



5 years of the
European initiative for the exchange of young officers inspired by Erasmus



iMAF 2013

Sylvain Paile, Harald Gell (Eds.)

**Lessons Learnt from the
international Military Academic Forum
2013**

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are listed at the beginning of the respective articles.

Forewords

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3. Forewords

3.1 Foreword by Hans-Bernhard Weisserth, Head of the ESDC, Head of the European Security and Defence College

In November 2008, The EU defence Ministers adopted the European initiative which is intended to strengthen the interoperability of the armed forces of the EU Member States and to promote a European security and defence culture through an enhancement of the exchange of young officers during the initial phase of their officer training. These are and will remain key objectives, in particular in times of growing defence budgets constraints. In my view it has to be seen also in the context of the longer-term objective defined in the Treaty on the European Union, Article 42 which stipulates that the Common Security and Defence Policy shall include the progressive framing of a common Union defence policy which might lead to a common defence. Starting efforts in support of this objective at the time of the initial training of our young European officers is an excellent project.



*Mr. Weisserth during the iMAF 2013
(Source: Theresan Military Academy)*

Over the last 5 years, many good results have been achieved thanks to the efforts of individual member States and thanks to the successful support by the ESDC structures. However, we have to recognise that not all objectives set have been reached and that anyway the initiative remains a longer-term project necessitating continued effort ideally by all Member States.

Against this, I am very grateful for the Austrian initiative to focus the International Military Academic Forum (iMAF) 2013 on a reflection on the five year anniversary of the

European Initiative allowing participants of this Forum to exchange views and experiences gained so far, to identify obstacles and to define new ways for further co-operation to facilitate future exchanges. I hope that this booklet which summarises the results and findings of the Forum will also help to trigger further active participation and contributions from more Member States the coming years.

3.2 Foreword by LtCol (GS) Dirk Dubois, Chairman of the Implementation Group

In 2008, the Presidency of the Council of European Union tasked the ESDC to implement the recommendations for the creation of a European Initiative for the Exchange of Young Officers, inspired by Erasmus. Since then, the Implementation Group, created in 2009, achieved most of what we set out to do at the European level. Then why is this 'Erasmus militaire' after five years only a qualified success? What else do we need to do so that over five years it is working better?

The Initiative is based on the assumption that a young officer will perform better when deployed in an international environment, if his training has also taken place in an international environment. Even if this assumption is correct, which I think it is, does this provide sufficient added value to justify the additional costs?

With the instruments put into place by the Implementation Group, the additional cost for exchanging a young officer is reduced to a minimum: the travel expenses. However, on a national level in several countries there are additional, objectively unjustified benefits provided for military students travelling abroad. These make it more expensive to send an exchange student to another EU country for a part of his or her studies.

This and several other interesting topics were discussed during the iMAF 2013 seminar, organized by the Austrian MoDS. The discussions and reflections during this event are reflected in this publication and have confirmed the necessity of the following priorities for the Implementation Group in the coming years:

1. Ensure buy-in from the Member States;
2. Reallocate funding to young officers exchanges;
3. Find (alternate form of) funding;
4. Keep within ESDC network;
5. Support regional cooperation in the field of training;
6. Promote use of common course descriptors based on learning outcomes and trust each other!
7. Coordinate even more closely with conferences of commandants/superintendents;
8. Progressively open the initiative to allies and partners as appropriate;
9. Promote teacher mobility, mobile training teams!
10. Keep focus on young officers.

Strategic theory, both in the military and in civilian business models, teaches us that we should set ourselves objectives. These objectives should be amongst other things ambitious enough, yet still attainable. The military academies should align themselves with the Commission's objective of having 20% of all higher education students engaging in a mid to long-term exchange program during their initial education and training.

However we will never be able to attain these objectives if the military higher training institutes do not fully embrace the ideas behind the European Higher Education Area. For that, they need to be ready to remove all unnecessary red tape at national level and the rectors and commandants need to be ready to recognize the training done abroad. Often they fence with the argument of accreditation at a national level to refuse this recognition. They should be made aware that the contrary is true: they stand to lose their accreditation and their credibility in the long run if they do not subscribe fully to the Bologna process.

Military Erasmus is not a goal in itself. It is a tool to improve training and as a consequence operational effectiveness in the long run. It is also a tool to find ways of providing military education and training to our young officers in the most efficient and effective way possible. Finally, it is a tool to ensure the quality of our military education on a European level by sharing best practices. This should all lead to a sustainable system which gives our young officers the best possible future perspectives, both during their military careers and for a possible reintegration on the civilian job-market afterwards.

3.3 Foreword by Col (GS) Mag. Karl-Heinz Wiedner "Common European Security and Defence Culture – Managing Future Challenges"

The Theresan Military Academy's (TMA) FH Bachelor and Master Programmes Military Leadership inaugurated in 2010 the Military Academic Forum (MAF) Reichenau. This scientific forum has been established as an institutionalised annual discussion amongst military academies and similar establishments, as a platform for academic discourse as well as joint deliberations and interdisciplinary discussions of topical issues. Such deliberations are made by a perfect blend of scientists and practitioners.

In 2012 the MAF Reichenau was further developed to be offered in English rather than in German and thus to expand its reach. More than 60 participants from eleven nations elaborated – under the overall theme Towards a Common European Security and Defence Culture – on the subject Citizen Soldier versus Soldier Citizen.

Under the scientific guidance of a.o. Univ.-Prof. MMag. DDr. STADLER the military-academic community not only dwelled on the existence of some kind of a Common European Security and Defence Culture, but also on how such culture could be promoted and nurtured from the grassroots by European Military Academies by proper Europeanised officer training.

Drawing from last year's discussions, the organisers of this year's event – the International Military Academic Forum – have been influenced by the following findings:

- Focus on the overall topic Towards a Common European Security and Defence Culture as it serves best and most feasibly our common purpose!
- Pay tribute to 25 years of the ERASMUS programme, with 2.2 million civilian students studying one semester abroad, widening and deepening European integration, economically, scientifically, and most importantly culturally!
- Use the bottom-up approach towards a Common European Security and Defence Culture by further Europeanising basic officer training!

It thus stands to reason to also use this year's event to commemorate the 5th Anniversary of our „European initiative for the exchange of young officers (inspired by ERASMUS)“and to pay tribute to this veritable success story.

Given this new, truly international dimension, the hitherto known MAF Reichenau has been renamed International Military Academic Forum or iMAF for short.

In the course of the iMAF 2013 we will spot the light to co-operations, being both efficient and effective in the education of our future elites, for the implementation and consolidation of the Common Security and Defence Policy (CSDP), regardless of their nationality or their armed forces. The iMAF 2013 shall provide – under most agreeable conditions – the participants with the opportunities to reflect previous experiences, to identify organisational obstacles and to define new ways for further co-operation in order to attain a common goal in the process of the „European initiative for the exchange of young officers (inspired by Erasmus)“.

The iMAF 2013 shall clear structural obstacles at the European level and shall create both optimism and optimisation for future cooperation for the sake of jointly “managing future challenges”.

3.4 Foreword by Col Dr. Harald Gell “Do we need Europe?”

After the fall of the iron curtain the threats for Europe changed dramatically. Whereas during the cold war the countries – and as a consequence also the military – faced a clear “enemy”, nowadays new challenges are to be managed. These new threats are described in the European Security Strategy as well as in national documents. It is in common for all the new threats that we are not able to manage them as a single country alone. Just as a recent example illegal immigration from the North African States to Lampedusa/Italy may be mentioned. How one single state is able to deal with the problems and is this a field also military has to deal with?

Because of the experiences from the Balkan-wars the European Union started to involve the Member States in a so-called “Integration in Security-Policy” with the effect for the armed forces that their spectrum of tasks changed categorically.

If tasks for the military forces are to change, what is the effect on military education, especially on the Basic Officer Education which is our responsibility? Are officers ready to master their changed future challenges or is it still a must to educate them in “traditional” tasks? Is Internationalization during the Basic Officer Education a necessity or is it an add-on just for fun?

As mentioned above, the fact is that EU-Member States face challenges and threats which cannot be overcome as a single state alone. Because of that the necessity for stronger solidarity and cooperation is a must. We also have to take into consideration that an enforcement of security-policy interests can be handled jointly much easier, if national interests are diminishing. Former disestablishments between inner and outer security are disappearing, former military and non-military responsibilities are conglomerating. We also have to face the fact that military budgets in Europe are decreasing, “pooling & sharing” could be a solution to that, but a closer cooperation is a precondition.

Taking all this into account, internationalization among the EU-Member States and the necessity for its implementation already during Basic Officer Education is the one and only conclusion to be drawn.

In the field of education, strategies to solve the upcoming problems are to be developed. A closer cooperation not only among the European Armed Forces, but also among civilian agencies is a further precondition. Referring to the Basic Officer Education it will only be possible if internationalization will be an integral part of national programmes. The European initiative on the exchange of young officers inspired by Erasmus supported from the very beginning of its foundation in 2008 these efforts.

In February 2009 with the first meeting of the Implementation Group the work for “harmonizing” the European Basic Officer Education started. Since then huge successes were achieved – although if it could proceed faster. One of the main changes we should make is the transition from “input-oriented learning” to “output-oriented learning” as it is foreseen in the Bologna-Process, then without any doubt more exchanges would be possible. The Initiative includes all the exchanges, regardless of whether long-term exchanges – such as ERASMUS semester exchanges – or short-term exchanges – such as participations in one-week modules.

If “harmonizing” the Basic Officer Education within the EU, which topics we should aim at? It is the philosophy of military forces to be prepared for the worst case – that is why the “traditional topics” – such as attack, defence, etc. – still should have a place within the spectrum. But other topics are to be included, such as the subjects of the Common Modules, because the new Missions & Operations request meeting new challenges. Just as an example, who thought some 25 years ago that Media will be a very important part of the game?

To reach the goal various programmes can be used, out of which some civilian programmes, like ERASMUS or the Bologna-Process, may come in quite handy and purposeful. In any case, first the minds of those responsible must be changed to a mind-set that is all in favour of Europeanization so as to facilitate exchanges and consequently to increase the intercultural competence and interoperability of our future officers.

Taking into account the new threats we face for the European Union, the reduction of military budgets and as a consequence the necessity for “pooling & sharing”, the necessity for working together in combined Missions & Operations and as a consequence the preparation of our future officers for that – the answer to the question “do we need Europe?” is quite simple and does not leave any doubts: **It is a necessity by all means!**

Events – such as the iMAF 2013 – pave the road for the purpose of “reaching Europe” by all participating institutions. Looking forward to the iMAF 2014 we expect not only a paved road but also huge movements forward on that road!

3.5 Foreword by Mr. Paile Sylvain, MS, LL.M. “Five Years of the Initiative: An Eye on the Past, an Eye on the Present”

Time and timing have always maintained an ambivalent relationship with military affairs. Time, indeed, may as well be an ally as an enemy in the conduct of martial affairs. Timing, therefore, is a science that the military seeks to master, almost making an art of it when it comes to the quest of the “best” timing. Time and timing are also the two driving forces of the International Military Academic Forum (iMAF) 2013, organised from 23 to 27 September, by the Fachhochschul-Bachelor Programme and the International Office of the Theresian Military Academy of the Republic of Austria, dedicated to the “fifth anniversary of the European initiative for the exchange of young officers, inspired by Erasmus”. The organisers have, indeed, adequately sub-titled the conference “challenges - experiences - way ahead” thus opening the debate on three questions addressed to the people sitting on the driver’s seat: what we had to face, where we are standing now, what and how we shall do. Past, present and future, therefore, are all encompassed by the scientific project the 2013 iMAF conference is based on. Even outside the battlefield, time and timing are fundamental factors of the realisation of any ambitious military project, such as the Initiative.

The European initiative for the exchange of young officers, inspired by Erasmus will celebrate, on 11 November 2013, its fifth anniversary. This undoubtedly presents a good opportunity to look back at the work that has been achieved, to make statements concerning the level of maturation that is now achieved but also, even more constructively, to make assumptions, plans, and perhaps even wishes, for the future. One may only congratulate the Austrian organisers for providing an opportunity to exchange debate, discuss, imagine, criticize, analyse and – eventually – conclude on the lessons and prospects of time. In the picture of the initial education and training of European officers,

the Austrian Theresan Military Academy has – by history and culture of quality – a great experience of what is “maturation” and how an initiative such as the Initiative may bring its stone.



*Meeting of the Implementation Group in Brno/Czech Republic in April 2009.
(Source: UoD Brno)*

The European initiative for the exchange of young officers, inspired by Erasmus, was launched in 2008, based on the observation of the current state of the European integration of the basic officers’ education and training systems. The founding observation was indeed that the military education and training institutions did not have any coherent mobility policy although, in parallel, the civilian higher education institutions, notably thanks to the Erasmus programme became more and more integrated. On a case-by-case basis, certainly, protocol exchanges were organised in order to promote the international value of an institution. However, these events rarely involved the cadets, or exceeded a week, or had any added value for the knowledge, skills and competences a future officer is expected to acquire during his or her curriculum. The exchanges had no coherence with the curricula and, more important, were not recognised as a contribution to the education and training at all. The obstacles for considering the European officers’ basic education and training institutes as a coherent web in a European military higher education area were considered too difficult and too much “rooted” in the culture to be overcome. These were the prejudices the French Presidency of the European Union attacked during the second semester of 2008 in proposing the Initiative, formally launched by the Ministers of Defence 10 and 11 November 2008. As stated thereby, its aim was to “enhance interoperability” in contributing to the formation, as soon as the initial level, of a “European security and defence culture” in the education and training of the future military elites.

Such aim implies complex ways and means and the main and subsequent goals cannot be reached by a “one-shot” action but by a mid, or a long-term action framed by an overall “initiative”. The intention of the Ministers of Defence, in 2008, is certainly not to create a mobility programme exclusively for the military academies, duplicating thereby

the Erasmus programme. The military institutes at that time were already allowed, and many of them effectively used it, to use the Erasmus programme for their exchanges of students and staff. Most of them had also, or were about to finalise it, implemented the Bologna Process which sought to harmonise – without standardising – the higher education systems for lifting most of the obstacles to the mobility. Nonetheless, the characteristics of the military higher education, e.g. the fact that theoretical education is combined with practical training in the military calendar, made it difficult for the Bologna process alone, addressed to the European higher education in general, to overcome the obstacles observed to the mobility of the future officers. There was an undoubted need to address these specificities apart from the generic higher education area in order to provide the adequate conditions for enhancing mobility. As the Bologna Declaration of the Higher Education Ministries in 1999 marked the beginning of a ten-year – though disparities remain even today – process and that it also involved, for the military area to change ways of thinking the mobility in the spectrum of the education, a “one-shot” action could not remedy. For these reasons, the Initiative shall rather be seen as a “Military Bologna” than a “Military Erasmus”, as improperly referred to by the media.

In order to impulse, implement, monitor and coordinate the subsequent actions, the Ministers decided to create a group composed of representatives of the different Member States and institutes willing to take part to the Initiative, assisted by the Secretariat of the European Security and Defence College. Since its first meeting in February 2009, the Implementation Group meets four times a year and has demonstrated its capacity to play the role of agora of the European mobility of the cadets.

As on the Agora, many ideas have been exchanged, many facts analysed, many concepts debated, many projects launched and successes encountered. A lot has been achieved in five years for the birth and growth of a European security and defence culture in the basic education and training of those who will be, one day, responsible for leading the European operations and presiding over the development of the Common Security and Defence Policy of the Union. These achievements, positive or negative, are hereby presented. The following contributions are indeed a testimony on the level of progress of the Initiative towards its goals but also a reflection of the European mosaic. The priorities and the effects of an action may differ from one Member State to another, from an institution to another, especially given the fact that the Initiative has only known a context of crisis: financial crisis at the European level, crisis of confidence in the European Union for solving the issues faced by the Union, its Member States and its people.

Undoubtedly, a lot – including positive progresses – has been achieved along these five years but the Initiative must not take all the credit for it either. All the solutions found did not come from the European level exclusively; neither are to be attributed exclusively to a top-down approach. The Implementation Group is only one of the existing fora in the European military higher education. The European Military Academies’ Commandants Seminar (EMACS, Army), the European Air Force Academies (EUAFAs, Air Force) and the Conference of Superintendents of the Naval Academies (Navy) constitute such fora of heads of institutes where the specificities of the services, their training and the

possibilities for optimised exchanges are also addressed and interpersonal relations created. The education and training institutes themselves, or a Member State, may also be, individually and outside the scope of the Initiative, a force of proposition. It must also be acknowledged that the Initiative pursues rather a state of mind, the implementation of a new spirit – notably when it comes to recognition-, of a “culture”, than a material an estimable end. This aim, which is coupled with subsequent lines of actions aimed at providing the “adequate environment” for this emergence, is long to attain and can be – and is actually – fed by a wide range of contributions which credit may be different to put on one or the other, but always complementary, initiative.

It is thus difficult to determine exactly what is the impact that can exclusively and definitely be put on the credit of the European initiative for the exchange of young officers, inspired by Erasmus. It is supported in its mission by side initiatives and projects which are, themselves, also supported by the environment the Initiative slowly but surely creates. The enhancement of the future officers’ mobility, today, is a philosophy driven animated by all rather than a mere project in the hands of a few. This perspective must be the vision with which one shall look at the Initiative turning five. One shall not limit himself or herself, indeed, to the strict activities engaged in under the Initiative if he or she does not want to loose sight on the real aims of the Initiative.

The participants, representing the different actors of the European military higher education, were invited to share through the following contributions their experiences on internationalisation in general, on the Initiative in particular, the use they make or wish to make of the Initiative as an instrument of development, as well as the visions they have for the future. Nonetheless, when reading at these ways to report and decrypt the Initiative, one shall keep four cross-cutting questions in mind, which mostly relate to the connection one maintains with the appreciation of the “time” factor.

Where are we standing at present? This question implies the need for a comprehensive state-of-the-art of the European integration in the military higher education.

What can we consider as “progress” with regard to the timeframe of the Initiative? The answer would necessarily involve a comparison of the present situation with what it used to be five years before and it may well be, depending on the viewpoints, the reproduction of an answer of the “half-full half-empty glass” kind.

What remains to be done? This question of an eye on the future is, for the organisers of the iMAF conference, the source of constructive results of the discussions and debates. The answer, however, must be double since it is expected to address both the “what” and the “how”, taking into account the multi-dimensional context of the military higher education where multiple actors and initiatives interact and interfere.

Was it worth it? As challenging and provocative this question may be, an anniversary is the most adequate moment for such statement. The involvement of a high European political level may indeed be seen either as a break, or as a boost. Although the anniversary

is expected to create a new impetus, the importance of the Initiative for the CSDP – as it can legitimately be seen as a cornerstone of the “pooling and sharing” concept – and the political promotion of the Initiative – although a European Council on security and defence was to take place a couple of month after the iMAF conference – may have to be addressed again. Time and timing, a military art hereafter demonstrated.

Contributions from iMAF-participant

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4. Contributions from iMAF-participants

4.1 Contribution from Belgium



Lt.Col. Frankie PLASSCHAERT, MSc

Deputy Director of Academic Education at the Royal Military Academy

Internationalisation

The international strategy of the Royal Military Academy:

International cooperation is one of the pillars of the mission statement of the Royal Military Academy.

The mobility of the students is encouraged in order to familiarise them with working within a multinational framework and to prepare them for their officer career in which they will hold positions in multinational units, international organisms and staffs.

Promoting international openness with the teaching staff can provide them with a broader academic and pedagogical insight.

With regard to scientific research the academy opts for an interdisciplinary and multidisciplinary approach. Therefore, it chooses resolutely for research in specialised niches which belong to broader scientific research projects in cooperation with different university institutions.

This strategy of internationalisation contributes to the renown of our institution at home and abroad.

The will to cooperate internationally is concretised in:

- the exchange of students, researchers and lecturers both within and outside the Erasmus partnership,
- providing academic and organisational support to foreign institutions with which the Academy cooperates,
- the active participation in the “European Initiative for the Exchange of Young Officers, inspired by Erasmus”,
- exploring the possibility of an advanced cooperation and integration of European military academies within the European Higher Education Area (EHEA).

Criteria for partnership:

The Academy highly values international cooperation with military academies or civilian institutions specialised in domains closely related to its academic programme.

Positive experiences, based on feedback given by graduate students, teachers and staff, often lead to further cooperation where possible. The opportunity for interdisciplinary cooperation is also a decisive factor in the choice between potential partners.

Lastly, the School attaches importance to the principle of reciprocity, although this is not seen as a *conditio sine qua non*.



*LtCol PLASSCHAERT, MSc during the iMAF 2013.
(Source: Theresan Military Academy)*

The geographical zone of interest:

The Erasmus programme has opened doors for interesting cooperation with the new EU members, because their military institutions often organize their higher education according to the Three-cycle system.

For the military education of its students, the School cooperates with EU and NATO member states.

With countries of the Central and North African region, the Royal Military Academy has equally privileged relationships within the framework of the Belgian foreign policy.

Objectives and target groups within the framework of international cooperation:

It is our goal to create international openness within the European Higher Education Area on an academic level and within the EU, NATO and the United Nations on a professional level.

Mobility contributes to the improvement of the cultural and social skills of our stu-

dents, within the framework of “cultural awareness” and puts the teaching staff into contact with other teaching cultures.

Mobility is a way to develop quality education and research, and promotes the renown of our institution at home and abroad.

The master students, professors, teachers and researchers are the most important target groups within the mobility plan.

Five years of „EMILYO“ – benefits so far and desires

EMILYO offers an introduction to the international scene in which young officers will have to work. EMILYO offers the opportunity to prepare them for their officer careers in which they will hold positions in multinational units, international organisms and staffs. EMILYO will surely help to develop “international awareness”.

EMILYO is undoubtedly a way to bring young officers of different origins together and to incorporate the idea of European integration in their minds.

Offering the opportunities to have a lot of interactions and face-to-face contacts, the cadets will learn to know and to understand the opinions and vision of international colleagues.

As the cadets have to approach different cultures, customs, training and studies during the international exchanges, they will develop more “cultural and social awareness”.

The cadets will also face other ways of approaching a problem and the ways for finding a solution. They will learn other problem - solving techniques.

During the different EMILYO exchanges, our cadets will understand how other organizations (academies, armed forces, international organizations) are structured and how they function.

EMILYO also offers the possibility for extending international relationships for our young officers (network building), more and more important in our globalizing world.

Finally, it is certainly a way to improve their language skills (language practising)

The RMA’s wish for the future commitments consists in organising and offering more possibilities for international exchanges. RMA would like to invite more international cadets for academic and military courses, with duration from one to four weeks. E.g. in the following fields: law of armed conflicts, language training, military summer camp (July) & winter camp (end of January), parachute jumping, sailing courses, ...

On the other hand, the RMA would like to send more cadets abroad, as well for academic as for military training.

Approaches to „EMILYO“

In future, we aim to promote the Initiative more clearly within the Military Academy, both to our students and to our staff. At the beginning of each academic year, the possibilities for foreign exchanges will be made clear to all and – within the budgetary limits of the Academy – all students will be encouraged to participate in an exchange.

The Royal Military Academy will also explore closer cooperation with other partners in the BENELUX area, thus looking at the creation of an intensive program.

Furthermore, the Academy studies the possibility of creating a European week, in particular for the master students in political and military sciences.

On a national level, the Academy will open talks with the professional training centres, to see if it is possible to open up the initial professional training offered at the component level for foreign students, as the Initiative includes these parts of the initial training as well

How to facilitate exchanges from the administrative point of view

- A Single or Double Point of Contact in every academy
- A calendar of courses for military and academic training for the academic year X+1 should be available at the website.
- Academic semesters in different academies should not overlap.

Lessons learnt

Experiences:

RMA has been involved since the creation of EMILYO in a quite active way and has send cadets to each event until now. It must be mentioned that the Belgian cadets were always very remarkably present and performed always very well. Being part of a rather small country, Belgians are used in general to assume a modest and comprehensive role and be always very flexible in an international environment, characterized most of the time by a compromising attitude in search for solutions rather than looking for conflicts. Combined with the well-known language skills of Belgians in general, these characteristics are very beneficial towards the performances of Belgians in an international scene, which was observed as well in the past EMILYO events.



*Commandant DE BUSSCHERE chairs a syndicate-session during the iMAF.
(Source: Theresan Military Academy)*

RMA has send cadets these passed years to the several CSDP- modules organized in Portugal, Spain, Greece and Austria until now. Furthermore two cadets obtained very good results in the first OLYMPIAD organized by Cyprus last autumn and will send surely cadets to the next OLYMPIAD in Greece next year. Finally RMA has sent this summer already for the fifth time cadets to the Austrian alpine course.in the framework of EMILYO.

Proposals to increase exchanges:

At the RMA, a higher number of courses should be offered in English.

Other foreign languages courses should be organised at the RMA in order to encourage each cadet to study a 3rd or even 4th foreign language, beyond his second national language and English.

Academic semesters in different academies should not overlap.

To increase exchanges each academy should be responsible for organizing one or more specific courses beneficial for the other military academies. It would be advisable to concentrate those courses in a limited time frame (not spreading them out over a complete semester)

4.2 Contribution from Bulgaria



*Col. Prof. Dr. Ing. Kamarashev Georgi
Vice Rector, Vasil Levski National Military University*

Internationalisation

Vasil Levski National Military University in Bulgaria has been an active participant in the European student and staff mobility since the launching of the programmes of the European Commission in Bulgaria.

The Bulgarian National Military University has been involved in the Socrates/Erasmus programme since 1999 and it is actually the first military university in Europe joining it. During these 14 years we have signed bilateral agreements with the following military schools and universities (in alphabetical order):

- Austria – (A WIENER04) Theresan Military Academy
- Czech Republic – (CZ BRNO10) University of Defence Czech Republic
- Estonia – (EE TARTU03) Estonian Aviation Academy
- Hungary – (HU BUDAPES04) Zrinyi Miklos National Defence University
- Poland – (PL WARSZAW68) National Defence University
- Poland – (PL WROCLAW25) The General Tadeusz Kosciuszko Military Academy of Land Forces
- Poland – (PL SZCZECI03) Maritime University of Szczecin
- Romania – (RO SIBIU03) Nicolae Balcescu Land Forces Academy
- Slovak Republic – (SK LIPTOV01) The Armed Forces Academy Of General Milan Rastislav Stefanik
- Turkey – (TR ISTANBU24) Turkish Air Force Academy

Student mobility:

At the National Military University the outgoing cadet mobility started in 2009-2010 school year when foreign military universities joined the European exchange programme for higher education. 24 Bulgarian students and 10 Bulgarian cadets have studied at foreign military universities for one academic term since then.

The European Credit Transfer and Accumulation System (ECTS) is applied at the National Military University. We fully recognize the credits received by students and cadets during their exchange studies at partner universities.

The incoming student mobility began in the summer semester of 2011-2012 academic year. 27 foreign students and cadets from our partner universities in Poland, Romania and the Czech Republic have studied at our university since that time.

Teacher exchange:

Incoming and outgoing teacher exchange is carried out each semester. During the summer semester of 2012-2013 the National Military University was visited by teachers and Erasmus coordinators from Austria, Germany, Turkey, Romania, the Czech Republic, Poland, etc.

The number of lecturers from our partner universities who are interested in teacher exchange at our university is growing.

The number and the enthusiasm of the incoming Erasmus students for the next academic year are also bigger.

Five years of „EMILYO“ – benefits so far and desires

The European Initiative for exchange of young officers, inspired by the Erasmus program, started in 2008 under the French Presidency. For the past five years a lot has been achieved and gained.

At first five „quick wins“ were identified, including the implementation of a common module on CSDP, the provision of internet access to raw data of detailed stocktaking and the creation of a dedicated forum for the exchange programme, the creation of a framework agreement for administrative and legal challenges linked to the Initiative and the development of other common training modules. Relying on contributions and support from the Member States and their institutes, the IG made a substantial progress on these various aspects of the Initiative very quickly. At this point the Bulgarian side made a contribution to the implementation of the Initiative by providing and supporting since then a dedicated website and a forum for facilitating the spread of information about the Initiative and the communication among the Implementation Group members.

As the work on the initiative evolved, lines of development of the initiative have been identified and pursued. Work groups with representatives from the Member States are working on comparing of courses based on competences taken in the military educational institutions, developing IDL specific content and creating an IT-platform, developing common training modules, encouraging Member States to apply Bologna process and Erasmus program, to engage in exchanges, to recognise acquired training in other Member States and to teach in other languages.

The coming results from all this work are beneficial to all military educational institutions in the EU. Comparative papers on the Member States military schools have been published. Such is the publication *Compendium of the European Military Officers Basic Education*, edited by Sylvain Paile, published under the Polish Presidency of the Council of the European Union. It is a practical reference book cataloguing every Member State military educational institution and giving concise information on the requirements

for entrance at the initial officer training, on the curriculum, academic and/or vocational periods distributed over the course of studies, the specialisations and degrees with which the young officers graduate. This makes the Compendium a useful tool to find Member States' military schools with which exchanges can be done and which will be most beneficial to the officer-cadets. This paper facilitates the communication between the military schools of different EU nations and gives them basic information for initial discussions for future exchanges.

*1st Lt KINOVA
from the Vasil Levski National Military University
is being responsible for the EMILYO-webpage.
(Source: Theresan Military Academy)*

When it comes to short-term exchanges for the duration of a module or an exercise, the Mobility Newsletters for the Initiative have been very useful for their announcing the available opportunities for exchanges and noting the exchange demands at the same time.

Moreover, the common modules offered under the initiative have turned out to be very successful and appreciated in giving the officer-cadets the opportunity to expand their knowledge about other military cultures within the EU and making them feel being part of a common European culture by studying and communicating in a multinational atmosphere. Bulgarian cadets had the opportunity to participate in a common module on CSDP which let them interact with their colleagues from other Member States and learn about the CSDP. The discussion in such a European atmosphere makes them realise in a better way their future role as officers who are likely to work in an international environment and to serve under common security goals. Such types of experiences help to build cadets' flexibility and open-mindedness which are needed in their future careers. Also the „tradition“ of conducting CSDP Olympiad makes cadets think about the bigger picture in terms of security and defences and provoke them learn more about the policies of EU in this area. Therefore, we are happy that we had Bulgarian cadets to participate in the 1st CSDP Olympiad in Cyprus.

The work done under the Initiative consistently builds on towards facilitating and enhancing the exchanges of European officer-cadets during the initial phase of their training and education. All the activities and exchanges help to develop interoperability between the different military schools in EU during the initial training of officer-cadets and thus



setting the ground for promoting CSDP consciousness and European security culture among the officer-cadets since their first years in the service.

Approaches to „EMILYO“

The Bulgarian National Military University took part in the international meetings in France and Spain. A decision of paramount importance was taken there: to compare the military educational system in all European countries.

The Bulgarian National Defence University has been hosting a website dedicated to the European Initiative for exchange of military young officers (<http://www.emilyo.eu>) since 2009. The forum of the website has been set up to ensure the exchange of information and views on various relevant to the Initiative discussion topics. The forum primarily serves the work of the Implementation Group and its subgroups as a platform for the exchange of information and open discussions. There is a section of the forum available only for the IG and workgroup members where they can share information safely only between themselves and have easy access to it at the same time. There is also a section of the forum that is open to everybody interested in the Initiative, specifically aimed at officer-cadets from the European Union and their military educational institutions and teaching staff to learn about activities related to the Initiative and share their experiences during exchanges.

In some cases before signing the bilateral agreement there are preliminary visits which aim to clarify and define more precisely the specialties, curricula and syllabus in order to recognize completely the period of the student exchange.



*The Bulgarian Delegation from the Air Force Faculty.
(Source: Theresan Military Academy)*

How to facilitate exchanges from the administrative point of view

In an aim to assist the mobility of students and teachers and to make more efficient use of the human, financial and physical resources, the Bulgarian National Military University has developed an orderly system of various administrative tools: coordinators, Erasmus offices, a website, sample documents, screening of potential exchange students, etc. Our mission can be encompassed in two words “transparency and responsibility” – the goal is on one hand to provide students with sufficient information so that they can benefit educationally and culturally from their Erasmus experience and on the other hand make Erasmus administrative staff and exchange students act responsibly and contribute to the development of open-minded, well-qualified, experienced military or civilian specialists.

The National Military University in Bulgaria can share a part of its good administrative practice – for example, the screening process for the selection of the outgoing exchange students and the straightforward process in terms of paperwork for the incoming students.

The Bulgarian National Military University consists of three faculties which are located in three different towns, at least 150 km apart. Sometimes distance makes the communication and cooperation between the administrative units of the faculties clumsy. It will help if we find efficient ways to increase the communication and cooperation between the faculty coordinators themselves and try to make the administrative system more flexible.

Another current problematic area which has to be dealt with is the unclear measuring of learning outcomes. However, we hope to share experiences with the other European countries.

Suggestions for better and more successful administration might be something slightly different - creating a network of volunteers and Erasmus alumni who can further support incoming/outgoing students. These students know the administrative system of their university well and they will be able to assist the newcomers in a friendly and efficient way on a one-to-one basis.

Lessons learnt

The European exchange programmes provide opportunities to Bulgarian students and teachers to compare their achievements with those of their peers from leading universities in Europe; on the other hand, they help visiting students and academic staff find out that our National Military University is an institution with traditions in the high-quality education of both military and civilian students and it has the ambition to participate actively in the academic and research work in Europe.



*Col Dr. MADANSKI from the Bulgarian National Military University chairs an iMAF-session.
(Source: Theresan Military Academy)*

All students explicitly state in their reports after the exchange that the mobility with the purpose of studying is the best thing which can happen to a student. The other students are usually inspired by their stories and start studying foreign languages with zeal and diligence, strive to get better grades at school in order to meet the standards and to be able to apply for the European exchange programme.

The STANAG 6001 scores of the students who were involved in mobility at a foreign university are very high – level 3 in all or nearly all skills.

In addition to this, the involvement of the National Military University in the European exchange programmes makes it more attractive to candidate-students and candidate-cadets.

Activities which aim to promote and increase the international exchange of students and cadets:

- Expanding the circle of partner universities – signing new bilateral agreements in order to ensure a wide range of specialities and to provide cadets from the different faculties with equal opportunities for participation in the mobility, and on the other hand to reach geographical balance in the process;
- Renewing of the current bilateral agreements for the next period 2014-2020;
- Paying preliminary visits;
- Sending emails to new institutions and national agencies and providing the necessary information to the partner-universities;
- Inviting foreign lecturers to take part in the scientific conferences of the National Military University and having the initial talks for signing bilateral agreements;
- Improving the level of foreign language skills of students and teachers alike;
- Regularly updating the Erasmus page, both the Bulgarian and English version, of the website of the National Military University;
- Disseminating information;
- Encouraging student mobility as a prerequisite for promoting the Bologna process principles, harmonizing the curricula and applying the European Credit Transfer and Accumulation System (ECTS);
- After a student or staff exchange – sharing impressions and the experience with the University academic council, students and teachers in order to spread the word

about the European programmes, to give them an idea about some benefits of the mobility such as acquiring international experience, working in an international environment, increasing the confidence in using a foreign language and confidence in their own knowledge, skills and abilities, learning about new cultures and traditions, learning to be tolerant. Moreover, after mobility teachers are expected to be more proactive in finding ways for mutually beneficial cooperation with colleagues from the partner university, to exchange teaching materials, to develop common modules, to get involved in discussions and seminars about new educational projects, etc;

- After each mobility – sharing impressions and the experience with the students and teachers from the respective department, paying particular attention to the specifics of the specialty, assessing if the content studied at the partner university corresponds to the requirements of our curriculum and if the topics are up-to-date, discussing the education system and methodology, taking into consideration the possibilities for laboratory activities and practice, etc.

Suggestions for academic exchange with military universities where student mobility for a whole semester is not feasible: developing “Intensive Programmes” – these are short-term programmes of study which continue from 10 days to 6 weeks, encourage specific topics which otherwise might not be taught at all and ask for students and teachers from at least 3 partner universities of 3 different European countries.

4.3 Contribution from Croatia



Maj. Vlasta Zekulic, PhD

Cadet battalion commander of the Croatian Defence Academy – Officers School

Internationalisation

Military education is one of the most important aspects of any military as it drives the changes into the core of military institution. Defence academies, military schools and courses are main “collectors” of field experiences on one side and achievements in development of the military science and war fighting techniques, tactics on the other, into all the levels of military structure. As military education through all of its levels, shadows the career path of every soldier, NCO and officer, it offers unique capability to embroil upon existing knowledge with all that’s new. Because of this specific position in the world of military but away from the front lines, it needs to be specially developed, nurtured and guided, not allowing it to fall into the routine. This has been a driving force of the Croatian military education underlined by its motto “With knowledge to victory”.

Since 1991, we can follow four distinctive phases in the development of Croatian military academy (CDA).

First phase and the foundation of the military education was during the Croatian Homeland War from 1991 to 1996. Simultaneously with the first armed clashes, military officer’s courses have been formed. Very few of the army leaders and commanders, especially on the tactical level, had any significant military experience or education. Bit better situation was in the navy and air force due to the specific requirements of those branches. So, starting from 29 July 1991 officers school started having courses in numerous cities in order to bring education as close to the front lines and to those needing it the most. Main focus of these courses was to support and enable commanders and officers to conduct war fighting, offensive and defensive operations. In December same year, all of the courses are consolidated in the current Croatian Defence Academy location in Zagreb, Ilica 256b.

Since then there’ve been numerous changes, some minor – such as change of the names of schools within the Academy, some major – such as creation of different levels of education: NCO school in 1992, Command and Staff College in 1993, Military school for foreign languages in 1995, and War College in 1998. All of these changes have been aimed to create better conditions and improve the organizational capacity to integrate field experiences into the education process.

Second phase has begun after the war and lasted until 2002. This was time of integration. Tactical education was consolidated on each branch level, while operational and strategic level of education got centralized in Zagreb. In this phase first internationalization of defence academy started. American MPRI teams begin intensive courses to “westerdize” Croatian defence education, until then still primarily relaying on the eastern war fighting

techniques learned during the former Yugoslavia. Part of this transformation also included opening Croatian military schools to participants from partner countries. Since its beginning in 2002 there have been more than 250 graduates of CDU schools from the foreign militaries such as USA, France, Germany, Ukraine, Bosnia and Herzegovina, Macedonia, Slovenia, Monte Negro, Hungary, Russia, Albania and Serbia.

In order to prove itself worthy, modern and progressive to foreign students, as well as relevant and up-to-date to the national ones, CDU and its staff put extra effort in constant development of curriculums, training manuals, contemporary examples of battles, tactics and strategies. It has sent all of the military instructors to the Philosophy faculty to pass exams in methodology and teaching techniques, in order to assure they are knowledgeable both in “what” and “how” to teach.

In 2002 began the third phase of CDA which was symbolized by increasing decentralization of military education towards the branches, as the Academy focused on the creation of the first national Cadet program. Since 1997 Croatia had been sending its’ members to finish military academies worldwide, but this program had shown certain flaws such as lack of patriotism, difficulties into adjustment to realities and weaponry of the Croatian military versus American, French, Italian or German, low number of graduates, especially in contrast with the cost of their education. So in 2003 first Croatian cadet program of civil-military education has been formed, where the cadets would live and train on the academy premises, but attend the academic lectures and obtain their degrees from the civilian universities.

Cadet program enabled Croatia for the first time to engage in the cadet and junior officers programs and exchanges. Austria has been the first country to open its gates and welcome this development. Croatian cadets participating and opening the cadet ball in Wien in 2007 symbolically marked beginning of this cooperation. It was further developed through the participation in EMILYIO exercises organized by Theresan Military Academy, Module C and D.

In 2007 the new, fourth phase began when military education has been yet again centralized within CDA, but with smaller, more dynamic and improved organizational structure. There has been a significant change in the development of new courses, integration of schools and programs, development of modern and demanding curriculums, methods of education, use of distance and online learning and overall modernization and computerization of the academy capacities, to truly enable reform of CDU into the relevant and respected element of education in Croatia. Additional stimulant for this wave of modernization was joining the NATO in 2009 and preparing to integrate our education system into NATO’s.

This has opened the gates for the next phase of transformation which will begin in 2014 by integrating the CDA into the University of Zagreb and Croatian Academic and Science Community.

Five years of „EMILYO“ – benefits and desires so far

With the path of Croatian military education described before, it's clear that Croatia didn't have an opportunity to actively participate in the EMILYO programs, but we are hoping it will change in the future. With CDA becoming the fully flagged member of national and international academic association, active exchange of professors, teachers and students can be easily facilitated. This would undoubtedly improve all levels of military education.



*Maj ZEKULIC, PhD during her iMAF-briefing.
(Source: Theresan Military Academy)*

Exchange and active participation in development of academic programs, widening of lectures curriculums, modernization of lecture methods, and exposure to multinational environment from the beginning of military education, could significantly expedite further professionalization of CDA.

We believe that EMILYO could be most beneficial to for professors and trainers exchange, so that they could compare and improve our existing curriculums, develop or adapt existing courses, lectures and subjects and find the audience, a forum where to look for the answers, assistance and guidance when faced with an issue.

Even more we see EMILYO as useful platform for exchange of cadets for military training. Interoperability in the missions and operations worldwide is based on trust, common knowledge and universal "truths" which can be achieved by consolidating and integrating military training from as early as possible. We've seen positive results in this from the participation in Cultural Understanding and Language Proficiency program with USA.

Lessons learnt from participating in CULP and EMILYO programs

Lessons learnt could be more drawn from the experience with CULP program with United States, but we believe that these could be universally applied to all foreign exchanges. Those are:

- Introduction to other cultures and exposure to foreign languages.
- Growing appreciation and understanding of other militaries efforts and progresses.
- Deeper understanding of the nation behind the weaponry, what drives them, motivates them, what breathes in national pride.
- Drawing from the military historic lessons as the prerequisite for attaining new ones.
- Experiences from joint training with the other militaries gives them sense of self-value in comparison to others. It enables them to test their own skills and knowledge and adapt it to the new circumstances.
- Test the ability to live, work and “fight” in the new and changed environment, food, living and sleeping conditions.

Conclusion

We aim to be fully integrated, compatible and comparable to the other European countries. The training should be nationally relevant and verified, but militarily focused and constantly updated to prepare the future officers for the challenges of war fighting and commanding.

4.4 Contribution from Czech Republic



*Col. Assoc. Prof. Dipl. Eng. Vladan Holcner, Ph.D.
Dean Faculty of Economics and Management, University of Defence*

*Lt.Col. Dipl. Eng. Jaroslav Kozůbek, Ph.D.
Vice-Dean of Public Relations and Development
Faculty of Economics and Management, University of Defence*

Internationalisation

This paper focuses on international processes at the Faculty of Economics and Management of the University of Defence in Brno, Czech Republic. Therefore, it does not cover the whole spectrum of military education within this University. Namely, it does not deal with the area of military technology and military medicine. However, this fact does not represent any major limitation for the areas of military medicine and military technology are rather specific ones and internalization processes in this areas often exceed the boundaries of military educational and research domain to the civilian one due to the limited number of institutions and experts dealing with niche topics of military applications of e.g. mechanical engineering, electrical engineering or computer science. Especially concerning the number of students' international mobility the Faculty of Economics and Management (further referred to as Faculty) represents the dominant component of the entire University covering around 75% of all students' exchanges, in the area of the Erasmus European Lifelong Learning Programme the Faculty covers more than 85% of all students and teachers mobility.

The efforts aimed at internalization of activities of the Faculty have emerged far before the establishment of the Faculty in 2003. Initial internationalization efforts were aimed mainly at opening the institution to a broad international community, exchange of experience, benchmarking and subsequently, gaining higher credibility both at national and international scale. Gradually, international activities have become an important component of achieving Faculty's qualitative aims both in the area of education and research.

Regarding research, international cooperation has evolved from simple participation in conferences and joint publications with foreign partners and recently has been institutionalized in the first two international projects funded by the international Visegrad Fund. Further potential sources of support, e.g. the 7th Framework Program of the European Commission, NATO SPS, national grant agencies – twinning projects etc. have remained unused so far, partially due to the high demands of projects administration.

In the area of military training and education, internalization has become an important component contributing to the desired learning outcomes regarding intercultural awareness, language skills as well as general competence of self-confidence of students having the chance to attend courses or exercises abroad. Last but not least, the possibility to be sent to partner institutions abroad for either short-term event or a whole-semester stu-

dy has become an important motivation factor for the students for the selection procedures are – besides the mandatory language skills – based on overall results achieved by students throughout their study at the Faculty. Short-term events, represented mainly by international exercises, competitions, seminars or courses aimed at specific topic, e.g. the trilateral logistic exercise FourLog (HU, AT, CZ) or the bilateral exercise Alpe/Brezina (CZ, SL) are viewed as a supplement to education and training provided to students at the Faculty. There are about 45 students of logistics, mechanized infantry and reconnaissance specializations participating in the two above mentioned international exercises each year. One of the significant training activities is possibility to send between 2 and 4 students to Jungle Course in French Guyana. This course is provided by the French Military Academy of Saint-Cyr in Coëtquidan. Funding of these activities is based on budget allocated directly by the Ministry of Defence. On the contrary, long-term (one or two semesters long) students' mobility, funded dominantly under the umbrella of the Erasmus program, represent a substitution of education and training at the Faculty by education and training provided by partner institution abroad.

Mobility of teaching staff, supported by the Ministry of Defence as well as Erasmus funds, covers usually one-week visits of lecturers aimed at providing lectures based on requirement of receiving institutions, participating in exercises directing or evaluation staff etc. For overall review of Faculty Erasmus mobility in last four years see table below.

Table 1: Overall Review of Faculty Erasmus Mobility in 2010 – 2013

Year	Sent Students		Received Students		Sent Teachers		Received Teachers		Σ
	SMS	SMP	SMS	SMP	STA	STT	STA	STT	
2010	10	0	7	1	23	0	11	2	54
2011	3	0	26	0	11	6	24	8	78
2012	7	1	43	2	21	16	28	6	124
2013/1-9*	7	2	46	10	14	9	15	8	111
Σ	27	3	122	13	69	31	78	24	367

**) Notice: Including agreed mobilities from January till September 2013.*

First, military educational institution from neighbouring countries dominated among the partners, gradually followed with military institutions in the Central and Eastern European region. As the Erasmus program has become the backbone of academic mobility at the Faculty, civilian universities have become important partners as well.

First, military educational institution from neighbouring countries dominated among the partners, gradually followed with military institutions in the Central and Eastern European region. As the Erasmus program has become the backbone of academic mobility at the Faculty, civilian universities have become important partners as well.



*Col HOLCNER, PhD (right) and LtCol KOZUBEK, PhD (left) listening to an iMAF-briefing.
(Source: Theresan Military Academy)*

Five years of „EMILYO“ – benefits so far and desires

As outlined above, internalization of educational and training activities has been developed by the Faculty even before formal establishment of EMILYO. However, EMILYO has brought in new opportunities for exchanges consisting mainly in getting detailed information regarding potential of institutions that have not belonged to the traditional partners of the Faculty during the initial years of its existence. Similarly, the EMILYO forum has enabled to advertise the scope of activities of the Faculty and therefore, open it more for new partners.

This has resulted in a significant increase in the numbers of both students' and teaching staff mobility. In the academic year 2011/2012, the Faculty has sent 6 students and 40 lecturers for Erasmus mobility. Over the same period, the Faculty has hosted 45 international students and 21 international lecturers within Erasmus. In addition, during the same academic year, the Faculty sent 32 students to short-term educational and training courses abroad, while hosted 39 foreign students attending short-term activities held by the Faculty.

One of our participation within EMILYO is leading the Line of Development 7 (LOD7) methodically covered by The European Security and Defence College (ESDC) in Brussels. The main goal of LOD7 is to enhance and develop lifelong learning education of military professionals. The primary orientation is on accredited education with support of LLP

Erasmus and others international programs (projects) supporting exchanges of all military personnel. Minimally one per year the University of Defence in Brno has organized workshops for planning, leading and coordination of international military education activity.

Analysing and benchmarking curricula of institutions involved in education of young officers has enabled the Faculty to better prepare for the on-going revision of its educational program. Within this process, Faculty aims to make use of all relevant foreign lessons learned and adapt them to the conditions of the Czech Armed Forces in order to deliver up to date and well balanced educational program for young military officers.

Actually, Faculty is the most cooperating with following military education institutions:

- Theresan Military Academy in Wiener Neustadt (AT),
- National Defence Academy in Vienna (AT),
- Vasil Levski National Military University in Veliko Tarnovo (BG),
- The Estonian Academy of Security Sciences in Tallinn (EN),
- National University of Public Service in Budapest (HU),
- Military Academy of Saint-Cyr in Coëtquidan (FR),
- General Jonas Zemaitis Military Academy of Lithuania in Vilnius (LT),
- General Tadeusz Kościuszko Military Academy of Land Forces in Wroclaw (PL),
- National Defence Academy in Warsaw (PL),
- Nicolae Balcescu Land Forces Academy in Sibiu (RO),
- Military Schools Centre in Maribor (SI),
- Armed Forces Academy of General Milan Rastislav Štefánik in Liptovský Mikuláš (SK),
- Swedish National Defence College in Stockholm (SW).

We would like to extend our cooperation with other military education institution as are Royal Military Academy in Brussels (BE), Military Academy at the Army Officers School in Dresden (DE), Military Academy of the German armed forces in Hamburg (DE), Hellenic Military Academy in Athens (GR), Turkish Military Academy in Ankara (TR) and others.

How to facilitate exchanges from the administrative point of view

Over the recent years, the main obstacle in planning and executing exchanges of both students and teaching staff at the Faculty has consisted in the unstable and unpredictable level of funding, especially regarding funds allocated directly by the Ministry of Defence. This, in many countries common phenomenon, has affected the numbers of students and staff participating in mainly short-term international activities. On the other hand, it has necessitated for flexible approach and searching for alternative sources of funding. In this respect, Erasmus funds, provided by the National Agency for European Educational Programmes, have represented a relative stability, at least in the medium-term prospective.

Another constraint of developing international exchanges of military students rests in differing timing of partial components of professional military education and training within programs of individual national institutions. Different schedule, different timing, different approach to what is compulsory at national level and what can be “opened to international stage” limit the time frame available for students exchanges.

In this context, it seems very important to continue at least in the current gathering and distributing continuously updated information on offers of individual institutions in the regularly issued newsletter.



*LtCol KOZUBEK, PhD from the UoD Brno chairs an iMAF-session.
(Source: Theresan Military Academy)*

One of relatively simple improvements empowering the level of students and teachers mobility could be design and development of information web portal, where each military and also non-military education institutions manage their offers for students and teachers mobility. To be as easy as possible, there would be only inserted hyperlinks to actual offers firmly located and each university/academy web pages. All information will be provided in English language. As the second provided information on the web portal, there will be presented and managed contacts to appropriate persons who are responsible for international cooperation and education. This web portal could be located within EMILYO web pages.

Lessons learnt

Due to the importance of internalization of military education for the desired competences of young officers and due to the limited amount of funds, enabling the Faculty to send just a small part of students abroad, it is necessary to search for ways how to at least partially disseminate lessons learned resulting from international mobility to a broader forum.

One of the ways is to increase the number of incoming international lecturers. However, this way has rather limited potential for it is usually related to a particular subject matter and relatively short time period.

Another way is to organize activities that enable students returning from institutions abroad to share the experience with their school fellows. This can include briefings, seminars but also lectures or exercises planned and conducted by the students themselves. Again, this way is connected with significant limitations, consisting mainly in the prevailing natural inability to transfer personal intercultural experience.

The third way rests in utilizing the long-term presence of international students at the Faculty. Within the usually one semester of their stay, there is an opportunity to link international students close to the community of Czech students. Unfortunately, during the first years of international exchanges of students, there was a trend to keep classes of international students relatively apart of the broad community of students. It means that this way of disseminating international experience has remained an unused opportunity. Therefore, this is the area where – with relatively low additional efforts – the Faculty can enhance the benefits gained from international exchanges significantly.

4.5 Contribution from Estonia



Cpt. KESSEL Jaan (MA)

Ms. RAND Nele (MA)

Estonian National Defence College

Internationalisation

The ENDC has cooperated at international level and in different forms starting from its re-establishment in 1998. During the first years such cooperation projects involved military training in Finland where future officers obtained military education according to their specialisation/arm of service or senior officers completed continuing education courses.

With Estonia's becoming the member of NATO and the European Union in 2004, both civilian and military employees of the ENDC started participating in various workgroups and networks of both NATO and EU (including in research and development) and in international military operations of allied forces. International military missions have also increased international cooperation links of officers graduated from the ENDC.

The above activities are mostly related to cooperation activities (incl. research) and the overall developments in the EDF, rather than internationalization and enhancing student and teacher mobility in (higher) education as such. The only initiative that promotes the cooperation between students has so far been the ENDC's participation in the Baltic Sea Military Academies Cooperation Network (BSMAC) from 2004, which organises conferences in security and defence issues and also festive events of partner institutions with cadets' participation in them (e.g. parades, cadet balls). Within this cooperation network, the ENDC has had the closest cooperation with military academies of Germany, Denmark, Finland, Lithuania, Sweden and Latvia. From 2006 the internationalization of the study process at the ENDC has been supported by the involvement of teaching staff from abroad, mainly from Bundeswehr.

Over the past years the internationalization (including study, research and development activities) has become a quality indicator for institutions of higher education throughout Europe. This trend is followed and supported by the educational policy and educational legislation of Estonia: international cooperation is seen as part of the core activities of an institution of higher education and is evaluated during the external evaluation of an institution an indicator of the sustainability, competitiveness and quality of the institution (e.g. the number of cooperation partners, number of students and employees participating in mobility initiatives, number of teaching staff members from abroad).

Due to its positive effects international cooperation has become an increasingly important factor for the ENDC with the focus on its systematic development to raise the quality of both studies and research and development activities. The ENDC aims to promote the mobility of students and teaching staff in order to improve the quality of studies.

A systematic approach to internationalization has also been articulated in the ENDC development plan for 2011-2015 that foresees the identification of cooperation partners and launching/enhancing student mobility. According to the ENDC development plan, the overall aim of the ENDC is to promote cooperation with military academies (and institutions of higher education), improve the interoperability of Estonian officer corps with partner countries and raise the professional and military competences of the students, teaching staff and employees of the ENDC.

In order to achieve these goals the following steps have been taken:

- In 2008 the ENDC has joined the initiative promoting cooperation between European military academies called „European Initiative for the Exchange of Young Officers Inspired by Erasmus“ (EMILYO). Within this programme, the ENDC students have participated in joint subjects on European security policy and defence strategy in Austria, Cyprus, Portugal and Greece. In addition, the ENDC participates in the work of the implementation workgroup which involves an active cooperation with the representatives of countries joined with the initiative. Within the Military Erasmus the ENDC entered into a bilateral cooperation agreement in 2012 with the Theresan Military Academy in Austria, the cooperation agreement with the Polish Air Force Academy is currently being drafted.
- In 2010 the ENDC joined the European Union mobility programme for university students and teachers called DoRa. Within this programme, teachers and student can apply the knowledge obtained in conferences and seminars to the study process, or they can use the knowledge obtained in specialised libraries in research work at both teacher and student levels.
- In 2013 the ENDC submitted an application to join the Erasmus programme which will expand such cooperation possibilities even further (in addition to EMILYO and DoRa programs).
- On the initiative of the ENDC Commandant and irrespective of relevant programmes or initiatives, an aim has been set to find the cooperation opportunities in the field of studies with Latvian and Lithuanian military academies, focusing on exercises in military subjects at subunit-level.
- From 2008 the ENDC hires foreign full-time members of teaching staff.

By the year 2020 the ENDC foresees to develop the mobility principles and find partner universities for teachers and students of professional higher education of all three services (e.g. land force, navy, and air force). This will be accompanied by the establishment of teaching subjects in English and increase in the number of foreign university teachers teaching at the ENDC.

Five years of EMILYO – benefits so far and desires

The EMILYO programme has considerably enhanced the internationalization activities at the ENDC. One of the benefits is the fact that this programme involves all member states of the European Union and the aim of the programme is to harmonize the understanding of the current security environment and improve the interoperability of active servicemen of different EU member states. An added value of the programme would be to learn more about one's allies during the study phase, with their diversity of languages and cultures.

As an important achievement, the drafting and signing of the EMILYO framework agreement should be pointed out. Based on our experiences so far, this has considerably facilitated initiating cooperation and reaching cooperation agreements. Fixed principles of student mobility set forth in the framework agreement give necessary frames and requirements, thereby diminishing bureaucracy and the need for coordination at national level. The framework agreement expresses clearly the interests of cooperation partners with regard to a specific cooperation project. We are convinced that this is followed by real cooperation since the prerequisites for that are created by the agreement.

In addition to the above, joint modules designed by two or more institutions should be pointed out, allowing students from different countries to study based on such modules and following bilateral agreements. As a good example the work done by Mr. Sylvain Paile should be pointed out, namely collecting information regarding military schools in the EU, and therefore there is a relatively comprehensive overview of the institutions of military education in the European Union and their position in the European higher education area (incl. whether they meet the Bologna requirements), their curricula, study process and organisation of studies of different schools.

International cooperation enables partner organisations to initiate new projects based on the experiences of partner countries. For example, the project launched by the ENDC to evaluate students' leadership skills is based on the experiences of partner organisations so far.

Another equally important benefit of the EMILYO programme is the increased number international contacts and contact persons which should be considered as a highly valuable social capital that can be used for constructive cooperation projects.

Considering our wishes with regard to the EMILYO programme, the ENDC itself should take more initiative to increase its participation in it to expand internationalization process even more and become an integral part of the routine activities of the ENDC. So far the plan to conduct parts of the study process in English at the 1st level of higher education (cadets). I.e. the prerequisite for receiving students from other countries has not realised. Currently there is no detailed plan for sending members of academic staff to institutions abroad.



*Cadets from Estonia and Poland during an iMAF-break.
(Source: Theresan Military Academy)*

As a main role or benefit of the EMILYO programme for the ENDC would be an increasing number military subjects and training exercises taught/organised jointly by different partner institutions with the focus on improving cadets' leadership skills and interoperability in tactical situations.

The main emphasis of the EMILYO should be on military subjects, rather than general academic education. It should be pointed out that the objectives of EMILYO and ERASMUS programmes should not get blurred. Due to budgetary concerns there is a danger that joining the ERASMUS programme is becoming a prerequisite to the EMILYO programme, and this might raise the question of the sustainability and overall need for the EMILYO programme as such.

Approaches to EMILYO

In order to make EMILYO more content-centric, to add more weight to it and make it more results-oriented, the following actions should be considered:

- Having a central coordinator for the programme or setting up a full-time workgroup with the main responsibility of coordinating and developing various activities content wise and keeping in touch with all participants of the initiative;
- Setting up regional sub-networks to join neighbouring countries and address their fields of interest;
- Initiating the meetings of chiefs of education/training departments of military schools in order to bring internationalization issues (the EMILYO programme being among them) to a lower level of command from an already functional level of school commanders;

- Setting up the network for the personnel involved in development activities, such as teaching staff, people responsible for the organisation of studies, quality of studies (e.g. the EMILYO LoD activity No. 2 related to curricula);
- Initiating a series of international conferences/seminars within the EMILYO framework.

Such extended either position-based or thematic networks would add more weight to the initiative, while ensuring a better circulation of information and, most importantly, would improve understanding of the organisation of studies in partner countries (e.g. didactics principles), and learn from each other, etc.

By no means the first question to be answered prior to the above actions is whether such extension of EMILYO fulfils the purpose and whether it is needed, as well as whether there is enough funding and, most importantly, whether there is a will and human resources for that. Since additional activities should be sustainable and profitable.

How to facilitate exchanges from the administrative point of view

Currently the ENDC sees the fear as to leaving the comfort zone as the main obstacle. For to organise such cooperation activities, the administrative capability of institutions should be improved. Also, institutions should keep partners informed of the opportunities that they have to offer. To start off, small-scale projects with neighbouring countries should be carried out, which could be – after successful completion – extended to the entire membership.

Due to budgetary concerns and differences by countries small-scale project initiation is more probable, since mobility projects are covered by both sending and receiving countries' budgets and this in turn sets limits to overall internationalization activities.

Lessons Learnt

In order to ensure a more efficient launching and management of cooperation projects, the ENDC consider it necessary to establish a separate administrative unit for that purpose.

To improve student mobility, institutions should draft plans with courses available for foreign students.

Due to the organisational differences as to providing military education by countries, the ENDC prefers short-term cooperation projects.

4.6 Contribution from Ireland



Cmdt. Peter Ott

Training and Education Branch Defence Forces Head Quarters.

Brain McQuaid (Lt.Col., retired)

Head of Engineering and Programme Liaison Officer

Institute of Technology Carlow

Introduction

Col. Anthony Bracken, the first and former Defence Forces (DF) Registrar, regularly utilised the following quote in convincing current soldiers to undergo education opportunities within the DF: “Not having soldiers who can think will result in your wars being fought by fools and your thinking done by cowards”. He attributed this quote to a Gene-



*The Irish delegation during the iMAF 2013.
(Source: Theresan Military Academy)*

ral of the British Army at the turn of the 19/20 century. William Francis Butler was born in Co Tipperary and had a distinguished military career spanning over four decades. A more recent successor of his, General A.J.N Graham, wrote on the importance of military education during a period of austerity. He reflected:

“...so it is our people who can and must become our strategic edge, and we must invest in them to restore the balance. This is a matter of selection, training and education”.

The Defence Forces (DF) of Ireland in conjunction with specific and suitable collaborative partners have achieved validation for career programmes across the full spectrum of rank and service. All programmes and associated modules have been aligned to the European Framework of Qualifications through the Irish National Framework of Qualifications (NFQ) System. In effect this means that all ranks at all levels have been given parity to their counterparts in the civilian sector. This has several internal and external consequences, namely: enhancement of recruitment numbers and indeed the quality of those applying; development of an increased appetite for progression within the organisation, as those who complete more courses achieve more academically; development of critical thinking, thereby increasing operational effectiveness and capability; enhanced employment opportunities for those retiring from military service, while injecting into society a qualified competent leader or specialist; finally, it provides opportunity for professional and personal development for the individual allowing him or her to reach their own true potential.

Background

One can trace the genesis of this initiative to the Irish Government White Paper on Defence, 2000 which stated:

“Personnel will be provided with the opportunity to realise their full potential during their service in the Defence Forces...The accreditation of our training and education programmes under NFQ represents a policy-strategy match that can fill the gap that has existed.”

In response to this Government Paper the Department of Defence established an Internal Monitoring Committee (IMC) in 2001, which reviewed the DF on all practices, whether vocational or educational. Thus the DF was compelled to reflect inwards in an honest and transparent manner which required a response, commitment and vision. It embarked on a journey of self-discovery and learning in uncharted territory that would see over a decade pass before the ‘final’ External International Panel (2012) found the DF Model suitable for validation of enlisted personnel career courses on the National Framework of Qualifications (NFQ).

As part of this journey the DF, in 2007, established a Working Group on Accreditation, Training and Education. It further developed the earlier sentiments of the White Paper, when it stated:

“External accreditation and verification of capabilities will ensure that the educational and training outputs of the Defence Forces are in line with best international practice... it will further integrate the Defence Forces within the wider community...it will provide quality assurance and reward members for their participation in lifelong learning and on continuous development programmes”.

In 2011 the Irish Government published its National Strategy on Education to 2030. At

the time of publication the DF was nearing the culmination point in the process that now sees the organisation as being a model of best practice, recognised as being visionary in both its actions and collaborations. It is seen as a leader in terms of meeting the Governments projected goals. This National Strategy states:

“As a group, we believe very strongly that higher education is central to future economic development in Ireland, and that there are broad social and cultural advantages to widening participation in higher education.”

The DF Model provides for such participation while delivering a more skilled workforce both within the organisation and externally. The National Strategy Document goes on to elaborate:

“In many professions and occupations there is already a requirement for continuous professional development, and this creates a demand for part-time and short courses at any time of the year, on any day of the week, at any time of the day...People want to pursue education in parallel with employment, so that their path to any particular educational goal could be considerably longer than that of a full-time student and people want to progressively build on their knowledge and experience, and want their achievements to be recognised”.

This reference embodies the recent developments in our organisation, and challenges the view of how higher education is traditionally regarded. The model sees the ‘student’ across the spectrum of ranks and services moving towards a major award on the NFAQ at every significant career milestone. One could refer to the Model as a ‘Just-In-Time’ Educational Model as referred to by Dr Marion Coy, Chair of the External Evaluation Panel of Sep 2012. Thus the major difference between this and traditional educational models is that students undergo modules as they are required, which on completion of major career modules lead to a major award.

Draft EQF Levels	Bologna Framework	Irish Framework Levels	Irish Major Award-Types
1		1	Level 1 Certificate
		2	Level 2 Certificate
2		3	Level 3 Certificate, Junior Certificate
3		4	Level 4 Certificate, Leaving Certificate
4		5	Level 5 Certificate, Leaving Certificate
5	Short Cycle within First Cycle	6	Advanced Certificate*, Higher Certificate
6	First Cycle	7	Ordinary Bachelor Degree
		8	Honours Bachelor Degree, Higher Diploma
7	Second Cycle	9	Master Degree, Post-Graduate Diploma
8	Third Cycle	10	Doctoral Degree, Higher Doctorate

„The Advanced Certificate is a further education and training award at level 6 and is not to be aligned with the Bologna Framework. The Higher Certificate is a higher education and training award at that level.

Figure 1

Capturing Learning at All Levels

By way of orientation; figure 1 below offers a comparative view on the Irish National Framework of Qualification against the Bologna Framework:

The DF accreditation process began with the flagship career courses for Officers. This process saw the Senior Command and Staff Course with added Academic content gain validation through the National University of Ireland, Maynooth (NUIM) at Masters, Level 9 in 2001. Soon after, the Standard Cadet Course also achieved validation through the Higher Education and Training Awards Council (HETAC) initially at Ordinary Degree (National Diploma), Level 7. This programme has since migrated to NUIM. Progressive steps saw all technical and apprentice training validated and part delivered by various Higher Level Institutes at Higher Certificate (Level 6) and Ordinary Degree (Level 7). In 2009 the Naval Service validated all its career courses for Enlisted Naval Personnel in collaboration with Cork Institute of Technology (CIT). In gaining this validation, the Naval Service had achieved a first in military/academic collaborations in Ireland and opened the doorway to addressing validation on a much larger scale across the DF.

*Colonel Michael Beary,
Former Commander of the
Military Training Mission
Somalia (EUTM) in 2012
and Director of Training
and Education Branch in
2009.
(Source: Commandant Ott)*

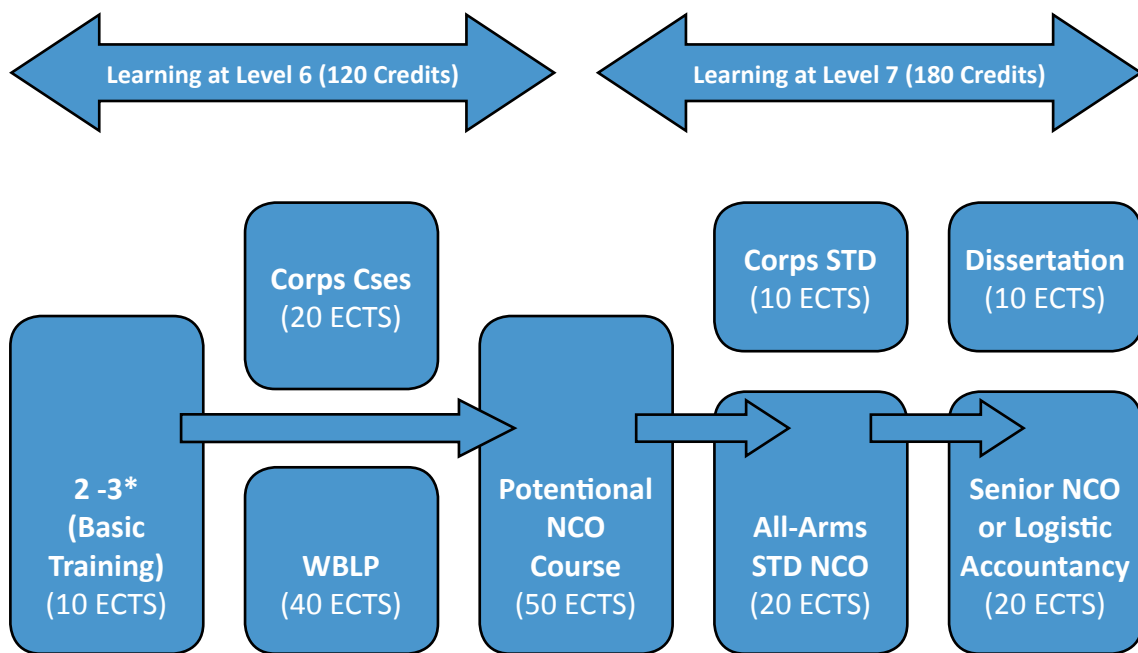


In 2009 the Director of Defence Forces Training and Education Branch, Col Michael Beary under the authority of the Deputy Chief of Staff (Operations) assigned his staff to identify a suitable Academic Partner to develop education collaboration opportunities that would benefit the DF as a whole. Col Beary pictured below has extensive experience in Training and Education both internally and externally to the DF. A graduate of University College Galway, Smurfit Business School, University College Dublin and the National War College, Defence University, Washington D.C. he recognised the organisational benefits that would accrue from linking military learning to the NFQ.

Col James Burns was appointed Director of Training and Education Branch in early 2012 and had the honour of managing the formal programme validation process which culminated with HETAC approval in September 2012. The first students under the new agreement commenced their studies in October 2012 and will be conferred next month.

Collaborative Programmes for Enlisted Personnel

Under this collaborative validation agreement, four programmes in total have been approved spanning the career progression of enlisted personnel from induction to senior NCO level. The career courses are the main vehicles for the delivery of the awards associated with Level 6, Level 7 Minor and Level 7 on the NFQ (outlined in Figure 2). While these courses carry the bulk of academic credits towards the awards, a further sixty DF courses contribute a variety of totals to the overall effort. These include skills courses and associated specialist modules such as the various Corps' Standard NCO Course. Significantly a strong emphasis is placed on experiential learning which is captured through the completion of a work based learning portfolio. The academic writing and research methodologies modules are delivered by ITC.



Collaboration and External Validation Process

The process that emerged over three years involved significant input from expert panels in the field of education and learning. An entirely new lexicon needed to be learned where large volumes of military syllabi had to be effectively re-written to meet the requirements of the academic sector. Here the DF were extremely fortunate to have found a committed collaborative partner in the Institute of Technology Carlow (ITC). This Institute was already involved in running the technical programmes outlined above for the Communications and Information Service Corps and Ordnance Corps and thus was aware of the quality of DF personnel. More significantly a number of key ITC staff were former members of the DF and their knowledge of the DF cannot be underestimated and greatly assisted the whole process. ITC were steadfast and shared the vision of the DF, providing it with the necessary guidance in all areas of the process, not least of all developing the academic structures which now underpin the DF Framework such as the

establishment of the Academic Council, the appointment of the DF Registrar and the development of several policy documents dealing with quality assurance and programme management.



Expert Panel Visit May 2012.

The Expert Panel which carried out the validation process consisted of a range of experts from the Irish Academic community as well as two serving Austrian Officers of Note namely Col Dr. Harald Gell and Col Mag. Karl-Heinz Wiedner. The panel was chaired by Ms. Marion Coy (President Emeritus of Galway Mayo Institute of Technology).

Taking place over two days at the historic Curragh Camp, some thirty members of the DF and ITC staff collectively engaged with the panel. All aspects of the programme from the courses, the student supports, academic learning outcomes through to quality assurance and the practical implementation of the collaboration were reviewed and challenged. Finally after a review of the compliance changes made by the DF on the recommendations of the Panel, all four programmes and related policies were validated.

The DF and ITC signed a historic Memorandum of Understanding (MOU) in March 2013, which formalised the commitment to both deliver the validated programmes as collaborative partners and to work together on future opportunities that will further strengthen and enhance the partnership. On signing the agreement Deputy Chief of Staff (Operations) Major-General Ralph James stated:

“IT Carlow provides internationally recognised standards of excellence in education and academic research and today’s agreement underlines and reinforces our organisational commitment to lifelong learning for all the men and women of Óglaigh na hÉireann (DF)”.

Dr. Patricia Mulcahy, President of ITC added the following affirmation:

“...the internationally recognised capabilities of Defence Forces personnel attained and developed throughout their careers can now be formally validated, ensuring currency both within the Irish Defence Forces and beyond”.

A Completed Cycle

As we near the end of our first cycle the enthusiasm for the programme is palpable and its initial success has proven its merit. Over 180 military personnel will graduate from enlisted personnel career courses and will be conferred with their associated awards at the Institute of Technology Carlow’s annual conferring ceremony which will take place on the 31st October.

Whilst the programmes are designed to provide opportunity for promotion, the academic award itself is optional with the delivery of academic research requirements imbedded. All students on the Senior NCOs courses took up the academic award opportunity and over 90% of the students on the All-Arms Standard Course and in excess of 85% of students on the Potential NCO Courses following suit. All students benefited from the academic elements whether they chose to include the award as part of their course objectives or not. Every encouragement and support was given to enlisted personnel to challenge themselves and to avail of the accreditation process, but it was a journey that they had to navigate and manage as individuals. Associated ethical academic standards in the context of effort, product and submissions were adopted by the DF as part and parcel of the programme.

ITC was responsible for managing the quality assurance and exam processes of the programmes. The initial External Exam Board was attended by one of the external examiners, Dr Sylvain Paile (University of Liege) who reviewed exam papers and dissertations. From a DF perspective the quality of dissertation that was submitted by the Senior NCOs was commendable, addressing all elements of leadership, management and defence studies, enticing our junior and middle managers to develop critical thinking based on academic research. Some of this research is now being used as a basis for change within the organisation.

Programme Access

Inductees to the DF and serving enlisted personnel with career courses yet to complete all have the opportunity to opt for an accredited award as part of their major career modules. Inductees since September 2012 complete all elements of the programmes and will make use of the Work Based Learning Portfolio (WBLP) as they capture their initial experiential learning up to the successful attainment of a place on a Potential NCO’s

Course. Personnel who had enlisted prior to September 2012 will use a combination of Recognition of Prior Learning (RPL) and a statement of DF career courses completed in order to gain entry to a programme.

For Senior NCOs who have completed their career modules before the launch of these programmes, the following applies:

“It is also recognised that there are a significant number of enlisted personnel who have already completed relevant modules of the Defence Forces’ programme as they advanced through their careers. It will not be possible to provide them with any of the programme awards so it is proposed that such candidates may submit a Recognition of Prior Learning Portfolio against the learning outcomes of the BA in Leadership Management and Defence Studies.(Para 5.3.4 of Introduction to LMDS Programme as submitted to HETAC)”

To facilitate this, ITC are currently offering appropriate progression routes of a Level 8, Higher Diploma in Business Management or Supply Chain Management. There has been significant interest in progression to these programmes with initial figures showing that approximately 50% of those who have completed the Senior NCOs or Logistics Accountancy Courses expressing an interest in undertaking further study in the coming year at their own expense.

Conclusion

The current DF Registrar (Lt-Col David Cowhig) is the guardian of all programmes outlined in terms of quality assurance (QA) and has primary responsibility for liaison with collaborative partners and external agencies. He and his staff act as a reputational and academic gatekeeper, while providing the contact required by the collaborating partner, as well as ensuring QA standards are in line with HEA requirements. He sits as an ex-officio member of both the ITC and NUIM Academic Councils. He ensures that all Modules within the programmes are consistent with learning outcomes and that changes are directed through the DF Academic Council before being brought to the collaborative partner concerned.

With accreditation and validation of career courses now in place throughout its rank structure, all levels of leadership in the DF can look forward to the challenges and opportunities ahead, with renewed vigour and confidence. Getting to this point has been arduous and challenging for all concerned. Those involved from Corps’ Working Groups to individual staff members of various schools and partner staff deserves the upmost of praise and recognition, for this would not have been achievable without their input.

4.7 Contribution from Italy



Lt.Col. Enrico SPINELLO

University Section Chief

Education and Training Command and School of Applied Military Studies

Internationalisation

The Education and Training Command and School of Applied Military Studies is the Italian Army Institute in charge for providing Education and Basic Training Courses for different kind of Officers such as:

- Full Commission Officers (5 years training period);
- Special Commission Officers;
- Direct Entry Officers;
- Special Reserve Officers.

Cadets attend the two years course at the Italian Military Academy in Modena then they come in Turin where they complete their preparation (three years) and achieve the rank of 2nd Lieutenant at the end of third year and the rank of 1st lieutenant at the end of fourth year. During their education and training period they achieve University degrees (3+2) in Strategic Science. Medical Service Officers complete their academic preparation at the Military Academy.

The institute provides also advanced training courses for Fully Commissioned Officers like:

- Command Course for Battalion Commander;
- Junior Staff Course;
- Stabilization and Reconstruction Management Senior Course;
- Stabilization and Reconstruction Orientation Course.

We have an annual program signed by the Ministry of Defence for foreign officers who participate to our courses.

Our courses are provided in Italian language so foreign students must know Italian. For this reason we can provide on request a specific pre-course to learn Italian before joining the regular program.

Our foreign students come from Europe, Asia and Africa.

The Junior Staff Course is also provided in Italian language and in this case we host students come from Europe, Asia, Africa and America.

The Post Conflict Study Centre that belongs to our organization is in charge of organizing Stabilization and Reconstruction Courses, the official language is English and they are open also to civilian.

In accordance with our cooperation with University of Turin we host also the Strategic Science University Course for civilian students, among them we have also extra EU students.

This academic year we are going to organize 2 CSDP Common Modules (one in December and one in May). These modules are provided in English and are open to 10 EU Military students.

Five years of „EMILYO“ – benefits so far and desires

The Education and Training Command and School of Applied Military Studies

joined the EMILYO program in 2009 and we decided to send our students to one week Common Modules only offered by other nations because this formula is the most suitable scheme of training course in accordance with our national university program.

We sent:

- 2 Officers in Spain in 2009-10;
- 1 Officer in Greece and 1 Officer in Austria in 2010-11;
- 1 Officer at 1st CSDP Olympiad and 2 Officers in Austria in 2012-13.

We received a positive feedback from these participations and then we decided to increase the number of our outgoing young officers. In fact this year we planned to send out 5 Officers and we decided to organize 2 CSDP Common Modules. So we expected a positive benefit on the entire Officer course, for those that are going to be involved in the event such as students first of all, but also teachers (military and civilian) and staff personnel.

Knowledge of EU, EU institution and EU policy is part of our academic program and we consider that the formula of international seminar is an interesting way to provide the issues with additional benefit like developing a fellowship with colleagues from other EU Member States. For these reasons we are going to have some Common Modules as a permanent offer in our annual plan. At that point it will be easier to exchange teachers and/or instructors. We had not any exchange of teachers so far but we consider it a key factor for the development of the entire program because the positive effect coming from the exchange of teachers will be reversed on the students as an immediate consequence.

At the moment the participations of our students are in extra load and we are working in cooperation with the local University in order to transform them into a permanent part of our University program.

A more challenging proposal will be to experiment also a semester exchange. Therefore we will keep going with this idea and trying to overtake any obstacles.



*LtCol SPINELLO from the Italian School of Applied Military Studies/Torino chairs an iMAF-session.
(Source: Theresan Military Academy)*

Approaches to „EMILYO“

Meetings at different level are necessary in order to publicize the program and show benefits and returns, especially if you consider that each host country offers the participation without charging any costs for meals, accommodation and transportation from/to local airport.

The remaining costs for user countries are the flight tickets and the daily allowances.

In general the cooperation between military academies must be encouraged because the international cooperation is a key factor in order to achieve successful outcomes from this program. The most challenging issue is to harmonize Common Modules and semester exchanges with national programs.

Nations who adopted the Military Erasmus program in the past should share their lessons learned with newcomer countries and encourage them to join the program and offer new activities and new modules.

How to facilitate exchanges from the administrative point of view

The Bologna process offers the opportunity to exchange students for academic disciplines and practical trainings. The most simple way is to provide Common Modules in a specific period of time, at least one week per semester, such as suggested during the ESDC IG Meeting in June 2013. Each institute may have to plan their Common Modules in those fixed weeks.

For this reason we have planned our 2nd CSDP Common Module during the week of the Schuman's day in 2014 and we would confirm that week in future.

In a similar way it is also possible to plan and define a common period where each institute has his own practical training in winter and summer time.

For example our program includes a 1 month training period for young officers in an operational regiment/unit before their first assignment. It could be easy to exchange short training periods with other countries.

Lessons learnt

From the problems identified in the past such as:

- Knowing on short notice about the initiative offered by other countries;
- Offered modules not suitable to our academic plan;
- No funds allocated for participate to the EMILYO initiatives.

We learned that in order to ease the participation could be beneficial to send a representative to the ESDC IG Meetings and plan the participation to EMILYO program as user and provider too.

4.8 Contribution from The Netherlands



*Maj. Marcel Spaans, bc
Section Education
Netherlands Defence Academy*

During the past five years the Netherlands Armed Forces/Netherlands Defence Academy did not participate actively in the European Initiative for the exchange of young officers. The exchange of cadet(s) was/were occasionally and on a voluntary basis.

Every year the Royal Military Academy organizes an international week with cultural and sport activities. As a member state of the European Union the Netherlands participate in the ESDC/Steering Committee (with members of the Ministry of foreign affairs of the Netherlands); the ESDC/ Executive Academic Board (with members of the Netherlands Defence Academy) and the Implementation Group (with a member form the Netherlands Defence Academy).



*Maj SPAANS, Bc during an iMAF-session.
(Source: Theresan Military Academy)*

In addition to three full-time Bachelor's degree programs for officer cadets and midshipmen (War Studies, Military Management, and Military Systems & Technology), the Faculty of Military Sciences (FMS)/Netherlands Defence Academy provides a part-time academic Master's degree program (MA) in Military Strategic Studies (MSS) to officers and civil students from the Netherlands and other (European) countries. The Master's degree program educational language is in English. In addition, FMS is responsible for the International Security module in the Advanced Staff Course Netherlands Defence.

FMS teaching staff participates in various educational programs throughout Europe. At the Baltic Defence College in Tartu (Estonia) FMS staff contributes to the Joint Command and General Staff Course and the Civil Servant Course in the field of Human Resources Management; and to the Higher Command Studies Course in the field of Strategic Leadership, cooperation and management of change as well as in the field of Military Operations and Defence management and the financing of Defence in particular. At the Belgian Defence College FMS staff lectures in the field of military strategy and history.

From 2013, FMS academics participate in the Frontex project for the development of the European Joint Masters in Strategic Border Management (EJMSBM). Teaching staff will participate in three of the ten modules of this Master's degree program.

FMS teaching staff actively participates in research partnerships and in the international council of the International Society of Military Sciences (ISMS). This society provides research and academic education in military arts and sciences in the broadest sense. The purpose of this organisation is to build a network for the creation, development, exchange and diffusion of research and knowledge about war, conflict management and peace support efforts. The society establishes an annual conference and one or more workshops each year.

In 2012 the Ministers of Defence from the BeNeLux encourages their Armed Forces, due to the economic and financial crisis, to examine possibilities to expand the cooperation between the Armed forces. Several working groups have been installed to examine the possibilities for more military cooperation in the different operational and educational domains. From September 2012 the NLDA works together with the Royal Military School of Belgium in the so called BeNeLux Sub Steering Group Basic and Continued Officer Education (BSSG BCOE). The domains to be examined are the domains of the basic military officers training, the military scientific officer education, the continued officer education, the staff support, the language training and leadership.

4.9 Contribution from the Polish Military Academy of Land Forces



COL SMOLAREK Miroslaw PhD

Head of Reconnaissance and Command Department/Assistant Professor

General Tadeusz Kosciuszko Military Academy of Land Forces

MAJ BIELEWICZ Marcin, MA

International relations coordinator/Lecturer

General Tadeusz Kosciuszko Military Academy of Land Forces

Internationalisation

The Military Academy of Land Forces in Wroclaw, Poland (MALF) has a long tradition in military cooperation with military institutions other European countries. In the time of the Warsaw Pact cooperation however, was limited to exchanges of delegations between military academies of the Eastern Bloc, organization of common sports or cultural events and in fact it was not a real cooperation which effects would be joint both military and scientific – research projects. The breakthrough came in the 90's of the twentieth century, when, after the fall of communism in Europe, there have been significant changes in the Polish armed forces and our country trying establishing closer cooperation with NATO countries began looking for partners for military cooperation also in areas of military education. At the beginning there were visits by MALF decision-making bodies, which then descended to a lower level of command. Due to the geo-strategic position of the first “natural” partners were German Bundeswehr with Offizierschule des Heeres in Hannover, which MALF still sustains close relations that have increased after moving OSH to Dresden. Other partners were the military academies and universities from the Czech Republic in Vyskov and Brno, from Slovakia in Zilina and Liptovsky Mikulas, especially that the part of MALF staff were graduates of these universities and academies. However, these initiatives had bilateral characters and many ideas remained in the design phase. MALF cadets also participated in the “traditional” military international projects such as military exercises beginning with the German- Polish exercise “Spessart 95” and then cyclically in PfP (Partnership for Peace) and NATO exercises.

Wider international cooperation took place in 1998 when the Baltic Sea Military Academies Conference (BSMAC) has been established. The meeting organized by military institutions from Denmark, Estonia, Finland, Latvia, Lithuania, Norway Poland and Sweden was for our Academy the first participation in such large international military project. That is why the Conference was for MALF one of the milestones for wider future international cooperation. Later on the idea of the Conference was extended on Germany. The Conference is still a forum for exchanging ideas between military academies. During the annual meetings MALF had the opportunity to share its own experiences, observe higher education reforms in other countries, to familiarize itself with new ideas in the field of military higher education. Some of these solutions has been adapted and implemented in MALF. In addition, the conference was very helpful in the implementation of the

Bologna process and allowed to derive from the experiences of other countries. Conclusions regarding the potential directions of the reform of the Polish military educational system were presented to decision-making bodies in the MOD and, once accepted, implemented at our Academy. BSMAC was also the first attempt between the academies to find a common platform for military education and training of their officer-cadets in order to initiate the exchange of military students. However, the differences between education systems proved to be too large, or the academies were too low in the military hierarchy and did not have to force through joint projects. Strict syllabuses, stringent requirements for assigning military subjects meant that one could achieve only limited short-term joint initiatives on the exchange of military students (e.g. a joint shooting or sport competitions, skiing, mountaineering or airborne training etc.). Results of such projects were not related to the recognition in other armies; however, they contribute for building the foundations for a future larger cooperation. One should mention also very intensive efforts done in the early 2000s by the then Rector of University of Brno General Urban, and commanders of Academy in Dresden and MALF in developing joint initiatives to enhance cooperation and finding common platforms in national educational systems, which could enable large-scale exchange of cadets and long-term educational initiatives.

In terms of MALF internationalization radical changes took place in 2008, as a result of the reform of military higher education institutions. In this time all Polish Military Academies and Universities were obliged by the MOD to open their doors for civilian students. This order allowed MALF to implement the program Erasmus, which was also accessible for its military students. The Academy prepared also a semester program for foreign students including military, which was initiated in 2012. Until now the beneficiaries of the program were students from Lithuania, Romania, the Czech Republic, Hungary, Slovenia, and Austria. For MALF military partner institutions which cannot use Erasmus funds or their national system of education prevents from delegating students abroad for a whole semester MALF offers cooperation on a bilateral basis such as with the French Military Academy Saint-Cyr, which students in the winter participate in monthly training organized by MALF including ski, winter climbing and airborne training together with Polish officer-cadets, whereas MALF military students participate at the entire semester in France.

Furthermore the Erasmus program has enabled the exchange of teachers between universities who conduct classes in frame of „teaching mobility“ MALF prepares and leads also international projects based on funds obtained from the European Union. An example would be the training regarding preparation NATO peace support operations held in July this year. In the project participated 48 cadets from the Czech Republic, Lithuania, Poland and Slovakia, and lessons and exercises were conducted by the teaching staff of the participating academies.

Another example of international approach to training of military students could be the on-going joint educational project organized together by the universities and academies from Brno, Budapest, Liptovsky Mikulas and Wroclaw, funded by the International Vise-grad Fund. This is the first time that military cooperation initiative “Better cooperation

for better operation of the future Visegrad EU Battlegroup” was recognized and received financial support from this institution. Therefore, this three-part-project focused on mutual cooperation, aims on finding best way to educate its cadets – future officers – to be able to operate within international military structures during EU Battlegroup operation.

Outside of the European initiatives, MALF is reaching training partners beyond this region. Since December 2012, it has been part of the U.S.-Poland exchange programs such as Military-to-Military, State Partnership Program, Culture Understanding and Language Proficiency. These programs are not that broad like well-known International Military Education and Training (IMET) and Foreign Military Students (FMS), but they suit academy’s purpose better. Last summer, two of MALF’s cadets took part in the leadership training at Fort Benning, next year the academy will host the U.S. cadets that will train with Polish colleagues for an entire month. That would create more opportunities to interact with international training partners.



The Polish delegation from the General Tadeusz Kosciuszko Military Academy of Land Forces handing over a present to TMA’s Commandant, MajGen Mag. SINN during the iMAF 2013. (Source: Theresan Military Academy)

The overall conclusion is that the internationalization of MALF activities is not very fast, but effective and multifaceted. The next step in this regard should be initiatives, which could increase the exchange of students within the Erasmus and EMILYO programs.

Five years of „EMILYO“ – benefits so far and desires

Permanent reform of the Polish military education system caused that MALF joined society EMILYO quite late, in fact it was only in 2012, because previously MOD authorities responsible for this program did not see probably the Wrocław's Academy in this group, and did not inform MALF sufficiently about the development of the Initiative focusing rather on other Polish military academies, mainly from the capital city. A breakthrough was made during the Polish presidency in 2012, when for the first time a representative of MALF was invited to the conference focused on military education cooperation, organized in Warsaw.

Moreover, a large contribution to joining MALF to the EMILYO Initiative brought our friends from Austrian Theresan Military Academy and Czech Defence University in Brno. Therefore, MALF experience is quite limited. However, after only the year MALF can see profits from participation in the EMILYO. The Initiative allows us to expand contacts with other international military institutions. The co-operation with Theresan Military Academy very quickly resulted in the exchange of students and teaching staff. Furthermore the Initiative allows strengthening contacts with Hungarian NUPS (Hungarian National University of Public Service) established by the Erasmus program, which also resulted in the exchanging of military students and preparing common educational project in framework of Visegrad Group. MALF hopes for further development much closer cooperation within EMILYO framework based on either a bilateral basis or broader initiatives like above mentioned „Peace Support Operations Training“ or V4.

Certainly, it would also be desirable to find a permanent international funding for joint projects, as country's MOD budgets not always can support this Initiative in sufficient way. A permanent source of founding would allow the development and implementation of much ambitious joint projects, long-term and cyclic, which may then become the basis for a common and integrated education and training of future officers of the European Union.

Approaches to „EMILYO“

The academy in Wrocław has organized and participated in the meetings of European officers. They were mostly mid-level meetings, however, the academy hosted an EMILYO commandants gathering – European Military Academies Commandants Seminar (EMACS). Its officers have participated in the meetings organized by other military education institutions focused on broader exchange programs. Such initiatives were not only focused on bilateral partnerships, which limit the outcomes, but beyond that to create multilateral training opportunities.

Moreover, each international training event, conference or a customary visit was the great opportunity to discuss and coordinate mutual projects. They also create great opportunity for building network of people at each involved institution. Personal acquaintan-

ces made the exchanges of cadets and junior officers easier. Due to the unavailability and the loads of work of rectors and commandants, it is difficult to gather them in one place too frequently. Therefore, people concerned with the need of and recognizing benefits from exchanges, using their personal contacts, make the procedures clear and lower obstacles, so cadets might enjoy the value of training in the international environment.

The meetings of officers, both official and informal, must be sustained on all levels due to maintaining the tempo of the Initiative. It needs, however, people that believe in the idea and benefits of the exchanges, to push the arising problems aside and overcome the challenges created by the existing national legal and education systems.

How to facilitate exchanges from the administrative point of view

The experience with the limited military officer training exchange between European Union countries showed a number of issues that hamper the flawlessness of the initiative. We are looking for similarities between Erasmus and EMILYO, and trying to emulate some of the settlements. Although some might be feasible for military education, the bigger part of it would not.

Due to the specific nature of basic officer education, in most cases a mixture of academic and military topics, it is incomparable. Any attempt to standardize it, so far, was in vein. Each of the nations keeps its military education system under its control, as one of national identity pillars. It is hard to blame them for such approach. The idea of consolidated European army, controlled by EU parliament, was long ago given up. And there is lack of political support for further consolidation and integration of EU. In fact military integration is the easiest among the other areas. Armies of the European Union countries have experience in operating jointly within humanitarian, peace, or stability operations. They know each other. Know their equipment. And they train together. Therefore, all important obstacles were removed long ago.

Challenge there is not operational, but political. Since, there is no will to adjust all military education systems among EU nations, the recognition of the results of training abroad is necessary. Here, we should consider the idea of not making officer preparation identical. What is the benefit from learning same skills, but in different language? The benefit for the young person is to learn different approaches to the same issues and problems. It would enable person to solve more complex situations and think “out of the box”, than its peers that did not participate in the exchange programs. Therefore, it should be considered that recognition should be made a default.

Another issue that creates obstacles is the financing these programs. Military training is expensive, depending on what is the content of it. Additionally, there is accommodation and board, travel and per diem expenses. It requires detailed planning and coordination, as well as separate budget devoted to this goal. The Erasmus program has its own budget, but it does not cover education costs. Here, with military training, it is not only cost

of chalk, electricity and lecturer time. However, the settlements of Erasmus program providing money for participants to cover most of travel and accommodation expenses should be copied and applied to EMILYO, to ease the national burdens and boost military education exchanges.

Lessons learnt

Entire semester exchanges of officer candidates are not easy, but very important. Not only from the education point of view, but mainly from social one. Participants that spend more time in the foreign country might learn culture better, which will help to spread tolerance and remove stereotypes that on many occasions affect proper cooperation during military international deployments.

Shorter trainings and courses can provide intensive instructions that supplement the existing education systems, and are less expensive. They must be very focused on single education topic. One of the examples is “CSDP Module J” organized by the Theresan Military Academy. Its content is oriented on the assumed end-state of familiarization of future officers with basic knowledge regarding CSDP, and allows for international cooperation between its participants.

Nowadays, such exchange programs are the must. It is important for the young leaders to know how to operate with their counterparts from other nations. It would prepare military education systems for full consolidation when final political decision in this regard is made.

4.10 Contribution from the Polish National Defence University



*LTC Andrzej SOBON, PhD
Erasmus University Co-ordinator,
Deputy Director of International Cooperation Centre at the
National Defence University*

Internationalisation

The increase in the interest in the international issue has to do with the system transformation of military education in Poland, but in recent years also with the enlargement of the education market as a result of the enactment of the Law on Higher Education. The conducted reforms have adapted the National Defence University to the requirements of the Act of Higher Education and the conduct studies for military and civilian students. This led to the emergence of a number of opportunities and threats for the National Defence University, which was reorganized and adapted to the new needs of the Armed Forces as a centre for education and improvement of professional staff in 2008. At the same time there were defined the benefits of the Erasmus University Charter and participation in the European Higher Education Area, which allowed to understand the role of the NDU in the process of internationalization and to verify a proper approach to its activities in the international sphere. This action was the cause of strategic planning based on the international business area and meets a set of specific requirements for the preparation of teaching and research activities of the University, which wants to actively cooperate with foreign partner universities. This chance of internationalization of the National Defence University is used in the following aspects:

- mobility as the main form of cross-border education;
- recognition of the outcomes (for academic and professional purposes);
- reform of the programs;
- studies in foreign languages;
- programs offered jointly with partner universities;
- cross-border education;
- promotion, marketing, recruitment and rankings;
- reform of the national education systems;
- cooperation and competitiveness.

The development of the international offer of the NDU in international studies contributes to the growing interest in cross-border education in the field of command post and staff studies for younger officers targeted for future ranks of major, in the field of operational and strategic studies for positions of colonel and defence policy studies for future generals. The intensity of accepting the military and foreign students depends on the scale and intensity of bilateral contacts of Poland with its partners, including financial conditions. In the years 1990-2012 there were almost 130 foreign students present at the University from the European Union countries and others, e.g. Uzbekistan, China,

the U.S.A., Mongolia, Korea, Croatia, Montenegro, Brazil, Georgia, Azerbaijan, Ukraine and Belarus.

The National Defence University pursuing an area of the internationalization for civilian studies carried out most of its activities on the basis of European agreements connected with the LLP Erasmus Programme. Erasmus Programme activities at the National Defence University started in the academic year 2009/2010, followed by receiving the Erasmus University Charter PL WARSZAW68. Within four years the University has received for the activities of the Programme a total amount of 595 250 Euros (2 517 669 PLN):

- (1) 2009/2010 - 22 810 Euro (96 477 PLN),
- (2) 2010/2011 - 90 190 Euros (381 467 PLN),
- (3) 2011/2012 - 182 780 Euros (773 086 PLN),
- (4) 2012/2013 - 299 470.00 Euros (1 266 638 PLN).

Academic year 2012/2013 has placed the NDU on the 6th place among universities in Warsaw and on the 34th place among universities in Poland.

The National Defence University is cooperating with 48 European foreign universities, including 9 „uniform“ universities and 24 military schools and institutions. As a result of this cooperation 450 beneficiaries have been sent to studies, internships, lectures and trainings.

	TOTAL	2009/2010	2010/2011	2011/2012	2012/2013
studies	173	9	26	62	76
internship	44	0	3	9	32
lectures	121	6	18	43	54
training	116	7	13	34	62
TOTAL	454	22	60	148	224

In the same period, the National Defence University has hosted:

- (1) 67 students for studies, and
- (2) 7 students for internship,
- (3) 19 lecturers,
- (4) 25 employees for training purposes.

Five years of „EMILYO“ – benefits so far and desires

Development and implementation of the website dedicated to the European Initiative for Exchange of Military Young Officers “EMILYO” in the daily activities of the National Defence University should meet the widest possible context including any circumstances arising mainly from the possession of the Erasmus University Charter. The future of the academic year 2013/2014 will bring an increase in the strategic requirements of the

University and the introduction of significant modifications in the system of teaching which allows publishing on www.emilyo.eu. It has been assumed that the National Defence University will actively participate in the initiative of younger officers and students exchange at the end of a series of planning, preparatory and organizational operations as well as the elimination of difficult and impossible to predict phenomena. Due to the above-mentioned conditions the University has not participated actively in the dynamics of changes of the modernization and optimal use of the website potential. From the academic year 2013/2014 a full range of tasks carried out by the National Defence University in Warsaw in the area of internationalization will be proposed.



*LtCol SOBON, PhD (left) from the Polish National Defence University Warsaw chairs a syndicate-session.
(Source: Theresan Military Academy)*

Approaches to „EMILYO“

Dynamics of changes of the Bologna process and the initiative for Exchange of Military Young Officers necessitate constantly upgrading the high quality of internationalization strategy. Due to the above-mentioned conditions the National Defence University must have a current offer on www.emilyo.eu addressed to the participants of the European Initiative for Exchange of Military Young Officers, which will enable to provide the effective partnership in conditions which ensure optimal use of the University potential. It is assumed that from the academic year 2013/2014 an English-language offer of projects proposed for implementation in the NDU and abroad, and designed mainly for undergraduate and graduate students' courses or thematically converging courses, will be published. Proposals will be possible to use, according to the competence, by foreign partners without having agreed on a ministerial level. The efficiency and effectiveness of the use

of an offer will depend on the relevance of a choice made by partner universities. This package will consist of:

- ECTS catalogue of about 50 courses/subjects (conducted in English) addressed on a large scale to potential mobility students of Erasmus Programme and its successors. The catalogue describes each course fully included in one of nine subject modules (each 30 ECTS), such as: (1) Security Study, (2) International Security, (3) Strategy, (4) International Law, (5) European Studies, (6) Crisis Management, (7) Logistics, (8) Management Organization, (9) Aviation Management;
- the offer of more than 100 lectures of the academic staff of the National Defence University, which allows for the universality of trips (according to a demand of foreign partners) of lecturers of the NDU on the basis of Erasmus Programme or individual invitations;
- proposals for joint commanding and staff exercises on a reciprocal basis.

How to facilitate exchanges from the administrative point of view

An active participation of military universities in the European Higher Education Area requires from them the ability to work at the research and teaching level. Aiming of a university to broaden the dimension of the internationalization requires clarification of expectations and determination of strategic objectives, including the recommendations of the Bologna Process. Each university should be ready for bilateral exchange of lecturers and students, and the realization of this process must be registered in the university's strategy. The university must be prepared for the implementation of courses or modules in foreign languages to achieve the objective of implementing the strategy. In addition, the implementation of foreign-language study programs should enable its joint cooperation with foreign partners. The implementation of an appropriate level of internationalization from an administrative point of view should provide the necessary mobility of the academic community at the foreign partner universities. The experience of the National Defence University connected with the long-term participation in European academic exchange programs allows to improve its own structures and also to continuously analyse the strengths and weaknesses of international activities. Our activities are included in the four major areas:

Facilitations on the level of Bologna Process Team:

(a) Clear division of duties for the Bologna Process Team, which takes the biggest part of administrative work at the University. The staff have a clear and simple division of labour: two employees take care of outgoing students from the very beginning - nomination to foreign university, during Erasmus stay, until completion of their stay at the dean's office. Another person is responsible for incoming students. Despite the duties inside the team there is convertibility which brings flexibility in busy time like the end of an academic year when employees support themselves in transferring grades to the dean's office;

(b) Regular common meetings, good communication and atmosphere between employees simplify exchanging information and sharing ideas. We extend invitations for guests like Polish or international students to common teamwork with the staff of teams, to gain their help to create new projects and find innovative solutions;

(c) Time management and planning is one of the priorities, which is provided thanks to regular briefings. Usually during meetings on Monday morning priority tasks and goals are defined for a whole week. On Friday the defined tasks are evaluated. At the end of a month the team prepares a calendar of following activities which is regularly updated against the activities' calendar for a whole year;

(d) The full involvement of employees in the implementation of the international mission and vision. We know that we are a team aware of its pros and cons and our value is the realization of the university's strategy;

(e) Using modern internet tools, which are used by the Bologna Process Team for its activities. For example teachers or students interested in a visit to the NDU are asked to fill in a special online form with details of their stay. Then the information is gathered in a data base. Important tools are social media like Facebook or Fanpage where there have been created special groups for Erasmus students. It facilitates contacts and transfer of information.

Cooperation with university units.

In spite of the fact that many administrative tasks are carried out by the Bologna Process Team, the totality of tasks is shared by particular university units. The dean's office supports the Bologna Process Team in preparation of certain application documents and registration of grades of outgoing students. The dean's office also prepares student's ID cards for incoming students. The Career's Office provides a number of Erasmus placements for outgoing students and for foreign students. Placement's students realize tasks in Bologna Process Team, Advanced Distributed Learning Centre, dean's office as well.

Common activities with students' organizations are an essential part of our activity. The strongest cooperation is between the Bologna Process Team and the Erasmus Student Network (ESN) of the NDU. Common activities are: the Mentor programme, ESN Olympics, an Orientation week for foreign students. Cooperation with other student organizations also exists. The examples are Erasmus cultural trips organized with the participation of ESN NDU and Travel Students Club or others.

Cooperation with external units takes care of friendly relations. From the very beginning we cooperate together with embassies, consulates and promotion offices of foreign countries in Poland. One example of fruitful cooperation is gaining information materials (presentations, leaflets, postcards and other) for the annually organized Open University Day or the International Day of Erasmus programme at the National Defence University. Also we have organized visits in the embassies of foreign countries and meetings with their representatives.

Lessons learnt

The internationalization of the National Defence University is one of the most important tasks for the coming years. Changes created to encourage foreign students to arrive at the NDU are connected with a wide range of courses in English. The University while opening its possibilities for international students must follow its own ways of development which are paved by the only proposed system – the Project „Lifelong Learning Programme Erasmus“. It is a flagship program at the National Defence University and for the academic year 2013/2014 its received amount of 647 240 EUR seems to confirm the following:

- (1) 346 scholarships for students, and
- (2) 46 scholarships for lecturers and university staff for training purposes.

The National Defence University consciously recognizes the diversity of programs of other universities, using a flexible approach to the recognition of the achievements. Based on an analysis of best practices of other universities the University implements clear rules of recognition of achievements by the use:

- (1) a catalogue of subjects,
- (2) a student registration form,
- (3) an agreement on the recognition of credits,
- (4) learning agreement, and
- (5) a list of credits. The key document is the „Agreement on the recognition of credits“, attached to the „Learning Agreement“ under which the NDU automatically recognizes the points earned by the student abroad. The document confirming the achievements received abroad is „The decision on the transfer of student activities completed outside the home university.“ The paperwork for the recognition of credits is done with the Bologna Process Team which cooperates with deaneries of the basic organizational units which deal directly with these tasks. In this way, the student does not have to negotiate the recognition of credits with individual lecturers because he receives a relevant administrative decision.

Incoming students are able to select one out of nine English modules conducted for exchange students. The modules are: Security Studies, International Security, Strategy, International Law, European Studies, Crisis Management, Logistics, Organisation Management, Aviation Management. Each module includes seven courses. The foreign language (Polish) and Physical Education are in each module. Usually some of the lessons take place outside of the NDU. For example two lessons in Aviation Management are organized in a helicopter base and at the airport. Some lessons of Polish take place outside of the university, too. Students have a possibility to practice their Polish during a visit to the Polish Parliament, the old town and other places of interest. Polish students are also able to attend the courses. The idea is to integrate exchange students with their Polish classmates and thus create an international background.

The National Defence University takes care of its cooperation with student organizations. Within the framework of international cooperation local ESN sections play a crucial role. Cooperation with ESN NDU is an essential part of exchanges. Common activities provide benefits for three sides: the University, the student organization and exchange students. The NDU is supported by the members of the student organization ESN NDU. New projects are created; different issues are discussed during regular common meetings. Common activities conducted together are:

(1) Welcoming week for international students. During this week incoming students are supported in their arrivals at the NDU, take part in official meetings with authorities of the NDU and many integration meetings: Polish culture, history, governmental institutions, one day trips.

(2) Mentor programme designated for each incoming student who receives a Polish guide to help in daily situation and acclimatization to the new background.

(3) Cultural trips are organized at the beginning of the semester and three day trips are organized at the end of a semester.

(4) Open University Day, Erasmus Day. Exchange students prepare presentations and information materials about their universities and countries for Polish students. They present the information on specially prepared stands during one day long event.

(5) Respect for cultural differences in daily situations is one of our priorities. The Bologna Team remember about meals restrictions for Muslims and vegetarians. During organized meals students have a different selection of food.

The additional examples of the activities undertaken by the NDU are:

- the catalogue of about 50 subjects/courses conducted in English;
- the offer of more than 100 lectures of the NDU academic staff;
- classes for foreign Erasmus students;
- visits of teachers and staff from foreign universities;
- a cooperation with 48 partner universities;
- an organization of the intensive three-year summer school/course (2012-2014) LotSec – “Aviation for Citizen Security and Safety” in the framework of the Erasmus Programme;
- an organization of monthly intensive Polish language courses in the framework of the Erasmus Programme.

4.11 Contributions from the Romanian Air Force Academy



*Lt.col. Associate professor GHERMAN Laurian, Ph.D.
Vice-rector for scientific research of the “Henri Coandă” Air Force Academy*

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Erasmus coordinator of the “Henri Coandă” Air Force Academy*

Internationalisation

“Henri Coandă” Air Force Academy is a military institution of higher education, an integral part of the national education system, unique in the context of Romanian tertiary education, which functions according to the provisions of Romania’s Constitution, the Law of National Education no. 1/2011, the Romanian Government’s decisions, Orders of the minister of Education, Research, Youth and Sports, Orders of the minister of National Defence, laws and regulations concerning Romania’s defence, public order, and national security, as well as according to its own university charter.

Due to its complementary positions with regard to the other military academies, the institution provides education programs for officers for all the Air Forces services, as well as for specialized personnel for other services and the Ministry of Administration and Interior.

From a military point of view, “Henri Coandă” Air Force Academy belongs to the Air Force Staff, subordinated to the MOD. This feature poses it with multiple requirements and standards: on the one hand, the academic criteria, on the other hand, the military standards.

The academy’s main purpose is to serve an educational model able to adequately meet the beneficiaries’ social needs, which ensures the graduates’ full employability in the labour market.

“Henri Coandă” Air Force Academy is engaged in an ample process of upgrading its educational quality standards by applying the principles of total quality management, which is illustrated by its motto: “Nostrum nomen rerum est mensura nostra!”

“Henri Coandă” Air Force Academy is located in Brasov, 160 Mihai Viteazul Street. The academy’s patrimony for teaching, scientific and military activities (teaching facilities, equipment, lodging, mess halls, basic training premises etc.) belongs to the MOD and covers a 23,932.87 sqm area, out of which 8,500 sqm is allocated for administrative services. The education facilities of the “HENRI COANDĂ” AIR FORCE ACADEMY encompass: classrooms (number | total area) - 8/952 sqm, seminar rooms (number / total area) - 10/366 sqm, laboratories and training rooms - 34/1610 sqm, library - 8/304 sqm, gyms - 2/604 sqm, auditorium – 450 sqm and 230 seats, military equipment facilities – 1832 sqm.

The academy provides accommodation for all the students in rooms including 420 seats. Medical assistance is assured by its own medical facility, which comprises 2 medical offices, a dental office, a treatment office and a pharmaceutical office. "Henri Coandă" Air Force Academy has a two-room mess hall with 500 seats. The sports facilities encompass a 520 sqm gym, an 84 sqm fitness hall, a 720 sqm training base and a military camp with training and accommodation facilities (45 seats) in Tarlungeni, county of Brasov.

The total number of students in 2011-2012 was 353, who were assisted by 179 teaching and administrative staff. The attractiveness of the "Henri Coandă" Air Force Academy educational programs has increased during the last years, which has resulted in an ever growing number of students attending them.

In "Henri Coandă" Air Force Academy there is a Faculty of Aeronautical Management which offers educational programs in Military sciences, intelligence and public order:

- Bachelor study programs:
 - Organization management (officers specialty: Missiles and air defence artillery for MOD/ Air Force and Land Force) - daily courses, 3 years, 180 ECTS;
 - Aviation management (officers specialty: Pilots for aircraft and helicopter for MOD, MAI) - daily courses, 3 years, 180 ECTS;
 - Air traffic management (officers specialty: Air traffic controllers for MOD/ Air Force and Land Forces, MAI, Electronic Warfare for MOD/ Land Forces and Radar for MapN/Air Force) - daily courses, 3 years, 180 ECTS;
- Master study programs:
 - Air space security - daily courses, 2 years, 120 ECTS;
 - Management of Air Force combat systems - daily courses, 2 years, 120 ECTS.

The academic management is focused on improving the quality of the educational and research processes with an emphasis on the efficient organization and planning of all the teaching activities.

Annually, the academy organizes partnerships with international institutions of higher education, the students' 'international scientific conferences AFASTUD - Communicating across culture, the teaching staff's, master students' and PhD candidates' conference AFASES - Scientific Research and Education in the Air Force, both in cooperation with the Air Force Academy „General M.R.Stefanik” of Liptovsky Mikulas, Slovakia, and hosts another scientific conference organized by the Department of Management and military sciences by means of a prestigious international partnership, RCIC - Redefining Community in Intercultural Context.

The scientific events reached their goals in terms of international attendance and scientific value of the defended papers. Since 2008, AFASES conference has gone international,

since 2012 AFASES has become international and in European partnership (Slovakia and Germany), and since 2011 AFASES proceedings have been indexed in international data bases. AFASTUD conference has attracted a large number of participants from Romania, by involving the students of other military academies, and from abroad, from military academies of Slovakia, Hungary and the Czech Republic.

As a token of recognition of the quality of its teaching staff, they are members of the organizing or scientific committees of internationally prestigious journals and scientific conferences, or they are invited as plenary speakers in international events.

*LtCol GHERMAN, PhD
and Mrs. MIRON, PhD
from the Henri Coanda
Air Force Academy Brasov
during the iMAF 2013.
(Source: Theresan Military Academy)*



At the institutional level, the results of the scientific research have been disseminated by publishing articles in its own scientific journal, Review of the Air Force Academy (indexed in 4 international data bases). The scientific journal “Review of the Air Force Academy” was first published in 2003, in its Romanian version, and starting with 2006, the magazine has been published in English and issued two times a year (May and December).

Starting with 1998, the “Henri Coandă” Air Force Academy has trained students from the Republic of Moldova. Between 1998 and 2012 the “Henri Coandă” Air Force Academy sent students to be trained in the similar Air Force Academies from Greece, Japan and the USA.

The strategic directions of the international relationships are materialized by securing collaboration agreements with military and civilian institutions of higher education, as well as prestigious research organizations by participating in and organizing academic and international scientific events.

In December 2011, the Education Audiovisual and Culture Executive Agency located in Brussels-Belgium granted “Henri Coandă” Air Force Academy, ERASMUS Charter for the academic years 2012-2013 and 2013-2014. In order to accomplish the ERASMUS mobility programs, “Henri Coandă” Air Force Academy has concluded technical agreements with the following institutions: University of Defence, Brno, Czech Republic, Armed Forces Academy “General M.R. Stefanik”, Liptovský Mikuláš, Slovakia and the similar academies from Turkey and Poland.

Since July 2012, the academy has become a member of the EUAFA, whose objective is to develop joint events involving European education and training institutions for military pilots. This will further lead to ERASMUS type mobility programs, exchanges of scientific materials, partnerships to access various European research contracts, as well as joint international scientific conferences.

Five years of „EMILYO“ – benefits and desires so far

Ever since its beginning the “Henri Coandă” Air Force Academy has involved in developing students and teaching staff mobility’s within the European Initiative for Exchange of Military Young Officers (EMILYO).

In this respect, there has been established a responsible person for implementing this initiative within the “Henri Coandă” Air Force Academy, curricula for students training have been submitted and there were designated people to be included in the work-groups.

Although there were some attempts at the level of the “Henri Coandă” Air Force Academy for an active participation in this program, due to the financial crisis, no member of the “Henri Coandă” Air Force Academy could participate in activities organized by the EMILYO. This reality has led the “Henri Coandă” Air Force Academy top management to look for alternative solutions in order to develop the students’ and the teaching staff’s mobility’s.

These solutions also had to include the necessary funds for the academic members’ participation in the international activities.

Therefore, the “Henri Coandă” Air Force Academy initiated the formalities for accessing the European program ERASMUS, through which, part of the funds destined to mobility’s could have been covered.

Thus, in 2012, following an unsuccessful attempt, the “Henri Coandă” Air Force Academy obtained the ERASMUS charter, and, due to it, the right to organize mobility activities for students and the teaching staff.

In order to accomplish the EMILYO program’s objectives, the “Henri Coandă” Air Force

Academy signed collaboration contracts with military higher education institutions. This approach resulted in the development of students and teaching staff's mobility's in institutions which are part of EMILYO.

Another direction for developing international relationships was the initiation of procedures for "Henri Coandă" Air Force Academy's integration within the EUAFA, the body representing the European Air Force Academies.

This approach allows for the development of collaboration relationships with similar institutions from Europe and which are also parts of the EMILYO program.

Approaches to „EMILYO”

Through the above mentioned collaborations, the "Henri Coandă" Air Force Academy aims at three objectives:

1. The main objective aimed at by the "Henri Coandă" Air Force Academy, through the student mobility's, under the ERASMUS auspices, is to train the Romanian officer, throughout those three cycles of study, as a military specialist, permanently engaged into and adjusted to the NATO and EU structures. The military institution's graduate must be able to make correct decisions for defending the citizens of his country, irrespective of their sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation, nationality, gender, religion.

In order to reach this goal, collaborations with the existent partners must continue and new collaborations with institutions that adhere to the Erasmus Charter have to be established, as well as with other military and civilian higher education institutions so as to improve school performance and to assimilate new experience from similar military systems with the Romanian Air Force.

2. The development of collaboration agreements aims at professional development of the teaching staff through:
 - personal professional advancement for implementing new teaching/learning strategies;
 - correlating the "Henri Coandă" Air Force Academy's objectives with the objectives of similar European institutions, as well as the standardization of competences acquired by the "Henri Coandă" Air Force Academy graduates with the competences acquired by the European institutions' graduates, the teaching staff being the main responsible entities for the graduates' competences acquisition.
 - the accomplishment of collaborations in the field of scientific research, and col-

laborations meant to permanently improve the material base of the academy, through participation in international research projects, and workshops that are able to disseminate the results and experience obtained within the mobility programs.

3. The third objective with regard to the collaboration agreements that the “Henri Coandă” Air Force Academy intends to develop includes the experience that may be gained by the auxiliary didactic personnel, laboratory assistants, IT specialists, through their participation in Erasmus mobility programs.

By this, they can help with the teaching materials’ development for interactive activities and they could also participate in research projects or projects destined to improve the material base of the institutions. Moreover, these people could learn from the experience and good practice of a partner institution and improve their abilities as required by the position they occupy within their origin higher education institution.

These three approaches to the development of agreements are aimed for training students as adequately as possible, so that, on graduation, they have acquired the requested competences for their future field of activity and for working in international teams.

In order to accomplish these goals, the institution has to:

- provide some courses from its university curricula in collaboration with European partners. Some attempts in this respect have already been materialized, in collaboration with the “Henri Coandă” Air Force Academy’s Slovakian partner;
- facilitate the completion, in partnership, of the Bachelor’s final paper of the students who participated in mobility exchanges during their first cycle of study. Since 2012, the first year in which the academy had the right to run mobility exchanges, there have been attempts in this respect, and topics for the final paper have been proposed in partnership with similar institutions from the Czech Republic. “Henri Coandă” Air Force Academy intends to continue and develop collaboration projects of this type.

The “Henri Coandă” Air Force Academy strategic plan for the next interval includes among its most important goals the development of international co-operations, both at the level of student mobility programs and teaching staff mobility’s for teaching and training and at the level of research projects and projects for developing the material base. In order to accomplish this objective, the “Henri Coandă” Air Force Academy strengthens its collaboration relationships with the military higher education institutions from Europe, through the Organization of European Air Force Academies, whose member it is, and through its collaboration agreements with civilian institutions.

The Academy will pay increased attention to the activity of the European Community Bureau and assisted by it, the academy will be involved in some programs and projects with international partners.

Through the Bureau of Community Programs, the “Henri Coandă” Air Force Academy will propose collaborations for various fields, experience exchanges between the teaching staff of all participating universities and will lobby for participation in programs under the Erasmus auspices.

The “Henri Coandă” Air Force Academy will propose the organization of seminars, conferences in various fields of activity, meetings for facilitating the development of innovative practices in education and training at tertiary level.

How to facilitate exchanges from the administrative point of view

Taking into consideration that the development direction of the European military education follows the system established by the Bologna Process and that most of the military education institutions are of higher education type, it is necessary for us to value the experience gained at European level within the Erasmus program.

This involves the existence of a charter to be the legal form by means of which a military education institution obliges itself to respect the norms and values that constitute the basis of EMILYO program.

Later on, based on this charter, military education institutions need to sign bilateral collaboration agreements which will allow them to run activities within the mobility program.

Based on these agreements, participants in activities included in mobility programs are granted credits which are mutually recognized.

Last, but not least, there must exist the financial support for running these mobility programmes. Annually, there must be established the number of participating students and teaching staff in the EMILYO mobility programs for whom the financing is necessary.

Lessons learnt

Students and teaching staff’s mobility’s are beneficial for the development of the future officers, perceived as members of the EU, yet, this program is achievable, under the current realities, on condition that:

- There is established a legal framework for running this program and it is applied by every member state and by every military education institution participating in it;
- There are financial resources provided for running this program, based on legal provisions, at the level of each member state, in accordance with its financial possibilities and interest shown in this programme.

4.12 Contribution from the Romanian Land Forces Academy



B.G. Prof. Eng. Ghiță BÂRSAN, PhD

Commandant (Rector) of the the “Nicolae Bălcescu” Land Forces Academy

Col. 1st SR Vasile CĂRUȚAȘU, PhD

Vice-Rector for Scientific Research of the the “Nicolae Bălcescu” Land Forces Academy

Internationalisation

We want our institution to be modern, adapted to the 21st century and to international labour market demands, providing well-trained graduates able to face the challenges of the environment within which they must perform. The strategic objective of our institution in international relations development is the cooperation with all military institutions from EU and NATO member countries, and with civilian institutions that offer similar study programs.

Our institution currently manages 3 bachelor programs, 4 master degree programs and 7 postgraduate programs for Romanian officers.

So far, we have had mobilities for 1st cycle of studies students, but, in the near future, we intend to extend them to students in the 2nd cycle of studies, as well as to officers who attend postgraduate courses within our institution.

Although with a late start in the implementation of activities under the Erasmus Program (in the first year we implemented 12 student mobilities and 4 for the teaching staff), this year we had 34 student mobilities (a percentage of 4.5% mobile students) and 15 for our teaching staff and instructors.

The collaborations within the Erasmus Program should lead, in our opinion, to the development of joint programs of study in English. With regard to the mobility of students, we have to set up, together with our partners, for starters, a common semester taught in English with the same disciplines and content for each subject matter (maybe a good idea would be to draft the courses together and make them available in all the libraries of the institutions that wish to join this approach) and could continue with the development of a joint bachelor degree study program that be taught in English. This will lead to an increase in the number of mobilities and the study periods can be recognized by the principle of total academic recognition.

We believe that a policy of small steps and realistic mobility sizing that our institution can achieve is the key to further development of these types of activities, given, on the one hand, the human resource in the institution, and, on the other, the possibilities of

partner institutions and achieving mobilities with all of our partner institutions. For our institution an annual growth of 2-3 new partner institutions is realistic and it can ensure our target of mobility programs that we set for 2020. Currently we have inter-institutional agreements with 1 civilian university and 7 military universities or academies.

We intend to obtain an equal ratio of SMS and SMP, on the one hand, and for STA and STT, on the other hand, we want the ratio to be proportional with the ratio between the number of teachers and that of the auxiliary and administrative staff.

For incoming students our institution's website includes a brochure with general information regarding the culture of Romania and Sibiu as well as the everyday life of our academy. Another support activity is the welcome/ orientation week, which provides them with information on administrative issues and allows them to meet local and other mobile students through our ESN students' members. Local students and teachers are appointed to support them in solving administrative and academic problems throughout the mobility period.



*Col CARUTASU, PhD from the "Nicolae Balcescu" Land Forces Academy Romania chairs an iMAF-session.
(Source: Theresan Military Academy)*

Upon return from the mobility period, depending on the activities they were involved in, extracurricular activities are analysed by the RCDI and materialized either through equivalence with the disciplines in the curriculum, listed in their Diploma Supplement, within their evaluation, or may even contribute to promoting to a higher rank or receive various awards, as well as granting them the right to teach classes in English.

As far as the teaching staff is concerned, special emphasis should be placed on developing English language proficiency, this being one of the biggest barriers to increasing the number of mobilities, especially for the non-teaching staff.

The organization and functioning of thematic, academic or structural networks, which may be conducive to the sharing and access to information of interest to students, teachers and researchers in the institution, is another major objective. Intensive programs that promote inter- and trans-disciplinary approaches of certain topics of relevance to the teaching and research practice are also a priority. One of the main objectives is the one concerning the development of projects under the new Program bringing together as many of our partners.

An important goal is the development of joint research projects in the framework of European or international programs and attracting students, especially master degree students in the research projects conducted by our institution. A direction that should be capitalized is moving closer to the economic environment, the needs and the problems seeking solutions. Scientific research should be oriented towards the practical side with results which materialize into economic growth and prosperity for European citizens. This would be, besides a source of income that can be used for institutional development, also a source of increasing scientific prestige, which would contribute to obtaining the status of doctoral school.

Another direction is the expansion of cooperation through mobility programs with non-European institutions, but with which to also build up research projects that should involve students, teachers and scientific researchers.

**The CSDP Modules for Young Officers:
Designed from Outputs, Driven**

5

Summary of the Lessons Learnt

6

**Conclusions: “Five Years of the Initiative:
Two Eyes on the Future”**

7

5. The CSDP Modules for Young Officers: Designed from Outputs, Driven by Outcomes

Sylvain Paile

The training of the future European military officers to the Common Security and Defence Policy (CSDP) through a formal module is a flagship realisation of the European initiative for the exchange of young officers, inspired by Erasmus.¹ The Initiative, as designed in 2008 and structured under the impulse of the French EU Presidency, has indeed for general philosophy to enhance a European culture in the military, starting with the military elites in their basic education and training. It was considered as key by its funders that the military cadets are made familiar with the security environment in which they are meant to serve and to learn about the society, values and political system they will be deemed to defend in the course of their career. As one of the first realisation of the Initiative, therefore, it was decided by the different European partners engaged to create a module aimed at all European future officers on the CSDP – named European Security and Defence Policy (ESDP) prior to the Lisbon Treaty – and adapted to such audience. Between September 2009, when the module was first organised, and September 2013, 630 European officer cadets have been educated to their future role in the security and defence of the European Union. Some other students, though it is difficult to assess their number, have also been trained to these topics through national programmes or initiatives.²

The European module set in the framework of the Initiative is unique, however, considering the evolution of its shape. In the Initiative's founding ministerial declaration of 10 and 11 November 2008,³ the module was only mentioned, stating that it was made available to the education and training institutes. Its general objectives did not appear though it was clear from the declaration that it was meant to teach the ESDP/CSDP and to train the future officers to the interoperability of forces, which is required for making the European defence effective. As a result, a European conscience should emerge but, as regards the means and practical implementation, the module was prone to flexibility.

The module, indeed, is the product of different rounds of organisation by different providers. It can be said, after four years of existence and regular organisation, that it is the result of successive experiments. To this regard, it grew and evolved. However, due to the fact that none of the models of implementation is prescriptive – at least at the European level – this evolution is not linear. The module adapts to the national practices and the inputs prepared by its organisers. In order to assess and accompany the implementation of the module toward the effective realisation of its goals, a follow-up was organised, which allowed describing and measuring this evolution. As a result of this

¹ Hereafter referred to as "the Initiative".

² As examples, the French Army Academy, on an annual basis, and the French Air Force Academy, on a biannual basis, organise training modules on the CSDP during several days.

³ Council Conclusions on the ESDP, 2903 External Relations Council meeting, Brussels 10 and 11 November 2008, Annex II. Council of the European Union, Document 5155/1/08.

continuous survey, it appeared that the CSDP module was primarily designed from its outputs. It focused on the expected product of a learning process: the knowledge of the CSDP as a – mainly – academic topic. Its structure, consequently, was defined according to the different issues an organiser might feel relevant for knowing and understanding the European defence. Progressively, however, the module appeared to be driven by its outcomes, meaning by the incidental effects of the course of actions undertaken by its different and successive organisers. This general outcome is that the module must allow the participants to not only learn CSDP, but also make a first living experience of the CSDP, in order to learn how to act as an officer of the European Union.

At first, outputs beside outcomes

Initially, the ESDP/CSDP module addressed to young officers in their basic education and training focused on the objective of learning the European policy with its history, its functioning and its perspectives, notably. Learning could be seen as the output of the module since it is the direct product of a process consisting in teaching. The module was essentially output oriented in the sense that the definition of its programme was the result of the selection of the most relevant topics relating to CSDP, for a cadet audience.

In the course of the preparation of the Initiative in 2008, indeed, it was observed that only few cadets were educated or trained to the CSDP.⁴ As a cornerstone of the Initiative, therefore, the Secretariat of the European Security and Defence College (ESDC) undertook to adapt its Orientation Course on ESDP/CSDP to audiences of young cadets. The Orientation Course was primarily designed for more senior officers and civil servants, which constitute the regular audience of the ESDC courses, as the ESDC is the network college of the European Union responsible for the training on ESDP/CSDP of high-level professionals of the Member States and the Union. Its training capacity rests upon the resources of the Member States and their institutes taking part to the network.⁵ Even before the Implementation Group of the Initiative, composed of representatives of the Member States and their basic officer education and training institutes, was set, the ESDC Secretariat was able to define a list of relevant topics for such training. When the Group was effectively convened for the first time, in February 2009, it decided, as a “quick win” for the implementation of the Initiative and the objectives defined in the Ministers’ Declaration, to assign a working group the task of preparing the training material for such module. The product was then to be made available to every institute willing to train its students in this topic.

At this stage, the working group defined what it considered to be the output of the mo-

4 See the first “Stocktaking Report” on the European military education, General Secretariat of the Council, document 12843/08, October 2008.

5 For more information on the European Security and Defence College and its educational offer, see: <http://esdc.mil-edu.be/>.

dule: “to enhance a common understanding (...) of (...) the ESDP”.⁶ Consequently, it defined a tentative sequence of the teachings which should compose the programme and, accordingly, finalised in August 2009 a series of training material and presentations to be used by volunteer institutions. Although its work focused on the inputs of the learning process, the working group already opened the door for introducing participants’ group work – i.e. self-learning – in the module.⁷

Meanwhile, Portugal had proposed to organise the CSDP module as a seminar and to open it to European cadets. The three military academies of the Navy, the Army and the Air Force, with the support of the Secretariat of the ESDC, prepared this first event



*A lecture during a CSDP Module, Austria 2010.
(Source: Theresan Military Academy)*

together. They designed the programme, which contained topics retained by the ESDC and “adapted” by the working group and topics which presented an importance to the organisers’ eyes, such as the impact of the Lisbon treaty on the CSDP and the national viewpoint of Portugal on the benefits of a coordinated policy in defence. The tentative programme designed by the working group for the organisation of the module as a seminar left room, indeed, for “horizontal” issues a potential organiser would like to present. There too, the clear definition of output of the seminar, i.e. “learning the CSDP”, was the starting point of the process of defining “how to learn CSDP” and the subsequent definition of the inputs, i.e. the teachings.

⁶ Working document of the working group “Quick Win 1”, April 2009 (not published).

⁷ Working group “Quick Win 1”, “Methodological instructions – EU Missions and Operations”, August 2009. Available: <http://www.emilyo.eu/>.

The Portuguese organising team had to remain pragmatic regarding the choice of the lecturers. Despite budgetary and opportunity considerations, an effort was made for inviting lecturers from other Member States and from the EU institutions in order to provide the participants with the broadest selection of perceptions about the CSDP. It also made the choice to select very high-level personalities,⁷ not only for emphasising their initiative to organise the first seminar but also to share with the participants their knowledge, practice and views on the European defence. The content of these lectures by highly-qualified personalities is, in principle, difficult to control and constrain for the organisers of such event but their contribution undoubtedly reinforced the realisation of the output. On the contrary, the organisers had fully the hand on the internet-distance learning (IDL) process they required the participant to go through before attending the residential seminar in Portugal. The IDL instrument provided and used by the ESDC in its education and training activities was made accessible for the first time to a cadet audience at this occasion, in order to allow them preparing for the course. The content of the autonomous knowledge units composing it did not differ from the learning path of senior officers, in this regard, and the knowledge to be acquired by the participants from this experience was thus predictable and fully integrated in the learning process designed by the Portuguese organisers.

Their project, nevertheless, was not only to teach CSDP and that the participants “learn CSDP” in a purely academic way. They intended to take the opportunity of a module on Europe to make it a European seminar, beyond the mere passive presence of foreign cadets. The organisers wanted the future military officers to make a first experience of Europe, allowing them studying together and living together – e.g. sharing daily life, interacting in formal and informal social events – as they might be called to do in their career on operation fields. They asked, therefore, that this dimension be also assessed through the external evaluation of the module. This evaluation, conducted through interviews, on-site observations and questionnaires,⁹ demonstrated the importance of the “living” dimension for the module, which somehow overtook the importance of the “learning” in the participants’ eyes. Based on the participants’ views and beside a very high level of satisfaction for the Portuguese “experiment”, these investigations highlighted the need for developing group work, case studies and practical exercises in the methodology of the seminar. Interaction appeared as a key claim by the cadets for the future improvements of the module: more interaction with the lecturers and more interaction among the participants themselves in their learning process, since this interaction must aim at favouring ownership for their learning process. The seminar organised by the Portuguese academies thus marked a fundamental step in the evolution of the CSDP module. Starting with an output perspective, i.e. focused on “learning the CSDP”, the module recognised the equal – if not superior – importance of its outcome, i.e. “living the CSDP”. From this point on, therefore, the objectives of the Initiative and of the module merged

8 The seminar was open by the Portuguese Defence Minister.

9 See Sylvain Paile, “External evaluation of the Lisbon European Security and Defence Seminar”, September 2009. Available: <http://www.emilyo.eu/>.

and the module could be definitely seen as a flagship action of the Initiative for the exchange of young officers, inspired by Erasmus.

At this stage of its growth:

- Cadets are curious about Europe and its defence.
- “Learning Europe” goes through “feeling European”.
- A one-week configuration creates an adequate learning environment.

Then, outcomes became outputs

After the first Portuguese and successful experiment of the organisation of the module as a seminar, the Spanish military academies undertook to organise a second round under the aegis of the Spanish Presidency of the Council of the European Union, in March 2010.¹⁰ This time, three modules, on the same model as the Portuguese seminar, i.e. an internet-distance learning and a residential phase, were to be conducted at the same time, each with their own programme but logistically coordinated by a joint team at the Ministry of Defence. Each academy, therefore, had some margin for action in the implementation of the programme, allowing for example to dedicate one or the other topic dealt with on the proper challenges for the branch of the armed forces the hosting academy belonged to. This autonomy allowed observing the different results of the single experiments made by the academies. In order to enable all the participants to gain ownership for their learning, the organisers, like in Portugal, provided them with reading material at the beginning of the residential phase but also organised self-learning times beside lectures. At the Naval and Air Force academies, roundtables were organised for a deeper analysis of the “EU missions and operations”, thus allowing interaction and debate among the cadets and with the speakers. At the Army Academy, three workshops were organised for allowing the students to prepare or debrief the lecture they attended on a given topic. Be it “in” – for the roundtables – or “outside” – for the workshops – the presence of the lecturers, these experiments for self-learning met the highest levels of satisfaction of the students but also of the speakers and organisers. In order to create an adequate and European environment for learning the CSDP, the three academies left room in the programmes for formal and informal social interaction. The Air Force and Army academies even arranged timeslots for introducing a vocational dimension in the module through sport sessions, which was sustained by the next modules. Most positively and even though important progresses had been made in this direction by the Spanish organisers, the participants promoted the idea in their feedbacks of even more interactivity.

10 See Sylvain Paile, “Common Security and Defence Policy Modules – Spain 1-5 March 2010 - External Evaluation Report”, April 2010. Available: <http://www.emilyo.eu/>.

At this stage:

- CSDP can be approached through education and training.
- Interaction is not only social, it is also cognitive.
- The cadets must gain ownership for their learning.

Greece decided to organise such a module at its Air Force Academy the following academic year.¹¹ Around 250 European cadets, mostly Greeks from the three academies, convened for the residential phase of the seminar, in Athens. Due to the high number of participants, the highest of all modules organised until 2013, it was logistically difficult for the organisers to divide it in sub-groups and plan timeslots for group works and debates. They manage, nonetheless, to dedicate time at the end of each lecture for extensive questions and answers sessions allowing the students to confront their opinions and challenge them in the light of the lecturers' guidance. Despite this constrained formula of interaction, the solution found generally met the satisfaction of the participants.

At this stage:

- The size of the learning environment impacts on the conditions of learning.

Meanwhile, the Austrian Military Academy had decided to organise two CSDP modules.¹⁰ One in October 2010 and one in November 2010, the same week as the Greek module. The reason why two seminars were held separately was that, as it was confronted to the same challenge as its Greek counterpart – with which it exchanged cadets for the seminar – regarding the logistical issue of conciliating a high number of potential participants and its will to make their learning process the more interactive. Austria had decided, indeed, to integrate the module as a full component of the curriculum of all the officers of its armed forces, thus becoming the first academy to “institutionalise” the CSDP module, and it judged that the number of cadets to be trained was too important for a single seminar. Austria gave a major credit to the social structure of the module for the learning path of the participants and its success. It systematised the group work – called “syndicates” – everyday after the lectures in order to discuss their understanding of the topic. During the first module, the groups were asked to prepare questions for the lecturers. However, it appeared from the evaluation that the outcome was limited in terms of effective discussion and confrontation of ideas among the students and with the speakers. The organising team thus decided to change the method for the second module and to ask the students to answer questions from the lecturers or discuss cases distributed by them. All the stakeholders reported in the evaluation that they felt they better assimilated the knowledge in doing so. From one module to the other, therefore, the analysis of the outputs and the outcomes allowed the organising team improving the

¹¹ See Hellenic Air Force Academy, “External Evaluation Common Security and Defence Policy”, November 2010. Available: <http://www.emilyo.eu/>.

¹² Sylvain Paile, “External Evaluation Report Über Die Common Security and Defence Policy Modules”, *Armist et Litteris 25, Theresianische Militärakademie – Wiener Neustadt*, 2011.

module. The Austrian modules also demonstrated the importance of the international participation for the expected learning environment and, consequently, the success of the module itself. The claim for ever more interaction did not disappear from the evaluation reports, nevertheless. These two seminars were also the first CSDP modules, based on the work done at the European level, for which a formal knowledge assessment was implemented. Since the module became a regular part of the Academy's programme, the cadets were expected to show commitment and efficiency in their learning path, as for any other course. The output, i.e. the knowledge as the product of the learning process, thus oriented the implementation of the module itself.

At this stage:

- International participation is a key of an efficient learning of CSDP.
- The CSDP module can be sustained in the military education as a regular component of the curriculum (e.g. with regard to frequency, evaluation and credits).
- Group works are key for assimilating knowledge.



*A presentation made by a group in front of the class during a CSDP-Module, Austria 2011.
(Source: OCdt Platzer Thomas, Theresan Military Academy)*

In October 2011 the Austrian Military Academy organised again two consecutive modules in order to divide the audience and favour an interactive approach in learning. At this stage, the ownership of the students for their acquisition of knowledge and understanding of the CSDP was already an assimilated idea. That the environment contributes to the learning process was also widely acknowledged. Hence, the main innovation of the 2011 modules was to foster ownership for the students of the European environment, to which they give a major importance because this marked the transformation of the “living” from an outcome, i.e. the incidental result of the course of action, to an output of the module, i.e. the product of a purposely designed and managed process. The organising team, composed of the same managers as in 2010,¹³ did so in asking the

¹³ Sylvain Paile, “Common Security and Defence Policy Modules 2011 External Evaluation Report”, *Armis et Litteris* 27, Theresianische Militärakademie – Wiener Neustadt, 2012.

hosting cadets of the Austrian Military Academy not only to accompany their fellow foreign participants in their daily lives at the Academy, but also to be individually in charge for the organisation and conduct of aspects of the seminar – thus becoming organisers themselves – e.g. logistics, organisation of events, lead of syndicate groups. These co-organisers were also assessed by their Austrian supervisors on the completion of these responsibilities, as a component of their training to the practice of leadership, and received a mark for their performance. This year, also, the Austrian organising team introduced a “living” dimension in the lectures in inviting the participants to visit the United Nations’ (UN) headquarter in Vienna, where they were to receive the lecture on the EU and UN relations. This enabled them to experience the topic, somehow.

For the CSDP modules’ Austrian model, 2012 might appear as the maturation year. The Austrian Military Academy picked the fruit of all the previous experiences and was able to draw the lines of its own “tradition” of the module. The programme, though maintaining capacity to adapt for “hot” topics and to the availability of lecturers, and the leading concepts of the CSDP environment made the module a fully-integrated component of the training of an Austrian officer and a European rendezvous of the Austrian cadets with their counterparts, de facto. The sustainment of the module on the “long” run, however, does not prevent adaptations. The main innovation of the single 2012 module was certainly the successful choice to let the syndicates meet before the lectures, thus allowing them to discover the topic, its content and challenges together and enabling them to acquire an understanding and opinions then to be confronted and debated with the expert invited. Thereby, ownership was again reinforces as a driving principle of the module.

At this stage:

- Discovering and challenging knowledge reinforce ownership for a learning process.
- The CSDP module is now sustained on the long term though its configuration remains adaptable to national specificities.



*A group of participants discover and debate a case before the lecture, Austria 2012.
(Source: Theresan Military Academy)*

Outputs and outcomes as driving forces

The distinction and definition of the outputs and outcomes has been, as described above, a resource and a source of evolution for the module itself. They progressively became the driving principles of the organisation of such module and each experience brought its contribution. Ultimately, the outcomes, which were either not foreseen by the designers or not seen as a cornerstone of the learning path, became outputs. The future organisers of the module, therefore, have to carefully consider them in the preparation and implementation.

Living the CSDP could initially be considered as a most positive outcome of the module but, from experiences to experiences, it became the most appreciated aspect of the adventure for the students and a fully integrated component of the learning process itself for the organisers. The interaction among the future officers and between them and the experts sharing their knowledge, indeed, revealed a considerable number of –unexpected sometimes – positive gains. It enhanced research skills, debating abilities, communication capacities – especially since the modules were conducted only in English until now – organisational aptitudes. In a word: responsibility for their learning path. Beside these knowledge, skills and competences, the modules oriented more subjectively the cadets in provoking also changes in attitudes toward the necessity for the European Union to have an effective and efficient Common Security and Defence Policy. All these gains are a major contribution to the leadership, i.e. the essence of a military chief, of these future elites who will be soon in charge with the implementation and, later, with the conduct of the CSDP itself.

The outputs and outcomes of the CSDP modules are also important for the Initiative as a whole. In a first place, they shall have an impact on the other common modules to be created in this framework. As of September 2013, a similar module has been designed on the law of armed conflicts and courses designed by Member States and their institutes have been proposed as European modules under the Initiative, e.g. in maritime leadership, in peace support operations, in communication and the mass-media. Only a few of these modules have been effectively organised in the form of seminars with European participation, like the CSDP modules. The latter, however, will undoubtedly influence these topical modules in their form and structure thanks to the successful recipes found along the different experiences. More substantially, one may state that these specific topics are themselves parts of a common European culture. Since the values and technics they intend to spread are shared among the Member States, they contribute to teach what the European defence is about. However, the most remarkable demonstration of this impact is the creation of the module named “CSDP Olympiad”, organised for the first time in September 2012 by Cyprus. The Olympiad was designed as a short – three days – session of competitions between carefully selected European cadets, on the CSDP. As a first challenge, the participants were asked to prepare papers on a topic of importance for the CSDP and, based on their ranking, were invited to present their work to a jury and their fellow cadets. A separate competition was organised, which focused on the factual knowledge of the CSDP. The CSDP modules did not only inspire the concept of the Olympiad but also helped defining the topics a cadet audience was expected to have

knowledge on and inspired the choice of the European interaction made by the organisers for a residential phase. The CSDP Olympiad may thus be seen not as an outcome “in” the CSDP module but as an outcome “of” the CSDP module.

Although it suggests potentialities for the Initiative, the CSDP module also reveals the limits of the actions undertaken under the Initiative. In spite of the fact that most European academies which sent students to the CSDP modules have implemented the Bologna process and now recognise the European Credit Transfer System (ECTS), only a few of them have effectively recognised the value of the experience of the CSDP module in the curricula of their exchanged students in recognising these ECTS. Although the learning outcomes – including the outputs and outcomes described above – of the module have been clearly identified, evaluated and verified, some institutions and Member States are still reluctant for giving the same value to foreign study periods as the training they provide. It is a challenge not only for the CSDP module but for the whole Initiative, though the development of the European exchanges can only be successful if there is an entire and mutual trust between the different educational actors.

Conclusions

The CSDP module designed in the framework of the European initiative for the exchange of young officers, inspired by Erasmus had been an innovation in the military higher education as one of the first combined training, i.e. a common training for a multinational audience. It marked an evolution in the academic education of the European cadets in making them familiar with a – future – work environment, which was usually done rather in their vocational training. Furthermore, the module progressively drew the attention of the organisers from the mere knowledge to considering all the qualifications – knowledge, skills and competences – as a coherent construction. The students thus acquired awareness and a greater conscience of their own capacities and capabilities in managing the concepts of the CSDP and their own learning, in improving their language and argumentation notably. Eventually, the CSDP module served as a laboratory for an output-oriented approach which encompasses not only the outputs of the cognitive process but also the outcomes, progressively assimilated to outputs, of the innovations brought by the successive experiences made along four years and by different institutions.

The CSDP module is, from an organic point of view, living and growing but it cannot be doubted that it will remain driven by the desired ends designed for it and for the reach of a European security and defence culture in general.

6. Summary of the Lessons Learnt

Sylvain Paile

During the conference, the participants were invited to meet in groups, mixing the different nationalities, institutions and expertise represented in the event, and to discuss and debate their experiences and expectations regarding the development of mobility in general and the Initiative in particular.



*Mr. WEISSERTH, LtCol (GS) DUBOIS and Dr. KAMMEL (from left to right) listening to the results of the syndicate work.
(Source: Theresan Military Academy)*

A first syndicate group discussed the views of its members on the benefits of the Initiative and desires. As for the benefits felt from their experiences of the mobility in general, it reported that:

- For every kind of actors, mobility informs on how the other educational structures function, helps building networks of institutions and persons, improving the language skills, increasing cultural awareness and discovering new problem-solving methods;
- For the cadets in particular, mobility introduces them to new attitudes vis-à-vis the international and European environments, increases their motivation in learning and training and fosters broadmindedness;

- For the institutions, mobility and the Initiative improve their internal organisation in stimulating adaptations of the curricula and the training modules, notably, stimulate information and communication between the institutions (e.g. Compendium, newsletter), improve the collective research capabilities and quality of the military higher education.

As for the desires for the development of the exchanges, the syndicate suggested that:

- For the academic exchanges, an information platform be used, that the mobility strategies be resolutely oriented toward an increase of the exchanges, the definition of learning outcomes be harmonised and the Internet-Distance Learning (IDL) education be developed;
- For the vocational exchanges, the variety of activities proposed for mobility be extended (training camps, common modules, etc.), the outgoing opportunities be increased and that the branch training centres be associated to the mobility strategies.

A second syndicate group debated of the different approaches the institutions could develop vis-à-vis the Initiative in their own education and training policies. They suggested in their conclusions that:

- Regarding the information on the Initiative itself a strategy of advertisement should be developed and include axes such as presenting data about students' exchange possibilities and the link to the Initiative's website (www.emilyo.eu) on the websites of the academies, the creation and use of a logo for the Initiative, of the IDL instruments and the recourse to public media for promoting the Initiative.
- Regarding the conferences and seminars about the Initiative, they should focus on participation at functional levels (mobility managers, academic and scientific personnel or cadets) more than the strictly commanding level, like in the services' fora;
- Regarding the recommendations for increasing mobility opportunities, all configurations (international semester, common modules, intensive programmes vocational training exercises) shall be considered, including the possibility to develop integrated curricula, notably at Master and Doctorate levels, recourse shall be made to the existing Erasmus possibilities whenever possible and the Bologna Process acquis shall be fully implemented, notably as it concerns the assurance of the quality of the education and training;
- Regarding the use of the English, the group recommends that the institutions develop a full range of exchange activities (curricula, semesters, modules, exercises, etc.) in this language, that the students and trainers follow advanced language courses prior to their exchange and recommends to develop European education and training material in English as well.

A third syndicate group discussed the ways to facilitate the exchanges from an administrative point of view. It presented the following outcomes:

- In terms of international collaboration, the bilateral agreements, based on the framework agreement and the Erasmus programme must be favoured in order to guarantee the quality of the exchange and the English shall be seen as the main language of the exchanges between the military institutes. The Initiative is considered to be a reference framework for the exchanges between military academies, the adoption of multilateral exchange agreements and multilateral curricula. However, the funding and the provision of course material or instructors for common modules shall be also addressed in the context of the Initiative;
- In terms of mutual recognition of the exchanges, the principle shall be universally applied. The group however stresses the challenge to reach a common understanding on the ranking of the students based on examinations and grades awarded in a foreign institution and to overcome the national administrative obstacles for the recognition of internationally designed degrees.
- It called for the creation of an information platform, for which administration shall be foreseen, which would contain and present links and information on the education and training institutes, their programmes, their offers of exchange opportunities, their points of contact, their facilities, their research capabilities, documentation on the mobility programmes, guidance on harmonising measures and could be used for applying to exchanged online, for the communication of an alumni network.

A fourth syndicate group discussed the lessons learnt from their exchange experiences. Although it mainly concentrated on the Erasmus mobility programme, it presented the following views on the past and expectations for the future:

- It concluded from its debates that mobility encourages the education and training institutions to develop offers of courses aimed at the exchange students as well as short-term exchange programmes (e.g. intensive programmes), catalogues of these course which would be conducted mainly in English, English courses for the future exchange students, cooperation policies between the institutions in general (e.g. visits of teaching and managing staff) and that it encourages the different actors to develop new and flexible approaches toward the mutual recognition of the achievements of an exchange.
- It observed that, for individuals, mobility experiences foster new qualifications in general, such as abilities to communicate in foreign languages, cultural awareness, tolerance, autonomy that they train them to work in international environments.
- It recommended that the institutions immediately develop their exchange offers in networking, especially those holding an Erasmus charter, signing bilateral agreements, communicating on these opportunities and in concretely sending students

for short courses to be designed or for longer – Erasmus – exchanges which can be financed under the programme.

It prospectively recommended that they continue in the future to use the forthcoming Erasmus “plus” mobility programme for their exchanges, to develop new intensive programmes in this framework, to achieve the mutual recognition of the exchanges’ outcomes and to investigate all prospects for the funding of the mobility.

7. Conclusions: “Five Years of the Initiative: Two Eyes on the Future”

Sylvain Paile

Along these contributions and the three days of discussion, analysis, debates and prospective thinking, the iMAF 2013 conference has proved itself a constructive event for the European initiative for the exchange of young officers, inspired by Erasmus, as it allowed exploring comprehensively the past, present and future of the European military higher education.

The participants, representing the primary actors of the development of the mobility of our future military elites, were not necessarily members of the structures of the initiative or taking part to the activities of its Implementation Group. They were invited, nonetheless, to contribute to a real state-of-the-art of the Initiative in sharing their experiences on internationalisation in general, on the Initiative in particular, the use they make or wish to make of the Initiative as an instrument of growth, as well as the visions they have for the future. As experts and managers of the mobility of the students and personnel of the basic officer education and training institutes, they brought their constructive views on how the goals of the Initiative could or should be attained.

The following conclusions drawn from the iMAF conference 2013 are equally important for appreciating in the most comprehensive and exhaustive way, the “challenges, experiences and way ahead” of the Initiative and the modern European officers’ initial education and training.

The benefits of the European integration

The European initiative for the exchange of young officers as it is designed answers the needs of our times. The European integration, through the adoption of a set of measures aimed at providing the most adequate ground for all the exchanges in the basic officer education and training, indeed, is not merely a philosophical choice. It is a brick in the European Union and its Member States’ defence wall.

The profession of military officer is one of the most internationalised ones, today. The cadets of today are not only the strategists of the day after tomorrow, in charge of the conduct of the defence policy. They are also the military leaders sent on multinational operations, notably the CSDP ones, tomorrow after their graduation and commissioning. Furthermore, the realities of the modern security and defence demonstrate that the main threats cannot be foreseen. The basic education and training have thus the great responsibility to prepare the leaders to the unpredictable. These challenges are shared by all the European actors and can only be addressed through integration. This requires to – progressively and patiently – constructing a military higher education area, based on the achievements of the European Higher Education Area.

Integration through mobility does not only serve policies. It benefits individually to all the actors involved, as well. For the students of the hosting institution and even more for the exchange students, the exchanges with either civilian or military institutes bring self-confidence in their learning and training process, cultural awareness and interpersonal skills, such as the ability to master other languages. As students themselves testified during the conference, exchanges fostered their professional know-how in training them to new problem-solving techniques and thinking “out of the box”, exactly as modern security and defence requires from them. Mobility also favours the emergence of new – positive – attitudes regarding the process of European integration, increases the motivation in learning and training and allows creating new and sustainable friendships with future colleagues.

The academic, scientific and managing personnel of the institutes may also benefit from an exchange experience as it allows them learning from other teaching, researching and managing cultures.

The basic officer education and training institutes, finally, already demonstrated that exchanges stimulate the attractiveness of their education and research policies. Mobility is, as was stressed during the discussions, a tool for ensuring the quality of the education and training vis-à-vis all the stakeholders.

A reinforced commitment in the undertakings of the Initiative

The desires and expectations expressed by the different contributions or during the conference comforted the orientations followed by the Initiative and the global adequacy of the measures designed for its implementation.

The discussions and debates held by the different syndicates emphasised the need for key measures that, for many of them in fact, correspond to the lines of development on which the Implementation Group works. Communication on the exchange possibilities and communication channels, for example, were cited as important issues to be dealt with in order to ease mobility. In the framework of the line of development 6, notably through a newsletter, the institutes are encouraged to plan the exchanges on a long term and to share this information as well as to designate points of contact for a direct communication on the practical organisation of the mobility. The participants also stressed the need to sustain the monitoring process of the military higher education, notably done through scientific publications such as the Compendium. Expectations have been repeatedly expressed concerning the on-going process of definition of a sectoral qualification framework of the military higher education, taking place in the context of the line of development 2. As for the line of development 5, the framework agreement for the exchanges of military students established in 2010 is also considered key for the enhancement of the exchanges and so is perceived the encouragement for the full and universal implementation of the acquis of the Bologna Process.

Besides, the iMAF conference established that some of these lines of development could be improved either by a more effective implementation or the implementation of complementary measures. With regard to communication, it has been suggested to establish actions aimed at communicating toward the students, with view to explain them the purposes of mobility and collect their feedbacks on the exchanges they would take part in, as well as toward the scientific and academic personnel, which roles in the enhancement of new exchange routes must be stressed. The efforts toward a more effective channel of communication between the different institutes could also meet their objectives more easily if the points of contact were designated at a functionary level rather than a commanding level, as it is the case in the different services fora. The use of the newsletter should also be generalised and opportunities to meet between the actors of the mobility policies increased, notably through conferences like the iMAF 2013.

Regarding the information of the different education and training system, the participants expressed their desire to see the creation of an Internet platform of information exchange on the education and training systems and the exchange possibilities starting as quickly as possible. The line of development 4, under which this important instrument of the European mobility will be designed and realised, and for which a new survey of the military higher education shall be proceeded to, shall begin when a Member State will declare its intention to lead the work.

Though the process of creation of a sectoral qualification framework is in progress, the iMAF conference allowed stressing the need for a universal recognition of this expected outcome. All the actors of the military higher education, therefore, shall anticipate and organise the forthcoming steps for the practical implementation of this framework through the definition of the learning outcomes in the different curricula of the military institutions.

Regarding the administrative support the Initiative intends to bring to the institutes, the group of participants recommended that the framework agreement be adopted and used by all the Member States, in order to substitute or complete the documentation existing in mobility programmes. It suggested also that the Initiative formulate encouragements for adaptations of internal structures in the institutes, notably with regard to the creation of international relations services. It expressed its desire that the Implementation Group be also a forum for the exchange of best practices in domains such as the harmonisation of the systems via the complete implementation of the Bologna Process – notably in the cases when the institutions have to be re-accredited by their national authorities – or the exchange of experiences and practices with regard to the national “mission costs” associated to the stay of a military student abroad. The measures of encouragement for fully implementing the achievement of the European Higher Education Area shall not be limited to the academic education but extend to the vocational training as well.

Finally, the development of Internet-Distance Learning and other training material, which is addressed in the framework of the line of development 3, must be further developed according to the participants, as the creation and use of common supports is viewed as the most effective way to pool the knowledge and know-how developed by the different Member States.

New directions for the military higher education area

The iMAF 2013 participants investigated new axis of mobility development for consideration by the Implementation Group and the instances eager to develop further the European integration.

They notably discussed questions or topics that were, in the past, proposed to the Implementation Group or which it only evoked. The symbols of the Initiative were addressed and debated by the participants. Suggestions were made to adopt a name and a logo for the Initiative. However, the embodiment of the Initiative may be in position to create additional confusion regarding its content and objective since it is different from a programme of mobility, like the Erasmus is.



*BrigGen Mag. PICHLKASTNER, Head of Institute and Programme Director during his iMAF-closing remarks.
(Source: Theresan Military Academy)*

The participants expressed in majority their wish to see the number of modules or entire programmes proposed in English increasing in order to create new exchange opportunities. It was proposed, notably, to extend the encouragement for developing common modules, in the context of the line of development 8, to an obligation for each military institution to offer a “flagship” module based on its own course(s). The use of other languages in addition, nonetheless, is desirable.

The exchanges in the vocational training are also seen as a ground for improvement of the trainees and trainers mobility, in number but also in duration.

With view to facilitate the administration of the exchanges, an idea was presented, which consists in creating a network of the alumni of the European exchanges who, in their own capacities, could act as facilitators notably in the welcoming and hosting of the exchange students.

Finally, the funding of the exchanges in both education and training, which is indirectly discussed in the framework of the line of development 7, was stressed as being one of the main challenges for the further development of the exchanges between all the European institutes.

Besides, two new axes have been proposed for consideration by the Implementation Group.

The first consists in acting for the representation of the cadets in the military higher education area that is expected to result from the measures undertaken. Communicating toward the cadets about the mobility may be considered as insufficient, indeed. A bottom-up approach would be required for enhancing ownership for the exchanges and improve the quality of the basic education and training. Attempts were made in the past for sustaining fora of cadets at an international level but most failed, notably because of lack of funding. The participation of cadets to already existing student representation instances, such as the Erasmus Student Network (ESN), could help drawing lessons from the mobility policies of the institutes and would certainly result in a further incentive for the education and training institutes to fully implement the Bologna Process acquis.

The second axis, which echoed in most of the discussions in Reichenau can be referred to as the “networked education”. It consists in developing the multilateral exchanges, in parallel to the existing and growing bilateral exchanges. The “networked training”, such as the common or joint military exercises, is already known and experienced by the basic officers training institutes. The Erasmus intensive programmes, consisting in short educational modules co-organised by several institutions, are also an option proposed by the Lifelong Learning Programme and have already been organised – though in limited occasions – by military institutes. Integrating existing programmes into European curricula developed and organised by a network of institutions, on the model of the Erasmus-Mundus programme, would be an important achievement of the building of confidence undertaken by the Initiative and would demonstrate the quality of the education and research of the partner institutions. Though it may be easier to implement at Doctorate or Master levels, such process of integration would fully realise the processes of “pooling and sharing” that are promoted in the context of the European security and defence policy.

Afterword

It appears from both the written and oral contributions to the iMAF 2013 conference that the work toward the integration of the European basic officer education and training is well engaged. They stressed, indeed, that the choices made in the framework of the European initiative for the exchange of young officers, inspired by Erasmus, by the Ministers of Defence originally and by the Implementation Group subsequently, are coherent with the objectives they pursue. Although the effects will only be fully observable when today cadets will be able to demonstrate the reality of a European security and

defence culture in their positions of strategists, all the actions undertaken are considered to tend to this end. An objective to reach a rate of 20 per cent of European students mobility by 2020, like set by the European Commission for the civilian higher education, is not only an ideal; it is realistic. What needed to be addressed is addressed and it is addressed rather efficiently, even though implementation remains a challenge in some areas.



*Cadet MUULI from the Estonian National Defence College briefs the iMAF-auditorium about his exchange experiences.
(Source: Theresan Military Academy)*



*Dr. KAMMEL, Secretary General of the Austrian Institute for European and Security Policy briefs the iMAF-auditorium.
(Source: Theresan Military Academy)*

This does not prevent to formulate desires and expectations for the future, however. Those stated during the conference constitutes lines for thinking shared by a majority of the participants, which are themselves the actors of the European military higher education primarily concerned by and dealing with the mobility of the future officers and their staff. Their analysis and opinions expressed along these discussions are legitimate and reflect their expertise of the sector and its challenges. Therefore, these lines can and must be turned into action. This can be realised if, and only if, they are promoted as directions for the action. The political level can and must bring a new impulse to the process launched in 2008, reminding that the objectives of the Initiative are inscribed in a long period of time. The timing, once again, is crucially important with regard to the opportunities to bring back the Initiative on the front of the European highest political stage. In December 2013, the European Council is expected to specifically discuss and debate the future of the Common Security and Defence Policy and its way ahead. The seeds of the European security and defence culture must be at the agenda of this renaissance.

Time and timing. The effects of the Initiative are and will be visible in different ways at different scales of time. So will undoubtedly be the outcomes of the iMAF 2013 conference.

Facts about the iMAF 2013

8

Literature

9

8. Facts about the iMAF 2013

Harald Gell

Did you know that:

- 78 persons attended the iMAF 2013 in Reichenau/Austria;
- Representatives from 18 countries and 30 institutions participated;
- 29 briefings and speeches were held;
- 1,069 meals were issued during the event;
- 65 rooms for accommodation were needed;
- 17 persons worked in the organization-staff;
- Some 1,400 e-mails were sent to organize the event;
- 5,463,950,976.00 Bytes on documents were produced;
- Some 4,530 km were driven to organize the event;
- Team “Blue” won the curling-competition!



*The Rothschild Castle in Reichenau/Austria.
(Source: Theresan Military Academy)*

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5 years of the
European initiative for the exchange of young officers inspired by Erasmus



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