



ეროვნული თავდაცვის აკადემია NATIONAL DEFENCE ACADEMY



NATO Unclassified



LEPL – David Aghmashenebeli National Defence Academy of Georgia

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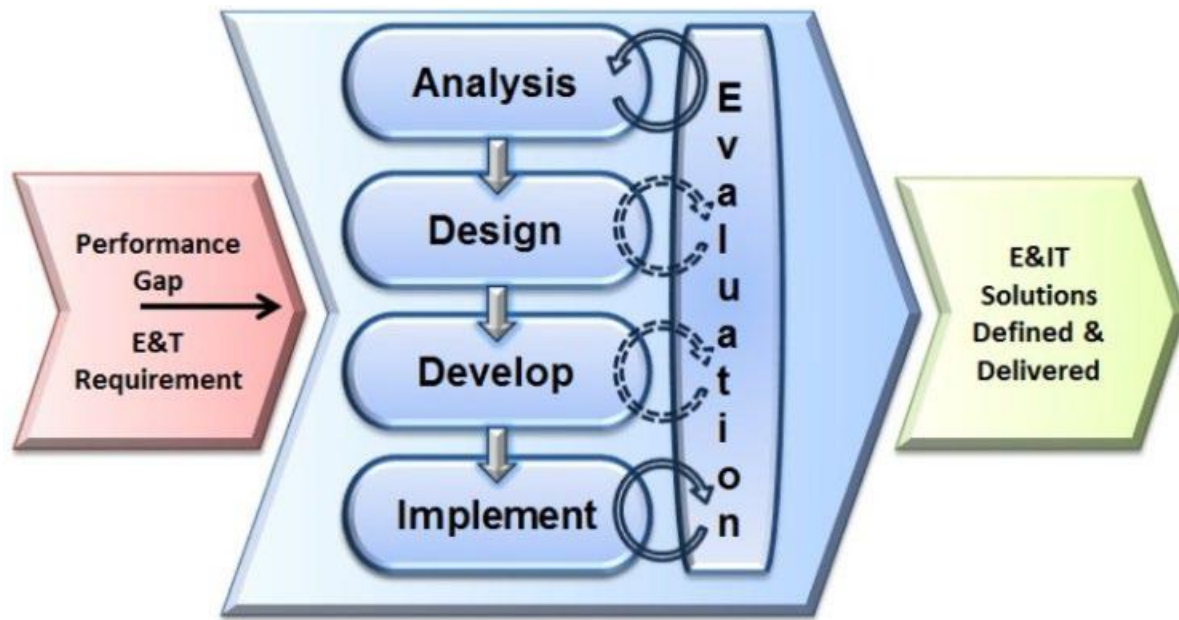
Introduction

LEPL David Aghmashenebeli National Defence Academy of Georgia (hereinafter the Academy) is a Legal Entity of Public Law under the Ministry of Defence of Georgia. As the nation's sole higher military educational institution, the Academy provides academic programs

emy's mission is to develop a professional officer corps for the nation and the Ministry of

The Academy's mission, vision, and values were developed through the active engagement of

the ADDIE model) is established in accordance with the Academy Statute, the Academy's



1. Analysis

The purpose of the Analysis phase is to establish clear, precise, and measurable Performance Objectives (POs). These objectives are designed to bridge existing performance gaps and define the desired outcomes for NATO Education and Individual Training (E&IT). POs are formulated based on the level of professional competence required for personnel to succeed in a real-world operational environment.

The Analysis phase includes:

- Reviewing existing information and documentation;
- Interpreting requirements;
- Identifying, selecting, and structuring tasks.

The Analysis phase addresses three fundamental questions:

- **Why** is the training necessary?
- **Who** is the target audience for training?
- **What** must be learned, to what standard, and under what conditions?

Product

Upon completion of the Analysis phase, the Course Control Documents, **CCD I** and **CCD II**, are drafted and initiated.

The CCD II is the primary document that:

- Determines the design, development, implementation, and evaluation of the course;
- Is uploaded to the Education and Training Opportunities Catalogue (ETOC);
- Ensures formal agreement among all stakeholders.

Additionally, it:

- Justifies the requirement for training;
- Establishes the context and parameters for the subsequent phases.

Methodology

The Department Head (DH) is responsible for the Analysis phase, working in coordination with the Training Needs Analysis Working Group (TNA WG).

The functions of the TNA WG include:

- Conducting Training Requirements Analysis (TRA);
- Selecting and structuring tasks;
- Gathering data from diverse sources.

Sources of information include:

- NATO Strategic Commands;
- Operational Users;Subject Matter Experts (SMEs);
- Education and Training Specialists.

The effectiveness of the TNA WG relies on the collective experience, professionalism, and analytical capabilities of its members.

Process

The analysis phase includes 6 main steps:

1. Forming a working group;
2. Analyzing existing requirements;

3. Establishing performance objectives;
4. Defining the target audience;
5. Defining learning objectives;
6. Documenting results.

Phase 1 – Establishment of the Training Needs Analysis Working Group (TNA WG)

The TNA WG is established by the DH:

- Following the approval of the Training Requirements Analysis (TRA) report;
- Or during the revision of an existing course.

Its objective is the comprehensive implementation of the Analysis phase within the NATO SAT process.

1.1 Defining Target Audience Includes:

- Defining the military and civilian personnel profile;
- Identifying specific duty positions;
- Determining the organizational level:
 - Strategic
 - Operational
 - Tactical

Main questions:

- For which positions is the course intended?
- What is the experience of the audience?
- Is the target audience a representative of a similar military direction, profession, or area of specialization?
- What are the expectations of the commander from the graduates?
- What is the level of decision-making ability of the audience?
- How many participants are needed annually?

1.2 Verifying the accuracy of performance requirements

Requirements are validated against NATO-specific standards rather than national requirements, based on the following:

- The Training Requirements Analysis (TRA) document;
- The approved Discipline Alignment Plan (DAP), where applicable.

1.3 Documenting requirements

All requirements must be formally documented, with a defined proficiency level established for each competency statement. New tasks may be incorporated as required.

Phase 2 – Performance requirements analysis

At this stage, requirements are decomposed into a detailed task structure. This hierarchy consists of:

- Tasks
- Sub-tasks
- Elements/Actions

2.1 Requirement Decomposition

Tasks must be formulated according to the following criteria:

- a. Define specific actions using an active verb and an object;
- b. Be clearly defined and, ideally, observable and measurable;
- c. Have a distinct beginning and end;
- d. Be clearly defined for execution and achievable;
- e. Have a specific objective and realistic outcome;
- f. Be an action that can be completed within a relatively short timeframe.

2.2 Determination of Training Requirements

Task Selection is an assessment process that requires a comprehensive overview and understanding of the specific job role. Not all associated tasks will require formal training.

Crucially, the analysis must distinguish between training requirements and issues that can be addressed through non-training solutions, such as administrative decisions or policy changes.

2.3 Task Structuring

Tasks should be defined logically, and various diagrams (e.g., scalar diagrams) can be used. Such diagrams:

- (1) Present the structure of the work, which may not be obvious in real life;
- (2) Reflect the interrelationships, interdependencies, and common characteristics of the various parts of the work;
- (3) Reveal similarities and differences between closely related tasks;
- (4) Establish a logical sequence of performance objectives;
- (5) Facilitate the development of performance objectives.

2.4 Refinement of the Training Requirements Matrix

The training requirements matrix refinement stage should include:

- Updating data;
- Adding new elements;
- Documenting changes if necessary.

Phase 3 – Formulation of Performance Objectives

Performance Objectives (POs) represent:

- A consolidated framework of individual tasks;
- A formal description of the work to be performed.

The core elements of a Performance Objective (PO) consist of:

- Task: What the NATO personnel must accomplish and what the objective is;
- Condition: When, where, and under what specific circumstances the task must be executed;
- Standard: To what degree of proficiency or quality the task must be performed.

Phase 4 – Target Audience Analysis

At this stage, a gap analysis is conducted to evaluate alignment with the training requirements and to verify that the target audience meets the prerequisites necessary to achieve the performance objectives.

Phase 5 – Formulation of Instructional Guidelines

At this phase, the instructional strategy is selected and the delivery method is determined based on three primary formats:

- Face-to-Face Learning;
- Distance Learning;
- Blended Learning.

Phase 6 – Documentation of Outputs

This phase serves to formalize the outputs of the Analysis phase, which are codified within Course Control Documents I and II (CCD I and CCD II). The Analysis phase concludes by establishing a well-defined training requirement and providing the instructional guidelines necessary to develop NATO E&IT solutions.

The finalization of CCD I and CCD II serves as the baseline for the formulation of Course Control Document III (CCD III), the development of which is the institutional responsibility of the Academy. In accordance with the SAT, the DH maintains ultimate accountability for both CCD II and CCD III. Throughout the development of CCD III, the DH works in close coordination with the Academy.

2 Design

The purpose of the Design phase is to translate the POs identified during the Analysis phase into a distinct, structured training program.

This phase establishes:

- What the trainee must achieve;
- How they will acquire the competencies;
- The sequence in which the instruction will be delivered;

- How the learning outcomes will be verified.

The Design phase serves as a bridge between the Analysis phase (defining requirements) and the Development phase (producing instructional materials). The primary deliverable of the Design phase is the formulation of CCD III and its subsequent publication to the ETOC.

The CCD III defines the comprehensive blueprint of the training program and incorporates:

- Learning Objectives (LOs);
- Assessment Strategies and methodologies;
- The Instructional Strategy;
- Course Modules and individual instructional periods.

Additionally, it:

- Ensures a logical and sequential framework for the course curriculum;
- Establishes the foundational baseline for the Development phase.

Methodology

The Design phase is executed by:

- The Course Director;
- The Instructional Staff;
- The Department Head (DH), who facilitates and oversees the process.

Additional stakeholders engaged in this phase include:

- Subject Matter Experts (SMEs);
- Assessment Specialists;
- Technical Support Personnel.

The primary objective of this phase is the formulation of specific LOs.

Process

The Design phase culminates in the finalization of CCD III, which ensures that:

- Trainee demographics and prerequisites are defined;
- LOs are formally established;
- The Assessment Strategy is determined;

- The Instructional Content and Curriculum are structured.

Phase 1 – Formulation of Learning Objectives (LOs)

LOs are derived directly from Performance Objectives (POs) and represent:

- Specific, measurable milestones;
- The exact competencies a trainee must demonstrate upon completion of the training.

An effective LO must be:

- Clear and unambiguous;
- Measurable;
- Realistic;
- Outcome-oriented.

Every LO comprises three core elements:

- Task: What the trainee will do;
- Condition: The specific environment or circumstances under which the task is performed;
- Standard: The required level of proficiency or quality to be achieved.

Phase 2 – Formulation of the Assessment Strategy

The purpose of assessment is to verify whether the trainee has successfully achieved the established LOs. Assessment is executed through two primary modalities:

- **Formative Assessment:**
 - Conducted continuously throughout the instructional process;
 - Designed to provide ongoing feedback and drive performance improvement.
- **Summative Assessment:**
 - Administered at the conclusion of the course;
 - Evaluates final training outcomes and verifies competency attainment.

Assessment instruments may include:

- Written and oral examinations;

- Practical performance tasks;
- Operational simulations;
- Briefings and presentations.

Phase 3 – Structuring of Instructional Content

Instructional materials must be arranged logically to facilitate progressive knowledge scaffolding. The curriculum is structured hierarchically into Modules, Topics, and Periods of Instruction. Content development must adhere strictly to the following pedagogical principles:

- Progressive complexity;
- Practical application;
- Sequential continuity.

Phase 4 – Selection of Instructional Methodologies and Delivery Methods

At this stage, it is crucial to select the most effective teaching method for each learning outcome.

Teaching Methods

- Lecture
- Discussion
- Group work
- Case analysis
- Simulation
- Practical training, etc.

When selecting a method, the following factors should be taken into account:

- Content complexity;
- Audience experience;
- Resource availability.

Phase 5 – Specification of the Training Environment

The instructional process may be delivered via face-to-face, distance learning, or blended forms.

Phase 6 – Documentation of Outputs

Upon the conclusion of the Design phase, CCD III is finalized, incorporating:

- Learning Objectives (LOs);
- Assessment Strategies and methodologies;
- The Instructional Strategy;
- Course Modules and individual instructional sessions.

The CCD III serves as the primary validation evidence for the DH to confirm conformity between the curriculum delivered by the Academy and established NATO training requirements.

3 Development

The purpose of the Development phase is to translate the instructional concept defined in the Design phase into tangible, operational training products. While the Design phase addresses the question, 'How should we instruct?', the Development phase answers, '**With what tools and materials will we deliver the instruction?**'

Product:

- Instructional Materials and media;
- Finalized Assessment Instruments;
- Dedicated Instructor Guidance and Trainee Learning Resources.

This phase culminates in the assembly of the **Course Training Package**, which incorporates:

- Instructional presentations and slide decks;
- Student manuals and textbooks;
- Practical performance exercises;
- Tests, etc.

Methodology

The effectiveness of the Development phase relies heavily on the availability of required deliverables and the instructional experience of the faculty. All developed resources must remain strictly aligned with CCD III.

Process

The Development phase encompasses seven distinct steps:

1. Curriculum and Document Review;
2. Resource Requirement Identification;
3. Instructional Material Production;
4. Assessment Instrument Development;
5. Course Schedule Optimization;
6. Instructional Faculty and Support Staff Preparation;
7. Pilot Course Execution.

Phase 1 – Curriculum and Document Review

This step requires a comprehensive review of all finalized CCDs to ensure baseline alignment.

Phase 2 – Identification of Resource Requirements

Each Learning Objective (LO) dictates specific asset and resource requirements. Resource allocations may require adjustment based on the maximum student capacity of the course or specific logistical demands of the Assessment Strategy.

Course resources are categorized into three primary classifications:

- Consumables;
- Durable Equipment;
- Facilities and Infrastructure.

Phase 3 – Production of Instructional Materials

At this step, all core instructional materials must be authored to directly support the achievement of the Learning Objectives. All content must be clear, logically structured, and

readily accessible. Trainees must be equipped with all necessary instructional assets, including:

- Lesson Plans and Instructor Guides;
- Student manuals and textbooks;
- Student workbooks and practical guides;
- Visual aids and graphics;
- Video and multimedia assets;
- Online materials and distance learning modules.

Phase 4 – Development of Assessment Instruments

At this step, assessment instruments must be authored to objectively evaluate student performance across all designated modalities (Formative, Summative, and Diagnostic Assessments). All assessment processes must adhere strictly to established psychometric standards, ensuring they are: objective, reliable, valid and transparent.

Phase 5 – Formulation of the Master Training Schedule

This step requires the development of a comprehensive Master Training Schedule that outlines the detailed structure of the course, including specific instructional periods, lesson titles, and training venues. This schedule remains adaptable for each individual course iteration, allowing for adjustments based on the availability of instructional faculty and logistical resources, as well as academic holidays.

Phase 6 – Training of Instructional Faculty and Cadre

Preparing the instructional faculty and training cadre is a critical prerequisite for ensuring course effectiveness. As a standard procedure, delivery personnel must be provided with detailed instructional guidelines governing:

- Lesson execution and delivery techniques;
- Methodological application;
- Time management and pacing.

To achieve this, it is essential for the Academy to prioritize three core elements:

- a. Conducting comprehensive course orientation and briefings;
- b. Cultivating essential instructional competencies and skills;
- c. Ensuring continuity of instruction.

Phase 7 – Course Validation

The objective of this step is to evaluate the quality and effectiveness of the developed instructional materials by gathering structured feedback. The validation process within the Development phase incorporates a three-tiered testing approach:

Level 1 – Internal Review by Subject Matter Experts;

Level 2 – Small-Group Trialing;

Level 3 – Pilot Course Execution.

4 Implementation

The purpose of the Implementation phase is to deploy and execute the training program within an operational environment. At this step, the course is officially delivered, trainees acquire mandatory knowledge and skills, and instructional faculty execute the training process.

Product

The primary deliverables of the Implementation phase consist of:

- The executed training course;
- Fully certified instructional and support staff;
- Qualified graduates.

Methodology

The Implementation phase encompasses four primary activities: planning, preparation, execution, and concluding post-action activities that support a specific course. These final activities are integrated into the Academy's Quality Assurance system. This phase is directed by the DH, and the entire process must remain strictly aligned with CCD III and the approved curriculum.

Process

The Implementation phase consists of the following sequential steps:

1. Integrating the NATO E&IT solution;
2. Initiating updates to the relevant job descriptions;
3. Conducting NATO E&IT.

Step 1 – Integration of the NATO E&IT Solution

Integrating an approved training solution requires clear institutional policies, standard operating procedures, and work instructions, which are codified within the Academy's regulatory framework. These procedures must explicitly define how a newly developed or revised course will be integrated into the Academy's core Quality Assurance processes. The ultimate objective of these measures is to align all management, administrative, and logistical support functions with the primary institutional mission: producing highly qualified graduates.

Step 2 – Initiating Updates to Relevant Job Descriptions

Immediately following the integration of the NATO E&IT solution, relevant NATO Job Descriptions must be updated to reflect the required qualifications and their associated course codes formally.

Step 3 – Delivery of NATO E&IT

The delivery of NATO E&IT requires a fully finalized Course Training Package and the seamless integration of the curriculum into the Academy's Quality Assurance, administrative, and support functions. The course will generate graduates, but there are other activities that are part of a systematic approach. A Course Director is officially appointed based on specific professional competencies to oversee the administration and management of the program. Course execution must strictly conform to the approved CCDs, while the instructors ensure that the overall objectives are achieved.

The main activities to achieve the goal are:

- Course planning, including course readiness, flexibility, outreach, instructor support;

- Course preparation, including determining the delivery format;
- Course delivery, including pre-course preparation, course content, post-assessment reporting;
- Course completion, including AAR.

5 Evaluation

The purpose of the evaluation phase is to determine how effective the course is and whether the objectives have been achieved. This phase drives the continuous optimization of the instructional process. Evaluation is not an isolated event; it represents a continuous, life-cycle process.

Product

As a result of the evaluation phase, the course has been improved, and feedback has been received from the academy and those responsible for the development of the discipline.

Methodology

The Evaluation phase encompasses systematic Quality Assurance reviews and feedback that drive continuous improvement. An Educational Institution that has achieved formal institutional accreditation incorporates these course evaluations into its annual self-assessment processes as an integral component of its Quality Assurance system. The evaluation process may engage the DH, instructors, assessment specialists, and other key stakeholders.

Both quantitative and qualitative methodologies are leveraged during the evaluation process.

Process

The Evaluation phase is sustained by two distinct processes: Post-Course Evaluation, comprising Internal and External Validation, and Institutional Evaluation driven by institutional self-assessments.

mprehensive self-evaluation of the Academy's organizational performance, focusing directly

The NATO SAT is assessed at four levels:

Level 1 – Reaction

The initial level measures how participants perceived the course.

Level 2 – Learning

The secondary level evaluates the degree of learning.

Level 3 – Behavior

The third level evaluates if trainees successfully transfer and apply their acquired competencies within the workplace.

Level 4 – Outcomes

The fourth level evaluates organizational impact.

Evaluation ensures the continuous development of the SAT process, feedback is a critical element for quality improvement, it must be systematically collected and used.