status of the master's degree-granting Logistics course?
- 9) What is the status of creation of NCO Center of Excellence at the leadership school? What is the status of the introduction of Officer-NCO relations requirements into the NDU's curricula? Which courses are employing these requirements?
- 10) What is the status of the work conducted on the development of Land, Air Force, and Naval Command and Staff College courses?
- 11) What is the current status of Military Decision-Making Process (MDMP)/Joint Operational Planning Process (JOCPP) training for the students? How many hours does each student receive prior to graduation? In which course do they receive it?

- 12) How has the NDU adapted its resident in-class teaching to distance learning on-line instruction during the last 2-3 months? What courses has the NDU been able to teach and which courses (if any) could they not teach? If they could not, why not? How were the instructors trained to conduct on-line teaching? Do they require additional training? If so, what kind? Are the instructors comfortable with it? How have the students received the instruction? Are the students comfortable with it? Do they all have access to their own computers? Was the internet available and always reliable? Were there any issues with servers or bandwidth?

3. NAVAL INSTITUTE OF NATIONAL UNIVERSITY “ODESSA MARITIME ACADEMY”

A. Summary from the May 2019 Review:

- 1) Naval Institute Changes:
 - a) Within DEEP efforts, Bulgaria has helped to install a Dangerous Water Simulator and established teaching processes for tactical procedures in accordance with NATO standards.
 - b) English Language is being taught in accordance with STANAG 6001. Tutorials and manuals are now developed, some in English.
 - c) Leadership is now being taught as a separate subject. The US Naval Academy is supporting development of a Leadership Reaction Course as part of the overall Naval Institute leadership course curriculum. The pilot course will be delivered in summer 2019.
 - d) Since the change of Institute leadership in early 2017, the DEEP program has observed significant improvement and optimization in the structure and teaching process. The current structure has been changed (Military Science (research) Center has been created and an NCO school will soon be subordinated) and now comprises of: Departments: Tactics & Navigation, General Military Science, Weaponry, Ship Power Engineering, Humanities and Fundamental Science; Sub-departments: Scientific Center, Post-Graduates Training Department, English Language Courses, Service Support Units, Cadets Companies. Curriculum Specialties Reduced from 9 to 5: Master’s Degree (90 credits); Military Equipment and Armament; Shipborne Weapons and Navigation Equipment Ship Power Plants; Shipborne Electronic and Communication Equipment Bachelor’s Degree; Combat Service Support Search and Rescue, Diving and Emergency Operations, Crew Moral Support
 - e) Communication with the Navy Staff has been improved and a flexible curriculum along with the material base development has been introduced.
 - f) English Language training (ELT) has been extended to 450 hours and soon (1 September 2019) will reach 600 hours (300 in a classroom) in a 5-year course with the possibility of an option of an additional two (2) hours per week. Two language labs have been opened and two additional instructors have been hired to support the qualified training of military specialists. Thus far, DEEP assistance has been provided by Bulgaria, France, Poland, Portugal, Romania and the U.S., and bilaterally by the NATO Bureau for International Language Coordination (BILC), Italy and the United Kingdom.

B. May 2019 Requests for DEEP Support:

- 1) Practical training experiences on board ships at sea— France, Italy Poland, Portugal, Romania, US.
- 2) Establish working group on Leadership, led by the U.S. Naval Academy and comprising of BU and PL experts to review the new Leadership course curriculum and present their findings in Odessa. To take place after the course is delivered for the first time during the 2019-2020 academic year.
- 3) U.S. Naval Academy review the Leadership Reaction Course during its execution, currently scheduled for June 2019.
- 4) Conduct a Cyber Security working group meeting to analyze and develop cyber security curriculum for cyber security issues on board a ship at sea – not to take place earlier than November 2019. Could be a potential joint BU/PL/US provider team, led by the U.S.
- 5) Conduct a familiarization visit to the NATO Maritime Interdiction Operational Training Centre (NMIOTC) at Souda Bay, Greece to address the Diver Course and other Diver instruction. BU discussed on 21 May with NMIOTC Commandant CDRE Stelios Kostalas, GRC(N) and obtained his consent.
- 6) Meteorology and Oceanography course for midshipmen (METOC) by the Polish Naval Academy
- 7) Officer of the Watch (OOW) training based on the Navy Trainer Professional (NTPro) simulator at the Ship Handling and Navigation Simulator Centre of the Polish Naval Academy
- 8) Safety of Navigation course for midshipmen (SAFNAV) by the Polish Naval Academy
- 9) Cadet participation in the computer-assisted simulation (CAX) on tactical training at the Bulgarian Naval Academy
- 10) Participation in a ship group maneuvering course according to MTP (Multinational Maritime Tactical Signal and Manoeuvring Book) based on the Navy Trainer Professional (NTPro) simulator
- 11) Fleet Work by the Polish Naval Academy.
- 12) English Language Training (ELT) instructor training courses by the Bulgarian and Polish Naval Academies. The Polish Naval Academy is ready to share its experience to motivate cadets to achieve required English level (e.g. STANAG 2222) by issuing its internal regulations and by providing assistance within creation of the English language examination materials.

C. DEEP Support Provided during 2019-2020:

- 1) U.S. Naval Academy review of the Leadership Reaction Course
- 2) Internship on a French frigate
- 3) Seaman training on the Polish Navy Sailing Training Ship (PNSTS) ORP “Iskra”
- 4) Tactical training Computer Assisted Exercises (CAX) on a Bulgarian Naval Academy simulator
- 5) Polish Naval Academy meteorology and oceanography course for midshipmen (METOC)
- 6) Polish Naval Academy safety of navigation course for midshipmen
- 7) Summer Training Camp organized by the Bulgarian Naval Academy

- 8) Officer of the Watch (OOW) training based on the Navi Trainer Professional (NTPro) simulator at the Ship Handling and Navigation Simulator Center of Polish Naval Academy
- 9) Romanian Naval Academy Summer Camp (one week for international cadets) - MBNA Seamanship Training Base
- 10) Bulgarian Naval Academy English refresher course with STANAG 6001 certification
- 11) Navigation training on the Polish Navy 8th Coastal Defense Flotilla transport and minelayer ship
- 12) Polish Naval Academy (STANAG 6001 level 2 and 3) 5-month English Language Training course
- 13) Bulgarian Naval Academy Language Testing Evaluation Course for STANAG 6001
- 14) Bureau for International Language Cooperation (BILC) English Language Faculty Development
- 15) Bulgarian Naval Academy NTPro 5000 Transas simulator utilization training for Odessa Naval Institute faculty

D. 2020 DEEP Review Questions to Address:

- 1) What are the Naval Institute requests (in accordance with ONI priorities) for DEEP support for 2020-2021?
- 2) What is the status of the training program conducted at sea?
- 3) What is the status of Leadership course instruction and the utilization of the new Leadership Reaction Course?
- 4) What is the status of cyber security curriculum development and course instruction, especially for utilization on board a ship at sea?
- 5) Did the visit to Souda Bay take place and was it beneficial? How?
- 6) What is the status of Meteorology and Oceanography curriculum instruction?
- 7) What is the status of Officer of the Watch (OOW) and Safety of Navigation training?
- 8) What is the status of computer-assisted simulation training?
- 9) What is the current status of Military Decision-Making Process (MDMP) training for the students? How many hours does each student receive prior to graduation?
- 10) How the new tactical procedures are being studied? Is there any increase in their scope?
- 11) Did the at-sea training that the ONI midshipmen received provide what was needed? If not, what is still lacking for at-sea practical training?
- 12) What is the status of English Language Training (ELT) for the students? Are there regular resident courses (and how many per year) for the Navy officers and the NCOs? How many hours of English Language Training (ELT) does each student currently receive during their time at the Academy? How much with an instructor and how much is self-paced? How many attain STANAG Level 1 and how many STANAG-Level 2 by the time they graduate? Do you have a sufficient number of fully trained English Language Training instructors?
- 13) How has the Academy adapted its resident in-class teaching to distance learning on-line instruction during the last 2-3 months? What courses has the Academy been able to teach and which courses (if any) could they not teach? If they could

not, why not? How were the instructors trained to conduct on-line teaching? Do they require additional training? If so, what kind? Are the instructors comfortable with it? How have the students received the instruction? Are the students comfortable with it? Do they all have access to their own computers? Was the internet available and always reliable? Were there any issues with servers or bandwidth?

- 14) What is the status of a one-year pilot Navy Basic Officer Course for those officer candidates that already possess a bachelor's or master's degree; intended to be launched in September 2020?

4. ODESSA MILITARY ACADEMY

A. Summary from the May 2019 and Other Recent Reviews:

- 1) Odessa Military Academy Update/Changes since DEEP Program Inception in 2013:
 - a) The Academy already had an intensive faculty development program to support all new incoming faculty.
 - b) The Academy created a tactical logistics course in accordance with NATO standards.
 - c) English Language Training (ELT): Taken very seriously at the Academy. As part of the ELT curriculum, the faculty has created an 85-page book in English titled "Leadership." This book has a dual purpose: conduct ELT and teach the cadets modern leadership traits such as Duty, Respect, Honor, Integrity, Emotional Attributes, Character Development, and People, the Team, and the Institution. Most of the teaching staff (12) have completed the Bureau for International Language Cooperation (BILC) teaching methods course.
 - d) A one-year pilot Airborne Basic Officer Course was initiated in September 2019 for those officer candidates that already possess a bachelor's or master's degree (based on the experience of the Land Forces Academy (LFA)).

B. May 2019 Requests for DEEP Support:

- 1) Support from the Ukraine NDU and the DEEP programme to prepare Odessa Military Academy instructors to teach a leadership course. Design of a leadership course for special unit specialists (e.g., Air Assault, Reconnaissance and Special Operations Forces (SOF), Naval Infantry). They will work with the NDU and the Ground Forces Academy to prepare a curriculum for instruction.
- 2) Support for curriculum development related to ammunition, automated ammunition, material and technical support.
- 3) Training needed on how to utilize and maintain combat simulation software (Battle Combat) for areas of intelligence and SOF. It is a Canadian software system.
- 4) Integration of tactical intelligence curriculum in the Military Academy courses. Specific focus to be on battalion and brigade level management of intelligence collection assets.
- 5) Development of a Military Medical curriculum related to logistics (e.g., tactical medicine, transport, delivery of supplies).

- 6) Military Academy faculty would travel to familiarize how logistics is addressed in NATO military academies.
- 7) Participation of Military Academy faculty in conferences and joint research.
- 8) Teaching methodology training for English Language Training (ELT) instructors.

C. DEEP Support Provided during 2019-2020:

- 1) Polish Armed Forces workshop on the functioning of the transport and traffic system
- 2) International scientific (research) conference "Joint Action of the State Military Formation and Law Enforcement Agencies: Problems and Perspectives"
- 3) Polish Military University of Technology workshop on provision of deployed logistics support
- 4) Polish Military University of Technology workshop on technical operation military equipment service and repair
- 5) NDU Kyiv to share newly developed Leadership curriculum and teaching methodology

D. 2020 DEEP Review Questions to Address:

- 1) What are the Military Academy requests (in accordance with OMA priorities) for DEEP support for 2020-2021?
- 2) What is the status of the NATO-standard tactical logistics course? How many hours are delivered? How often is it taught? To which students?
- 3) What is the current status of Military Decision-Making Process (MDMP) training for the students? How many hours does each student receive prior to graduation?
- 4) How many hours of English Language Training (ELT) does each student currently receive during their time at the Academy? How much with an instructor and how much is self-paced? How many attain STANAG Level 1 and how many STANAG-Level 2 by the time they graduate?
- 5) How has the Academy adapted its resident in-class teaching to distance learning on-line instruction during the last 2-3 months? What courses has the Academy been able to teach and which courses (if any) could they not teach? If they could not, why not? How were the instructors trained to conduct on-line teaching? Do they require additional training? If so, what kind? Are the instructors comfortable with it? How have the students received the instruction? Are the students comfortable with it? Do they all have access to their own computers? Was the internet available and always reliable? Were there any issues with servers or bandwidth?
- 6) What is the status of a one-year pilot Airborne Basic Officer Course for those officer candidates that already possess a bachelor's or master's degree?
- 7) How has the OMA been able to integrate the information received from the Polish Military University of Technology workshops into the overall curriculum?
- 8) Has the OMA been able to adapt the Leadership curriculum received from the NDU? How/what?

5. KHARKIV NATIONAL AIR FORCE UNIVERSITY

A. Summary from the May 2019 Review:

- 1) Since the beginning of DEEP Ukraine in 2013, the Air Force University has modernized and implemented the following areas to include lessons learned from the Anti-Terrorist Operation (ATO):
 - a) New educational standards have been introduced.
 - b) A Basic Military Training Course for 1st year cadets was introduced.
 - c) Military Decision-Making Process (MDMP) at the BN-BDE HQ level was provided for ~15 instructors (Slovakia delivered 2-week course); they are now teaching the MDMP process to the students.
 - d) A distance learning course on aviation ELT requirements was begun ELT graduation requirements was expanded to 600 hours for each cadet (400 in classroom/200 self-study).
 - e) Introduction of master's thesis in English.
 - f) Hosting an annual Military Science conference
 - g) A one-year Communications and Information Systems (CIS) Basic Officer pilot Course has been launched in September 2019 for those officer candidates that already possess a bachelor's or master's degree
 - h) Problems: No government decision/request to use/teach MDMP/COPD planning processes. No NATO country force with a similar staff structure to support the adoption of MDMP. Lack of language training equipment resources— to apply for U.S. support through the U.S. Embassy

B. May 2019 Requests for DEEP Support:

- 1) Continue faculty development through completion of the Master Instructor Program in December 2019.
- 2) Support the creation of two operational planning courses; one for the air battle and one for air defence.
- 3) Continue to participate in NATO Building Integrity conferences.
- 4) Development of Officer-NCO lessons with Lithuanian and Canadian support.
- 5) Development of a Leadership course with Ukraine NDU personnel and Canada.
- 6) Development of lessons on NATO Staff Procedures (Decision Making Process at the Tactical Level course offered by Slovakia as well as Introduction to the Planning of Joint Operations (1 or 2-week versions possible – newly created course explaining Allied Command Operations Planning Directive, Chapter 4)
- 7) Annual conference “Modern War and the Human Dimension”
- 8) Support an effort to attract a wider group of country participants with possible DEEP funding

C. DEEP Support Provided during 2019-2020:

- 1) Participation of Kharkiv Air Force University faculty and cadets in the French Air Force Academy International Week
- 2) NDU to share newly developed Leadership curriculum and methodology.
- 3) Coordination with the NDU on e-learning/ADL capacity and courses on Building Integrity
- 4) NDU to share newly developed Strategic Communication curriculum and methodology

D. 2020 DEEP Review Questions to Address:

- 1) What are the National Air Force University requests (in accordance with Air Force University priorities) for DEEP support for 2020-2021?
- 2) With the completion of the Master Instructor Program (MIP), how are the trained MIP instructors now being used to support the other instructors at the Academy? How often do they teach the Basic Faculty Development course to other instructors?
- 3) What is the current status of Military Decision-Making Process (MDMP) training for the students? How many hours does each student receive prior to graduation?
- 4) What is the status of English Language Training (ELT) for the students? How many hours of English Language Training (ELT) does each student currently receive during their time at the Academy? How much with an instructor and how much is self-paced? How many attain STANAG Level 1 and how many STANAG-Level 2 by the time they graduate? Do you have a sufficient number of fully trained English Language Training (ELT) instructors?
- 5) How has the Academy adapted its resident in-class teaching to distance learning on-line instruction during the last 2-3 months? What courses has the Academy been able to teach and which courses (if any) could they not teach? If they could not, why not? How were the instructors trained to conduct on-line teaching? Do they require additional training? If so, what kind? Are the instructors comfortable with it? How have the students received the instruction? Are the students comfortable with it? Do they all have access to their own computers? Was the internet available and always reliable? Were there any issues with servers or bandwidth?
- 6) What is the status of the one-year CIS Basic Officer pilot Course for those officer candidates that already possess a bachelor's or master's degree that was initiated in September 2019?
- 7) Has the AFU been able to adapt the Leadership curriculum received from the NDU? How/what?

6. TANK INSTITUTE, KHARKIV

A. Summary from the May 2019 Review:

- 1) Since a visit to the Lithuanian Military Academy in November 2018, military topics were increased by 20% in the curriculum. New subjects were introduced (General Military Training System (BArS), Military Medical)
- 2) A distance learning course was developed for personnel issues.
- 3) English Language Training (ELT) expanded to from 360 hours to 600 hours for each cadet (400 in the classroom). An additional 150 hours of ELT is required in the 5th year. Additional ELT instructor positions were created.

B. May 2019 Requests for DEEP Support:

- 1) Master Instructor Program (MIP)
- 2) Review of Logistics and NBC curriculum to ensure compliance with NATO standards. Potential for blended/distance learning for these two topics.

- 3) Curriculum development for NATO battalion staff procedures
 - 4) Leadership course curriculum development; to be provided by the Ukraine NDU and NATO School
 - 5) Develop a NATO Logistics Planning Process course (similar to one in at the Odessa Military Academy)
 - 6) Develop curriculum on NATO tactics, techniques, and procedures (TTP) as applicable to a Tank Battalion.
 - 7) Orientation visit to the NATO NBC Centre in the Czech Republic.
- C. DEEP Support Provided during 2019-2020:
- 1) Slovakian International Staff Officers' Course (in accordance with APP-28 NATO Tactical Planning Process/ U.S. MDMP)
 - 2) Logistics curriculum review by Polish Military University of Technology
- D. 2020 DEEP Review Questions to Address:
- 1) What are the Tank Academy requests (in accordance with Tank Institute priorities) for DEEP support for 2020-2021?
 - 2) What is the status of the Basic Faculty Development workshops for the Academy's instructors'?
 - 3) What is the current status of Military Decision-Making Process (MDMP) training for the students? How many hours does each student receive prior to graduation?
 - 4) What is the status of English Language Training (ELT) for the students? How many hours of English Language Training (ELT) does each student currently receive during their time at the Academy? How much with an instructor and how much is self-paced? How many attain STANAG Level 1 and how many STANAG-Level 2 by the time they graduate? Do you have a sufficient number of fully trained English Language Training (ELT) instructors?
 - 5) How has the Academy adapted its resident in-class teaching to distance learning on-line instruction during the last 2-3 months? What courses has the Academy been able to teach and which courses (if any) could they not teach? If they could not, why not? How were the instructors trained to conduct on-line teaching? Do they require additional training? If so, what kind? Are the instructors comfortable with it? How have the students received the instruction? Are the students comfortable with it? Do they all have access to their own computers? Was the internet available and always reliable? Were there any issues with servers or bandwidth?
 - 6) What is the status of a one-year NBC Reconnaissance Basic Officer pilot Course for those officer candidates that already possess a bachelor's or master's degree that is to be launched in September 2020?
 - 7) What was the outcome of the logistics curriculum review provided by the Polish Military University of Technology?

7. S. KOROLOV ZHYTOMYR MILITARY INSTITUTE (ZMI)

- A. Summary from the May 2019 Review:

- 1) A new distance learning course was created on “Ten Cyber Security Principles.” This course was based on the NATO/Partnership for Peace Consortium Cyber Security Reference Curriculum. A similar pilot resident course is scheduled to begin delivery in September 2019.
- 2) A separate Leadership Department has been established.
- 3) Completed the DEEP Basic Faculty Development programme

B. May 2019 Requests for DEEP Support:

- 1) Implement a Master Instructor Programme (MIP) for selected instructors
- 2) Participation in Marshall Center courses: ELT, Cyber Security, EU and Regional Security, Terrorism and Security
- 3) Continue to facilitate support for the joint project with the Military University of Poland (WAT) research project (SPS program) on countering hybrid threats in cyber space
- 4) Facilitate cooperation with the Czech Republic University of Defence, Brno for cyber security, electronic warfare, signals intelligence, etc.
- 5) Support participation at international conferences, seminars, etc.
- 6) Collaborate with the Polish WAT in the development of Cyber Security curriculum.

C. DEEP Support Provided during 2019-2020:

- 1) Participation in a leadership workshop at the Institute of Organization and Management of the Polish Military University of Technology.
- 2) Workshop on Military Leadership Skills
- 3) Operation of the technical protection system of military unit at fixed dislocation points and during field training workshop by Polish Military University of Technology.
- 4) Participation in the Applied Logistics conference organised by the Polish Military University of Technology
- 5) Polish Military University of Technology Shadow Faculty workshop on Leadership curriculum
- 6) Shadow Faculty for a Leadership Seminar at the Zhytomyr Military Institute
- 7) NDU to share newly developed Leadership curriculum and methodology.
- 8) Polish Military University of Technology Personnel Policy and Team Management workshop

D. 2020 DEEP Review Questions to Address:

- 1) What are the Military Institute requests (in accordance with Institute priorities) for DEEP support for 2020-2021?
- 2) What is the status of the Cyber Security Course? Has the curriculum been fully development and complete? Is it being instructed in both traditional resident and distance learning modes? Is it a required course for all students?
- 3) What has the establishment of the new Leadership Department changed for the Institute?
- 4) How has the ZMI adapted the Leadership curriculum provided by the NDU?

- 5) Have the instructors been able to apply the knowledge gained from the DEEP Basic Faculty Development course in the classrooms? How? In what specific areas of teaching?
- 6) What is the status of the DEEP Master Instructor Programme (MIP) for the Institute? When will it begin? Have the MIP candidate instructors been selected?
- 7) What is the current status of Military Decision-Making Process (MDMP) training for the students? How many hours does each student receive prior to graduation?
- 8) What is the status of English Language Training (ELT) for the students? How many hours of English Language Training (ELT) does each student currently receive during their time at the Institute? How much with an instructor and how much is self-paced? How many attain STANAG Level 1 and how many STANAG-Level 2 by the time they graduate? Do you have a sufficient number of fully trained English Language Training (ELT) instructors?
- 9) How has the Institute adapted its resident in-class teaching to distance learning on-line instruction during the last 2-3 months? What courses has the Institute been able to teach and which courses (if any) could they not teach? If they could not, why not? How were the instructors trained to conduct on-line teaching? Do they require additional training? If so, what kind? Are the instructors comfortable with it? How have the students received the instruction? Are the students comfortable with it? Do they all have access to their own computers? Was the internet available and always reliable? Were there any issues with servers or bandwidth?
- 10) What is the status of a one-year Information Security Basic Officer pilot Course for those officer candidates that already possess a bachelor's or master's degree that is to be launched in September 2020?

8. MILITARY INSTITUTE OF TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV

A. Summary from the May 2019 Review:

- 1) Changes in the Military Institute Since 2018:
 - a) The Military Institute representatives have participated in the specialized training on the NATO courses (i.e. two-week seminar on Consecutive Interpretation Techniques (Garmisch-Partenkirchen, Germany).
 - b) Military Institute Officers' Language Training has been launched in the Nikola Vaptsarov Naval Academy (Varna, Bulgaria)
 - c) Faculty members are taking part in the Teaching Methodologies Program (Kyiv)
 - d) With the DEEP support a visit to Naval Academy has been organized (Varna, Bulgaria) and the cooperation between the educational institutions was established
 - e) Three Agreements on Academic Mobility have been signed within the Erasmus+ Program between the Military Institute and NATO educational institutions.

B. May 2019 Requests for DEEP Support:

- 1) Familiarization Meetings/Round Tables on experience exchange with the Partner Language Training Center Europe (PLTCE) and Foreign Languages Department,

Shumen (Bulgaria) on military terminology harmonization and linguistic support of the NATO Standards implementation

- 2) Formation of the expert group on electronic dictionaries and e-books creation
- 3) Experience exchange on Distributed English Learning System and Distributed Testing System
- 4) Creation of the joint working group in the field of development and introduction of the distributed English learning methods
- 5) Introduction of language training for 4-5-year cadets on MOS Translation on the English Language Improvement Courses in the George C. Marshall European Center for Security Studies or the Military Institute
- 6) Introduction of the 5-year master's degree Program cadets training on United Nations Tactical Course and NATO/Partnership Multinational Tactical Planning Course of the Swedish Armed Forces International Centre SWEDINT with the Nordic Centre for Gender in Military Operations (NCGM)
- 7) Joint Translation Training with the PLTCE representatives in the Military Institute
- 8) Advanced training of 1-2 faculty representatives on the Language Standards and Assessment Seminar (LSAS) (Tests developers according to STANAG-6001) and the English Teaching Faculty Development Workshop of the George C. Marshall European Center for Security Studies
- 9) Advanced training of 1-2 faculty representatives on the Consecutive Interpretation Methods and Skills and Military Translation and Terminology Courses

C. DEEP Support Provided during 2019-2020:

- 1) Master Instructor Program (MIP) with NDU faculty

D. 2020 DEEP Review Questions to Address:

- 1) What are the Military Institute requests (in accordance with Military Institute priorities) for DEEP support for 2020-2021?
- 2) What is the status of the Master Instructor Program (MIP) that was initiated with one workshop in 2018?
- 3) What is the current status of Military Decision-Making Process (MDMP) training for the students? How many hours does each student receive prior to graduation?
- 4) What is the status of English Language Training (ELT) for the students? How many hours of English Language Training (ELT) does each student currently receive during their time at the Military Institute? How much with an instructor and how much is self-paced? How many attain STANAG Level 1 and how many STANAG-Level 2 by the time they graduate? Do you have a sufficient number of fully trained English Language Training (ELT) instructors?
- 5) How has the Military Institute adapted its resident in-class teaching to distance learning on-line instruction during the last 2-3 months? What courses has the Military Institute been able to teach and which courses (if any) could they not teach? If they could not, why not? How were the instructors trained to conduct on-line teaching? Do they require additional training? If so, what kind? Are the instructors comfortable with it? How have the students received the instruction? Are the students comfortable with it? Do they all have access to their own

computers? Was the internet available and always reliable? Were there any issues with servers or bandwidth?

- 6) What is the status of a one-year Finance Basic Officer pilot Course for those officer candidates that already possess a bachelor's or master's degree that is to be launched in September 2020?

9. NCO Corps Development:

- A. Summary from the September 2014 Review (for a full review see attached Annex 1, 2):
 - 1) *In September 2014*, 1st Deputy Minister of Defense (MOD) Rusnak personally requested that DEEP work with the NCO Reference Curriculum for adoption by Ukraine. This request was followed by an assessment visit to Ukraine's NCO training centers in December 2014. Four gap areas were identified: a) Need for a NATO-like basic training program; b) Train the trainers program for Ukrainian basic training instructors; c) Creation of a Professional NCO Career Development System; and d) Development of a Professional Military Education (PME) system for NCOs.
 - 2) *In 2016*, Demonstrating strong Ukraine senior leader support for the NCO Professionalization Declaration, *NCO Corps Development Concept and its Implementation Plan 2016-2020* were approved by the MOD. Meetings with 1st Deputy MOD Rusnak and senior NCO leadership confirmed that Ukraine is moving forward with implementation of NCO Corps Development Concept 2020. DEEP efforts in support of new NCO Academy curricula moved forward with support to create never-before developed NCO courses.
 - 3) *During 2017- April 2019*, annual DEEP program NCO reviews confirmed progress made:
 - a. Introduction of NCO positions, including CSM at HQ from BN up to AFU GS level
 - b. Development/creation of three NCO centers/schools: Land Forces - 197 TC, Air Forces - 202 TC, and NAVY - 203 TC
 - c. Introduction of a new NCO PME system: 4-level NCO leadership education system, a 3-level instructor development and recognition program, while adopting teaching modules from NATO country NCO institutions, that includes NATO-standard Leadership subjects and Troop Leading Procedures
 - d. Introducing NCO professional development support package: housing compensation (paid from April 2019) and pay and allowance system (overlapping with officers up to OF-4).
 - 4) Since May 2019, NCO corps reviews have determined:
 - a. Basic, Intermediate NCO Leadership and Basic Instructor Courses curriculums have been reviewed and being taught on a permanent basis by Ukrainian instructors
 - b. MOD decision was made to create an NCO Center of Excellence (COE) at the NDU and be a component of the NDU's leadership and school structure. Advanced and Senior (Command Senior Enlisted Advisor (CSEL) NCO Leadership and Advanced NCO Instructor pilot Courses were conducted at the NDU
 - c. NCO Staff Course is under development

- d. Pilot basic military training courses (BMTC) have been launched at the 169 and 184 TCs (2.5-3 months in duration, currently only for infantry and tank specialties) with the aim to introduce it army-wide in 2021
- e. MOD working group has been formed to develop new career management regulations: NCO career paths, standard positions list, and job descriptions
- f. MOD approved a new regulation to include/adapt foreign NCO courses into the AFU PME system
- g. In October 2019, the RADA passed a *new NCO ranks and responsibilities bill (#10181)* insuring that the Ukraine NCO Corps will be organized and trained to NATO standards;
- h. MOD and AFU GS working group was created to implement a new pay and allowance system based on rank and years of service.

B. DEEP Support Provided during 2019-2020:

- 1) Lithuanian NCO Seminars (14-18 JAN 2019, 20-24 JAN 2020)
- 2) Future Officer/NCO Vision Workshop (23-24 MAY 2019) – CAN, LTU, USA
- 3) NCO NATO Day (7 MAY) – CAN, GBR, LTU, USA
- 4) Service NCO Training Center assessment visit (26-31 MAY 2019) – CAN, LTU, USA
- 5) Command Senior Enlisted Leader Course Mentorship (3-24 JUN 2019) – LTU
- 6) Advance Leadership Course Mentorship (31 JUN-20 AUG) 2019 – LTU
- 7) Pilot Academic Instructor Course/System Approach to Training course (03-13 JUL 2019) – CAN, LTU
- 8) Basic Military Training Train the Trainer (TTT) Course (new POI) (28 JUL-13 SEP 2019) – LTU
- 9) Primary Leadership Train the Trainer (TTT) Course (new POI) (1-29 AUG 2019) – CAN
- 10) Primary Leadership Course (new POI) all NCO TCs Mentorship – CAN
- 11) Officer-NCO Relations Seminar Mentorship (16-20 SEP 2019, 23-27 SEP 2019) – HUN, USA
- 12) AFU NCO Annual Planning Conference 2020 (27 NOV 2019) – CAN, GBR, LVA, LTU, USA
- 13) AFU NCO SMEs Visit to POL LF NCO School (1-5 DEC 2019) – POL
- 14) 3 Month Pilot Basic Military Training Course Mentorship (1 OCT-13 DEC 2019) – LTU
- 15) Intermediate Leadership Train the Trainer (TTT) Course (new POI) (20 NOV-13 DEC 2019) – CAN
- 16) Basic/Advance Instructor Course Mentorship – LTU
- 17) Basic Instructor/Advance Instructor Course Mentorship – LVA
- 18) Advance Leadership Course Mentorship (03-21 FEB 2020) – LTU
- 19) International Instructor Course at Lithuanian AF school (02 MAR-03 APR 2020)
- 20) Intermediate Leadership Course (new POI) Mentorship – CAN
- 21) Basic Military Training Course Series at 169 TC Mentorship – LTU

C. 2020 DEEP Review Questions to Address:

Part 1 – NCO schools:

- 1) Has manning of qualified instructors at NCO Training Centers (TC) increased (at least to 80-90%)? Does TC structure correspond to training needs/annual requirements? – (Service Commands/Personnel Management)
- 2) Have standardized/detailed jobs descriptions for all personnel at NCO TCs been approved?
- 3) How have NCO school development, effective command and control, and introduction of common training standards been improved (subordination, functions distribution, etc.)?
- 4) Has course planning improved/taken into consideration the actual manning of instructors at the UAF Service TCs; also creating at least a one-week break between all courses? (UAF General Staff J1)
- 5) Has the alternation between TCs to attain standardization of training / implementation of similar standards and sharing of experiences been employed recently?
- 6) Have training needs of the three services (Land Forces, Navy, and Air Force) been synchronized/introduced?
- 7) Has a of course report been created to monitor student progress, failures, etc.?
- 8) Have the UAF Service TCs synchronized (standardized) the delivery of the Leadership programs? This would include the alignment of Qualification Standards, Training Plans, and Lesson Plans.
- 9) Have new Basic Leadership Course (BLC) and Intermediate Leadership Course (ILC) POI been officially approved by the Services, AFU GS?
- 10) Have curricula with training packages been reviewed and prepared:
 - a. Leadership (BLC-ILC-ALC-CSEL)
 - b. Instructors (BIC-AIC-HIC)
- 11) Have pre-course Distance Learning packages for both Leadership Courses in the UAF Service TCs been introduced?
- 12) Have TC personnel/instructors been sent to allied/partner training centers (USA, Canada, Lithuania, Latvia) to observe how partner TCs plan, organize, and conduct training?
- 13) Have a standard TC Terms of References (TORs) been developed/approved? have all needed changes been made; including but not limited to:
 - c. Training planning, preparation and delivery; including but not limited to:
 - i. training needs/gaps analysis, target audience analysis
 - ii. training objectives review, curriculum review and validation
 - iii. training course support (training aids, logistics, etc.)
 - iv. feedback process (from student, from units), after action review/lessons learned process
 - d. Training quality assurance (QA) procedures:

- i. inside control procedures w/self-assessment matrix
 - ii. job functions clearly delineated in job descriptions (JD)
 - iii. instructor assessment check list
 - iv. AAR and course report
 - v. Outside QA procedures
 - e. Course introduction/instruction letter to all candidates attending the course in order to manage their expectations (welcome package, course requirement)
 - f. TC personnel selection and training. Have needed funds IAW priorities been appropriated/been made available for TCs?
 - g. to renovate/build UAF Services NCO TC infrastructure (student lodging, classrooms, leadership reaction courses (LRC), ranges, training areas for FTXs)
 - h. support with needed training aids in accordance with NCO TC development plans (instructor PCs, projectors, student equipment, PCs for staff, transportation)? (UAF General Staff J7, J4)
- 13) Has 202 TC received needed support:
- i. Training area is provided to conduct FTXs (UAF General Staff J7)
 - j. Execution of FTXs in UAF Services NCO TC's

Part 2 – NCO corps development:

- 1) How is the introduction of NCO positions taking place? (AFU GS-Services-BNs/BDEs) Are there any problems in transforming officer positions to NCO positions?
- 2) What is the status of NCO HRM policy reform: career management (terms of service, career paths/ algorithms for leaders/specialists); evaluation, selection, promotion; job description development (including PME requirements for each rank)? How successful are NCO boards in contribution to HRM/openness of career management?
- 3) What is the status of the implementation of the new rank system?
- 4) What is the status of social support policies for NCOs: inclusion of new NCO pay and allowances into the Cabinet of Ministers resolution and changing allowance formation from position based to “rank + years of service”; also the status of retirement policies? Are there any changes for introduction of benefits for instructors?
- 5) How are Officer-NCO relations changing with the introduction of new documents? How is the re-distribution of responsibilities taking place? How education and training (E&T) system contributing to the improvement of Officer/NCO relations?
- 6) How are “Mission Command” and “Command Team” philosophies being adopted into the AFU? What changes still need to be made?
- 7) Have any new policies been introduced/being developed to create new policies encouraging NCOs to be professional instructors and serve at UAF Services TCs (e.g., earlier promotion, motivation payment, etc.)?
- 8) Are there any changes in improvement of NCO English Language Training (ELT)? Is there the possibility for NCOs to apply for ELT courses? Does leadership support

- this effort? Are there formal ELT requirements included in job descriptions? Are there any plans to include ELT into NCO leadership courses?
- 9) Is the entire UAF, to include NCOs, contributing to the development of a future NCO vision that would ensure a formation of needed competences for NCOs while contributing to achievement of the long-term goal of joining NATO?
 - 10) What is the status of Basic Military Training Centre (BMTC) implementation? Are there any doctrinal changes made to introduce new training standards? Has curriculum been approved to be implemented in all TCs?
 - 11) How is the introduction of NATO planning procedures (troops leading procedures, military decision making and planning, operations planning procedures) into NCO education and training being developed?
 - 12) Have curricula at NCO schools been reviewed to standardize training with NCO TCs?
 - 13) How is the development evolving of individual training regulations and standards ensuring NCOs are able and empowered to deliver individual training while introducing practices commonly used by NATO countries?
 - i. Introduction of the principles of systems approach to training (SAT) into the UAF
 - j. Introduction of a regulation that describes how curricula are created, modified and implemented
 - k. establishing procedures to receive feedback from the units concerning graduated student performance
 - l. TCs outside QA procedures (when a TC is checked/assessed by a senior authority) w/checklist
 - m. individual training standards (including BMTC)
 - n. individual training task development procedures.

10. First Deputy Minister of Defence (DMOD) Ivan Rusnak:

A. Summary from 2019:

- 1) Three weeks prior to the May 2019 meeting, the MOD completed the work of the Ukraine PME Working Group. A workshop was conducted in Kyiv during 25-27 May to outline to the MOD how the PME Working Group plan will be implemented.
- 2) PME reform project with implementation plan 2025 was approved in February 2019. This initiated a range of pilot courses at PME institutions for four PME levels with new curricula that include MDMP/JOPP procedures and leadership training in accordance with NATO standards.
- 3) New ELT guidance and testing regulations was approved in August 2019.
- 4) The Odessa Naval Institute (pre-commissioning) will be physically relocated to Ukraine Naval Headquarters in Odessa, where it is expected to become fully functional.
- 5) There are soldier retention challenges in many combat units. Salaries have been increased but this has not been able to impact the reluctance of soldiers to renew their contracts. Recruiting for airborne, ground, and naval forces remains a problem.

- 6) There has been a serious problem with leadership training in the UAF. The MOD continues to want to improve leadership education. With the support of Germany, the Ukraine NDU has created and is now teaching an excellent leadership course. The General Staff is determining the assignments for those officers graduating the Leadership Course.
- 7) The Land Forces Academy has made real recent changes.

B. 2020 DEEP Review Questions to Address:

- 1) What were the final results of the Ukraine PME Working Group? What changes did it propose and what is the status of those changes? Where we are with the new Concept of PME? Do you plan to develop a future Officer/NCO vision that would help to formulate needed competences and develop improved curricula for all PME schools?
- 2) Have Officer-NCO Relations curricula now been integrated into every appropriate UAF officer and NCO course? How is the problem of introducing NCO instructor positions into PME institutions being addressed?
- 3) Are you satisfied now with all the changes to Leadership education that is being applied throughout the UAF school system?
- 4) Given the current emphasis on Military Decision-Making Process (MDMP) training for all officer courses, when do you envisage that training on the Russian-style decision-making process can be eliminated from all UAF schools?
- 5) Do you think there will be opportunity for English Language Training to expand beyond its current levels within the UAF school system? What is the status of the development of a concept for English language training and its implementation plan with clearly stated near-mid-long-term requirements? Do you envisage the creation/assignment of one body to lead the ELT reform effort?
- 6) How has the UAF adapted its resident in-class teaching to distance learning on-line instruction during the last 2-3 months? Will additional resources be provided for expanded distance learning emphasis in the future?
- 7) What is the status of the review of current and planned HRM policy documents to develop an overall Professional Development and Career Management Concept for Officers and NCOs?
- 8) What is the status of reforming PME and HRM structures at the MOD?