

eNOTICE

European Network Of CBRN Training Centres

D4.6 eNOTICE Joint activities planning

Report 5

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PU	Public	X
PP	Project Private, restricted to other programme participants (including the Commission Services)	
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Document Information

Grant Agreement n°	740521
Project Title	European Network of CBRN Training Centers
Project Acronym	eNOTICE
Project Coordinator	Université catholique de Louvain (UCL)
Document Responsible Participant	Campus Vesta (VESTA)
Document Number	D4.6
Document Title	eNOTICE Joint activities planning. Report 5
Dissemination Level	Public
Contractual Date of Delivery	Month 48 (August 31, 2021)

Partners involved in the Document

N°	Participant organisation name (short name)	Check if involved
1	Université catholique de Louvain (UCL)	X
2	Campus Vesta APB (VESTA)	X
3	Fire and Rescue Service of Seine et Marne (SDIS77)	X
4	Association pour la recherche et le développement des méthodes et processus industriels (ARMINES)	X
5	Fire Department Dortmund (FDDO)	X
6	Safety Innovation Center (SIC)	X
7	Joint CBRN Defence Centre of Excellence Vyškov (JCBRN Defence COE)	X
8	Middle East Technical University (METU)	X
9	University of Rome Tor Vergata and The Italian Joint NBC Defense School (UNITOV)	X
10	West Midlands Police, National CBRN centre (WMP)	X
11	War Studies University, CBRN Defence Training Centre (WSU)	X
12	Scientific and Research Centre for Fire Protection (CNBOP-PIB)	X

Executive summary

Due to COVID-19, no JAs could take place during the past year. Instead the eNOTICE consortium focussed on conducting online activities. This period also allowed for a re-evaluation of the templates and the usage of them. Most of the templates developed in D4.1 were not being used by the eNOTICE partners while conducting their JA because they were long, complicated and represented double work, and most TCs already had their own templates. As a part of the continuous improvement of the project and its instruments, it was decided that a reporting checklist should be created. This checklist is more flexible than the templates, and requires less double work for the training centres, it does however allow for standardization of the data. This deliverable explains and details the creation of the reporting checklist, and how the checklist should be used. This reporting checklist has become mandatory after agreement with all partners and it has made most of the other templates optional. Exceptions to this are the general information sheet, the informed consent form and the evaluation form (if applicable).

The structure of this deliverable is as follows: firstly, it describes the antecedent of the creation of the reporting checklist, and it highlights the principles kept in mind during its creation. Then, this deliverable recounts the foundation on which the reporting checklist is based, namely the DOA¹ and D4.1. On the basis of these documents, a reporting structure is created and elaborated upon. After this, the document goes into each section of the reporting checklist, describing the questions and giving an explanation how to interpret these questions. This is done for the three main components: the preparation/organisation, the conduction and the evaluation. The evaluation also goes into detail about the continuous improvement of the evaluation template. After this, there is an overview of the final reporting checklist, and of the discussions that were had during its creation. The annexes contain the mandatory templates, the old evaluation template and the legal/ethical/security checklist.

¹ Description of Action

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1. Introduction to the project

1.1 Overall objectives of eNOTICE and scope of WP4

The objective of the eNOTICE project – European Network of CBRN Training Centres – is to build a dynamic, functional and sustainable European network of CBRN Training Centres, testing and demonstration sites (CBRN TC), aiming at enhanced capacity building in training and users-driven innovation and research, based on well-identified needs.

eNOTICE seeks to improve European preparedness, resilience and incident response to CBRN attacks and emerging threats through close multi- (stakeholders) and single-discipline (practitioners) interactions. Considering the variety of disciplines involved in managing CBRN risks, collaboration has always been quite challenging. CBRN TC can act as the perfect operational intermediary between all civilian and military CBRN actors, EU relevant bodies and policy-makers, and thus serve as the best cradle for expansion of a CBRN network of professionals.

To set up such a network that is both efficient and effective in meeting the needs of different security actors, several lines of action will be followed within the five-year timeframe of eNOTICE in order to develop a network that will be viable, attractive as well as sustainable. The work programme (SEC-21-GM-2016-2017 – Pan European Networks of practitioners and other actors in the field of security²) proposes three lines of actions: 1) establish and maintain a roster of capabilities and facilities, 2) organise the best way to share expertise, and 3) plan to pool and share resources with a view to optimise investments. These lines will serve as a baseline for the project (Figure 1) and will be achieved through a mix of activities.

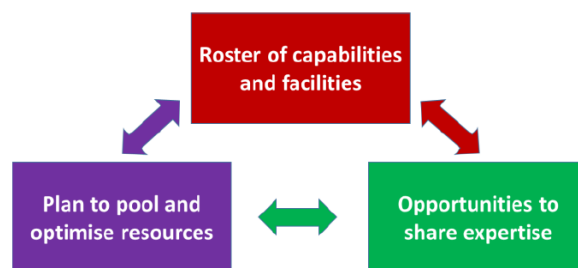


Figure 1 Three lines of actions

² European Commission Decision C (2017) 2468 of 24 April 2017, Horizon 2020 Work Programme 2016-2017, 14. Secure Societies - Protecting freedom and security of Europe and its citizens

One of the key activities within eNOTICE is the organisation of Joint Activities, which is the main scope of WP4.

The objectives of WP4 are defined in the DOA as followed:

WP4 aims at transforming the WP3 information and communication network into a transactional network, based on sharing of expertise and effective practices and collaboration through the organisation of joint activities between the eNOTICE consortium partners and external partners. WP4 will also identify and encourage opportunities to optimise investments through pooling of resources, and liaise with other networks and policy makers to avoid duplications and to create synergies to align policies and optimise efforts.

Joint Activities can be defined as exercises for first responders or civil protection practitioners organised by CBRN TCs as part of their regular educational or training activities, opened up to external stakeholders, which allows for the activity to be combined with tests, validations or demonstrations.

The eNOTICE Joint Activities can be seen as showcases to demonstrate the role, contribution and added value of the TCs *beyond* their traditional activities, in terms of user driven R&D, enhanced preparedness, improved training capacity and a community build-up.

During the project, all eNOTICE consortium partners organise such activities in which they open up their core activities such as multidisciplinary field exercises, table top exercises, trainings, serious gaming and simulations to external partners, such as, EU R&D projects, industry, policy makers and other practitioners. These realistic settings of real situations provide unique opportunities for the identification and development of user-driven technological solutions, e.g. through the identification of genuine user's needs, technical testing, validations, demonstrations, focus groups, etc.

Lesson identified from these Joint Activities result in recommendations to improve their organisation and output, for optimised resource allocation and for enhanced collaboration, both at operational and strategic (policy) levels.

1.2 Objectives and scope of Task 4.2

Task 4.2 – “*Organisation of joint activities (exercises combined with tests, validations or demonstrations)*” is responsible for the organisation of these eNOTICE key activities, which are the Joint Activities, organised during the whole duration of the project.

The current Deliverable D4.6 includes the new reporting checklist that will be used as follow-up for the upcoming JAs. Any feedback in the reporting checklist will be used in Task 5.3 for the continuous improvement of the Templates and the reporting checklist.

A clarification on the context and objectives of the eNOTICE JAs and a full description of the methodological approach can be found in the first reports (D4.1 and D4.2, January 2018).

2. Introduction to the deliverable

In order to match the requirements of the eNOTICE project as much as possible during the COVID-19 pandemic, eNOTICE has organised online workshops and webinars. This pause in the “in the field” JAs, however unwilling, also gave some time to reflect on the reporting on the Joint Activities, and allowed for the chance to further create new reporting templates for the remaining period of this project. The reason for the creation of the new templates is because the ones originally created and agreed upon, were found to be complicated, at times redundant and to take too much time to complete. This represents double work for many of the training centres hosting JAs because they already have their own templates and their own way of working. Their existing (own) templates have been created by the training centres themselves and allow for optimal work in their specific circumstances. Forcing the training centres to then also fill in the long and complicated eNOTICE templates is found to be counterproductive. However, this is only the case for more mature TCs, that already have many years of experience in the field. The added value of the “initial” templates, is primarily for TCs that do not have their own templates, or for those that want to improve or compare their templates to other templates. Thus, the initial templates will remain of added value to TCs that have those needs. eNOTICE partners wish to offer the initial templates to TCs that are starting up and/or to TCs that have no templates at all. As such, TCs in the project will have two sets of templates to their availability.

The reporting checklist that is created and described below will be guidance for the training centres to report on the JA planning. The reporting checklist will have the advantage that it is flexible and expandable, and that it allows the project to gather comparable data. These data allow for a more thorough and objective analysis over time.

The leading principles for the checklist are as follows:

- The templates general information sheet, informed consent and the evaluation template will remain in principle mandatory; but can be adjusted to specific designs of a JA which does not fit in the typical exercise theme.
- The other templates provided by the project are optional, only the categories of information that a TC needs to report about the JA are mandatory, so if partners have their own templates covering the same categories of information, they are free to use them;
 - o A partner using an eNOTICE template is not obliged to complete the entire template, some parts of it can be replaced with a TC’s own templates if they

cover the required information. Sensitive or classified information must not be shared (if you want, you can reference to the used templates that were used for more detailed information).

- The reporting checklist will become mandatory within the project: all partners should report on the same categories of data. All partners are expected to provide an answer for all parts of the reporting checklist, however, they are reminded not to include any confidential information;
 - o Flexibility remains an important aspect of the reporting checklist. Not all JAs are of the same scale or of the same kind. This could impact the cost efficiency and mutual benefits. It is thus vital to keep the flexibility in mind during the creation of this reporting checklist as well as during the comparative analysis. It also implicates that TC's should only use the reporting checklist for the items that are relevant.
- The data that are being collected should be of practical value for the training centres in the network;
- Civil-military cooperation and interoperability, if there was any, should be emphasized in reporting;
- Reporting should take place within a maximum of 2 months after the JA, this way the reporting data will be fresh in the mind and we can learn from previous JAs even if there was not a JA planning report in between;
 - o The deadline of 2 months was chosen because it represents a balance between enough time to fill out the reporting checklist thoroughly, on the one hand, and on the other hand, to keep the amount of time between reporting and the JA to a minimum;
- Partners are encouraged to send out their reporting checklist to the consortium after filling it in, this way the consortium can already take the lessons identified into account even if there is no official deliverable in between.

Template name	Required?	Deliverable
Informed consent form	Yes	D4.1
General information sheet	Yes	D4.1
Observer's protocol	<i>Optional*</i>	D4.4
Objectives, expected results and evaluation criteria	<i>Optional*</i>	D4.1

Logistic requirements	<i>Optional*</i>	D4.1
Exercise roles and responsibilities	<i>Optional*</i>	D4.1
Preparation and organisation	<i>Optional*</i>	D4.1
Communication about the exercise	<i>Optional*</i>	D4.1
Observer's protocol	<i>Optional*</i>	D4.1
Cost evaluation sheet	<i>Optional*</i>	D4.1
Evaluation and debriefing forms (new form)	Yes	D4.6
Example of follow up	<i>Optional*</i>	D4.1
Specific actions/ area of attention for JA	<i>Optional*</i>	D4.1
Legal/ethical/security checklist	<i>Optional*</i>	D4.6
Example of a registration form for external participants	<i>Optional*</i>	D4.1

**Optional* means that the eNOTICE template can be replaced with the own template of a training centre covering the same information when applicable

3. The Joint Activities in the DOA

This section looks at the Grant Agreement (specifically the DOA) and emphasizes what a JA is, what the objectives of a JA are and on what the reporting checklist should focus. Below is an excerpt from the Grant Agreement, Annex 1, WP4. The highlights are those of the author for extra emphasis.

Grant Agreement Annex 1 WP 4

Task 4.1 will strengthen the CBRN training capacity throughout Europe, based on the elaboration of a common methodology for the preparation/organization, evaluation and follow up of training exercises (from a standalone activity for CBRN training to exercises combined with testing, validation or demonstration of new methods, procedures, tools, technology etc.). Good practices will provide input and inspiration of the methodology and template, which includes guidelines for writing a scenario and an exercise/test plan and guidance for their implementation (e.g. how to choose the most appropriate activity, table top or full scale exercise, simulation, serious gaming, etc.) A threefold template covers:

- 1) **Preparation/organisation**: criteria for clear objectives, KPI's for efficient exercises combined with testing, validation and demonstration; guidance for a scenario and a test script;
- 2) **A detailed evaluation**: evaluating objectives, processes (organisation) and results; identification of lessons learnt and elements for improvement;
- 3) **Follow up form**: a specific form to list concrete follow up actions to ensure the take up of elements for improvement into needs for further research and development, policy recommendations etc.

Using the templates will oblige organizers and participants to make all the relevant information related to the preparation/ organisation, evaluation and follow up of an activity explicit, in a form that facilitates sharing of information and lessons learnt³ (incl. comparisons) and planning of follow up actions. VESTA leads, based on its expertise as CBRN TC in organising exercises, scenario writing and performance management. UCL, SDIS77, FDDO, JCBRND COE, METU, UNITOV, WMP, WSU contribute based on their experience in organising or participating in exercises and their knowledge of the specific requirements of testing new tools and technologies.

Task 4.2 Organisation of joint activities (**exercises combined with tests, validations or demonstrations**) – M3-M60: VESTA (lead); all partners contribute: UCL, SDISS77, ARMINES, FDDO, SIC, JCBRND COE, METU, UNITOV, WMP, WSU, CNBOP-PIB. Task 4.2 organises joint activities between partners with a different profile and expectations, as show cases with a double objective:

- 1) **cost-efficiency**: to demonstrate the added value of joint efforts and pooling resources,

³ The DOA refers to “lessons learnt”, in this deliverable, we will refer to “lessons identified”. This is because lessons learnt can imply that the lessons have been applied and are now part of the standard course of events, while lessons identified is more applicable to the reporting checklist: lessons have been identified during the JA, but have not yet been applied during that JA.

2) **increased benefits:** to demonstrate **additional benefits** in terms of better mutual understanding of the participants, of lessons learnt³ (individually and from each other), identification of opportunities for improvement and requirements for innovative solutions, etc. A balanced mix of different types of activities is covered during the project (see planning in methodology). These activities are part of the regular annual program of the project partners. **External (national or EU projects) research partners will be identified, selected and invited to join the exercise,** because of their scope, which is improved CBRN incident management.

Mutual lessons for improvement of CBRN training and response capacity and identification of opportunities for research and innovation need to be a structural part of the evaluation of every activity and reported as possible paths for follow up, including R&D and policy recommendations. The Task 4.1 methodology and templates will be used as a structured and standardized procedure for all the projects activities, in order to allow comparisons and to facilitate generic (common) as well as specific lessons learnt. The results of these evaluations will serve as input for Task 4.3 and Task 4.4. **Both the methodology and lessons learnt will be shared in publications, conference presentations and papers, workshops if relevant** (see Dissemination). At the final conference (Y5) the results and added value of these joint activities will be presented, showing gradually gained insights and guidelines for improvement. VESTA leads, based on its expertise as CBRN Training Centre in organising combined exercises (training and testing). All eNOTICE partners contribute to this task by organising one or more joint activities and their participation in all the other joint activities during the project.

Task 4.4 **Plan to pool resources and optimise investments for increased CBRN Training Capacity** - M17-M60: UNITOV (lead); UCL, VESTA, SDIS77, FDDO, SIC, JCBRND COE, METU, UNITOV, WMP Another way to ultimately strengthen CBRN preparedness and response is through the increase of the CBRN TC' capacity. This task will contribute to that by elaborating a comprehensive plan to pool resources and optimise investments of CBRN TC. Input will be collected from two complementary sources:

1) from the lessons learnt from the joint activities; evaluation on cost-efficiency and other benefits will be a mandatory section in the Task 4.1 evaluation form;

2) from a desk study of good practices to pool resources and optimise investments, incl. description of a sustainability mechanism. **Lessons learnt³ and good practices will not only identify approaches from a cost efficiency perspective but based a broader cost-benefit analysis,** taking into account all the benefits in terms of increased CBRN Training capacity, improved CBRN preparedness and response. Opportunities for alignment, harmonisation or standardisation of the operational functioning of CBRN TC and the exploitation of their facilities will also be considered (without aiming at unification, because of the intrinsic value of specialisations). Interim reports will provide input for the 6 monthly reports in the three lines of action cf. the Work program (Deliverables in Task 5.2). All valuable insights and proposed strategies will be merged into one final report, as an effective practice to pool resources and optimise investments. UNITOV leads this task; UCL, SIC and METU contribute to the desk study based on their expertise in research and as participants in the eNOTICE joint activities. VESTA, SDIS77, FDDO, JCBRND COE and WMP, all CBRN TC, contribute on the case studies and the integrated vision (theory + case studies).

The DOA thus shows that there should be a focus on preparation/organisation, a detailed evaluation and the follow up. Figure 2 (as a substantial part of Figure 3) represents these three aspects schematically. The reporting checklist should address all of these subjects.

The DOA also gives some objectives that are specific to Joint Activities, these objectives are:

- Cost/benefits analysis and the pooling of resources
 - o To demonstrate the added value of joint efforts and pooling resources;
 - o Discussion of both quantitative and qualitative resources.

- Increased and/or mutual benefits
 - o Creation of mutual lessons for improvement of CBRN training and response capacity;
 - o Creation of better understanding of different parties and identification of opportunities of research and development of new technology.

On top of that, WP4 also adds to the description of a sustainable mechanism, and takes into account that JAs should contribute to increased CBRN training capacity and improved CBRN preparedness and response in Europe.

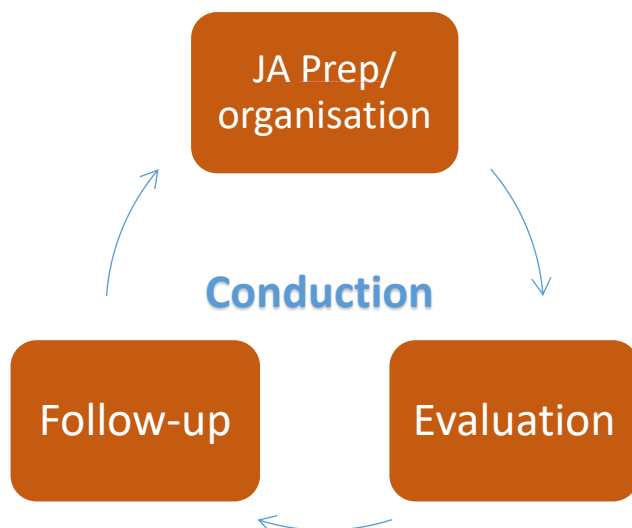


Figure 2 Three aspects of JA reporting

4. The reporting structure

Figure 3 showcases the elaborated structure of JA reporting. At its core are the aspects preparation/organisation, evaluation, and follow-up. These are represented in the circle to the right, and the three brown building blocks on the left. This figure highlights the reporting structure of JA conduction. The first building block on the left is the eNOTICE planning JA. This is the planning and methodology that was developed by eNOTICE in D4.1, and contains the templates. It is thus the foundation that the JAs are based on.

This leads to the second building block: the preparation/organisation of the JA. This step shows that some of the templates contained in D4.1 (the general information sheet, and the informed consent form) are still being used for the current JAs, although some have been updated. Apart from the mandatory templates, the training centres are also free to use their own templates for this step.

The third building block is the evaluation of the JA. The figure shows that for the evaluation, a debriefing after a JA, and the eNOTICE evaluation forms should be used.

The fourth building block is the follow-up of the JA. The follow up requires an organiser to use and fill in the reporting checklist.

The fifth building block are the lessons identified from the JA. These are the conclusions from the reporting checklist, and they are reported after each JA, and in the deliverables.

The final building block are the lessons identified in the whole project. These lessons come from an analytical comparison of all JAs that have taken place. This figure thus shows how we go from a JA, to identifying lessons in the whole project.

Finally, the blue arrow indicates that JAs can also influence each other. Specifically, the lessons identified from past JAs can influence JAs that are currently being prepared/organised. This way, there is still continuous improvement even if there is no official reporting in between JAs.

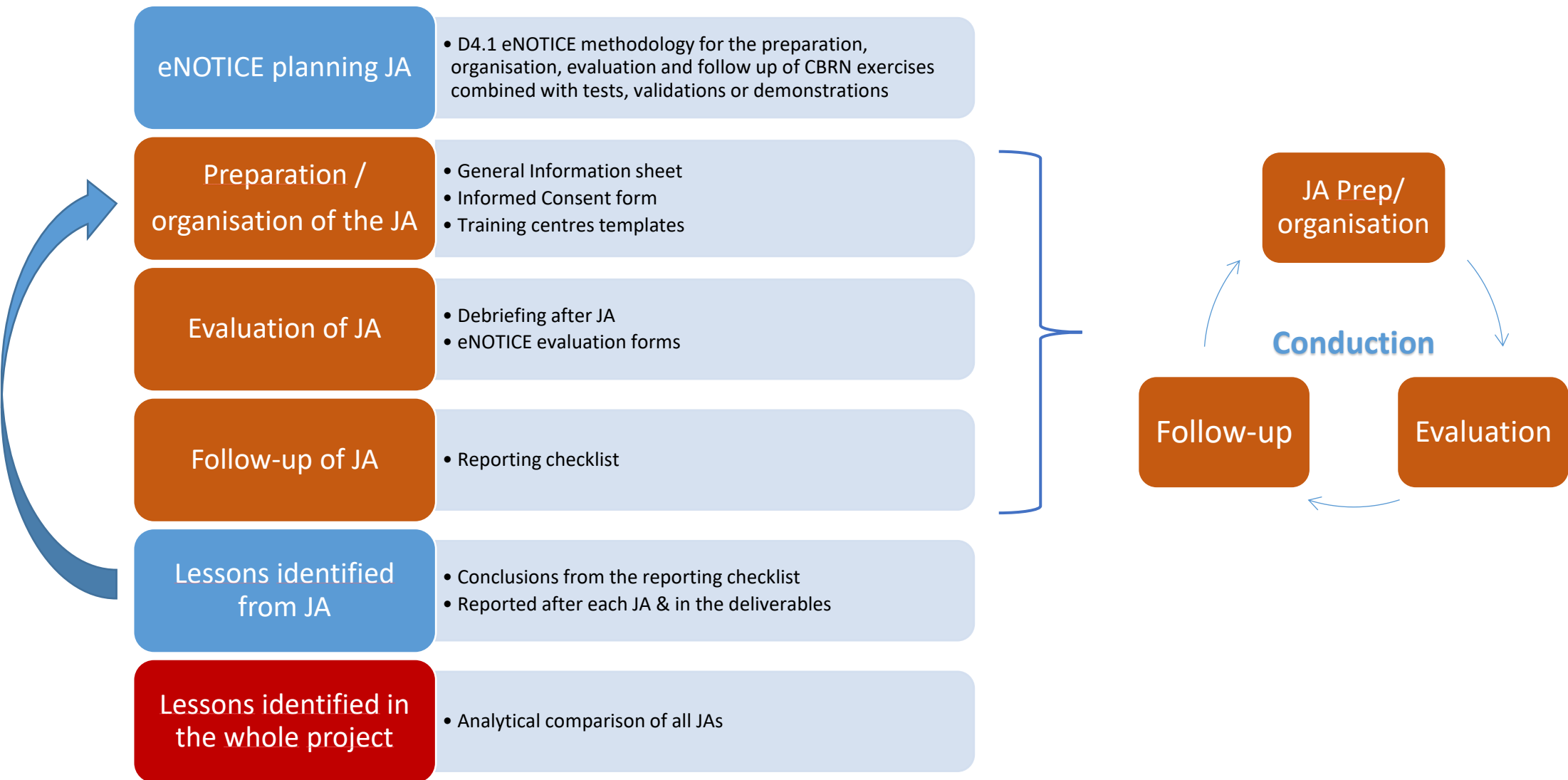


Figure 3 The JA Reporting Structure

It is crucial to note that the reporting checklist pertains to a JA, and not just an exercise/course/table top/activity/etc. Thus, for example, reporting about the objectives means reporting about the objectives of the JA, and not necessarily of the exercise/course/table top/activity/etc. itself. Figure 4 is an illustration of the overlap common in JAs (the Venn-diagram can in some cases also be a circle). The reporting should be about the purple element in Figure 4 if applicable.

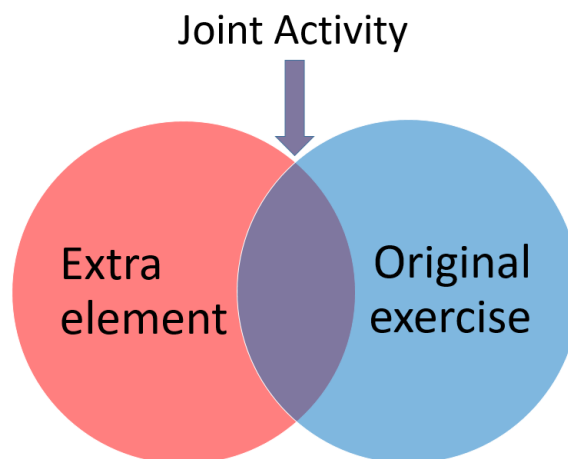


Figure 4 A Joint Activity

It is important to understand that the output (lessons identified from the eNOTICE project) is directly related to the input of the partners organising the JA. The more elaborate and detailed the input, the more elaborate and detailed the lessons identified. On top of that, by following a reporting checklist, all partners will report the same data. This increases the reliability of the end result.

This deliverable is further informed by D4.1 the eNOTICE exercise methodology and the discussions about this deliverable and the templates it provided. On top of that, it considers an earlier version of the reporting checklist that has been created and the legal/ethical/security checklist. It is important for the partners to approach the reporting checklist with a certain mind-set. This mind-set being “what can other training centres/the project get out of the information I am putting in?”. This way, the reporting will be not only an obligation towards the project, but will also work towards a final report that is useful for other training centres that want to organise JA’s. The reporting can include, apart from text, also images, pictures etc. With regards to foreknowledge, please note that you should fill in the reporting checklist

as if you are informing a training centre in the eNOTICE network. This means that generally the TC's have some foreknowledge about organising CBRN training and eNOTICE, but do not know the specifics of the JA that was organised and of the TC.

5. Preparation/organisation

For the preparation/organisation, multiple aspects have been highlighted that should be reported on. D4.1 remarks that “*Within the preparation and organisation phase, each exercise starts with the definition of objectives and expected results.*” It also mentions that indicators describing the needed resources and the development of the scenario are of particular importance⁴. This deliverable adds the point of communication strategy towards different stakeholders. This can serve to report internal guidelines for communication with press, participants, policy makers etc. Below is the “itemized” final checklist with regard to the preparation/organisation of a JA. The questions are explained underneath the list. Only answer the questions that are applicable to the organised JA.

1. Preparation/organization

a. Context and Objectives

Enter text here

b. Communication and dissemination strategies

	Very un-successful										Very successful
1. In your opinion, to what extent were you successful in communicating your expectations to the participants?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	

Please explain your answer:

Enter text here

i. What means of (active / passive) communication to the participants did you use?

- E-mail
- Teleconference tools
- Newsletters
- Own website
- eNOTICE platform

⁴ The scenario is discussed in the 2nd part of the reporting checklist

- Verbal briefing
- Other (please specify): Enter text here

ii. How did you disseminate the JA to external organisations?

- Via the eNOTICE platform
- Via e-mail to the attendants
- Via own website
- Via social media
- Via press/ traditional media
- Other (please specify): Enter text here

iii. To what extent was your dissemination strategy influenced by the joint aspect?

Enter text here

c. Difficulties encountered during the preparation/organization phase.

Enter text here

d. Which were applicable Security/legal/ethical aspects encountered during the preparation/organisation phase? (*See Annex I for complete checklist*)

- E.g. informed consent
- E.g. gender considerations, if applicable in line with the EU' s policy
- E.g. religious considerations, if applicable in line with the EU's policy
- Other (Please specify) Enter text here

5.1 Context and the objectives

Firstly, this reporting checklist asks to describe the context of the JA. This is mostly an introduction that allows the organising party to clarify the context to TCs that are not necessarily familiar with the organising party, and to give a better understanding for the exercise/course/table top/event/etc. It might also give a reason as to why a specific scenario/objective was chosen.

For the planned objectives section, please write down the objectives of the JA.

5.2 Communication and dissemination strategies

This section of the reporting checklist asks you to highlight your communication and dissemination strategies. This section gives a brief explanation of the questions.

The first question is: “In your opinion, to what extent were you successful in communicating your expectations to the participants?”

In this question you can circle the answer (from very successful to unsuccessful). This question can later on be compared with your satisfaction with the participation, and a question in the evaluation forms about whether the participants found the expectations of the organiser clear. These three can then be compared.

The second question is: “What means of communication did you use?”. This is again a multiple choice question where you can indicate which means of communication you used (see the list above).

The third question is: “How did you disseminate the JA to external organisation and what was your dissemination action plan?” This is partially multiple choice, but there is also room for extra text about your action plan. The options are summarised in the checklist above

The last question about the dissemination strategy is: “To what extent was your dissemination strategy influenced by the joint aspect?” With this question, we try to measure what the impact of hosting a JA is (in comparison to the normal course of events). For example, do you normally disseminate the event/activity taking place and were there any changes in that dissemination because you were also hosting a JA (e.g. more or less dissemination effort, different use of communication means etc.)

This answer can contribute to both the creation of lessons identified, as well as the objective of cost efficiency of the JA.

5.3 Difficulties encountered during the preparation/organisation phase

The “difficulties encountered” is an open-ended question, where you are free to reflect on any difficulties encountered during the organisation/preparation phase if applicable.

5.4 Legal/ethical/security aspects

Finally, the legal/ethical/security aspects encountered. This is overarching in the sense that it pertains to all three phases (preparation/organisation, evaluation and follow-up). If there are any aspects encountered, the party can fill out the legal/ethical/security checklist and check the before or during the JA to give clarity about when the legal/ethical/security issues arose. An example of legal/ethical/security aspects is the use of informed consent, gender considerations, religious and cultural considerations etc., if applicable. You can find the legal/ethical/security checklist in Annex I.

6. The JA conduction

This reporting section focusses on the conduction of the JA. This section focusses on mutual benefit and creation of lessons identified. Below is the second part of the final reporting checklist. This part of the checklist focusses on the conduction of the JA. Only answer the questions that are applicable to the organised JA. *Some part of the practical information can be answered by uploading the general information sheet, one of the mandatory templates of eNOTICE. If the information is contained therein, it does not need to be repeated.*

2. The JA conduction

a. Practical information (*upload the general information sheet to answer some these questions*)

i. Place, time, date, etc.

Enter text here

ii. Participants description

a. Number of participants

Enter text here

b. Which organisations do the participants represent?

Enter text here

iii. Agenda

Enter text here

- iv. Scenario of the exercise/table top/event, in order to provide context information, if applicable
Enter text here

- v. What is the add on that made it JA (see fig 4)?
 - a. Describe briefly the original event, the extra element and the overlap between those (Joint aspect)
Enter text here

 - b. Which parts are covered by external partners?
Enter text here

 - c. To what extent did the joint aspect influence the scenario (if applicable)?
Enter text here

- b. Were there any extra briefings because of the JA?
Enter text here

- c. If suspension (unplanned): why?
Enter text here

- d. Did any external events have an effect on the conduction of the JA? (e.g. COVID-19)
Enter text here

- e. Security/legal/ethical aspects encountered? --> if yes, see security/legal/ethical aspects questionnaire

6.1 Practical information

This section is meant to give an overview about the practical information of the JA. Please start with describing the basic information: place, time, date, location, duration etc. Please also give a description of the participants of this JA: How many participants were there, and from which

organisations? *Please avoid using any personal names and personal contact details when describing the participants.*

Please also highlight how the JA progressed by showing the day planning of the JA, and add the major events to this agenda. For example, describe the reception, the type of exercise/course/table top/ activity etc., the basic safety rules, the observing of the JA, whether it was mono- or multidisciplinary and if it was based on Chemical, Biological, Radiological, Nuclear or SEVESOs etc.

This section should also give an overview about the scenario of the exercise (if applicable). This should cover the questions: What was the scenario? And what were the major events in the scenario?

On top of that, highlight what element made it a JA, in comparison to ‘just’ an exercise. Thus, following Fig. 4 (if the figure applies to your activity) briefly describe the ‘normal’ activity, the extra element and the overlap between them (the Joint aspect). Furthermore describe which parts were covered by external parties. And, if applicable, answer the question: did the joint aspect impact the scenario?

6.2 Briefings before and/or after the JA

This section should give an overview of the necessary briefings that happened before and/or after the exercise. To clarify, these are the briefings *with regards to the JA*, and not all briefings that took place about the entire exercise. Thus, the two leading questions for this section are:

- Was there a need for separating certain briefings because of the JA?
- Were there any extra briefing about the JA?

6.3 Suspension

This section only needs to be filled out if there was a suspension or the initial plan was changed. If there was, please fill out the reason why.

6.4 Did any external events have an effect on the conduction of this JA?

This question is a result of the COVID-19 pandemic and its effect on the JAs. However it is broader than just the COVID-19 pandemic, and instead asks if there were any external events (like the pandemic), that had an effect on the JA.

6.5 Legal/ethical/security

Finally, there are questions about the legal/ethical/security aspects encountered. This is overarching in the sense that it pertains to all three phases (preparation/organisation, evaluation and follow-up). If there are any aspects encountered, the party can fill out the legal/ethical/security checklist and verify it before or during the JA to give clarity about when the legal/ethical/security issues arose. An example of legal/ethical/security aspects is the use of informed consent, gender considerations, religious and cultural considerations etc. You can find the legal/ethical/security checklist in Annex I.

7. Evaluation

The evaluation section of the reporting checklist is focused on the creation of lessons identified. Please keep this in mind when filling out this part of the reporting checklist. Only answer the questions that are applicable to the organised JA. *Please use answers of both your own organisation, as well as the answers given to you by participants of the JA in the evaluation forms to answer this part of the reporting checklist.*

2. The evaluation

a. What debrief/evaluation sessions did you host?

- Hot debrief
- Cold debrief
- Other Enter text here

- i. Was there enough time for the evaluation sessions of the JA? Why (not)?
Enter text here

b. Reflection on objectives and lessons identified

i. Cost efficiency:

a. Leading questions:

- 1.) Where were extra resources needed, and where could resources be combined?

Enter text here

- 2.) Were more resources needed, or less in comparison with if the original exercise and the joint aspect (fig 4.) would have been separated?

Enter text here

b. Human resources

- 1.) Number of person-months (person hours/ FTE's per month/ human effort/ employee months) for JA organisation and duration, if applicable.

PM: Enter text here

Duration: Enter text here

2.) Which actors were involved?

Enter text here

c. Material resources (JA only)

1.) Which material resources did you use for the JA? Fill in where relevant, see below.

2.) Were this extra resources needed for the JA or was it combined (Extra/Combined)? See below.

3.) Where the resources owned by the TC or from external parties? See below.

<u>Accommodation</u>	<u>Extra/combined</u>	<u>Own/not own</u>
<input type="checkbox"/> Tents	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> (hotel) rooms	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Other enter text here	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

<u>Transport</u>	<u>Extra/combined</u>	<u>Own/not own</u>
<input type="checkbox"/> Shuttle bus	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Other enter text here	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

<u>Food</u>	<u>Extra/combined</u>	<u>Own/not own</u>
<input type="checkbox"/> Drinks	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Lunch	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Dinner	<input type="checkbox"/> Extra	<input type="checkbox"/> Own

	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Other enter text here	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

<u>Safety</u>	<u>Extra/combined</u>	<u>Own/not own</u>
<input type="checkbox"/> Traffic signs	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Badges	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Demarcation ribbon	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Whistles	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Fire extinguishers	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Other enter text here	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

<u>Recording/dissemination</u>	<u>Extra/combined</u>	<u>Own/not own</u>
<input type="checkbox"/> Cameras/webcams	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Audio recorders	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Headphones	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Other enter text here	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

<u>Locations</u>	<u>Extra/combined</u>	<u>Own/not own</u>
<input type="checkbox"/> Auditorium/lecture hall	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> (Class)rooms	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

<input type="checkbox"/> Other enter text here	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

Other: Enter text here

d. Financial resources (estimations)

1.) What were the total material costs of the JA?

Enter text here

2.) How was the eNOTICE budget split?

Enter text here

3.) Was the project budget sufficient?

1. Explain why/why not

Enter text here

ii. Mutual benefits

a. Elaborate on the mutual benefits for both collaborating organisations and participants:

1.) For the organising TC and for the Joint aspect

Enter text here

2.) For the TC's of the network

Enter text here

b. Elaborate on the mutual benefits for other attending parties (if applicable)? (0=no benefit, 10= great benefit), and explain your answer:

1.) Industry

	No benefit										Great benefit
1. industry	1□	2□	3□	4□	5□	6□	7□	8□	9□	10□	

Please explain your answer Enter text here

2. External training centres and training professionals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
Please explain your answer	Enter text here									
3. EU and national projects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
Please explain your answer	Enter text here									
4. Policy makers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
Please explain your answer	Enter text here									
5. Organisers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
Please explain your answer	Enter text here									

c. Elaborate on the societal increased benefits of this JA?

Enter text here

d. What were the mutual lessons identified?

Enter text here

e. To what extent were your expectations met in terms of

1.) Attendance of participants?

Enter text here

2.) Contributions of participants?

Enter text here

iii. Please elaborate on whether your other objectives (if any) met in this JA?

Enter text here

c. Utility of templates/reporting checklist

i. What templates were used from the project, and what own templates were used (if applicable)?

Informed consent form

- General information sheet
- Observer's protocol
- Objectives, expected results and evaluation criteria
- Logistic requirements
- Exercise roles and responsibilities
- Preparation and organisation
- Communication about the exercise
- Observer's protocol
- Cost evaluation sheet
- Evaluation and debriefing forms (new form)
- Example of follow up
- Specific actions/ area of attention for JOINT activities
- Legal/ethical/security checklist
- Example of a registration form for external participants

ii. Please provide feedback on the project templates, if you used them (answer per used template).

- a. Ease of use (0=very difficult to use, 10= very easy to use)
- b. Clarity of the template (0= not clear at all, 10=very clear)
- c. Usefulness of the template (0= not useful at all, 10=very useful)
- d. do you have any additions to the project template?

...

Informed consent form	Not (...) at all										extremely (...)
Easy to use	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	
Clarity of the template	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	
Usefulness of the template	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	
Do you have any additions to the project template?	Enter text here										

iii. Were you satisfied with the reporting checklist?

- Yes

No

iv. Please explain your answer

Enter text here

d. Any other aspects that were not addressed in the reporting checklist?

Enter text here

7.1 Debrief and evaluation sessions

Please describe which evaluation sessions you hosted, and why that choice was made (e.g. only hot debrief, or no hot debrief etc.). Also provide an overview of the participants' feedback that was given at the debriefing/evaluation sessions. Please also indicate if there was enough time to debrief and evaluate the JA with the project consortium.

7.2 Reflections on the objectives and lessons identified

Please note that it might not always be possible to give complete detailed overviews of resources due to resources being mixed or some data being confidential. On top of that some TCs use external events as JAs, and might have less access to the data. In that case, giving approximate estimations of the resources is also accepted. Whenever 'resources' are mentioned, please note that both quantitative (e.g. financial in euros) and qualitative (e.g. making connections, combining shuttle busses etc.) can be indicated.

7.2.1 Reflection on the cost efficiency

The leading questions for the reflection on the cost efficiency are:

- 1.) Where were extra resources needed for the JA, and where could resources be combined because of the JA?
- 2.) Were more resources needed, or less in comparison with if the original exercise and the extra element (fig 4.) would have been separated?

To answer these two questions, you need to consider the needed resources. The needed resources are split into three parts: human, material and financial resources.

The human resources refer to how many people worked on the JA, and how many effort in person-months (PM) that represents for the project. It also asks for the duration that those PMs were spent. This way, others can gain a better understanding and can make an estimation as to

how much time and effort it takes to organise a JA. On top of that, the human resources ask to give a brief overview of the different roles of the people involved in the JA. If one person had multiple roles, or multiple people had one role, please mention this as well.

The material resources cover everything that was needed for the JA, amongst which transport/logistics and other needs. In the checklist, you can find a non-exhaustive list of material resources you might need because of the JA. For each resource, you can indicate if you needed it, and if it was added extra because of the JA, or if it was already needed for the original activity, and could thus be combined for the JA. You can also indicate if it was your own resource, or an external resource. For each material, you can also write down a description if the multiple choice answers did not give enough nuance.

The last part are the financial resources, specifically about whether the budget provided by the eNOTICE project was sufficient and what impact hosting a JA had on the budgeting. It is especially important to answer the following questions: What were the total material costs of the JA?

How was the eNOTICE budget split? You should answer this question as if you are doing a financial reporting for the project. Please detail what you spend the eNOTICE budget on for the JA. What material did you use, how much was spend on it etc.

Was the project budget sufficient? For this question, please let us know if the project budget was sufficient, and give an explanation why/why not.

7.2.2 Reflections on the mutual benefits

For this section, please elaborate on the mutual benefits for both collaborating organisations of the JA, and of the participants of the JA. When speaking of benefits, it does not have to be financial or quantitative. Instead creating possibilities of collaboration, strengthening network ties etc. are also mutual benefits. The leading question of this section is: Elaborate on the mutual benefit on the mutual benefits for both collaborating organisations? This questions asks the organising TC to look at the benefits for the organising TC itself, the extra element and the TC's in the network. On top of that, the second part of this section asks to consider the benefits for attending parties, if applicable, such as:

- 1.) Industry

- 2.) External training centres
- 3.) EU projects
- 4.) Policy makers
- 5.) Organisers

Lastly, these two questions are asked: what were the mutual lessons identified? And were your expectations of the participants met with regards to attendance and contributions of participants?

7.3 Utility of templates and reporting checklist

For this section, please reflect on the filled-in reporting checklist, and on the eNOTICE templates that you have used for the JA (for example, the observer's protocol). Were the templates useful and clear? Were they easy to use, and do you have any additions. On top of that, it is also a reflection on your satisfaction with the reporting checklist.

Please add any other remarks or suggestions about the JA that were not part of the reporting checklist.

8. The new evaluation template

All partners are encouraged to ask these questions to the participants of their JA. The answers of the participants can be part of the evaluation of cost efficiency and mutual benefits. However, the need for flexibility should also be emphasized. The JAs of the eNOTICE project take on many different forms, and thus not all questions might be applicable and relevant at all times. Therefore, if a question is not applicable or relevant to the specific JA being hosted or to the participants attending, it can be omitted.

Objective	Question	A*	B*	C*
Cost efficiency/mutual benefits	Did you make any new networking connections while you were at the JA?	X	X	X
Cost efficiency/mutual benefits	Did you renew any networking connections while you were at the JA?	X	X	X
Clarity of expectations	Were the expectations of the Training Centre clear to you as a participant?	X	X	X
Mutual benefits/cost efficiency	What infrastructure did you see that provokes interest for use within the project(s) you are involved in?		X	X
cost efficiency	In your view, what were the advantages of hosting a JA like this one, instead of 'just' an exercise/course/normal ⁵ activity?	X	X	
cost efficiency	In your view, what were the disadvantages of hosting a JA, instead of 'just' an exercise/course/normal activity ⁵ ?	X	X	
Mutual benefits	What do you consider to be 'unique perceived benefits' of training centres, that might influence your choice to work with them?		X	X
Mutual benefits	Do you consider this type of exercise as an interesting setting for testing, as part of the technical development process in an EU project? What was most interesting: interaction with practitioners, the infrastructure, other?		X	X
Mutual benefits	After observing the joint activity, do you feel like you have first impression of the possible requirements that practitioners may have? ⁶		X	X

*A = eNOTICE partners; B = Participating EU projects/experts; C = Invited experts

⁵ Fill in what is applicable

⁶ This can include a first insight into possible needs of the end-users, but also the environment that an innovation might need to withstand if it is to be of use to first responders. This question covers a first impression of any possible requirements for a project/product/innovation/training/research etc. that you did not know before the JA, or that was confirmed in this JA.

eNOTICE EVALUATION & DEBRIEFING FORM

Name: XXX

Organisation/representing project: XXX

Dear attendant of the Joint Activity in XXX,

We would like to ask you to fill out this evaluation form. Your answers will be used to evaluate the current JA (Joint Activity) and in the continuous improvement process of the eNOTICE project. When asking about the JA, please keep the following definition in mind:

A JA is an event where two activities with different objectives are defined. For example, on the one hand the testing of a new technology, and on the other hand a yearly training of first responders.

Question 1 – e.g. *What do you consider to be 'unique perceived benefits' of training centres, that might influence your choice to work with them?*

Question 2 – e.g. *Did you make/renew any new networking connections while you were at the JA?*

Question 3 – e.g. *Were the expectations of the Training Centre clear to you as a participant?*

Other feedback or suggestions you would like to share with us?

9. The final reporting checklist

1. Preparation/organization

a. Context and Objectives

Enter text here

b. Communication and dissemination strategies

	Very un-successful										Very successful
3. In your opinion, to what extent were you successful in communicating your expectations to the participants?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	

Please explain your answer:

Enter text here

i. What means of (active / passive) communication to the participants did you use?

- E-mail
- Teleconference tools
- Newsletters
- Own website
- eNOTICE platform
- Verbal briefing
- Other (please specify): Enter text here

ii. How did you disseminate the JA to external organisations?

- Via the eNOTICE platform
- Via e-mail to the attendants
- Via own website
- Via social media
- Via press/ traditional media
- Other (please specify): Enter text here

iii. To what extent was your dissemination strategy influenced by the joint aspect?

Enter text here

c. Difficulties encountered during the preparation/organization phase.

Enter text here

d. Which were applicable Security/legal/ethical aspects encountered during the preparation/organisation phase? *(See Annex I for complete checklist)*

E.g. informed consent

E.g. gender considerations, if applicable in line with the EU' s policy

E.g. religious considerations, if applicable in line with the EU's policy

Other (Please specify) Klik of tik om tekst in te voeren.

2. The JA conduction

a. Practical information *(upload the general information sheet to answer some these questions)*

i. Place, time, date, etc.

Enter text here

ii. Participants description

a. Number of participants

Enter text here

b. Which organisations do the participants represent?

Enter text here

iii. Agenda

Enter text here

iv. Scenario of the exercise/table top/event, in order to provide context information, if applicable

Enter text here

v. What is the add on that made it JA (see fig 4)?

a. Describe briefly the original event, the extra element and the overlap between those (Joint aspect)

Enter text here

b. Which parts are covered by external partners?

Enter text here

c. To what extent did the joint aspect influence the scenario (if applicable)?

Enter text here

b. Were there any extra briefings because of the JA?

Enter text here

c. If suspension (unplanned): why?

Enter text here

d. Did any external events have an effect on the conduction of the JA? (e.g. COVID-19)

Enter text here

e. Security/legal/ethical aspects encountered? --> if yes, see security/legal/ethical aspects questionnaire

3. The evaluation

b. What debrief/evaluation sessions did you host?

Hot debrief

Cold debrief

Other Enter text here

i. Was there enough time for the evaluation sessions of the JA? Why (not)?

Enter text here

b. Reflection on objectives and lessons identified

i. Cost efficiency:

a. Leading questions:

1.) Where were extra resources needed, and where could resources be combined?

Enter text here

2.) Were more resources needed, or less in comparison with if the original exercise and the joint aspect (fig 4.) would have been separated?

Enter text here

b. Human resources

1.) Number of person-months (person hours/ FTE's per month/ human effort/ employee months) for JA organisation and duration, if applicable.

PM: Enter text here

Duration: Enter text here

2.) Which actors were involved?

Enter text here

c. Material resources (JA only)

1.) Which material resources did you use for the JA? Fill in where relevant, see below.

2.) Were this extra resources needed for the JA or was it combined (Extra/Combined)? See below.

3.) Where the resources owned by the TC or from external parties? See below.

<u>Accommodation</u>	<u>Extra/combined</u>	<u>Own/not own</u>
----------------------	-----------------------	--------------------

<input type="checkbox"/> Tents	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> (hotel) rooms	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Other enter text here	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

<u>Transport</u>	<u>Extra/combined</u>	<u>Own/not own</u>
<input type="checkbox"/> Shuttle bus	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Other enter text here	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

<u>Food</u>	<u>Extra/combined</u>	<u>Own/not own</u>
<input type="checkbox"/> Drinks	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Lunch	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Dinner	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Other enter text here	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

<u>Safety</u>	<u>Extra/combined</u>	<u>Own/not own</u>
<input type="checkbox"/> Traffic signs	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Badges	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Demarcation ribbon	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Whistles	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Fire extinguishers	<input type="checkbox"/> Extra	<input type="checkbox"/> Own

	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Other enter text here	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

<u>Recording/dissemination</u>	<u>Extra/combined</u>	<u>Own/not own</u>
<input type="checkbox"/> Cameras/webcams	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Audio recorders	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Headphones	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Other enter text here	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

<u>Locations</u>	<u>Extra/combined</u>	<u>Own/not own</u>
<input type="checkbox"/> Auditorium/lecture hall	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> (Class)rooms	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own
<input type="checkbox"/> Other enter text here	<input type="checkbox"/> Extra	<input type="checkbox"/> Own
	<input type="checkbox"/> Combined	<input type="checkbox"/> Not Own

Other: Enter text here

d. Financial resources (estimations)

1.) What were the total material costs of the JA?

Enter text here

2.) How was the eNOTICE budget split?

Enter text here

3.) Was the project budget sufficient?

1. Explain why/why not

Enter text here

ii. Mutual benefits

a. Elaborate on the mutual benefits for both collaborating organisations and participants:

1.) For the organising TC and for the Joint aspect

Enter text here

2.) For the TC's of the network

Enter text here

b. Elaborate on the mutual benefits for other attending parties (if applicable)? (0=no benefit, 10= great benefit), and explain your answer:

1.) Industry

	No benefit									Great benefit
6. industry	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

Please explain your answer

Enter text here

7. External training centres and training professionals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
--	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----------------------------

Please explain your answer

Enter text here

8. EU and national projects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
------------------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----------------------------

Please explain your answer

Enter text here

9. Policy makers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
-------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----------------------------

Please explain your answer

Enter text here

10. Organisers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
-----------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----------------------------

Please explain your answer

Enter text here

c. Elaborate on the societal increased benefits of this JA?

Enter text here

d. What were the mutual lessons identified?

Enter text here

e. To what extent were your expectations met in terms of

1.) Attendance of participants?

Enter text here

2.) Contributions of participants?

Enter text here

iii. Please elaborate on whether your other objectives (if any) met in this JA?

Enter text here

c. Utility of templates/reporting checklist

i. What templates were used from the project, and what own templates were used (if applicable)?

- Informed consent form
- General information sheet
- Observer's protocol
- Objectives, expected results and evaluation criteria
- Logistic requirements
- Exercise roles and responsibilities
- Preparation and organisation
- Communication about the exercise
- Observer's protocol
- Cost evaluation sheet
- Evaluation and debriefing forms (new form)
- Example of follow up
- Specific actions/ area of attention for JOINT activities
- Legal/ethical/security checklist

- Example of a registration form for external participants
- ii. Please provide feedback on the project templates, if you used them (answer per used template).
 - a. Ease of use (0=very difficult to use, 10= very easy to use)
 - b. Clarity of the template (0= not clear at all, 10=very clear)
 - c. Usefulness of the template (0= not useful at all, 10=very useful)
 - d. do you have any additions to the project template?

...

Informed consent form	Not (...) at all										extremely (...)
Easy to use	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	
Clarity of the template	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	
Usefulness of the template	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	
Do you have any additions to the project template?	Enter text here										

- iii. Were you satisfied with the reporting checklist?

Yes

No

- iv. Please explain your answer

Enter text here

- d. Any other aspects that were not addressed in the reporting checklist?

Enter text here

10. Discussion and Conclusion

This section highlights some of the discussions about this reporting checklist. It will give an overview of the considerations that were made in the creation of the reporting checklist. It also comes to a conclusion about the reporting checklist.

10.1 General discussions and discussions about the principles

This section contains the discussions over either the general topic or about the principles. The first discussion point is about the formulation of the questions. Generally, two points of view were expressed on this matter. The first point of view emphasizes ease-of-use of the reporting checklist, and proposes to make the questions in the reporting checklist multiple choice. The second point of view is that the reporting checklist should include open questions, where a longer answer is necessary. The reporting checklist thus attempts to use both point of views as far as possible. Some questions are multiple choice, and others are open questions. However, the multiple choice questions will also have the option to expand the answer.

Another discussion was about the deadline of the reporting checklist, if it would be 1, 2 or 3 months. 2 months was proposed as optimal timing and during the discussions it was decided that 2 months is doable to finish the first complete draft and send the reporting checklist out to the partners. The feedback, if any can then be processed after those 2 months.

There was also some discussion about flexibility of the reporting checklist and comparative analysis. Firstly, it was pointed out that JAs are of different scale and of different kinds. Thus, it is hard to compare them one on one. At the same time, they do all have the joint aspect in common, being part of eNOTICE project. Nonetheless the kind of JA (be it, e.g. a field exercise, a tabletop, a serious game, a course) can influence many aspects including the number of participants, the resources needed, the cost efficiency and the mutual benefits of organizers and all participants. This means it is important that the reporting checklist can accommodate these different kinds of JAs, and that during comparative analysis, the size and kind of the JA should be kept in mind.

It was also mentioned that the influence of COVID-19 could be interesting for the reporting checklist. The pandemic has already had a big impact on TCs, and it would be good to keep it in mind for the future JAs of this project.

10.2 Discussions about the implementation of the objectives in the reporting checklist

Another important discussion point was about integration of the objectives in the reporting checklist. Specifically, it needed to be clear that when referring to cost efficiency and pooling of resources, that it was broader than ‘just’ the financial aspects. Instead, material and human

resources should be considered, and both quantitative and qualitative resources should be discussed. On top of that, it is not always easy to give specific, detailed information about the cost efficiency, because generally, the original event, the extra element and the JA overlap, and resources for them also do. Thus, it was agreed that estimations of cost efficiency and mutual benefits are also accepted, although more detailed expositions are also encouraged.

Moreover, it might be difficult to estimate what the costs would be if the JA would not have taken place, and the original exercise and the extra element were separated.

10.3 The evaluation template

The decision was made to revise the evaluation template as well, together with the reporting checklist as part of the continuous improvement of the project. Thus, the evaluation template is renewed to reflect the questions in the reporting checklist. Firstly, the old evaluation template was discussed to see which questions should be preserved, which should be reformulated and which will not be included in the new template. It was also mentioned that some questions in the old evaluation template were formulated in a too academic way which was not well perceived by practitioners and operational participants.

The following questions were included (but some reformulated):

- What infrastructure did you see that provokes interest for use within the project(s) you are involved in?
- What do you consider to be ‘unique selling points’ of training centres, that might influence your choice to work with them?
 - Discussion about this question. The phrase ‘unique selling points’ might have a more commercial connotation that not all (public) training centres are comfortable with. Following this, has been replaced with ‘unique perceived benefits.’
- Do you consider this type of exercise as an interesting setting for testing, as part of the technical development process in an EU project? What is most interesting: interaction with practitioners, the infrastructure, other?
- After observing the joint activity, do you feel like you have a better image of the needs of practitioners?

- Discussion about the question. In order to get a better image of the needs of practitioners, you need more in-depth discussions with the end-users. This is not necessarily offered in JAs. Thus this question was reformulated to ask about the first impression of the working circumstances of first responders.
- A later discussion pointed out that ‘working circumstances’ could be a vague word, and the question was unclear because a respondent might not know what is being asked. This section was again reformulated to: possible end user requirements. A footnote was also added to clarify the question further. The footnote reads: “This can include a first insight into possible needs of the end-users, but also the environment that an innovation might need to withstand if it is to be of use to first responders. This question covers a first impression of any possible requirements for a project/product/innovation/training/research etc. that you did not know before the JA, or that was confirmed in this JA.”

10.4 Sustainability

This reporting checklist and the comparative analysis that it will allow can also contribute to the sustainability of the network. It can lead to the creation of a standard form of JAs at the end of the project and it can inform TCs in the network how to conduct a JA. On top of that, the lessons identified in these JAs can be valuable information for the future as well. The reporting checklist also allows the project to check if the JAs indeed meet their objectives of cost efficiency and mutual benefits.

10.5 Conclusion

- The templates originally created for the eNOTICE project in D4.1 were not being used by all partners. They were often found to be complicated, and represented double work because TCs had their own templates;
 - The templates will remain of added value for beginning TCs or TCs that might want to compare their templates with others;
- The reporting checklist is part of the follow-up on JAs. It asks guiding questions (both open and closed) that all consortium members should answer. These answers should

not contain any confidential information. The reporting checklist covers the preparation/organisation, the conduction and the evaluation of a JA;

- The objectives that the reporting checklist covers are cost efficiency and mutual benefits. These refer to both quantitative and qualitative resources and benefits.
- The reporting checklist will be flexible and expandable, while allowing for standardized data gathering;
 - o Partners are encouraged to send out their reporting checklist to the rest of the consortium after filling it in, this way the lessons identified can be taken into account for the next JA;
- The reporting checklist has been created after discussions with all consortium members. All consortium partners have agreed with this document and the reporting checklist. From now on this reporting checklist will thus be mandatory.

11. Annex I security/legal/ethical checklist

Identification of the Partner

Contact person of the Partner

: What is the assessment about ?

- Joint Activity
- Publication
- Other dissemination activity

Reference (if appropriate)

timing:

- Prior to the JA
- During the JA
- After the JA
 - o During the reporting
 - o After the reporting (fill in after aspects arise)

Discussion

- Brief description of the (anticipated) risk (more than 1 risk can be identified / noted)
- Discipline: What discipline is the risk / issue related to ?
 - o GDPR
 - o Regulation + indication of the level: local, regional, federal, European
 - o Sensitive information
 - o Policy
 - o Legal⁷
 - As mentioned before, it should be made clear that when the legal aspects are defined on a national level, they are not necessarily transferable to other TC's in other countries. On top of that, sometimes there are rules and regulations specific to one TC.
 - o Ethical⁸
 - o Other:
- Thematic areas:
 - o Security
 - o Religion
 - o Human rights

⁷ Legal: refers to "Law" → rules that mandate or prohibit certain societal behaviour

⁸ Ethics: define socially acceptable behaviour

- Culture
- Gender

If a risk was identified, please briefly describe the risk as well as the action taken for mitigation:

What legal documents is the mitigation based upon?

Answer as elaborate as possible (continuous update needed!)

- Seveso III directive (2012/19/EU)
- Local legislation emergency planning
 - National legislation emergency planning
- Environmental legislation and exploitation conditions
- General Data Protection Regulations (GDPR)
- other documents consulted for mitigation (e.g. soft law, guidelines)

Tags: as elaborate as possible (continuous update needed!)

- Policy documents
 - EU CBRN Action Plan (COM 2017) 273
 - Thematic policy document (e.g. DG ECHO Disaster Risk reduction)
- Ethical principles
 - Universal Declaration of human rights
 - National constitutions
 - National obligations related to non-discrimination, gender equality etc.
 - codes of conduct guidance
- Soft law
 - Circular letters (in Belgium)
 - Guidance from competent authorities on emergency planning & exercise methodology
- Contractual obligation
 - Grant agreements
 - Environmental permits
- Self-regulation
 - project management documents
 - e.g. deliverables , (in)formal agreements made
 - eNOTICE protocol for observers
- (Self-monitoring after) were there unanticipated risks?
 - Yes
 - if yes, describe the risks

- if yes, describe the solution taken once risk was discovered
 - No
- Was the solution found just and fair to all?
 - Yes
 - No
- Was the proposed solution accepted?
 - Yes
 - No
- Is there any need for further action?
 - Yes
 - No

12. Annex II: old evaluation template

Task	Lead		A	B	C	Observer	Organisation/project
2.1.1 Roster	VESTA	What infrastructure did you see that provokes interest for use within the project(s) you are involved in?*		X			
2.1.2 Quality label	SDIS77	What do you consider to be 'unique selling points' of training centres, that might influence your choice to work with them?*	X	X	X		
2.2 Mapping	UCL	Would you consider working with practitioners through the participation of a training centre? What would be your requirements to take such a training centre on board as full partner in your next EU or national research project?		X	X		
2.3 KPI	VESTA	After observing the joint activity, do you feel like you have a better image of the needs of practitioners?--> first impression? Or of the working field?*		X	X		
2.4 Framework	UNITOV	Does the development of a CBRNe TC's network, implementing standardized procedures, with a common programme/catalogue of exercises (covering all the fields of CBRNe specializations), help to increase the practitioner access to an optimized training process? Why (not)?		X	X		
4.1 Methodology and templates	VESTA	Could the use of a common methodology for the organisation of exercises be useful? Have added value?	X	X	X		
4.2 Joint activities	VESTA	Do you consider this type of exercise as an interesting setting for testing, as part of the technical development process in an EU project? What is most interesting: interaction with practitioners, the infrastructure, other?*		X	X		
4.3 Policy recommendations	UCL	After participating in the joint activity, do you feel like there is a need for harmonisation/standardisation of exercise practices? Why (not)? What specific aspect?	X	X	X		
4.4 Plan to pool resources	UMU	Would you be interested in observing/participating in the exercise if you had to pay a fee for attendance?		X	X		

A = eNOTICE partners; B = Participating EU projects/experts; C = Invited experts

*text marked in yellow indicates that the question has been adapted and put into the new evaluation template

EVALUATION & DEBRIEFING FORM

Name: XXX

Organisation/representing project: XXX

Question 1 – e.g. *What do you consider to be ‘unique selling points’ of training centres, that might influence your choice to work with them?*

Question 2 – e.g. *Does the development of a CBRN TC’s network, implementing standardized procedures, with a common programme/catalogue of exercises (covering all the fields of CBRN specializations), help to increase the practitioner access to an optimized training process? Why (not)?*

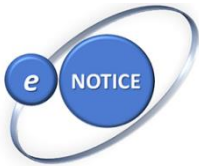
Question 3 – e.g. *After participating in the joint activity, do you feel like there is a need for harmonisation/standardisation of exercise practices? Why (not)? What specific aspect?*

Other feedback or suggestions you would like to share with us?

13. Annex III General information sheet eNOTICE Joint Activity

Practical information	
Dates:	
Location:	
Meetings and exercise:	
Hotel/accommodation:	
Contact person: (course manager/ exercise director)	Name: Mobile: E-mail:
Deadline for registration for the activity:	
Transfer information	
Train:	
Highway:	
Airport:	
Exercise details	
Participants:	
	Participants to the exercise:
	eNOTICE partners + invitees:
	Invitees from the project:
	Invitees from the invited research project:
Other	
Dietary restrictions/requirements: To be given by e-mail 2 weeks before travel	
IMPORTANT:	

14. Annex IV informed consent form



European Network of CBRN Training Centres

Under the EC Grant Agreement n° 740521

INFORMED CONSENT FORM

I, the undersigned, agree to take part in the eNOTICE Joint Activity, organised at *[location]*, by *[organisation]*.

I confirm that the purpose and the scope of the Joint Activity have been explained to my satisfaction. I am well aware of the above notes and the content of the Information Sheet and understand what the Joint Activity involves. I have had the opportunity to consider the Information Sheet, the verbal explanations given and to ask questions and I have had all my questions answered to my full satisfaction.

My participation in the Joint Activity is voluntary and I understand that I am free to withdraw at any time during the period of data collection and engagement with the researcher without giving a reason and without my right to medical care or my legal rights being affected in any way.

I understand that any information collected during the Joint Activity will be held in confidence and will only be shared within the eNOTICE project consortium. I understand that conclusions reached from the Joint Activity may be published in emergency planning and academic journals, as well as in project reports. I understand, however, that individuals participating in the Joint Activity will not be identified in any of such publications.

I consent to the processing of my personal information (name, affiliation, email, adress, phone number) for this project. I understand that such information will be treated in a strict confidence and handled in accordance with the provisions of the General Data Protection Regulation (GDPR) 2018. I understand that the project research team may use my data for future research and understand that identifiable data will be reviewed by the project ethics monitoring experts before such use to ensure it would not be included in any report.

I consent to my participation in the Joint Activity and in focus groups being video-recorded and transcribed *[if and when needed]*.

[City/training facility, place] Date

.....

[Name typed] & [signature]