



FROM EUROPEAN MOBILITY TO MILITARY INTEROPERABILITY

EXCHANGING YOUNG OFFICERS,
KNOWLEDGE AND KNOW-HOW

Sylvain PAILE-CALVO



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List of abbreviations

ACT:	Allied Command Transformation
BFUG:	Bologna Follow-Up Group
CEDEFOP:	European Centre for the Development of Vocational Training
CFSP:	Common Foreign and Security Policy
DeSeCo:	Definition and Selection of Competencies project
ECTS:	European Credit Transfer and accumulation System
ECVET:	European Credit system for Vocational Education and Training
EEAS:	European External Action Service
EHEA:	European Higher Education Area
EHEA-FQ:	European Higher Education Area Framework of Qualifications
EMACS:	European Military Academies Commandants Seminar
ENQA:	European Association for Quality Assurance in Higher Education
EQAR:	European Quality Assurance Register
EQAVET:	European Quality Assurance Reference Framework
EQF:	European Qualifications Framework
ESDC:	European Security and Defence College
ESDP/CSDP:	European/Common Security and Defence Policy
ESIB:	European Students' Union
EU:	European Union
EUA:	European University Association
EUFA:	European Air Force Academies
EUMC:	European Union Military Committee
EUMS:	European Union Military Staff
IDL:	Internet-Distance Learning
IG:	Implementation Group
iMAF:	International Military Academies Forum
MECTS:	Military European Credit Transfer and accumulation System
MoD:	Ministry of Defence
NATO:	North Atlantic Treaty Organisation
NDC:	NATO Defence College
NORDEFECO:	Nordic Defence Cooperation
OECD:	Organisation for Economic Co-operation and Development
PfP:	NATO Partnership for Peace
SIC:	Conference of Superintendents of the Naval Academies
UNESCO:	United Nations Economic, Scientific and Cultural Organisation
WEU:	Western European Union

Foreword by the High Representative of the Union

Towards a European defence culture

We live times of unprecedented challenges for Europe, and our Union is sometimes struggling to cope. Cooperation and unity become more vital than ever, but our action is too often thwarted by fear and resurging nationalisms. Europe needs a new generation of true Europeans, and a new sense of belonging to our continent and our Union. This is true in all sectors, from politics to academia. And it is equally true for our armed forces.

European security and defence are more integrated than ever before. Our military and civilian operations see personnel from all corners of our Union cooperate towards our common goals. Just months ago, after the terrorist attacks in Paris, our mutual defence clause has been activated for the first time in our history. It is increasingly true that none of us, not even our biggest Member States, can face today's threats on their own. Common threats call for common responses, and for a shared European defence culture.

It is becoming more and more vital that our future military leaders have the opportunity to enjoy a truly European training and education. The variety of our military traditions and defence instruments – far from being a liability – can be one of our Union's greatest strengths. But we need our military staff to be familiar with the international environment they will work in, to fully reap the benefits of a more cohesive European defence environment. "Interoperability" begins with mutual understanding, shared know-how and friendly personal relations, too.

This is the very logic which led to establishing, back in 2008, the European initiative for the exchange of young officers inspired by Erasmus. This new compendium of the European military officers' initial education and training systems – with the support of the European Security and Defence College – is an important guide to grasp the diversity that makes our unity.

Erasmus has shaped generations of European citizens. Likewise, the military Erasmus can be a cornerstone towards a common European security and defence culture.

Federica Mogherini
High Representative of the Union
for Foreign Affairs and Security Policy
Vice-President of the European Commission

Foreword by the Head of the ESDC

The European Security and Defence College with its network of training institutes from the Member States trains future decision-makers in the field of the Common Security and Defence Policy. Its mission comprises to further enhance a European security and defence culture. Its unique setup is based on the experience of the Union acquired in missions and operations and that feeds in return its crisis management concepts.

Interoperability, to this end, must become for the future military leaders both a commitment and a technique. It is only when acting together that our countries will be able to cope with the challenges of an increasingly complex world, acting together as military technicians but also as crisis managers together with their civilian counterparts. These challenges and realities must be acknowledged as early as the initial stage of education and training of these future CSDP actors.

The European initiative for the exchange of young officers inspired by Erasmus, which was launched in 2008 and is supported by the European Security and Defence College, is a cornerstone of the pursuit of these objectives. At the basis of the initiative is the conviction that the mobility of young military students, their teachers, their trainers, exchanging knowledge and know-how within the Union paves the way for greater integration and coherence of our future actions in favour of peace and security. When looking at the undoubted success of the Erasmus+ programme on our European society, there is no doubt that the exchanges of future military leaders will enhance better knowledge about, mastery of and commitment to common policies.

This new compendium of the European military officers' initial education and training systems maps the assets of the Member States and the challenges they meet when further developing exchanges of young officers. It identifies the obstacles and formulates options for responding to these challenges. The present study provides the information that is needed for spreading the knowledge, skills and competences needed for the military leadership of the 21st century.

Exchanges are a precious tool for making European defence effective, they are possible and should be facilitated.

Dirk Dubois
Head of the European Security and Defence College
European External Action Service

Foreword by the Chairman of the Implementation Group

The Compendium – Cui Bono?

In 2008 the European Union (EU) Ministers of Defence decided in their 2903rd External Relations Council Meeting to establish an Implementation Group (IG) with the tasks to harmonize the EU Basic Officer Education (BOE), to increase interoperability and to promote a European Security and Defence Culture among the future European managers for security and defence. The IG is a project-focused configuration of the Executive Academic Board (EAB) supported by the ESDC Secretariat.

Consisting of experts from mainly military BOE Institutions (BOEI), the IG elaborates possibilities and creates preconditions to encourage exchanges of young officers during their initial education and training. Existing exchange programmes as well as creating new avenues of approach are used for the purpose of strengthening the interoperability of the EU Armed Forces and – as a consequence – to increase EU's security within the frame of CSDP.

For fulfilling IG's tasks, the first challenge was to get knowledge of the different EU BOE-systems with their different specific needs and national pre-conditions. The present compendium's author supported these basic needs essentially with the European Military Higher Education Stocktaking Report in 2010. Moreover, with a compendium as of 2011 and the present new Compendium the IG can draw on an up-dated version which includes all the necessary information comprising qualified interpretations.

Scientific surveys – among them external evaluation reports created by the present compendium's author – proved that international participation on BOE-level increase learning outcomes. To compare these learning outcomes (LO) – consisting of knowledge, skills and competences – for the purpose of recognition at the home institutions, similar LO's understandings and interpretations are necessary, the compendium supports that.

When describing other IG's tasks – such as the development of necessary officer's competences, regulations concerning administrative matters, how to pass the information to persons who need it or define Common Modules (CM) seen to be of essential importance for all young officers' education – the present compendium supports a lot to define a specific common language for the purpose of facilitating the goals and – in doing so – increase EU's security. In other words, the new compendium may be replaced with an alternative expression: **Efficiency**.

Harald Gell
Chairman of the Implementation Group
for the European Initiative
for the exchange of young officers inspired by Erasmus

Introduction

There exist very few professions that are as international as the profession of a military officer. As a serviceman, the work of an officer and the situation of security on the international scene are intertwined. Since the fall of the Iron Curtain, and despite the fact that the defence of the national territory remains the first mission of their armed forces, the first line of defence of the States, especially the European ones, resides ever further behind the borders. As a military leader, the officer must know the realities of the “far behind”. He or she must be conscious of the needs of his or her subordinates, the expectations of his or her commanding structures and the challenges represented by his or her role *vis-à-vis* a foreign country and a foreign population with its proper geopolitical features and culture(s). As a young officer being given a leading position within the armed forces for the first time, he or she must be familiar with the realities of this professional environment before being sent on a mission.

The security and defence of the European Union Member States relies more and more on international cooperation and coordination beyond the confines of their national borders. Multilateralism is a need and a challenge for modern security. It is expressed through the coordination of the individual sovereignties in international organisations that are either fully dedicated to this objective, such as the North Atlantic Treaty Organisation (NATO), or that have primarily another purpose, more global, but which slowly integrate a security and defence component, such as the European Union with its Common Security and Defence Policy (CSDP). However, it can also be ensured through *ad hoc* cooperation or “coalitions”, such as in Libya in 2011. All these configurations can be used by European States for assuring their security beyond their borders as, in fact, no State on the international scene is able to launch and sustain a military peace-keeping or peace-enforcing operation on the long run and alone anymore. To this respect, the CSDP proves itself a reliable toolbox as the European Union – certainly more than NATO, which is a “pure” military organisation, originally – demonstrated its capacity to deploy both civilian and military types of capacities, possibly at the same time and for a unique objective, under a concept of “comprehensive approach” of international security and defence. The effectiveness of European security, indeed, depends on the ability of our future military elites to understand and address common challenges, enhance the interoperability of national responses to potential threats and coordinate military instruments with the civilian ones, in the capitals and on the ground.

The young officers who begin their career in a leading position may be sent on mission very soon after their commissioning, side-by-side with other soldiers, officers or civilians from other services or States. Their position at the junior level may not necessarily require from them in-depth knowledge and command of the strategic level’s arcana in a first place, as they would play a role in the decision making of the international organisation only at senior level in their career, for instance. However, they also exercise their profession in an international context and, possibly, in a multinational environment. It is highly important, therefore, to make them familiar with these realities of their work, at the initial level of their education and training. In the European Union Member States, this responsibility is – to different extents as it can be exclusive or shared – the responsibility of military education and training institutes. These institutes, which are sometimes service specific, are always national. In order to prepare their future military elites to the international realities of their duties, most of them made the choice of exchanging military students and/or staff.

Exchanges are assumed to be of benefit to all actors of the European security and defence. The future officer or the member of the scientific, academic or managerial member of staff, individually, is expected to open his or her mind to new cultures and to acquire new knowledge and know-hows that are not – or in a different way – available in the national curricula. The sending institution undoubtedly profits from these gains acquired by their individual “ambassadors”. The host institutions presumably profit from these exchanges for increasing their visibility as elite institutions and promoting the excellence of their education and training. Since the institutions are necessarily closely related to the armed forces themselves, their exchanges have also a diplomatic dimension, which benefit to the reputation of the States parties to the exchanges. And, at a more macro level, the international security and defence organisations – or coalitions –, such as the European Union through the CSDP, are assumed to benefit

from this apprenticeship of interoperability by the future leaders of their contingents and, with a more “senior” perspective, the future decision makers in capitals or in headquarters.

Though most of the European Union Member States and their officers’ basic education and training institutions engaged in the enhancement of exchanges between themselves or with civilian counterparts, it appeared that efforts for harmonising the systems with view to make them “compatible” for exchanges and efforts for facilitating mobility were needed. The military higher education has been entitled to use the instruments originally created in the civilian area but that are intended for use by the entire higher education. However, it rapidly appeared necessary to create additional military-specific instruments with view to allow these institutions benefiting from the progresses reached through the civilian instruments. Already by 2008, some academies had met in individual service *fora* outside the CSDP context and started exchanging between them. In 2008, the European initiative for the exchange of young officers, inspired by Erasmus (hereafter the “Initiative”), was launched and proposed to all European Union Member States and their institutions from all services. It is specifically designed, in the framework of the European Union, for making young officers in their basic education and training familiar with the role they are expected to play in a future European common defence. This initiative is the first of its kind to be launched within an international organisation and builds upon the foundations of existing basic education and training systems, their institutions, and on their respective individual and collective achievements.

After six years running and achieving positive results in providing national systems with an adequate ground for the development of their exchanges, the Initiative has proved to be the framework of reference for the European integration of the military higher education. Its participating States now seek to identify ways forward to the development of mobility. In addition, they propose to all European officers’ basic education and training institutes to create an online platform which could be used as a communication and information instrument on the different systems, their potential and the opportunities they offer in terms of mobility of their military students, as well as the staff of their institutions. This would allow systematizing at the European level the exchange of data on the education and training systems, with view to enhance the mobility of knowledge and know-how. It is thus needed, before they are crystallised as “data”, to identify the levers of the development of the exchanges of young officers in their basic education and training.

This effort of identification requires that the field of investigation is clearly delineated. The Initiative is rooted at the “initial” or “basic” level of the education and training path, as opposed to the “advanced” level corresponding to training over the course of an officer’s career. According to the Ministerial Declaration that governs the Initiative: “The officer’s training/education starts after recruitment and includes vocational training and academic training up to and including master’s degrees (if included in the initial training)”¹. “Basic” and “initial” represent the same reality: the Initiative focuses on the first part of an officer’s education after his, or her, secondary education. However, the combination of the terms “basic military training” is used only when referring to the learning of basic military skills by the cadets, at the beginning of their curriculum, which is only a part of the initial officers’ curriculum.

What is more important is the extent of this initial education and training. According to the definition provided by the Ministerial Declaration, it starts after ones’ recruitment as a member of the national armed forces. However, what is learned before recruitment can in some cases be also considered as part of the military education. For example, during the recruitment process, tests are made in order to check the applicant’s fitness according to military standards. What is taught during this period, such as appropriate military behaviour and discipline, needs not be taught again once the applicant completes the process. Another, more illustrative, example is the national military service that may be compulsory in some Member States in order to be recruited as a cadet. Both these cases might conceivably be included in the initial education and training concept, but as regards the objective of the Initiative, *i.e.* enhancing cooperation between military institutes, it can logically be said that these possibilities will not be in the most appropriate timeframes for an exchange of students. The end of the initial education and training in the definition provided is “up to master’s degree level”, if this level is not comprised in the advanced education. For the purposes of this study only, it may be asked whether

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

the commissioning or the first posting of an officer might not be a better conclusion. However, it can happen that a student-officer is commissioned and becomes an officer-student after having completed a first part of the initial curriculum (e.g. a bachelor degree) and before completing a second part (e.g. a master degree) that is also compulsory for being posted for the first time. Therefore, in attempting to define the scope of initial education and training, it may be said that the end is marked by the first posting of an officer after his or her completion of the commissioning curriculum, possibly including specialist branch training. The debate about the end of the initial education and training is important in that it separates the basic curriculum from the advanced one. Advanced education and training, such as “Command and Staff” training, is completely outside the scope of the Initiative.

More symbolically, there could also be discussion of the title to be given to these “young officers”, because that term is also ambiguous. However, in the context of the Initiative, it is always linked to “initial (education and/or) training”. Hence, when referring to them, the terms “students”, “trainees” or “cadets” may be used indifferently in this context. In the most accepted sense, the two terms reflect different aspects of the nature of a future officer: “trainees” or “cadets” are used to reflect a military predominance in the educational tradition although “students” reflects a predominance of the academic tradition. Sociologically also, the choice between these three terms reflects different conceptions of the educational process. In the course of these investigations, it will be made clear that neither of these terms can be exclusively used when describing the curriculum of an officer. In fact, a similar choice is made, for the purpose of this study, regarding the term “institution” or “institute”. In Europe, there exists a wide diversity in the names given to the institutions responsible for initial training: “academy”, “college”, “school”, “university”, “training centre”, etc. It would be an over-simplification to say that these names reflect the variable proportion of academic or vocational instruction in initial education and training. This is not generally confirmed by observations and reasons should perhaps be looked for in the difficulty of translating the names of the institutions into English. The common characteristic of all officers’ basic education and training institutions, in the European Union, is that they provide qualifications at higher education level.

Higher education, in Europe, is education provided at the level above secondary level, within universities for example. The term applies not only to the academic but also to the practical aspect insofar as it is based on the *acquis* of at least secondary education and leads to a university-equivalent diploma. In the context of a study on the basic education and training of military officers, therefore, “military education” and “military higher education” are coterminous. Besides, most European military officers’ basic education and training institutes have implemented the instruments designed for the integration of the higher education in general. Hence, when it comes to the education of the European military officers, the term “basic” shall not be interpreted according to its first meaning. “Basic” or “initial” education and training is always “higher” education whereas “advanced” education is not always “higher” education in its form.

Military higher education is generally made up of two aspects: academic education and vocational training. As will be detailed in this study, the two are sometimes difficult to differentiate, because what is considered academic in one country can be vocational in another. “Academic education” should be defined as any curriculum leading to an undergraduate (bachelor level) or postgraduate (master level only since, in the European area, doctorate studies are available at the advanced level of the officers’ education) degree equivalent to a degree conferred by the civilian higher education system. This first part of the definition needs to be supplemented because the practical training may be an integrated part of the curriculum. In this respect, the academic content will be part of the definition. The academic topics are most commonly research subjects. Some, such as ethics or leadership areas, are more debatable where this criterion is concerned, but in most cases the scientific elements of the teaching contribute to the definition of a part of the curriculum as academic. “Vocational training” is the practical aspect of the education process. It includes basic military training, usually at the beginning of an officer’s curriculum in order to teach him or her basic military skills, the physical training that is needed throughout a military career, and the professional training to become a military specialist. One must also prevent the possible confusion between the professional training in the basic curriculum of an officer with the “professional military education”, notably conceptualised in North America, which refers to the education – and training – received by an officer during his or her career, *i.e.* the advanced education and training. The academic and the vocational components of the officers’ education and training have an equal role to play: the academic learning process provides the theoretical tools for

understanding a given environment; the vocational training provides the skills and competences required for more practical flexibility. However, not all Member States make the choice to deliver, within their military institutes, both aspects in the basic curriculum of the officer. For reasons of convenience, the term “education” will mainly be used when linked to “academic” although “training” will most often be used with “vocational”.

The present investigations aim at identifying the characteristics of the European officers’ basic education and training systems and defining the trends and dynamics which may be used by the responsible institutes, at their individual level or at national or European levels, as levers for enhancing the mobility of military students and the staff members.

The starting hypothesis, indeed, is that the comparison of the different basic education and training systems that can be met in the European Union is necessary to reveal opportunities for the further development of exchanges of students and staff between their responsible institutions. The exploration of these national and institutional characteristics and their factual observation in the reality of the military higher education are expected to issue data that will help structure and populate the communication and information IT platform currently being elaborated in the framework of the European initiative for the exchange of young officers, inspired by Erasmus. The realisation of this IT platform is meant to support and challenge this hypothesis, as this data will allow for comparison between the different systems, and allow their actors to identify mobility opportunities. Not only the description of the commonalities and differences between the European Union Member States’ systems and policies is key to this respect, but one can also expect from this review that it will provide food for thought on the improvement of the existing instruments for enhancing mobility, more generally.

The present compendium proposes to address three tasks. The first one, in the first chapter, will be to analyse the current state of integration of the military higher education as well as the use of the existing mobility programmes in the European military higher education. The achievements of the different actions undertaken and the on-going ones mix civilian and military enterprises. In the civilian sphere, they gave birth to the European Higher Education Area (EHEA). The question will thus be asked whether a European military higher education area exists beside the EHEA and, if not, if it is desirable to create such area. The second task, in the second chapter, will be to provide, through a new picture of the European military higher education, a ground for systematising models that contain enough indicators on the status of compatibility of the different basic education and training systems between each other. The data obtained will then be used for completing the third task, undertaken in parallel to the second one and in the same chapter, consisting of assessing the state of progress toward the expected improvements in terms of mobility enhancement and, correlatively, proposing ways for developing new tools or adapting the current ones and the efforts toward this objective.

Inside the frame of this study, three elements constitute transversal references. The focus, indeed, will be on the young officers – formally “future” officers – in their basic education and training curriculum, as previously delineated. The study will also duly take into account the security and defence context that is proper to the European Union Member States and the construction of the Common Security and Defence Policy, that is the political ground in which these efforts take place. The last transversal element is the European initiative for the exchange of young officers, inspired by Erasmus, itself, as it is at the time being the main common instrument for the development of mobility that focuses on military higher education. On the contrary, these transversal elements also help defining what will remain outside the scope of this study. It will only deal, indeed, with the young (future) officers in their basic education and training curriculum and excludes the advanced education thereof. Owing to the political scope of the Initiative, it will not deal with the basic education and training of the officers of States outside the European Union, even if the systems are similar to European Union’s ones or if the State has implemented instruments of European integration in higher education. However, it will be interesting in some areas, where relevant for qualifying or supporting observations, to make a specific reference to differences between international mobility policies and European ones. Finally, the scope of the European initiative will also frame the study in principle. Nonetheless, as one of its objects is to provide sources for thinking on the Initiative itself, its conceptual boundaries are also meant to be prospectively challenged and the contributions of other actions in favour of the development of mobility fully taken into account.

From european mobility to military interoperability

In the first chapter, the exploration of the integration and mobility instruments already available to the military higher education will proceed through descriptive and analytical approaches. A number of instruments were created and are regularly used. It is necessary to the explorer to take stock of them, to analyse their nature, objectives and implementation with view to make a synthesis on their respective effectiveness and efficiency in fulfilling their missions and on their combined effect *vis-à-vis* the pursuit of the global objective of the enhancement of military mobility. In the second chapter, both quantitative and qualitative statistical approaches will be used. The picture of the current situation of the military higher education systems, on the basis of which models and prospective propositions for improving the number and quality of the exchanges can be formulated, will be based on the participation of the responsible institutions of the 28 European Union Member States, using questionnaires. In addition, in order to assess the efficiency of the actions undertaken at the European level, notably with the European initiative for the exchange of young officers, inspired by Erasmus, comparison of the data obtained will be regularly made with previous pictures contained in the existing literature, where and when relevant.

Chapter 1: The current state of a European military higher education area

“Travel broadens the mind” of an individual, as the proverb says, and it certainly trains the future professional. In order to facilitate the acquisition of specific knowledge, skills and competences through the experience of a foreign environment, the European higher education progressively opened itself to the exchanges and, to this end, to integration of the national higher education policies and of the practices of its institutions. European minds are pursued through Europeanisation of the education.

The outcome of these efforts for opening becomes visible to the observer only gradually, at the time being. From a process, the set of action lines for harmonising without standardising the education or training ambitions to become a European Higher Education Area where, like for the mobility of people, goods and services within the European Union, the knowledge and know-how shall circulate freely. Once the systems are made compatible for the exchanges, mobility is guaranteed as a fundamental right of the student with the possibility to benefit from exchange programmes that contribute, even financially, to access the benefits of an international education and/or training experience.

However, an evolution in the civilian higher education area translates to a revolution in the military sphere – despite the cultural reluctance of the military to “revolutions”. The military officers’ basic education and training, indeed, is dual in the sense that it is education and, to some extent, follows the policies and rules applied in higher education thereof, but it is also – and perhaps “mainly” in some European Union Member States – a component of the security and defence policy of a Nation. It is guided by an obligation of results, *i.e.* providing officers fit for the service of the armed forces. However, this mission remains, at the time being, mainly national. European security and defence policies are objectively not integrated and the efforts toward a common policy not successful enough to justify a complete change in the – national – philosophy of the education and training of young officers. But internationalisation and Europeanisation of the profession of military officer are important enough to require from the future military elites to be prepared for interoperable action. Hence, military higher education cannot diverge too much from the trend followed by the European Higher Education Area, of which it is part.

Military higher education, as it claims, is a part of the European Higher Education Area but a specific part of it: an area in construction inside the area which, where and when needed, keeps for itself the liberty to invent its own instruments for allowing its students to be ready for their profession, and be ready for their international profession.

1.1 The basic education and training of the military officers as a specific component of the European higher education area

The starting question of a search for developing mobility shall be whether the military education and training institutes can benefit from an adequate level of structural support for developing mobility policies. Then only can the existence or inexistence of contextual support to such policies be questioned; meaning whether the institutes have the opportunity to make use of exchange tools. At this early stage, already, the explorer of the European Union officers’ basic education and training systems is able to formulate a factual statement, which will guide him or her in further investigations: the military officers’ basic education and training in the European Union Member States is always and everywhere “higher education”.

Despite the fact that a system may not propose for future military elites to acquire a recognised diploma such as a university diploma, or that it proposes only a vocational curriculum, as met in some countries,

its offer is in all European countries at the level of higher education. All future military officers, indeed, are educated and trained on the basis of the prior completion of the secondary education. This statement is “fundamental”, in the literal meaning of the term, because higher education, in the European Union and in an enlarged European area, follows certain principles and rules that aim at stimulating the free mobility of the students and staff of its institutes. Since the officers’ basic education and training systems are higher education, their belonging to the European Higher Education Area and participation to instruments such as the Erasmus programme should normally waive the question of the facilitation of the exchanges between these institutes. Only the issue of the implementation should normally remain, not of the conceptualisation of the “necessary ground” or the adoption of standards themselves.

However, as the explorer may also quickly witness, the military education and training and its institutes – legitimately – claim the existence of a “military specificity”, which, it is assumed, makes it specific *vis-à-vis* the rest of the higher education. This specificity, as it is often argued by the managers of the officers’ basic curricula, would be a break to a full integration into the European Higher Education Area and, thereby, a break to their European integration. Hence, the starting hypothesis of the explorer is that the structural and contextual instruments developed for enhancing mobility in the “civilian” higher education, in a first place, are not adapted to the realities of a “military” higher education. The nature and aspects of the military specificity shall be investigated against the realities and trends of the higher education in general through a handful of guiding questions: what is so specific in the military education and about this specificity that fundamentally discriminates it from the civilian one? Ultimately, does this specificity prevent the European systems from becoming an “area” of mobility as its civilian counterpart?

The explorer shall thus investigate the environment of the European higher education as it has grown and read it through the eyes of the basic officers’ education and training. The parallel between the challenges assumedly faced by the civilian higher education and the military one will be duly made, when relevant, with the objective of commenting on the current environment and drawing conclusions on the adequacy of the instruments available for the latter one. One must note that the in-depth analysis of the structural and contextual instruments that form the backbone of higher education mobility in Europe will not follow the chronology of their design and implementation. The Erasmus programme, indeed, pre-existed the Bologna Process. In order to describe in a more logical sequence the context and, then, the realisation of mobility, it has been chosen to analyse the instruments “for” mobility in a first sub-section and the instruments “of” mobility in a second section.

1.1.1 The European integration as a specific challenge for the military

As instruments were set within the European Union framework or outside for making the European higher education an environment prone to the mobility of knowledge and know-how, it is important to consider the reasons why being recognised as a part of the higher education is so important for the officers’ basic education and training actors. And, since this assimilation is fully voluntary, it must then be analysed how the latter integrated these instruments.

1.1.1.1 The importance for the military education to integrate the higher education area

When looking at the officers’ basic education and training with an utilitarian perspective, one can argue that, due to the existence of a monopoly situation, it should not be that important that military education and training make specific efforts for responding to constraints it has not issued itself. In the European Union Member States and in the absence of supranational command of the military forces, indeed, one unique provider – an institute – acts according to the needs and requests of one unique customer – the national armed forces. This argument does not stand in the complex multi-dimensional reality of the modern European forces.

The profession of a military officer is in fact and necessarily one of the most “internationally-oriented”. The *raison d’être* of the military professions in general is international. The classical mission of armed forces – *i.e.* defending the national territory – implies a certain degree of openness to the thinking and acting of potential enemy(ies). This requirement is even stronger with regard to modern or “new”

missions. International operations involving a deployment of armed forces are now multilateral in most cases. Multilateralism, implying a virtual philosophy of acting in concert, is sometimes substituted by a sort of “multilaterality” where involvement is more pragmatic, as was the case in Iraq in 2003, in Libya in 2011 or, in general, in the CSDP military operations, such as the EUFOR RCA launched in 2014 in the Central African Republic. Nonetheless, it is a fact that States no longer engage alone in operations to maintain or restore peace, no matter their political weight and the size of their armed forces. The reason certainly lies in the fact that, especially in times of economical crisis, defence budgets are being downsized and can no longer support intervention that may involve rebuilding State infrastructures and, therefore, be lengthy and costly. Furthermore, modern societies no longer accept, or at least much less readily, the sacrifice of their soldiers on missions not regarded as vital for the Nation². Lastly, it could be argued that this multinationalisation of operations is also the result of participation, in the case of United Nations operations, by “new” States from all continents; States which, before the fall of the Berlin Wall, did not traditionally take part in conflicts and which now wish to flex their muscles in a multipolar world. Becoming a serviceman implies, therefore, the acceptance of these challenges, the individual adaptation to these challenges and always keeping an eye on the evolution of his/her environment. This need is even stronger at the officers’ level since they are meant to become leaders and chiefs, commanding units and deciding on the conduct of the operations, in headquarters or in the battlefields. Any education to the operational and strategic levels, in the 21st century, must include a high degree of openness to international facts and cultures. In the everyday work and life of a young European officer, this is verified. In many European Member States, young officers must participate, in the years following their commissioning, on a military operation abroad.

The threats, to the economy and, possibly, culture, are now globalised. Instability in one region of the world brings insecurity everywhere in the world. Security, therefore, is also globalised and requires global actions. Owing to their history, their weight in the conduct of the world’s political and economical affairs and their cultures, the European States play a major role in maintaining and enforcing peace in the world and they may be brought to use either military or civilian force, if allowed to under international law, when diplomatic solutions have failed. The geographical scope of the European armed forces’ action, since the fall of the Iron Curtain, is worldwide. In the framework of the European Union, since the Saint-Malo summit in 1998, the Member States commit themselves to increase the integration of their security and defence policies through the Common Security and Defence Policy, as a part of the Common Foreign and Security Policy of the Union. The governance and conduct of this policy, and the military affairs thereof, remain submitted to the principle of sovereignty of the States³. Concretely, any initiative under the CSDP umbrella must be unanimously agreed. In the facts, the latter ones have clearly demonstrated their will, along the first years of existence, for a greater coordination and collaboration in defence-related issues such as the definition of the threats or the creation of multinational capacities and capabilities. The Lisbon Treaty, which came into force in 2010, pushed forward the coordination of the European external action and the rapid evolution of the CSDP observed since 1998 will certainly maintain its pace and dynamic in the future. The EU response to globalised threats is not only coordinated. It is also comprehensive⁴. The CSDP, indeed, is not only concerned with military response to threats but also with civilian tools. In fact, most of the missions and operations led by the European Union in the framework of CSDP use civilian “forces”, possibly combined with military ones and the classical image of the military officer as merely the leader of conflict resolution on the field needs revising. The CSDP is a “toolbox” for the response to the modern threats with modern instruments and it requires from the Member States to work and train their soldiers for being interoperable. It is fundamental, therefore, that the future military elites are made familiar with, educated and trained to this reality of their profession as early as possible in their military career.

This adaptation is also an obligation of the officers’ initial education and training. Punctually, after managing a crisis, it is necessary to draw lessons or, more regularly, to anticipate the situations of crisis and adapt to the realities of the battlefield, thereof. A disconnection from the “civilian world” and the

2. Read, for example: André Dumoulin, “Le zero-mort, le moindre mort: vers une assimilation européenne?”, *Revue du Marché Commun et de l’Union Européenne*, No. 469, 2003, pp. 354-364.

3. See: Treaty on the European Union as amended by the Lisbon Treaty, Chapter 2 Section 2 “Provisions on the Common Security and Defence Policy”.

4. The literature that theorised the concept of the “comprehensive approach” is numerous. For example, see: Nicoletta Pirrozi, “The EU’s Comprehensive Approach to Crisis Management”, Brussels, EU Crisis Management Paper Series, Geneva Centre for the Democratic Control of the Armed Forces, June 2013.

public opinion could be observed at the end of the Cold War. The defensive role of the armed forces in the event of an invasion was challenged and so was the overall consideration of their role in general. The status of the military officers in the society, as they could be seen in the past as the “guardians” of the European sovereignty, was also questioned. The military elites, notably because their training did not match with certain “intellectual standards”, were decreasingly recognised and accepted as “societal elites”. In parallel with this historical-social turns, a historical-political one was also being operated. As the direct threat of an invasion faded, the European States started downsizing their armed forces’ manpower. In the mid-1990s, the servicemen – the officers in a first place – began to face issues with the perspective of their re-conversion on the civilian labour market. Their qualifications, too rarely sanctioned by diplomas, were not recognised by the civilian sector.

The revolution that was needed, as it relates to the mission of the officers’ basic education and training, was conceptualised and modelled by different authors. John P. Lovell⁵ and, in relation to the education of military officers, professors Harry Kirkels, Wim Klinkert and René Moelker⁶ made a distinction between two traditions – already used previously for describing the role of officers with regard to the history of the missions⁷. They analyse the nature of the officer and his/her role in peace construction: the “Sparta” model and the “Athens” model. The former outlines the need for a military officer to be first of all a soldier, and insists, for its education and training, on his behaviour on the field of operations. The latter favours the vision of the military officer as being part of an intellectual elite, capable of dealing with the complexity of the social, economical and political aspects of his or her mission. The values attached to this distinction may be summarised as shown in the following table.

Table 1: Values attached to the Sparta/Athens distinction

“Spartan” values	“Athenian” values
Personal austerity and glory	Learning and high culture
Discipline and self-sacrifice	Creative and critical thinking
Science and technology	Philosophy and history
Patriotism and honour	Cross-cultural sympathies
Personal heroism	Politically post-heroic

Source: Peter Foot (2006)

Applying it to basic officers’ education and training, professors Kirkels, Klinkert and Moelker promoted models which insist on a priority given to academic education in the curricula delivered by military institutions. They relied on five contextual arguments:

- Focusing education on combat training remains necessary but is no longer sufficient;
- An education system essentially focused on the teaching of human values and practical knowledge, as in classical academies, might attract a public not suited to the new missions. Furthermore, it might not be adapted to the political demands emerging in the European context;
- The competency profile of an officer should correspond more to professional capacities than to practical knowledge;
- A growing integration between civilian national higher education and the military education system is more appropriate for flexibility of missions, and also allows budgetary consistency;
- Military education should follow university standards and, in order to provide an appropriate study environment, it should be provided in civilian universities.

5. John P. Lovell, *Neither Athens nor Sparta? The American Service Academies in Transition*, Bloomington, Indiana University Press, 1979.
 6. Harry Kirkels, Wim Klinkert, René Moelker (eds.), *Officer Education: The road to Athens!*, NL Arms, Netherlands Annual Review of Military studies, 2003.
 7. Peter Foot, “Military Education and the Transformation of Canadian Armed Forces”, *Canadian Military Journal*, Spring 2006, p.15.

Giuseppe Caforio⁸ outlined two models of organisation of the vocational/academic duality in military higher education institutions, in line with the Spartan-Athenian dichotomy: the divergent and the convergent models. Caforio thereby wanted to observe whether the socialisation of the cadets in an institution being studied followed the civilian university model that we know in most European countries – *i.e.* convergent with the civilian system – or not – *i.e.* divergent from the civilian system. Six criteria were adopted and explained for investigating the socialisation process within the institution:

- Selection procedure: the author opposes the tradition of psychophysical examinations in military systems to the systems of testing and interviews before and during the educational process in civilian higher education;
- Teaching staff: mostly officers in military academies, and mostly civilians in university-like institutions;
- Proportions of academic and military training in the curriculum;
- Chronological organisation of these two aspects of education: vocational training is separated from intellectual education (taking place before or after), or reduced to a minimum, in university-like institutions;
- Civilian value of the diploma; and
- Type of socialisation favoured within the institution: depending on whether the cadets are socialised in “closed circuits” (“total institutions”) or are mixed with other (civilian) students.

A classification on a scale was then established, from divergent to convergent institutions, and military institutions taking part in the study were ranked according to these criteria. Though the study remained scientifically objective, its realisation in this particular historical context can be interpreted as an additional promotion of the “academicisation” of the military education and training.

One can argue, however, that it is equally true that the modern military officer also has to remain an elite soldier and that centuries of military traditions cannot be swept away in a decade. The sacrifice asked of combat soldiers, despite the fact that “no-death” objectives are widely promoted by modern societies, remains not only a possibility but also a cornerstone of overall military cohesion. The brain does not replace the sword but supplements it. There cannot conceivably be any strict correspondence between the reality of the armed forces and the Athenian model. In the same way and as observed from general facts concerning officers’ basic education and training models, these ones cannot be strictly and exhaustively convergent or divergent. Officers’ education is, in fact and in most, cases, operated by a number of institutions acting complementarily. Some are responsible for military and leadership training while others train the cadets in the academic-relevant aspects of their function. In the German model, for example, the two aspects are assigned to different institutions, and analysis of the education policy in the universities of the *Bundeswehr* alone –

“convergence” model according to Giuseppe Caforio, then – somehow obscures the fact that the training of an officer is also assured by officer’s schools having a vocational mission. Facts⁹ also show that the British system of recruitment, as it constituted the first criterion used by Giuseppe Caforio, favours candidates with a fairly strong academic background obtained in civilian higher education. This implicit delegation of responsibility for academic training is therefore a circumstance of the officers’ education which makes the British system a much more “convergent” one in spirit than suggested by the application of the criteria.

The distinctions between the Spartan and Athenian concepts and between the divergent and convergent models, therefore, must be taken as incentives for intellectualising the officers’ basic education and training. This is actually, in the given context of increasingly complex international realities and social tensions, the trend that all the European Union Member States progressively engaged in since the mid-1990s for the adjustment of their military curricula: not “only” intellectual education but “more” intellectual education. In all Member States that have chosen to add an academic component to their curricula, training institutions are legally authorised to award diplomas that are equivalent to those delivered by their civilian university-level counterparts. The Athenian objective, therefore, has served as a common ideal for European military education and training systems and helps us understand

8. Giuseppe Caforio (eds.), *The European officer: A Comparative View on Selection and Education*, European Research Group on Military and Society, Edizioni ETS 2000.

9. See the Royal Military Academy Sandhurst website: http://www.army.mod.uk/training_education/24475.aspx (October 2014).

the latest developments in this field: the officers basic education and training is higher education and grounds for being legitimately recognised as higher education.

The Bologna Declaration and the subsequent actions proposed by the process are not based on a legal obligation. They are not binding under international law, either. A declaration is not a convention and does not prescribe legal sanctions for non-application. Therefore, implementation of the process is the sole responsibility of the participating countries. However, the comparative overview drawn up in the Bologna survey does imply a global and informal constraint in the conduct of the process. This is not directly applicable for implementation by military institutions. Many of them, when the Process was at its early stage, did implement it on a purely voluntary basis to be recognised as legitimate actors in the European Higher Education Area, thus clearly demonstrating their intention to have the excellence of their education recognised at the European level. As of today, almost all Member States and institutions have fully implemented the Bologna Process for their military academic education. This does not mean that there are no structural differences in the organisation of the curricula, and they will most certainly be outlined through the present study. This basic observation leaves the question open concerning the vocational training. Concerning this aspect of the basic officers' curricula for which the Bologna Process was not primarily designed, indeed, "Europeanisation" of training might not cover the same order of priorities. The organisation of studies in cycles, for instance, is not relevant in this particular case and mutual recognition is, as it can be supposed, not widely expected since military training remains the unique provider of a unique customer, traditional and nationally focused. Consequently, with regard to vocational training, quality assurance is not expected to be a priority either. Nevertheless, it is likely that progress, such as in qualifications or mobility improvements, is sought after by the responsible institutions as a sign of the quality and reputation of the training they provide. Investigation of the relevant progress in the action lines inspired by the Bologna Process would therefore be interesting.

1.1.1.2 The Bologna Process

The Bologna Process – which was launched at the end of the 1990s – promotes the idea of a common culture of higher education on the European continent by developing an open space for intellectual knowledge. In the distinction made in the introduction between the structural and conjectural tools for the improvement of mobility, the Bologna Process is rather a structural one. It has structural effects in that it suggests and encourages changes in the organisation of the education itself, but its origins are trans-national and its effects largely depend on the will and strategies of the member countries. Unlike civilian institutions, at the beginning of this study only a few military institutions were engaged in exchange programmes for academic education – such as Erasmus – because of structural differences¹⁰, although the European Union monitored programme incontestably helped in creating a European consciousness in civilian higher education.

Even though it was originally designed for civilian higher education, many military institutions¹¹ decided to implement the Bologna Process to remove their structural differences in basic officers' education so as to facilitate the enhancement of mobility¹². Nonetheless, the process is not intended to standardise curricula between civilian and military curricula, nor amongst military ones. Military and national organisational specificities remains, which may be a source of constraint for the development of the exchanges but which leaves the explorer with an open field for proceeding with scientific comparisons.

1.1.1.2.1 From a declaration...

Although the lessons learnt from the European action for the mobility of students – notably the Erasmus programme in operation since 1987 – has historically raised the need for this concerted process and that the European Union is undoubtedly the engine of this process since its start, the process is formally not a European Union competence. The action for the integration of the higher education has come

10. General Secretariat of the Council, document 12843/08, "Stocktaking of existing exchanges and exchange programmes of national military officers during their initial education and training", 10 September 2008.

11. *Idem*.

12. Sylvain Paile, *L'Enseignement militaire à l'épreuve de l'Européanisation : Adaptation de la politique de l'enseignement pour l'Ecole royale militaire de Belgique aux évolutions de la PESD*, Thématiques du Centre des Sciences Sociales de la Défense (C2SD), No. 19, Paris, January 2009, 62 p.

relatively late in the competences of the European Union. On the basis of the Article 128 of the European Community Treaty, a Council Decision of 1963¹³ paved the way for a Community policy in vocational training. In October 1969, the European Parliament proposed to set the foundations of a “cultural Community” through the “Europeanisation of the universities”¹⁴. In 1971, the ministers for education met in a configuration which was only recognised as a Council one in 1976, and had already discussed the issue posed by the recognition of the equivalence between the higher education diplomas¹⁵. However, the involvement of the Commission – the integrated institution of the Communities – only dates back to 1974 as it emerged from a communication to the Council¹⁶ in which it stated: “The Commission believes that the promotion of educational cooperation within the framework of the European Community is of equal importance as an integral part of the overall development of the Community”. The same year, a resolution¹⁷ of the ministers set the foundations of a Community cooperation in the field of education, notably for higher education. The action programme it presented set the roots of the Erasmus programme as it created common study programmes. In the Maastricht Treaty¹⁸, education became a competence of support of the European Communities with view to “encourage cooperation” – not through the standardisation of the systems and curricula – between the Member States. The Lisbon Treaty preserved this competence, and indirectly the steering role of the European Commission, in the Treaty on the Functioning of the European Union¹⁹.

The process ultimately leading to the creation of an open space for higher education in Europe formally began with the signature of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region, on 11 April 1997²⁰. It was jointly established between the Council of Europe and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in order to ease access to higher education and set the first stone for the recognition of study periods in the context of student mobility. One year after the Lisbon Convention, the four Ministers responsible for higher education of France, Germany, Italy and the United-Kingdom, at a meeting at the Paris-Sorbonne University, called on their European counterparts to go further in that direction in forging the link between the European Union expectations concerning education and those of the continental and cultural area: “We must strengthen and build upon the intellectual, cultural, social and technical dimensions of our continent”²¹.

Even though the Sorbonne Declaration was drafted by a limited number of countries – merely members of the European Union – it accurately heralds the shape the Bologna Process was to take a few months later. It expressed the intention of the signatories to:

- Improve transparency in higher education and enhance mutual recognition of qualifications through gradual convergence of the national systems;
- Facilitate the mobility of students and teaching staff with a view to their integration into the European labour market;
- Design a common degree level system based on two main cycles (undergraduate and postgraduate).

The Bologna Declaration, signed by the higher education ministers of 29 European States on 19 June 1999, finally, paved the way towards the effective lifting of mobility-related obstacles. It is not an intergovernmental legal act, such as an international convention, even though the European Union Commission, the Council of Europe – with regard to the European Cultural Convention – and associations of universities, rectors and students did contribute to drafting the document. It is neither compulsory nor enforceable from a legal point of view and does not contain any legal sanction for non-respect or

13. Council Decision of 2 April 1963 *laying down general principles for implementing a common vocational training policy* (63/266/EEC).
14. European Parliament resolution of 28 October 1969 *on the Europeanisation of universities*, (OJ C 139 of 28/10/1969).
15. European Commission, “The history of European cooperation in education and training, Europe in the making – an example”, Office for Official Publications of the European Communities, 2006, p. 55-ff.
16. European Commission communication to the Council of 11 March 1974 “Education in the European Community”, Bulletin of the European Communities, supplement 3/74.
17. Resolution of the ministers for education, meeting within the Council, of 6 June 1974 *on cooperation in the field of education*, (OJ C 98, 20/08/1974).
18. Treaty on the European Communities, Article 126.
19. Treaty on the Functioning of the European Union, Article 165.
20. Council of Europe – UNESCO joint Convention, Convention on the Recognition of Qualifications concerning Higher Education in the European Region, the European Treaty Series, No 165.
21. Sorbonne joint declaration “On harmonisation of the architecture of the European higher education system”, Paris, the Sorbonne, 25 May 1998, p.1.

delays in implementing its content. The wording itself is not meant to force harmonisation but expresses the will to give an impetus to the convergence of national higher education habits. However, its content may be considered as the cornerstone of the new face of higher education in Europe: “A Europe of knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship”²².

To realise the European Higher Education Area (EHEA), six directions are stressed:

- Aiming for an “easily readable and comparable degrees” system;
- Implementing a system based on essentially two cycles (undergraduate and postgraduate);
- Implementing the credit system - such as the ECTS system that already existed for Erasmus exchanges - also for education received in non-higher education institutions;
- Promoting the mobility of students, teachers and researchers by lifting obstacles to free movement, particularly by granting students access to training and study opportunities or utilizing exchange periods for staff;
- Promoting European co-operation in the field of quality assurance;
- Promoting the necessary European dimension in higher education, notably with regard to curricula developments, inter-institutional co-operation, the integration of programmes, research and training.

The 29 signatories also agreed in the Declaration to meet again in 2001; which eventually took place in Prague, thus transforming it into the founding act of a process.

1.1.1.2.2 ... To a process

In 2001, the Prague summit transformed the Bologna initiative from a single declaration to a real process, which it still is today. The final *communiqué* established the Bologna Follow-up Group (BFUG) to monitor implementation of the Declaration’s content. It is composed of representatives of the signatories to the Declaration and the European Commission, and chaired according to the rotating EU Presidency²³. The Council of Europe, the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE) and the National Unions of Students in Europe (ESIB) were invited to contribute to the work of the BFUG as observers.

In 2003 in Berlin, the final *communiqué* of the summit outlined general priorities concerning implementation of the measures contained in the Declaration. It notably stressed the importance of quality assurance development, the mutual recognition of degrees and periods of study for good governance of higher education and insists on the implementation of two cycles of study. It also included a third cycle in the Bologna Process: the doctoral degree. In relation to the governance of the Process, it also asked the BFUG to issue a report on the measures taken by the signatory States to implement the Declaration, by the next biannual meeting.

This first Bologna “stocktaking” report was presented in 2005 at the Bergen meeting. It was decided to repeat this form of monitoring every two years after. The summit issued a document about Standards and Guidelines for Quality Assurance in the European Higher Education Area, based on a contribution of the European Association for Quality Assurance in Higher Education (ENQA). The latter association, together with the Union of Industrial and Employer’s Confederations of Europe (UNICE) – in relation to concerns about professional employability related to the Bologna actions – and others were invited to contribute to the work of the BFUG as consultative members. The *communiqué* insisted on the necessity of setting efficient quality assurance structures in higher education, but also stressed the need for recognition of joint degrees awarded between partner education institutions, and for a social dimension to the EHEA. It also developed the shape of the Framework of Qualifications for the European Higher Education Area (EHEA-FQ) aimed at harmonising the references to qualifications among the participating States.

22. Joint declaration of the European ministers of Education, Bologna, 19 June 1999, p.1.

23. All the EU Member States were already signatories of the Declaration at that time and still are.

The 2007 London summit *communiqué* built on all these expectations of BFUG monitoring and – with regard to the 2010 deadline for the passage from the Bologna Process to the EHEA – launches reflection on an extra period that would be required to fully implement those measures.

The Leuven/Louvain-la-Neuve summit held in April 2009 under the Benelux presidency focused on the realisation of the objectives set in previous *communiqués* rather than setting new ones. This is because the Process at this stage involved 46 countries, which have different roadmaps and priorities depending on when they joined the process, and the 2010 deadline for completion of the EHEA was not conducive to the addition of new action lines. The final *communiqué* consequently stressed the implementation needs identified in the stocktaking report. One important point, however, was a change in procedure for the follow-up to the process. The presidency was henceforth not chaired by just one country – or by a group as was the case of the Benelux presidency – but co-chaired by the EU presidency and a non-EU country. There was thus a representation of EU as such and, informally, a link between the Process and the further initiatives undertaken by the European Communities in the field of higher education.

In Vienna and Budapest in 2010, the Ministers welcomed the enlargement to the 47th participating State and marked the start of the EHEA, notwithstanding the necessity to continue or undertake new actions toward integration. They took note, indeed, of “varying degrees” in the implementation of actions of the Process in favour of recognition, quality assurance and mobility, notably. They also acknowledged a lack of information and explanation perceived by some of the stakeholders of the Process about its lines and implementation. The *communiqué* requested from the BFUG to formulate propositions for the full implementation of the actions undertaken, thus establishing the principle that the Process reached its “cruise speed” with the official transformation into the European Higher Education Area.

In Bucharest in 2012, the Ministers detailed the areas they considered for designing improvements and possible solutions. They notably encouraged the implementation of all actions in respect of quality assurance, qualification frameworks, learning outcomes, recognition, learning mobility and joint programmes. In the *communiqué*, furthermore, they set priorities for the period 2012-2015 in all the areas one could consider as “key” for the integration of the European higher education. These priorities addressed both the national and institutional levels – such as the invitation to finalise in all participating States qualification frameworks or the alignment of these frameworks, the ECTS and the diploma supplement to the learning outcomes – and the European level – such as the invitation to explore automatic recognition between comparable degrees, the facilitation of joint degrees or the revision of the ECTS Users’ Guide. The Ministers finally decided to review the progresses on these priorities during their next meeting in Yerevan in 2015.

The engagement of the current 47 member States is not legally binding, and the purpose of the Process is not standardisation but convergence of national systems on a voluntary basis. It is therefore only natural that differences in implementation can be seen²⁴ between the member States.

1.1.1.3 The action lines of the Bologna Process in a military environment

The BFUG’s monitoring of implementation of the process and realisation of the EHEA is set out in the “stocktaking” reports provided at the biannual conferences by the rotating presidency. This document is intended to check progress made by the Member States with regard to the process and the recommendations made in the *communiqués* of previous conferences. A working group of experts from the higher education ministries of the participating countries is thus appointed and assisted by the Secretariat of the Presidency for the collection of data. The working group drafts the report, based on national contributions submitted by the participating ministries and reports delivered by the European University Association (EUA) and the European Students’ Union (ESIB) to highlight the progress achieved from a non-governmental point of view. Scorecards of progress made regarding the recommendations and objectives set out in the Declaration are then sent to the ministries, which add data collected since their previous national reports. The scorecards are finally included in the stocktaking and briefly analysed. Fields for further action are then suggested to help identify future priorities in the conference final *communiqué*.

24. See the Bologna Process stocktaking reports 2005, 2007, 2009, 2010. Available: <http://www.ehea.info/> (October 2014).

In addition to the Stocktaking, the Eurydice “Focus on the Structure of Higher Education in Europe”²⁵ also provided a helpful comparative overview of European higher education. Eurydice is a network created by the EU Commission Directorate-General for Education and Culture and composed of the EU Member States and non-EU members²⁶, to give a comparative overview of national structures and policies in higher education. In its 2006-2007 report²⁷, Eurydice tried to give a global overview of the structures of education in the – at that time – 45 Bologna Process participating countries with the help of national reports provided by non-Eurydice countries. The collection of the data was incomplete in the 2006/2007 report. A general description of national higher education structures was given, however, and proved helpful in analysing the achievements or lack of progress in implementing the Bologna actions. Since then, Eurydice continued its investigations and provided data on implementation of the main Bologna Process action lines²⁸ and, in 2012 joined its effort with the BFUG for one single and common report on the Bologna Process implementation²⁹.

The results of this monitoring are widely circulated and made available to interested parties. The method used for the overview involves a process of comparison, which it is not our place to review in this area of research. Nevertheless, the conduct of the Bologna Process has highlighted major concerns for higher education institutions in Europe in refining definitions of important concepts for their education policies. It may be more interesting to introduce the main concepts that were developed during the Process, their meaning in a military context and the challenges which may remain with a view to implement the adequate conditions for the mobility of future officers and the staff of their education and training institutions, which touch on the implementation of study cycles, the recognition of studies and joint degrees, the use of qualifications, the credit system and diploma supplement and the quality assurance.

1.1.1.3.1 The implementation of study cycles

The organisation of higher education in cycles has been very much subject to historical developments in the Process. It was stated in the 1999 Declaration that European higher education should follow a two-cycle organisation: one undergraduate and one postgraduate. It was not until the Berlin *communiqué* that doctoral studies were withdrawn from the postgraduate cycle to become a fully autonomous third cycle.

According to the monitoring review the three cycles, known as bachelor (undergraduate), master (postgraduate) and doctoral levels, are now universally implemented or on their way to being accredited as such in the countries participating in the Process, with a few exceptions; these exceptions being generally linked to the observation that “not all first cycle-degrees provide direct access to the second cycle”³⁰. Beside, special fields of study remain outside this trend, generally concerning “regulated professions” such as in medicine or architecture. Nevertheless, it is not legally compulsory for higher education institutions to have these three cycles set and many of them, such as business schools and the basic officers education and training institutes, do not.

The Process itself allows flexibility in the implementation of the requirement it formulates. The first cycle, in principle, amounts to between 180 and 240 European Credit Transfer System credits (ECTS), which usually correspond to 3 to 4 years of study respectively; 180 being the most widespread³¹ system in the European Union and the Bologna area. The second cycle, in principle, amount between 60 and 120 ECTS, which usually correspond to 1 to 2 years of study respectively; the latter system being the most widespread in the European Union and the Bologna area³². One must note that, within the same country, different systems can be allowed, thus mixing for example bachelor studies of 180 ECTS with

25. See: Eurydice, “Higher Education in Europe 2009: Developments in the Bologna Process”, Education, Audiovisual and Culture Executive Agency (Eurydice), 2009; Eurydice, “Focus on Higher Education in Europe 2010: The Impact of the Bologna Process”, Education, Audiovisual and Culture Executive Agency (Eurydice), 2010.

26. Bosnia and Herzegovina, Iceland, Liechtenstein, Montenegro, the former Yugoslav Republic of Macedonia, Norway, Serbia and Turkey.

27. Eurydice, “Focus on the Structure of Higher Education in Europe 2007/07 National Trends in the Bologna Process”, Education, Audiovisual and Culture Executive Agency (Eurydice), 2007.

28. See for example Eurydice, 2009, *Op. Cit.*

29. Eurydice, “The European Higher Education Are in 2012: Bologna Process Implementation Report”, 2012.

30. *Idem*, p. 29-ff.

31. *Idem*.

32. *Idem*.

similar studies of 240 ECTS³³. Doctoral studies, which correspond to the third cycle, are also increasingly integrated into the educational offer of the institutions, even though the status of students at this level remains unclear because of different national or institutional practices. The Process allows them to be considered as students or early stage researchers or a combination of the two. Doctoral programmes, framed by discipline-related doctoral schools in most of the countries, may require the completion of a study programme for which the number of ECTS is left to the country or sub-national entity.

As the Process addresses equally professional higher education and academic higher education, nothing in principle prevents the officers' basic education and training systems to implement its action lines and take full part in the European Higher Education Area. As regards the implementation of study cycles, this is true. The military institutes could, in principle, organise the studies at the three higher education levels. In fact, although the Process does not oblige the countries or institutions to implement all of them, these military institutes may contextually not have the financial or human resources for proposing second or third cycles. However, from a structural viewpoint, the military systems can – and, for some of them, did in fact – see the requirement of implementing cycles as inadequate for the training of the officers. The starting question of the designer of officers' basic education and training, indeed, is: “how much education and/or training does a newly commissioned officer, for his or her first posting in a leading position in a unit, need?”. Depending on the answer to this basic question, which is answered by both the unique provider of education and training and its unique customer, it may happen that the scope of the basic education and training is insufficient for constituting a “cycle”, as it is the case for example in the United-Kingdom. For this structural reason and without going too much into details at this stage of the study, basic observations of the existing³⁴ reveal the following diversity of situations that can be found in the European picture regarding the implementation of study cycles in the officers' basic education and training:

- No implementation of the study cycles in the sense of the Process,
- Implementation of cycles but outside the education and training formally provided by military institutes;
- Implementation of the first cycle only – the second one being “advanced” education;
- Implementation of the first cycle and the second cycle, the second one being “intermediate” education;
- Implementation of the first and second cycles – the first one being possibly provided outside the military institutes;
- Implementation of the three cycles – the third one being always “advanced” education.

If the military specificity has a limited impact on the implementation of study cycles by the basic education and training institute, it fully takes its importance with regard to the access to the next cycle. Based on the Bologna Declaration, the 2003 Berlin *communiqué* stated: “First-cycle degrees should give access, in the sense of the Lisbon Recognition Convention, to second-cycle programmes. Second-cycle degrees should give access to doctoral studies”³⁵. It is nonetheless observed³⁶ that, in the higher education in general, the access to the next cycle may be limited for some curricula, or restrained by the existence of prior requirements (such as entry competitions). These conditions may intend to broaden access to studies, notably for qualified people who want to return to education, but they may also suggest, according to the Bologna stocktaking, that higher education institutions do not fully recognise qualifications –even in the same field and/or country – issued by other institutions. There is therefore the need to make these possible additional requirements more transparent so that they are not regarded as transitional obstacles. In the military area, this access may be limited for reasons linked to the profession. Indeed, if at the basic question of “how much education/training at the basic level?” a given country answers that only the minimum – basic professional qualifications – is required for fulfilling the first leading position of an officer, it may decide to restrain the right for his junior officers to access the next cycle immediately after the basic curriculum. Some countries reserve the access to the second cycle, for instance, to officers who are already in the course of their career and have

33. In the case of Belgium, where higher education is a competence of sub-national entities, these systems can co-exist even within the same region.

34. Such as shown by previous studies. See: Sylvain Paile, 2010, *European Military Higher Education Stocktaking Report*, Brussels, DG F Press, Council of the European Union, May 2010, 180 p.

35. “Realising the European Higher Education Area”, Communiqué of the Conference of Ministers responsible for Higher Education, Berlin, 19 September 2003.

36. Eurydice 2012, *Op. Cit.*, p. 35-ff.

work experience – thus corresponding to “advanced” education – or at least in their early career – thus corresponding to an “intermediate” education if the meantime is objectively kept short. In this latter scenario, the first posting – after the basic curriculum and before the access to the next cycle – can be seen as a first “practice” of the profession of officer: though not being formally basic education or training, this intermediate level cannot be fully regarded as “advanced” either. The topic of the access to the next cycle and the possible restrictions imposed by the military necessity thus encourages in principle to analyse the broad spectrum of military education and training – and not only the basic level – as a lifelong learning and training process. However, military officers’ advanced education and training is not always “higher” education in the European Union, though the basic education and training is. In the perspective of the development of adequate conditions for mobility, therefore, the same instruments such as the Bologna Process cannot be used. The present study will thus focus exclusively on the analysis of these perspectives for the basic level of the education and training of the European military officers. On the contrary, military basic education and training systems may in some countries oblige the future officers to complete the first two cycles. If the access is not restrained in these cases, it is not free. The officers’ basic education and training, to this respect, follows the logic behind the training of “regulated professions”, such as professions in medicine in the terms of the implementation reports³⁷. These ones, however, often arrange their own “cycles” – possibly making the curriculum one full and autonomous cycle – although the European military curricula follow the “regular” organisation in cycles as designed in the Bologna Process.

1.1.1.3.2 The recognition of studies and joint degrees

The recognition of studies made abroad and of joint degrees is a transversal obligation of result of the Bologna Process, partially contained already in the Declaration in 1999. National higher education systems must fully recognise the prior studies of an incoming student conducted in a foreign country or in other educational institutions. According to this principle, the student’s prior learning is deemed equivalent to national learning. In practice, certain forms of protectionism are encountered in many cases that were studied during the monitoring process as a result of the consecutive waves of enlargement of the process. As stated in the Eurydice and BFUG report, “(...) there are still legal problems in implementing the principles of the Lisbon Recognition Convention and its subsidiary texts in those countries that have not amended their legislation adopting the above principles”³⁸. Fears, indeed, may be felt concerning the level of quality of education in other countries, even if they implemented the Bologna actions. It is challenging and, nonetheless, key for the integration of the European Higher Education Area since mobility is useless if the exchange experience is not fully recognised.

The Lisbon Recognition Convention, which still constitutes the main legally binding instrument in the area, was drafted by the Council of Europe and the UNESCO in 1997 and signed by almost all Member States of the Council of Europe³⁹. Its 53 States Parties⁴⁰ agree to fully recognise studies and degrees taken abroad unless substantial differences between the curricula are proven. However, the national authorities may not be the primary authorities for proceeding to the recognition, thus making the universal and consistent implementation difficult. The situation varies between the different States of the EHEA as, in most of them in fact, the higher education institutions are exclusively responsible for the recognition of the experiences for their students or, in some other, national authorities and the institutions are jointly responsible or, finally, national authorities alone. On the one hand, the centralisation of the responsibility in the hands of one authority only is in position to insure consistency in recognition, though it can be administratively heavy to manage the decision. On the other hand, the power conferred to the higher education institutions – though they are not directly bound by the Convention from a legal point of view if the State has not reflected the obligations in its national legislation – may threaten the consistent application of the principle of recognition.

As the higher education institutions are, in general in the European Union⁴¹, responsible in a first place for the recognition of these experiences of education and training outside the “regular compounds”, it is extremely difficult to obtain clear statistical data about the effective implementation of this action line of

37. *Idem*.

38. *Idem*, p. 55.

39. For more information, see the website of the Council of Europe: <http://www.coe.int/fr/web/portal/home> (October 2014).

40. As of October 2014, 50 countries ratified it, 3 signed it without ratifying.

41. Eurydice 2012, *Op. Cit.*, p. 55 and following.

the Bologna Process. And it is even more difficult concerning data for the military education. Although the Process addresses the higher education as a whole, and not only the civilian one, its monitoring is almost exclusively based on reports delivered by higher education Ministries. To a certain extent this rules out the possibility of obtaining an accurate survey of other forms of higher education as provided by institutions remaining outside the most familiar structures. Military institutions come into that category. The Tuning programmes that were created for some of these institutions are not dealt with in the stocktaking reports and, so far, no such programme has been designed for military institutions. A look at the stocktaking reports confirms this observation. Only four mentions of military studies could be found in the 2006/2007 Eurydice report: one stating that Serbia's Military Academy is fully integrated into the higher education system and participates in joint degrees⁴²; one legal reference to the merging of Slovakian military institutions⁴³; one mention of Hungarian military studies as following the same organisation as engineering and social sciences students, with a description of the study cycles⁴⁴; and one specific description of the Finnish officer curricula in study cycles⁴⁵. No mention could be found in the 2009 document. Reports exist on implementation of the Bologna Process by military institutions⁴⁶, but there is no systematic monitoring at this stage.

In the context of officers' basic education and training, the military specificity has a very strong impact on the recognition by the institutions. The question of the legitimacy and appropriateness of this impact can be questioned but the fact is that the specificity is often opposed as an argument for limiting recognition. In order to socialise the future officers with their fundamental environment⁴⁷, which remains national in a first place, the institutions may need some "privacy". At the same time, they seek to be recognised – even by their peers – as centres of excellence in education in order, to a certain extent, to "legitimise" the military profession in the eyes of the public and to educate their cadets for the modern kinds of mission they will face in their career. Consequently, it might be difficult to strike a balance between these two aspects when considering the requirements for implementing the Bologna action lines. The process aims to facilitate the mobility of students⁴⁸ and open the educational area up to competition, but this may be at odds with the logic of military education. The purpose of military education is inextricably linked to the substance of the State itself, and the knowledge that is transmitted through the process is of national interest, given that military careers necessarily have national roots. The teaching of techniques, tactics and strategies of violence which a State could exercise against third parties remains, in most perceptions, a national affair and competence. Mobility, therefore, is very differently thought depending on whether we are dealing with civilian or military education. A few European States have already introduced elements of competition into their military higher education; Luxembourg, United Kingdom, Spain and Belgium opened their military curricula to European Union nationals⁴⁹. Examples, however, remain limited in practice.

The same logic and trends apply to the recognition of the joint degrees which more and more higher education institutions create and propose in partnerships. The certain "right of scrutiny" the partners exercise over each other's level of education when creating joint degrees explains the fact that more and more national systems are allowing recognition of this form of common training and jointly awarded diplomas. The recognition of and participation in joint degrees is generally on the increase, and a number of actions are being conducted to underpin this trend, such as legal measures, creation of financial support mechanisms or efforts regarding the quality assurance and accreditation of joint

42. Eurydice - Directorate-General for Education and Culture, "Focus on the Structure of Higher Education in Europe 2006/07: National Trends in the Bologna Process", p.268.

43. *Idem*, p.293.

44. *Idem*, p.177.

45. *Idem*, p.153.

46. See for example the report from Gary Schaub Jr., Henrik Ø. Breitenbauch, Flemming Pradhan-Blach, "Invading Bologna - Prospects for Nordic Cooperation on Professional Military Education", Centre for Military Studies - University of Copenhagen, August 2013. This report explores the possibilities of cooperation between NORDEFECO countries in the area of professional military education at the level of advanced education.

47. It will not be dealt here with the distinction that should be drawn between non-commissioned officers' and career officers' education in this issue. Short-term officers' education does not meet the same needs as the others in terms of higher-level education provided by military institutions. We will concentrate on the latter issue.

48. And also the mobility of staff, but this is not subject to the same obstacles in practice.

49. André Dumoulin, Philippe Manigart, Wally Struys, *La Belgique et la Politique Européenne de Sécurité et de Défense : une approche politique, sociologique et économique*, Brussels, Bruylant, 2003.

forms of training⁵⁰. In theory, joint degrees can also be encountered in military higher education. However, it is probably less likely for the vocational aspects of training as there might be issues with technical differences in the material used by individual armed forces. The military socialisation – the acquisition of skills and habits by a cadet for becoming a serviceman – as well as the training language, might pose a challenge to plans for setting joint degrees, *a priori*.

Recognition, in fact, remains the main obstacle to the creation of the adequate environment for the emergence of a European military higher education area, be it for short or mid or long-term exchanges. The traditional vision, which is still predominant as of 2014, is that the officer of State X – being a national of X – can only be adequately trained to his or her future missions if he or she follows the entire curriculum of the national institution(s) X. If he or she completes an exchange period that is not foreseen and organised in the curriculum of X, he or she will have to complete the part of curriculum X he or she would have missed when coming back from the exchange, notwithstanding the benefit of the exchange experience in terms of qualifications. This does not correspond anymore to what the higher education is, neither to what the security and defence of Europe is as interests, strategies and techniques converge.

1.1.1.3.3 The use of qualifications

Exchanges are not intended to concern only similar knowledge developed by different programmes but are, for the exchange student in the first place, about acquiring know-hows presented in a different way in another educational system. In order to allow the recognition of these external education and training experiences, it is necessary that the States and their higher education institutions have a common understanding of the object of the education and training. However, a “common understanding” does not necessarily mean that the contents of the education or training be the same in the partner institutions. It would be counter-productive *vis-à-vis* the object and benefit of an exchange experience and go against the academic autonomy of the institutions. Any action in the sense of standardisation would, especially in the case of military education and training, challenge the sovereignty of the actors – institutions or Member States – in the area. In the context of the Bologna Process or under different other initiatives, many “harmonising without standardising” efforts were undertaken for providing a common language of the qualifications and learning outcomes fostered by the higher education.

Learning outcomes are, according to the legally set definition, “the statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence”⁵¹. They are normally defined by the higher education institutions themselves, and apply only at institutional level. Therefore, in order to provide common reading and understanding of these outcomes, efforts were made to coordinate, at national level first, a process defining the qualifications that are deemed necessary in higher education in general, and not only at institutional level. According to the legally set definition, qualifications are “the formal outcomes of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards”⁵² In this sense, qualifications are learning outcomes translated into an extra-institutional language. The different efforts undertaken gave birth to five frameworks, originally intended for civilian education but which are also applicable to military education though keeping the military specificity into account, that can be seen as references at the level of “qualifications”:

- The overarching framework of qualifications of the European Higher Education Area (EHEA-FQ);
- The European Qualifications Framework (EQF);
- The Tuning project competencies;

50. No statistical data was provided in the 2012 Eurydice report but the difference between the 2007 and 2009 Bologna Process Stocktaking reports showed a remarkable increase in the facilitation and implementation of joint degrees in the EHEA. See BFUG, “Bologna Process Stocktaking Report 2009”, written by Andrejs Rauhvargers, Cynthia Deane & Wilfried Pauwels, 2009, p. 87-89.

51. Recommendation of the European Parliament and of the Council *on the establishment of a European Qualifications Framework for lifelong learning* (2008/C 111/01), 23 April 2008, annex 1.

52. *Idem*.

- The Dublin Descriptors, and
- The OECD DeSeCo project.

The EHEA-FQ framework was adopted by the Conference of European Ministers responsible for Higher Education in 2005 in Bergen. In order to raise awareness of a more integrated educational area based on exchanges of pedagogical outcomes, the Ministers based their initiative on pre-existing examples that had been developed at national level in some countries. This framework, created as part of the Bologna Process, is an “international” framework based on a generic definition of qualifications. According to the will of the Ministers, participating countries committed themselves to elaborating national frameworks based on this overarching framework by 2010. It describes the outcomes to be attained in the three cycles of higher education. However, in the context of the Initiative for the exchange of young officers during their basic training, only the first two will be set out in detail below.

Table 2: The EHEA-FQ qualifications at bachelor and master levels

Level of higher education	Expected qualifications from the students
First cycle	<ul style="list-style-type: none"> • Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study; • Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study; • Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues; • Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences; • Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
Second cycle	<ul style="list-style-type: none"> • Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context; • Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; • Have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments; • Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non- specialist audiences clearly and unambiguously; • Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

The European Qualifications Framework (EQF) was adopted by the European Parliament and the Council on 23 April 2008, in the form of recommendations⁵³. Its implementation is monitored and accompanied by an EQF Advisory Group and National Coordination points in the Member States⁵⁴. The EQF aims to *encourage countries to relate their qualifications systems or frameworks to the EQF by 2010 and to ensure that all new qualifications issued from 2012 carry a reference to the appropriate EQF level. The core of the*

53. *Idem*.

54. The Advisory Group is composed of representatives of 36 countries, including the EU Member States, of European social partners and other actors of the European higher education.

EQF are eight reference levels describing what a learner knows, understands and is able to do – ‘learning outcomes’. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). It will therefore enable much easier comparison between national qualifications and should also mean that people do not have to repeat learning if they move to another country. (It) applies to all types of education, training and qualifications, from school education to academic, professional and vocational⁵⁵. Levels 6 and 7, respectively, correspond to bachelor’s and master’s degrees on the EQF scale.

The Framework is not intended to be binding but to be implemented through national qualifications frameworks to be created with respect to national needs. In this respect, it is claimed that it is fully compatible with the other overarching framework, i.e. the EHEA-QF⁵⁶. The language developed is rather “generic” in order to cover both academic and vocational areas and allow for national autonomy in discussions and decisions. Nevertheless, the EQF promotes definitions of what it stresses as being the main components of the learning outcomes:

- “Knowledge”, described as theoretical and/or factual;
- “Skills”, described as cognitive (involving use of logical, intuitive and creative thinking) and practical (involving manual dexterity and use of methods, materials, tools and instruments);
- “Competence”, described in terms of responsibility and autonomy.

The following tables present the yardsticks set by the EQF at level 6 and 7⁵⁷ in evaluating these outcomes.

Table 3: EQF level 6 and 7 expected outcomes

Level	Knowledge	Skills	Competence
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	<ul style="list-style-type: none"> • Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts • Take responsibility for managing professional development of individuals and groups
7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	<ul style="list-style-type: none"> • Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches • Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.

Source: CEDEFoP, 2009⁵⁸

The Tuning project was created after the start of the Bologna Process and aims to accompany the realisation of the Bologna action lines, notably with regard to the definition of the ECTS. It gathers institutions which are thinking about the definition of generic and specific (subject-related) competences, with the participation and governance of the European Commission. Nine subject-specific competences are defined at the present time in various topics such as nursery, European studies, languages, chemistry, etc. In the Berlin *communiqué* of 19 September 2003 – meeting in the context of the Bologna Process

55. European Commission website: [http://ec.europa.eu/ploteus/search/site?f\[0\]=im_field_entity_type%3A97](http://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A97) (October 2014).
 56. European Commission, Report from the Commission to the European Parliament and the Council: Evaluation of the European Qualification Framework (EQF) Implementation of the Recommendation of the European Parliament and the Council on the Establishment of the European Qualifications Framework for Lifelong Learning, 19 December 2013, Document COM(2013) 897.
 57. Bachelor and master levels being the first curricula of interest for exchanges in the context of the basic education and training of the military officers. Level 8 doctoral studies are not a particular focus in this present study although exchanges, easier to enhance, do not meet the same obstacles.
 58. CEDEFoP, “The Shift to Learning Outcomes – Policies and practices in Europe”, 2009.

follow-up – the European Ministers for higher education presented a framework of generic competences representing “*a dynamic combination of attributes, abilities and attitudes*”⁵⁹, which might serve the purpose of the present comparison study. Three types of competences are developed in the project and proposed as applicable to all levels of higher education:

- Instrumental competences, which encompass cognitive, methodological, technological and linguistic abilities;
- Interpersonal competences, which encompass individual abilities like social skills (social interaction and co-operation);
- And systemic competences, which encompass abilities and skills concerning all systems (combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required⁶⁰).

The yardsticks used in the Tuning framework are presented in the following table.

Table 4: Tuning project competences framework for higher education

Instrumental competences	Interpersonal competences	Systemic competences
<ul style="list-style-type: none"> • Capacity for analysis and synthesis • Capacity for organisation and planning • Basic general knowledge • Grounding in professional knowledge • Oral and written communication • Knowledge of a second language • Computing skills • Information management skills • Problem solving • Decision making 	<ul style="list-style-type: none"> • Critical and self-critical abilities • Teamwork • Interpersonal skills • Ability to work in an interdisciplinary team • Ability to communicate with experts in other fields • Appreciation of diversity and multiculturalism • Ability to work in an international context • Ethical commitment 	<ul style="list-style-type: none"> • Capacity to apply knowledge in practice • Research skills • Capacity to learn • Capacity to adapt to new situations • Creativity • Leadership • Understanding of cultures and customs of other countries • Ability to work autonomously • Project design and management • Initiative and entrepreneurial spirit • Concern for quality • Will to succeed

Source: CEDEFoP, 2009⁶¹

The Dublin Descriptors were created by the Joint Quality Initiative, an unofficial network gathering representatives of higher education quality assurance organisations from 12 western EU and non-EU European countries. It was also created after the Bologna Declaration in order to provide European coordination in quality assurance related initiatives. It developed descriptions applicable to bachelor, master and doctoral degrees, which were presented in Dublin on 23 March 2004, further to the Berlin communiqué. Generic criteria for awarding the relevant degrees resulted from this initiative. They are not related to specific definitions of the terms for competences, and are thus easier to use in a comparison exercise:

- Knowledge and understanding;
- Applying knowledge and understanding;
- Making judgements;
- Communication;
- Learning skills.

59. Outi Kallioinen, “Generic competences in producing expertise in Military Academy – case Master of Military Sciences, Finland”, paper presented at the conference of the International Association of Military Pedagogy, May 2008.

60. *Idem*.

61. CEDEFoP, *Op. Cit.*

The following table presents the descriptors required for being awarded bachelor and master degrees.

Table 5: Dublin Descriptors for bachelor and master degrees

Level	Knowledge and understanding	Applying knowledge and understanding	Making judgements	Communication	Learning skills
Bachelor	[Is] supported by advanced text books [with] some aspects informed by knowledge at the forefront of their field of study	[through] devising and sustaining arguments	[involves] gathering and interpreting relevant data	[of] information, ideas, problems and solutions	have developed those skills needed to study further with a high level of autonomy
Master	provides a basis or opportunity for originality in developing or applying ideas often in a research context	[through] problem solving abilities [applied] in new or unfamiliar environments within broader (or multidisciplinary) contexts	[demonstrates] the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete data	[of] their conclusions and the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue)	study in a manner that may be largely self-directed or autonomous

Source: Joint Quality Initiative, 2004⁶²

The Organisation for the European Cooperation and Development (OECD) Definition and Selection of Competencies (DeSeCo) project also stresses the need for a clear definition of outcomes expected from educational processes. The OECD launched its own exchange programme PISA in 1997 and noticed the need for a comparable framework of qualifications parallel to that of the European Communities including the Erasmus programme and reflections on ECTS certification. It classifies key competencies in three broad categories that the learner must master for successful completion of his or her studies. According to the DeSeCo project, a learner needs to:

- Use tools interactively;
- Interact in heterogeneous groups;
- Act autonomously.

The corresponding key competencies are presented in the following table.

Table 6: Key competencies in the DeSeCo project

Using tools interactively	Interacting in heterogeneous groups	Acting autonomously
<ul style="list-style-type: none"> • Use language, symbols and texts interactively • Use knowledge and information interactively • Use technology interactively 	<ul style="list-style-type: none"> • Relate well to others • Co-operate, work in teams • Manage and resolve conflicts 	<ul style="list-style-type: none"> • Act within the big picture • Form and conduct life plans and personal projects • Defend and assert rights, interests, limits and needs

Source: OECD, 2005⁶³

62. Joint Quality Initiative informal group, report: “Shared ‘Dublin’ descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards”, 18 October 2004.

63. OECD, “The Definition and Selection of Key Competencies – Executive Summary”, 2005.

On the basis of these qualification frameworks, notably the EHEA-QF and the EQF as they were adopted in “politically-binding” contexts, the States, notably the European Union Member States are expected to develop national qualifications frameworks which, at the level of the higher education institutions, may be implemented in the form of learning outcomes. The definition of qualifications, in a first place, for their use in the higher education, in a second place, thus leaves full space for the expression of specificities by the different branches of the European higher education, especially the military one. The generic qualifications contained in the frameworks, indeed, find a value only if they are implemented by specific descriptions of these qualifications in a given context, such as medicine education or military education, themselves implemented by the description of the learning outcomes. In this respect, the Bologna Process, the European Union and the other circles that encouraged these efforts fully comply with the “military specificity”.

It is highly important for the military higher education to have a common understanding, a common vocabulary of the qualifications it shall deliver to the future military elites as mobility is more problematic in this area than others. It is generally considered that it is in principle more difficult for military institutions to exchange on the basis of match of outputs – *i.e.* the outcomes of the education and training process – than on the match of inputs – *i.e.* the content of the education and training programmes. Basic education institutions, indeed, train cadets for the direct needs of the armed forces, whereas civilian institutions usually train students for the labour market in general, and not for a predetermined employer. They must deliver “finished products” ready to command their first unit immediately upon completion of their curricula. All knowledge provided by the “home institution” is necessarily considered to be core knowledge, and exchanging future officers on the basis of learning outcomes might imply that this knowledge is non-essential. Therefore, a transition from the first option to the second, as suggested by the Bologna Process and the European Union, may require a major switch from military educational traditions. As a consequence, the definition and use of qualifications is a challenge common to all branches of the European higher education, as the international initiatives only procured the starting point, but it may be particularly sensitive for the military branch.

Although, in the European Union Member States, there is no competition between several institutions for the basic education and training of the officers of a given service, the requirement of a national qualification framework does not apply to the military higher education beyond the mere request that these institutions also follow the framework which applies to “any higher education institution”; this one being necessarily generic enough for fitting all the specialities existing in the national area. Qualifications that would be detailed enough for reflecting the specificity of the military higher education should thus be described at the transnational level. They should also be in line with one – to be selected – or more higher education qualification frameworks, which only pave the way for necessary implementation. Finally, they should be generic enough for addressing a “military officer”. This generic level would indeed cover the – increasingly frequent in a context of budget rationalisation – situations when inter-services institutions are partners in an exchange. The “military officer” sectorial qualifications framework could then be detailed for the level of a “Land Forces officer”, a “Navy officer”, an “Air Force officer”, a “Gendarmerie officer” and, if needed, a “Land Forces infantry officer”, etc.

1.1.1.3.4 The credit system and diploma supplement

As introduced above, the mutual recognition requirement is a transversal action line of the Bologna Process and, today, of the European Higher Education Area. It is the philosophy of the Process itself: all the action lines must tend to this objective, *i.e.* ensuring recognition. To this end, some of the action lines can be seen as subsequent instruments for achieving this. The efforts for implementing a credit system and the diploma supplement are some of these main instruments.

With respect to the credit system, which can be seen as a – possibly common to the greater number of European countries and institutions – currency for exchanging knowledge and know-how between higher education institutions, the Bologna Process focused on implementation. Elaboration, indeed, was already in progress. The European Credit Transfer System (ECTS), which existed for Erasmus countries even before the Bologna Declaration, is the main instrument for granting mutual recognition. It allows countries recognising the equivalence of foreign study periods to national study periods and of curricula between institutions of the same country. The ECTS system is based on assessing a certain number of

credits for educational units, such as courses, related to student workload⁶⁴ and the learning outcomes. One ECTS generally corresponds to 25 to 30 hours of student workload. The London Stocktaking stressed the fact that only a limited number of countries effectively link ECTS accreditation to learning outcomes. This preponderance of student workload over learning outcomes can certainly be explained by the fact that the former is a more objective criterion than the latter. Learning outcomes are necessarily subject to internal debate within educational institutions about their definition and scope; this debate being subjected to the outcome of the process of definition of the qualifications, as described above.

Despite the fact that the ECTS can be used for crediting without distinction between the academic education and the vocational training, 31 European countries and social partners – in the same spirit as that of the Bologna Process, but not only limited to EU Member States – worked on translating the credit transfer system into a dedicated “vocational training” language. The Ministers of vocational education and training and the European Commission agreed, on 30 November 2002, on the Copenhagen Declaration aimed at increasing European “cooperation in vocational education and training, in order to promote mutual trust, transparency and recognition of competences and qualifications, and thereby establishing a basis for increasing mobility and facilitating access to lifelong learning”⁶⁵. The main strands of this declaration were:

- Strengthening the European dimension in vocational training and education for competitiveness of the European area worldwide;
- Increasing transparency in implementing and rationalising information tools into one single framework and strengthening national instruments of governance in vocational education;
- Developing cooperation in mutual recognition through common certification and qualification frameworks;
- Promoting cooperation in quality assurance.

The creation of a certification framework based on the model of the ECTS was stated in the Bologna Declaration as one of the main priorities for its implementation. After investigation and consultation processes, the European Commission released its final proposal in the decisional process in April 2008 and the European Parliament and the Council issued a recommendation on 18 June 2009⁶⁶, giving birth to the European Credit in Vocational Education and Training (ECVET) system. The ECVET system, contrarily to the ECTS system that is designed in connection with the architecture of a curriculum (*e.g.* 180 ECTS for a bachelor degree), is related to the outcome of the training, *i.e.* the profession. Owing to the differences that may exist with regard to the trainings for a same profession in the different Member States, the award of ECVET credits is only made according to the qualifications expected. The workload is not a criterion. In order to do so, the different professional sectors are invited to organise the training in modules and to define the qualifications, possibly in prioritising them, that reflect the profession. In the implementation, the stress will be put on the quality assurance of the ECVET, possibly through the definition of common standards, regarding the evaluation of the qualifications by the training institutes. In the wording of the Recommendation, the ECVET shall be fully compatible with the ECTS, allowing the use of them both by educational institutions, and the EQF; but the basis for a certification of ECVET is – for the time being – not defined. Nonetheless, an “ECVET effect” has been almost immediately met after the Copenhagen Declaration: an equivalent of the Erasmus programme has been created for vocational training and education mobility, named Leonardo Da Vinci. However, since 2007, the Erasmus programme also includes possibilities for the exchanges of students in vocational training institutions and, through its “placement” branch, in companies or public bodies, thus becoming a most useful toolbox for the European mobility.

From the observations made⁶⁷, the credit system has been globally assimilated in the EHEA, either through the ECTS or compatible national accreditation systems. Two main challenges remain with regard to accreditation criteria: measuring credits in terms of student workload and linking them to learning outcomes. The shift from contact hours to student workload is under way but estimating the

64. Not the same as the “contact hours” criterion, which is the time spent by a student in class.

65. Declaration of the European Ministers of vocational education and training, and the European Commission “On enhanced European cooperation in vocational education and training”, Copenhagen 29-30 November 2002 (“The Copenhagen Declaration”).

66. Recommendation of the European Parliament and of the Council of 18 June 2009 (2009/C 155/02) *On the establishment of a European Credit System for Vocational Education and Training (ECVET)*.

67. Eurydice 2012, *Op. Cit.*, p. 46-ff.

workload objectively, *i.e.* in numbers, still poses problems. The learning outcomes introduced more recently as a criterion remain the most difficult part of the accreditation process not only because it is a subjective criterion which is difficult to estimate in numbers, but mainly because the notion of “learning outcome” itself is also a difficult concept to deal with⁶⁸, certainly in the light of on-going debates about qualifications. The Bologna stocktaking reports raised that one reason could be the fact that countries had pursued these two action lines – implementation of a credit system and definition of learning outcomes – separately although it is part of the same student-centred learning philosophy which shall preside on the European higher education.

The implementation of the ECTS system is also complex for the officers’ basic education and training as it touches directly on the “military specificity”. As in civilian higher education institutions, the process of estimating the weight of a course in credits implies global reflection on the nature of the education, the respective importance of each course in this education, and the expected professional and learning outcomes of the courses. As outlined above, the Bologna monitoring reports judged that not enough consideration had been given to outcomes in the crediting process and that the process of estimation focuses too much on workload evaluation in practice. Outcomes should however be dealt with in the definition of the number of credits; this might be an issue for courses in both civilian and military institutions as programmes increasingly offer a choice between specialised courses. Unlike civilian universities however, military institutions provide both academic and vocational training and must additionally make one important choice: crediting or not the military vocational training and how?

Crediting the vocational training, indeed, has consequences for the entire training system as it would fall under the obligation to be reviewed by – civilian – quality assurance agencies, for example. Several options are left, in principle, to the military higher education institutes:

- Option 1: Crediting the vocational training and academic education indistinctly (*e.g.* with ECTS);
- Option 2: Crediting only the academic education (*e.g.* with ECTS) and crediting the vocational training with an other credit system;
- Option 3: Crediting only the academic education (*e.g.* with ECTS) in a first place and “postponing” the crediting of the vocational training⁶⁹;
- Option 4: Crediting only the academic education (*e.g.* with ECTS)

With view to allow exchanges in vocational training and recognition of the outcome of these exchanges in line with the standards of the European Higher Education Area, a credit system for the vocational training is needed. It is desirable, with view to demonstrate the full integration of the officers’ basic education and training in the Area and that “military sciences” are actually one Military Science, that this system be the ECTS one. One solution could be to make recourse to the ECVET system for crediting the vocational training Europe wide. However, the difficulties foreseen in the process of definition of the learning outcomes let one think that the ECVET system – relying exclusively on this criterion – is not the most adequate solution. The ECTS system again appears, to this regard, as the objective to reach even for the vocational training but, as its universal implementation may take time⁷⁰ or because the Bologna action lines are simply not binding, an intermediary solution adapted to the military specificity would be necessary.

With respect to the diploma supplement, the Bologna Process encouraged both its elaboration and its implementation by the higher education institutions. The diploma supplement is a document that was created by the European Commission together with the Council of Europe and UNESCO in 1998. It is produced in a standardised template attached to a higher education diploma and describes the nature, content, level, context and status of the curriculum successfully completed by the student⁷¹. It is intended to allow a student moving from one institution or one country to another to have his

68. Eurydice 2009, *Op. Cit.*

69. In fact, obtaining the accreditation of the national authorities for being recognised as a higher education institution is a lengthy process. With view to receive it more rapidly, some institutions have decided to apply for this accreditation first for their academic education, for which the criteria such as the implementation of the ECTS was already fulfilled.

70. The accreditation of an institution such as a military one as a higher education institution must be regularly renewed. As the EHEA is being realised with the adoption of constantly new “best practices”, the crediting of the military vocational training may become a criterion for this accreditation at some point.

71. Eurydice, 2009. *Op. Cit.*

or her qualifications recognised. Moreover, it symbolically guarantees that, if the student has spent an exchange period in another institution, the work or learning experience acquired during his or her stay is recognised as equivalent to the part of the programme he or she missed during that period. Implementation, according to monitoring reports⁷², could be improved as higher education institutions of many States do not award it automatically and or do not provide information on the learning outcomes, as requested by the template adopted in 1998.

Implementation of the diploma supplement, apart from the difficulties faced in higher education in general, should not be a major issue for the initial training of officers following a predetermined curriculum, but it could be important with regard to the recognition of non-national training in the context of an exchange. For example, with a view to possible joint degrees that could be organised, it is important to mention the completion of this kind of course because it would suggest that, symbolically, the armed forces consider international experience equally valuable to national training.

1.1.1.3.5 The quality assurance

“Quality assurance” is the set of instruments and practices which aim to assure a certain level of excellence of a higher education system in the EHEA. The survey of quality in institutional educations is conducted for the institutions through both internal and external processes. The latter one can be processed to with the support of national and/or international actors. Standards and Guidelines were adopted at the Bergen conference and deal with the 3 dimensions of this issue: internal quality assurance (at the level of institutions), external quality assurance (provided by actors outside the institutions but for the institutions), and quality assurance agencies (mainly at national level for all of a country’s institutions).

The “standards” can be defined as goals or benchmarks in terms of quality assurance organisation, while the guidelines are types of best practices designed to achieve these goals. The European Association for Quality Assurance in Higher Education (ENQA) is in charge of the follow-up of experiences, the development of standards and the definition of good practices, and provides information about quality assurance issues in close cooperation with the European Commission. In the third revised version of the Standards and Guidelines for Quality Assurance⁷³, the original Bergen definitions were considerably developed.

Regarding internal quality assurance, the standards⁷⁴ now require the following from higher education institutions:

- Strategy, policies and procedures, which are publicly available and have formal status, for the continuous enhancement of quality of institutions’ programmes and awards and demonstrating the institution’s commitment to the development of a quality assurance culture and involving a role for the students;
- Formal mechanisms for the approval, periodic review and monitoring of their programmes and awards;
- That students should be assessed using published criteria, regulations and procedures which are applied consistently;
- Mechanisms and available data ensuring their satisfaction regarding the qualifications and competence of their teaching staff;
- Available and adapted resources for the support of student learning for the programmes offered;
- Assurance that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities;
- Regular, updated, impartial and objective information, both qualitative and quantitative, about the programmes and awards they offer.

Regarding external quality assurance procedures for reviewing the practices of educational institutions, they must ensure that:

72. Eurydice 2012, *Op. Cit.*, p. 53-ff.

73. ENQA, “Standards and Guidelines for Quality Assurance in the European Higher Education Area”, third edition, 2009.

74. It will not be dealt, here, with the guidelines, which are too numerous and – by nature – only “suggested” as they do not bind the institutions formally.

- The procedures take into account the effectiveness of standards for the internal review of quality assurance;
- The aims and objectives of the external review are determined before the process by all the actors involved and are published;
- Any decisions resulting from the reviewing process are taken in accordance with explicit criteria applied consistently;
- All the reviewing processes are designed to fit the aims and objectives set for them;
- Reports are published in a readable style and indicate the recommendations they might contain;
- Any measures resulting from the review are followed up according to pre-determined procedures;
- The review is conducted in cycles of a pre-determined length;
- Quality assurance agencies produce periodic reports on their assessments, reviews, evaluations, etc.

These standards are currently in the process of being updated. A fourth edition of the European Standards and Guidelines will most probably be adopted at the 2015 ministerial conference.

The standards for the organisation and functioning of quality assurance agencies will not be dealt with here because they are not directly addressed to the institutions, which form the focus of the present study. A European Quality Assurance Register for Higher Education (EQAR)⁷⁵ was created and became fully operational in 2008 to list the agencies dealing with the application of the Standards and Guidelines⁷⁶. Although implementation requires the creation of national agency structures, a broad range of implementation methods was taken stock of by the survey. Although the vast majority of participating countries have included student participation mechanisms in their quality assurance reviews, only half of them have implemented the Standards⁷⁷. It should also be kept in mind, when dealing with quality assurance, that qualifications and learning outcomes issues are always inextricably linked. Quality assurance is meant to ensure that the outcomes defined for a learning process are effectively contained in the programmes. The quality of the reviewing process depends on the progress made in the definition of learning outcomes, and ultimately in the implementation of the qualifications. Quality assurance is certainly one of the most open issues of the Bologna Process, because of the multiple ways with which its objectives can be implemented institutionally, nationally and internationally. It is a real science related not only to administrative organisation and planning but also to educational and pedagogical science as such.

It should be noted that the monitoring, for both the BFUG and Eurydice, is based on national contributions for the collection of data. Hence, information largely depends on the accuracy of the delivered data and the way ministries choose to present them. Furthermore, the BFUG – and the stocktaking thereof – gathered information provided by higher education Ministries even though some forms of higher education do not administratively depend on these ministries. Instruments have been created to assist some of these institutions in their implementation of the Bologna Process, such as the “Tuning”⁷⁸ programme for art and music curricula, which in many countries come under the authority of arts and culture ministries. Nevertheless, these forms of education are not included in the data collected for the monitoring of the Bologna Process. Military education – in the context of the present study – remains for most of the European countries under the authority of the Ministries of Defence (MoDs) and no Tuning programme has been planned yet to include military officers’ basic curricula.

According to the monitoring reports, internal quality assurance is developing more slowly than external because, in some countries, it is seen as limited to writing a self-assessment report with a limited observer role for students. The BFUG, without challenging the fact that quality may be assured in different ways, indicated goals to be achieved in order to develop a system in line with the Bologna recommendations, thus developing further the Standards and Guidelines. For example, it based its evaluation of student participation on the fulfilment of the following criteria:

75. EQAR website: <http://www.eqar.eu/> (October 2014).

76. As of October 2014, 32 quality assurance agencies were registered on the EQAR, 29 of them being active in one among 15 EU Member States.

77. Bologna Process Stocktaking Report, 2009.

78. See: <http://www.tuning.unideusto.org/> (October 2014).

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- Participation in the governance of national bodies for quality assurance;
- Participation in the external review of educational institutions and/or programmes in expert teams, observers in expert teams or in the decision-making process;
- Participation in consultation during external reviews;
- Participation in internal quality assurance processes;
- Preparation of self-assessment reports.

It also founds its evaluation of international participation in quality assurance processes on the fulfilment of the following criteria:

- International participation in teams for external review of institutions and/or programmes as members or observers;
- Participation of the national quality assurance agency in the ENQA or other similar networks;
- Participation in the governance of national bodies for quality assurance;
- Participation in the external evaluation of national quality assurance agencies.

Here again, it should be kept in mind that the monitoring process directly addresses the countries and not the institutions themselves. However, what is emphasised and also addressed to the institutions is the general observation that quality assurance is linked to the learning outcomes issue and, as such, is expected to evolve in the future with the progressive definition of the qualifications frameworks and their implementation.

At first sight, quality assurance as provided for by the Process does not conflict with the specificity cultivated by the military institutes since, like civilian higher education institutions, they need to be recognised as centres of quality education. However, military institutions may theoretically and nonetheless legitimately feel that they are the only institutions competent to fulfil their national mission, above all in countries where inter-services institutions were set. For this reason, they might feel uncomfortable with the idea of external surveys, through national agencies or international peers' reviews, of their education and, mostly, the vocational training they provide as their content may be sensitive. In addition, as regards the internal quality assurance mechanisms, the student involvement in the process may contradict the strict application of the hierarchical organisation in the armed forces.

1.1.1.3.6 Other lines of action

Other issues dealt with in the Bologna Process are worth mentioning and confronting to the characteristics of basic military education.

Employability, for example, is an action line that can be dealt with, only with difficulties, at the mere level of the higher education institutions. It is even more difficult for the military institutions since they educate their students for only one professional purpose, *i.e.* becoming military officers. Due to the *raison d'être* of the military institutions, the ministries of Defence act as both providers and customers of this education. The BFUG's efforts to integrate representatives of professionals and industry into the process for improving the employability of students do not apply to implementation of Bologna by military institutions. Cadets are educated by the MoDs and for the MoDs and their employability is dealt with at the recruitment stage, when the armed forces anticipate their needs in terms of personnel. Actions toward employability, therefore, do not address officers' basic education and training in a first place. Nevertheless, it can become a concern for military higher education policies in relation with redeployment of short-term officers because, in this particular case, the education has a decisive impact on the adaptability of the former officer to the civilian labour market requirements and realities.

Similarly, the social dimension concerns of the Bologna Process do not apply to initial officer training either. They do not concern implementation and therefore will not be investigated in this stocktaking. As far as military education is concerned, this issue will be assimilated into the social dimension of the armed forces, involving issues like the gender, minorities, ethnic and religious composition of national armed forces. The subject is too wide to be approached in an exercise of the present kind and needs a more comprehensive and sociological tool, which is not in our capacity to provide.

Military institutions and more generally military education systems taken as a whole made great efforts to integrate the Bologna *acquis* before the 2010 deadline⁷⁹, which marked the formal birth of the European Higher Education Area, despite the absence of an international legal obligation. In that sense, the military education is not a challenge to the Process itself. The scope and developments of the Process *vis-à-vis* the “military specificity” however reveals obstacles that are proper to this area of the higher education. The military institutions can be legitimately expected, therefore, to somehow adapt it to military education specificities. The Bologna Process is flexible enough and can also preserve the national identities in making the systems converge without standardising.

The Bologna Process, finally, is not an end but an instrument for institutions to achieve mobility of students, cadets and staff. It is a means for these military institutions for being recognised as actors of the European higher education and for officers to be recognised as intellectual elites and legitimate holders of defence-related knowledge. It is time for the military institutions that have made the efforts for implementing these action lines to reap the fruits of the Process.

1.1.2 Mobility for military higher education: instruments and challenges

Despite the national focus of their activities, the officers’ basic education and training institutes and the Member States themselves have long taken steps for developing their international – European in particular – exchanges of students, researchers, teachers or managers. This factor explains why these institutes have rapidly demonstrated a strong commitment for implementing the actions aimed at providing the most adequate conditions for the development of mobility, such as the Bologna Process, when they were adopted. However, here again, the “military specificity” is to be duly taken into account. Prior to the Initiative for the exchange of young officers, one could observe, indeed, that using the mobility programmes created for the higher education in general did not properly allow taking into account the needs of these institutes.

1.1.2.1 The emergence of mobility as a challenge

1.1.2.1.1 The development of mobility policies in military higher education

Owing to the fact that the mission of the officers’ basic education and training systems is originally and purely national, and that exchanges are structurally difficult in military higher education, the institutions could in principle consider mobility a “luxury”. Nevertheless, the European Union Member States and their basic education and training institutes have had exchanges between them and with their international counterparts before 2008 and the European Initiative for the exchange of young officers, inspired by Erasmus. These experiences witness the existence of – sometimes – long-standing traditions of exchanges which have, with the effect of time, crystallised in policies of international relations.

These policies are driven by the expectations of the Member States and their institutes *vis-à-vis* the exchanges. At the level of the individual – the student in a first place – it is assumed that the acquisition of new knowledge, both theoretical and practical, will greatly contribute to the professional development and open-mindedness of the future officer. The exchanges foster the interpersonal and intercultural skills and competences that come with the experience of a different learning and living environment: the ability to communicate, to use foreign languages, to acquire autonomy in learning, etc. With such experience a trainee is expected to be better able to assimilate the ethics and values which go into the building of Europe, and both exchange students and the host institution’s own students will benefit from the social interaction. The work of scientists, academics and teachers also benefits from interaction with new ways of thinking and doing. For military institutions it is an opportunity to show the excellence of their education, to demonstrate their commitment and to gain visibility in the European Higher Education Area and on the international scene. At the political level, it is assumed that indirect benefits can be expected for the Member States and the European Union. Member States will be able to draw on the know-how of these experts in both European and multilateral defence contexts. Their armed forces will be better able to work with partners and allies. Finally, the European Union can only

79. Sylvain Paile (2009), *Op. Cit.*

benefit from future military leaders' first experience of interoperability, experience which can then be applied in any multilateral operations it may engage in, as these exchanges are likely to be these future leaders' first contact with and training for the realities and challenges of developing European and international approaches to security and defence. The training institutes must prepare their cadets to face these possible configurations in their working environments and to be flexible enough to act efficiently and coherently and to fulfil their roles. The academic and the vocational components of the officers' education have an equal role to play: the academic learning process provides the theoretical tools for understanding a given environment; the vocational training provides the skills and competences required for more practical flexibility. Hence, the exchange of knowledge, skills and competences are keys to preparing the European armed forces for modern security. At the cultural level, finally, it can be assumed that, once the exchange students reach strategic positions in their armed forces, a long-term benefit for the armed forces, for the European Union and its CSDP would be for mobility to prove its worth by contributing to the emergence of a common European culture in the field of security and defence, fostering awareness of a shared single identity and objective.

Exchanges between the institutions are the central element in the enhancement of internationalisation strategies for military schools. The form, the content, the administrative framework and the partner in an exchange reveal the features of these individual strategies and, prospectively, allow for identifying expectations of the institutions in terms of future collaborations. Exchanging is also a demonstration of the conception one institution might have of its surrounding environment and its own situation in it. Then, the logic underlying the cooperation strategies might be either national, regional, European or international, depending on the military culture and the political-diplomatic traditions of the Member State. Exchanges might also involve civilian higher education institutions as well as military ones. In all cases nevertheless, they reflect the confidence in a counterpart regarding the education of one's own officers. This trust is undoubtedly met in particular forms of exchanges that combine both the diplomatic and institutional aspects, as in the "full-curriculum" exchanges notably occurring between France and Germany⁸⁰ where, for many years now, students have literally been exchanged for the completion of the whole duration of the basic education in the other system before being commissioned in their own Member State. Some countries also showed European trust in allowing nationals from other EU Member States to complete the basic education and be commissioned as officers in the host country⁸¹.

Mobility in military institutions, as in civilian universities, concerns both students/cadets and the scientific, academic or administrative staff. Staff exchanges might possibly be more frequent than student exchanges due to financial reasons. Mobility, in the sense of the spreading of knowledge and culture, is costly in terms of travel and accommodation expenses. Then, in order to spread knowledge to a greater number, it could be more advantageous to exchange one member of teaching staff than a group of students. Furthermore, student officers are also an important investment in terms of education for their armed forces. Confidence in the partner institution therefore has to be strong because the exchange is expected to bring a real added value to the qualifications of the future officer. That is why the question of the form of the exchange is key in networking between the institutes. Often, they may choose between mobility instruments widely acknowledged and experienced in the civilian educational system like Erasmus, but they may also try to create their own exchange tools together.

Preliminary observations⁸² have shown that national institutions have sometimes created their own path for exchanges. In the French Army officer education, for example, the Saint-Cyr School was the first to organise a system of "international semesters". Every cadet in the last year of their master's curriculum had to go abroad for a few months in order to foster his ability to deal with other cultures and languages, in the EU or third-countries. The cadets could be hosted by a higher education institution – military or not – or do an internship and take this opportunity to do research and draft their Master thesis. Other kinds of *sui generis* exchange programmes were encountered⁸³.

Besides bilateral mobility strategies, there have been efforts to organise the networking of cadets and, first and foremost, the heads of military institutions: the European Air Force Academies (EUAFA),

80. Sylvain Paile (2009), *Op. Cit.*

81. As previously mentioned. See: André Dumoulin, Philippe Manigart, Wally Struys, *Op. Cit.*

82. Sylvain Paile (2009), *Op. Cit.*

83. See: Sylvain Paile (2010), *Op. Cit.*

the Conference of Superintendents of naval academies (SIC) and the European Military Academy Commanders' Seminar (EMACS) for the land forces' academies. In these *fora* there has been extensive discussion about ways of developing exchanges and the importance of creating the necessary conditions for such mobility. The European Air Force Academies, for example, had shown it was willing to enhance exchanges between national institutions, and chose to follow a step-by-step approach in organising, at first, occasional activities such as cultural events and sporting competitions. Even though they were of limited importance, this kind of exchange created expectations for longer ones and greater knowledge and culture mobility. The role of these *fora* is therefore of great significance for mobility in military higher education and they highlighted the fact that there was a need for a subsidiary approach – taking into account the specificities and traditions of a given service such as the Navy – in dealing with mobility. However, since none of these *fora* met in a purely “European Union” configuration, *i.e.* just CSDP countries, and since NATO did not engage in coordinated action in this field, instruments and actions for enhancing exchanges between officers' training and education institutes in all services remained a desirable and necessary aim. Most of the exchanges before 2008, indeed, did not involve any proper exchange of knowledge and know-how, indeed, they were limited to courtesy visits of commandants, staff or students. Most mobility events concerned academic education rather than the vocational training because of the perceived differences between training cultures and the lack of any European harmonising measures in this area, though the implementation of the Bologna Process action lines was only on-going. Mobility, it was assumed, could be increased by finding ways of developing exchanges in vocational training and transforming all exchanges into real exchanges of knowledge, skills and competences.

1.1.2.1.2 Actions at the level of the European Union Member States and their institutes

Progress in the internationalisation of military training courses is often initiated by a group of States following a “hard core” logic. The French and Germans, as early as 1963, launched a joint initiative deserving of mention. President de Gaulle and Chancellor Adenauer signed the Elysée Treaty on 22 January 1963 establishing a common structure called the Franco-German Security and Defence Council, and called for integration of the training of their military officers: “Exchanges of personnel between the armed forces will be increased. These particularly concern teachers and students from the general staff schools. They may include temporary detachments of entire units. In order to facilitate these exchanges, an effort will be made on both sides to give the trainees practical language instruction”⁸⁴. This desire for integration is still maintained today. Indeed, the Council, in a proposal on 12 October 12 2006⁸⁵, put forward a project to communalise modules of Navy officers' training schools.

Furthermore, but this time more unilaterally, France proposed the creation of a European school-fleet, based on the model of the French Navy servicemen's training on board the *Jeanne d'Arc*⁸⁶, of which the cost would be shared collectively by the participating States. This proposal did not lead to any concrete results, however, because of a lack of consensus among the potential participants. In particular it was felt that the process of socialisation at sea, necessary to the training of a naval officer, can only be effective if it takes place through the medium of the mother tongue rather than in English⁸⁷, which would however be necessary if the training were internationalised. However, the Franco-German Council has achieved successes within the framework of the exchanges as called for in the Elysée Treaty. Indeed, since 1993 in the case of the Navy, 1995 for the Air Force and 2006 for the Army, France and Germany have each successfully exchanged cadets for the completion of the entire curriculum of the partner State, and still do. French cadets, around three per year and per service, complete the entire German officer's curriculum, dressed with a German uniform and in the German language before coming back to France and being commissioned as French officers. The same happens with German cadets. Such exchanges imply a high level of trust between the two educational systems because an officer is posted for the first time in his or her national armed forces without having followed the national curriculum. Other examples of such

84. The Elysée Treaty (also known as the Franco-German Friendship Treaty), “Joint declaration by President de Gaulle and Chancellor Adenauer”, Paris, 22 January 1963.

85. Declaration of the Franco-German Security and Defence Council, 12 October 2006.

86. The *Jeanne d'Arc* is the French Navy ship used for final year training of French Navy officers. Cadets embarking on her sail around the world as a practical training.

87. “Rapport d'information de l'Assemblée Nationale française sur la formation des cadres dans les écoles militaires”, presented by Jérôme Rivière, Commission de la Défense Nationale et des Forces Armées, 26 March 2003.

integration have been multiplied in recent years and may be observed in Europe today. In particular it may be seen in the training of pilots through the communalisation of equipment⁸⁸.

Other efforts have consisted in organising the networking of the military institutions or the cadets themselves. At this latter level, it is worth mentioning the attempt to create a network of cadets within a Conference of European Military Schools and Academies (CEEAM by its French acronym). This experimental conference was organised in 2002 in the French Army Schools of Saint-Cyr Coëtquidan, and again in 2003 in Brussels and in Italy in 2004. It was intended to bring together students from the military institutions of the European Union, Canada, the United States, Russia and Norway in order to consider the possibility of a true “European academy”. For organisational and financial reasons relating to the travel requirements of the participants, this experience was not repeated on such a large scale. However, France for example is still pursuing this concept by allowing cadets to meet and discuss topics within the Inter-Forces Seminar of the Military Schools (SIGEM by its French acronym) and regularly invites foreign cadets to take part in these discussions. The Scandinavian cadets also convene regularly in order to discuss their common interests.

At the level of the educational institutions also, since the end of the 1990s, integration has been implemented through networking of these institutions and their heads: the EUAFA created in 1993 and gathering institutions from 21 countries⁸⁹; the SIC created in 1995 and gathering 18 countries⁹⁰; the EMACS created in 2008 where the 28 European Union Member States are invited to discuss. The European Gendarmerie Force, composed of 7 EU Member States, is an operational network, which so far has not focused on the integration of officers’ initial education and training.

1.1.2.1.2 Actions at the multinational level

The actions undertaken at the multinational level are related more to the “integration” of the military education than the proper “exchanges” between military institutes.

Recommendation 724 of the Western European Union (WEU), entitled “Developing a security and defence culture in the ESDP”⁹¹, may be considered as in the *avant-garde* with regard to the objective of integrating officers’ education at a European level. Indeed, it not only stated that the curricula of the national schools and academies should be brought closer but also that parts of the training be compulsorily conducted internationally. In the introductory part of the Recommendation, the WEU noted that initial education is not systematic and structured in the same way in the different countries that were taken by a preliminary study as a sample. More practically, the document urged in particular that:

- Existing collaboration be reinforced;
- Cores and permanent structures be set up for military training as well as academic education;
- The armed forces are trained to their new tasks beginning at with the initial training.

The Recommendation also noted that various proposals linked to these topics were made and that the Assembly of the WEU politically supported these initiatives. In 2002, Greece proposed establishing common capabilities in the field of the training of the militaries to the ESDP/CSDP. Finally, Recommendation 724 welcomed the bilateral proposal of the Franco-German Security and Defence Council, set up by President Mitterrand and Chancellor Kohl and aimed at creating a European Security and Defence College⁹² (ESDC). According to the WEU, the creation of the ESDC would contribute to the “opening (of the ESDP) toward the civilian institutions” as well as to the “implementation of a common culture of security and defence”. The WEU Assembly reaffirmed its support for this project in its Recommendation 741⁹³, in which it asks all the Member States to “Engage in an active policy of exchanges between European military schools, and establish a European defence college with a multinational, joint services

88. For instance, French and German helicopter pilots are trained together; Belgian pilots are trained with their French colleagues. See: Sylvain Paile (2009), *Op. Cit.*

89. Including Norway, Turkey and Switzerland.

90. Including Norway and the United-States of America.

91. WEU Assembly document A/1816, Recommendation n°724, “Developing a security and defence culture in the ESDP”, 3 June 2003; rapporteur: Mrs Katseli.

92. Initiated by the Mayence Declaration of the Franco-German Security and Defence Council, 9 June 2000.

93. WEU Assembly, Recommendation n°741 “On European defence: pooling and strengthening national and European capabilities – reply to the annual report of the Council”, 3 December 2003.

intake with the aim of promoting higher training for officers and developing a common approach to a civil and military response to operations conducted in the ESDP framework”. The WEU Assembly Recommendations 724 and 741 thus touched on issues concerning both initial training – notably in calling for increased cooperation between the military schools – and advanced training of officers – notably in calling for a “higher” level of training. Nevertheless, as examples of multinational frameworks illustrated, more was done for the integration at advanced level of education, than for the initial level.

The European Security and Defence College, a tangible symbol of the rise of a European culture in the field of defence, was effectively created within the framework of the EU during the Thessaloniki European Security and Defence Council, 19-20 June 2003⁹⁴, and implemented by Common Action 2005/575/ CFSP of the Council, 18 July 2005, “establishing a European Security and Defence College (ESDC)”⁹⁵. The first objective it was assigned, with an important symbolic load, was to “further enhance European security culture within ESDP”. Its other objectives, that are more specific, could be analysed as subsidiary to this:

- To promote a better understanding of ESDP/CSDP as an essential part of the Common Foreign and Security Policy (CFSP);
- To provide EU instances with knowledgeable personnel able to work efficiently on all ESDP/CSDP matters;
- To provide Member States’ administrations and staff with knowledgeable personnel familiar with EU policies, institutions and procedures;
- To help promote professional relations and contacts between training participants.

In the Council Joint Action 2008/550/CFSP of 23 June 2008, “establishing a European Security and Defence College (ESDC)”⁹⁶ and repealing Joint Action of 2005, the ESDC was given two new tasks, including the task to “support exchange programmes in the field of ESDP between the Member States’ training institutes”. It legally enabled the ESDC to be active in the field of education, supposedly including also the initial level of the training of military officers and their respective institutions. The Joint Action was finally repealed by a Council Decision in 2013⁹⁷. Though new tasks are given to the ESDC, its main objective is to provide Member States and EU institutions with knowledgeable personnel able to work effectively on CSDP matters. In pursuing this objective the College makes a major contribution to a better understanding of the CSDP in the overall context of the CFSP and promotion of a “common European security culture”. The College’s activities help to build professional relations, contacts and bridges between civilians and the military at European level, and so promote a cooperative spirit and way of working at all levels.

A parallel might be drawn between the implementation of the ESDC and the long experience of the NATO Defence College (NDC). The NDC is a permanent structure of the Alliance created in 1951 and is located in Rome. It contributes to the implementation of the strategic objectives assigned to the Allied Command Transformation (ACT)⁹⁸ in the field of education, individual training and exercises for NATO, Partnership for Peace (PfP) and Mediterranean dialogue actors. The aim of the NDC is to train personnel, high level military or civilian staff, for senior appointments within NATO or national armed forces, to promote cooperation and conduct research activities. The NDC and the network of structures have made an important contribution to the development of a NATO Defence culture. The main difference compared with the ESDC is that the European Union is not a military organisation. Therefore, because of the civilian aspects of the CSDP, the ESDC should not be compared directly to the NDC and the same approaches should not be expected. However, these training centres operate, as does the ESDC, at the advanced level of the education of possible officer-participants. Because a security culture must be stimulated as early as possible in the course of training, it was decided within the framework of NATO to take action also in the sphere of initial training. A PfP Education and

94. It should be noted that it was also during this Council that a consensus was reached concerning the strategic objectives of the Union published in the European Security Strategy 12 December 2003.

95. Published in Official Journal, L 194, 26 July 2005, p.15.

96. Published in the Official Journal JO L 176, 4 July 2008, p.20.

97. Council Decision 2013/189/CFSP of 22 April 2013 *establishing a European Security and Defence College (ESDC) and repealing Joint Action 2008/550/CFSP*.

98. Besides the ACT, NATO has an Allied Command Operations, which is in charge *inter alia* of collective training and evaluation of the functioning of the headquarters and the formations.

Training Network was created and, in 1998, a PfP Consortium of Defence Academies and Security Studies Institutes was given the task of “strengthening defence and military education through enhanced national and institutional cooperation and increasing the scope of multinational research on critical issues confronting nations”⁹⁹. Despite the fact that these objectives relate more to the countries outside the NATO sphere, it should be stressed that some of NATO activities do in fact fall within the scope of the initial education of military officers. In September 2011, the PfP Consortium produced a “reference curriculum” that can be used as a basis for the organisation of officers’ initial education in requesting countries¹⁰⁰. This curriculum is inspired by the necessity to bring the security sector institutions of a requesting country under democratic and effective civilian control.

Finally, it is worth mentioning that multinational attempts to integrate officer training are not limited to the action of international organisations. There are cases in which more than two countries have decided to integrate their education systems. Within the EU, this is the case of the model of the Baltic Defence College, providing for example an *Army intermediate command and staff course* or a *Joint command and general staff course* to the military officers of the three Baltic countries, over the course of their careers. The frame is multinational but the objective, rather than European and linked to CSDP, is regional.

These examples of actions undertaken in the military higher education are somewhat numerous but their impact in terms of mobility development until 2008, notably in exchange of knowledge, skills and competences going further than the mere “protocol exchanges”, was limited. One reason, which still remains today, is that even the exchange instruments created for the higher education in general are not sufficient for the military higher education.

1.1.2.2 The inadequacy of the exchange instruments

The exchange instruments that were originally designed – through not exclusively – for the civilian higher education, have taken the form of programmes. The military higher education institutions, nonetheless, in order to gain “visibility” on the European educational market and benefit from these programmes chose to complete the procedures for taking part in the European Union’s Erasmus exchange programme with their civilian counterparts. However, the military institutions felt it was difficult to use the programme in practice and it was never used for exchanges between military institutions¹⁰¹.

“Erasmus is the EU’s flagship education and training programme”¹⁰², which is part of the Lifelong Learning programme 2007-2013¹⁰³, aimed at creating a European Higher Education Area and fostering innovation and competitiveness in European educational institutions. It was created in 1987 and has since successfully allowed more than 3 million students to travel for their education. Today, 33 countries¹⁰⁴ participate in this programme and assure the successful running of exchanges through national agencies, under the control of the Commission. It enables students but also teachers, scientists and administrative staff, to be exchanged for a flexible period of up to one year, thanks to the ECTS system of educational credit transfer. 90 % of European universities are using this instrument and other institutions of higher education do so or intend to so. It is a very flexible toolbox not only for mobility but also for the creation of thematic networks in which similar educational sector institutions may discuss common exchange strategies. It is also an accessible instrument for both the students – who can benefit from financial subsidies for their stay abroad – and the institutions for their academic, scientific or administrative staff. The process for obtaining the now famous Erasmus “label” is rather simple: institutions apply for it to the national agencies following a call from the Commission and

99. Pfp Consortium of Defence Academies and Security Studies Institutes’ webpage: <https://pfpc Consortium.org/fr/organization/partnership-peace-consortium-defense-academies-and-security-studies-institutes> (October 2014).

100. Pfp Consortium of Defence Academies and Security Studies Institutes, Canadian Defence Academy, “Generic Officer Professional Military Education Reference Curriculum”, 21 September 2011. Available: http://www.nato.int/nato_static/assets/pdf/pdf_topics/20111202_Generic-Officer-PME-RC.pdf.

101. General Secretariat of the Council (“Stocktaking of existing exchanges and exchange programmes of national military officers during their initial education and training, Brussels”), *Op. Cit.*

102. Education, Audiovisual and Culture Executive Agency website: <http://eacea.ec.europa.eu/lfp/> (October 2014).

103. The author decided to describe the instruments offered by the Lifelong Learning programme even if this one has been replaced by the Erasmus + one at the time of the study for the reason that many of the military institutes across the European Union are, as of 2014, still under the regime of participation to this programme agreed before the start of the Erasmus + programme.

104. The EU 28 countries and Iceland, Liechtenstein, Norway, Switzerland and Turkey.

specify their Erasmus policy statement – the strategy of co-operation with regard to the institution’s mission – and the Erasmus University Charter may be awarded and signed by the institution. There is no discrimination as to the educational sector of the institution and basic officer education institutions may apply to participate in the programme. However, the minimum duration of an Erasmus exchange between two institutions was, until 2014, three consecutive months. This might explain why, as it appeared from the first observations made of the military higher education no exchange of young officers on this basis could be met. The needs for practical training during an officer’s curriculum, depending on how it is organised, can be an obstacle to exchanges for such duration. Military training or academic periods – due to the fact that military trainings can be organised during a semester –, for example, rarely extend on a period of more than three consecutive months. Both the military education calendar and the national philosophy of the basic education and training system, which impedes the recognition of the benefits of an exchange, constitute two – legitimate or illegitimate – obstacles to the use of the exchange programme.

In 2003¹⁰⁵, the EU completed the Erasmus structure with another programme called “Erasmus-Mundus”. This programme “also offers a framework for valuable exchange and dialogue between cultures”¹⁰⁶ and intends to “enhance attractiveness of European higher education worldwide”. It allows the creation of joint Master degrees at postgraduate level by European institutions aimed at European and third countries’ students and awards scholarship to students for the duration of their courses. On December 2008, Erasmus-Mundus entered its second phase and started also including doctoral programmes. This programme represented a very positive development in the context of integration of European education but, due to its compulsory opening to third-country nationals, it is not very likely that this programme would be used in military education for reasons of sensitivity.

The EU also created an instrument especially dedicated to vocational education and training mobility, called “Leonardo Da Vinci”. This programme is very similar to Erasmus in that it allows exchanges and the creation of thematic networks in the field of vocational training and education. It is also applicable to people already on the labour market, and uses the ECVET system. In 2007 this programme ceased to be available to students still following a curriculum in higher education, which also includes basic education officers, and their mobility has been transferred to the Erasmus programme under the name of “placements”. Erasmus thus extended its scope and, from that point, covered in principle both dimensions of the military higher education with one single exchange instrument. Nonetheless, this programme could be used in principle for the exchanges between officers’ basic training systems if these ones consisted exclusively in vocational training.

As the Lifelong Learning programme, which succeeded the Erasmus Socrates overarching programme, came to an end in 2013, the European Union set a new overarching programme for the period 2014-2020: the programme “Erasmus +”¹⁰⁷. The Erasmus +, with an overall budget of 14,7 billion Euros for its duration, is more comprehensive than the Lifelong Learning programme as it encompasses this former one as well as other programmes such as the Erasmus Mundus and Edulink, the action of the European Union in favour of distance-learning, and includes new types of action, such as good governance in sports. It is divided into three pillars¹⁰⁸:

- Learning mobility of individuals;
- Cooperation for innovation and exchange of good practices and
- Support for policy reform.

105. Decision of the European Parliament and of the Council of 5 December 2003 (2317/2003/EC) *Establishing a programme for the enhancement of quality in higher education and the promotion of intercultural understanding through cooperation with third countries (Erasmus Mundus)* (2004 to 2008). See also the Education, Audiovisual and Culture Executive Agency website: <http://eacea.ec.europa.eu/llp/> (October 2014).

106. European Commission, Directorate General for Youth, Education and Culture website: <http://europa.eu/rapid/pressReleasesAction.do?reference=MEMO/07/292&format=HTML&aged=1&language=EN&guiLanguage=en> (press release, dated 12 July 2007).

107. Regulation (EU) No. 1288/2013 of the European Parliament and the Council of 11 December 2013 *establishing ‘Erasmus +’: the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC* (O.J. 20/12/13 L347/50).

108. See the presentation by the European Commission of the programme, titled: “Erasmus +, The EU programme for Education, Training, Youth and Sport 2014-2020”, 2013. Available: http://ec.europa.eu/programmes/erasmus-plus/index_en.htm (October 2014).

The first pillar contains the Erasmus, Erasmus Mundus and Leonardo da Vinci under a new and common umbrella. These are made accessible to all the higher education institutions through one single facilitated procedure, similar to the procedure followed by the institutions for joining the Erasmus under the Lifelong Learning programme. The institutions of a Programme Country have to apply for the Erasmus Charter for Higher Education. Once it is awarded and signed by the institution, financial support from the programme to the partners in an exchange and/or the exchange students/trainees can be made available through the national “Erasmus” agencies. The minimum duration for an exchange remains unchanged; 3 consecutive months, which maintains the difficulty in principle for the military institutions to organise their exchanges under the umbrella of the European Union programme.

The second pillar is less relevant for the object of this study, except that it contains the possibility for the higher education institutions operating in a Strategic Partnership to implement “intensive study programmes”, which consists in short-term exchanges – from 5 days to 2 months. Under this pillar, higher education institutions that have the charter in place can also benefit from a financial support.

The third one aims to support the implementation of the “EU transparency and recognition tools for skills and qualifications”, such as the ECTS, the ECVET, the EQAR, the EQF and the European Quality Assurance Reference Framework (EQAVET)¹⁰⁹. Under this pillar, the actions are directly implemented by the European Commission or through calls managed by the Education, Audiovisual and Culture Executive Agency.

Intermediary conclusions

With a view to enhance the mobility of their students and scientific, academic and managing staffs, the European higher education institutions benefited from both structural and contextual types of actions. In order to prepare the ground for mobility in lifting the obstacles to exchanges and lowering the differences between the national higher education systems, the Bologna Process attempted to set the most adequate conditions for the free mobility of knowledge and know-how in the European Union and even beyond its borders. The European Union itself contributed and completed the Bologna actions for its 28 Member States in acting in the field of qualifications, quality assurance and recognition, notably. Despite the global lack of international legally binding norms in the area, the guiding principles of these efforts of European integration are now generally implemented in the national texts and policies and the functioning of the higher education institutions. In order to ease this mobility, the European Union provided contextual support in the form of exchange programmes, to which today are added a support to the implementation of structural reforms. The Erasmus + programme provides a comprehensive and financial support to the European higher education for the enhancement of mobility. Despite the great success of these instruments in civilian institutions of higher education, their military counterparts faced difficulties assimilating them and have tried to create other means more adapted to their educational specificities. Even then, they often remained at the level of protocol exchanges which did not have the expected dimension of a real exchange of knowledge and know-how.

If, in principle, these instruments cover both the academic and vocational aspects of higher education, it appeared that they were not adapted or not sufficient for the military higher education. The military specificity made the implementation of the structural and contextual measures more difficult for the officers’ basic education and training institutions than it is for their civilian counterparts: necessities to combine academic education and military training, difficulty for recognising the experience gained in an other system, for example, challenge the entire prospect for mobility development.

A fundamental revolution of the philosophy lying behind the military higher education cannot be considered realistic. The officers’ basic education and training systems are the product of the security and defence policy. They are nationally focused because the current national security and defence policies are focused on the application of the principle of national sovereignty. To one unique provider, *i.e.* the military institute, correspond one unique customer, *i.e.* the national armed forces. As for now, the

109. For more information see: European Commission, “Erasmus + Programme Guide” , Version 3 (2015), 14 November 2014. Available: http://ec.europa.eu/programmes/erasmus-plus/index_en.htm (October2014).

Common Security and Defence Policy, in particular, and European integration in the field of security and defence, in general, are not mature enough to expect a radical change in the equation.

As it appeared in 2008, the solution could consist of adapting the structural measures for the reality experienced by the military higher education. These contextual instruments, indeed, are not as flexible as the Bologna Process, for example, and cannot be adapted in principle: either the military institutes can benefit from them, or not. In this case, they would have to create their own programmes and fund them. Affirmative action was expected to provide solutions to these structural incompatibilities, with a view to allow the military institutes benefit in practice from the exchange programmes. Nonetheless, the military higher education being part of the European higher education and the objective being also to allow exchanges of knowledge and know-how with the civilian sphere, affirmative action should not substitute but rather complete the measures adopted for the higher education in general.

1.2 The European initiative for the exchange of young officers, inspired by Erasmus: a tool for the integration of the military higher education through exchanges

When researching the instruments of development of the exchanges of young European military officers in their basic education and training, with view to strengthen the integration of the responsible institution in a European area, more globally, one shall analyse the specific contribution of the European initiative for the exchange of young officers, inspired by Erasmus.

The Initiative, indeed, is the first comprehensive action at the European level that has an integrative ambition for the military education. Previous efforts, actions, initiatives or even *fora* of discussion had objects limited for instance to a service, to a geographical scope or to the organisation of one-time events. None of them had for *raison d'être* to foster the European integration of all basic education and training institutions, notwithstanding the services they belong to. In the Initiative, the exchange of future commissioned officers is not only an objective, it is a means for achieving the greater goal that is the integration for the realisation of a European defence.

As higher education institutions, when they are legally recognised as such, the officers' basic education and training institutes are subjected to the standards set for the European Higher Education Area. As military institutes, however, they are subjected to specific constraints, which impact on their capacity to offer entirely free mobility between them. For them, therefore, the Initiative was designed as a complementary tool to the Bologna Process and a tool adapted to the specificity of the military, with a view to make the best use of the existing mobility instruments. Contrary to a general misunderstanding, the Initiative does not seek to duplicate these instruments. For these reasons, the Initiative, which is often and improperly referred to as the "Military Erasmus" in the communications, shall in fact be rather conceived as a "Military Bologna".

The Initiative, since its creation in 2008, proved to be the most important contribution to the development of a European military higher education area. It is most likely as well that, owing to the modern defence context, its characteristics and its advanced development, it is the most reliable instrument the European Union Member States will have at their disposal for developing the mobility in the near and mid future. It is key, therefore, to highlight the role of the Initiative and investigate its potential.

This will be done, in a first place, through an exploration of the European initiative for the exchange of young officers, inspired by Erasmus, as it was designed and built. This first section will comment in a first place on the rationale behind the Initiative, based on the discussions witnessed by the researcher and his own contribution at the time. Then, the design and process of adoption of the Initiative as a European Union one will be described. Finally, the objectives set for in the Ministerial Declaration, which presides over the implementation of the Initiative, will be explained and commented on.

In a second section, the process of implementation during the first 6 years of the Initiative will be described and extensively commented on through the "quick wins" and "lines of development" that

correspond to the different efforts undertaken by the European Union Member States and their basic education and training institutes.

1.2.1 Designing the Initiative

1.2.1.1 The rationale of the Initiative

In November 2008, the European young officers' exchange scheme, modelled on Erasmus, was formally born of a declaration by the Ministers of Defence of the European Union. From the beginning of its conception, the debates on its name reflected the existence of a debate on its substance. During its design process, the Initiative was referred to under different names. First thought as a "military Erasmus" in the meaning that a military approach to the successful programme of exchanges commonly used at that time by the civilian higher education institutions, it was rapidly decided, though the media and the public in general already caught the term for its widely acknowledge resonance¹¹⁰, to avoid using this term. The forthcoming European initiative was not to duplicate the mobility programme but to ease the use by the military institutions of the existing and legally available tools. The official name was also abandoned in practice, quickly after the adoption of the Declaration, as it also suggested with the terms "scheme" and "modelled" that the Initiative would duplicate the programme administered by the European Commission. In the same way, an attempt in 2010 to change the name for "European Exchanges for Military Young Officers" (acronym EMiYO) as a reference to the name of the online working instrument of the Initiative, with view to simplify the communication on its implementation, failed. The name of "European initiative for the exchange of young officers, inspired by Erasmus" eventually remained as it did not focus exclusively on the "exchange" dimension but encompassed also a variety of actions aimed at facilitating – and not directly organising – the realisation of mobility.

The risks of confusion with other efforts undertaken, notably by the European Communities' – at that time – institutions, was carefully taken into consideration because the Initiative marked the European Union's first step in the education of the Member States' future military officers through its CSDP. The Common Security and Defence Policy, then named "European Security and Defence Policy" (ESDP), already had for objective to "(...) provide the Union with an operational capacity drawing on civilian and military assets"¹¹¹. With this initiative, the CSDP and the military higher education sector were to engage in a win-win process. The CSDP was slowly creating the conditions for pooling and sharing know-how in Europe. However, it was expected, that the autonomy of the Member States and their individual traditions of military education and training would be preserved and that the CSDP cover could guarantee the reputation of excellence of the military education of the Member States where CSDP is materialised, in conflicting areas around the globe.

Concretely, benefits were expected, when designing the Initiative, at different levels of stakeholders. Facilitating exchanges of officers in their initial education between training institutes and between them and their civilian counterparts is the primary intent of the Initiative. Greater mobility was expected, however, to be of direct benefit to all stakeholders in the education and training of future officers. The same benefit, furthermore, was also expected to feed the outcomes at other level(s).

At the level of the individuals, it was assumed that the acquisition of new knowledge, theoretical or practical, would greatly contribute to the professional development and open-mindedness of the future officer. The exchanges would foster the interpersonal and intercultural skills and competences that come with the experience of a different learning and living environment: the ability to communicate, to use foreign languages, to acquire autonomy in learning, etc. With such experience, a trainee was expected to be better able to assimilate the ethics and values which go into building Europe and the CSDP. Both the exchange students and the host institution's own students were expected to benefit from the social interaction. As the Initiative was also to address the work of scientists, academics and teachers, these could have also benefited from interaction with new ways of thinking and doing.

110. See for example: Philippe Chapleau, "Europe: Paris propose un Erasmus militaire", *Ouest France*, 4 November 2008.

111. Treaty on the European Union, Article 42.

At functional level, the future officers were expected to become familiar with the interoperability that is required from them by the modern security and defence context. “Interoperability”, in its traditional meaning, is the ability of different components of national armed forces to work together with a common objective. Joint (inter-service) basic education, in this regard, is the first link in the chain of interoperability of the armed forces of the future. Apart from branch-related training, the military socialisation of the cadets and respect for common traditions, rules and values are elements that will implant coherence and cohesion between the different components. On the other hand, separate education of the different branches cannot be considered as counterproductive. It enables cadets potentially to develop their own awareness as belonging to their branch, their sector, an identity with its own long-developed cohesion and myths. At the multinational level, the North-Atlantic Alliance defines the interoperability as “The ability to operate in synergy in the execution of assigned tasks”¹¹². However, this definition encompasses two concepts that shall be differentiated. The first one is the technical interoperability, or “standardisation”, which means that the Alliance is looking to bring in national procedures or equipment in order to ease the daily running of operations, for example. The second concept is the military interoperability, which is “the ability of systems, units or forces to provide services to and accept services from other systems, units or forces and to use the services exchanged to enable them to operate effectively together”¹¹³. Thus understood, the ability of, for example, the national navies to create common working mechanisms would be a first realisation of the “interoperability” challenge. However, it is difficult to assess that technical interoperability, or “standardisation”, is the means for achieving military interoperability. Indeed, the word “standardisation”, itself, has many levels: compatibility, interoperability, interchangeability and commonality¹¹⁴. It can thus be asked whether standardisation is the means or the goal of interoperability. Another meaning of the term “interoperability”, seems to emerge from the Initiative itself and to be valid only for the specific context of the military education. It appears, indeed, from the different official declarations made about the Initiative that it would “contribute” or “strengthen” the interoperability of the armed forces in the European context¹¹⁵. In this meaning, interoperability is not only the ability of the different components to work together, but also the ability of the national armed forces taken as a whole to work together. European mobility of the cadets, to this end, would be a fundamental instrument since it should make the future leaders familiar with the work and defence cultures of their future colleagues in CSDP missions and operations. What is most important is not the word itself but the spirit behind the term. Being “interoperable”, for the young officers, should rather be about being able to work together – starting with a CSDP environment – in any kind of context, *i.e.* to work in different configurations of languages, nationalities, cultures, values, etc. It would mean that the young officers would be prepared to suspend their belonging to a group – be it specialty, branch or country – for a group that would be broader than nationality, language, culture, etc. That is the objective assigned to their basic education and training systems, to be achieved through both the teaching they provide and the socialisation they stimulate. They are expected to prepare their cadets to face these possible configurations of their working environments and to be flexible enough to act efficiently and coherently and to fulfil their roles. In this regard, both the academic and the vocational components of officers’ education have equal roles to play. The academic learning process provides the theoretical instruments for understanding a given environment, for example in teaching the functioning of the European actors and missions, and the vocational learning provides the skills and competences required to enhance practical flexibility. Thus, the exchange of knowledge, skills and competences could be considered keys for the preparedness of the European armed forces for modern warfare. Mobility, from a more prospective viewpoint, might also be the seed of a future structured European force.

At institutional level, increased mobility of their students, trainees and staff was also seen as an opportunity to show the excellence of the education and know-how of the military institutes. They could therefore demonstrate their commitment vis-à-vis the highest standards of quality of education and their visibility in the European Higher Education Area.

112. NATO Standardization Agency, Allied Administrative Publications AAP-6, 2009.

113. *Idem*.

114. NATO, *NATO Logistics Handbook 2012*, p. 65.

115. See, for illustrative examples: Council Conclusions on the ESDP – Council General Affairs and External Relations (Annex II, Political Declaration), Brussels 10-11 November 2008; Summary of remarks of Javier Solana (SG/HR) at the informal meeting of Defence Ministers, Prague 13 March 2009; European Initiative for the Exchange of Young Officers – SG/HR report on the state of affairs, Brussels 14 May 2009.

At a political level, indirect benefits were also expected for the Member States and the European Union itself. Member States could draw on the know-how of these experts in both CSDP and multilateral contexts. Their armed forces would be better able to work with partners and allies. The European Union can, in principle, only benefit from future military leaders' first experience of interoperability, experience which can then be applied in any multilateral operations it may engage in. At a cultural level, long-term benefits were also hoped for. Once the exchange students reach strategic positions in their armed forces, a long-term benefit for the European Union and its CSDP would be for the Initiative to prove its worth by contributing to the emergence of a common European culture in the field of security and defence, fostering awareness of a shared single identity and objective. Two main approaches may be considered to this regard, whereby the Initiative is used to promote CSDP awareness and stimulate two corresponding aspects of an emerging culture: a formal direction and a normative one.

The purpose of the formal approach was to accustom students to their potential role in the European defence context. Although European armed forces may be involved in various forms of multinational operations such as United Nations missions or NATO operations, flexibility must be emphasised as a major ingredient of the European officer's make-up. At the institutional level, this suggests that there needs to be a debate within military institutions on the role of the use of languages such as English, adaptation of the ECTS system to vocational training, or the use of cooperation instruments such as Erasmus. Through exchanges of knowledge and values, the Initiative would thereby trigger a process of Europeanisation of defence education and consequently stimulate the emergence of what might be termed a "European culture of defence".

The normative approach was concerned with the extent of students' knowledge of European defence issues. Accordingly, the matter could be a subject for debate only at the national institutions' level: the number of courses related to such issues, the importance of this kind of instruction in the curricula (compulsory or not, whether the ECTS should be attached, dedicated time, etc.). The military institutions could therefore be asked to teach the cadets the Europeanisation of defence, which was expected to contribute to another aspect of European culture in the area of security and defence: a "European defence culture".

The goal of the Initiative, in conclusion, was not limited to an expected increase in the number, duration and quality of the exchanges between military institutions. It was meant to support profound change in military higher education, both internally and externally. Its impact, however, was greatly based on assumptions and would only become clearer with the effect of time. The Initiative's contribution to a European security and defence culture, for instance, could be noticeable only as the young trainees become the strategists of tomorrow.

1.2.1.2 The birth of the Initiative

The Initiative for the exchange of young officers, inspired by Erasmus, was launched under the French Presidency of the EU during the second semester of 2008. Its preparation, as is the case for all matters dealt with during a Presidency, was a long process that had its roots before this timeframe.

Already in March 2007, the Royal Military Academy of Belgium launched a research project aimed at "developing the European dimension of its academic education to the future military officers". This study was done by the European Studies Unit of the University of Liège and concluded that measures should be taken at the European level with view to facilitate the mobility of the cadets and the staff of their education institutions¹¹⁶. In September 2007, the French Ministry of Defence decided to create, within its own General Staff structure and the "Presidency" unit, a special sub-unit named after the "Military Erasmus" and dedicated to it. The task of this unit, which was assisted by the legal services of the MoD, was to evaluate interest in this project, *i.e.* the increase in the exchanges of cadets and educational personnel between military higher education institutions, and promote it at European level. It accordingly focused in its first few months, on assessing the main characteristics and specificities of officers' education in general, helped by the French military schools, and detailing the directions to be taken by the project. Since the very beginning of its preparations, indeed, it seemed clear to the unit that

116. Sylvain Paile (2009), *Op. Cit.*

any project in this area would have to take due account of the autonomy and traditions of the different Member States in military education. If there was one principle to be followed, at this stage, it was that the Initiative would not foster European integration through standardisation, but by harmonisation.

At the beginning of 2008, the “Military Erasmus” unit focused its investigations on the shape that this project should take and met with the Brussels’ actors to define the broad outline of its organisation. The European Security and Defence College, then located in the services of the Council of the European Union, agreed to lend support to the project and its cultural objectives. Information was provided by the European Commission on the Erasmus exchange programme, notably regarding its suitability for use by military educational institutions. Some of the national military institutions had already signed an Erasmus charter and used it for exchanges. At that point, therefore, the preparation of the Initiative faced a fundamental question: is the Initiative a project to be included under the first pillar of (the then) Community policies or does it come under the second (European Union) pillar, *i.e.* the Common Foreign and Security Policy CFSP/ESDP? It was, indeed, also true that the project might be considered to fall within the field of higher education as much as within that of defence. Furthermore, the Commission had no objection to the military institutions using the Erasmus programme as they already did. On the one hand, as the project’s first objective was to contribute to a European culture of security and defence, it was decided to favour the ESDP/CSDP option. On the other hand, the Erasmus programme as it exists was not to be duplicated, but its use was to be promoted among the military institutions. Hence, the Ministries of defence and their military institutes kept full hand on the steering of the Initiative. Nevertheless, these Ministries and their institutes could not make recourse to the European budget for funding the actions they would agree on, except in principle for the activities that could fall under common mobility programmes.

In parallel to this thinking and in order to involve a maximum of EU Member States in the project, the unit prepared questionnaires, in cooperation with the ESDC and the University of Liège, to be circulated among the 27 MoD and investigating their officers’ initial educational systems and their opinions on the directions to be taken by the Initiative. The project and its objectives were also informally presented and discussed within *fora* of military pedagogy scientific experts. During summer 2008, the questionnaires were distributed and the replies were processed by the ESDC in a first stocktaking report¹¹⁷. On the one hand, the project seemed to benefit from strong support, not only from the Member States willing to participate, but also from the European Parliament, which in June 2008 called for the launch of such an initiative¹¹⁸.

However, the stocktaking document showed wide variation in European military education not only in the organisation of the curricula – some Member States having basic training only at Bachelor level and others at Master level – but also in the form of their exchanges, ranging from complete integration of their curricula to simple courtesy visits. This brief study also demonstrated the need for more extensive education in ESDP/CSDP-related issues and a major interest in the development of exchanges, expressed even by Member States having no national education capacity¹¹⁹. This stocktaking has revealed itself as extremely helpful for the drafting of recommendations by the Politico-Military Group (PMG). After discussions during the Deauville informal meeting of the Defence Ministers on October 1 and 2, the Council of the European Union, in its Defence configuration, endorsed these recommendations in the political declaration (hereafter called the Declaration) of 10 November 2008¹²⁰.

1.2.1.3 The objectives contained in the Ministerial Declaration

The Declaration, which is a politically binding document but does not legally bind its authors or thirds, is composed, in the same annex to the conclusions of the Ministers, of a general statement on the rationale behind the “scheme” hence designed and a set of “practical implementation measures”. It states that this initiative – officially entitled “European Young Officers Exchange Scheme, modelled on Erasmus” at this stage – is meant to develop interoperability in the initial training of officers, while

117. General Secretariat of the Council (stocktaking report 2008), *Op. Cit.*

118. European Parliament Resolution of 5 June 2008 on the implementation of the European Security Strategy and ESDP, Document (P6_TA(2008)0255).

119. Cyprus, Luxembourg and Malta.

120. Council Conclusions on the ESDP, *Op. Cit.*

respecting national specificities and traditions. The various measures recommended should not therefore be seen as a “harmonisation” in the sense of “standardising” the curricula, but more as reducing the differences that might impede the mobility of students and teaching staff. Three directions were stressed for achieving this objective.

The first part of the recommendations deals with measures to be taken at European level. Those that are common to both academic education and vocational training include measures necessary in order to compare the skills and competences required of the cadet during his/her curriculum, to create a database presenting the programmes offered by the military institutes and the demand for/supply of these in exchanges, and to identify obstacles to the enhancement of these exchanges. Regarding the academic aspects of the training more specifically, the Declaration recommends developing ESDP/CSDP and international security training modules to be proposed to the military institutions and facilitating access to internet-distance learning in order to expand the range of what is offered by the institutions, notably in the field of ESDP/CSDP education as this was raised in the first stocktaking document. The ESDC is to play a major role in that particular area since this already forms part of its educational mandate, but addressing other audiences. This line suggests that, beside the two – formal and normative – approaches that compose the cultural rationale of the Initiative, a third one may be outlined: a “crossover”. The most remarkable realisation is the idea of the ESDP/CSDP training module which, in providing an appropriate European environment for a specific type of ESDP/CSDP training combine the two approached. It was then assumed that the organisation of common academic modules by partner institutions, for instance under the aegis of the ESDC, could provide the students with shared knowledge in a shared environment. This new form of social interaction, expectedly, could have allowed rationalising (“pooling and sharing”) academic resources and the emergence of common values. From its start, therefore, the common modules appeared as potential flagships of the Initiative and the search for realising a European security and defence culture. Finally, the Declaration asked to develop, on the model of academic training, credit transfer systems such as the ECTS and methods for encouraging exchanges in military vocational training in particular.

The second part of the recommendations concerns the Member States and their military institutions. Two points relate to the implementation of the Bologna Process. Member States are asked to encourage this integration of the *acquis* and to recognise education received in other Member States, which is a highlight of the process. Moreover, they are asked to encourage mobility of students and teaching staff and to promote the development of education in foreign languages, and learning of two foreign languages within the institutions.

The third part concerns the arrangements for implementing the Initiative and the organisation of short-term developments. A working party is to be created within the framework of the ESDC Academic Board in order to implement the directions set by the Ministers and supplement them with other measures.

At the end of November 2008, the French EU Presidency organised a European seminar for an initial discussion of the measures to be taken among the European authorities concerned with the first phase of training. The discussions held then stressed once again the diversity existing between the various educational systems but the seminar also enabled the opportunities offered by participation in the Erasmus exchange programme to be set out. Notwithstanding general support for the Initiative, already expressed in the first stocktaking document and pledged by the respective Defence Ministers, discussions focused on the means of improving exchanges. As has been previously established, military institutions had exchanged cadets even before the Initiative and it was one of the objectives of the branches’ *fora*. All those involved seemed to be looking for reassurance that their traditions and know-how would be protected from a top-down approach. The discussions and information were thus very helpful in ensuring that the principle of subsidiarity would also apply to the Initiative and that it would preserve existing synergies.

1.2.2 Implementing the Initiative

1.2.2.1 The actors of the implementation

As the new-born initiative needs godparents, promoting a European security and defence culture required the commitment and mobilisation of all the stakeholders. The measures set forth by the Ministers therefore have to be implemented at both national and European levels, meaning that the roles and responsibilities of the various actors have to be coordinated despite different decision-making processes.

First, the implementation of the Initiative at European level is in the hands of the European Security and Defence College (ESDC), which, according to the Ministerial Statement, provides assistance to the Member States in the implementation of the Initiative. The ESDC was set up by a Joint Action in 2005 that has now been replaced by a Council Decision¹²¹. The main objective of the ESDC is to provide Member States and EU institutions with knowledgeable personnel able to work effectively on CSDP matters. In pursuing this objective the College makes a major contribution to a better understanding of the CSDP in the overall context of the CFSP and promotion of a “common European security culture”. The College’s activities help to build professional relations, contacts and bridges between civilians and the military at European level, and so promote a cooperative spirit and way of working at all levels. The ESDC is a network college: a large number of national universities, academies, colleges and institutes contribute to its success. The network members are well-known national civilian and military educational and research institutions in Europe. It also includes the EU Institute for Security Studies in Paris. The College has established its own training model tailored to personnel in the CSDP field at all levels up to decision makers. Its courses are based on a “standardised curricula” and are thus recognised by the Member States and the EU institutions. By applying the basic principle of mixed civilian and military participation in almost all ESDC courses, the College makes a significant contribution to the EU’s comprehensive approach to crisis management. The College also develops and produces teaching materials for CSDP training, including the CSDP Handbook. All ESDC training courses are supported by an Internet-based distance learning system (IDL). A governance structure has been established for the College comprising a Steering Committee, an Executive Academic Board and a Permanent Secretariat and its Head¹²². The Member States pilot the work of the College through the Steering Committee, where representatives meet and regularly assess the College’s teaching. The member institutes’ representatives on the Executive Academic Board pilot and develop the course content. The permanent Secretariat is located in Brussels and embedded in the European External Action Service (EEAS). It implements the decisions taken by the Committee and the Board and organises the activities of the College. The Executive Academic Board, which lays down academic policy, also meets in a variety of activity-oriented configurations. There is a configuration focusing on training in support of security-sector reform, configurations for the development of IDL instruments and a configuration to implement the European initiative for the exchange of young officers, inspired by Erasmus, the “Implementation Group” (IG).

The 2008 Ministerial Declaration¹²³ extended the College’s education and training remit to include cadets. It asked the College to make available its IDL system to training institutes providing basic officers’ education and training, to administer and keep an updated database facilitating the comparison of curricula and access to information on exchange capacities, and to act as an instrument for the coordination of the Initiative. In addition, as called for in the Declaration, the ESDC designed the curriculum of a common module on the CSDP. In accordance with the Declaration, a working party of representatives of European institutes offering basic education and training for military officers was set up within the framework of the ESDC in order to coordinate the activities of the Initiative. It also implements the Ministers’ instructions and designs any supplementary measure it deems necessary¹²⁴. The Implementation Group fulfils these roles, according to its rules of procedures¹²⁵ that were established on 29 January 2009 by the ESDC Steering Committee. It is also a forum for sharing best practices and experiences concerning exchanges of young officers. The measures it agrees on with impact at European level have to be endorsed by the Steering Committee. Its Chair is assisted by the ESDC Secretariat, and

121. Council Decision 2013/189/CFSP, *Op. Cit.*

122. *Idem.*

123. Council Conclusions on the ESDP, *Op. Cit.*

124. See the Declaration, Section III.a.

125. ESDC Steering Committee, Document SC/2009/003 REV1, 29 January 2009.

its members are appointed by the participating Member States or Member State institutions involved in the initial training of military officers. The Group meets at least four times a year. In order to achieve the goals of the Initiative and to make the best use of the achievements of European higher education in general, the IG can invite representatives from the European Commission or Bologna Process structures. Members and experts from participating institutions may, whenever necessary, meet in working groups corresponding to an activity of the Initiative.

The Initiative also receives support from the European institutions acting in the fields of security and defence and higher education, namely the Commission, the Council and Parliament. It was subsequently referred to in the 2008 report on the implementation of the European Security Strategy as an important contribution to the emergence of a security and defence culture in the European Union¹²⁶. The High Representative for the Common Foreign and Security Policy also provides support by contributing to the design of the Initiative and regularly reporting to the Council on progress and achievements.

Beside, one must note that implementation at national level is primarily the responsibility of the institutes providing basic officer education and training. All institutes may, if they wish, develop their own exchange policy through their education and/or training policies. With the integration of the Bologna Process *acquis*, while this possibility has been reinforced, the principle of mutual recognition is officially sanctioned. In principle, however, institutes may not be selective in recognising mobility experiences, although in the past their authorities imposed exchanges and conditions for political reasons.

Ministries of Defence also play a major role. They still control the academies, formally or informally, since they are the primary customers of the basic education and training they provide. They thus express their needs, their priorities and provide their guidance to the institutes. In Member States where this education is delivered by separate institutions for the different services of the armed forces, the ministry may have a role in coordinating their activities or representing them in relations with third parties. The ministries not only drive the Initiative, they are also the authorities which endorse the Initiative's progress and achievements at national level.

Finally, with the implementation of the Bologna Process and the management of Erasmus mobility at national level, the ministries responsible for higher education have acquired an important role in the basic education and training of officers. With a view to achieving the objectives of the Initiative, *i.e.* creating the necessary conditions for unimpeded mobility and making the best use of the existing exchange instruments and programmes, the institutions actively seek the guidance of these ministries. A military higher education area that is sought with the Initiative can only be realised, indeed, in the greater European Higher Education Area.

1.2.2.2 The first implementation phase: “quick wins”

Following this first contact between those concerned with European military education, at the seminar organised by the French Presidency of the EU in November 2008, the implementation phase started. The ESDC began by inviting the Member States to designate points of contact for participation in the Implementation Group to be set up, and the legal and political framework in which the IG could work in coordination with the ESDC Steering Committee, the ESDC Academic Board and the EU Military Committee.

In parallel, the ESDC Secretariat started organising the work for a second, and more detailed, stocktaking process aimed at comparing the training curricula offered by the national institutions and supplying information to the database to be created, as prescribed by the political declaration. This stocktaking task was given to the European Studies Unit of the University of Liege, which had already made a similar study on a smaller scale for the Belgian Royal Military Academy¹²⁷. The aim was to continue and detail the stocktaking surveys carried out in 2008, provide scientific support for the actions of the IG and make

126. European Council, *Report on the Implementation of the European Security Strategy - Providing Security in a Changing World*, Brussels, 11 December 2008.

127. Sylvain Paile (2009), *Op. Cit.*

an evaluation of the first results that might be achieved by the action of the IG. New questionnaires were prepared at the end of 2008 and distributed to the 27 EU Member States in January 2009.

Eventually, the first IG meeting took place on 19 February 2009 in Brussels and started work on 5 “quick wins”:

- Implementation of a common module on ESDP (quick win 1);
- Provision of internet access to raw data of detailed stocktaking (quick win 2);
- Creation of a dedicated forum for the exchange programme (quick win 3);
- Creation of a framework agreement for administrative and legal challenges linked to the Initiative (quick win 4);
- Development of other common training modules (quick win 5).

1.2.2.2.1 The implementation of a common module on ESDP/CSDP

Quick win 1 concerned the implementation, during the initial education of young officers, of a common module on ESDP/CDSP, its history, its content and its potential developments. It is, in a way, the heart of the Initiative for the exchange of young officers, inspired by Erasmus as it cuts across the two approaches – normative and formal – of a European security and defence culture. Moreover, the Initiative was adopted in the legal framework of the ESDP/CSDP. Very quickly, this action in the framework of the CSDP for the future of the CSDP appeared as the flagship realisation of the Initiative and is still today, somewhat. It was thus, in the early stages of the implementation, very symbolic already but with a real practical effect, in that this particular measure was the one to be looked forward to at the very beginning of the implementation process. Indeed, even before the implementation group convened for the first time, the work on this specific action started.

As it is the primary mission of the ESDC to train European actors in CSDP and its practical dimensions, it was natural that the ESDC would have a major role to play in the creation of the common module, even if it did not address its usual target audience. As early as 13 October 2008, even before the political Declaration, the Steering Committee of the ESDC agreed on the shape of the curriculum for this common module, based on the Orientation Course provided by the ESDC in its regular activities. It allowed the officers’ educational institutions to use the internet-based distance learning system of the ESDC as pedagogical support, first hosted on a server of the Belgian Royal Military Academy and then also on a Romanian server. An undoubted advantage of the fact that the ESDC activities have become the model for this action in the context of the Initiative, despite the fact that the approach in this particular case is a top-down one, is that experience and the appropriateness of the ESDC Orientation Course for the training of actors of the CSDP help to ensure the quality of the training. Evaluations are conducted in the framework of the Orientation Course on the quality of the training provided and this model of evaluation has also been used in monitoring the outcomes of the module for the cadets.

The general lines of the knowledge to be provided during the module were thus agreed upon. A working group, within the implementation group, was then given the task of defining the shape of the module. A first question concerned the timeframe for the organisation of the module. At the beginning of the work of the sub-group on quick win 1, it was envisaged that this module would be made available to the cadets in several institutions conducting it the same week, with the possibility of exchanging cadets for this purpose. It was notably proposed to organise these modules during the second week of May because of the symbolic value of “Schuman Day” on 9 May. A first obstacle to this project, as could be predicted even before the results of the second stocktaking were presented, was that the education and training schedules do not, in most cases, allow a week to be taken from normal studies only for this purpose. A second question addressed by the working group was the adaptation of the training material of the orientation course to an audience of cadets. Contrary to the audience of professionals to which the ESDC course is addressed, the cadets, by definition, have never had previous contact with the realities of the security and defence of Europe. This was an important mission for this sub-group. It took time to go through the material and transform it for this specific audience, whose knowledge of and interest in CSDP issues was presumably located somewhere between that of the ordinary public and that of a specialised audience. This is why the project of coordinated organisation of several modules in May

2009 did not succeed¹²⁸. In August 2009, a set of training materials was issued in order to support the teaching and learning in the provision of knowledge through this module. This set was made available to the institutions for individual initiatives aimed at providing knowledge relating to the ESDP/CSDP to the greatest number of cadets. The material, however, was never used.

Besides, two other issues had to be dealt with by the working group in collaboration with the ESDC Secretariat. The first one was the possibility of using the internet-based distance learning tools of the ESDC in the modules for the cadets. The autonomous knowledge units contained in the ESDC IDL module are, indeed, inputs from external scientific institutions. Therefore, the copyright issue must be dealt with, especially if the institution that is willing to provide the module to cadets is able to host the units on its own server. However, as will be seen more into detail in the second part of this chapter, arrangements for the use of the ESDC capacities were found for the pilot project. The second issue that was dealt with in collaboration between the ESDC Secretariat and the working group was the organisation of a “Train-the-trainers” seminar. A first two-day seminar was organised by the ESDC Secretariat and hosted by the Belgian Royal Military Academy at the beginning of June 2009 and convened teachers interested in ESDP-related topics and willing to organise modules of this kind, to update their knowledge, supported by eminent scientists, experts and actors from the ESDP within the EU institutions, and a group reflection on the possible shape of the module. The groups of participants were notably invited to think about the possibility of organising such modules for different timeframes, one week or one semester¹²⁹, on the basis of the programme proposed for the common module as agreed by the Steering Committee. As a preparation for the Train-the-trainers seminar, the participants were also invited to complete the IDL module of the ESDC course. As it was generally considered helpful for the preparation of the trainers, and due to the success of the modules the organisation of other similar seminars has been repeated since.

The CSDP module is a remarkable – for some the most remarkable – realisation of the Initiative. After five years of existence and organisation in five countries, under 14 modules and being in the regular curriculum of the cadets of two countries¹³⁰, it allowed approximately 850 cadets from 20 Member States to become knowledgeable of the European Union and its policy. Hence, it comforted its status of “flagship” realisation of the Initiative as it was suggested at the beginning of the implementation process. It had been an innovation in the military higher education as one of the first combined training programmes, *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 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 notably¹³¹. Eventually, the CSDP module served as a laboratory for other realisations or works of the Initiative. From an organic point of view, it is also 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.

1.2.2.2 The creation of communication instruments

In order to allow the exchange of information on the different curricula and on the offers and needs for students and staff mobility as foreseen in the Declaration¹³², technical instruments were needed, such as a website for the dissemination of the data obtained through the stocktaking research and a

128. Without this “standardised” training material, the teaching would have been national only. Having uniform material was presumably a sign that the training is European and that its quality was assured on a European basis.

129. Envisaging a one-semester course suggests that the module would be proposed nationally because it would be more difficult, as stressed by the stocktaking results, to exchange students for a complete semester.

130. The CSDP module is an integral part of the basic curricula of the Austrian officers and the Italian Army officers. All the cadets must attend and successfully pass this course for being commissioned as officers.

131. The CSDP modules are usually externally assessed when organised. Evaluation reports are issued from these evaluation processes with view to provide quality assurances to the stakeholders of these modules and contribute to the growth and improvement of the modules and the Initiative in general. See for example: Sylvain Paile, “Common Security and Defence Policy Module - External Evaluation Report”, *Armis et Litteris* 30, Theresianische Militärakademie - Wiener Neustadt, 2014, 77 p.

132. See the Declaration, Section I.1.b.: “Create an IT platform: containing national military colleges’ training curricula, for ease of identification and comparison of training; allowing national military training colleges to offer and request places on officer exchanges”.

forum for the discussions among the members of the different sub-groups. As these objectives were connected, and because they were both achieved early in the group's timetable thanks to the contribution of Bulgaria, these two website and forum instruments, respectively quick win 2 and quick win 3, are thus described together.

In April 2009, a website was created at the address www.emilyo.eu, with access restricted by a password and monitored by the Bulgarian designers. Anecdotally, it is this website, when the designers thought about the name to give it, that launched the debate about the name of the Initiative at global level. The implementation group expressed its agreement on keeping the name "Emilyo" for informal reference to the Initiative, but it did not reach the necessary consensus at political level.

The website, on which the raw data of the second stocktaking were made available early in 2010 for use by the educational institutions taking part in the Initiative, contains links to the websites of the ESDC and of the Council of the European Union. Finally, the Emilyo website offers a link to the website created by the Conference of Superintendents of the Naval Academies¹³³ on which the different activities proposed for exchanges by the participating institutions are presented, the EUAFA website¹³⁴ and the International Military Academies Forum (iMAF) events. The EMACS, for the land forces academies, has not yet built a similar website but thematic sections of the Emilyo offer the possibility to get information on exchange opportunities, notwithstanding the service, and links to the main officers' basic education and training institutes in the European Union Member States. In addition, the publications on the Initiative can be found on the website.

The forum, which is accessible *via* the website, was designed as an instrument for discussions between the members of the sub-groups in order to share their views on the different tasks assigned. It allowed these sub-groups to present the results of their work and contains the questionnaires that were provided by the different institutions and which form the second stocktaking process. On this forum, finally, a specific space was kept for the students in order to present their views on the Initiative and its directions. After the Lisbon seminar on the ESDP, all the presentations supporting the lectures were distributed on this forum. However, although previously intended to become a platform for the discussions between the students, its success was limited. And so has been the use of the entire forum after some time, because of the use of other working methods, such as direct group meetings, or simply the factual decrease of the group work method for the implementation of the Initiative.

1.2.2.3 The drafting of a framework agreement

In order to facilitate the use of existing mobility programmes, such as Erasmus, by military educational institutions and to create additional opportunities for short-term exchanges, the Implementation Group has adopted a framework agreement. However, as the Initiative is in no way meant to duplicate the Erasmus programme already in existence such a framework agreement is not intended to be a substitute for the Erasmus University charter an institution has to sign when it wants to take part in the programme.

On the basis of the observations made during the two first stocktaking studies, it appeared clear that these institutions, due to the specificities of their mission, *i.e.* educating and training soldiers, faced difficulties in their exchange projects especially because an Erasmus exchange should extend over a minimum period of three consecutive months. The Declaration established that the IG should "Identify ways of dealing with administrative, legal and other obstacles to exchanges"¹³⁵. A framework agreement, as pursued through this quick win 4, addressed these obstacles, as they might have been described in the first stocktaking, for example, by solving the issues linked to the exchange of military personnel with regard not only to the Erasmus exchanges but also to all forms of mobility. For example, the presence of military personnel, unlike civilians, raises the necessity of an agreement of their status on foreign soil. Other side issues, symbolic at first sight, also have their importance, such as medical care, the right to carry and handle weapons, and the respective costs of catering and accommodation, for

133. The website of the Conference of Superintendents of Naval Academies is accessible at this address: www.eunaweb.eu (October 2014).

134. The website of the European Air Force Academies forum is accessible at this address: <http://www.euafa.eu/EUAFA/index.php/what-s-euafa> (October 2014).

135. See the Declaration, Section I.1.c.

example¹³⁶. Such an agreement, therefore was intended to complement the possible agreements – such as the Erasmus learning agreements – concluded by partner institutions in exchanges.

While this is a sensitive issue that needs to be agreed on by all the participating Member States to the Initiative, this work took patience, extensive discussions and time. The drafting could not be achieved before the end of the quick win era. As a consequence, quick win 4 became line of development 5.

1.2.2.2.4 The development of other common training modules

The ESDP/CSDP training module, prepared by the ESDC structures and adapted in quick win 1 is very symbolic because of the objective assigned to the Initiative: fostering a European culture of security and defence. Beside this module, the political Declaration expressed the need to develop other common modules on international issues, in order to reinforce European integration of the education provided by the military institutions: “Develop training modules on international issues (academic component of officer training). (...) Training modules should be developed in other areas relating to international security. These training modules will be made available to national military colleges”¹³⁷. This task was assigned to the Implementation Group as quick win 5.

In the first stocktaking research¹³⁸, the Member States reported their willingness to build common instruments for some specific topics. However, these suggestions were very diverse and were related to either academic or vocational training of the officers. Because not all the possible modules could be developed in a quick win context, as the preparation of a common module was estimated to require at least 80 hours of work, it was decided by the working group to focus on a selection of five topics as a start:

- Humanitarian law, law of armed conflicts, maritime law;
- Peace support operations;
- Globalisation and security;
- Leadership in a multinational context;
- (External) communication.

Out of these five topics considered, three modules were effectively adopted during this first stage of the Initiative: “Law of armed conflicts”, “Peace support operations” and “Media communication”. The other topics were dealt with at a later stage.

The work of the sub-group consisted of defining first the course objectives, preferably using references to international qualification frameworks. Then, it must define the content of these courses and create the supporting material, which presupposed that the participants in the group are experts in the field to be developed. The modules could be based on existing national curricula. Austria, for instance, proposed to modularise its courses on peace support operations with a view to formally propose parts of it as a single common module. In order to ensure the quality of the content, the ESDC Secretariat offered opportunities for the drafters to obtain the inputs of international actors before making the module available to all the Member States. Finally, the sub-group must define the duration of the module. It should be noted that, similar to the discussions that were held during the first “Train-the-trainers” seminar for the ESDP module, the module created could in principle be integrated into the educational offer of the institutions either as a block or can be spread through one or more semesters. This possibility was then limited to weeks. As regards the recognition issue, the drafters of these modules were asked to estimate the amount of credits that should be given to such a module. At this stage of the implementation process, the choice was made to focus the action of the sub-group on modules of an academic nature. Then, the use of the ECTS appeared logical, whereas it would have raised more questions in case of modules having a vocational substance.

136. In the civilian area, taking the example of the Erasmus programme, these features of military life rarely exist: catering and accommodation are most often the responsibility of the individuals.

137. See the Declaration, Section I.2.d.

138. General Secretariat of the Council (stocktaking report 2008), *Op. Cit.*

Due to the amount of time that is required to develop a module and comply with all the steps described, the work was to be continued beyond 2010 in order to regularly create new European offers completing the “menu” proposed by the institutions. Therefore, the quick win 5 became the line of development 8.

1.2.2.3 The second implementation phase: “lines of development”

Following the communication and, then, publication of the results of in-depth scientific investigations into European military higher education¹³⁹, the Implementation Group established a new set of “lines of development” for organising its efforts to achieve unimpeded mobility. These lines implement or supplement the measures expressly set out in the Ministerial Declaration.

1.2.2.3.1 The creation of a system of equivalence in vocational training (“line of development 1”)

In the founding Ministerial Declaration, a clear mandate was given to the Implementation Group to “Develop an equivalence system for the military components of the initial officer training. The implementation working party will examine the possibility of using the European Credit Transfer System which also covers the academic component of initial officer training”¹⁴⁰.

As could be observed from the basic education and training systems and particularly highlighted in the second Stocktaking survey¹⁴¹ was that the systems either entirely or partly used the ECTS for valuing the vocational training, or set their own “credit” system, or simply had none. In some cases, within the same Member State, different practices were encountered. The national and even the institutional education and training policies widely differed to this respect. This prevented the possible exchanges in the vocational area to be fully recognised where one single currency would have been needed.

As early as September 2009, after the first results of the second Stocktaking survey were released, the Implementation Group decided to create a sub-group whose work would be dedicated to the exploration of the possibilities for a harmonised system of equivalence in the vocational training. This working group designated Austria as its leading nation. Soon after, in December 2009, the group issued its recommendations for the creation of a “military ECTS” (so-called “MECTS”) and drafted a *MECTS Users’ Guide*¹⁴². In this document, the vocational training of a cadet during an exchange could be recognised using the same criteria as the regular ECT system. Although it was observed that, on average, the European military institutes amounted an ECTS credit to 30 hours of student workload, the same number was used for the MECTS. In addition, with a view to take into consideration the importance of the learning outcomes in the definition of a number of credits, as spurred by the Bologna Process, the guide contained the possibility to adjust the amount in function of “factors” that should take into account the importance of the given training in the overall scope of the officer’s basic curriculum.

This guide was to be legally endorsed by the ESDC Steering Committee, which is the only body that can make the Implementation Group’s actions enforceable, together with the framework agreement in February 2010. However, with a view to prevent confusion with the “regular” ECTS, it was decided to modify the system that was designed for an other one. As a consequence, in November 2010, the working group issued a new *Users’ Guide for Workloads’ Calculation of Non-Academic Basic Officer Education*¹⁴³. Though the MECTS was intended to be a permanent currency which could be exchanged with the regular ECTS, already used by some of the institutions, the workloads’ calculation is to be seen as an intermediary set of best practices for quantifying the training for recognition in exchanges. The long-term aim, indeed, is to make the use of a regular credit system, such as the ECTS, a norm which and to encourage consideration of training outcomes as a second – additional – factor to workload. Where not already in place and in order to develop “real” ECTS in vocational training, which would ensure the equivalence of training systems and their respective quality for the eyes of partners in mobility, the outcomes shall be formulated in a way that allows mutual understanding and comparison. The formulation of learning

139. Sylvain Paile (2010), *Op. Cit.*

140. See the Declaration, Section I.F.

141. Sylvain Paile (2010), *Op. Cit.*, pp. 90-91.

142. The document is not published anymore.

143. Harald Gell, “Users’ Guide for Workloads’ Calculation of Non-Academic Basic Officer Education”, December 2010. Available: <http://www.miles.ac.at/campus/iep/WorkloadCalculation.php> (October 2014).

outcomes, at this stage of development, was not harmonised enough between the Member States and between the institutions for allowing them to become more than just factors in calculation. Nonetheless, the existence of these factors, in a similar way to the MECTS system, opened the way for converting a vocational workload to ECTS and vice-versa for recognising the value of an exchange.

A new survey of the European military higher education would give precious information on the current state of implementation of the workloads' calculation and the efforts undertaken in general by the different Member States and their institutions for recognising the value of an exchange in the vocational area. Since the choice seems to be made by the Implementation Group, after the modifications it had to operate regarding the philosophy contained in the MECTS system, to establish the harmonisation – though not forced – of the use of the ECTS¹⁴⁴ also for the vocational training as the long-term goal at the European level, it is also necessary to assess the steps done and the way ahead for reaching this expected transformation. In doing so, due connection shall be made to the work processed under the line of development 2.

1.2.2.3.2 The elaboration of a common qualifications framework (“line of development 2”)

The second stocktaking survey¹⁴⁵ revealed that the Member States and even the institutes inside a given Member State used very different references regarding the description of their curricula in terms of learning outcomes, if any as regards the vocational area, despite the efforts undertaken in the context of the Bologna Process. Though it was widely acknowledged that speaking the same language in this area would greatly enhance the exchanges – of student and trainees in particular – any effort of harmonisation seemed challenging for the States and their institutes. One of the reasons being that even with the adoption of overarching qualification frameworks, such as the EQF, the civilian higher education institutes themselves continued using different and possibly incompatible vocabularies.

The Initiative, in general, encourages changes in attitudes and thinking both within higher education and with regard to the recognition of foreign experiences. In encouraging military higher education institutions to implement the Bologna Process *acquis* and so reduce the duplication of training efforts, the Initiative has transformed the perception of cadets' mobility. Mobility traditionally was mainly for purposes of protocol. The national curriculum was considered to be the only path for educating and training an officer and there was therefore little need to incorporate any international experience outside that programme in the officers' curriculum. Generally speaking, exchanges were recognised as part of regular education or training only if the content of the national programme and the exchange programme matched. Timetabling and the nature of these programmes considerably limited the possibilities for European exchanges. By basing itself on the *acquis* of the Bologna Process the Initiative requires higher education and training institutions to automatically recognise experience abroad as a contribution to an officer's curriculum in the same way as the national programme, even where they do not fully match. The Initiative is based on the assumption that only by recognising that other forms of education and training can give similar learning outcomes and only by introducing flexibility in the way these outcomes are achieved – on the lines of civilian higher education – can training institutions create a military higher education area. The national cultures and traditions should be preserved but the expected outcomes of the curricula needed to be clearly defined.

In December 2010, therefore, the Implementation Group took note of the creation of a specific sub-group tasked with the elaboration of a common qualifications framework, originally led by Sweden and then by Finland. Its task cuts across a number of measures contained in the Declaration as it should allow for comparing “the training offered by the various colleges on the basis of national indicative lists of skills”, and their national military training colleges to make full use of the instruments and measures offered by the Bologna Process” and encouraging “Member States to recognise the training which their officers have received at establishments in other EU Member States”¹⁴⁶. It was expected, since examples of such frameworks already existed for the academic higher education, that this framework would first deal with the vocational training and that it would support the transformation from workload, designed

144. At the late stage of the line of development 1, it appeared that the ECTS would be preferred to the ECVET, though this one could have also been used in principle, notably because of the use that was already made of the ECTS in some vocational curricula. The ECVET was not used by any of the European military institute, indeed.

145. Sylvain Paile (2010), *Op. Cit.*, pp. 92-ff.

146. See the Declaration, sections I and II.

as a currency in the line of development 1, to ECTS or ECVET. However, it quickly appeared that, due to the differences that existed in the definition of the boundaries between academic education and vocational training between the Member States or even between the institutes, the basic education and training curriculum should be worked on as a whole.

The ambition was to produce a qualifications framework which would be generic enough for describing the education and training of an officer, notwithstanding his or her service or branch. The task to detail the produced framework at the level of Land Forces officers and then at the level of an artillery officer, for instance, was considered behind the primary scope of the Implementation Group and was rather one for the services' *fora* and, ultimately, the education and training institutes themselves. The framework, in addition, had to be detailed enough for characterising the level of knowledge, skills and competence that is required from an educated and trained officer and for guiding the implementation, by the Member States and their institutes, of these qualifications under the form of learning outcomes to be contained in the curricula.

In a first place, the Member States and their institutions willing to take part to the Initiative were invited to contribute to the work in sharing their opinion and the frameworks they possibly used with their counterparts. Despite the fact that not a majority of them were represented, an important number of contributions was received. Based on these contributions, commonalities were highlighted that were apparently more important than the differences. The concept of “educated and trained officer” seemed to find common roots across the European Union. Common trends could be defined and served as seeds for the future work on a new framework, taking inspiration from other sectorial qualification frameworks, designed for example for border control officers¹⁴⁷. This preparatory work raised notably the need for working on a multi-levelled approach for the definition of the qualifications, as the basic education and training of an officer could aim at squad or platoon level for example. The expected qualifications, as they shall address in a first place the professional aspect of the education and training, can in principle cut cross the EQF levels 5 and 6¹⁴⁸. However, it appeared clearly that, in their form, the “qualifications” presented in the different contributions raised the issue of their definition. Many elements presented as qualifications, indeed, were either too generic – and could not be used therefore for accurately describing the curriculum of a military officer – or too specific – and were in fact learning outcomes or descriptions of contents which could not be transposed for describing an “officer”, notwithstanding his or her service. In parallel, the existing generic qualifications frameworks were analysed in-depth and their vocabularies compared in order to highlight common terms which could then be used for describing the officers' basic education and training qualifications.

At a later stage, owing to the difficulty raised by the different visions of the scope of a “qualification”, a new general survey was distributed to the Member States and their institutions that take part to the Initiative. A single question was asked, which allowed targeting the expected level of information: “What do you think military officers' basic education and training should provide the future military officer with?”. Again, many Member States and their institutes contributed in providing their views. The knowledge, skills and competences formulated could, this time, be grouped and categorised. With the support of the common vocabulary drawn from the existing generic frameworks and the descriptions made during the first round of contributions, a “tree of qualifications” was designed. The tree contained categories of descriptors, *i.e.* generic qualifications expected from an officer at the end of his or her basic curriculum and sub-categories, which corresponded to the different levels of management of these qualifications that may be expected from an officer, similar to the differences of levels in the generic frameworks that correspond to the level of studies.

The descriptors were then further detailed and its wording fine-tuned with a view to be in line with the level of standards expected from a sectorial qualifications framework but the sub-categories, corresponding to the levels of qualifications, were left aside in a first place. In May 2014, the tree of qualifications was endorsed by the Implementation Group as the first instrument that describes in a mutually understandable way the qualifications expected from a military officer at the end of his

147. See for example the promoting video prepared by Frontex on the EU Sectorial Qualifications Framework for Border Guarding: <https://www.youtube.com/watch?v=mSyZwGnhLiw> (October 2014).

148. It is generally considered by the Implementation Group that professional education and training in basic officers' education corresponds to either level 5 or level 6 of the EQF. Nonetheless, as regards the academic education, the basic education and training systems educate either at level 6 or 7 of the EQF.

or her basic curriculum and allows for comparing, when implemented, the learning outcomes of the curricula for facilitating the exchanges and their recognition. It was finally adopted by the ESDC Steering Committee in October 2014. On the basis of the tree, it formally recommended that the work be continued with the finalisation of the sectorial qualifications framework, *i.e.* the adjustment of the descriptors in different levels of qualifications corresponding to levels 4 to 7 (possibly up to 8) of the EQF.

The line of development 2 is a key action in the Initiative and a challenge for its Implementation Group. Behind the product of the sectorial qualifications framework, it is directly connected with the recognition of the vocational training (line of development 1), the development of common modules (line of development 8), the facilitation of the exchanges through the use of exchange programmes (line of development 7) and is expected to be at the heart of the information contained on the IT platform (line of development 4). However, the line of development 2 cannot stop with the elaboration of the framework. A next challenge will be to make the newly created framework adopted by the Steering Committee, which is the only body able to enforce it even though it is not legally enforceable, and then the European Union Military Committee. To this end, the European Commission and/or of the prominent European higher education associations should be sought as a guarantee of quality of the final product and an incentive for its implementation. The implementation of this framework, through the description of learning outcomes by the Member States and their institutes in line with and applying the qualifications thus defined in their curricula and the commitment of these institutes to use these outcomes, notably for the recognition of mobility experiences, is a major challenge. It means, indeed, that the curricula would have to be redrafted for some of their parts and that, with a view to their future rounds of accreditation at national or European level, the institutes stick to this new approach. Nevertheless, this one, as it will increase their visibility in Europe and contribute to the record of their “recognition capacity”, can certainly be qualified as a “necessary evil”.

Through the present study, it is not sought to re-examine the work done under the line of development 2 but the conditions of its complete realisation and its potential impact on other lines of development can be studied through the picture made of the military higher education area.

1.2.2.3.3 The development of IDL-specific contents (“line of development 3”)

The line of development 3 is also part of the implementation, assigned to the Implementation Group in its mandate, of the measures contained in the Declaration. In its wording, indeed, the Group was asked to “Make it easier for national military colleges to access and use the Internet-Based Advanced Distance Learning (IDL) system, which is being developed by the European Security and Defence College (ESDC), to enlarge the scope of available teaching material”¹⁴⁹.

It also finds its origin in the early stages of implementation of the Initiative, during the development of the concept of the ESDP/CSDP module. Based on the curriculum designed by the ESDC in 2008 and as soon as the Implementation Group met, this one decided to elaborate IDL material aimed at supporting the organisation of the module. The product of this group work, under the impulse of Romania and presented in the form of thematic presentations and topical documents, was made available on the Emilyo website in August 2009 for the benefit of any military institution willing to make its cadets more familiar with the ESDP/CSDP. Its philosophy was thus different from the regular IDL content created and used by the ESDC in all its “regular” modules as the IDL aims at providing contextual information for preparing the participant to attend the residential phase. The work of the Implementation Group was the content of the module itself, as any institution was already free to use the “regular” ESDC IDL for the preparation of the participants to an ESDP/CSDP module¹⁵⁰.

The ESDP/CSDP material has never reportedly been used by any institute. Those that organised CSDP modules chose to rely on their own teaching capacities or on the knowledge of guest lecturers who provide their own supports and material. The material itself was quickly outdated, as the Lisbon Treaty came into force, and was never updated since because of a lack of need. The creation of similar material was never addressed for the other common modules that were progressively created and organised and

149. See the Declaration, Paragraph 2.e.

150. In fact, the presentations and documents were not formally added to the “regular” IDL menu of the ESDC offer but remained only available on the Emilyo website.

the constant growth and update of the “regular” ESDC offer of IDL supports was seen as a sufficient substitute. Several officers’ basic education and training institutes have contributed to this ESDC offer.

The line of development, therefore, is officially running but it is empty. No working group has been constituted for acting and its *raison d’être* is, at this stage of the implementation of the Initiative, apparently yet to be found. In addition, although the common modules continue to develop, not a voice in the Implementation Group or among the stakeholders expressed support in favour of the (re) activation of the line of development 3¹⁵¹. However, as the common modules shall normally make use of the ESDC IDL modules for being recognised as Initiative’s common modules, it is likely that, due to the elaboration of common modules in new areas, notably in the vocational ones, the elaboration of new preparatory IDL material becomes necessary in the future.

1.2.2.3.4 The creation of an IT platform (“line of development 4”)

The line of development 4 is a continuation of the creation of communication instruments under the quick win 2. It aims, indeed, at improving the mutual information on the European military institutes, their curricula and the exchange opportunities they can share with their counterparts. According to the wording of the Declaration, this action is key for the implementation of the Initiative as the expected IT platform should allow “ (...) containing national military colleges’ training curricula, for ease of identification and comparison of training (and) allowing national military training colleges to offer and request places on officer exchanges”¹⁵². It shall also be the support for comparing “the training offered by the various colleges on the basis of national indicative lists of skills”¹⁵³. The Declaration also contains provisions regarding the concrete implementation of this measure: “The database will be administered by the ESDC Secretariat and receive input from the Member States and their training colleges”¹⁵⁴.

The Emilyo website, indeed, is an adequate instrument for the presentation of information but is limited to the publication of raw material. The IT platform thus conceived in the Declaration is expected to be a tool made available to the institutes for the exploration of mobility opportunities and definition of exchange policies. It should be a working instrument, administered on a daily basis by the ESDC Secretariat on the basis of daily information provided by the officers’ basic education and training institutes themselves. The information it would contain – about the curricula, the learning outcomes or the events proposed by the institution for European participation – should be formally harmonised – with the coordination ensured by the ESDC Secretariat – in order to be exploited by the institutes and their international relations’ staff.

In May 2014, the Implementation Group adopted a “Business Case”¹⁵⁵ which sketched the main functionalities expected from the forthcoming platform. Similar to the Emilyo website of which most functionalities shall be kept, and which it has continuously maintained since its creation, Bulgaria and its National Military University expressed their will to lead the work of this line of development. A team was set for the realisation of the technical aspects of the IT platform and the running of its different functionalities: data repositories, communication fora, search engines, structures of the information, etc. As an integrated support, the present study aims at providing the data, which shall fuel this tool. The nature and scope of the information made available on the platform, indeed, is highly important in the measure that it shall contain the criteria that an institution could consider the most important for the definition of its exchange strategies and that the expression of this criteria should allow comparable results: it must find everything it may need in a formulation that makes sense to it. The collection and editing of the information, therefore, shall be processed under a single and scientific way.

The review of the European military higher education which is hereby undertaken has for *raison d’être* to contribute, through specific scientific practical proposals, to the design and content of the IT platform under construction in the line of development 4.

151. At the International Military Academies Forum 2014, organised from 24 to 26 June 2014, the discussions were dedicated to the development of common modules. The development of related IDL content was not even raised.

152. See the Declaration, Section I, Paragraph 1.b.

153. See the Declaration, Section I, Paragraph 1.a.

154. See the Declaration, Section III d.

155. Document not for publication.

1.2.2.3.5 The creation of a framework agreement (“line of development 5”)

The line of development 5 is the continuation of the quick win 4 and relates to the mission assigned to the Implementation Group to “Identify ways of dealing with administrative, legal and other obstacles to exchanges”¹⁵⁶.

In fact, this line of development which was successively led by Romania and France was rapidly completed as the working group achieved its work in early 2010. On 24 February 2010, indeed, the ESDC Steering Committee endorsed the framework agreement through a decision¹⁵⁷.

The Framework agreement – as will be referred to hereafter – contains 21 articles which organise, if two partner institutions decide to make recourse to it for planning an exchange, the various aspects an exchange may practically cover for the exchange student, his or her sending institution, hosting institutions and the Member States involved: the main principles of the exchange (such as reciprocity), liabilities, tutoring, reporting, discipline, jurisdiction, leave of absence, identification, security clearance, career system, handling of weapons, applicable status of force agreements (SOFA), dispute settlement, etc. All these aspects, which are characteristic of an exchange between military education and training institutes, are normally not contained in the regular agreements, such as the learning agreement, established between two institutions and an exchange student or staff in the framework of regular exchange programmes, such as the Erasmus. The Framework agreement, therefore, can be used complementarily to these other agreements since it does not contradict them. An original element can be noticed, as the Framework agreement encourages in its Article 9 and to the possible extent, the exchange cadet to follow at least one course on the European Union Common Foreign and Security Policy during the exchange: learning Europe in a European environment. It is, however, the only – formally non-binding – provision that relates to the content of the exchange itself.

Despite its ambition and possible usefulness, the Framework agreement initiative lacks implementation. A first reason is that it is extremely difficult to know how many Member States regularly apply the Framework agreement. The Implementation Group, for the annual reporting on the Initiative, asks the Member States about their use of it but the data received might concern only some institutes of a State or relate to former *ad hoc* use of the agreement. Its use as a tool has not been clearly assessed accurately¹⁵⁸. A second reason is that the provisions contained in the Framework regarding its own implementation are not applied. Under Article 11, the receiving institutions must report once a year to the ESDC Secretariat on the exchanges that take place under the Framework agreement and these report shall be summarised by the ESDC in its own annual report on the implementation of the Initiative. Under Article 14, the Member States that apply the Framework agreement must set implementation arrangements for specifying the exact conditions of the exchange in function of their national law, if necessary. These arrangements must normally be reviewed every year through European compliance check mechanisms set in Article 20 and, finally, the Framework agreement itself, through the decision that endorses it, must be regularly reviewed, according to Article 21 and, if necessary, amended at least once before 31 December 2014¹⁵⁹. Only the last of these mechanisms has been implemented.

The present study should provide an opportunity for highlighting, notably in assessing the current level of use of the Framework agreement, the issue of its implementation with view to prepare, possibly, recommendations for applying and/or amending it.

156. See the Declaration, Section I, Paragraph 1.c.

157. European Security and Defence College Steering Committee Decision SC/2010/1 of 24 February 2010 *Adopting the Framework regarding the European initiative on the exchange of young officers, modelled on Erasmus and adopting the MECTS Users' Guide*.

158. In the “5-Year Progress Report on the Initiative for the Exchange of Young Officers inspired by Erasmus” by the Implementation Group (Document IG/2013/08, not published), no number was reported on the use of the Framework agreement by the Member States and/or their institutes.

159. This revision, in the text of Article 21, should be preceded by a “study on the future perspectives of the Initiative”, which the ESDC Secretariat and the Implementation Group nonetheless did in the “5-Year Progress Report on the Initiative for the Exchange of Young Officers inspired by Erasmus” (Document IG/2013/08, not published). However, no suggestion was made in the report on the possible amendments to bring to the Framework agreement.

1.2.2.3.6 The communication on the Initiative and encouragement for implementing it (“line of development 6”)

The general object of the line of development 6 is to encourage the Member States and the stakeholders of the Initiative to implement it and to supplement it, wherever necessary, with support supporting initiatives. Its working group, finally led by Cyprus, is tasked with all measures of encouragement addressed to the national level in the Declaration¹⁶⁰ and the promotion of the Initiative and its goals in general. It can deal, therefore, with a wide range of themes for which European integration may be seen as an asset for the development of the mobility, such as the encouragements to implement the Bologna Process, to engage in exchanges, to recognise the education and training done in an other Member State, to teach in other languages, to alleviate financial and administrative barriers to mobility, etc.

In order to promote efforts to remove obstacles to mobility, obtain the maximum political and operational support, and match the supply of and demand for exchanges, the Initiative itself needs to be publicised. Steps have been taken to promote the Initiative to the public through the media and to target experts and practitioners in the field of the military mobility through specific actions.

This line of development gave birth to a newsletter¹⁶¹ of information on the different mobility opportunities proposed by the military institutes taking part to the Initiative. It is prepared on the basis of direct information and contributions from the Member States and their institutes to which it is distributed and edited, four times per year, by the European Security and Defence College Secretariat. The Mobility Newsletter proved to be a reliable and updated communication instrument not only to match demand and supply but also for informing on the benefits of mobility and the concrete actions taken in the context of the Initiative. It is one of the ambitions for the IT platform to be created to integrate this newsletter in a webpage to be updated daily with the information provided by the stakeholders to the administrator.

In order to spread information to the European Union Member States, their military institutes and their staff on their respective systems of basic education and training, as well as to provide common definitions of terms used in the Initiative, a compendium has been drawn up in 2011¹⁶² and edited by the Polish Presidency of the Council of the European Union. The information contained in this work is essential for the knowledge of the respective systems and the identification of criteria for the search of mobility opportunities. The Chapter 2 of the present study will thus present updates of these data that give an instant picture of the European military higher education and provide sources for discussions on its future, the future of European mobility and the shape and content of an IT platform.

Information sheets were also published through a widespread online encyclopaedia¹⁶³ on the Initiative, its roots, goals and lines of actions with view to provide general information to the public. A booklet containing an outline, yet comprehensive, information on the Initiative and the CSDP module, its flagship realisation, was also edited in 2014 by the European Security and Defence College Secretariat¹⁶⁴ and is distributed freely.

Finally, it must be stressed that, in the framework of this line of development, regular information is exchanged, whenever possible, on the state of development and implementation of the Initiative as well as mobility opportunities with the three main services' *fora*. This is done through invitation to express during plenary meetings of the Implementation Group or the steering assemblies of the *fora*.

As regards communication in general the creation and running of an IT platform is undoubtedly a key. This line of development, though it has not formulated specific expectations, will be one of the most

160. See the Declaration, Section II.

161. The “Mobility Newsletter” has been edited for the first time in February 2011. It is made available on the Emilyo website and the websites of several military institutes.

162. Sylvain Paile (Ed.), *Europe for the Future Officers, Officers for the Future Europe – Compendium of the European Military Officers Basic Education*, Polish Ministry of National Defence, Department of Science and Military Education, Warsaw, September 2011, 226 p. Foreword by the Secretary of State Czeslaw Mroczek.

163. See for example (English version, 29 August 2014): http://en.wikipedia.org/wiki/European_initiative_for_the_exchange_of_young_officers_inspired_by_Erasmus. This page is also available, up to date, in French and Czech languages.

164. Sylvain Paile, *European Education and Training for Young Officers – The European Initiative for the Exchange of Young Officers, Inspired by Erasmus*, Vienna, Federal Ministry of Defence and Sports of the Republic of Austria, 2014, 38 p. It is made electronically available on the ESDC and Emilyo websites, notably.

important customers of its development. The IT platform, therefore, must be seen as a communication instrument which interface shall be used by its target audiences. Considering the needs and priorities for the practical and complete implementation of the Initiative, it may be suggested to focus, in a first place, on the use the basic education and training institutes and their mobility managing staff can possibly make of it before thinking about wider audiences.

1.2.2.3.7 The use of the Lifelong Learning Programme in basic education and training (“line of development 7”)

The line of development 7 consists in bringing voluntary Member States and institutes to discuss together the potentialities of the – then called – Lifelong Learning Programme, with a particular emphasis on its Erasmus component, for the planning and organisation of mobility for their institutes. The corresponding working group is chaired by the Czech Republic, who, under its Presidency of the European Union in 2009, formulated the proposal for its creation to the Implementation Group. It is not directly related to the measures contained in the Declaration, despite the fact that it touches, somewhat, to some of them. It can be argued, indeed that it “draw(s) on the Erasmus programme to establish mechanisms to promote officer exchanges”¹⁶⁵, although the line of development is not limited to the vocational training area, and that it generally “encourage(s) national military training colleges to increase the mobility of military students and teaching staff among the Member States”¹⁶⁶. Nevertheless, it is formally under the capacity of the Implementation Group to adopt “supplementary measures” that this work had begun.

Voluntary institutes, in this framework, discuss their respective experiences of the signature of an Erasmus Charter and conclude Erasmus agreements. The working group conducts regular meetings for discussing best practices for the organisation of the exchanges and for exchanging information on the training and education systems as well as mobility opportunities. In this respect, its object can paradoxically be seen as cutting cross the object of the Initiative itself. One must note, for instance, that the core group institutions of the line of development played an essential role in the preparation, organisation and follow-up of the International Military Academies Forum 2014 (iMAF 2014)¹⁶⁷, which issued an important number of recommendations for the growth of the Initiative. As the group became knowledgeable concerning all the aspects touching on the different mobility programmes, it was also tasked by the Implementation Group to inform its members on the possible use of the Erasmus Intensive Programme for exchanges of a duration shorter than 3 months, the evolution of the mobility programmes when the Erasmus Plus Programme was designed, or on the administrative support that can be needed by an institute for the practical implementation of exchanges, within or outside these programmes. Very often in the context of the current economic crises and the shortages in mobility budgets for the military institutes, it is seized with the challenge of identifying alternative ways of funding the exchanges. Despite the fact that normally, notably according to the Framework agreement, the exchanges follow the principle of reciprocity and that the costs of an exchange are limited for the sending institution to the expense engaged for the flights and that, at a macro level, exchanging is a form of “pooling and sharing” the knowledge and, therefore, offers opportunities for savings, the question is one of the highest in the individual and collective agenda of the Implementation Group members. The Erasmus programme, for instance, does not cover the exchanges of less than 3 months – the participation to common modules for instance – although these ones are a minority of the exchanges between military institutes. Alternative ways of funding to existing mobility programmes and/or ways to decrease costs associated to exchanges, whereas the military spending decrease in all EU Member States, are seen as key conditions for the future of mobility development itself.

In 2014, the Implementation Group debated on the adequacy of opening a new line of development for investigating and encouraging the exchange of scientific, academic and training staff between the military institutes. As this theme is connected to the use these institutes could make of the existing programmes and instruments, it could be suggested to deal with it in the context of the line of development 7.

165. See the Declaration, Section I.3.g.

166. See the Declaration, Section II.b.

167. Organised in Reichenau an der Rax (Austria), 23-27 June 2014, by basic officers education and training institutes of Austria, Czech Republic, Hungary, Poland and Romania. For more information, see: <http://www.maf-reichenau.at/iMAF2014/Sites/index.php> (October 2014).

The present study would therefore be expected to provide information on the current state-of-affair of these exchanges and of the use of the existing programmes like Erasmus and, correlatively, the scope of their possible development.

1.2.2.3.8 The creation of new common modules (“line of development 8”)

After 2010 and under the leadership of France, initially, the quick win 5 became the line of development 8 and the working group continued a work the Implementation Group considers as permanent. On the impulse of different Member States, institutions, or the ESDC Secretariat itself, the curricula of the existing modules were amended as to take stock of the first experiences and lessons learnt and three new modules have been formally elaborated:

- Maritime leadership;
- Maritime navigation;
- Basic military English.

In line with the philosophy that gave birth to the CSDP module, the Implementation Group also permitted the creation of a “CSDP Olympiad”, which aims at bringing together cadets from the most important number of Member States and institutes for competitions (knowledge competition, paper competition, for instance) on the them of the CSDP. As its first object is not to spread knowledge and that its duration is approximately 2 days, it is not properly a common module. However, it has revealed itself an important moment for the meeting of cadets in the schedule of the Initiative.

As of 2014 and after a slow down in the pace of elaboration of common modules, a new momentum has taken shape. A module on Leadership and agility in complex environments was formally proposed, another one on Desert warfare training in the form of a CSDP tactical exercise was presented and the International Military Academies Forum 2014, on the topic of the “elaboration of new common modules”, proved to be an extremely productive event in terms of proposals. 8 ideas for thematic modules were proposed at this event and might be, in a more or less extended timeline, brought to the Implementation Group¹⁶⁸ for consideration and possible endorsement. In addition, the participants had the opportunity to fact-check the qualifications designed under the line of development 2 in their work on the draft curricula on these project modules¹⁶⁹. Another initiative related to the common modules began in 2014 with the impulse of the Greek Presidency of the Council of the European Union. Greece, indeed, expressed its will to develop an alternative way to the – until then individual – organisation of the common modules¹⁷⁰. In the form of a “European month”, partner institutes are encouraged to propose a series of modular courses, including existing common modules and at least one teaching related to the hosting country culture and characteristics, amounting to one month of education and training. During this period, the partners proposing different contents are invited to exchange students and staff. This proposal from Greece was endorsed by the Initiative’s partner Member States and institutes and a pilot organisation is planned for the horizon 2015.

As recent trends, in 2014, it can be observed from the modules adopted and the modules in project that the elaboration of common modules follows two logics. They can be initiated by a “leading expert” nation or institute, which proposes its forefront expertise to its counterparts that have not (yet) developed education or training capacities in this – possibly new – area, such as the comprehensive approach in the management of peace and security¹⁷¹. They can alternatively be initiated by a group of institutes, which become progressively aware of the potentialities of education or training in common for the development of certain skills or competences, such as cultural awareness¹⁷². In addition, it must be observed that, unlike the beginning of the Initiative, the vocational area progressively appears as a privileged ground for developing common modules.

168. One must note that there was no, at this time, structured “working group” dealing specifically with the line of development 8. Any proposition of module, therefore, should be directly referred to the Implementation Group.

169. The results and discussions that took place during the event showed that the “tree of qualifications” could effectively be used as an instrument for the description of learning outcomes.

170. The related documents are not for publication.

171. This theme has been proposed for elaborating a common module during the iMAF 2014 event.

172. *Idem*.

It is necessary to think about the development of additional common modules, in order to reinforce the integration of European military education. Regarding academic modules, it might be useful to look at the courses recently developed by the ESDC, such as capability development, peace building, security sector reform, or even the domain of gender and security¹⁷³. A considerable advantage of this parallel between the development of ESDC courses and initial officers' training modules is that, as was done for the ESDP/CSDP module, the quality of the content is already reviewed and its standards guaranteed. The future of the common modules, however, might rather be "vocational" with respect to two complementary directions. It might well be more "practice-oriented" in the meaning that the common modules could focus more on the practice of the military science than they use to do. Generally, an effort is made in the existing modules for connecting theory taught under an academic format to a practice of the topic. This effort is universally and greatly appreciated by the young cadets. In order to attract more of them to the common modules and raise needs for more of them, it may be suggested to put the emphasis on the practice. The future, also, might well be "branch-oriented". Indeed, one may feel that, in the Initiative, the importance of the *esprit-de-corps* in the individual branches of the armed forces have been artificially underestimated and too often left unconsidered. The objective to foster interoperability, set for the Initiative, may have put shade on the culture developed by each branch, through its individual history, its traditions, its "fighting spirit", its specific exchanges, notably. Interoperability, it can be assumed, is rather a strategic and somewhat remote concept for a cadet. His or her next duties, once posted, will most probably have little to do with the interoperable construction or use of the armed forces. It may also be assumed that, even at the level of the Commandants of the basic education and training institutions, a new balancing toward more branch-oriented common modules would be seen as an appropriate move. Despite the fact that the basic officers' education becomes more frequently "joint", the Commandants are often more knowledgeable of the activities of the branch *fora* activities (such as the European Air Force Academies EUAFA), which they directly initiate or manage, than of those organised in the framework of the Initiative. In facts, "Practice-oriented" and "branch-oriented" are the two directions investigated by a module like "Maritime leadership" and its organisation may be considered a complete success also for the reason that the participation of other branches' cadets offered the opportunity for all the participants to experience... Interoperability.

As they are major realisations for the Initiative, because of their visibility and the number of European participants invited to these events, their increasing frequency and their success, when organised, is an incentive and a key for the future of mobility in the European military higher education itself. They can and must, therefore, be the object of a continuous search for quantitative and qualitative improvements. The present study, consequently, seeks to support this new momentum in favour of the common modules in investigating the current level of implementation of the existing ones and formulating conclusions and possible recommendations.

Intermediary conclusions

The European initiative for the exchange of young officers inspired by Erasmus was created not as a programme for the mobility of the future military elites but as a tool for providing the necessary environment for the development of the exchanges of students and staff. Through harmonisation it attempted to bring the European Union Member States and their military institutes' cultures, policies and practices closer to each other and make them mutually understandable for potential partners in an exchange, all in preserving the traditions and know-how that make the specificity and excellence of these institutions and their armed forces.

It was designed as a comprehensive instrument and its implementation, although this is a continuing process, demonstrates its reliability *vis-à-vis* the achievement of its objectives. The Initiative, therefore, is currently the most important contribution at the European level to the development of the exchanges of young officers in their basic education and the strengthening of a European military higher education area. Investigations toward these objectives, therefore, shall legitimately be conducted taking into account the Initiative.

173. Council conclusions on ESDP, 2974th External Relations Council meeting, Brussels 17 November 2009.

Its own progresses and achievements have been supported by scientific observations, through the stocktaking reports and the Compendium. Today, the Initiative finds itself at a crossroads. It was somewhat a victim of the European “fatigue” in the CSDP area as many voices raise to criticise the certain stand-by in the achievements of the policy. Their own achievements of the Initiative can also look small compared to the ambition of enhancing a European culture in security and defence. Most of all, the Initiative can barely support the military institutes with the main challenge they face for developing mobility: the financial restraints in times of crisis. To this regard, the founding characteristic of the Initiative, not being an exchange programme, progressively appears to be its main drawback. The question can be asked, therefore, whether the Initiative effectively covers all the aspects of mobility development and, as can be seen in several lines of developments, if implementation is really met. It found its cruise speed but this may not be enough for maintaining the commitment of the military institutes for the European integration. Improvements are needed on both quantitative and qualitative aspects.

Chapter’s conclusions

The “military specificity” makes the military higher education a specific island in the European Higher Education Area, which is currently being realised. However, the question can be asked whether the military higher education is shaping a new “area” of its own. Indeed, it uses in an extensive way the rooms for manoeuvre that are left by the instruments that found the EHEA, such as those designed by the Bologna Process. The Process is liberal enough to allow different systems in terms of study cycles, credits, quality assurance, etc., co-existing within the EHEA. Military higher education does not play against these rules and, for most of the officers’ basic education and training systems, even seeks to follow the recommendations issued for higher education in general. The differences between the systems, that only an in-depth study can show, would not be, to this regard, the evidence of the divergence of the military *vis-à-vis* the civilian area but the evidence of its attachment to the EHEA. If the military higher education constitutes a Military Higher Education Area, this is only an area within the area; a particular island but in the picture of the EHEA.

The structural support measures – such as the Bologna Process – and the contextual support measures – such as the programmes designed by the European Union – to the enhancement of students and staff mobility must be seen as invaluable contributions to the European integration of the officers’ basic education and training systems. They were made available to the military higher education, which uses them for the realisation of its own goals: the education and training of the future military elites to the international aspects of their profession and – perhaps first and foremost – legitimising these elites as intellectual elites *vis-à-vis* the society. This legitimation does not necessarily have to be academic; it is based on the recognition that the young officers have acquired qualifications through higher education and/or training. Nevertheless, these contributions are not sufficient to overcome what constitutes – or “is felt to constitute” as many obstacles to integration are cultural – the military specificity and its consequences on mobility. As it was observed in 2008, they had to be completed with additional instruments.

The European initiative for the exchange of young officers, inspired by Erasmus, indeed, is not about substituting a “military” tool to the tools created in the EHEA but about making the best use of these instruments for integration. Hence, it addresses the military specificity not to “solve” it but to “accompany” it and aims at preserving the consideration of the specificities of the profession of military officer and the needs of the European armed forces in the EHEA. The quick wins and, after them, the lines of development worked on by the participating European Union Member States and their institutions all tend to adapt this modern concern for European integration at the level of the future officers. However, as the military institutes implement all these instruments in parallel, new challenges appear for the realisation of an obstacle-free mobility area. New actions may be required and these shall undoubtedly be based on the realities and specificities of the military higher education.

In order to stimulate the exchanges, the means chosen by the civilian and military higher education is harmonisation without – forced – standardisation. The preservation of the right to national specificities and/or institutional specificities thus made the military higher education island a geographically heterogeneous one. The education and training systems, the techniques used for transmitting knowledge and know-how to the future leaders may vary radically from an institution to another in the same region,

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or the same country, or the same service. Though “families” may be encountered in the exploration, the picture of this island is not expected to be uniform. After six years of running of a “harmonising and adapting” process, the explorer willing to formulate recommendations for more compatibility and more exchanges must make a new and updated map of the military higher education.

Chapter 2: Reinforcing the integration of the European military higher education through mobility

The military higher education is a particular island of the European Higher Education Area but it is not and does not seek to be independent from the EHEA. The Area, thus patiently constructed on the foundations of the Bologna Process, is a valuable achievement of the efforts for integrating the entire higher education through mobility of the students and the personnel, on which the military also capitalises for the development of the basic education and training of its officers. The European military higher education subscribes to the objectives of the European Higher Education Area and, in principle, follows the guidelines and possible standards established in this framework. However, owing to the existence of a sectorial specificity, these instruments are not sufficient for reaching this objective in the military sphere. The military higher education requires, to some extent, to tailor the approach of integration in complementing the actions encouraged in the Area in general.

Efforts have been made and actions have been engaged in this sense. Nevertheless, it is felt that even then it can still be improved with a view to increase both the quantity and the quality of the exchanges between the European officers' basic education and training systems and institutions. The complementary actions, themselves, may request complementary actions, to be yet designed. Hence, it is necessary to observe how this "military specificity" is translated into facts in the basic education and training policies and systems, *i.e.* in taking a photograph for "mapping" the island of the European military higher education.

The explorer may expect from this photograph to see appearing common "landscapes", consisting in cultures of the officers' basic education and training and/or common features in the functioning of the systems or institutions. It is assumed, indeed, that exchanges can be more easily conceptualised between partners that share either some "family links" or share common visions on how to organise the mechanisms of the education and training processes, such as those regulated under the aegis of the Bologna Process.

With regard to the objective of developing mobility, these common cultures or features must first be delineated according to their importance *vis-à-vis* the quantitative and/or qualitative development process of the mobility. Then, they must be used for rationalising the military higher education in the form of models of systems or institutions. These systematised models, once established or anticipated, will be used as compass for the exploration of the island. These models of cultural identity or mechanical similarity that are shaped, indeed, need to be confronted by the reality of the military higher education with a view to validate or complete them as a scientific constructions. Additionally, they will be used for highlighting gaps between the observable reality, on the one hand, and the potential of the European education and training systems and expectations in terms of integration, on the other hand.

Indeed, it is only on the basis of these scientific observations and efforts of modelling of these observations that the explorer will become able to formulate recommendations regarding the adaptation of existing actions toward the integration of the European military higher education through mobility or regarding the creation of new actions, such as the construction of the IT platform that is expected to facilitate the identification of partners in exchanges.

2.1 Modelling the European officers basic education and training systems

Although it is not considered necessary to duplicate the instruments that have already been built in the European higher education in general, in order to formally create a – separate and autonomous – European military higher education area, it is undoubted, for the reasons previously stated, that this specific sector needs further efforts toward European integration.

Too often, formally or informally, the “military specificity” *vis-à-vis* the higher education was raised as the main obstacle to the enhancement of mobility. However, this specificity is shared by most of the military institutes responsible for the basic education and training of the officers. One could think, therefore, that nothing prevents exchanges between entities sharing similar characteristics. Possibly, the obstacle could be their difference with other – civilian – entities that play the game with different rules.

In the military higher education, the argument of the “military specificity” is, certainly more than in the civilian higher education, coupled with the argument of a “national specificity”. Civilian universities, for instance, mainly educate their students in a somehow similar way across the European Union, despite differences in the curricula, such as the number of ECTS and duration of study cycles. In the European military higher education, there exists a wide diversity of basic education and training models, based on the object of the curricula, their composition or their duration, for example. But, also, the possibility is very often met of the involvement of more than one institution in the basic education and training of an individual, which is extremely rare in the education of the civilian elites apart from personal choices. It is more appropriate and more convenient, therefore, to refer to a national frame through the term of “system”.

Often, the “specificities” of one or the other education and training system, allegedly on the basis of the nationality or the needs of a particular service, are also used as justification for limiting the possibilities of exchanges or the scope of the national or institutional exchange policies. However, one can expect that in the European Union the historical interaction of the Nations and the States gave birth to commonalities in the know-hows on the basic education and training of the military officers. This is a hypothesis the explorer of the military higher education shall consider. These commonalities could in principle remain at the level of simple similarities in the mechanisms, such as the mechanisms established on the basis of the standards of the European Higher Education Area, or crystallised in “models” where and when the systems share similar philosophies and logics. Eventually, they could be used as the foundations of a further enhancement of the exchanges between the systems.

The information technology (IT) platform, the construction of which has been initiated in the framework of the Initiative, is the tool that is expected to make these “specificities” meet with the conditions that make mobility possible. Mechanically, it should allow the European institutes, through the presentation of the systems’ characteristics, highlighting systemic exchange opportunities on the basis of the similarities. Scientifically, it may also be expected to allow for, when objectively observable, asserting the existence of models – or “families” – of basic education and training systems.

Hence, objective data are required for feeding these platform and observations and, possibly, proposing new ways for developing the European mobility in military higher education. It is necessary for the explorer, therefore, to make a mapping of the systems gravitating in the European area. Due to this ambitious quality objective and owing to the number of systems to be covered, the investigations mainly used questionnaires.

2.1.1 Efforts for rationalising the European military higher education

The scientific thinking and process behind the formulation of the questions to be contained in the questionnaire are important and shall be commented. Notwithstanding all possible efforts of scientific objectivity, their formulation does not only reflect the anticipation of objective facts; they reflect the subjectivity of expectable conclusions that are foreseen by the explorer.

2.1.1.1 Definition of the method of investigation

The present study and, behind this, the Initiative, do not have their primary focus on the mechanisms of the practical organisation of the exchanges but on the conditions which make these exchanges possible. These conditions, however, are not listed in any document or manual of any international organisation or institution. They must be identified by the potential partners and are, somehow, subjective. One institution may have criteria for exchanging which differs from one or all the other institutions of its sector. Their respective importance may also vary in time, depending on the national or institutional policies or even depending on the managers of the international exchanges within a given institution. It is not possible nor realistic, therefore, to endeavour to scientifically establish a marking system according to which, under a certain threshold an institution would not be considered as a possible reliable partner for the exchange of military students or personnel. The history of the European young officers' mobility demonstrated it: exchanges could take and can take place between military academies even in the absence of implementation of harmonising measures such as the Bologna Process. Paradoxically, because of the "military specificity" the military higher education institutions face difficulty for organising their exchanges; thanks to the military specificity – and the diplomatic commitments of States for exchanging military elites – they always find ways to exchange. Nonetheless, as already observed, this "tailor-made" approach to mobility remained insufficient for proper exchanges of knowledge and know-how.

Figuratively, the passage from a "home-made" tradition of mobility to an "industrial" one requires a dose of mechanisation. Even though the conditions which render the mobility more possible cannot be exhaustively listed because they are for a large part subjective, some rationally exist – notably as dealt with in the Bologna Process – and may be used as indications of compatibility. Standardisation, again, is not considered feasible nor desirable in the European military higher education and it is not the driving idea behind this exploration; compatibility of the basic education and training systems, in the sense of the mechanical match of conditions is. If the conditions one – institution or individual – subjectively define are met in one or several other systems, then this institution or individual may mechanically consider that mobility of knowledge and know-how is made possible. This exploration of the conditions that prepare the ground for the exchanges thus uses the comparative method.

The comparison is operable at two different but equal levels in the context of the present study. It is mechanical, firstly, as it relates to the objective of creation of the IT platform in the framework of the line of development 4. The purpose, indeed, is to allow the European Union officers' basic education and training institutions to present a series of information on their organisation and action and compare this information with the same series presented by one or several other institutions or systems in order to find a match. Practically, this can be realised with the construction of a database, completed with one or several search engines in order to allow the searcher selecting his or her criteria of relevance. It is analytical, secondly, as it relates to the scientific process of identification of realities and trends in the military higher education with regard to the objective of mobility enhancement and the subsequent elaboration of propositions for the way forward.

In order to feed this comparison, it is necessary to obtain data which, once formalised as such, would be approached as "conditions". This collection also needs to be methodologically consistent. In the field of the political science, two research methods, though not exhaustive, are (too?) often opposed: the quantitative research and the qualitative research. According to James Mahoney and Gary Goertz¹⁷⁴, a strict separation of the two methods is conceptually impossible as the quantitative research also needs interpretation of words and the qualitative one needs to be supported by facts and numbers. They prefer to describe the first one as primarily relying on statistics, effect estimation and population-orientated approach, and, on the contrary, the second one on logic, outcome explanation and a case-oriented approach¹⁷⁵. Although these authors attempt to establish channels of communication between two scholarly traditions, they remain silent about possible bridges between these two. In the present investigations, the two objectives require to make use of the two tools. The search for similarities in the conditions to the enhancement of mobility in – all – the European military higher education institutions, be it for the practical construction of the IT platform or the scientific identification of

174. James Mahoney, Gary Goertz, "A Tale of Two Cultures: Contrasting Qualitative and Quantitative Research", Oxford Journals, Political Analysis, vol. 14, Issue 3, June 2006, pp 227-249.

175. *Idem*, p. 246.

“families” of basic education and training systems favours the quantitative method. Factual data and statistics shall be the cement of the platform. However, the subjective claims and objective realities of the existence of “military” and “national” specificities of and in the military higher education make it difficult to limit the investigations to a statistical approach. The action lines of the Bologna Process, for instance and for the reasons previously anticipated, can be effectively implemented on large scale but their efficiency with regard to the global objectives of the Process, *e.g.* the recognition of the value of an exchange experience, may be limited. Both the quantitative and qualitative approaches, therefore, will be mobilised.

In order to collect these data which will feed the platform and the scientific analysis, the author, on the approval of the Implementation Group and the European Security and Defence College Secretariat, which supervises the process of collection, opted for the participative method based on short questionnaires. The distribution and collection of questionnaires, indeed, has a triple advantage on other methods. It allows for accessing information that may not be available through media, such as the institutions’ websites, or may not be available on every website, or that may not be accessible in English language (or French as concerns the author...). It allows dealing with an important number of institutions which, owing to logistical, financial and time limitations, could not be approached otherwise. Finally, it allows for controlling the scope and formulation of the expected answers for reasons of objectivity: the more the answer is framed, the less subjective interpretation is possible and the more comparison is accessible.

This method is not counter-indicated *vis-à-vis* the information that is sought, either. Indeed, the expected data can usually be, in the civilian higher education institutions for example, found in student guides or folders of promotion of the education and training of the institutes. Though the questions will necessarily touch on the military specificity in higher education and training in general, and the national aspects in particular, the objectives of this study do not need to touch on the military “sensitivity”. However, as the spectrum of such sensitivity cannot be objectively defined at the level of the European Union, some of the information considered “public” by some may be seen as “restricted” by others and would not be communicated and, eventually, made accessible on the IT platform. Behind the acceptance of this publication, the choice of the distribution of questionnaires as a method was also seen as an opportunity for communicating on the project of IT platform, on the Initiative in general, as well as a concrete participation of the institutes to the construction of this platform. It was a way to ensure the commitment of these institutes for contributing to it and convincing them of the benefits they may expect from such a tool. The same method, and the same types of questionnaires, were already used in previous surveys of the European officers’ basic education and training systems prepared by the author: the first Stocktaking in 2008¹⁷⁶, the second Stocktaking in 2010¹⁷⁷ and the Compendium in 2011¹⁷⁸. The method, therefore, has proved worthwhile and reliable and the information obtained during these previous surveys may, in some cases or partly, still be valid. Indeed, the author is actively engaged in *fora* of discussions of representatives of the European military academies, such as the Implementation Group of the Initiative or the International Military Academies Forum, and exchange formally or informally with these representatives on a daily basis. Data reflected through the questionnaires, or the absence of data, may thus be commented or completed quantitatively or qualitatively by previous observations of the author, when and where relevant. However, the questionnaires were necessarily adapted to the objectives set for the present and specific survey. It is indeed situated in time, *i.e.* at a given stage of the development and achievements of the Initiative and of the reforms possibly undertaken by education and training institutes. The questionnaires and the questions thus have to reflect these, even though it will also be interesting, when and where relevant, to observe the evolution of answers to similar questions. In addition, the questionnaires must be designed in function to its desired end-uses, meaning that they must pre-figure the shape and content of the forthcoming IT platform.

The questionnaires are actually a set of questionnaires meant to become stand-alone “fiches” of presentation of the characteristics of a basic education and training system. These fiches, therefore, could be reproduced on the IT platform in an electronic version and be comparatively browsed with search engines, or could be, alternatively or additionally, published as a “catalogue” of the European

176. General Secretariat of the Council (stocktaking report 2008), *Op. Cit.* The author designed and drafted the questionnaires for this survey.

177. Sylvain Paile, 2010, *Op. Cit.*

178. Sylvain Paile (Ed.), 2011, *Op. Cit.*

military higher education, as was done in 2011 with the Compendium. This will be the case again in this study as the “catalogue” will be annexed to it. The fiches, as designed and approved, contain schemes, statements and data related to the national tradition and culture of officers’ basic education and training, in general and notwithstanding their belonging to one or the other service or branch, and to the basic education and training system for the officers of the respective services of the national armed forces. The sets of questionnaires once established were then to be electronically distributed to the national points of contact designated to liaise with the Initiative’s Implementation Group. In some cases, due to the – extremely rapid in the armed forces – rotation of personnel in their duties, other channels of communication had to be established, using networks of correspondents of the European Security and Defence College within capitals or in Brussels, for instance. The questionnaires were sent for the first time in June 2014 with a view, originally, to be collected in September 2014.

There exist, nonetheless, several and strong possibilities for an incomplete success of this surveying process. In terms of quantity, first, there exists no assurance for 100 per cent coverage of the collection. It is, as raised, extremely difficult to contact the relevant interlocutors in all the officers’ basic education and training institutions of all the 28 European Union Member States and, from there, to obtain their inputs even if the questionnaires were purposely kept short. One must note that Denmark does not participate in to the Common Security and Defence Policy and could, for this reason, decline participating to the survey. In addition, since not all the Member States and not all institutions participate to in the Initiative on a regular basis, information on the objectives of the survey and the potential benefit from the realisation of the IT platform had to be specifically adapted. The proportion of answers to be expected, therefore, was questioned. This was due also to the time allowed for the process of collection. If the present scientific study could in principle adapt to the situation regarding the replies received, the process of creation of the IT platform had to respect an agenda agreed upon by the Implementation Group and the implementers at the National Military University of Bulgaria, at the Hellenic Naval Academy and the author. They were indeed constrained by the objective of having enough material to quickly make the IT platform operable, at least for some of its functions, preferably by December 2014. But, for the respondents themselves, time could be a constraint; because of the “normal” work individuals have but also because some of the institutions were engaged in processes of transformation of their education and training and data related to the future shapes and contents were, therefore, more difficult to obtain.

Another possible limitation to the success of this survey is the delicate definition of the factors of mobility which will be used as “criteria” with respect to the preparation of the IT platform and the comparison tools and as “data” for the scientific analysis. These factors must be carefully framed and drafted when transformed into question in order to avoid, to the possible extent, that the answers distort the “reality” of the military higher education. Every effort of listing and drafting these factors in the form of questions or “markers” is, unavoidably, subjective. The scope of action of the Initiative, the personal experience and expertise of the “explorer”, who is also the author, and the actions designed for the higher education in general necessarily influence the process of delineation of these factors. But the objective, for both tasks associated to this survey, is to obtain objectively comparable data. The reality that will be captured by this photograph of the European military higher education must then be qualitatively nuanced: the officers’ basic education and training systems and institutions, even if they did and do not implement all the markers that prepare the ground for mobility, can experience some forms of exchange. As a photograph is unable to capture the feelings, for example, the present picture cannot pretend to exhaustiveness either. The factors of this survey only focuses on what the explorer thinks is a “meaningful” mobility, *i.e.* the proper exchange of knowledge and know-how in the curricula of the future military elites through exchanges of cadets or personnel.

2.1.1.2 Delineation of the factors of mobility

2.1.1.2.1 Formal factors

The first factors are formal as they relate to the identity of the subjects of the survey. As also approved by the Implementation Group and the European Security and Defence College Secretariat and owing to the objective of mobility enhancement and the close relationship between the present study and the implementation of the Initiative, this survey will focus on the basic education and training of the officers

of four services: the land forces (armies, essentially), the navies, the air forces and the gendarmeries. This list is only indicative as, there already, national specificities can show up. Engineering may constitute a separate service as, for example the land forces and air forces engineering officers of Poland and Romania are educated and train together but separately from the “regular” land forces and air forces officers. In the Netherlands and Romania, the Gendarmerie officers are educated and trained outside the “purely” military system¹⁷⁹. As, in the European Union, most of the medical officers are mainly educated – as regards their degrees in medical sciences – outside the military system, this particular branch or service was not included in the scope of this survey. Finally, the *Guardia di Finanza* officers of the Italian Armed Forces were not specifically investigated since their service, with a view to possible exchange, does not exist in other armed forces. In the European Union, each Member State can have between one (e.g. in Austria¹⁸⁰) and five services (e.g. in Romania), not counting the possible “medical service”.

The approach retained for this study through fiches focuses on the system. In case of multiple institutions involved in the basic education and training of the military officers, possibly with the existence of one main responsible institution such as a defence university or an academy, one fiche only will be established and reflect, to the possible extent the involvement of complementary institutions in the curricula. This shall be expected notably where training centres are in charge with the training of the officer to the specificity of the branch he or she chooses – e.g. artillery, deck officer, pilot – during the basic curriculum or at the end of it, before he or she is posted for the first time. Based on the data collected for the 2011 Compendium and the evolution of the military higher education, there currently exists more than 63 “main” institutions responsible or co-responsible for the basic education and training of the officers of these four services across the European Union, not counting the branch specialisation institutes. It represents an estimate of 81 basic education and training systems in 25 Member States¹⁸¹.

2.1.1.2.2 Substantial factors

Inside the limits of this formal frame are the substantial factors which, once transformed in questions, will be used as markers, *i.e.* as criteria which can be seen as subjective “pros” or “cons” by an institution in its search for possible partners through the platform. These factors are based on the analysis of the European Higher Education Area, in general, and the instruments it experimented with for enhancing and developing, both quantitatively and qualitatively, the mobility of the students and personnel. The Initiative, which is currently the main effort undertaken at the European level for developing mobility in the military higher education, as previously presented, seeks to achieve the same goal: preparing the adequate ground for exchanges in bringing the functioning of the systems closer. The EHEA thus benchmarks the efforts of integration, even in the military higher education. However, the experience of the civilian higher education, notably analysed in the Bologna stocktaking reports, does not only help limit the number of factors to be considered relevant with regards to mobility development; it also helps anticipate answers and interpret them. Indeed, it revealed that the possible answers one could expect from the higher education – including the military one, prospectively – were limited. This expectation is reinforced by the prior analytical studies made by different authors on the European officers’ basic education and training systems¹⁸². Hence, the design of the markers is primarily based on prior analysis and completed by empirical observations.

A first category of factors consists in basic information that, if they do not directly relate to the capacity of exchanging – at least to exchange students – are connected to the capacity of an institution to “attract”. In this category fall, for instance, the link to the main basic education and training institution¹⁸³, numbers of students, information about the research activities of the institution and information on the role of the basic level in the general frame of the lifelong learning and training of an officer. Most of this information, because it relates to the capacity of attractiveness of an institution or the military

179. Despite the fact that the Romanian Gendarmerie officers are mainly trained together with their civilian (Police) counterparts, the Police Academy accepted to take part to this survey and provided information on the basic education and training of the Gendarmerie officers.

180. Despite the fact that two fiches were elaborated for Austria, one for the army officers and one for the “air servicemen”, there is no formal separation as the air servicemen belong to “Army Aviation”.

181. Officers from Cyprus, Luxembourg and Malta are educated and trained in other European Union Member States as the countries do not have set local systems and institutions.

182. See notably: Harry Kirkels, Wim Klinkert, René Moelker (eds.), *Op. Cit.*; Alex Alber, “La formation initiale des officiers : Une comparaison européenne”, Doctoral thesis, Université de Saint-Quentin-en-Yvelines, 27 November 2007; Sylvain Paile, *Op. Cit.*

183. The training centres which gravitate around the “main” institution rarely have their own website, for example.

career, can usually be found through open sources, such as the Internet websites of the institutes or the ministries or defence, though not always in the English language.

A second category relates to the curricula that are offered to the future officer, which are the *raison d'être* of a basic education and training system. In order to find incentives for exchanging, indeed, an institution may expect to find information on the content of the education and training offer. The “academic” degrees are particularly important, therefore. One must note at this stage already that these degrees may fully integrate the vocational training as well. The military specialisations are equally important and must be investigated as well. Finally, it is also important to highlight how the academic and the vocational aspects are organised in the initial curriculum schedule, as some institutions might be more interested by exchanges in academic education and other by exchanges in vocational training, especially if their system does not include an “indigenous” academic part.

A third category touches directly on the factors that facilitate the organisation of the exchange. It contains the standards and best practices set for the European Higher Education Area, as designed notably in the framework of the Bologna Process. This category is at the heart of the investigations of the explorer of the European military higher education because it contains essential information on the “readiness” of a system for sending or receiving knowledge and know-how that it does not have or provides in another way. The markers, therefore, will be a good indicator of the level of integration of the military higher education in the European Military Higher Education Area but, again, they do not strictly condition the future enhancement of exchanges since it is possible to organise exchanges without them, in principle. They mark the road to the sustainment of mobility.

A fourth category of factors is also essential as it touches on the will and desire of the systems and institutions for mobility. It concerns the policies adopted by the – “main” in a first place¹⁸⁴ – institutions, often in coordination with the national command structures, in terms of inward and outward mobility development. The purpose, for the explorer, will be to highlight the experiences the institutions have had in terms of exchanges and the instruments they use as supports, notably in terms of programmes, for attracting foreign cadets and personnel and encouraging national cadets to go on exchanges.

A final category of factors in this exploration will consist of approaching a specific incentive for mobility, notably for the individuals, which is the language policy. Though it is naturally expected, as previously mentioned, that the education and training of military elites is provided in the national language(s), the use of more “widespread” languages such as English, French, German and, possibly, Spanish and Italian can be seen as a factor of development of the inward mobility. Despite the use of officially two languages in the Common Security and Defence Policy, English and French, the first one can be statistically seen as the main, considering empirical observations of experiences of exchanges in the military higher education. It is needed, therefore, to investigate how the institutions train their military students to interacting with other actors of the European and international security and defence and communicating with other cultures.

2.1.2 Establishing families of mobility-oriented systems

On the basis of the factors, which contribute to stimulate the enhancement of mobility, markers were designed. These markers, or “questions” in the fiches-questionnaires, can be seen as the assets an institution or a system can promote with a view to develop the exchanges. However, their use can differ according to the objective of the explorer, *i.e.* checking model hypotheses or investigating the relevant mechanisms of the basic education and training of the officers.

184. The training centres where the officers specialise in their branches, indeed, rarely have in-house mobility policy, except if they are themselves structured as an “academy”, as it is the case in Czech Republic and Finland for instance.

2.1.2.1 Hypotheses concerning the existence of “families” in the military higher education

It is a first assumption of the explorer of the military higher education explorer that “birds of a feather flock together”. If systems can be modelled in families, it may be easier for the institutions involved to exchange military cadets. Mobility, therefore, may grow from identity.

One must state, already at this stage, that the exchange of personnel is less – say rather not – affected by such a possibility since the conditions of their work do not fundamentally matter, here. A teacher, for instance, may in principle teach – or even train – in a host institution of a host system even if these entities do not share any commonality. The recognition of this exchange experience, in addition, is considerably more important in the framework of a student curriculum.

The possible classifications, if they exist and are valid, may help the explorer in identifying ways for developing the mobility of the cadets as it stands today. However, the scope of the investigations, owing to the very practical objective associated with creating and populating an IT platform, is limited to elements that are considered “essential” for the development of the mobility. They concentrate primarily on technical aspects, which limits the efforts of theorisation about families and cultures of education and training in general only to the information collected through the present study.

Efforts of classifications have been undertaken by authors and can be found in the literature, though this one is limited as it relates to the initial phase of the education and training of the officers. Additionally, previous explorations of the military higher education and the systems, either individually through audits or collectively through scientific research projects, allow the explorer to prospectively propose classifications of “models”. With these investigations through fiches, the markers can be expected to comfort or not these hypotheses of identity between education and training cultures. Nonetheless, one shall already bear in mind that, even if one of these classifications is confirmed by the data, the identity is not sufficient to foresee a “love at first sight” which, most probably in our European society based on communication, would have already happened. These data have the objective to explore only a small – though of primary importance for the development of mobility – part of these cultures. The present study does not pretend asserting the validity of one or the other scientific effort of classification. Indeed, the risk exists of reducing the basic education and training to a series of markers in general, to this series of markers in particular, but this study is in position, and is legitimately expected to do so, to bring its stone to the scientific thinking on the area.

Indeed, there are several attempts of classifications that can be proposed to the eye of the explorer and be kept in mind with a view to possibly interpret and comment on findings. Hence, it is necessary to select in a first place those that concern the capacity to enhance mobility. Since a browse of the existing literature does not allow for identifying any effort of classification of this kind, the explorer should only carry with him those that are possibly relevant *vis-à-vis* the existence of “families”. And, as of relevance and before adopting criteria for the distribution, the general question shall be asked whether the families should be qualified using the scale of the systems or the scale of the institutions.

The classification that is proposed by professors Kirkels, Klinkert and Moelker¹⁸⁵ is a first one to be considered. As presented in the first chapter, it transposes to the field of the education and training of the military officers –the initial level in a first place– the dichotomy of the Spartan and Athenian models of values in the military profession. Since its focus is on these values, it is possible in principle to apply it to the analysis of the education and training policy of a given institution, *i.e.* the action of this institution in the more global context of the preparation of the officer to his or her profession. However, as the concept of “values” relates to the end of this preparation, it seems that it makes more sense when applied to the analysis of the entire basic education and training system. In terms of markers, this classification is mainly based on the respective weights of the academic education and the vocational training. It is following the idea that, even if they necessarily complement each other as both are needed to train the military elite, these aspects “fight” for being the biggest piece of the cake. In fact, these aspects do coexist in every European Union officers’ basic education and training system but they do not always coexist in an institution. Several institutions may be in charge of different aspects, such as in Germany, Slovenia or the United-Kingdom. Owing to the fact that exchanges take place more a the

185. Kirkels, Klinkert, Moelker, *Op. Cit.*

scale of institutions than an entire system, therefore, this classification provides interesting indications on the cultural identity of a system but is less relevant with regards to mobility enhancement.

Giuseppe Caforio¹⁸⁶ proposes a second classification which sensibly implements the Spartan-Athenian dichotomy as well, but at the level of the basic education and training institutions this time. As also presented in the first chapter, he establishes a distinction between the institutions of which the education and training policy and functioning converge with those of civilian higher education institutions, and the institutions that diverge with them, *i.e.* organised on the model of “military academies” understood in a classical way. As a parallel with the previous classification but transposed at the level of institutions, one could expect that the converging institutions mainly promote Athenian values and the diverging one the Spartan values. Naturally, the distribution of the European institutions in this classification by Giuseppe Caforio is more nuanced than that. This classification does not focus on mobility perspectives, either, but primarily touches on the socialisation of the cadets to their future profession. It concentrates its efforts on the institutions, which are the first actors of the mobility but it does not take into account the possibility that cadets move very regularly from one institution to another, for training camps *e.g.*, within a period which could be envisaged for inward or outward exchanges. The content of an exchange programme could contain in principle the “menus” of several institutions participating to the same system. Nevertheless, this classification is highly interesting because it also designed “markers” which are relevant for the observation of the military higher education with a “mobility-oriented” viewpoint as well.

Beside these two classifications, it is possible to envisage others which might be relevant for the analysis of some aspects connected to mobility.

In 2010, the author proposed a classification that went further than the simple “weights” of the academic education and the vocational training in the curriculum. It was based on the nature of the organisation of these two components¹⁸⁷ within the basic education and training systems. Using the calendars of the curricula, which reflect their contents, 3 categories could be defined and classified as follows:

- 1) Systems where the training and education are strictly and organically separated. In this specific area, delegation¹⁸⁸ should be also taken into account, but only when military education does not itself provide the same kind of training.
- 2) Systems where training and education are separated in the curriculum. In practice, this means that the period of basic officers’ education and training alternates the two aspects within the process.

186. Giuseppe Caforio, *Op. Cit.*

187. See Sylvain Paile (2010), *Op. Cit.*, p. 118-122. It must be noted that this classification did not take into account the regular physical training a cadet is expected to practice all along his or her curricula but that is considered from its terminology as a component of the vocational training.

188. The “delegation” consists in the provision by institutions that are not military institutions, and do not formally appear in the basic education and training curriculum thereof, of academic education. The system thus “delegates” part of the education and training to the civilian sector.

3) Systems where training and education are conducted in parallel. It should be taken into account that, due to the specificity of the professional training, which requires the full mobilisation of the cadets for a certain period of time for some of the exercises, “parallel” education/training is also mixed with alternation of events.

Following this classification, the current European Union systems could have been “distributed” according to the following table.

Table 7: Classification of the systems¹⁸⁹ according to the organisation of the academic and vocational components in 2010

	Organic separation	Intermediate	Alternation	Parallel (and alternation)	Intermediate separation (and parallel)
Army	MT, SL, DE	HU, SE, CZ	AT, BE, FR, GR, IT, NL, RO, SK, RO (engin.) ¹⁹⁰ , ES	EE, FI, HR, LT, BG, PT, PL, PL (engin.)	IE, UK
Navy	MT, DE, SL	SE	NL, PT, BE, SK, BG	ES, FI, FR, HR, IT, RO, EE, GR, PL	IE, UK
Air Force	DE, MT, SL,	CZ, HU, SE	AT, FR, GR, BE, IT, NL, RO, SK, LT, RO (engin.)	BG, EE, ES, FI, HR, PL, PL (engin.), PT	UK, IE
Gendarmerie			IT, RO	ES, PT, FR	

Again, this classification focuses too much on the systems and does not provide enough information on their respective “readiness” for exchanges.

Based on the previous observations of the explorer, a possible classification for analysing the European military higher education could focus on the “military science”. The assumption is that the object of the military education and training, already at the initial level, is to spread a “military science” that would go beyond the mere military application of existing sciences. “Military history”, for example, can be seen as the application in the military sphere of the historical science. On the other hand, the military can also be seen as having invented a leadership science. But the real military specificity according to this classification is that it would completely merge academic education and vocational training in one fully-integrated curriculum. One of the main markers for distributing the systems according to their level of integration would be the organisation of the academic and vocational aspects: the more “parallel” – to use the previous proposition of classification – the organisation is, the more integrated the military science is. Another marker would be the crediting of the two aspects: if the vocational training is credited with ECTS it suggests that both aspects are merged in a “military science”, if it is not credited at all the system tends to remain focused on “military sciences”. Though it may apply to the education and training policy of an institution, this classification rather addresses the systems.

Another possible classification would be more specific as it could focus on the interoperability. One could propose, indeed, to distribute the institutions according to the preparation to interoperability they offer. Joint institutions, the number of which is currently increasing due to the financial constraints met by the European Union Member States, and institutions with an important exchange culture would be the most “interoperable” ones. However, the purpose is not to promote the merging of institutions for joint ones, as this depends on the national traditions and education and training cultures, and mobility would be, in such classification, a marker and not the objective as the explorer seeks. But it is equally true that joint institutions have specific advantages in terms of attractiveness and the inward mobility.

189. Information about the Danish and Latvian systems were insufficient for classifying them.

190. “Engin.” stands for “engineers” of this service where they are education and trained separately from the other servicemen of their service.

It is also possible to classify the systems according to the level of academic studies that is required from a newly commissioned officer posted for the first time as a leader. In the European Union, notwithstanding the implementation of the Bologna Process standards, three categories can be defined: the systems that do not officially require particular academic levels at the end of the basic curriculum, the systems that require a bachelor-equivalent level and the systems that require a master level. Because of the phenomenon of delegation of academic education to the civilian sector¹⁹¹, the first category can be challenged and, in terms of mobility enhancement, it does not give particular information on how the military specificity is dealt with.

It could also be proposed to classify the institutions, this time, according to the level of implementation of the European Higher Education Area standards and guidelines. Such a classification would highlight their desire for being recognised as European-integrated institutions and their respective readiness for exchanges. However, as was already concluded, these standards and guidelines are not sufficient to develop mobility to an expectable level.

These classifications or possible classifications present different levels of relevance *vis-à-vis* the development of mobility. They reveal that “families” of systems and/or institutions exist within the European Union¹⁹² and the distributions between the families derive their meaning from the objective behind the effort of classification as well as the use generic markers. Overall, even if they do not offer the possibility to “systematise” the search for mobility development means, which suggests that the explorer should question the feasibility and desirability of establishing a mobility-tailored method, these classifications can be used as a certain scientific dashboard of the European military higher education.

The profile of an ideal classification focused on the capacity of mobility development would address both the institutions and the systems on the same level as to be detailed enough to be useful to the primary actors that are the institutions, but to be also curriculum – in its most global “systemic” sense – oriented. Such classification should also address both the academic and vocational components of the basic education and training. It should not be used as the exclusive marker but it is too often seen, as previously raised, that the number 1 obstacle to the development of mobility is the differences that exist between the curricula which, if the students have not followed them entirely, prevent the recognition at the national level of the validity of the exchange’s benefits in the commissioning curriculum. Standardisation, as also concluded, is neither realistic nor desirable. However, it may seem legitimate that the institutions expect at least some identity in the content of the parts of curricula that are exchanged; not an exact match of programmes but as a similarity in the balance of the academic and vocational components. Taking all these factors into account, it may be proposed to also found such classification on the qualifications to be acquired by a future military elite throughout his or her basic education and training. A qualification-based classification would address both the institutions and systems equally. The drafting of qualifications, indeed, is meant to reflect “end products”. The units of time and duration used for comparing two institution(s) and/or system(s), would not be relevant, therefore. And, with a view to be read through the glasses of mobility, the qualifications constitute the standards for mutual recognition the mobility actors call for. In the framework of the line of development 2 of the Initiative, the work of definition of a European sectorial qualifications framework, which could be used as a relevant marker, is on-going. This framework will reflect both the academic and vocational components not as a duality but as a complement – toward a “military science”, prospectively. It is, in a way, an “acceptable” effort of standardisation that is currently taking place since it is based on the inputs of participating institutions themselves and according to a certain “bottom-up” approach: the institutions shared what they implemented in terms of qualifications in their education and training policies and the commonalities were then used for designing the European and joint qualifications. The qualifications and their respective importance in a given timeframe would, in this sense, allow for re-interpreting the military higher education *vis-à-vis* the objective of mobility development.

However, this method of interpretation is only in its conceptual stage as the marker needs first to be established as a legitimate and common language of the European officers’ basic education and training systems. In the absence of method and in the perspective of the elaboration of the platform, therefore,

191. Notably in the United Kingdom officers’ basic education and training systems.

192. And, most probably, can be extended to countries outside the European Union as the exchanges between the military cultures were not and are not limited to the European Union, e.g. NATO countries.

the explorer needs to go to the next level, *i.e.* the comparison of the mechanisms that are relevant to mobility.

2.1.2.2 Assessing functional models of education and training systems

It is a second assumption of the explorer of the military higher education explorer that the systems and the institutions can exchange between themselves in better conditions if they share similarities in the functioning of their education and training. Mobility, therefore, may grow from the mechanics of this education and training.

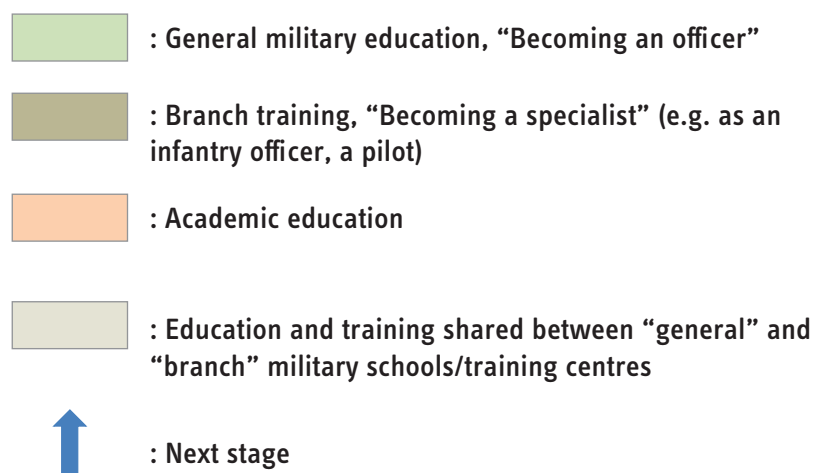
In order to assess the existence of similarities of the mechanisms found in the institutions that can be used for developing mobility, the explorer had to first design markers which were then submitted to the self-assessment of the actors of the European military higher education in the form of two questionnaires.

2.1.2.2.1 How to read the schemes

The schemes “how to become an officer in (a given Member State’s armed forces)” that will be reproduced in the “catalogue” in annex present the entire education and training process that an individual must go through in order to become a military officer, notwithstanding his or her service. The reference timeframe begins at the end of the secondary and ends with the first posting of an officer. An exception has been allowed, however, for including the possible “intermediate” education and training of an officer if relevant for the purpose of enhancement of mobility of young officers in their basic education. The “intermediate” education and training of an officer consists of a period during which a young officer posted in the armed forces – usually at an equivalent rank to Captain (Army, Air Force) or Lieutenant (Navy) – is called again to follow a “graduating” curriculum – usually a master or equivalent degree, such as in Finland. Organically, this curriculum is not basic education and training but its situation in the early stages of the career makes it somehow a distinct one from the purely “advanced” education and training.

Stages after stages, the schemes allow following the education and training processes, which have been elaborated in and by the different Member States, and understand the national cultures, traditions and articulations of the respective roles of the institutions (“main” institutions, training centres, etc.). The nature of the institutions involved in the basic education and training are the references that are used for describing the different stages. Since it is in some cases provided by different institutions and training centres, specialist training before the first posting had to be singled out from the more “general” officers’ training – classically taking place in the main institutions – that notably includes basic training. Two different colours were thus used for highlighting the possibly different processes. The key to these schemes is as follows:

Figure 1: Keys for the schemes “How to become an officer of the (...) armed forces”



These schemes are generic and synthetic in the meaning that they include information on the education and training processes of all their military officers. A distinction might have been made by the Member States themselves in the schemes between the different services, through specific mentions or arrows of different colours, but only one scheme is provided by Member State. In the reality of the basic education and training, fundamental differences may exist between the different services – especially where basic education and training is not joint –, which would make the schemes more complex and difficult to read with regards to the objective of merely introducing the national education and training path. Therefore, the information contained in these documents is intentionally limited to generic descriptions applied to an abstract “military officer”, at the level of a State. Where the differences between the services are too important, nevertheless, mentions of the respective timelines have been included, for example.

For the same reason of clarity and synthesis, respondents may have deliberately made the choice not to include descriptions of the education and training applicable to the indirect recruitment, *i.e.* the curricula addressed to non-commissioned officers for becoming commissioned officers. One must bear in mind that these specific students already have a professional experience which has trained them to some of the realities – including international ones – of the profession of commissioned officer. In this respect, they are less “challenging” in terms of training to interoperability through mobility.

Although the information contained in these schemes is not exhaustive, which may be seen as a limit, these documents may and must be read together with the calendars contained in the fiches, in order to have a better view of the actual practice of basic education and training of all officers, and the statements formulated by respondents. These supporting statements usually bring additional explanations and useful comments on the choices made at the national level with regard to the philosophies, the design and the implementation of the basic education and training and/or the roles of the different institutions responsible for it.

Finally, it must be noted that, since every EU Member State has military officers, schemes may be found for each State, including those which have no national facility for the basic education and training. The fiches, however, only provide information about the education and training as organised and implemented within the Member State.

2.1.2.2.2 How to read the fiches

The objective of these synthetic fiches is to present the main information that an institution may need when it intends to develop a mobility policy and plans exchanges of students and staff. One must realise that the use of the term “main” implies that the information is not exhaustive. Any process of selection, naturally, implies a certain level of subjectivity but the information contained in these presentations has been selected according to the factors previously identified and the discussions held in the framework of the *fora* or the Initiative on the elements which may be seen as essential with regard to their contribution to the development of exchanges. The information contained in these fiches is an overview of the mechanisms which are in position to ease the identification of potential partners in the exchange and concretely plan such exchanges.

With a view to clarify the reading of these fiches, the information collected remained intentionally synthetic and, in order to allow a comparison through the IT platform or the publication of the present study, harmonised. One must note that, despite the fact that a fiche addresses a system as a whole, *e.g.* the basic education and training of the officers of the Swedish Navy, they are usually filled by the main, or “reference”¹⁹³, institution only, *e.g.* the Swedish Defence University, for reasons of convenience. The presentation through fiches also gives the word to the institutions themselves. Some sections of the documents were left, indeed, for the promotion by the institutes of the system of their education and training practices, with view to attract European partners, students and staff.

193. In most countries, where applicable, the “main” institution is the one that provide the academic education. It may happen, however, like in Germany, that it is otherwise.

From european mobility to military interoperability

The first category of information presented in these fiches is formal since it names the main institute(s) in charge with the basic education and training of the officers – except the centres for the specialised training – and reproduces their internet websites’ addresses¹⁹⁴.

The second category presents information that is usable as “markers”. On the left hand side are the academic curricula proposed at the basic and intermediate levels, which correspond to the level of the degrees found in the European Higher Education Area. A specific mention is reproduced in the left column if the degree is part of the intermediate education and training proposed to an officer or if additional degrees are proposed to a civilian audience only. On the right hand side, the fiche presents the military specialisations offered through the vocational – including branch specialist – training. The names and locations of the specialised training centres, which are often different from the “main” institutions, may also be given.

The third category also contains background information, which is related to the number of military students of a given service in their first year of the basic curriculum and overall. When inter-services or joint¹⁹⁵ institutions did not communicate specific numbers related to the service, a specific mention will be made so that the numbers correspond to all the services trained in the institution.

The fourth category relates to a core marker as it describes the organisation of the two pillars of the basic officers’ education and training. In a dedicated part of the fiches, the military institutes were invited to provide a calendar of the entire¹⁹⁶ basic education and training, in which they could present their model of an organisation, month after month and, if needed, make differences between different curricula. Colours could be mixed in order to reflect the possible combination and respective weights of both education and training in a given month. The key for reading these calendars is the following:

Figure 2: Keys for reading the calendars of the basic education and training

	: Vocational training period (including basic military training, physical training, branch-specific training, professional training)
	: Academic education period
	: End of the basic education and training curriculum and start of the professional specialisation
	: Posting ¹⁹⁷
	: Vacation (may be left blank)

Below is also presented a fictitious calendar, for illustration.

Figure 3: A fictitious calendar (for illustration)

Year (Ba)1												Year (Ba)2												Year (Ba)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

194. Preferably the addresses of the websites in English.

195. “Joint” usually refers to institutions that train all the services of the national armed forces although “Inter-service” is rather used for institutions that train several services but not all.

196. Everything which is after the calendars as provided in the fiches resorts to the officer’s professional career.

197. In some Member States, depending on the domestic organisation of their system, branch/specialist training is not seen as part of the initial education and training. Additional colour for “posting” in the calendar thus marks the end of all education and training processes that take place before the start of the career as a commissioned officer.

The top line mentions the year number in the academic degree with regard to the duration of the basic curriculum. For example, bachelor first year (“(Ba)1”) if the basic curriculum goes up to a bachelor degree, master second year (“(Ma)2”) or fifth year (“(Ma)5”) if the basic curriculum goes up to the master degree. If the master degree is part of an intermediate curriculum, a new calendar with a new timeline will be added.

The fifth category is the core of the investigation of the mechanisms as it relates to the implementation of the guidelines and principles set for the European Higher Education Area in both academic education and vocational training. The commitment to this *acquis*, it is assumed, gives precious indications on the possible compatibility for exchanges of two systems or institutions. It must be noted that, for reasons of simplification and despite the fact that several institutions may be given responsibilities in the vocational training – an academy and several training centres *e.g.* –, only one series of data was required for a given service.

As regards the academic component, the fiches investigate first the nature of the credit system that is used in the field, such as ECTS, ECVET or “other”, and the number of credits awarded for the completion of the academic part of the basic curriculum. If the same information was also produced by an institution for the intermediate or advanced curriculum it offers, it also appears in this section. Then the question is asked whether the – “main” – institution providing academic education had described the learning outcomes for its curricula and uses these descriptions for the assessment of the number of credits to award to a particular course. Then, two questions relate to the organisation of internal quality assurance processes within the – “main” – academic institution: one on the alignment of the internal mechanisms with the European standards¹⁹⁸, the other one on the participation of the students to these processes. The two following questions touch on the external quality assurance processes: one on the accreditation of the academic education at the national level, the other one on the membership of the possible accrediting agency to the European Quality Assurance Register (EQAR). Finally, the practice of the institution in terms of recognition of a mobility experience, through complete validation of the ECTS or mention in the diploma supplement *e.g.*, is self-evaluated.

As regards the vocational component, one must bear in mind that the Bologna Process has had, by essence, a different impact on the (re-)organisation of the basic officers’ curricula. The vocational training, indeed, is not organised in degrees as the academic education is and does not lead to a diploma. However, some of the practices stimulated in the framework of the European Higher Education Area do apply equally to this component. The first questions relate to the nature of the credit transfer and accumulation systems adopted for recognising and exchanging training modules, with the purpose to highlight the different practices between the systems¹⁹⁹, *e.g.* ECTS, ECVET, “in-house” system, “none”. They also investigate, if a credit system is set and used, the number of “vocational” ECTS awarded for the completion of the training in the basic curriculum – and in the intermediate or advanced one if the institution so wishes. One must note that “not known” (“NK”) answers regarding the repartition of the ECTS as regards the vocational training usually reflect an “integrated” approach of the basic education and training; the two components are, indistinctively, the military officer’s profession training – in the broad sense – at the basic level. As the border between academic and vocational areas tends to fade away, some of the institutes have provided what shall only be seen as an estimate of the distribution of the ECTS between academic and vocational components thanks to criteria such as the civilian or military “origin” of the teacher, or the method of delivery, etc. But, since both the components are credited as a single “monolithic” curriculum, though reflecting the ambition of a “military science”, it may be difficult for the respondents to proceed with this estimate. Then the question is asked whether the – “main” – institution providing vocational training had described the learning outcomes for its modules and uses these descriptions for the assessment of the number of credits to award to a particular given module. Then, two questions relate to the organisation of internal quality assurance processes within the – “main” – institution: one on the alignment of the internal mechanisms with the European standards²⁰⁰,

198. ENQA - European Commission Education and Culture DG, “Standards and Guidelines for Quality Assurance in the European Higher Education Area”. *Doc. Cit.*

199. However, within a given system, it may happen in principle that two institutions do not follow the same practice – the “main” using the ECTS and the specialist training centres none, for example. Though it was asked to provide one fiche only per system, this possibility may not be appearing in the fiche provided.

200. ENQA - European Commission Education and Culture DG, “Standards and Guidelines for Quality Assurance in the European Higher Education Area”. *Doc. Cit.*

the other one on the participation of the trainees to these processes. The following question touches on the effectiveness of external quality assurance mechanisms possibly reinforced by the involvement of international quality assurance bodies. Finally, the practice of the institution in terms of recognition of a mobility experience, through complete validation of the credits *e.g.*, is self-evaluated.

The sixth category of information contained in these fiches is related to the organisation of research activities and the possible implementation of doctorate degrees inside the “main” military institutes. Research, in general, is indeed a favourable ground for exchanges of both student²⁰¹, scientific or academic staff.

The seventh category of information relates to the experience and cultures of the Member State and its institutions of the mobility. The main institution is invited to share an estimate of the number of military students of the given service – or “all services” if an inter-service institution does not make difference between the cadets – they exchange in outward mobility during the academic year 2013-2014. The representatives of the Member State and/or the institutions are then invited to produce a short statement on their culture, objectives and even traditions of cadets and staff European and international mobility. The institutions are then invited to fill essential markers directly related to the mobility instruments at their disposal for exchanging and their actual practices of mobility. In terms of instruments, the fiches investigate the possibilities that the institutions have signed the charter and are entitled to use the Erasmus or Erasmus + programme, the European – and possibly international or sub-regional – *fora* the institution is member of, the use of the framework agreement established in the context of the Initiative and, finally, the participation of the institution in European or international degrees – such as Erasmus-Mundus types master programmes – organised jointly with other officer’s basic education and training institutions or systems. In terms of practices, the fiches investigate the systems more than the institutions. They are asked to report on the existence of practices of sending, hosting and exchanges of staff in the areas of the academic education and training respectively, and if such policy includes exchanges with civilian higher education institutions as regards the academic pillar. Specific aspects of the “military experience” of mobility are also investigated, notably as it comes to exchanges of cadets for the entirety of their curriculum, the organisation by the institutions of this system of common modules designed and approved in the framework of the Initiative and, finally, the possible offer by these institutions of “international programmes” directed at foreign military or civilian students.

The eighth category of information to be expectedly used as markers concerns the policy of the institutions²⁰² of the system in terms of languages. They are invited to explain through a statement their experience of teaching foreign languages, teaching “in” foreign languages and possibly training “in” foreign languages. In addition, they were offered the possibility to share information on the expected level of the students in the management of the main reference language – English – after the different stages – bachelor and/or master – of the commissioning curriculum according to the European (Common European Framework of Reference for Languages) and/or NATO (STANAG 6001) standards.

Finally, the last category of information is left for the Member States and their institutes to present synthetically the recruitment procedures of cadets and introduce the main stages of the advanced education of the commissioned officers. This description of the “before” and “after” officers’ basic curricula offers a way to refocus initial education and training into a “lifelong learning” perspective.

One may note that the aspect of the qualifications is, excepting the reference to the learning outcomes’ description, missing in these investigations. Though the area is essential with regard to the efforts of development of mobility, a comparative analysis would not bring additional value to the on-going efforts. There exist no reference criterion for comparing the systems yet, as the definition and drafting of the qualifications in the European officers’ basic education and training is on-going at the time of the present study. The process of comparing the “qualifications”, as understood by the Member States

201. One must notice that, in the EU Member States, military doctorate students are not considered as basic education students. However, doctorate studies and curricula obey the principles of the European Higher Education Area and may therefore be linked, with regard to the efforts for increased mobility between the institutions, to the objectives of this compendium.

202. In practice, these policies are almost exclusively set and applied by the main institution and/or to the institution providing the academic education. Very rarely the vocational training centres develop such kind of policy, as it is traditionally considered essential that the training takes place in the national language(s).

and/or their institutions, already took place in the context of the line of development 2, as presented in Chapter 1. It does not belong to this study to analyse again the situation “before” the framework, which will – expectedly soon – start being implemented. However, it will be necessary, when the implementation of this sectorial qualifications framework will have begun, to monitor it with a new comparative exploration of the European systems and institutions and to use it as a marker of the development of mobility, notably on the IT platform.

Intermediary conclusions:

The objective of this section was to rationalise the European integration of the military higher education, of which mobility is an essential instrument. As, in the first chapter, the observer attempted to rationalise the integration in its meaning as a dynamic, *i.e.* a process which seeks to achieve a form of European integration, this section and the investigations it introduced analysed the integration as an achievement. The mapping of the officers’ basic education and training systems must be read as the representation of the “what” of the integration at a given moment. Proceeding like this assumedly allows “de-passionating” the debate of the “why” and “what for” and focusing it on the “how” it is possible to improve it.

The method that was adopted is the quantitative and qualitative comparison of the practices of the systems and their institutions. It is expected that the process of investigation will provide lessons that can be used as food for thought for both quantitative and qualitative improvements – if needed – of the mobility. These lessons can be best practices, but they will also certainly be highlighting gaps. It is important, therefore, that these investigations cover the maximum number, only if it is not possible to have them all on board, of European systems and institutions. Their involvement and their commitment to the realisation of the goals of this study, notably with a view to populate the forthcoming IT platform, therefore had to be reflected in the choice of the instrument for these investigations, *i.e.* the fiche-questionnaire.

Owing to this distance-investigation method and the important number of participants, the preparation of the fiches, substantially, had to be carefully considered. The explorer had to anticipate what the factors of the enhancement of mobility could be and, based on them, define markers he or she could use as indicators of the capacity of a system and/or an institution to improve its exchanges in numbers or quality.

The discovery of a “perfect match” between two potential partners can assumedly rely on two possibilities: either the partners share essential characteristics that make them entities of a same “family” of basic education and training or they use similar mechanisms in the organisation of their education and training. The systematisation could thus be structural or contextual. A classification yet remains to be scientifically asserted for identifying models that could be used as guides for mobility development. Nonetheless, the markers identified and used to photograph the military higher education through the eyes of the mobility can indistinctively be used for supporting the creation or adaptation of instruments designed for the search of a mechanical match or the search of modelled families.

2.2 Creating or reinforcing instruments for developing the mobility

The basic assumption is that mobility is facilitated when and where the potential partner systems or institutions share the same identity or that they use mechanisms that make them compatible in exchanges. Thus equipped with markers and several modelling theories that may help guiding him or her through the military higher education, the explorer is enabled to search for data on the current shape and state of the officers’ basic education and training systems.

When these data are compared between the different systems that can be met in the European Union, they are expected to highlight trends – and differences between the systems thereof –, dynamics and best practices. They would certainly also highlight gaps with the level of expectation one can have about the indicators of European integration of the military higher education, in a context where international security and defence can only and meaningfully be addressed in common. Constructively

and prospectively at the same time, the explorer is then invited to formulate comments on these realities, to translate them into the vocabularies born by the different systematisation efforts he or she carried with him or her, and to formulate suggestions on the possible ways to re-establish a satisfying balance between these realities and the expectations.

To this regard, the investigations on the factors of mobility through the assessment of markers “in” and “by” the basic education and training systems provided a considerable and precious amount of data. On the basis of the fiches, a photograph of the European military higher education in 2014 could be obtained.

The replies received in the course of these investigations amounted to information about 66 officers' basic education and training systems from 24 Member States²⁰³. Though these numbers represent more than 80 per cent of the total number of systems identified and Member States, they are not entirely satisfying and may constitute a limit to the generalisation of the observations. Nonetheless, the data thus collected are completed, where relevant and available, with data obtained from previous investigations made for the Compendium in 2011 and reproduced in fiches (annexed with a special mention) only when the author, based on his experience of these systems and regular interaction with representatives of the responsible institutions, received the assurance they were still up-to-date. These data will mainly be analysed in a comprehensive way, taking the European military higher education as reference. However, where also relevant, they may be analysed in reference with a single service only – analysing the expected levels of English language mastering in the Air Force systems, *e.g.* – and/or be compared with data obtained through previous investigations in order to highlight possible progresses.

The analysis of these data is expected to confirm the assumptions an explorer can have in mind when approaching the European integration of the military higher education. But they are most certainly expected to be sources of propositions for adapting the existing tools for developing the mobility of the future military elites – the main one being undoubtedly the European initiative for the exchange of young officers inspired by Erasmus and its subsequent actions – or creating new ones if needed. Furthermore, these new creations, such as the construction of the IT platform, could in principle become fully relevant and supportive to the search for mobility improvements in the context of existing instruments like the Initiative.

2.2.1 Observation of the factors of mobility

In this section, the results of the investigations will be displayed and commented on with regard to the objective of quantitative or qualitative improvement of the mobility between the European officers' basic education and training systems. This analysis will provide the observer with the photograph expected and will help him or her assess whether improvements are effectively needed and where.

2.2.1.1 The openness to external audiences

As established in the previous section, a first category of factors of the development of mobility consists in the capacity for an institution to “attract” external audiences. This attractiveness does not necessarily need to be oriented toward exchanges in a first place, *i.e.* to be oriented to actors or customers of the military higher education *stricto sensu*. It can also be the capacity of the institution to appear as a quality institution providing education and/or training and promoting the level of excellence of its educational offer in general, which encompasses the openness for dialoguing with other audiences such as civilian ones. Attracting, even if it is not physically – as regards civilian audiences –, is a requirement that derives from the need to legitimise the status of the military officers as intellectual and societal elites that was detailed in the previous chapter. Schematically, the attractiveness of an institution depends in a first place on its ability to use the same language as the recipient of its message: speaking to the public, speaking to potential partners. Though the latter constitutes the object of the present investigations, the former suggest that certain forms of open-access communication may be used by the institutions

203. Including the three that have not set local capacities for the education and training of their officers and make use of other European systems.

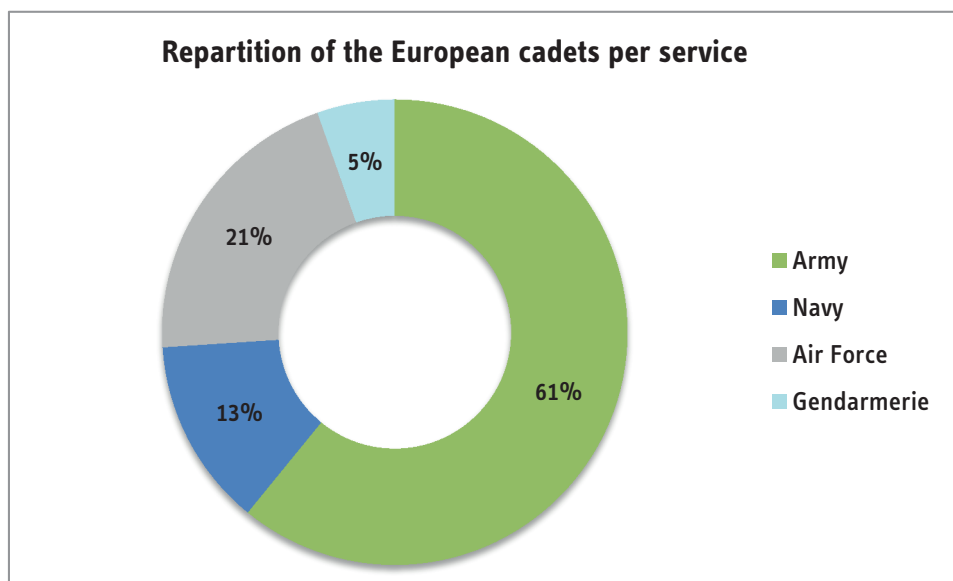
for promoting themselves, which may be used in return by the observer. One must also bear in mind that the number of military institutions that transform themselves for attracting civilian students is currently increasing, as the *raison d'être* of these military institutions is challenged by the financial constraints on the Defence budgets in the European Union Member States. Openness-attractiveness is a key for their survival in many cases.

It would have been more difficult, in the context of the present analysis to comment on the factors linked to the language policy of the basic education and training systems separately from the factors of attractiveness of these systems and institutions. Indeed, the capacity of the institutions to train their students “to” and “in” other languages can undoubtedly be seen as a sign of openness to other cultures and the subsequent development of exchanges. The language policy aims at training the future military elites dialoguing with other cultures and can also be used to attract external audiences. The fifth category of factors may, in this sense, be studied in conjunction with the other “openness” factors.

The first support of the promotion of an education/training institution's excellence is, in our technological society, the website of this institution. Freely and easily accessible, the website or the webpage of the institution constitutes the first source of information about the institution, its key characteristics and figures, its points of contact, the “menu” of its offers and other information, such as the importance of the basic education and training in the more global context of the “lifelong” learning and training process of a military officer. Most of the European higher education institutions have built and make use of such instruments for promoting their action and, when made available in different languages, attract external audiences to its education and training, either for the entire curriculum or simply for an exchange period. In the military higher education, almost every “main” institution has developed its own website. In some cases, however, their internet visibility is limited to a few webpages on the website of the Ministry of Defence or the national Armed Forces. Most of these websites or webpages are accessible in several languages, English in the first place. However, the “other than main” institutions acting in the basic education and training of an officer have less frequently developed their own website or webpage. It is the case notably of the vocational specialist training centres, where the cadet may go for learning the basics of their future profession, as an artillery officer *e.g.* In most cases in the European Union Member States, the basic information about these institutions can only be found via the Ministry's or the Armed Forces' websites. In addition, the information on these actors is more rarely made available in languages other than the national ones. This may be explained by the fact that the administrative and pedagogic structure of these institutes are lighter than the “main” ones and, being either a cause or an effect of this, that they usually do not develop a mobility policy, or even international relations, to the same extent as the “main” institutions.

The number of students is also a subjective element of the power of attractiveness of an institution one might consider, although it does not objectively give information on the quality that can be expected from an education or training process. However, in times of budgetary constraints, which all European Union Member States and military institutions currently face, the number of students is also an argument for the sustainability of the basic education and training system. Institutions that have to sustain a full pedagogic team, with academic, vocational and administrative staff for a reduced number of “customers” are threatened by economic realism. Discussions are on-going in several Member States, and the realisation of reforms have already started in many, such as in Denmark or Portugal where the concentration of service institutions into a joint one is considered. Overall, it is estimated from the investigations conducted in the framework of the present study and completed with previous estimates that the young officers in their basic education and training in the European Union amounts to 16.500 cadets. The repartition between the different services, based on this estimate, is as shown by the following graph²⁰⁴.

204. Where the engineers of a given service are educated in other institutions than the “non-engineers”, and formally constitute a separate service for the national armed forces thereof, they are included in the global calculation of the given service.



On average, a class of first year cadets represents two fifths of the total number of cadets in the three main services that are the Army, Navy and Air Force.

Scientific research is an indicator of the quality of the action of the basic education and training institution, when it exists. It is one of the signs that the education and training contents and methods are regularly adapted to the evolution of the knowledge and know-how. It can also be an important ground for the development of links and connections between the researchers, the institutes, and possibly the students in the case of exchanges for the purpose of a bachelor or master thesis. Research, therefore, is an indicator to be considered. Out of 62 institutions that can be considered as “main” institutions acting in the basic education and training of the future military officers, 35 – more than half – declared to being involved in scientific research activities and/or having constituted research centres within their structures.

As regards the “before” and “after” such education and training process, the open-access information does not directly address potential partners in exchanges. This information, in a first place, may attract potential students of the Member States but not the cadets already engaged in an education and training process in another Member State with a view to become officers in this State. Nonetheless, outside the rare cases where European citizens are accepted in the commissioning curricula of another Member State, this information presents also an interest for the development of the exchanges. The criteria used for the selection of the candidates provide background information on the quality of the individuals and allow for one to form an idea of the basic level of the education and training. In the European Union, these criteria are generally similar from one Member State to another and one service to another. A selection of the candidates having completed at least their secondary education and without criminal record is usually made on the basis of an academic examination, possibly including foreign language examination, medical, physical and psychological tests. Other tests or the use of physiological criteria – notably in the Air Force – may complete these basic ones. The information about the next education and training *rendez-vous* in the career of commissioned officers can rarely be found from the information contained on the websites of the basic education and training institutions. However, this may be interesting in the perspective of a lifelong approach of the development of mobility. This can be the case notably of institutions willing to exchange in the framework of the master thesis, for example, although one provides it only at the advanced level of the officers’ education and training. In the course of these investigations, through the fiches or schemes reproduced in annex, the institutions and systems provided useful information for the information of their European counterparts.

Finally, it appeared that almost all national basic education and training systems have developed policies for teaching foreign languages to the future military elites. The institutions indeed reported through the fiches that they propose one or, in the vast majority of cases, several foreign languages to their students. The foreign languages are at the very heart – since they are often used also as a criterion

of selection for the recruitment – of the basic education process. Unsurprisingly, English is the most shared foreign language, followed by French, German, Spanish, Italian and, increasingly, Arabic and Russian. In the systems that focus specifically on the vocational training, such as Ireland or the United Kingdom, the foreign languages may not be a requirement for the education and training of an officer by military institutions. The teaching/learning process of these foreign languages, especially English as reported in the fiches, is in almost every providing institution defined from and measured with the NATO STANAG 6001 Standard Language Proficiency (SLP). If the use of this common scale makes it easier for a possible comparison between systems, which does not belong to the observer here, these investigations also reveals, from a more political point of view that, despite the choice that was left to the respondents to answer according to SLP or CEFRL and the presence of several non-NATO countries in the study, the European higher education standards²⁰⁵ are not yet part of the culture of the European military education. As regards the education “in” a foreign language, which is possibly and always English, one must note that most of the systems through their “main” institutions now offer courses to education – mostly – or train in “international” conditions. This proportion extends from 0 – though these cases are very rare – to 50 per cent of the education and training offer of the “main” institutions. Hence, it represents a considerable and positive evolution compared to the data collected in the course of the 2010 stocktaking process²⁰⁶ when only several of the institutions reported such practice. However, the education or training “in” foreign languages objectively remains the weakness of effective language policies oriented toward the development of – inward – mobility. Although the European military students should be trained to the professional use of more than one foreign language and that, in the perspective of a successful mobility, the cadets should be requested to become familiar with other languages during their stay, English objectively remains the first incentive for attracting foreign cadets, or staff members. Probably also, efforts should be made to develop the vocational practice of the foreign languages through common exercises or cruises.

2.2.1.2 The organisation of the academic and vocational components

Another category of factors that stimulate mobility consists in the content of the education and training offered by the institutions. The “menu” of the curricula, indeed, is what defines the scope of an exchange. It is what attracts the partner in an inward mobility and what motivates an institution in its projects of outward mobility. However, it is also what is considered by many as the main obstacle to the development of the exchanges. Since it is the meeting of the wills of the only customer and the only provider of basic education and training, the curricula are given an almost sacred character, which makes the Member States and their institutes believe that only the curricula and only the completion of the entire curricula allow educating and training a national cadet to his or her future duties. Hence, it is crucial to study how these curricula are organised and proposed in the form of a “menu”, if the explorer wishes to find a way through the obstacles to freed mobility.

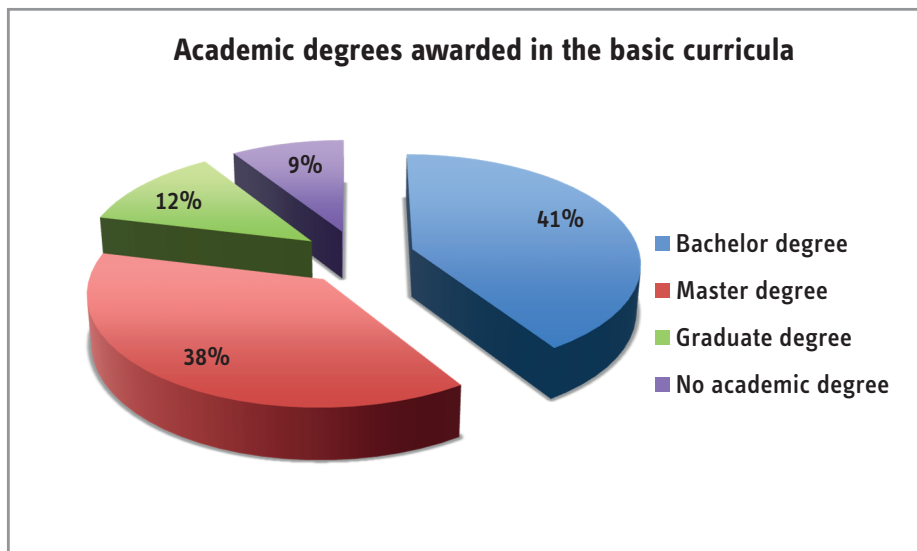
In order to analyse in depth the traditions and cultures of design and organisation of these basic curricula, it may be also necessary to the explorer to investigate these factors with the light of indicators borrowed from other factors. Other data, related notably to the state of implementation of the European Higher Education Area *acquis*, may be useful to this purpose.

Almost all the European officers’ basic education and training systems require the completion of a higher education level academic degree formally and substantially in the basic curriculum. In three European Union Member States only, Denmark, Slovenia and the United Kingdom, this is not a component of the basic curriculum. However, even in these three, obtaining a degree from the civilian higher education is either a pre-requisite – in the case of Denmark and Slovenia – or “strongly recommended” from the statistics made out of the recruiting process – in the case of the United Kingdom. As observable from the graph below, most of the basic education and training systems of the Army, Navy, Air Force and Gendarmerie officers indistinctly achieve up to the bachelor degree as defined by the European Higher Education Area. Though less, an important number, nonetheless, go up to the master degree. This tendency is verified also within the services taken individually. Only a few degrees, at the undergraduate level – bachelor or less – are not yet organised according the provisions set up from the Bologna Process but

205. Although the CEFRL is not a “CSDP standard” either.

206. Sylvain Paile (2010), *Op. Cit.*, p. 101-102.

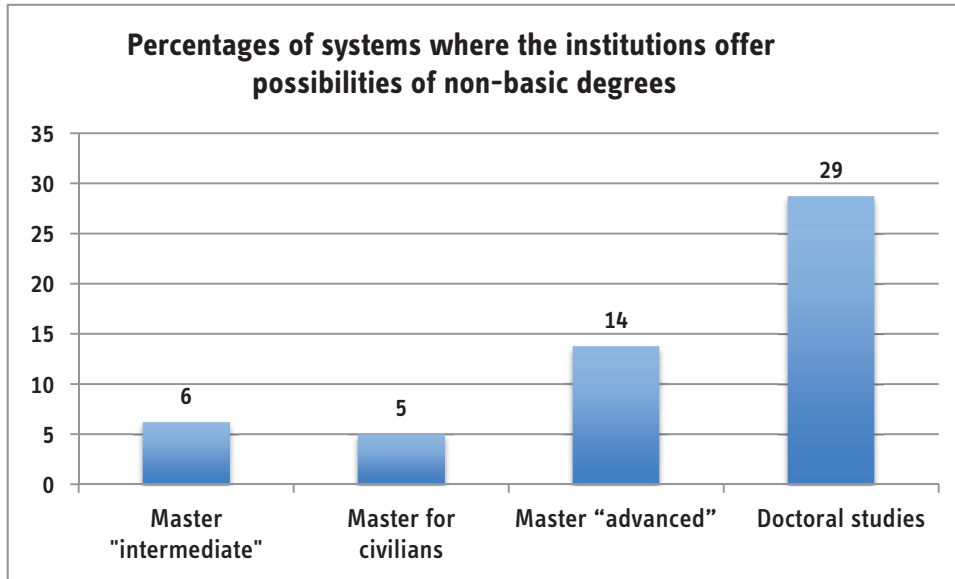
the officers have the possibility to obtain degrees from the civilian institutions. In Denmark, Slovenia and the United Kingdom, the academic degrees can also be obtained in the civilian higher education, which is normally already part of the EHEA. The young European officers, therefore, are in their wide majority trained according to the rules and guidelines of the EHEA, at the same level as their civilian counterparts.



Most of the “main” institutions, where usually the academic education is provided, propose several degrees at a given level or several specialisations in a given degree. Some of the systems, however, propose only one degree, such as in Austria, or decide to physically separate the technical sciences from the social sciences, such as in Poland or Romania where the engineers of the Army and Air Force are educated in different institutions than their Army and Air Force colleagues²⁰⁷. Within a same system, additionally, degrees or academic specialisations may be linked to the military specialty of the cadet, *e.g.* a degree that is specific to pilots.

The basic education and training institutions may also offer degrees that are not part of the basic curriculum of a military officer as defined in the previous chapter. These possibilities are reflected in the graph below. It is important for the explorer to highlight these possibilities as they are potential sources of development of the mobility between the institutions in general, but also of young officers in their basic curricula. The students of intermediate level master degrees are very close, in their social characteristics and their experience of the profession, to the cadets and exchanges could in principle be envisaged between a basic master programme and an intermediate one. In the case of master degrees proposed only to civilians, which is a choice and a sign of openness of the military education to civilian audiences, as previously commented, exchanges could take place on the same footage as with civilian institutions, although the proximity of the military culture and traditions can be seen as a particular asset. In the case of advanced level master programmes, exchanges could also take place with cadets though specific arrangements which might be taken to overcome the disparity of the ages, ranks and experiences in the profession of officer. Finally, the doctoral studies are, in principle again, a laboratory of experiment of a totally free mobility. The doctoral degrees, indeed, are free of any requirement of vocational training and of calendar constrains. All that counts is the acquisition of knowledge, eventually sanctioned by the recognition of ECTS gained from a foreign experience. Although the doctoral level is formally outside the sphere of the basic education and training, it could be used for improving the level of collaboration and European integration of basic education and training institutions.

²⁰⁷. In these two countries, the engineers are considered to belong to an autonomous service, beside the Army and Air Force.



Aside from attempts to make experiments at the doctoral studies level for developing the European mobility of knowledge and know-how, possible improvements in the area of the master programmes that are offered by basic education and training institutions outside the scope of the basic curricula remain limited. In principle, and as long as these degrees implement the provisions inherited from the Bologna Process, they do not constitute major obstacles to the process of integration of the military higher education. Furthermore, it is not the researcher's responsibility to formulate propositions that would consist in standardising the basic education and training models, for instance in promoting the master level as the most adequate level of basic education. The choice made by the different Member States and their armed forces reflects their military traditions, cultures and sovereignty. The different levels, nonetheless, can be regarded as important with a view to the identification of possible partners and preparation of a balanced exchange of knowledge or know-how. The degrees, indeed, are expected to reflect different levels of mastering the concepts and sciences of the modern warfare.

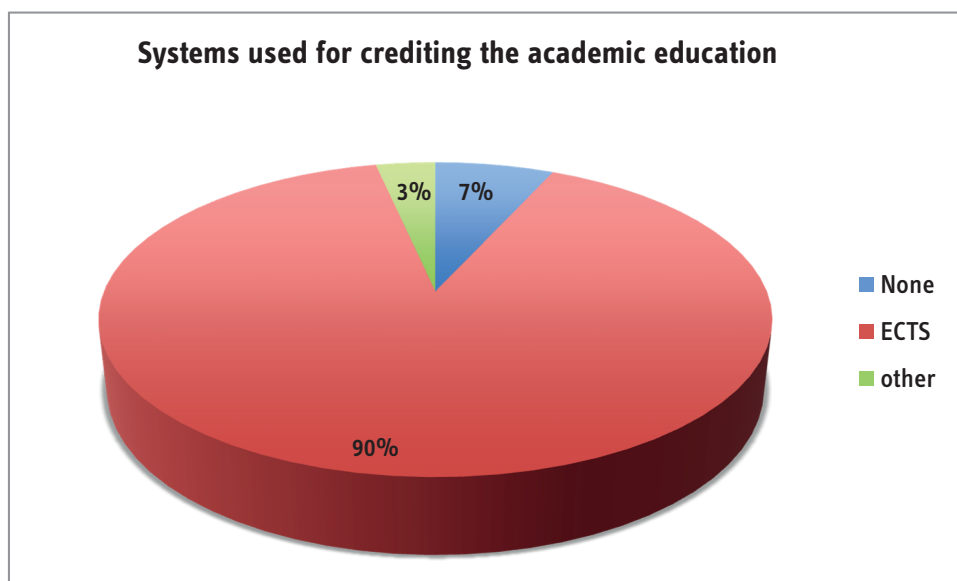
In terms of military specialisations in the different branches within a given service and that are proposed to the future military officers, the investigations demonstrate that the different national systems share a European identity. From one country to another, similar specialties are found. Exchanges between the main institutions, when they are responsible in a first place for the professional training of the cadets, and/or the branch specialist training centres could in principle take place, therefore. However, as shown in the fiches and as previously raised, the main obstacle is that these institutions rarely have a mobility policy or structure of their own. It means that, for the systems where the vocational training is divided between a "main" institution and specialist training ones, an exchange of professional knowledge and know-how requires a multi-institutional set of arrangements, and that these arrangements cover aspects of the recognition, notably, and which the specialist training institutions are rarely acquainted with. This is an obstacle to the development and sustainment of the exchanges in the vocational professional training of the officer that can only be addressed if the basic education and training system is considered as a whole, *i.e.* if the different institutions use the same instruments or that the main institution acts as an "umbrella" for the development and recognition of all kinds of exchanges. However, the current situation does not prevent specialist training centres, as some already practice them, from organising exchanges between themselves on a case-by-case basis.

The investigations thus clearly demonstrated that the basic curriculum of a European officer is comprised of both an intellectual and a practical military pillars, even where the academic education is not provided in the military institutional frame. It is not possible, therefore, to conclude that the European young officer is an "Athenian" or a "Spartan" officer. He or she is necessarily both and the distinction may not help the explorer ranking the systems according to the mobility potential. The question of the proportion between the doses of muscles and brain remains an open one, which the European Union Member States answer in different ways, sometimes even between the different services of their armed forces. However, the recent evolution of the military education, essentially driven by the societal, social,

economic, political and geopolitical contexts, confirmed that, though in the past the classical vision was of a Spartan officer, there has been an “Athenisation” of the European officer which is observable now in the different models of basic education and training. Owing to the growing complexity of the modern realities and instruments of warfare, notably within the cyber defence and the unmanned weapons, it is very likely that this tendency is a long-term one.

As regards the practical organisation of these basic curricula and the ways the academic and vocational pillars are articulated, several indicators have been investigated. It is interesting, in the first place, to note that with the European Union, the duration of the basic curriculum of an officer varies in a very important way: from a year and a half for the British Army officers to 7 years for the German Air Force officers before being posted for the first time in units. The timeframes are particularly important *vis-à-vis* the objective pursued of developing the mobility. The shortest is the curriculum, the more an argument is opposed to developing the mobility: the cadets would not have the time to complete the entire national curriculum if they go on an exchange. Though this argument goes against the rationale of the mobility itself, it is one of the mills a “Don Quixote” explorer must take into consideration, not to change the systems but to render mobility possible.

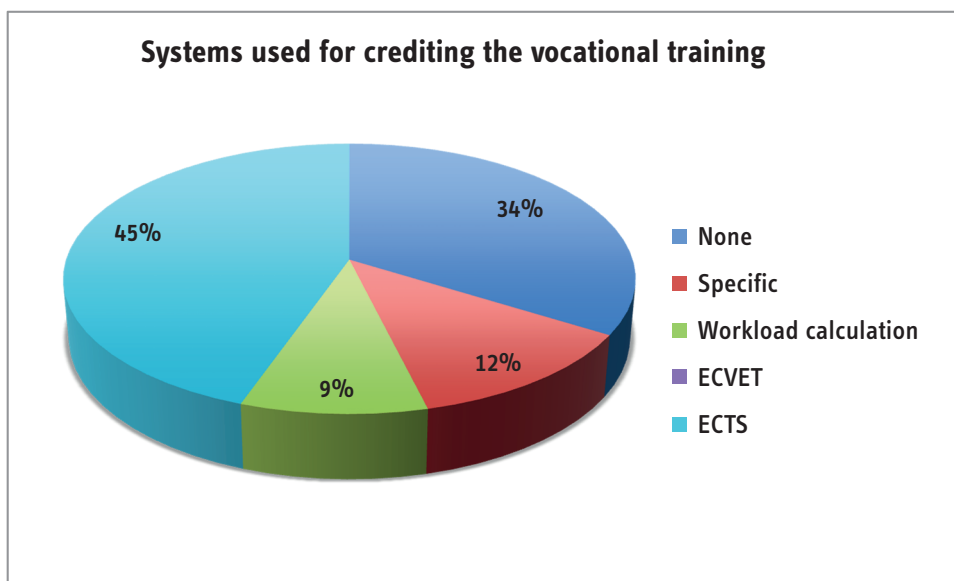
Another indicator that puts light on the practical articulation of the two pillars in a basic officer’s curriculum is the use of the credits for giving value – and exchanging – to the education and training contents. The European Credit and Transfer System (ECTS credit), the implementation of which is also a measure contained in the Bologna prescriptions, is effectively implemented in the European military higher education. All academic curricula in the officers’ basic education and training systems are credited with ECTS, with the exception of the Irish systems²⁰⁸, as shown from the graph below. A single currency thus exists for the exchange of knowledge and know-how in the academic area.



In the vocational area, however, the situation is far from being uniform. Half of the basic education and training systems have not organised the crediting of the vocational training or have not implemented a “common” credit system that could be used for “trading” training. The other half, all services confounded, has credited the training with methods and supports shared by other systems, such as the ECTS, the ECVET or the “workload calculation” designed in the framework of the Initiative. One must note that these latter proportions, shown in the graph below, reveal a slightly positive improvement since 2010²⁰⁹.

208. The theoretical courses that are provided in the Slovenian and British systems cannot be qualified as “academic” as they do not lead to any academic degree.

209. Sylvain Paile (2010), *Op. Cit.*, p. 90-92.



The fact that the ECTS is widely shared as an instrument for crediting both the academic education and the vocational training is a sign that a “military science” is effectively growing and, in the perspective of developing mobility, that combining both these dimensions in one exchange period is possible. One shall also note that the crediting of the vocational training is most often limited to the main institution(s) of the system. The branch specialist training centres, as previously raised, do not generally make the same use of the EHEA instruments. However, where there is a form of organic separation between the academic part of the curriculum and the vocational one, outside the specialist training, the vocational training institutions may also be accounted as “main” institutions, similar to the academic one. These vocational institutions, such as in Sweden, may use the ECTS for their training as well.

Where it is met, the distribution of the ECTS between the academic part and the vocational one is reported in the fiches. One must keep in mind, however, that since the curriculum is then considered to be a single piece, contrary to the systems where the pillars use different crediting methods, it is philosophically paradoxical to draw a line between what is academic and what is vocational²¹⁰. In practice, the responding institutions had to estimate the amount of education or training corresponding to the definitions of the two terms as used in this study.

With view to “trade” in vocational training, improvements have to be made regarding the development of a single currency. From the observation of the numbers reported through the present investigations as well as the progresses made by the Implementation Group for formalising a European set of qualifications for the military higher education that can be used for converting “workload calculation” to ECTS, it may be suggested that further efforts should tend to promote the generalisation of the use of the ECTS in the vocational parts of the basic curricula.

The calendars contained in the fiches, finally, describe the articulation of the academic and vocational components of the curricula in the limited timeframe of the commissioning curriculum. They reveal the diversity of the systems that exist in the European Union. The basic curriculum can be the responsibility of one single institution but it is most often a shared responsibility between one or more “main” institutions and institutions that can be qualified – only in the perspective of the search for mobility improvements between the education and training systems – as “secondary” institutions, such as the branch specialist training centres. Before or after these commissioning curricula that are formally under the control of military institutions, the students may be requested to complete other forms of education, such as in Slovenia or in the direct recruitment of French officers. These additional periods do not formally appear in the calendars but are commented on in the fiches and/or schemes. These calendars, besides, allow for verifying the classification of the systems designed by the authors and presented previously. They indeed highlight changes in the “rhythm” of the basic curricula and

210. For this reason, some systems replied “not known” (“NK”) to this question in the fiches.

may help the explorer in searching for mobility opportunities to identify what he or she can expect to exchange in a given timeframe. Between 2010 and 2014, some of the systems have operated internal transformation and the new repartition looks like the following.

Table 8: Classification of the systems according to the organisation of the academic and vocational components in 2014

	Organic separation of the academic / vocational	Intermediate	Alternation academic / vocational	Parallel organisation academic - vocational (and alternation)	Intermediate separation (and parallel)
Army	DK, SL, DE	CZ, SE	AT, BE (+LU), FI, FR (+LU), GR (+CY), HU, NL, RO, SK, RO (engin.), ES	EE, HR, IT (+MT), LT, LV, BG, PT, PL, PL (engin.)	IE (+MT), UK (+MT)
Navy	DK, DE, SL	SE	NL, PT, BE, BG, FR	ES, FI, HR, IT (+MT), LV, RO, EE, GR (+CY), PL	IE (+MT), UK (+MT)
Air Force	DK, DE, SL	CZ, SE	AT, FR (+LU), BE (+LU), HU, IT (+MT), NL, RO, SK, LT, LU, RO (engin.)	BG, EE, ES, FI, GR (+CY), HR, LV, PL, PL (engin.), PT	IE (+MT), UK (+MT)
Gendarmerie			IT, IT (GdF)	ES, PT, FR, RO	

The organic separation is found where institutions, within or outside the military sphere, are dedicated to the academic education of the future officers although others are dedicated to their vocational training. The separation between these two is “physical” but the cadets must follow their programmes.

The alternation is found where the curriculum is provided by one main institution which, for organisational reasons, alternates academic semesters and vocational training exercises. This model of organisation is notably followed when the institutions are inter-services ones, as they have to “send away” their cadets for the purpose of vocational training as they may not have all the facilities needed in their premises.

Between the two previous categories, can be found systems that have different institutions in charge mainly of one or the other aspect but where the students may be called to move between them in the course of their curriculum, notably for practical training.

The last main category covers the education and training systems in which the two types of training are conducted in parallel. However, there is no “pure” parallelism insofar as, to be effective, some practical exercises need time especially dedicated to them. Therefore, the defining characteristic of these systems for their classification in this category is that they have at least extended periods during which they conduct both types of training.

In between the “parallel” and the “organic separation” categories exists an intermediate one, which is very specific in the sense that it covers only the British and Irish education systems. Delegation of academic education still exists as the rule, formally as in Ireland or informally as in the United Kingdom, but the cadets have also theoretical/academic courses in the academies, which do not necessarily lead to a higher education diploma but which can be valued in such a diploma with extra studies. Contrary to the category of the “organic separation”, the cadets are not obliged to go “pass through” several institutions and their programmes for being commissioned. However, the small proportion of these academic or “theoretical” courses, compared to the amount of vocational training, bring the systems closer to organic separation than real parallelism.

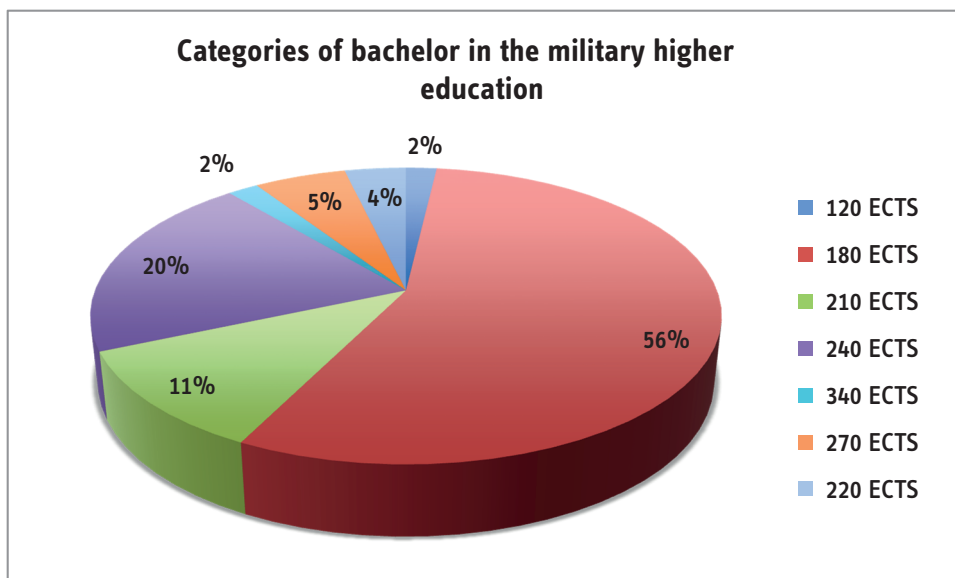
This classification made out of observations of the organisation of time can be an indicator and an element of predictability in the search for exchanges of students. It can be assumed that when an institution looks for an academic exchange in a Member State where the two aspects are organically

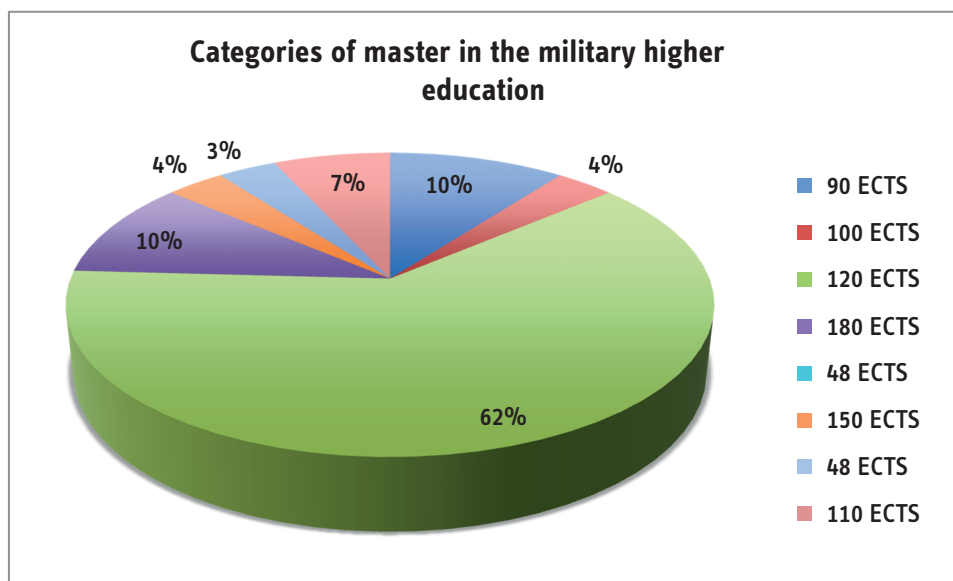
separated, it will address itself to a given institution depending on whether the object of the exchange is academic or vocational. For systems where the two types of training are alternated, the organisation of time is the most important criterion to address. Finally, if an exchange is envisaged with a system where the two types of training are conducted in parallel, it may be thought that the sending institution would have to entrust the hosting institution with the training of its students in both vocational and academic aspects. The scope and difficulty of the task is thus different when dealing with systems of different categories. Structurally however, every military education system can find potential partners. This effort of classification is, therefore and even if verified by the data, of limited help with a view to identifying characteristics that would suggest that a system is mature enough for developing further its mobility policy and practices quantitatively and qualitatively.

2.2.1.3 The implementation of the EHEA *acquis*

The level of implementation by the military institutions of the measures designed notably through the Bologna Process and that must be applied by the entire European Higher Education Area is a very important factor for the development of the mobility, for the military institutions like their civilian counterparts. The data collected through the present investigations were expected to provide essential information on the readiness of the European systems for exchanging knowledge and know-how between themselves or with the civilian higher education institutions. Again, the indicators retained for providing a photograph of the state of progress toward this implementation do not condition the mobility, as it is possible for institutions to exchange without them in principle, but they describe the most adequate ground on which a meaningful mobility can develop and be sustained.

The data on the implementation of the study cycles in the officers' academic degrees as well as the implementation of the ECTS – and ECVET – in the basic curricula have been provided and analysed under the previous section, although they are substantially indicators of the level of European integration of the basic education and training systems and the military institutes. It must be reminded, here, that the implementation of the ECTS or at least a shared credit system is a key to the further improvement of European mobility. Regarding the organisation of the study cycles, it is interesting to note, as shown by the following graphs that, despite the diversity of existing models – that are all allowed in the European Higher Education Area – most of the basic curricula follow a somewhat “classical” model of 180-120 ECTS for the bachelor-master degrees.

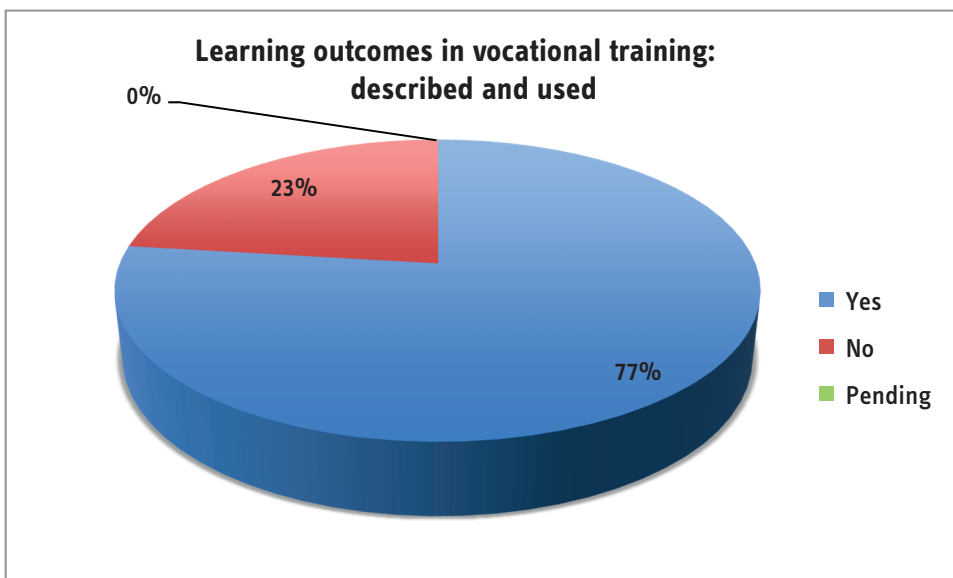
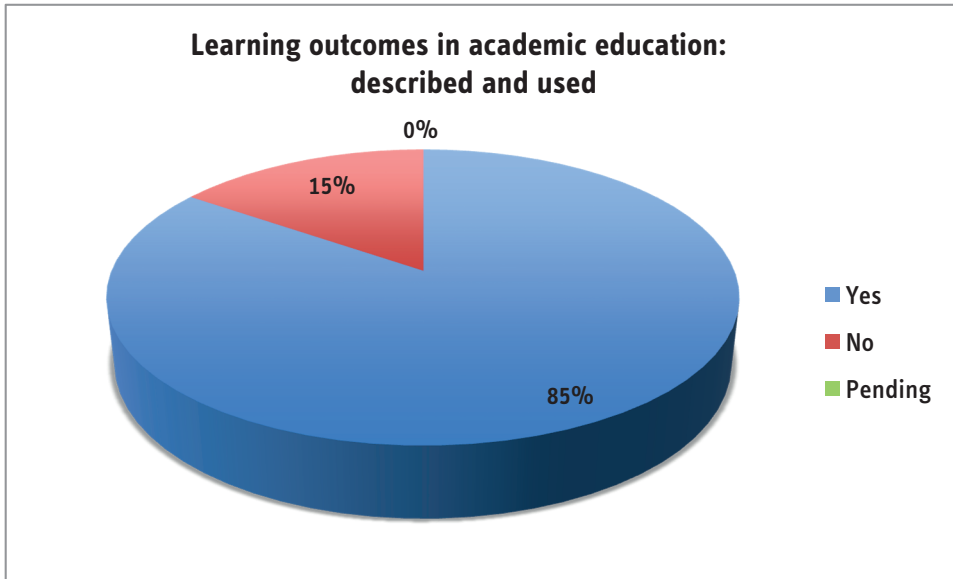




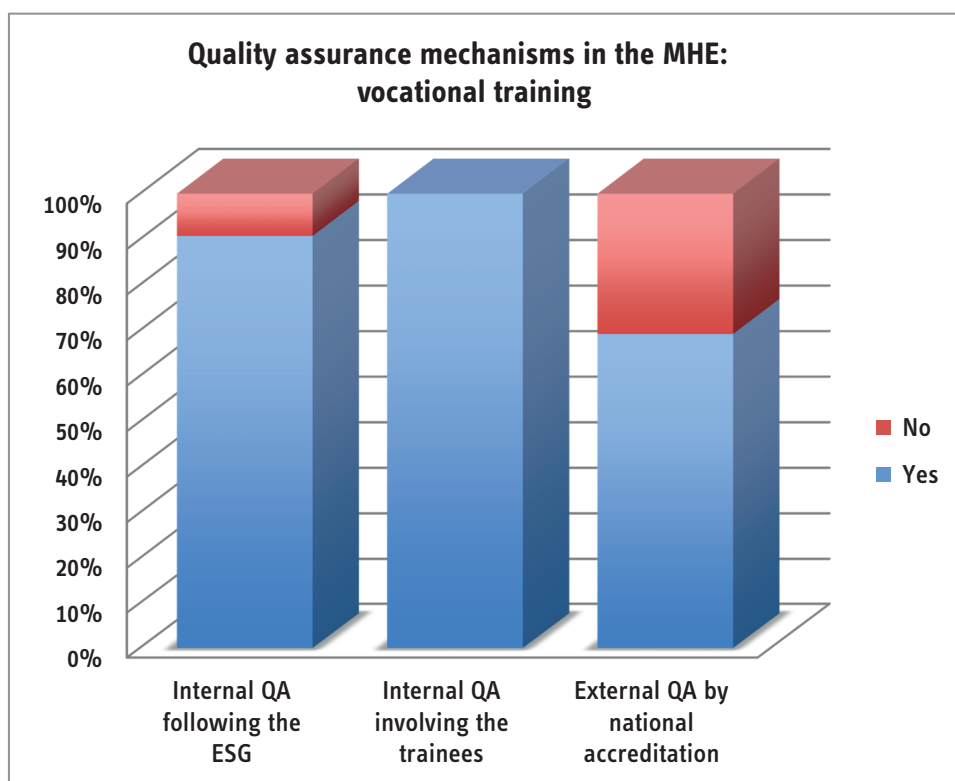
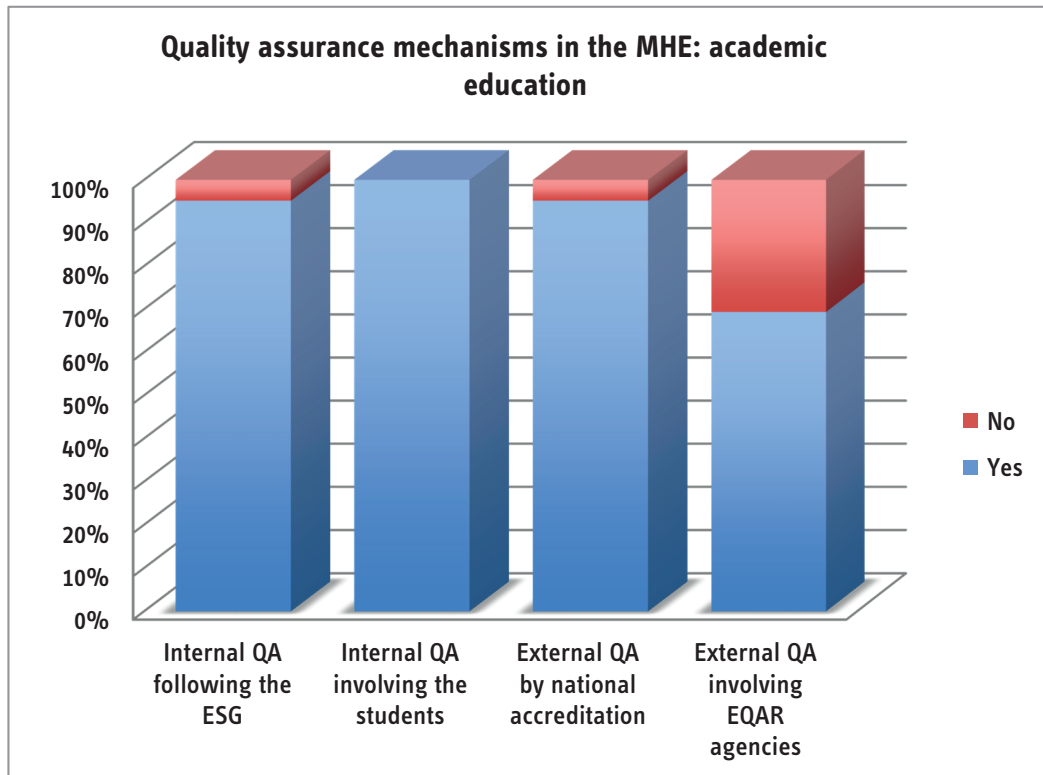
One must note that the Romanian Gendarmerie officers' system proposes two different models. Hence, it was accounted for twice. Eventually, neither this diversity nor the existence of a majority impacts the possibility to organise or develop further the exchanges between two systems. It is interesting, nonetheless, to observe that the efforts of European integration have undoubtedly given birth to common cultures in the organisation of the basic education and training systems.

The policies practiced by the different systems about the learning outcomes have been investigated from their formal aspect. In order to avoid duplicating the – then – on-going work done in the line of development 2 of the Initiative, the choice of the explorer was not to undertake a fastidious investigation in the investigations on the substance of the concepts of “qualifications” or “learning outcomes”. It is the use made of these learning outcomes, with view to anticipate the expected implementation of the sectorial qualifications framework, that was the object of this process of data collection and that is analysed here. The institutions of the basic curricula were asked whether they had described the learning outcomes the students are expected to acquire through the completion of their commissioning studies and whether they make use of these description for the organisation of the curricula, notably with a view to define the number of credits to be awarded to a learning or training module. The same question addresses separately the academic pillar and the vocational one. The display of answers is shown in the two following graphs. Though the results are at first glance encouraging *vis-à-vis* the European integration dynamic, it is likely that the practices do not exactly correspond to this first impression. The explorer of the European military higher education, similar to the experience he or she could have in the EHEA in general²¹¹, may legitimately challenge this – too – positive overview by observations in the field. Although the learning outcomes are assumedly or only believed – because of a lack of clear definition of the concept – to be described in the different curricula, they are rarely used outside the scope of the mere description, notably for the estimate of the number of ECTS to be given to one or the other course. This is even more visible in the vocational training area where the use of credit systems is even more limited. In the absence of certainty on the value of these observations, two options may be retained with a view to developments in the area. Either the data effectively reflect the reality and, then, the implementation of the military officers' basic education and training sectorial qualifications framework should rely on a pre-existing culture of the implementation of qualifications and learning outcomes. Or the answers reflect the – generalised – confusion on the definition and use of the learning outcomes and the implementation of the sectorial qualifications framework can be saluted as a unique opportunity to build a European culture of the learning outcomes on fresh and common basis. In this case, however, an effort of promotion and advertisement of the concepts and the framework would be highly necessary.

211. “The European Higher Education Area in 2012”, *Op. Cit.*, p. 52: “The question still remains of how far those definitions are known, understood and actually applied in practice when it comes to individual higher education institutions' staff members who have to apply them for the courses they are delivering”.



The quality assurance consists of mechanisms that are meant to ensure the public and the education and training institution's stakeholders that it is trustworthy and that its action fits the highest standards of quality. In the sense that confidence is assumedly missing between military higher education institutions, with a view to ensure that the value of an exchange experience is fully recognised, quality assurance is a key aspect of the exploration. Since the exchanges can concern both academic and vocational pillars, quality assurance in the military higher education was investigated from both sides. The results, as provided through the fiches, demonstrated that the culture and practices of the military institutes were actual and effective, as shown by the graphs below, and as reliable as their civilian counterparts.

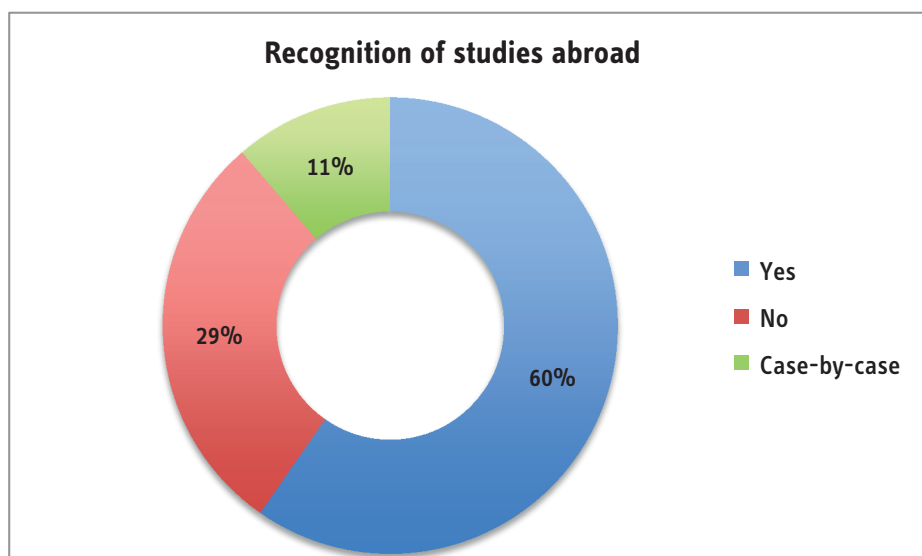


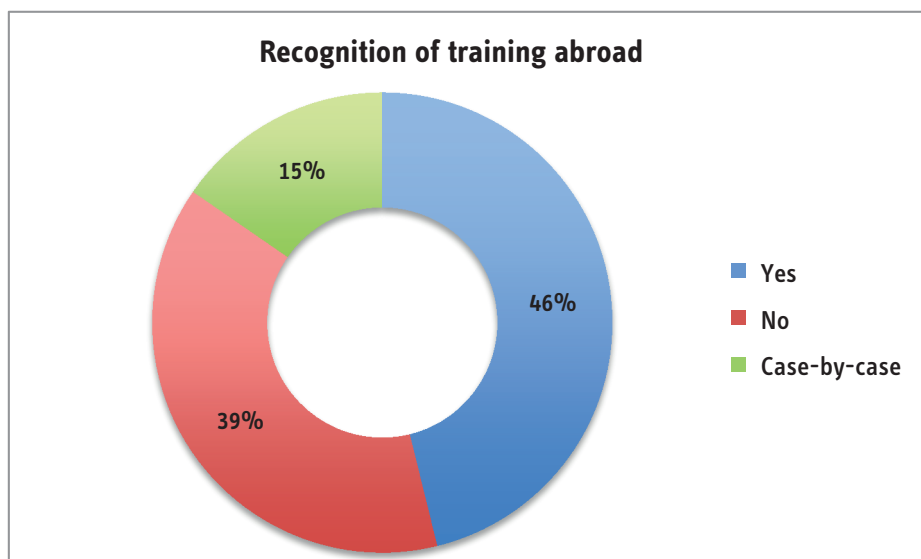
Though a sceptical explorer might doubt that the provisions of the European Standards and Guidelines for quality assurance are as effective as claimed, the military higher education institutions have indeed a strong culture and mechanisms for assuring the quality of their education and training offer. This must probably be linked to the general societal context which asked for more transparency from the military institutes in order to recognise the excellence of their action. It is also interesting to note from these data related to transparency that the military sphere seemed to open up to civilian practices. All the institutes reported that their internal quality assurance mechanisms involved the participation

of the students or trainees although the explorer could expect some reluctance *vis-à-vis* these practices due to the effects attached to military principles of discipline and hierarchy. In terms of external quality assurance, every academic curriculum – the exception being those that are providing only a “theoretical” teaching – are already recognised and accredited by a national higher education quality assurance body. This is not yet the case for the vocational curricula which often are formally separated from the academic component, as it was already witnessed with regard to the differences of use of credit systems between the two. This trend may be motivated by the will of the basic education and training system to preserve their freedom for the organisation of the military training. This training, indeed, is substantially linked to the sovereignty of the State in security and defence; it may be considered too sensitive and out of the area of expertise of any quality assurance agency, thereof. Due to this limitation in the accreditation of the vocational training, which was anticipated by the explorer, an additional question on the belonging of the accreditation body to the European Quality Assurance Register was only investigated from the academic aspect. Though the EQAR is only in its early stages of development, it is undoubted from the data collected that the military higher education pictures itself as a part of the European higher Education Area. Despite all these measures that are effectively and rather efficiently implemented, however, it seems that mutual confidence still lacks in the military higher education area for the education and training of each other’s future military elites. Quality assurance must be improved with additional instruments to the classical EHEA ones, evidently.

Following the observations made on the organisation of the academic degrees, the credit systems and the internal and external quality assurance mechanisms, one may conclude that the military higher education institutions use the same instruments as their civilian counterpart and that, with respect to Giuseppe Caforio’s distinction, they are “convergent” with them. This impression is reinforced by the observation of the trend in the vocational training to make recourse to the same instruments, such as the ECTS. The convergent-divergent classification could make sense, therefore, if read from the angle of a dynamic, *i.e.* a movement of convergence – or divergence. It cannot be read as the representation of the reality of the officers’ basic education and training because the vocational part – even if not provided by the institution under the microscope – always exists in the basic curriculum, which is the sum of the actions of all the institutes involved. However, with view to “map” the readiness to mobility development at the level of institutions only, this distinction may support the identification of opportunities: using instruments similar to the civilian institutions for exchanges between “converging” institutions, using other instruments for exchanges with or between “diverging” institutions.

As regards recognition of a study or training experience abroad through the transfer of the credits obtained or insertion into the diploma supplement, finally, the collection of answers from the actors of the basic education and training systems show an optimistic picture which, it is assumed, does not exactly correspond to the reality. The display of the answers is summarised in the following two graphs,





Undoubtedly, the answers were provided in good faith by the respondents. Nonetheless, the researcher’s observations in the field when exchanging with the managers of the basic education and training institutions, the teachers, trainers and the students or when taking part in mobility events go against this optimistic vision. Too often examples are formally²¹² or informally reported or met of academic and/or vocational exchange experiences that are not or insufficiently recognised by the sending institution. Unsurprisingly, as also contained in the data collected, vocational training experiences are less validated than academic education ones. In all of these cases, the most recurrent argument is that the future officer must anyway complete the entire national programme, which contains enough credits for a lawful recognition of his or her curriculum. He or she would have to complete the course or training missed when coming back from the stay. Sometimes, institutions even formulate the same requests for modules that it exceptionally proposes to its own students. There would be no need, therefore, to recognise a merely “extra” experience. In some cases, concretely, the recognition is limited to a mention of the content of the exchange in the diploma supplement or the validation of the credits only in addition to the credits that are necessary for the commissioning curriculum. In a meaningful mobility of the knowledge and know-how, as it is sought by the Bologna Process and normally enforceable by the accreditation agencies, the exchange experience is not an addition to the – already overburdened – national curriculum but an alternative to it. It does not mean “blind recognition”, however, as the quality assurance mechanisms must fulfil their mission.

The fact that the data collected insufficiently reflect the reality of the field makes the explorer think that the culture of the recognition in the military higher, which is the ultimate demonstration of mutual confidence between the education and training systems, is lacking strength. Improvements are needed in this area and are vital for the quantitative and qualitative development of mobility of knowledge and know-how. Visibly, similar to the observations made about the quality assurance mechanisms, the classical EHEA instruments are not sufficient and must be completed by additional military higher education-tailored ones.

2.2.1.4 The use of existing mobility instruments

With view to finalise the exploration of the factors that can be used as levers for developing the mobility of knowledge and know-how, it is logical to investigate the instruments available to the military higher education institutions and the use they make of it. The data collected in this area are usually those provided by the “main” institutions, *i.e.* generally the institutions that provide the academic education and, in the case of Germany, Finland – and to some extent also Sweden – some institutions in charge with the coordination of the vocational training. Most often, indeed, the branch specialist training

212. See for example, Sylvain Paile (report) “Addendum to the evaluation reports on the CSDP modules organised during the academic year 2011-2012”, internal circulation, summer 2012, p. 3-4.

institutes have no mobility policy of their own and limited capacities for developing one. Although they might not have taken part in these investigations, their action shall not be forgotten when studying opportunities to develop the mobility further.

For the academic year 2013-2014, the systems for which updated data were provided reported that 8 per cent of the total number of European military students in their basic education and training had been exchanged for a period amounting for or exceeding one working week²¹³. For the Army cadets, this percentage goes up to 10 per cent, 4 for the Navy and the Air Force, 1 for the Gendarmerie. As for comparison, in the academic year 2011-2012, the Erasmus programme allowed mobility for only 0,95 per cent of the total number of European higher education students²¹⁴.

61 per cent of the basic education and training systems have at least one institution that has signed an Erasmus – or Erasmus + – charter and may use the programme for its exchanges. This percentage is roughly found in each service as well. The same statistics for the EHEA in general are unreliable due to the difficulty to clearly estimate the total number of higher education institutions in the European Union²¹⁵. However, the proportion is likely to be higher, thus confirming that the Erasmus programme is not fully adapted to the needs and circumstances of the military higher education and its institutions. In addition, the present study did not investigate the actual use of the programme in the exchanges which effectively took place in 2013-2014 but it can be assumed that it represents a very little proportion of these because of the time constraints attached to the Erasmus.

The recognition and organisation of common degrees – also called “joint degrees” in the EHEA in general though the term has a different meaning in the military area – between different military institutions of different member States is anecdotic, at the time being. There exists a project of a common degree between different basic education and training institutions of Central European States but it is not advanced enough for clarifying its scope and content. If effectively implemented, this project would be a model for European integration and trust between different education and training systems. Its potential should be studied in detail as to provide sources for mobility development for other institutions and other projects of common interest. The joint degrees in the EHEA in general are also stammering but the civilian higher education institutions have, since its creation in 2004, made use of the Erasmus Mundus programme for developing this form of mobility based on curriculum-sharing. None of the military institutions have made use of this programme for creating joint programmes with other military institutions.

As regards the exchange instruments that are shared with their civilian counterparts, the officers’ basic education and training institutions globally make a more limited use of them, as demonstrated in the course of the investigations. In this respect, the military higher education would tend to be “diverging” more than “converging” with the civilian higher education. Once again, the position of a given institution in this classification may help the identification of instruments that can be used for developing mobility: either civilian-like and existing ones for exchanges between converging institutions, or to-be-created or adapted ones for the exchanges between or with diverging institutions. However, even in the case of “converging” partners, the use of instruments such as the Erasmus programme will overcome the obstacles of the military specificity only with great difficulty. Complementary action is therefore necessary.

Almost 50 per cent of the basic education and training systems reported that their institutions can use the Framework Agreement established in the framework of the Initiative as a complement or an alternative to exchange agreements such as the Erasmus ones. This number is an incentive to go further for the general subscription to the Agreement as it should not be seen as an additional administrative burden. It is indeed the support for the implementation of a certain number of principles and values in

213. One must note that a certain number of students were accounted several times (usually 2 maximum) as they could go on exchange several times, e.g. In Austria. Their number remained nonetheless limited and does not change fundamentally the statistical estimate.

214. European Commission, “On the way to Erasmus + - A Statistical Overview of the ERASMUS Programme in 2011-2012”, November 2013, p. 13.

215. Though the European Commission classically estimates this number around 4000 (High Level Group on the Modernisation of Higher Education, “Report to the European Commission on Improving the quality of teaching and learning in Europe’s higher education”, June 2013), the number of institutions that effectively hold an Erasmus charter from the European Commission in 2011-2012 is 4.452 (European Commission (November 2013, Op. Cit., p. 20)).

From european mobility to military interoperability

the exchanges of academic or vocational knowledge and know-how between military institutions that respect and take into account the specificities of the military higher education.

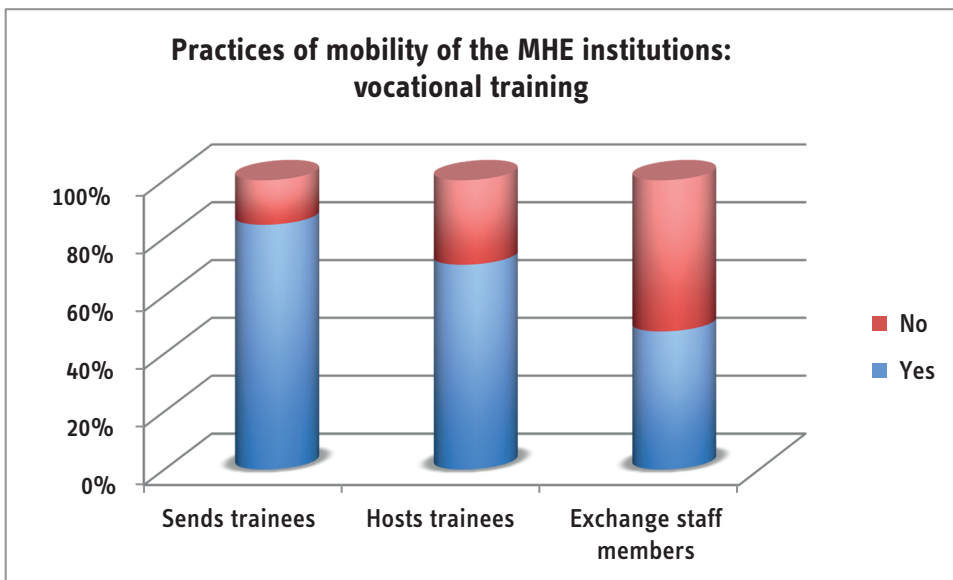
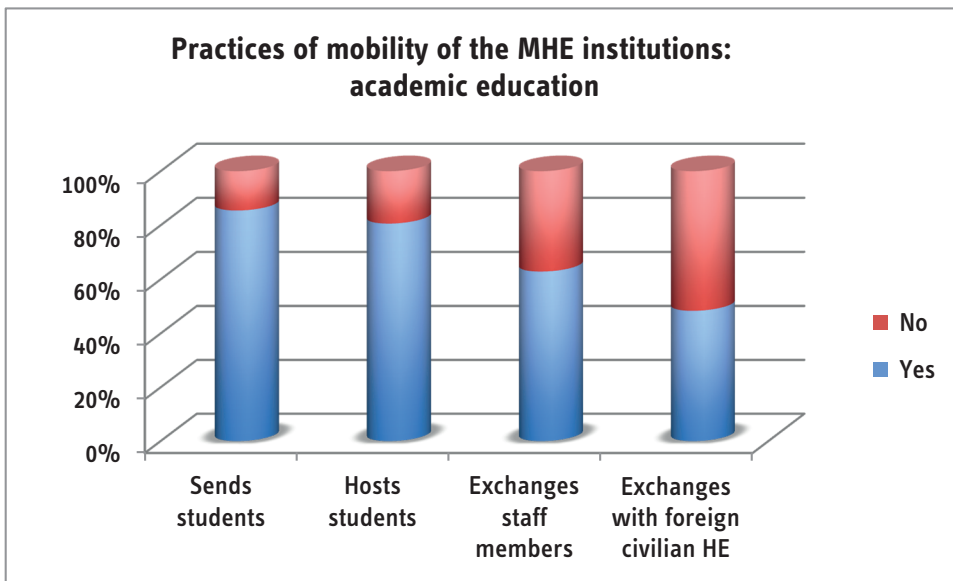
There exists three main *fora* in which the institutions can meet in service format and discuss challenges that are specific to the education and training of their services and/or investigate possibilities to develop further their exchanges of students and staff. The representation of the different basic education and training systems in these *fora* is summarised in the table below. These platforms must be considered as essential tools for the development of mobility, as the participating institutions share “service” culture, traditions that stimulate the construction of mutual confidence. But they shall also be the interlocutors of the Initiative’s Implementation Group when and where it comes to implementing actions designed for the entire military higher education at a more “service-operational” level, such as the adaptation of the forthcoming sectorial qualifications framework to the specific realities of the Army, Navy and Air Force.

Table 9: Participation of the European Union basic education and training institutions to the services’ *fora*

	European Military Academies Commandants Seminar EMACS (Army)	Conference of Superintendents (Navy)	European Air Force Academies EUAFA (Air Force)
AT	X		X
BE	X	X	X
BG	X	X	
CZ	X		X
DE	X	X	X
DK	X	X	X
EE	X		
ES	X	X	X
FI	X	X	X
FR	X	X	X
GR	X	X	X
HU	X		X
HR	X		
IE	X	X	X
IT	X	X	X
LT	X		
LV	X		
NL	X	X	X
PL	X	X	X
PT	X	X	X
RO	X	X	X
SE	X	X	X
SI	X		
SK	X		
UK	X	X	X
Int.	None	3	3
% EU military institutes’ participation	100 %	64 %	64 %

Almost all the basic education and training systems have already experimented with exchanges in either academic education of vocational training or both. When analysing data reproduced in the two

graphs below, indeed, it appears that inward and outward students' mobility as well as staff exchanges are practiced by the majority of institutions. It must be noted, however, that these forms of mobility are significantly less developed in the vocational area than in the academic one, which may possibly be explained by the sensitivity that is attached to the question of the exchange of military know-how. Roughly half of the systems only, for instance, experimented with the exchange of vocational training staff. In addition, it can be observed that the military institutions, even in the academic area, tend to exchange in priority with their European military counterparts than with the civilian higher education institutions. This "military connection" can be interpreted by the explorer as the sign that the military higher education is in a position to organise its internal cohesion and appear as a group sharing practices and interests it might be willing to promote and defend. The question of the formal representation of these interests and practices, notably at the European level, shall thus be asked.



As they were reporting on their experience of the education and training mobility in their systems, 54 per cent of the existing institutions shared that they had in the past or still have the experience of full-curriculum exchanges. These kinds of exchanges are somewhat "diplomatic" exchanges, since they involve a special link between two countries and involve all the institutions of the hosting system, and are not, for this reason, fully in the hands of the institutes. However, they imply that the trust between the two partners, which are here the "systems" – *i.e.* the States – and not the institutions, reaches a

level that permits to the sending one to commission an officer it has not, or only the strictly necessary complement, educated and trained. In this respect, it is an ultimate form of mobility, which is already developed between European Union Member States²¹⁶. Nevertheless, developing this form of exchanges requests that the mobility development be also addressed at the upper level – *i.e.* a diplomatic one – that the structures of the Initiative do not represent. Hence, other actors would have to be included in the discussions.

The investigations, finally, highlighted that a third of the systems had or are about to organise one or several of the 9 common modules that have already been created and approved in the framework of the Initiative. This implies that even more systems have participated in these modules in sending students or trainees, which is very encouraging. The common modules, indeed, are not only a “military-size” event which does not disrupt too much the normal conduct of the curricula. They propose to acquire knowledge and know-how which, normally, are not available in the national curriculum, in a truly European environment. Out of the total number of cadets exchanged in 2013-2014, it can be estimated that around 25 per cent were in the framework of a common module. The pursuit of the efforts for developing this form of mobility is thus key for the further integration of the military higher education.

Some of the institutions, though a limited number of them – representing around 13 per cent of the systems – have designed and proposed “international semester” programmes for inward mobility of students and staff. Though these offers can undoubtedly constitute a sort of “competitive advantage” on the market of the inward mobility, the relevance of their content for other European students can only be assessed on a case-by-case and on a subjective basis. Nonetheless, they may become sources of best practices for the organisation of the education and training with view to develop mobility, notably as they encourage the modularisation of existing courses or translation of existing ones into another – “international” – language.

2.2.2 Lessons as regards the instruments of mobility improvement

The European initiative for the exchange of young officers, inspired by Erasmus, is for the time being the most adequate instrument that exists for addressing the development of the mobility in the military higher education in general. Its aim is not to duplicate the existing exchange instruments but, similar to the Bologna Process at the level of the entire European Higher Education Area, to prepare the ground for the growth of these exchanges and the fruit that is a common security and defence culture. To this respect, it may objectively be regarded as covering most of the topics through which mobility could quantitatively or qualitatively be improved. In addition, its structure of decision allows not only the expression of the institutions’ viewpoints, as in the *fora*, but also the dialogue at other levels. The working groups allow for focusing the debate between interested stakeholders on one topical issue, the Implementation Group allows confronting different visions of the basic education and training – possibly with the representation of European Union bodies –, the dialogues between the institutions and the representations of their Member States as well as the endorsement of the decisions at the EU political level gives certain assurances to the universal implementation of the actions undertaken. Some of these actions, however and as demonstrated along the analysis of the data obtained, must be reinforced by new measures or re-adapted to the realities of the military higher education.

2.2.2.1 Measures related to a system of equivalence in vocational training

The implementation of a system of equivalence and currency for exchanges in vocational training is at the heart of the efforts for lifting the obstacles and developing further the mobility. It would be, indeed, a key realisation for achieving the mutual recognition in the officers’ basic education and training.

The “workload calculation” system designed in the framework of the line of development 1 is not only a first achievement but it is also, as shown by the facts, a reality of the military higher education. Systems and institutions use it for crediting their vocational training and are ready in principle, though the

216. This includes the basic officers’ curricula proposed by other EU Member States to Member States that have no indigenous education and training capacity: Cyprus, Luxembourg, Malta.

explorer has not met such cases in practice, to exchange on this basis. They are enabled, with the adoption and implementation of this method, to exchange workload estimates with systems and institutions sharing the same methods but also with others using the ECTS or the ECVET. These two, indeed, use the “workload” estimate as one of the two components of the definition of their credit systems. The second component, for both the ECTS and the ECVET, being the reflection of the learning outcomes. The estimate of the workload, usually in working “hours”, ensures a certain level of objectivity in the definition of the number of credits to be awarded to a learning unit. The “workload calculation” system, therefore, was designed to be mathematically compatible with the ECTS and ECVET.

The primary intention of the designers of such system was that, when a common approach on the definition of the learning outcomes in the European military higher education would be reached, based on the work done in the line of development 2, the transitional “workload calculation” be converted to either the ECTS or the ECVET. These two, in fact, are meant to be compatible one with the other and can be used by the higher education institutions either alternatively or complementarily²¹⁷. In principle, then, a continuation of the line of development 1 could be the transformation of the workload calculation to one of these two fully developed and acknowledged systems.

Owing to the observations of the picture made through the present investigations, a next phase of this line of development should be the conversion to the ECTS, which would then be called to become the single currency of the military higher education for both its pillars. The ECVET, indeed, is not used although the ECTS already represents an important share.

Opting in favour of the ECTS for crediting the vocational training is also a measure for the benefit of the entire military higher education. As already established, it is not compulsory from a purely European legal point of view for the basic education and training systems to make their vocational training credited as they generally did with the academic education. Even when and where some made it accredited, they have done so only for some of the vocational training. The professional branch specialist training, which is often organised between the graduation and the first posting of the officer in a unit, is usually not accredited while the training centres are not accredited and recognised as higher education institutions. When and where the vocational training is not credited at all, it may be because the system or institution does not wish to make the vocational part of the curriculum accredited as the academic part is. The use of a credit system is usually one of the requirements used by an accrediting agency for recognising a curriculum as higher education, but this implies that the entire curriculum and all the aspects of the education and training policies of the accredited institution are inquired. Due to the sensitivity of the area and the possible idea according to which a civilian agency – as it is the case of the accreditation bodies at the moment – is not competent for reviewing this specific form of vocational training, the national armed forces and/or the officers’ basic education and training institutions might prefer leaving this aspect outside the scope of the accreditation. In this case, the vocational training keeps a certain degree of autonomy from the academic education. However, the spirit of the Bologna Process and the European Higher Education Area, assumedly, is to consider indistinctively all the forms of acquisition of qualifications necessary for the exercise of a high-level profession. The crediting, and the accreditation, eventually, of the military vocational training should thus be seen as an action of implementation of the Bologna Process and contribution to the European integration of the military higher education.

From a more philosophical point of view, crediting the vocational training also with ECTS would contribute to increasing the visibility of the military higher education *vis-à-vis* the higher education in general. Conceptually merging the two pillars of the officers’ basic education and training, indeed, allows the “military science” to emerge as an autonomous scientific field. In crediting the vocational training and rendering the limit between what is purely academic and what is purely vocational, the military science becomes more than the military application of – originally civilian – existing sciences in the academic education. It becomes a science that is spread by the conjunction of both education and training methods, usually for an amount of 60 ECTS per year. This transformation of the military knowledge and know-how as a science, which has already started in many EU Member States, reinforces the *raison d’être* of the officers’ basic education and training systems and their institutions *vis-à-vis* the public; since it is a modern and “stand-alone” science, it is normal that the education and training to it

217. See for example: European Commission (report), “Be-TWIN Tool - Kit Bridging ECVET and ECTS, A Guide for Pedagogical Staff”, July 2010, p. 37-ff. Available: <http://www.ecvet-projects.eu/Documents/EN.pdf> (December 2014).

is the responsibility of specialised institutions. Though it is envisaged in several Member States to make an increased recourse to the civilian higher education capacities for delegating the academic education of the officers' curriculum, this might be used as an argument for the sustainment of autonomous military capacities.

From a technical point of view, the generalisation of the “vocational ECTS” that the explorer proposes would be fully effective only when the link between the learning outcomes and the qualifications designed in the framework of the line of development 2 will be made. As it remains clear from the observations that the European military higher education currently lacks a common culture of the qualifications and the definition of learning outcomes, this preparatory work is necessary to realise the expectable transformation. The different systems and institutions shall first have a common understanding of how to define learning outcomes and assess their respective importance before finalising the method of the estimate in terms of ECTS.

However, it is already possible to organise, in the framework and structures of the Implementation Group in general and its line of development 1 in particular, the exchange of best practices between those which have already merged their education and training in a single currency and those which have not yet done so but would like to. It may be difficult for the internal organisation of an institution, for example, to convert 60 ECTS that are now fully dedicated to academic education to 60 ECTS dedicated to both academic education and vocational training. The Initiative should be used as such a forum of practices and experiences.

2.2.2.2 Measures related to the elaboration of a common qualifications framework

As assumed from the data collected, the European military higher education lacks a solid and common culture of the definition and content of the qualifications. There is no proper “gap” between the civilian and the military actors in this respect. However, the mobility of the military students and staff can only develop if the exchanges are based on the outputs of the education and training processes, *i.e.* the qualifications, and not the inputs, *i.e.* the content of the programmes. It is crucial for a meaningful mobility to grow from a common vocabulary in this area.

The set of qualifications proposed through the “tree” is a first and necessary step toward this objective. The tree was formally adopted by the Implementation Group in September 2014 and presented to the ESDC Steering Committee, which formally endorsed it²¹⁸. Following this endorsement, the tree was communicated to the European Union Military Staff (EUMS) and the European Union Military Committee (EUMC). The latter is expected to provide its views on the next steps regarding a possible formalisation of the set of qualifications into a sectorial qualifications framework. The possibilities, indeed, are to request the Implementation Group to draft a framework which would describe the qualifications in terms of levels that can exist in the military higher education, on the model of the EQF which translates the qualifications in terms of study cycles, or to directly ask the services' *fora* whether they would like to do this work specifically for the services they act in. Three sectorial qualifications could then be expected if this solution was retained. The EUMS is working in parallel on the “CSDP Reference Curriculum” which is meant to describe the qualifications expected from the military officers notably, at the different stages of their education and training along their career. Eventually, it is expected that the main education and training *rendez-vous* of the career of the officer make particular sense in a security and defence context in which the CSDP is called to play a growingly important role. Since the product of the line of development 2 is the first achievement and a first contribution to the CSDP Reference Curriculum, one can hope that the process of elaboration of this one will also contribute to the effective implementation of the qualifications. The qualifications established with the tree should not be contradicted and, to this end, shall serve as a basis for the elaboration of the Curriculum, and they will be able to benefit in return from the strength of the project of common Curriculum at the European level for being promoted and properly implemented. The tree of qualifications – and the possible and subsequent framework – and the CSDP Reference Curriculum, which is currently being worked on, can mutually benefit from their experiences and prospects.

218. ESDC Steering Committee, 66th meeting, 22 October 2014, approved minutes (document not published).

A third actor should also be invited to “baptise” the qualifications of the officers’ basic education and training thus described. The European Commission, notably its Directorate General for Education, should be informed on the process and method that led to the tree as well as its final content in order to receive its possible comments. It would allow formalising the tree and/or the sectorial qualifications framework into a format that may be recognised throughout the entire European Union and European Higher Education Area.

These formal steps should not bring changes to the content of the qualifications adopted and the Member States and their institutions are already entitled to implement them in their education and training policies. The line of development 2, therefore, should be used as a forum for exchanging on the best ways to proceed in the transformations inside the national systems and institutions’ policies.

The use of the qualifications, beside, is not limited to the definition of the credits for the academic and vocational aspects of the curriculum. They are also the benchmarks of the quality of the education and training process. As they are the essence of the confidence the Initiative seeks to enhance, the qualifications are both the basis and the purpose of the quality assurance mechanisms. Owing to the shortcomings that were observed in this area, the line of development 2 could be used for this purpose as well. If similar levels of assurance are provided on standards that are common, it can be expected that the European institutes will mutually trust each other and the way the educate and train future military elites. The tree provides these standards that the mechanisms ensure. The mechanisms themselves are covered by standards and guidelines, valid for the entire European Higher Education Area, that are globally implemented by the basic education and training systems. It should not be needed to develop new ones therefore but it seems necessary, with a view to create this trust, that the institutions promote and present their practices and experiences of the quality assurance mechanisms. Information and communication, in this respect, seem to be priority actions to engage in and a permanent working group, continuing the work of the line of development 2, would be a relevant and adequate forum. Eventually, this group could also propose complementary actions aimed at ensuring quality and that the education and training experience abroad be fully recognised, through ECTS and diploma supplement *e.g.*, in the national curricula.

The EUMS is also working on a project of quality assurance mechanisms specific to the military training²¹⁹. Though the idea of separate mechanisms for the academic education and the vocational training, if applied at the level of an institution, would threaten the uniqueness of the basic curricula and the concept of “military science”, as previously described, it would ensure that all the *rendez-vous* of education and training of an officer along his or her career be covered by mechanisms aimed at ensuring that the right level of quality is attained. At the level of the basic curriculum, additionally, this would also allow finding military-tailored solutions for covering the training that is organised outside the structures of the higher education, *e.g.* the branch specialist training in most of the European Union Member States. For this reason and despite the fact that the object of this project is broader than the basic level of the education and training, the working group of the “renewed” line of development 2 would have an important role to play. Collaborating with the EUMS, indeed, would give birth to an other “win-win” situation: designing quality assurance mechanisms for the training that is – today and formally – outside the higher education for the benefit of the basic education and training systems on the one hand, benefiting from the experience of the standards in the higher education institutions for the benefit of the more advanced levels or non-officers’ basic levels²²⁰.

From a purely scientific viewpoint, finally, the common description of the qualifications and, subsequently, the learning outcomes are in position to provide the foundations to a new effort of classification of models of systems and institutions in the future. Such a classification based on criteria that transcend the differences between systems and institutions and between academic education and vocational training, would indeed help the institutions in identifying who can be the best partner for a given timeframe and/or curriculum output. The following steps in the implementation process of the tree may then also pave the way to the elaboration of a new modelling theory in the military higher education.

219. EUMS announcement as the 3rd Annual Meeting on “training of CSDP missions and operations personnel”, 28-29 October 2014, Brussels.

220. The institutions acting at these levels or in these “other” areas of military education and training than the officers’ basic level are rarely organised as higher education institutions and, therefore, are not subjected to the same standards concerning quality assurance.

2.2.2.3 Measures related to the development of IDL-specific contents

It was deliberately assumed by the explorer at the beginning of the study that the development of IDL-specific contents, to be made available to every European basic education or training institute was not a key for the future development of mobility in general. Historically, the creation and implementation of IDL modules has not been part of the achievements of the Initiative and the only example, the material created in 2009 for accompanying the CSDP module, was never used and became consequently and rapidly outdated. The common modules – the example being limited to the CSDP one, in fact²²¹ – only make use of the IDL content established for the courses of the European Security and Defence College for all its audiences, which are broader than the young officers in their basic curricula.

In the absence of specific interest expressed for this line of development 3 in the Implementation Group and the absence of project of development of modules limited to internet-distance learning methods, it should be proposed to formally merge it into the line of development 8 on the creation of common modules, in which it could finally make sense.

2.2.2.4 Measures related to the creation of an IT platform

The creation of an IT platform to be made available to all the European basic education and training institutions was not specifically investigated through the questionnaires sent to these stakeholders. However, the concept of this IT platform is at the origin of this study and the method used for these investigations. It is a contribution to the future development of the mobility of knowledge and know-how in the sense that, like most of the other lines of development, it seeks to provide the institutes with the most adequate conditions and tools for developing their exchanges. The IT platform, therefore, was not the object of this study but one of its main objectives.

The primary purpose of the IT platform is to enable the interested and relevant stakeholders to operate on an analysis of the perspectives of mobility development at a “micro” level, *i.e.* between education and training systems or institutions, where the present studies operate at a “macro” one, *i.e.* the European Union. The investigations allowed for confirming the assumption of the explorer that mechanisms of the education and training policies could be used as levers for developing mobility not only at the global European level but also, if the practices are compatible, between two systems or institutions. These levers shall now be handed in to the stakeholders of the mobility policies in the form of the IT platform: students, teachers, trainers, scientists, exchange managers, institutions’ managers, policy managers, etc.

The practical objectives of this IT platform are to provide a capacity for information and communication to the European officers’ basic education and training institutes and their tutoring ministries on the levers they can use for enhancing and improving mobility. This shall be realised in the form of different functionalities that are inspired by the findings of the present study.

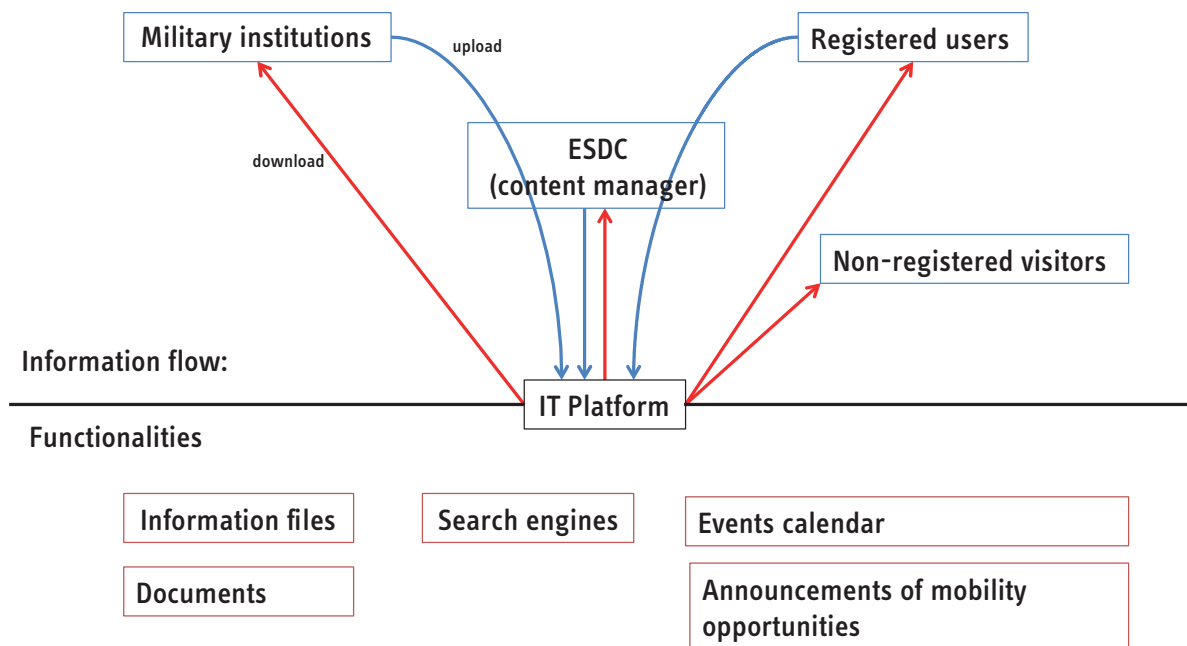
In a first place, it appeared clearly that the IT platform should be a database containing gross information on the existing systems and institutions, but also information on the tools and *fora* that can be used for developing mobility quantitatively and qualitatively. The fiches and the information related to the Initiative will naturally occupy an importance place in this database.

It is also important that this IT platform offers the possibility to the stakeholders of the development of the European mobility of military knowledge and know-how to express their opinions and share information themselves with their counterparts. They shall notably be in a position to upload information and communicate on their own offers and demands in terms of exchanges. To this end, the IT platform will integrate the functionality of the Mobility Newsletter which was, until the opening of the platform, created under the line of development 6 and edited prior to each Implementation Group meeting. The offers and demands in exchange opportunities will thus be published on a more regular basis as to allow them to meet more easily.

221. In practice, until a project submitted by Greek organisers for common modules to be held in May 2015, none of the other common modules have made use of the IDL instruments proposed by the ESDC.

Finally, the IT platform was expected to enable the stakeholders to proceed with their own investigations with a view to plan and organise exchanges. Two different search functions were then envisaged and will be made possible through search engines on the platform. On the one hand, it will allow searching among specific mobility events that are proposed by basic education and training institutions and shared by these ones on the platform. On the other hand, it will be possible to search for potential partners in exchange, based on a selection of criteria established from the characteristics of the different systems and their institutions as they are reflected in the fiches.

Figure 4: Accesses and uses of the IT platform



More technical details on the organisation of the platform, the navigation on this tool and the accessibility of these different functionalities will be provided in a separate section of the present study.

2.2.2.5 Measures related to the creation of a framework agreement

The content of the Framework Agreement was not particularly investigated through this present collection of data. It contains the principles its drafters considered essential for the smooth planning and organisation of the exchanges between military institutes and these principles such as reciprocity and the absence of fees for the exchange study periods, objectively, have not fundamentally changed since its adoption. The document, which is more a charter than a proper agreement as it does not need to be formally established as a contract between the partners, already contains mechanisms for its revision and updates. These mechanisms have been exercised for the first time in November 2014, after 5 years of implementation. It does not belong to the explorer, therefore, to propose amendments to the existing provisions other than those that have been proposed by the planners and organisers of the exchanges “in the field”.

In such a vast and diverse area as the European Union one, the level of implementation of the Framework Agreement can objectively be seen as a success. Nonetheless, as this Framework contains the basic principles that can be regarded as essential by any military institute, one could expect that efforts be engaged for promoting and universalising the formal subscription to its provisions. An “outreach” process toward the Member States that have not yet communicated their intention to follow these principles in their exchanges could be triggered in the context of the line of development 5. Communication and information would be keys of such action but they could also be requested for “inreach” actions where necessary, inside the Member States, as institutions may be unaware of the provisions of the Framework Agreement or have not taken any particular implementing measures for making these principles binding. The present investigations, indeed, studied the level of subscription to the Framework Agreement’s

content but not the concrete implementation of its principles. It is also the case of the different reports of the ESDC on the subscription to the Agreement or the reviewing process: they do not investigate the – desirable – implementation of its content.

It is possible also to go further in the spirit that animated the creation of the Framework Agreement, *i.e.* the commitment to common values in the exchanges. As raised along these investigations, a key component which is lacking in the meaningful mobility of the knowledge and know-how in both academic and vocational areas is recognition. It can be proposed, therefore, to reactivate the line of development 5 in elaborating a “Recognition Charter” or completing the Framework with provisions on the necessity to recognise the foreign experiences of the military students and recognise in general the content of experiences that are not strictly contained in the national curriculum. Recognition is already set as a requirement in Article 5.4 of the Framework but the data have shown that the principle, in general, is lacking implementation. Though, recognition is not only an obligation – at least a strong encouragement as the Bologna Process is not directly legally binding –, it is the key for improving quantitatively and qualitatively the mobility.

The question of the form of such a commitment can be left to the Member States and their institutions but it should bind all the institutions that have the intention to exchange knowledge and know-how, especially through the exchanges of students. To this regard, if the form retained is the amendment of the existing Framework Agreement for a more important reference to the principles, such as a declaration in the annex, efforts should be done for the effective universalization and implementation of the Framework. If it is preferred to elaborate on a separate Charter, which would represent an additional work, the drafters should envisage making it a binding document for the maximum number of stakeholders. A formal work should thus be done for revitalising the commitment of the European Union Member States and their institutions *vis-à-vis* the Initiative, for example in inviting the Commandants of the institutions or the representations of the Member States to formally sign it. Giving an extra-ordinary character to this elaboration process would, assumedly, also give a new impulse to the action of the Initiative and the participation to it.

2.2.2.6 Measures related to the communication on the Initiative and encouragement for implementing it

Though mostly raised from the experience of the Initiative more than the data collected through this study, measures can be proposed by the explorer for increasing the visibility of the Initiative as a tool for developing the mobility and the encouraging its implementation by the Member States and their institutions.

A binding – or at least “strongly encouraging” – Recognition Charter, the elaboration of which is suggested in the context of the line of development 5, would be a proper realisation to revitalise the commitment of the Member States and their institutions for the objectives of the Initiative but also *vis-à-vis* their students and the European Union in general. The message to the former would be that if they decide to travel for studying topics they are interested in and would like to specialise in, possibly, their experience will be fully recognised. The message to the latter would be that the basic education and training systems set as a priority to improve the qualifications of their human resources with a view to obtain highly qualified and sustainable officers for the European security and defence.

The Implementation Group, through the line of development 6, should also develop strategies for lobbying and making the Initiative visible, notably in the works and projects engaged by the EUMS. The regular participation of a representative of the EUMS at the Implementation Group meetings is a first step toward establishing a bridge between initiatives at the basic education and training level and initiatives at other levels and/or with regard to the Europeanisation of the defence policies in general. However, the realisations of the Initiative should be more actively defended in the EUMS projects such as the elaboration of the CSDP Reference Curriculum, the development of quality assurance mechanisms in the military training, or even in important documents that are being developed. As

the EU Training Policy in ESDP and the EU Training Concept in ESDP²²² are currently²²³ being revised for a new comprehensive document titled “Training Policy of the EU under CSDP”²²⁴, the preliminary version of this document does not make any specific reference to the Initiative nor to the experience acquired in educating and training of the CSDP for the officers’ basic education and training systems although they respect the principles established in the document, *e.g.* the primary responsibility of the Member States for the training and the autonomy for its assessment. This experience, undoubtedly, should be considered as efforts toward European interoperability and were specifically undertaken and taught lessons that can be used at other levels. In return, such a dialogue would guarantee that the work done in other spheres does not only take into account but also respects the achievements of the Initiative that are already implemented or on the way to be implemented.

Although it was in the plans of the Implementation Group since the early stages of the Initiative but irregularly effective, the dialogue with the 3 main services’ *fora* – *i.e.* the European Military Academies’ Commandants Seminar, the Conference of the Superintendents of the Naval Academies and the European Air Force Academies – should be structured and sustained by the implementation of a communication channel. As they themselves reported, the participants to the *fora* have only scarce information about the Initiative, its on-going works, its achievements and its even though these are of primary importance for the schools. The Implementation Group, itself, lacks information about the discussions and projects prepared by the *fora* although they are an important source of mobility opportunities. Since these *fora* meet usually once a year only, it is crucial, therefore, that at least a representative of the Implementation Group is nominated to take part in these meetings and provide an update of the activities in the framework of the Initiative prepared in collaboration with the Chair. It is also important, with a view to prevent even more strongly possible duplications of efforts, that representatives of the rotating chairmanships of these *fora* are always invited to the meetings of the Implementation Group, of the different working groups, and are invited to use the IT platform.

Finally, it is assumed that the opening and the use of the forthcoming IT platform will greatly contribute to improving the visibility of the Initiative and the challenges linked to mobility development of the future military officers and the personnel not for the public in a first place but for the students themselves and the institutions they may envisage to continue their efforts toward European integration.

2.2.2.7 Measures related to the use of the “Erasmus +” programme in basic education and training

Owing to the difficulties faced by the military institutions for practically using the possibilities offered by the mobility instruments designed for the higher education, suggestions can be formulated from the analysis of the data collected.

All the institutions, even though they are higher education institutions, have not participated in the Erasmus programme, which is the main instrument for mobility of the Lifelong Learning Programme – now the “Erasmus +” – that can be used, as demonstrated by the data. And, for those that have contracted an Erasmus charter, experience of the military higher education shows that only a minority of the exchanges take place on the basis of this programme. The questions of the frame of the exchanges between military institutes and, more pragmatically but even more important in a period of budgetary shortfalls, their funding remains open. Due to the criteria to be respected for using the programme, notably the threshold in the duration of the exchange, it lacks the flexibility that the military higher education requires. Legitimately or less legitimately – which is to be judged with the subjective eye of an explorer and the objective of the full recognition of an exchange experience – the military institutes may refuse to exchange their students or personnel for the minimum duration. No alternative has been created up to date, however.

222. Council of the European Union, Draft EU Training Policy in ESDP, 14176/2/03 rev.2, Brussels, 17 November 2003; Council of the European Union, Draft EU Training Concept in ESDP, 11970/04, Brussels, 27 July 2004.

223. As of December 2014.

224. Document not released for publication.

Identifying sources for funding the exchanges or saving on expenses related to the exchange of knowledge and know-how in officers' basic education and training, therefore, should be the priority of the line of development 7. Since the opportunities offered by the higher education mobility programmes are visibly limited, it shall enlarge its action to all possibilities, even those that could occur outside the frame of the "Erasmus +". Its action, for instance, should include the definition of institutional, national or European strategies for saving costs associated with mobility, such as dealing with the possible obligation in some Member States to pay "mission allowances" to military students remaining on the EU territory at the occasion of a study period or training. It could also focus its actions on the possible creation of an Athena-kind common budget for funding mobility events of European interest. Examples are many and creativity would certainly be the motto of a renewed line of development 7.

Nevertheless, the "Community" forms of funding shall not be dodged. The conditions for benefiting from financial support under the higher education programmes are public but often unknown from the personnel of the military institutions, who somewhat suffer from the rapid turn-over of personnel in the military. The line of development 7 shall thus continue being a forum of exchange on the best practices on these aspects and shall produce material and establish communication channels for helping the institutions to join the programmes, as these ones may also be seen as signs of the quality of the education and training offered. In addition, the line of development 7 should engage in the active defence of the interests of the military higher education in the higher education. It should allow the European basic education and training institutions speaking with one voice for formulating propositions to the European Commission with view to ease their access to the existing programmes or future ones that the Commission may design. To this respect, the line of development 7 should promote the measures that are being taken by the military higher education for becoming fully integrated, notably as regards the recognition, and claim in return a more "tailored" approach of the instruments of funding to the realities of the military higher education.

Another possible action in this line of development could be to consider not only the "Lifelong Learning Programme / Erasmus +" – and their subsequent developments – but a lifelong learning approach to the military education and training. While focusing on the cadet level, the Initiative may also promote European integration at all levels of the military education, *i.e.* also at junior and senior officer levels. The education and training of a military officer is a lifelong path, since in the course of their career, junior and, later, senior officers will need training based on their own experience of the profession and their individual physical and intellectual capacities; it must also be tailored to the operational and/or strategic needs of the armed forces. In the course of his or her lifelong apprenticeship, an officer may be mobilised in civilian education as well as within European or international military education environments. European officers must form an intellectual elite whose education is also recognised by civilian society, especially if they join the civilian labour market at a later stage of their career. This can only be done if the entire military education system has the same standards as the civilian one. The Initiative encourages mobility and a form of European integration of military curricula at all levels, beyond the mere limits of the basic training. It has also inspired similar education and training initiatives for border police management and judicial police officers. The basic education and training of an officer, therefore, can be seen as merely the first part of a lifelong curriculum. However, it must provide future leaders with the necessary tools for acting in their immediate working environment and carrying out their duties. The Common Security and Defence Policy and, more broadly, European cooperation on defence are an increasingly important part of this environment.

2.2.2.8 Measures related to the creation of new common modules

The contribution of the common modules to the mobility of knowledge and know-how in the military higher education in the form of exchanges of students, teachers and trainers is observable and objectively important. However, their role in the development of the mobility is not well-known to every stakeholder. The common module on CSDP itself, for example, is not mentioned – neither included nor excluded – in the Draft Training Policy of the EU under CSDP²²⁵ although it is undoubtedly a contribution to the training to CSDP of the future European military elites. Furthermore, civilian students are regularly taking part in CSDP modules, thus allowing the future officers to get familiar with the "comprehensive

225. *Idem.*

approach” that inspires the European action in security and defence. In general, and owing to the European learning environment they create for their organisation, all the common modules adopted in the framework of the line of development 8 train their participants to a common European approach to security and defence.

The creation of new common modules, therefore, must be seen as a key to the development of the mobility. The increase of their number will consequently grow the offer of mobility opportunities, according to the topical needs. But it is also hoped that, since the procedure for the elaboration of these common modules gives a primary importance to the qualifications and the conditions for the recognition of these international experiences, these specific events will create momentum for the improvement of the quality of all mobility events. Practically, practices could be suggested with a view to ensure that the common modules are perceived as offers of quality education and/or training. The organising and participating institutions, in this regards, should commit to reporting on a yearly basis to the ESDC Secretariat and the Implementation Group with specific information on their past implementation – such as the number and origin of the participants, the possible recourse to the Framework Agreement provisions – and information that is relevant for their future implementation – such as the contact details for the organisation of the exchanges and those of the volunteering lecturers. The common modules, for summing up, should be visible as a specific chapter of the communication about the Initiative, as they can legitimately be seen as its flagship realisations.

In the first stages of the Initiative, the common modules that were developed were primarily academic in their nature. Increasingly, projects of common training modules are submitted, as they seem to answer a real expectation from the institutions. However, the evolution could go further. The concept of the common modules, though it can still be developed in its current form, should also, as it can be suggested from the observation of the military higher education, envisage new forms of common education or training. The experience – “experiment”, really – of integrated curricula remains limited to a handful of cases. The institutions, most probably because of the national specificities of the curricula, seem to be reluctant to communalise a degree and to share its organisation between different – European – providers. This experience, which would be close to the full-curriculum exchanges that many systems already practice, would in fact announce the advent of the mutual trust between partners that the military higher education generally lacks.

As difficult as this can be, it could be suggested to test the elaboration and implementation of integrated curricula at an education and training level which does not imply too many consequences – and “risks” – for the regular career of the officer. The doctoral degree could be, to this respect, an adequate test field as it is, in many Member States, organised by basic education and training institutions but in the advanced curriculum of the officer, when he or she is already a professional. The institutions would be in position to experiment with this form of exchanges in the most adequate conditions. With view to start exploring the feasibility of such project, even though it is not limited to the basic level in this case, one could suggest that a first European doctoral school, *i.e.* a virtual structure in charge of the doctoral degree curriculum in a specific topic for several Member States, be dedicated to the studies on the Common Security and Defence Policy. The parallel with the start of the Initiative and the first module it gave birth to would thus be established: integrating the European military higher education with teaching the CSDP.

Intermediary conclusions:

The investigations allowed for collecting an important amount of information that are scientifically relevant for establishing an accurate picture of the European military higher education. This information will constitute the main resource of the IT platform that will be made available to all the European stakeholders for the development of mobility of the future military elites.

When starting these investigations, the explorer assumed that the military higher education had implemented the measures taken in the European higher education in general for lifting the obstacles to the mobility of knowledge and know-how. The data collected through the questionnaires and the experience acquired on the terrain demonstrated that this *acquis* was indeed and correctly implemented.

He assumed also that, due to the specificity of the mission of the officers' basic education and training institutions, the general and correct implementation of this *acquis* would not be sufficient to lift the obstacles to mobility between these institutions and allow them to benefit fully from the existence of higher education exchange programmes. This limitation of the European – in the broad sense – instruments was also verified.

The European initiative for the exchange of young officers inspired by Erasmus is, today, the main instrument for ensuring the integration of the European military higher education through mobility. It does not only deal with the planning and organisation of mobility events, like other *fora* of discussions on the exchanges; it also – and mainly – seeks to provide the institutions with the adequate level-playing field for the development of mobility, notwithstanding the national or services' specificities. It addresses all the main levers the explorer can identify for developing further, both quantitatively and qualitatively, the mobility of the military knowledge and know-how.

Nevertheless, after six years of existence, this instrument has not yet erased all the obstacles to free mobility. It may and must be improved to this end. This study has allowed the researcher to formulate suggestions for re-orienting the actions already engaged in through the lines of development of the Initiative or new fields of action that are compatible with the objectives and structures of the Initiative. These new axis that are proposed confirm the Initiative's role in cementing the coherence of the European military higher education but gives it also – in suggesting that it acts as a relay for the promotion of their interests – a new shine in appearing as an element of cohesion of the basic education and training systems *vis-à-vis* the public, the European Higher Education Area and the European institutions. Its action, therefore, shall be able to address all the different levels of decision making according to the needs: the individual one, the institutional one and the political one.

Chapter's conclusions

The instruments shaped for fostering integration through mobility in the European Higher Education Area are relevant to the European Union military officers' basic education and training systems but are not sufficient for fulfilling the same purpose with the similar success observed in the civilian higher education. The “military specificity” is, in this regard, both a claim of the institutions charged with this education and training and an argument for making recourse to original and tailored approaches to the development of the mobility of students and institutions' personnel. Hence, the European initiative for the exchange of young officers, inspired by Erasmus, was created for adapting the progresses and achievements of the EHEA to the particular island of military higher education.

In this second chapter, the explorer proposed to observe and comment on the ways this military specificity is reflected into facts and prevents further enhancement of mobility of military knowledge and know-how. The objective was first to “map” the military higher education as it stands today, its diversity and possible trends with a view, then, to discover new paths for the exchanges.

The collection of “geographical-kind” data was a process based on the prior identification of the factors of mobility development and of the subsequent levers the Member States and their basic education and training institutes may pull for facilitating the movement of students, teachers, trainers, scientists and administrative personnel. These levers were then investigated through fiches-questionnaires distributed to the actors of the basic education and training systems, notably to their “main” institutions. The inputs received from these actors were completed by the observations made by the explorer “in the field” and allowed for drawing the contours of the military higher education island. Though more updated inputs were expected from the different systems that exist in the European Union and in the time allowed for this study, enough data were compiled for providing an accurate picture of its different landscapes.

It was possible, from these investigations, to identify commonalities in the mechanisms and instruments used by the institutions for organising their offer of academic education and/or vocational training to the future military elites. Though many of these levers are inherited from the Bologna Process and the European Union, it is important to note that the military higher education is strongly attached to the EHEA and does not seem willing to cut loose from it. These commonalities are important in the perspective of the planning and organisation of mobility events.

Furthermore, these investigations allowed for concluding on the existence of commonalities in the identities of the institutions and/or systems, which were possibly modelled even before this specific study. Whereas all classifications of the basic education and training models do not present the same level of interest with regard to the objective of developing the mobility, they may be supportive with regards to the identification, by one or the other system, of possible partners to exchange with.

The data that were collected with this study will be made available on the IT platform proposed by the Initiative and which is under construction. It will thus allow the stakeholders of the mobility of the future military elites, including the students, the institutes, the national authorities but also the public, proceeding to micro-analysis of the potential of partnerships between two or more institutions or systems. At a macro level, this mapping of the entire military higher education already allowed for drawing conclusions regarding the possible ways to develop quantitatively and qualitatively the integration through exchanges.

The Initiative, which was assumed to be the most adequate instrument already at the beginning of these investigations, is most certainly the most relevant level-playing field for designing the future actions in favour of the mobility of military knowledge and know-how in the basic officers' curricula. Some of its on-going actions should be adjusted, other actions are proposed, but all of them can be engaged in under the aegis of the Initiative and, naturally, in coordination with all other relevant actors inside – such as the services *fora* or the systems that do not regularly participate to the Initiative – and outside the military higher education.

General conclusions

From the observation of all the efforts made by the military higher education institutions toward European integration, it is undoubted that these actors are fully conscious of the modern challenges our young officers have and will face in their career(s). The education and training of the future military elites to international and European acting environments and security and defence policies is key. It starts with the familiarisation to these realities; already at the basic education and training level; through the implementation of the European Higher Education Area *acquis* and the participation to existing mobility programmes. The Common Security and Defence Policy of the European Union, among the other examples of multinational frameworks, needs to be able to count on qualified and interoperable resources in personnel, especially at the leading positions within the armed forces. The mobility of student-officers as well as the teaching, training, researching and administrative personnel of the relevant institutions is the most adequate instrument for providing the future military leaders with an insight of their role in globalised security and defence and acquiring interoperability background skills. This mobility must be “meaningful” in the sense that real exchanges of knowledge and/or know-how shall occur and not mere symbolic protocol exchanges: cadets must truly “learn and train” together if it is expected that they acquire the technical and inter-personal qualifications that will make them a chain of the European security and defence.

As a parallel to these evolutions of the security and defence environments and policies, the officers’ basic education and training systems had to face societal claims for more transparency. The choice was made, since the mid 1990’s, to legitimise the intellectual status of the military elites in the society in formally implementing this form of military education to the higher education. Though the military officers were already trained on the basis of their secondary education, they progressively had to integrate the mechanisms of their civilian counterparts, henceforth. The military education, at this level of qualifications, took the form of the military higher education.

However, despite its good faith and good will, its assimilation into the European Higher Education Area has not been completed. The military specificity of these higher education institutions make it difficult for them to fully implement all the mechanisms created in the EHEA for lifting the obstacles to the mobility of knowledge and know-how and helping the institutions develop their exchanges. The military higher education, therefore, is a particular island, though not independent from it, of the EHEA. In order to benefit fully from the potential of the status of regular higher education institutions, it is required that complementary – to those defined for the EHEA in general – and adapted adjustments to the military specificity are made. The Initiative for the exchange of young officers, inspired by Erasmus, was launched in 2008 and meant to be the instrument of adjustment for compatibility between the EHEA and the military higher education. It was created not as an alternative to the EHEA instruments – despite the confusion encouraged by its nickname of “military Erasmus” –, although nothing prevents the creation of new exchange programmes beside those funded by the European Union, but as a sort of “military Bologna Process” for the access of the military institutions to the mobility instruments that cement the EHEA.

The Initiative has developed over the years a set of actions for lifting the obstacles to mobility of students and personnel and improving both quantitatively and qualitatively the exchanges of the European officers’ basic education and training institutions. They notably include the creation of an IT platform containing data on the different education and training systems and allowing interested stakeholders of the mobility of the future officers to explore the military higher education for mobility opportunities and/or mobility partners. However, with regard to the importance of the challenge, *i.e.* developing the meaningful mobility, and the objective, *i.e.* providing “European officers” to the European Union and its armed forces, one might assume that these actions could still be pushed forward. The present study ambitioned to identify how.

In the first chapter, the current state of integration of the military higher education was analysed as well as the use of the existing mobility programmes in the European military higher education. In the second chapter, through a new mapping of the European military higher education, a ground was

provided for systematising models that contain enough indications on the status of compatibility of the different basic education and training systems between each other. The data the explorer of the military higher education expected to obtain were thus meant to assess the state of progress toward the expected improvements in terms of mobility enhancement and, correlatively, proposing ways for developing new tools or adapting the current ones and the efforts toward this objective.

In a first place, therefore, the explorer had to identify the relevant instruments of the European integration of the higher education that exist and contribute to enhancing or facilitating the mobility of knowledge and know-how between its actors. These instruments, which have been designed in the framework of the Bologna Process or by the European Union, generally have two distinct but complementary objectives: lifting obstacles to the exchanges of students or staff, or giving a frame and support to these exchanges. Their rationales, their mode of creation, their substance and their achievements were then analysed in detail and synthesised, with a view to make sense in a military context and *vis-à-vis* the objectives pursued by this study. A subsequent question of these investigations concerning the existing instruments was whether a European military higher education area exists beside the EHEA and, if not, if it was desirable to create such area.

The “military specificity”, in fact, makes the military higher education a specific island “in” the European Higher Education Area but not a separate territory. It uses in an extensive way the room to manoeuvre provided the Bologna Process, but the Process itself is flexible enough to allow different systems in terms of study cycles, credits, quality assurance, for instance, co-existing within the EHEA. It seeks, indeed, to encourage harmonisation without forcing standardisation in the higher education. The military higher education does not contradict these rules therefore and, for most of the officers’ basic education and training systems, they even seek to follow the recommendations issued for the higher education in general. The differences between the systems, that only the in-depth study could highlight, were presumably not the evidence of the divergence of the military *vis-à-vis* the civilian area but the evidence of its attachment to the EHEA. The military higher education has not and does not intend to cut loose from the EHEA.

The structural support measures – *e.g.* the Bologna Process – and the contextual support measures – *e.g.* the programmes designed by the European Union – to the enhancement of students and staff mobility must be seen as invaluable contributions to the European integration of the officers’ basic education and training systems. They were made available to the military higher education, which effectively uses them for the realisation of its own goals: the education and training of the future military elites to the European and international aspects of their profession and legitimising these elites as intellectual elites *vis-à-vis* the society.

Nevertheless, these contributions are not sufficient to overcome what constitutes the “military specificity” and its – presumed – negative consequences for mobility. As it was observed in 2008, they had to be complemented with additional instruments. The Initiative also encourages the military higher education to develop its European integration through mobility with “harmonising without standardising” actions. Along the years, it established itself as the main – but not exclusive – framework in which the basic education and training systems and institutions can share information and best practices, communicate on mobility opportunities for all services, and design new actions for improving the European mobility. It was initially assumed by the explorer that it covered the main aspects through which mobility could be developed and its first achievements indeed created motion at the European level for making the future military elites familiar with these realities that they will experience in their career. Though it could be assumed that the Initiative was comprehensive, to this regard, one could also assume that it was not exhaustive and that mobility could still be qualitatively and quantitatively improved.

In a second place, the explorer had to “map” the European military higher education for providing models that contain enough indications on the characteristics of the different basic education and training systems and, with view to assess their levels of compatibility, that can be compared.

The first phase of this mapping exercise was dealing with the identification and modelling of the factors of mobility that exist within the military higher education and, subsequently, of the “levers” that can be used for developing this mobility further. The investigations on the existence and implementation of these factors and levers and their comparison between the different systems were expected to provide

the explorer with a scientific picture of the military higher education and of its diversity of “landscapes”. Behind this apparent diversity, the explorer sought commonalities in the levers in which he could rely for raising the mobility. These commonalities were, expectedly, of two kinds: similarities in the identities of the education and training systems, which would make them “structural” partner-candidates, or similarities in the implementation of simple mechanisms or instruments, which would made them “contextual” partner-candidates.

The levers were investigated through fiches-questionnaires distributed to the actors of the basic education and training systems. The inputs received were completed by the observations made by the explorer in the field and allowed for drawing the contours of the military higher education island. Though more updated inputs were expected from the different systems that exist in the European Union, enough data were compiled for providing an accurate picture of the different landscapes.

The investigations and the comparison of the data obtained allowed for concluding on the existence of commonalities in the identities of the institutions and/or systems. Models of systems and/or institutions’ classification that were designed before the present study were also confronted to the realities highlighted by these data. Whereas all classifications of the basic education and training models do not present the same level of interest with regard to the objective of developing the mobility, they may be supportive with regard to the identification, in one or the other system, of possible partners to exchange with. One possible classification that could be used for the identification of partners would most certainly rely on the qualifications and learning outcomes attached to the officers’ basic curricula. However, it is yet to be designed because its main criteria, if relying on the work done in the framework of the Initiative as one can expect, are currently being elaborated.

As also expected, it was possible to identify commonalities in the mechanisms and instruments used by the institutions for structuring and organising their offers of academic education and/or vocational training to the future military elites. These commonalities are important in the perspective of planning and organising mobility events. They revealed that most of the systems have implemented most of the actions proposed in the Bologna Process and participate to exchange programmes. But they revealed also that the European integration is more advanced in the academic education than in the vocational training and that actions still need to be undertaken for universalising or improving the implementation of these measures with a view to a meaningful mobility, notably as it relates to the recognition of the foreign experiences. The data that were collected need now to be made available on the IT platform that is being constructed with the support of the present study through its scientific-practical proposals. It will enable everyone interested by the mobility of the future military elites, including the students, the institutes, the national authorities but also the public, to access information on the systems and institutions and proceed to micro-analysis – where the present study operated at the macro level – of the potential for partnerships between two or more of these institutions or systems.

In a third and final place, the explorer used the data obtained for assessing and making a synthesis of the state of progress toward the expected improvements in terms of mobility enhancement and, correlatively, proposing ways for developing new tools or adapting the current ones and the efforts toward this objective. To this end, the Initiative may effectively be considered as the most relevant level-playing field for designing future actions in favour of the mobility of military knowledge and know-how in the basic officers’ curricula. Some of its on-going actions should be adjusted, other actions should be proposed, but all of them can eventually be engaged in under the aegis of the Initiative. Other instruments such as the services’ *fora* may be used as alternatives, naturally, but they can also be used as a support, for implementing or reinforcing the action of the Initiative in all the sectors it covers.

After six years running of the Initiative, the present study endeavours to contribute to the coordinated effort toward European integration in proposing, through its scientific proposals, to re-orientate on-going actions and define new ones. The Initiative, indeed, must become – more than ever – the cement of the internal coherence and of the cohesion *vis-à-vis* third parties of the European military higher education and the cement of its mobility ambitions. This implies that the systems and institutions commit to work together to this purpose and, from the latest projects visibly, that they make the link with other initiatives in the military education and training in general, in order to feed a lifelong approach to European military officers’ learning and training paths.

Proposals

The European initiative for the exchange of young officers inspired by Erasmus is, today, the main instrument for ensuring the integration of the European military higher education through mobility. It does not only deal with the planning and organisation of mobility events, it also – and mainly – seeks to provide the institutions with the adequate level-playing field for the development of mobility, notwithstanding but respecting the national or services’ specificities. It addresses all the main levers the explorer can identify for developing further, both quantitatively and qualitatively, the mobility of the military knowledge and know-how and, to this regard, can be considered as the most relevant toolbox for shaping the future.

Nevertheless, after 6 years of existence and the participation of a majority of European Union Member States, this instrument has not lifted all the obstacles to a free mobility. It may and shall be improved in order to make the military higher education an area of free mobility, though respecting the specificities of the national traditions, cultures and sovereignties.

This study has allowed the explorer to formulate suggestions for re-orienting the actions already engaged in through the lines of development of the Initiative or new fields of action that are compatible with the objectives and structures of the Initiative. These new axis that are proposed confirm the Initiative in its role in cementing the coherence of the European military higher education but make it also an element of cohesion of the basic education and training systems *vis-à-vis* the public, the European Higher Education Area and the European institutions. Its action lines, therefore, shall address all the different levels of decision according to the needs: the individual one, the institutional one and the political one. Following the same logic, implementing these suggestions can be done under the aegis of the Initiative and, complementarily or alternatively, with all other relevant actors inside – such as the services *fora* or the systems that do not regularly participate to the Initiative – and outside the military higher education – such as European Union bodies.

Owing to these requirements and the realities of the European military higher education reflected in this study, it is possible to formulate the following proposals.

- 1) Measures related to a system of equivalence in vocational training:
 - a. Encourage the exchange of experiences between the military institutes on the use of learning outcomes in methods for estimating the number of ECTS to be awarded to a learning or training module;
 - b. Promote and encourage where appropriate and when the sectorial qualifications framework is being implemented the appropriation of the ECTS as the credit system for the vocational training in the basic curriculum of the officers. The institutions that already used the “vocational” ECTS should be encouraged to exchange best practices on this transformation with the systems in transition.
- 2) Measures related to the elaboration of a common qualifications framework:
 - a. Describe the qualifications contained in the “tree” according to the levels of mastering that can be encountered in the military higher education in order to formalise one “joint” sectorial qualifications framework or service-specific sectorial qualifications framework;
 - b. Submit the qualifications described in the tree or the final sectorial qualifications framework(s) to the European Commission’s or other higher education instances’ formal approval;
 - c. Promote the participation of Implementation Group members in the drafting process of the “CSDP Reference Curriculum” conducted by the EUMS with a view to promote the description of the qualifications operated at the level of the officers’ basic curricula;
 - d. Encourage the implementation and exchange of best practices in implementing the qualifications described in the basic curricula of the European officers;
 - e. Encourage the exchange of information on the practices in terms of quality assurance mechanisms and recognition of learning or training experiences in foreign education and training systems;

- f. Promote the participation of Implementation Group members to the elaboration of quality assurance mechanisms in military training that is currently being conducted by the EUMS.
- 3) Measures related to the development of IDL-specific contents:
- a. Close the line of development 3 and transfer its competence to the line of development 8.
- 4) Measures related to the creation of an IT platform:

The measures are detailed hereafter.

- 5) Measures related to the creation of a framework agreement:
- a. Promote the subscription to the Framework Agreement and the principles it contains to the Member States that have not yet done so;
 - b. Promote the binding implementation of the Framework Agreement in the countries and institutions that have subscribed in principle to its content;
 - c. Discuss and prepare the elaboration of:
 - o A separate chapter in the Framework Agreement dedicated to an obligation of recognition of the experience acquired thanks to an exchange, or
 - o A “Recognition Charter” to be formally signed by representatives of the Member States and institutions willing to secure the principle of the recognition of foreign experiences.
- 6) Measures related to the communication on the Initiative and encouragement for implementing it:
- a. Adopt a “Recognition Charter” in order to make the commitment of the military higher education institutions visible and the principle of recognition a key to the development of the mobility;
 - b. Develop collaboration with the EUMS in the projects related to the military education and training in general;
 - c. Formalise and sustain the individual dialogue with the three main services’ *fora* with mutual representations in the important meetings;
 - d. Promote the use of the IT platform that is currently under construction.
- 7) Measures related to the use of the “Erasmus +” programme in basic education and training:
- a. Promoting the existing mobility programmes and the processes for taking part to these;
 - b. Investigating all possible forms of additional or alternative funding and costs saving practices for the European exchanges of the basic education and training institutes;
 - c. Establish dialogue with the European Commission about the possible creation of funding opportunities that would be adapted to the mobility challenges faced by the military institutions;
 - d. Promote the achievements of the military higher education and the generalisation of the mechanisms of its European integration at the other – junior and senior – levels of military education and training.
- 8) Measures related to the creation of new common modules:
- a. Continue the development of new common modules, especially in the vocational training;
 - b. Implement the qualifications contained in the tree in the learning outcomes of the existing common modules’ curricula;
 - c. Encourage the Member States and their institutions to regularly provide data on the common modules they organised and stress the importance of the common modules for the development of mobility European wide;
 - d. Create common curricula organised by several partner institutions for groups of European cadets;
 - e. Create as a first experiment a European curriculum for a doctoral degree specialised on Common Security and Defence Policy.

The concept of the IT platform, more specifically, is at the origin of this study and is the method used for the scientific investigations. It is a contribution to the future development of the mobility of knowledge and know-how in the sense that it seeks to provide the European officers’ basic education and training institutes with the most adequate conditions and tools for developing their exchanges. The IT platform was not the object of this scientific study but one of its main expected outcomes. The

scientific investigations, after the analysis and synthesis of their results, effectively gave birth to practical proposals for shaping this toolbox.

The creation of the IT platform is a project designed in the framework of the European initiative for the exchange of young officers, inspired by Erasmus. As previously described, it was already mentioned in the Ministerial Declaration that founded the Initiative in 2008. The first realisation was the creation of the Emilyo website, which was already a tool of information on the Initiative, the education and training systems, the works in the different lines of development, the literature and opinions on related subjects, links to other relevant instruments of mobility, and of communication between the members of the Implementation Group or the working groups. With time, it appeared that its use was limited and that the mobility actors needed functionalities that would allow them not only accessing data but also searching these data for the preparation of their mobility strategies. The forum of communication was not used either and the choice was made by the Implementation Group to transform the website to a real platform, as foreseen by the Ministers.

In May 2014, the Implementation Group adopted an IT platform Business Case²²⁶. The document established not only the reasons why the Implementation Group is considered necessary to renovate the tool but also contained a list of the expected functionalities to be found on this IT platform. Bulgaria and the National Military University, which created the Emilyo website in 2009 already, declared that they were willing to act as a designer and administrator and contribute through creating the technical structure of the platform and hosting it on its servers. Greece and the Hellenic Naval Academy proposed to contribute in designing the website that would be the “face” of the platform. The technical managers representing the two institutions were to work in close collaboration with the author of the present study, as it was meant to collect the data that would feed the IT platform and help shaping the different functionalities according to the needs highlighted through the scientific investigations. The line of development 4 team was, naturally, expected to work in close collaboration with the ESDC Secretariat and regularly report on the progresses to the Implementation Group.

Although the Business Case did not contain any timeline for achieving the platform, the working team expected to be able to have the platform’s functionalities operational and made available to all the stakeholders, notwithstanding their contribution or participation in the Initiative, during the first trimester of 2015.

The objectives of this new tool, as established in the Business Case, were:

- To facilitate information sharing and communication about the systems, the Initiative, the other mobility instruments and mobility opportunities;
- To be able to update in near-real time this information when relevant in giving rights to the platform administrator, the content manager and the owners of information;
- To standardise the information with a view to allow for comparison of the data and use of the “levers” of mobility development, *i.e.* between education and training systems or institutions and
- To promote the European initiative for the exchange of young officers, inspired by Erasmus, and its achievements.

The platform, as initially planned, should include the following functions:

- A database of the existence and implementation of the “levers” of mobility development;
- An information record about the mobility events that are proposed by the basic education and training institutions;
- Search engines of the different systems and their implementation of the levers, as well as of the mobility events offered;
- A document repository, which could contain the main working documents of the Initiative as well as documents (literature, opinions, etc.) on the Initiative. The access to some of these documents might be restricted to registered users only.

226. Document not published.

The present study and the shortcomings it highlighted regarding the expected “meaningful mobility” allowed for “re-configuring” these functionalities in the perspective of a user-friendly toolbox at the service of all the interested stakeholders of the development of the future military elites’ mobility: cadets, teachers, trainers, administrative personnel of the institutions, national authorities, European institutions, the public, etc. The propositions, which are being “tested” and implemented in parallel to the present study are the following.

On the homepage²²⁷, the platform’s user will be able to find:

- The main menu of the functionalities of the platform;
- A policy statement explaining the objectives and use of the IT platform;
- Information related to exchange opportunities:
 - Announcements of specific events or of demands for mobility events;
 - Reports on exchange experiences drafted by institutions or exchange students;
 - Scientific publications on the topic of the mobility in the European basic education and training.
- Useful links to other structures (e.g. the ESDC and the European External Action Service) or *fora* (e.g. the EMACS, the Conference of Superintendents and the EUAFA);
- An insert with the highlights of the latest contributions published on the website;
- A list of upcoming mobility-related events (e.g. courses or meetings).

The functionalities of the IT platform will be accessible to the different categories of users through the main menu. They will contain:

- A section of information about the Initiative containing:
 - An overview of the history of the Initiative;
 - An overview of the objectives of the Initiative
 - The documents’ repository containing files dedicated to the general documents related to the Initiative (e.g. the Ministerial Declaration), the documents adopted by the Implementation Group, the working documents of the Implementation Group (the access of which will be restricted to registered users), documents related to the topics dealt with in the lines of development.
- A list of the European Union officers’ basic education and training institutes with links to their websites, contacts, fiche, national scheme and, in the future, the education and training programmes in English;
- A search engine for identifying possible partners in exchanges, on the basis of criteria selected by the user on the implementation of the different levers of mobility. The search results will provide access to the fiches and contacts of the matching system(s);
- A section dedicated to the mobility opportunities and substituting to the Mobility Newsletter edited until then in the framework of the line of development 6. This section will provide access to:
 - A search engine for identifying mobility opportunities among offers shared by the European institutes and addressed to cadets and/or members of staff. The search results will provide access to the fiches and contacts of the matching system(s);
 - The input form allowing willing institutions to share information on forthcoming mobility events;
 - A page containing the list of all the events that are planned and proposed for the future.
- A calendar of the upcoming mobility-related events (e.g. courses, timelines for registrations, meetings).

In addition, willing users will be offered the possibility to subscribe to a “really simple syndication” (RSS) function, for a regular notification of the information uploaded on the IT platform on their emails.

The scientific approach chosen for exploring the military higher education and highlighting sources for improving the mobility of knowledge and know-how in the European Union thus allowed for formulating detailed and practical suggestions for shaping, structuring and making available a practical tool. In the technical process of construction, this suggested organisation may evolve, and the practice by a wide diversity of users will most certainly raise new questions. Nonetheless, these functionalities will undoubtedly pave the way for new practices and individual approaches to the challenge of training the future military elites for the future of the European security and defence.

227. Which will remain accessible at the following address: emilyo.eu.

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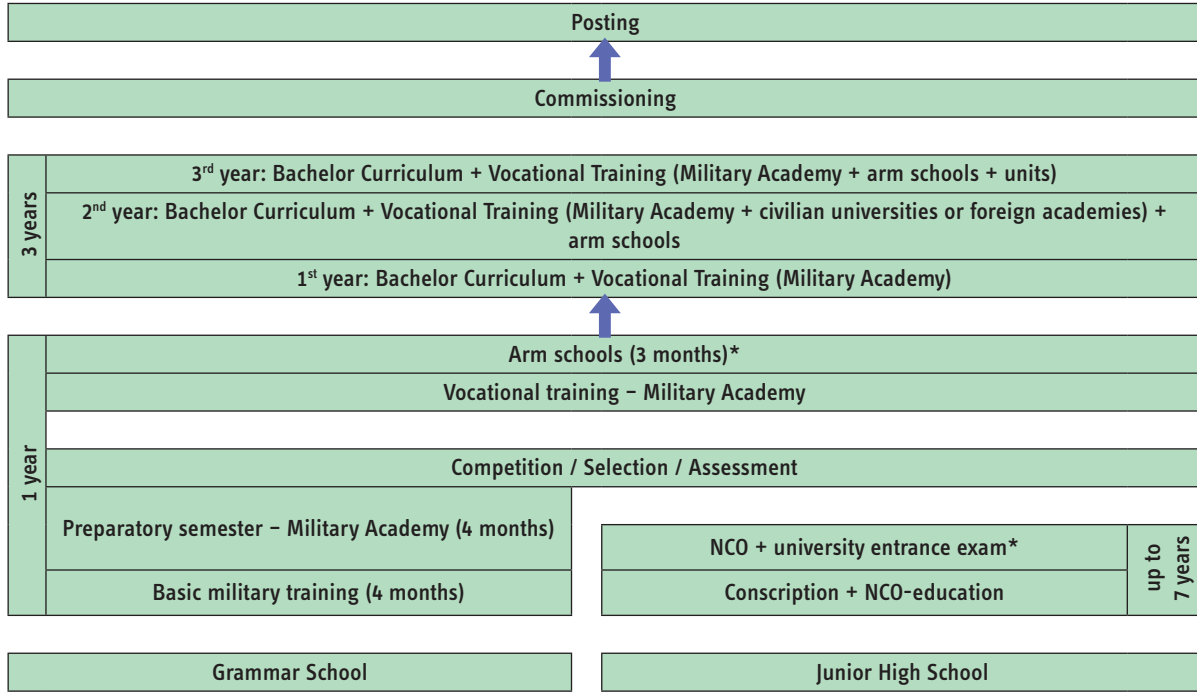
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Annex: Schemes and Fiches



AUSTRIA

How to Become a Military Officer in the Austrian Armed Forces:



* Pilots are to complete their education before selection to become a professional officer. It will take longer than for all the other branches.

The basic education and training of the officers of the Austrian armed forces, including the Air component, is the role of the Theresan Military Academy.

The Military Academy, for candidates of both direct and internal recruitments, is recognized as fully integrated in the European Higher Education Area and, like any other Austrian university, provides a higher education curriculum. In order to be commissioned as officers, the Austrian cadets must obtain the Bachelor of Arts in Military Leadership from the Academy, after three years of academic studies, which include a training period, similar to a stage, in units of foreign armed forces. The academic aspect of the basic education of an Austrian officer, therefore, is necessarily the product of an international cooperation or, in some cases, of the cooperation between the Academy and civilian universities. Every cadet spend one international semester abroad as well as an internship (International Training on the Job) in the course of his/her education.

The vocational training also is the product of cooperation between the Military Academy and the operational units of the armed forces themselves, since the national conscript service contributes also to the acquisition of basic military skills.

ARMY

Theresan Military Academy (<http://campus.milak.at/campus/englisch/index.php>)

Academic curricula		Military specialisations	
Bachelor (basic education)	Bachelor of Arts in Military Leadership	Artillery	Artillery School (Baden)
		Engineer	Engineer School (Klosterneuburg)
		Infantry	Infantry School (Bruckneudorf)
		Information Communication Technology	CSS School (Vienna)
		Logistics	Logistic School (Vienna)
		NBC	NBC School (Korneuburg) (also organises a <i>Security and Crisis Management</i> course for civilian students only)
		Reconnaissance	Reconnaissance School (Zwölfaxing)
		Armour & Mechanized Infantry	Armour & Mechanized Infantry School (Zwölfaxing)
		Technical Service	Logistic School (Vienna)

Number of cadets first year: 23

Total number of cadets: 72

Organisation of the basic officers' education

Bachelor:

Year 1												Year 2 (Ba 1)												Year 3 (Ba 2)											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
Year 4 (Ba 3)																																			
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J												

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	N/A	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Working hours	5045	N/A	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Theresan Military Academy does not organise the doctoral studies of the Austrian officers.	The research projects are administered by the Institute of Basic Officer Education and touch on all areas of teaching, with a special focus on <i>military leadership</i> .

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 93

Austria and the Theresan Military Academy have a long-standing tradition of mobility in both academic and vocational fields. 100% of the future officers are exchanged twice during the “international training on the job” as well as during an international semester in the course of their education, as they are sent to units in Europe and worldwide. They also acquired considerable experience in hosting and exchanging teachers and instructors from and to many European and some non-European countries.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	Y	Y (pending)

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of “international programmes”
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	N	CSDP, LOAC, CMO, BME, MC	Y

Learning of, learning in foreign languages

Within the Theresan Military Academy, the military students must learn English as a first foreign language. They must also take a second foreign language. They must also choose courses of second foreign languages (French or Arabic). If students have a prior knowledge in an other language they may continue their studies at the Academy. The cadets must also attend courses in English during their education and, also as a part of their academic education, complete their international exchanges in practicing these foreign languages. Finally, the Academy regularly provides parts of its vocational training in English. The Theresan Military Academy offers 30% of its education and training courses in English language.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	C1 / SLP 3	B2 / SLP 2+	C1 / SLP 3	C1 / SLP 3

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who volunteered to become a reserve or professional officer. Those who want to become professional officers volunteer after a 4-month basic training for a second 4-month term (“preparatory semester”), concluded by an entrance examination.

In the course of their career, the Austrian officers will be proposed additional education and training at an advanced level: up to Battalion-Staff at the Military Academy (Institute for advanced Officer Training) and up to Brigade-Level at the National Defence College, in Vienna, where a Master programme in Military Leadership is offered.

**AIR FORCE
(ARMY AVIATION)**

Theresan Military Academy
(<http://campus.milak.at/campus/englisch/index.php>)
Aviation and Air Defence School

Academic curricula		Military specialisations	
Bachelor (basic education)	Bachelor of Arts in Military Leadership	Pilots	Pilot & Air Defence School (Langenlebar)
		Air Defence	
		Air Surveillance	
		Air Traffic Controller	
		Technical Officer for Aviation	

Number of cadets first year: 2

Total number of cadets: 8

Organisation of the basic officers' education

Bachelor:

Year 1												Year 2 (Ba 1)												Year 3 (Ba 2)																							
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J												
Pilots																																															
Year 4 (Ba 3)																																															
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J												

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	N/A	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Workload	5045	N/A	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Theresan Military Academy does not organise the doctoral studies of the Austrian officers.	The research projects are administered by the Institute of Basic Officer Education and touch on all areas of teaching, with a special focus on <i>military leadership</i> .

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 3

Austria and the Theresan Military Academy have a long-standing tradition of mobility in both academic and vocational fields. 100% of the future officers are exchanged twice during the "international training on the job" as well as during an international semester in the course of their education, as they are sent to units in Europe and worldwide. They also acquired considerable experience in hosting and exchanging teachers and instructors from and to many European and some non-European countries.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUAFA	Y	Y (pending)

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	N	CSDP, LOAC, CMO, BME, MC	Y

Learning of, learning in foreign languages

Within the Theresan Military Academy, the military students must learn English as a first foreign language. They must also take a second foreign language. They must also choose courses of second foreign languages (French or Arabic). If students have a prior knowledge in an other language they may continue their studies at the Academy. The cadets must also attend courses in English during their education and, also as a part of their academic education, complete their international exchanges in practicing these foreign languages. Finally, the Academy regularly provides parts of its vocational training in English. The Theresan Military Academy offers 30% of its education and training courses in English language.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	C1 / SLP 3	B2 / SLP 2+	C1 / SLP 3	C1 / SLP 3

Before and beyond basic education

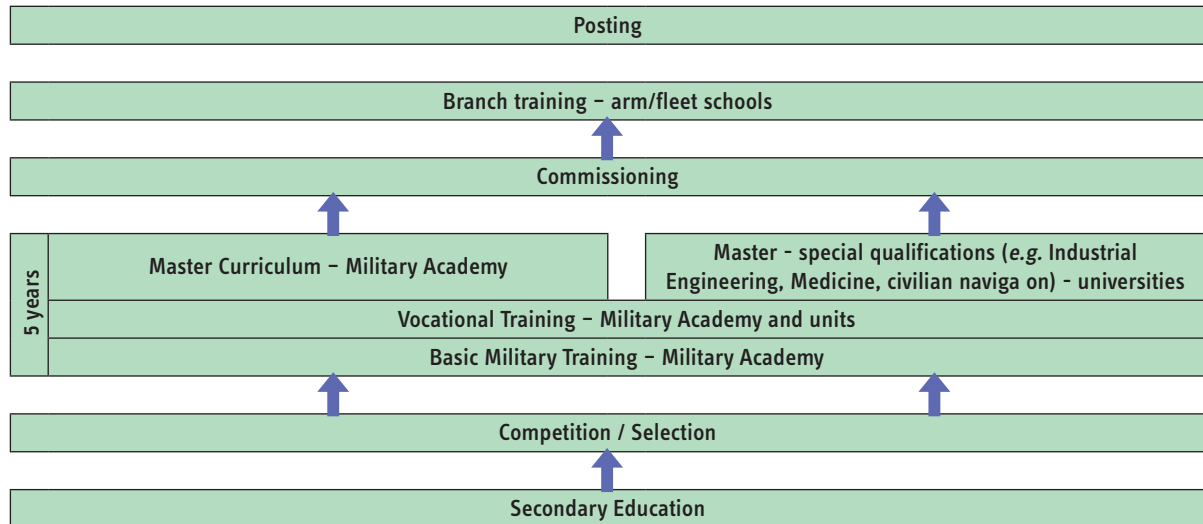
The future military officers are recruited among the young nationals who are graduated from secondary education and who volunteered to become a reserve or professional officer. Those who want to become professional officers volunteer after a 4-month basic training for a second 4-month term ("preparatory semester"), concluded by an entrance examination.

In the course of their career, the Austrian officers will be proposed additional education and training at an advanced level: up to Battalion-Staff at the Military Academy (Institute for advanced Officer Training) and up to Brigade-Level at the National Defence College, in Vienna, where a Master programme in Military Leadership is offered.



BELGIUM

How to Become a Military Officer in the Belgian Armed Forces:



The basic education and training of the officers of the Belgian Army, Navy and Air Force is mainly provided by a joint institution: the Royal military Academy.

The Royal Military Academy is recognised, like any Belgian university, as a higher education institution enabled to deliver degrees in the three cycles of the European higher education. The Belgian officers must, in order to be commissioned, obtain a master degree in *Social and Military Sciences* or in *Engineering Sciences* at the Academy, or for specific professions related to *medicine, merchant navy, industrial engineering*, e.g. in civilian institutions. Most of the courses, eventually, are provided by and at the Royal Military Academy but this one may also collaborate with other universities for specific curricula or courses.

The vocational aspect of the basic education and training is also provided by the Academy, in cooperation with the operational units and the branch training centres.

ARMY

Royal Military Academy
 (www.rma.ac.be)

Academic curricula

Bachelor	<ul style="list-style-type: none"> - Engineering Sciences - Social and Military Sciences
Master	<ul style="list-style-type: none"> - Engineering Sciences specialisations proposed in <i>weapon systems and ballistic, in construction, in mechanics, in telecommunications</i> - Social and Military Sciences specialisations proposed in <i>management and weapon systems, in political and military sciences</i>

Military specialisations

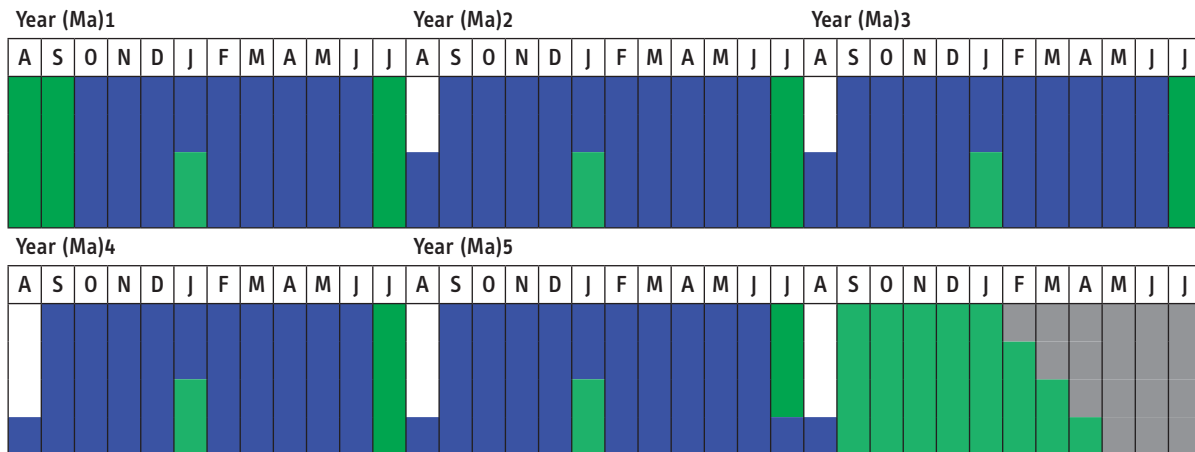
<ul style="list-style-type: none"> - Infantry - Reconnaissance - Artillery - Engineering 	Competence Centre Land
<ul style="list-style-type: none"> - Logistics - Communication and Information system 	Competence Centre Support

Number of (including Medical) cadets first year: 58

Total number of (including Medical) cadets: 290

Organisation of the basic officers' education

Master level:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	120	N	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
N			N	Y	Y	N	N

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
The Royal Military Academy offers the possibility of doctoral studies in Applied Sciences and in Social and Military Sciences	The Royal Military Academy hosts several laboratories and holds grants for researches of international interests, such as: <ul style="list-style-type: none"> - DYMASEC (Dynamic Material behaviour for Security) - LPP (Laboratory of Plasma Physics) - MOBINISS (Mobile Intelligent Information Sensors for Security) - RDCM (Risk, Disaster and Crisis Management) - SIC (Signal and Image Centre) - VIPER (Vital Science and Performance Monitoring)

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 3

Belgium and the Royal Military Academy have a long-standing tradition of mobility in both academic and vocational fields. Future officers have the possibility to be exchanged for study thesis research purposes. Belgium, furthermore, has acquired a considerable experience in the training of officers for foreign armed forces of Africa and Luxembourg, notably.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y	MC	N

Learning of, learning in foreign languages

Within the RMA, the military students, apart from the two compulsory national languages (Dutch and French), must learn English or German as a second foreign language. In addition, the Military Academy stimulates the education in foreign languages. At the bachelor level, the students have the opportunity to choose courses provided in English, notably in the Land Force specialisation. At the master level, the RMA pro-actively encourages its students to learn in English: approximately 25% of its education and training courses at the master level are offered in English language in social and military sciences, up to 50% in engineering sciences. Parts of the vocational training, besides, are provided in this language.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 2	SLP 3	SLP 2	SLP 3

Before and beyond basic education

The future military officers are recruited from the young Belgian and European nationals graduated from the secondary education. They must pass knowledge and fitness (physical, psychological and medical) tests before entering the Academy. In the course of their career, the Belgian officers will be proposed advanced education and training at the Defence College, within the RMA structure: Captain's course, Major's course and Advanced Staff Course.

NAVY

Royal Military Academy
(www.rma.ac.be)

Academic curricula

Bachelor	- Engineering Sciences - Social and Military Sciences
Master	- Engineering Sciences specialisations proposed in <i>weapon systems and ballistic, in construction, in mechanics, in telecommunications</i> - Social and Military Sciences specialisations proposed in <i>management and weapon systems, in political and military sciences</i>

Military specialisations

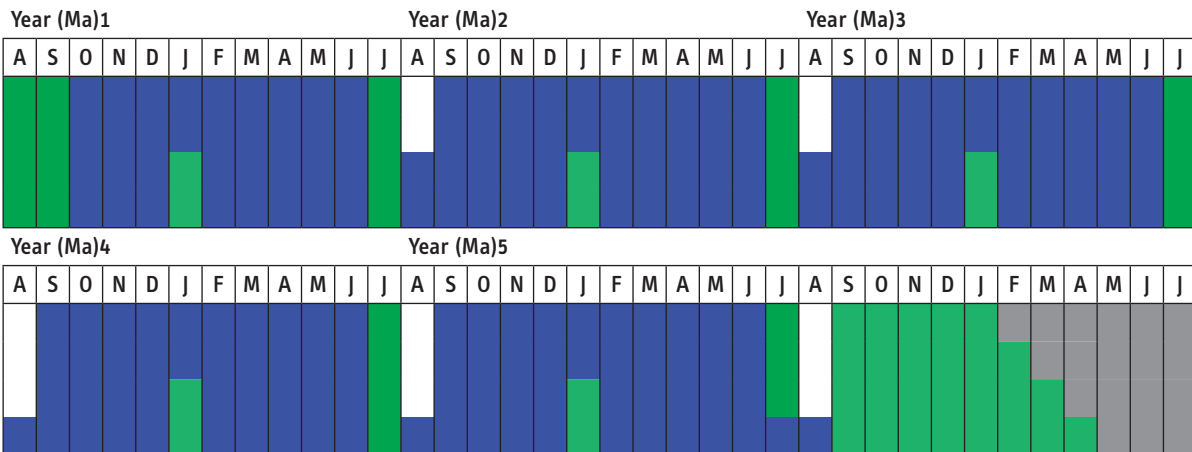
- Seaman officers (Line officers)	Competence Centre Marine – Nautical School
- Technical officers - Weapon officers	Competence Centre Marine – Technical School

Number of Navy cadets first year: 7

Total number of Navy cadets: 25

Organisation of the basic officers' education

Master level:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	120	N	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
N			N	Y	Y	N	N

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
The Royal Military Academy offers the possibility of doctoral studies in Applied Sciences and in Social and Military Sciences	The Royal Military Academy hosts several laboratories and holds grants for researches of international interests, such as: <ul style="list-style-type: none"> - DYMASEC (Dynamic Material behaviour for Security) - LPP (Laboratory of Plasma Physics) - MOBINISS (Mobile Intelligent Information Sensors for Security) - RDCM (Risk, Disaster and Crisis Management) - SIC (Signal and Image Centre) - VIPER (Vital Science and Performance Monitoring)

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 0

The Royal Military Academy and the Naval School have a long-standing tradition of mobility in both academic and vocational fields. Future officers have the possibility to be exchanged for study thesis research purposes or in the context of training cruises, notably. The Belgian basic education and training institutes are committed to the development of the mobility of their students and staff and, to this end, take active part in the European Initiative, the Erasmus programme and the Conference of Superintendents.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	Conference of Superintendents	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y	MC	N

Learning of, learning in foreign languages

Within the RMA, the military students, apart from the two compulsory national languages (Dutch and French), must learn English or German as a second foreign language. In addition, the Military Academy stimulates the education in foreign languages. At the bachelor level, the students have the opportunity to choose courses provided in English, notably in the maritime specialisation. At the master level, the RMA pro-actively encourages its students to learn in English: approximately 25% of its education and training courses at the master level are offered in English language in social and military sciences, up to 50% in engineering sciences. Parts of the vocational training, besides, are provided in this language.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 2	SLP 3	SLP 2	SLP 3

Before and beyond basic education

The future military officers are recruited from the young Belgian and European nationals graduated from the secondary education. They must pass knowledge and fitness (physical, psychological and medical) tests before entering the Academy. In the course of their career, the Belgian officers will be proposed advanced education and training at the Defence College, within the RMA structure: Basic Staff Course, Candidate Senior Officer's Course and Advanced Staff Course.

AIR FORCE

Royal Military Academy

(www.rma.ac.be)

Academic curricula

Military specialisations

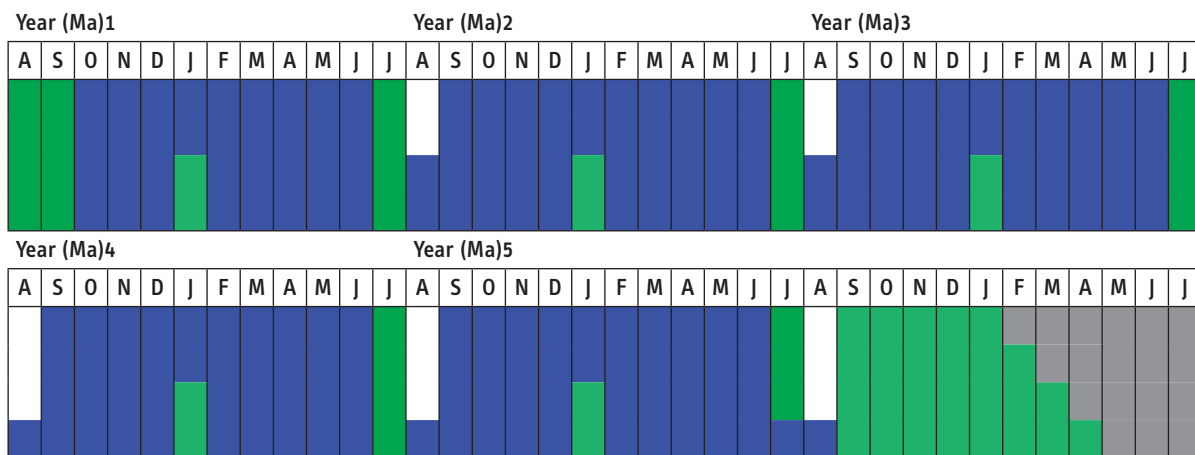
Bachelor	- Engineering Sciences - Social and Military Sciences	Pilot	1 W (Beauvechain)
		Air traffic control	EATC (Semmerzaeke)
		Air defence control	CRC (Glons)
		Weather monitoring	Wing Meteo
Master	- Engineering Sciences specialisations proposed in <i>weapon systems and ballistic, in construction, in mechanics, in telecommunications</i> - Social and Military Sciences specialisations proposed in <i>management and weapon systems, in political and military sciences</i>	- Air mission support - Communication and Information system - Mechanics - Defence - Administration	Competence Centre Air

Number of Air Force cadets first year: 35

Total number of Air Force cadets: 85

Organisation of the basic officers' education

Master level:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	120	N	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			N	Y	Y	N	N

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
The Royal Military Academy offers the possibility of doctoral studies in Applied Sciences and in Social and Military Sciences	The Royal Military Academy hosts several laboratories and holds grants for researches of international interests, such as: <ul style="list-style-type: none"> - DYMASEC (Dynamic Material behaviour for Security) - LPP (Laboratory of Plasma Physics) - MOBINISS (Mobile Intelligent Information Sensors for Security) - RDCM (Risk, Disaster and Crisis Management) - SIC (Signal and Image Centre) - VIPER (Vital Science and Performance Monitoring)

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 0

Belgium and the Royal Military Academy have a long-standing tradition of mobility in both academic and vocational fields. Future officers have the possibility to be exchanged for study thesis research purposes. Belgium, furthermore, has acquired a considerable experience in the training of officers for foreign armed forces.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUAFA	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y	MC	N

Learning of, learning in foreign languages

Within the RMA, the military students, apart from the two compulsory national languages (Dutch and French), must learn English or German as a second foreign language. In addition, the Military Academy stimulates the education in foreign languages. At the bachelor level, the students have the opportunity to choose courses provided in English, notably in the Air Force and Aeronautics specialisation. At the master level, the RMA pro-actively encourages its students to learn in English: approximately 25% of its education and training courses at the master level are offered in English language in social and military sciences, up to 50% in engineering sciences. Parts of the vocational training, besides, are provided in this language.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum (pilots)	SLP 2	SLP 3	SLP 3	SLP 3
Master curriculum (other specialties)	SLP 2	SLP 3	SLP 2	SLP 3

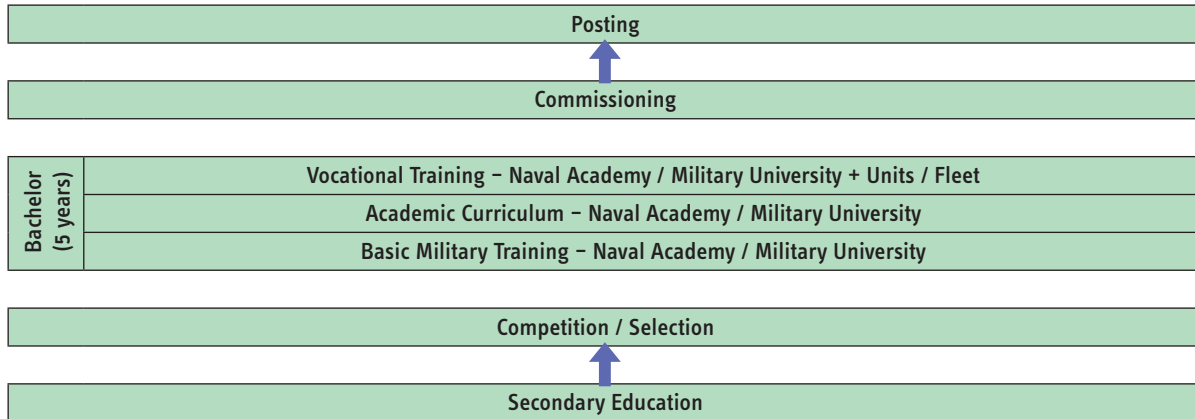
Before and beyond basic education

The future military officers are recruited from the young Belgian and European nationals graduated from the secondary education. They must pass knowledge and fitness (physical, psychological and medical) tests before entering the Academy. In the course of their career, the Belgian officers will be proposed advanced education and training at the Defence College, within the RMA structure: Captain's course, Major's course and Advanced Staff Course.



BULGARIA

How to Become a Military Officer in the Bulgarian Armed Forces:



The structure of the basic education of the Bulgarian officers rests on two main institutions, the Vassil Levski National Military University – for Army and Air Force students, and the Nikola Vaptsarov Naval Academy – for Navy students. The Army and Air Force students, beside, both study within the Land Forces Faculty during their first year at the Military University. These two institutions are recognized as higher education institutions and provide opportunities for academic curricula up to doctoral studies. Nevertheless, the compulsory basic education of the military officers is bachelor level.

In this system, the military specialisations are considered as a part of the academic curriculum. Upon graduation, indeed, cadets receive two bachelor degrees: one in their academic specialisation and one in their military specialisation. At the Military University, for example, cadets can acquire one of the following “vocational bachelor” degrees:

- Organisation and Management of Army Tactical Units
- Organisation and Management of Air Force Tactical Units
- Organisation and Management of Logistics Tactical Units
- Organisation and Management of Communication and Information Systems in the Tactical Units

The two institutions, in addition, hosts civilian students and propose them different programmes adapted to their needs, at all study levels.

ARMY

Vassil Levski National Military University

(www.nvu.bg)

Academic curricula

Bachelor (basic education)	<p>Bachelor in:</p> <ul style="list-style-type: none"> - National and Regional Security - Protection of the Population against Disasters and Catastrophes - Logistics and Security - Resources and Technology Management - Communication Techniques and Technology - Computer Systems and Technologies - Computer Technologies for Design - Avionics - Electronics - Automation and Information Technics - Automotive Technology and Transportation Logistics - Administration and Information Security - Industrial Management
Master (advanced education)	<p>Master in: same as Bachelor, without "Avionics" curriculum. Additionally, "Systems for Defence of critical Infrastructure Objects", "Defence of Critical Infrastructure", "Logistics in Economy", "Economy Management", "Public Relations in Defence and Security", "Aviation Techniques and Technologies", "Aviation Weaponry" curricula.</p>

Military specialisations

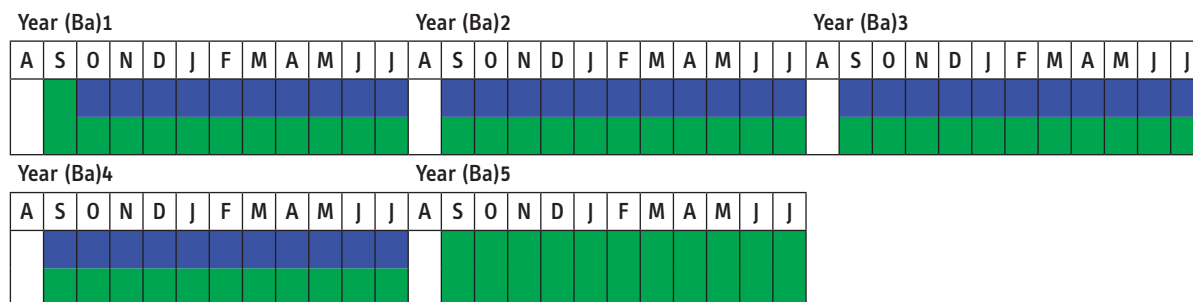
<ul style="list-style-type: none"> - Mechanised Infantry and Tank Troops - Military Intelligence - Signals Intelligence and Electronic Warfare - Engineering - Nuclear Biological and Chemical Defence and Ecology - Tank and Automotive Engineering - Weapons and Ammunitions - Transports 	Land Forces Faculty
<ul style="list-style-type: none"> - Missile Defence - Radio Technologies - Field Artillery - Air Defence - Military CIS 	Artillery, Air Defence and Communications Faculty

Number of cadets first year: 113

Total number of cadets: 400

Organisation of the basic officers' education

Bachelor level:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	240	N/A	N	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	NK		N	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Military University offers the possibility to Bulgarian officers to follow doctoral studies.	The Military University is active in scientific research, notably in military sciences (<i>organisation and management of the armed forces, military engineering, ballistics, radiolocation and navigation</i>), social sciences (<i>ethics, economics, administrative organisation, psychology</i>), technical sciences (<i>mechanical engineering and mechanics, aeronautical engineering, electrical engineering, electronics and automation, communication technology, radio and navigation technologies, cybernetics</i>) and natural sciences (<i>aerodynamics, mechanics, physics, chemistry</i>).

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 12

Bulgaria and the Military University have a reliable experience of mobility in both academic and vocational fields notably acquired through hosting European and international cadets. In taking part in the Initiative for the exchange of young officers they promote the inward and outward mobility of European military students.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	N	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	N	Y	Pending	

Learning of, learning in foreign languages

The future Bulgarian officers must study English during their entire curriculum while at the Military University. The cadets in Military Intelligence and Mechanised and Armoured Troops specialisations must study additionally one Balkan language (Romanian, Greek, Turkish or Serbian). In the vocational area, the Military University intends to progressively increase its offer of training to be provided in English. It currently offers approximately 10% of its education and training courses in English language. The National Military University can also offer courses in Arabic and Balkan languages, currently not included in the cadet's curriculum.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP 2	SLP 2	SLP 2	SLP 2

Before and beyond basic education

The future military officers are recruited from among the young nationals who have finished their secondary education and are criminally record-free. The candidates must comply with medical, psychological and physical standards, successfully pass an entrance exam and complete a placement test in English.

In the course of their career, the Bulgarian officers will receive additional education and training at an advanced level. The Rakovski Defence and Staff College in Sofia, like the Military University, provides master degrees in military studies to officers with 3 years experience or the rank of Captain for 3 years, and General Staff Course for officers with 1 year experience at the rank of Colonel. The Bulgarian officers can also undergo different post-graduation courses related to their career field and assignments.

NAVY

Nikola Vaptsarov Naval Academy
<http://www.naval-acad.bg/En/index-en.html>

Academic curricula

Bachelor (basic education)	<p>- Bachelor in Military Science - Command and Control of Naval Tactical Units (for cadets), specialisations in: <i>Navigation; Marine engineering; Naval communication and radiotechnical systems.</i></p> <p>- Bachelor in Transportation Shipping and Aviation (civilian students), specialisations in: <i>Navigation (Inland water navigation); Information and communication technologies in marine industry (Fleet and port management or Water transport management or Shipping); Marine engineering (Ship electrical engineering or Technology of ship repair or Ocean engineering)</i></p>
Master (civilian curricula)	<p>Master in Transportation, Shipping and Aviation, specialisations in: <i>Navigation; Information and communication technologies in marine industry; Port management; Marine engineering; Ship electrical engineering; Ship repair; Marine safety and security; Logistics</i></p>

Military specialisations

All specialties	Naval Academy
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Number of cadets first year: 17

Total number of cadets: 99

Organisation of the basic officers' education

Bachelor:

Year (Ba)1												Year (Ba)2												Year (Ba)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
Year (Ba)4												Year (Ba)5																							
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	240	N/A	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
N			Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
Doctoral studies are offered at the Naval Academy in the following topics: <i>Ship Operation and Navigation; Operation of Water Transport, Seaports and River ports; Radiolocation and Radionavigation; Communications Systems and Networks; Ship Power Plants and Machinery; Technology and Organization of Shipbuilding and Ship Repairing; Ship Power Supply and Electrical Systems; Organization and Management of the Armed Forces; Military Psychology; Automated systems for information processing and management; Dynamics, strength and reliability of machines; Organization and management; Military and political aspects of security</i>	The Naval Academy is active in scientific research, with view to establish a centre of fundamental and applied science research in the area of naval science and marine technologies providing education and scientific support to the Navy and maritime industry, notably in the following fields: <i>Marine technologies, Naval science, weaponry and equipment, Maritime safety and security, Navigation, Maritime education and qualifications activities, Green energy</i>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 16

Bulgaria and the Naval Academy have acquired experience of mobility in both academic and vocational fields notably through hosting European cadets and instructors. In taking part to the Initiative for the exchange of young officers and the Conference of Superintendents, they promote the inward and outward mobility of European military students.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	Conference of Superintendents	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	N	N	N	N	N	

Learning of, learning in foreign languages

All future officers at the Naval Academy study English as a specialized subject throughout their education. Some subjects, like Interne technologies, are taught in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP 1	SLP 1	SLP 1	SLP 1

Before and beyond basic education

The future naval officers are recruited among the young nationals of less than 23-years old who are graduated from secondary education. Candidates must comply with psychological, physical and medical standards and successfully pass an entrance test, including a test on the knowledge of the English language.

In the course of their career, the Bulgarian officers will receive additional education and training at an advanced level: Postgraduate Training Department at the Nikola Vaptsarov Naval Academy for tactics, weapons, language, computers (Ensign, LjG, Lieutenant); the Rakovski Defense and Staff College for masters in military affairs, operations (Lt, LCdr, CDR, Captain); the US Naval War College (Lt, LCdr, CDR, Captain).

AIR FORCE

Vassil Levski National Military University (www.nvu.bg)

Academic curricula

Military specialisations

Bachelor (basic education)	Bachelor in: - National and Regional Security - Protection of the Population against Disasters and Catastrophes - Logistics and Security - Resources and Technology Management - Communication Techniques and Technology - Computer Systems and Technologies - Computer Technologies for Design - Avionics - Electronics - Automation and Information Technics - Automotive Technology and Transportation Logistics - Administration and Information Security - Industrial Management	- Pilot - Air Control - Aircraft Engines Engineering - Aircraft Electronics and Automation - Aircraft Radio Electronic Equipment - Navigation and CIS - Airport Logistics - Aviation Weaponry	Air Force Faculty
Master (advanced education)	Master in: same as Bachelor, without "Avionics" curriculum. Additionally: "Systems for Defence of critical Infrastructure Objects", "Defence of Critical Infrastructure", "Logistics in Economy", "Economy Management", "Public Relations in Defence and Security", "Aviation Techniques and Technologies", Aviation Weaponry" curricula.		

Number of cadets first year: 45

Total number of cadets: 183

Organisation of the basic officers' education

Bachelor level:

Year (Ba)1												Year (Ba)2												Year (Ba)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
Year (Ba)4												Year (Ba)5																							
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J												

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	240	N/A	N	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	NK		N	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Military University offers the possibility to Bulgarian officers to follow doctoral studies.	The Military University is active in scientific research, notably in military sciences (<i>organisation and management of the armed forces, military engineering, ballistics, radiolocation and navigation</i>), social sciences (<i>ethics, economics, administrative organisation, psychology</i>), technical sciences (<i>mechanical engineering and mechanics, aeronautical engineering, electrical engineering, electronics and automation, communication technology, radio and navigation technologies, cybernetics</i>) and natural sciences (<i>aerodynamics, mechanics, physics, chemistry</i>).

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 2

Bulgaria and the Military University have a reliable experience of mobility in both academic and vocational fields notably acquired through hosting European and international cadets. In taking part in the Initiative for the exchange of young officers they promote the inward and outward mobility of European military students.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	N	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	N	Y	Pending	

Learning of, learning in foreign languages

The future Bulgarian officers must study English during their entire curriculum while at the Military University. The cadets in Military Intelligence and Mechanised and Armoured Troops specialisations must study additionally one Balkan language (Romanian, Greek, Turkish or Serbian). In the vocational area, the Military University intends to progressively increase its offer of training to be provided in English. It currently offers approximately 10% of its education and training courses in English language. The National Military University can also offer courses in Arabic and Balkan languages, currently not included in the cadet's curriculum.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP 2	SLP 2	SLP 2	SLP 2

Before and beyond basic education

The future military officers are recruited from among the young nationals who have finished their secondary education and are criminally record-free. The candidates must comply with medical, psychological and physical standards, successfully pass an entrance exam and complete a placement test in English.

In the course of their career, the Bulgarian officers will receive additional education and training at an advanced level. The Rakovski Defence and Staff College in Sofia, like the Military University, provides master degrees in military studies to officers with 3 years experience or at the rank of Captain for 3 years, and General Staff Course for officers with 1 year experience at the rank of Colonel. The Bulgarian officers can also undergo different post-graduation courses related to their career field and assignments.



CYPRUS

How to Become a Military Officer in the Cypriot Armed Forces:



Cyprus does not have capacities for the training of its Army, Navy and Air Force officers on the national territory. Cypriot citizens, however, must accomplish their military conscript service – which can be seen as a basic military training – on the island.

The candidates for becoming an officer of the Cypriot armed forces must, according to bilateral agreements between the two Member States, integrate the basic education and training curriculum in the Greek Army, Navy and Air Force academies. Within these academies, the Cypriot cadets go through the same education and training and with the same duties and privileges as their Greek counterparts, notably in terms of exchange opportunities.

Once they have successfully completed the four-year curriculum and obtained their diploma, the cadets follow their respective services' Common Advanced Armed Forces Course and, finally, are commissioned as officers of the Cypriot armed forces.



CZECH REPUBLIC

How to Become a Military Officer in the Czech Armed Forces:



The basic education and training of the officers of the Czech Army and Air Force is the role of the University of Defence in Brno. The University of Defence provides the basic academic education to the future officers of the two forces and also future civilian specialist for the Czech national security system according to the principles of the European Higher Education Area.

The University of Defence offers accredited studies in the Bachelor's, Master's and doctoral degree programmes. Most of the courses and training, eventually, are provided by and at the University of Defence, but this one may also collaborate with other universities and military institutions for specific curricula or courses. The Czech military students must obtain the Master's degree in order to be commissioned. The commissioned officers may also complete doctoral studies within the University. There is also possible to join the Czech Armed Forces after graduating the civilian university and completing the basic military.

The lifelong learning is also granted by the University of Defence, which is responsible for the ultimate defence non-accredited education in the form of qualification courses intended for senior officers. The University is open to accept international students, particularly within the "Erasmus+" programme.

ARMY

University of Defence

(<http://www.vojenskaskola.cz/school/ud/Pages/default.aspx>)

Military Academy

(<http://www.vavyskov.cz/en/node>)

Academic curricula

Master	- Economics and Management , specialisation in <i>Armed Forces Management and Employment</i>
	- Military Technology
	- Military General Medicine
	- Military Pharmacy
	- Military Dental Medicine

Military specialisations

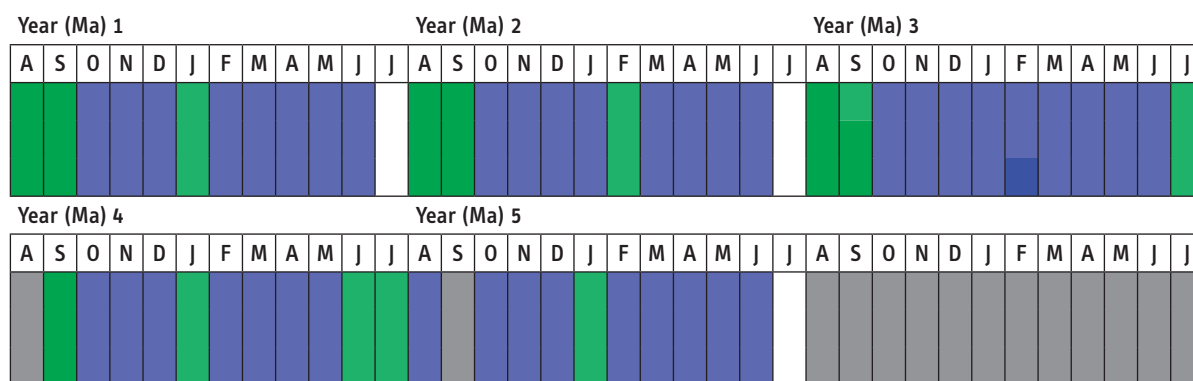
All specialties	Military Academy (Vyškov)
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Number of cadets first year: NK

Total number of cadets: 448

Organisation of the basic officers' education

Master:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	151	76	Y	Y	Y	Y	N	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	75	37	Y	Y	Y	Y	N

Doctoral studies	Forefront expertise and research fields of the main institution
PhD in Economics and Management, Military Logistics, Force and Civil Protection, Military Technology, Epidemiology, Infectious biology, Medical microbiology, Toxicology, Military Surgery, Military Radiobiology, Military Internal Medicine, Preventive Medicine and Public Health Protection	University of Defence is involved in 21 defence research projects funded by the Czech Ministry of Defence (such as "Advanced Automated Command and Control System", "Expert Laboratory in Arms/ Ammunition/ Equipment Design/ Measuring/ Testing for the Czech Armed Forces", "Cooperative Robotic Systems in the Czech Armed Forces", "Research of New Methods and Techniques of CBRN Defence Including Their Feasibility", "Medical Issues of the Weapons of Mass Destruction") and in 38 projects funded by other than defence research support agencies (e.g. "RANUS-TD - Radiation and Nuclear Safety Technology Development Centre", "Development of Special Police Ammunition Intended for Air Marshalls") or international projects (e.g. "Development of an Under-Unit Vaccine against Francisella Tularensis").

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 86

The University of Defence has a reliable experience and a solid culture of mobility, in both academic and vocational fields. They exchange future officers, mostly throughout the European Union for academic or vocational periods, every year. The University of Defence also regularly hosts military students and teachers sent by its European and international counterparts since it is active not only in the Initiative for the exchange of young officers but also in the Erasmus academic exchange programme.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS, CEFME	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	N	Y		N

Learning of, learning in foreign languages

Within the University of Defence, the students are required to learn English during the first six semesters of study. Then they have to choose another foreign language (French or German) for the rest of the study. No vocational training is provided in English in the Military Academy. However some students can choose several subjects in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 2	SLP 2	SLP 2	SLP 2

Before and beyond basic education

The future military officers are recruited from among the young criminal record-free citizens who are graduated from secondary education and comply with medical, psychological and physical standards. Furthermore, candidates have to successfully pass an entrance knowledge examination, which includes tests on the English. They can also be recruited from graduated from civilian higher education these cadets following a specific vocational training for becoming officers of the Army.

In the course of their career, the Czech officers will receive additional education and training at advanced levels, notably the "Senior Officer Course" and the "General Staff Course", which are also under the responsibility of the University of Defence.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUAFA, CEFME	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	N	Y		N

Learning of, learning in foreign languages

Within the University of Defence, the students are required to learn English during the first six semesters of study. Then they have to choose another foreign language (French or German) for the rest of the study. No vocational training is provided in English in the Military Academy. However some students can choose several subjects in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 2	SLP 2	SLP 2	SLP 2

Before and beyond basic education

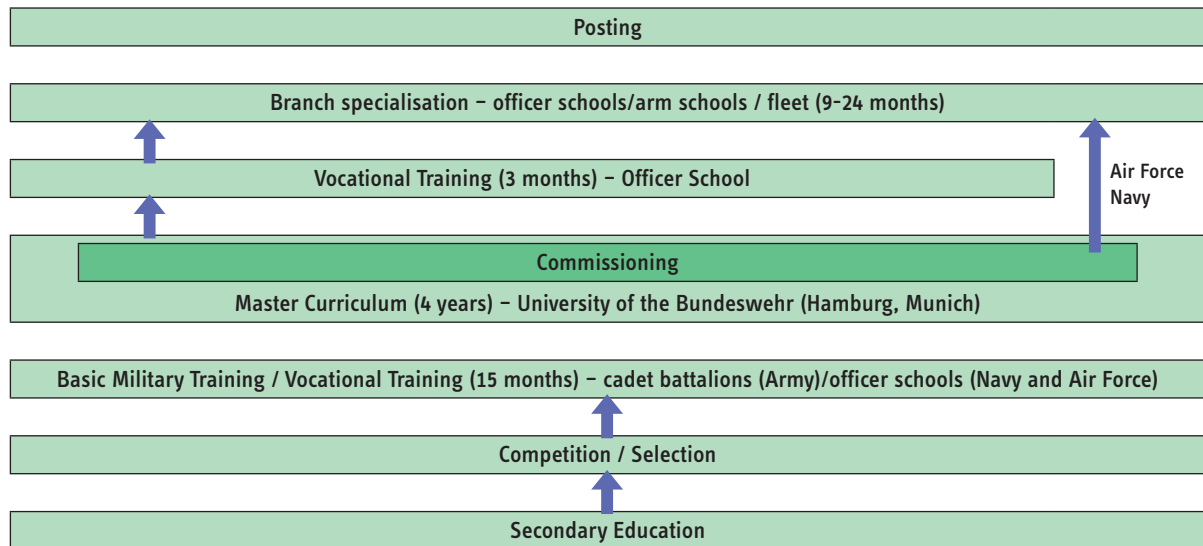
The future military officers are recruited from among the young criminal record-free nationals who are graduated from secondary education and comply with medical, psychological and physical standards. Furthermore, candidates have to successfully pass an entrance knowledge examination, which includes tests on the English.

In the course of their career, the Czech officers will receive additional education and training at advanced levels, notably the "Senior Officer Course" and the "General Staff Course", which are also under the responsibility of the University of Defence.



GERMANY

How to Become a Military Officer in the German Armed Forces:



The German systems of basic education and training for the military officers of the Army, Navy and Air Force rests on a web of structures which have specific roles to play in this process.

The cadet battalions, since conscription has been ended in July 2011, provide the future Army officers with the basic military training, which is organised by the officers’ schools for the two other services. Then, the respective officers’ schools transmit leadership skills and vocational aptitudes to these future military elites.

It is only after this vocational training period that the cadets become students and are sent to one of the two the universities of the *Bundeswehr* for completing their master academic studies. These universities, located in Hamburg and Munich generally propose the same curricula and are co-managed by the Federal Ministry of Defence and the associated federal states. The role of these universities, which are fully integrated in the European Higher Education Area, can be seen as a delegation of the academic training of the future officers to (mixed) civilian institutions, therefore.

After having completed their academic training, students become cadets again and attend additional vocational training, including application training, in the specialist training centres.

The timelines mentioned in the graph above are only indicative. They may vary from one service or specialty to another.

ARMY

Universities of the Bundeswehr

Hamburg, Munich (www.hsu-hh.de/hsu/ or www.unibw.de/)

Cadets' battalions

Hammelburg, Munster

Officers' School

Dresden (www.deutschesheer.de/)

Academic curricula

Bachelor & Master	- Educational Sciences
	- Psychology
	- History
	- Management and Medias
	- Economical and Management Sciences
	- Political and Social Sciences
	- Industrial Engineering
	- Computer Sciences
	- Aerospace Engineering
	- Civil Engineering
	- Mathematical Engineering
	- Mechanical Engineering
	- Electrical Engineering
	- Construction Engineering
	- Sports Science

Military specialisations

-Armoured -Infantry -Tank -Troops -Cavalry -Artillery	Training Center (Munster + Idar Oberstein (artillery))
Infantry	Training Center Infantry (Hammelburg) Mountain Warfare Center (Mittenwald)
Logistics	Armed Forces Logistics School (Osterholz-Scharmbeck) Training Center Land Systems (Aachen)
Army Aviation	International Helicopter Training Center (Bückeberg)
NBC Defence	NBC Defence School (Sonthofen)
Engineers	Training Center Engineers (Ingolstadt)

Number of cadets first year (Officers' School): 1100

Total number of cadets: 1100

Organisation of the basic officers' education

Master:

Year (Ma)1												Year (Ma)2												Year (Ma)3											
J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
Green												Blue												Blue											
Year (Ma)4												Year (Ma)5												Year (Ma)6											
J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
Blue												Blue												Green											

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	-	300	Y	Y	Y	Y	N	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Y	Y	Y	N	N

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
The two universities of the Bundeswehr provide opportunities for doctoral curricula in all areas of their educational offer.	Examples of research areas engaged in by the universities of the Bundeswehr: "Nanotechnologies", "Galileo", "Smart cars", "Aeronautical Technologies", "Cyber Security".

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 420 (all services)

Germany, the officers' schools and the universities of the Bundeswehr have a long tradition of the mobility for students and teaching-training personnel. The universities have acquired considerable experience in exchanging with civilian universities notably via the Erasmus programme. All German officers' education institutions attract and share their excellence with civilian and military students from all over the world.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	N	Y		N

Learning of, learning in foreign languages

In the German system, the future officers learn foreign languages - English in a first place - not only in academic education but also in vocational training institutions. Mastering foreign languages is compulsory since it is considered to be a part of the leadership capacities of a military officer. A ten weeks course is fully dedicated to this, at the beginning of the vocational curriculum. Within the universities of the Bundeswehr, approximately 2% of the courses proposed are provided in English and the students may choose to write their master thesis in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 2	SLP 3	SLP 2	SLP 3

Before and beyond basic education

The future military officers are recruited from the young nationals who are graduated from secondary education - or a civilian professional training as regards applications by non-commissioned officers - and who have successfully complied with knowledge, physical and psychological tests. The results obtained at these tests are important for the choice of the curriculum followed in the universities of the Bundeswehr afterward.

In the course of their career, the German officers will receive additional education and training opportunities at an advanced level at Officers' school and Branch schools (rank Cpt to LTC) and the German Armed Forces Command and Staff College (rank Cpt to Gen).

NAVY

Universities of the Bundeswehr
 Hamburg, Munich (www.hsu-hh.de/hsu/ or www.unibw.de/)
Naval Academy (Marineschule Mürwik – MSM)
 Flensburg Mürwik (www.marine.de)

Academic curricula

Bachelor & Master	- Educational Sciences
	- Psychology
	- History
	- Management and Medias
	- Economical and Management Sciences
	- Political and Social Sciences
	- Industrial Engineering
	- Computer Sciences
	- Aerospace Engineering
	- Civil Engineering
	- Mathematical Engineering
	- Mechanical Engineering
	- Electrical Engineering
	- Construction Engineering
- Sports Science	

Military specialisations

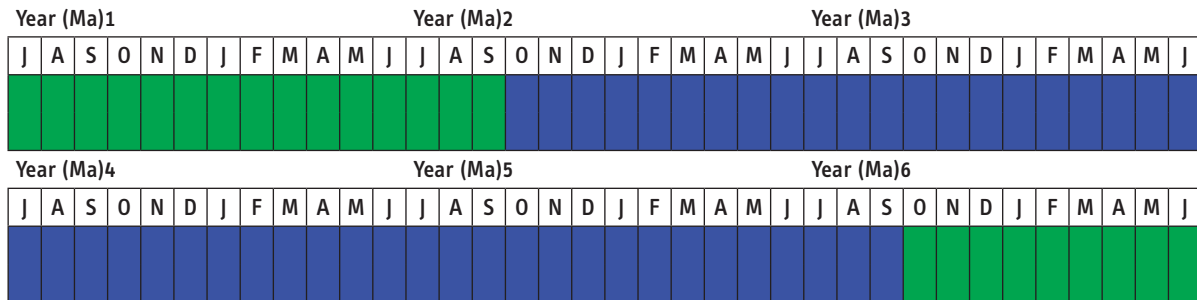
Naval Operations	Naval Operations School (Bremerhaven)
Engineering	Engineering School (Parow)
Leadership / Seamanship	Naval Academy (Mürwik) Sail Training Ship SSS GORCH FOCK (Kiel)
Infantry	Petty Officer School (Plön)
Health Services	Naval Medical Institute (Kiel)

Number of cadets first year (Officers' School): 240

Total number of cadets: 270

Organisation of the basic officers' education

Master:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	-	300	Y	Y	Y	Y	N	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
N			Y	Y	Y	N	N

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
The two universities of the Bundeswehr provide opportunities for doctoral curricula in all areas of their educational offer.	Examples of research areas engaged in by the universities of the Bundeswehr: "Nanotechnologies", "Galileo", "Smart cars", "Aeronautical Technologies", "Cyber Security".

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 420 (all services)

All schools of the German Navy and both universities of the Bundeswehr have a long tradition of the mobility for students and teaching-training personnel. The universities have acquired considerable experience in exchanging with civilian universities notably via the Erasmus programme. Next to the universities all schools of the German Navy attract and constantly share their excellence with civilian and military students from all over the world where appropriate.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	Conference of Superintendents	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	N	Y		N

Learning of, learning in foreign languages

In the German system, the future officers learn foreign languages - English in a first place - not only in academic education but also in vocational training institutions. Mastering foreign languages is compulsory since it is considered to be a part of the leadership capacities of a military officer. A ten weeks course is fully dedicated to this, at the beginning of the vocational curriculum. Within the universities of the Bundeswehr, approximately 2% of the courses proposed are provided in English and the students may choose, additionally, to write their master thesis in English.

Command of the English at the end of basic education and training (CEFR/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 2	SLP 3	SLP 2	SLP 3

Before and beyond basic education

The future Navy officers are recruited among the young nationals who are graduated from secondary education - or a civilian professional training regarding applications by non-commissioned officers - and who have successfully complied with knowledge, physical and psychological tests. The results obtained at these tests are important for the choice of the curriculum followed in the universities of the Bundeswehr afterward.

In the course of their career, the German officers will receive additional education and vocational training opportunities at an advanced level. A Lieutenant course is obligatory and will follow approximately two years after the first posting. Additionally a Staff Officer Course has to be passed prior to promotion to the rank of Lieutenant Commander. Later on, an elite of staff officers is offered to participate in a Joint Staff Course (Lieutenant Commander). Numerous additional trainings for all officers in different ranks are either obligatory or facultative.

AIR FORCE

Universities of the Bundeswehr

Hamburg, Munich (www.hsu-hh.de/hsu/ or www.unibw.de/)

Officers' School of the Luftwaffe

Fürstenfeldbruck (www.luftwaffe.de/portal/)

Academic curricula

Bachelor & Master	- Educational Sciences
	- Psychology
	- History
	- Management and Medias
	- Economical and Management Sciences
	- Political and Social Sciences
	- Industrial Engineering
	- Computer Sciences
	- Aerospace Engineering
	- Civil Engineering
	- Mathematical Engineering
	- Mechanical Engineering
	- Electrical Engineering
	- Construction Engineering
- Sports Science	

Military specialisations

Flying Service	Officers' school of the Luftwaffe + United-States of America
Surface-to-Air Missile services	United States
Technical Services	Technical Schools
- Supply and Logistic Services - Military Air Traffic Service	Logistic School
Air Surveillance and Control Services	Tactical Air Command and Control Sector
GAF Point Defence Service	Ground combat support Regiment
Health Services/Medical	Civilian universities

Number of cadets first year (Officers' School): 440

Total number of cadets: 440

Organisation of the basic officers' education

Master:

Year (Ma)1			Year (Ma)2			Year (Ma)3																	
J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
[Green]												[Blue]											
Year (Ma)4			Year (Ma)5			Year 6																	
J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
[Blue]												[Green]											
Year 7																							
J	A	S	O	N	D	J	F	M	A	M	J												
[Green]																							

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	-	300	Y	Y	Y	Y	N	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Y	Y	Y	N	N

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
The two universities of the Bundeswehr provide opportunities for doctoral curricula in all areas of their educational offer.	Examples of research areas engaged in by the universities of the Bundeswehr: "Nanotechnologies", "Galileo", "Smart cars", "Aeronautical Technologies", "Cyber Security".

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 420 (all services)

Germany, the officers' schools and the universities of the Bundeswehr have a long tradition of the mobility for students and teaching-training personnel. The universities have acquired considerable experience in exchanging with civilian universities notably via the Erasmus programme. All German officers' education institutions attract and constantly share their excellence with civilian and military students from all over the world.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUAFA	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	N	Y		N

Learning of, learning in foreign languages

In the German system, the future officers learn foreign languages - English in a first place - not only in academic education but also in vocational training institutions. Mastering foreign languages is compulsory since it is considered to be a part of the leadership capacities of a military officer, notwithstanding the importance of this language in Air Force standards and procedures. Within the universities of the Bundeswehr, approximately 2% of the courses proposed are provided in English and the students may chose to write their master thesis in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 2	SLP 3	SLP 3	SLP 3

Before and beyond basic education

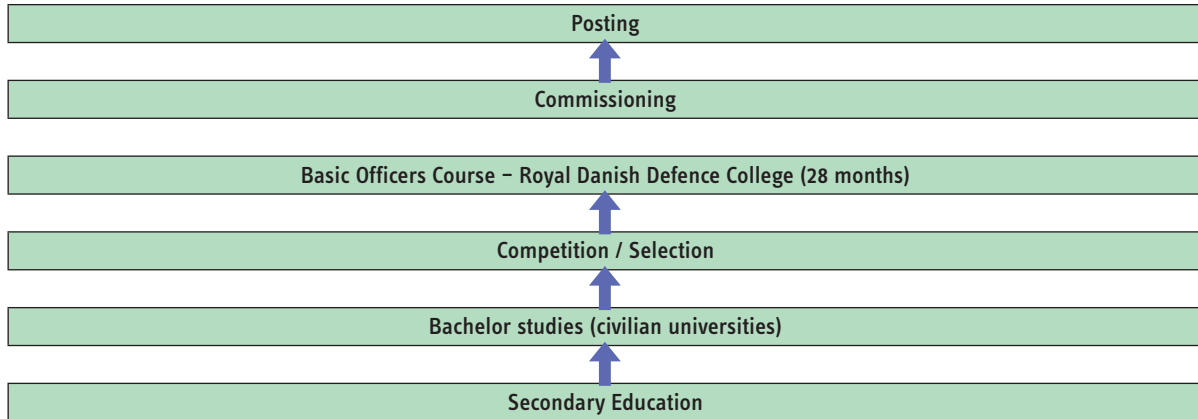
The future Air Force officers are recruited among the young nationals who are graduated from secondary education - or a civilian professional training regarding applications by non-commissioned officers - and who have successfully complied with knowledge, physical and psychological tests. The results obtained at these tests are important for the choice of the curriculum followed in the universities of the Bundeswehr afterward.

In the course of their career, the German Air Force career officers will receive additional education and training opportunities at an advanced level, such as the "Leadership training" (8 weeks) at the Air Force Officers' School (GAFOS) (rank Second Lieutenant) and the preparation for Federal Armed Forces Command and Staff College (1 year, distance learning) at the GAFOS (rank Captain).



DENMARK

How to Become a Military Officer in the Danish Armed Forces:



The basic education and training system of the Danish Army, Navy and Air Force officers is currently being transformed.

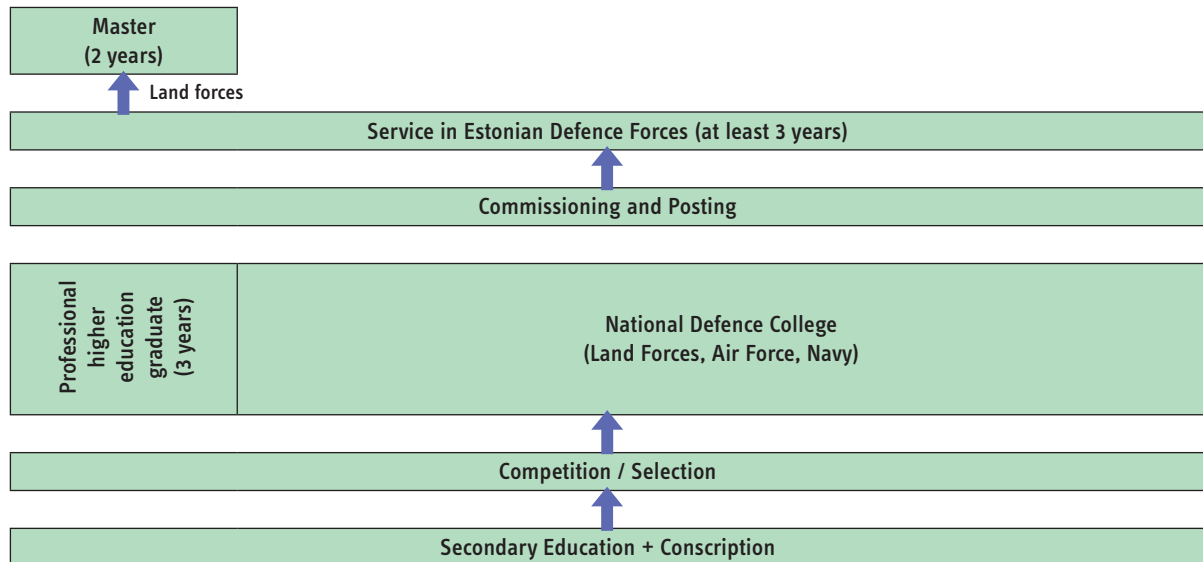
The former three service academies are being replaced by one the joint Royal Danish Defence College, which will be providing the Basic Officers Course to all officers after the candidates had completed their bachelor degree in civilian universities.

The Royal Danish Defence College also offers a Master degree in Military Studies as part of the advanced education of the Army officers in the General Staff Course.



ESTONIA

How to Become a Military Officer in the Estonian Armed Forces:



The initial education and training of the officers of the Estonian Army, Navy and Air Force is primarily the role of the joint National Defence College. Even though the institution is joint, the education, and the vocational training upper than the basic military training, are not joint. Army, Navy and Air Force cadets follow different and specialised commissioning curricula. As a common point, however, every cadet must complete his or her professional higher education (1st level of higher education, equivalent to bachelor level) studies at the Defence College in order to be commissioned as an officer. The programme of these studies contains academic and vocational components that are indistinctively accredited as a single professional military curriculum. The Defence College also offers the opportunity to the Army officers to follow a two-year master programme early in their career (minimum 3 years of experience), as an intermediate curriculum.

The initial vocational training, until the application level, is the product of the collaboration between the Defence College and the operational units themselves. It must be reminded, to this regard, that the compulsory conscript service can also be seen as an introductory military basic training before the beginning of the commissioning curriculum.

ARMY

National Defence College

(<http://www.ksk.edu.ee/>)

Academic curricula

Undergraduate (basic education)	Professional Higher Education in Land Forces
Master (intermediate education) Social Sciences	

Military specialisations

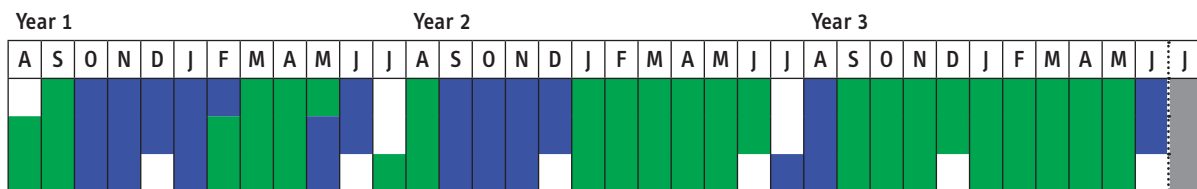
Infantry	Land Forces
Engineer	Land Forces - Engineer School
Artillery	Land Forces - Artillery School
Air-defence	Land Forces - Air-defence School
Signals	Land Forces - Signals School
Logistics	Land Forces - Logistics School

Number of cadets first year: 60

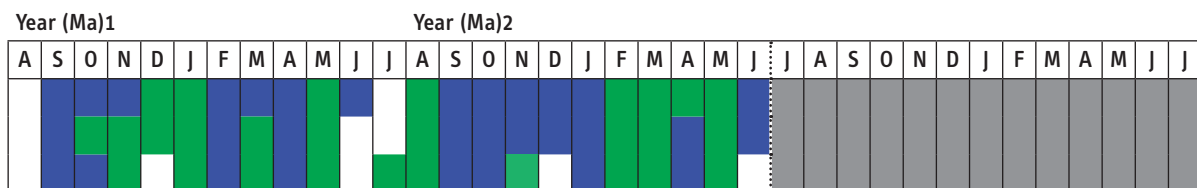
Total number of cadets: 119 (+17 intermediate education)

Organisation of the basic officers' education

Professional Higher Education (PHE):



Master:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	PHE	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	58	47	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	PHE	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	128	73	Y	Y	Y	Y	Y

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
Doctoral studies of the Estonian officers are not provided by the National Defence College.	The National Defence College obtained national and European grants for research. Current research projects are: "Changes in Attitude Toward and Understanding of the Qualities of a Leader Among Cadet Candidates During Their Conscript Service", "Command and Control Terminology", "Reservist Training and Leadership Capability Using the Example of the Training Before World War II and World War II Warfare", "Analysis of the Health Requirements Set for Persons Liable to National Defence Obligation", "Evaluating the Viability of Infantry Fighting Vehicles in Estonian Terrain", "Comprehensive National Defence", "Russian Propaganda", "Activities and Equipment of Role 2 Medical Units".

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 7

Estonia and the National Defence College are progressively implementing an active policy and promotion in favour of the mobility from and to Estonia of European cadets and instructors. The College has implemented all necessary instruments for this development, including the Erasmus arrangements, and it regularly sends students to the common modules organised in the framework of the Initiative for the exchange of young officers.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	N	Y	N	Y	N	Y	N	Pending	N

Learning of, learning in foreign languages

During initial and Master educations at the National Defence College, the (future) Estonian Land Force officers are required to complete courses of English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
PHE curriculum	B1-B1+ / SLP 2	B1-B1+ / SLP 2	B1-B1+ / SLP 2	B1-B1+ / SLP 2

Before and beyond basic education

The future Land Forces officers are recruited among the young nationals who are graduated from secondary education and who have completed their military service. In addition, they must successfully pass several entrance tests.

In the course of their career, the Estonian officers will have the opportunity to follow a Master curriculum at the Defence College (intermediate level) and to receive additional education and training at an advanced level at the Baltic Defence College or in military colleges or schools abroad for Senior Staff Officers or High Command courses (ranks between Captain to General).

NAVY

National Defence College

[\(http://www.ksk.edu.ee/\)](http://www.ksk.edu.ee/)

Academic curricula

Undergraduate (basic education)	Professional Higher Education in Navy
------------------------------------	---------------------------------------

Military specialisations

Navy tactics	Navy units
Navy techniques	

Number of cadets first year: 7

Total number of cadets: 21

Organisation of the basic officers' education

Professional Higher Education (PHE):

Year 1												Year 2												Year 3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	PHE	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	56 to 62	N/A	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	PHE	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	124 to 118	N/A	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
Doctoral studies of the Estonian officers are not provided by the National Defence College.	The National Defence College obtained national and European grants for research. Current research projects are: "Changes in Attitude Toward and Understanding of the Qualities of a Leader Among Cadet Candidates During Their Conscript Service", "Command and Control Terminology", "Reservist Training and Leadership Capability Using the Example of the Training Before World War II and World War II Warfare", "Analysis of the Health Requirements Set for Persons Liable to National Defence Obligation", "Evaluating the Viability of Infantry Fighting Vehicles in Estonian Terrain", "Comprehensive National Defence", "Russian Propaganda", "Activities and Equipment of Role 2 Medical Units".

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 7

Estonia and the National Defence College are progressively implementing an active policy and promotion in favour of the mobility from and to Estonia of European cadets and instructors. The College has implemented all necessary instruments for this development, including the Erasmus arrangements, and it regularly sends students to the common modules organised in the framework of the Initiative for the exchange of young officers.

From european mobility to military interoperability

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	N	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	N	Y	N	Y	N	Y	N	Pending	N

Learning of, learning in foreign languages

During initial education at the National Defence College, the (future) Estonian Navy officers are required to complete course of English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
PHE curriculum	B1-B1+ / SLP 2	B1-B1+ / SLP 2	B1-B1+ / SLP 2	B1-B1+ / SLP 2

Before and beyond basic education

The future Navy officers are recruited among the young nationals who are graduated from secondary education and who have completed their military service. In addition, they must successfully pass several entrance tests.

In the course of their career, the Estonian officers will receive additional education and training at an advanced level at the Baltic Defence College or in military colleges or schools abroad for Senior Staff Officers or High Command courses (ranks between Captain to Admiral).

AIR FORCE**National Defence College**[\(http://www.ksk.edu.ee/\)](http://www.ksk.edu.ee/)**Academic curricula**

Undergraduate (basic education)	Professional Higher Education in Air Force
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Military specialisations

Airfield	Air Force units
Air operations	
Air surveillance	

Number of cadets first year: 9

Total number of cadets: 29

Organisation of the basic officers' education**Professional Higher Education (PHE):**

Year 1												Year 2												Year 3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area**Academic education:**

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	PHE	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	65	N/A	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	PHE	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	115	N/A	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
Doctoral studies of the Estonian officers are not provided by the National Defence College.	The National Defence College obtained national and European grants for research. Current research projects are: "Changes in Attitude Toward and Understanding of the Qualities of a Leader Among Cadet Candidates During Their Conscript Service", "Command and Control Terminology", "Reservist Training and Leadership Capability Using the Example of the Training Before World War II and World War II Warfare", "Analysis of the Health Requirements Set for Persons Liable to National Defence Obligation", "Evaluating the Viability of Infantry Fighting Vehicles in Estonian Terrain", "Comprehensive National Defence", "Russian Propaganda", "Activities and Equipment of Role 2 Medical Units".

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 7

Estonia and the National Defence College are progressively implementing an active policy and promotion in favour of the mobility from and to Estonia of European cadets and instructors. The College has implemented all necessary instruments for this development, including the Erasmus arrangements, and it regularly sends students to the common modules organised in the framework of the Initiative for the exchange of young officers.

From european mobility to military interoperability

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	N	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	N	Y	N	Y	N	Y	N	Pending	N

Learning of, learning in foreign languages

During initial educations at the National Defence College, the (future) Estonian Air Force officers are required to complete course of English. Finally, English is extensively used as a training instrument to the international air force standards and procedures a future officer must know.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
PHE curriculum	B1-B1+ / SLP 2	B1-B1+ / SLP 2	B1-B1+ / SLP 2	B1-B1+ / SLP 2

Before and beyond basic education

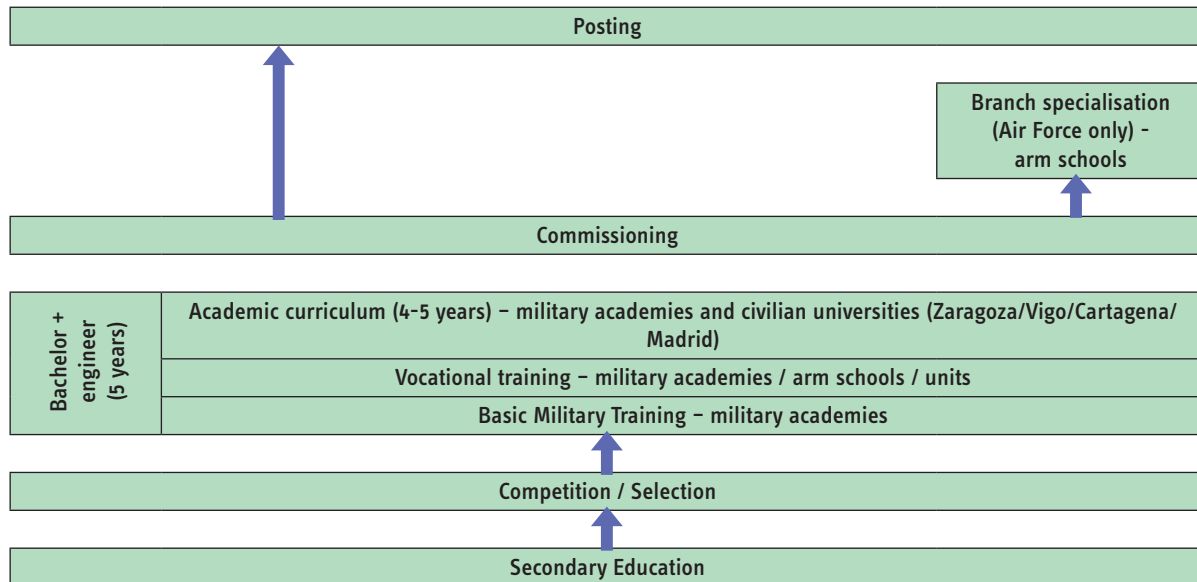
The future Air Force officers are recruited among the young nationals who are graduated from secondary education and who have completed their military service. In addition, they must successfully pass several entrance tests.

In the course of their career, the Estonian officers will receive additional education and training at an advanced level at the Baltic Defence College or in military colleges or schools abroad for Senior Staff Officers or High Command courses (ranks between Captain to General).



SPAIN

How to Become a Military Officer in the Spanish Armed Forces:



Since 2010, Spain and its basic officers' education institutions have implemented the *acquis* of the Bologna Process and, therefore, are fully integrated into the European Higher Education Area. Nevertheless, this implementation did not impede the academies of the Spanish armed forces to adapt the design of their education and training to the respective specificities and requirements of the four services of the armed forces, i.e. the Army, the Navy, the Air Force and the Gendarmerie (*Guardia Civil*).

The duration of the academic studies is different from one branch to another: 4 years for Army, 5 for Navy, Air Force and Gendarmerie. In Army education, however, an additional year, which is fully dedicated to the vocational training at the Academy, is necessary in order to complete the basic education. Different organisations of the studies, therefore, but a common goal, which is a specificity of the Spanish military education systems: all future officers of the four branches will be both bachelor-graduated and awarded a diploma of engineer. Spanish basic officer's education particularly stresses the role of technical sciences in the academic learning processes, indeed. To this end, the central role played by the academies in the education and training is completed by the important support provided by the civilian higher education institutions through partnerships in the academic curricula.

One must also note that the scheme presented above only summarizes the path for becoming an officer in the four branches of the armed forces through direct recruitment. It is important in the sense that, in the case of Gendarmerie for example, officers issued from internal (indirect recruitment) must follow a specific basic course in a different academy (in San Lorenzo del Escorial).

ARMY

Army Academy

(<http://www.ejercito.mde.es/unidades/Zaragoza/agm/index.html>)

Academic curricula

Bachelor	Industrial Organization Engineering
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Military specialisations

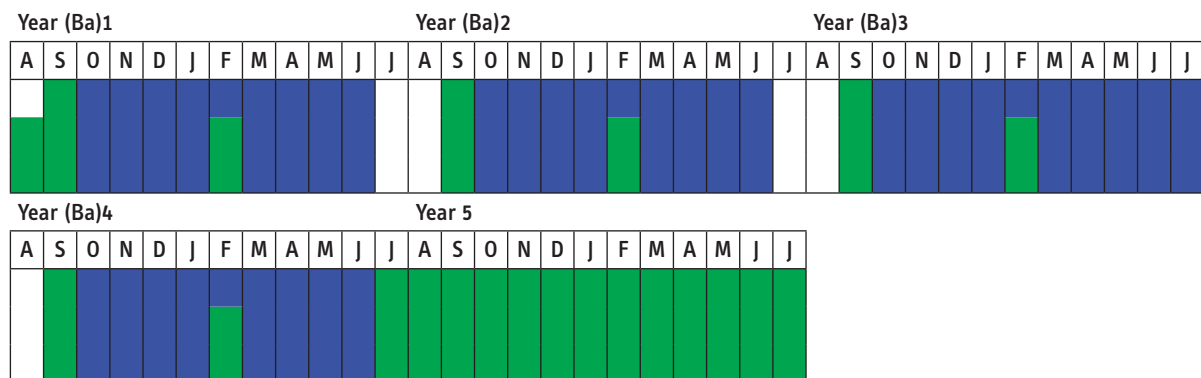
Infantry	Infantry School (Toledo)
Cavalry	Cavalry School (Valladolid)
Artillery	Artillery School (Segovia)
- Engineering - Signals	Engineering School (Hoyo de Manzanares)

Number of cadets first year: NK

Total number of cadets: NK

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	N/A	Y	Y	Y	Y	NK	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	NK	N/A	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Army Academy does not provide doctoral education.	The Army Academy acts in scientific research in the fields covered by its education programme and for the needs of the constant improvement of its education and training.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

Spain and the Army Academy have a long-standing tradition and culture of hosting cadets willing to learn and train in Spanish and benefit from the excellence of the education and training. It has constantly developed outward mobility of the Spanish trainees and trainers, within the scope of the Initiative for the exchange of young officers and through bilateral links. The Academy has fully implemented the compatibility instruments as prepared notably through the Bologna Process, even in the vocational training to the possible extent.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	N	Y	Y	Y	N	CSDP	N

Learning of, learning in foreign languages

During their initial education, the Spanish military students must learn English as a part of their regular academic education throughout their curriculum. They have the possibility to learn French as second foreign language at the Academy.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	NK	NK	NK	NK

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, psycho-technical and physical standards. They must also succeed to entrance knowledge and English tests.

In the course of their career, the Spanish Army officers will receive additional education and training at advanced level in Army and joint institutes, such as the CESEDEN.

NAVY

Naval Academy

(http://www.armada.mde.es/ArmadaPortal/page/Portal/armadaEspañola/personal_escuelas/02_enm)

Academic curricula

Bachelor	Mechanical Industrial Engineering
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Number of cadets first year: NK

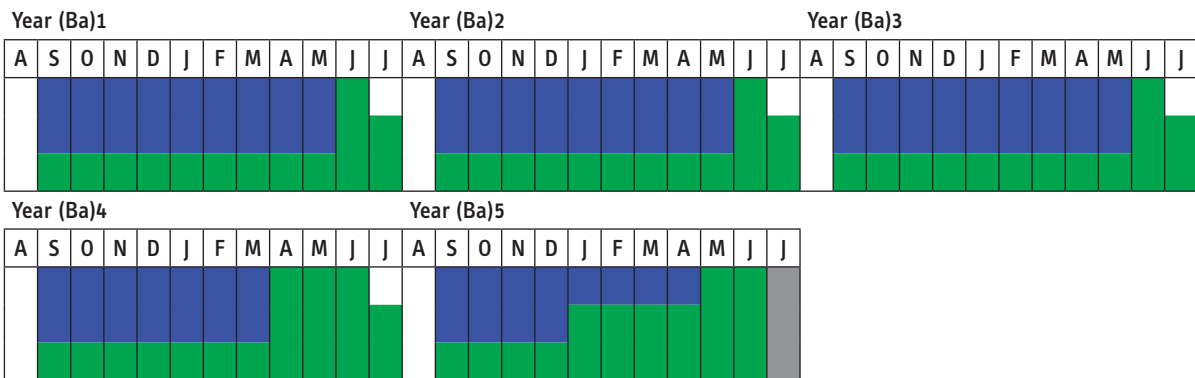
Military specialisations

Seamanship	Naval Academy (Marin)
Special forces Logistics	
Engineering	ETSIAN (Madrid)

Total number of cadets: NK

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	N/A	Y	Y	Y	Y	NK	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	NK	N/A	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Naval Academy does not provide doctoral education.	The Naval Academy acts in scientific research in the fields covered by its education programme and for the needs of the constant improvement of its education and training.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

Spain and the Naval Academy have a long-standing tradition and culture of hosting cadets willing to learn and train in Spanish and benefit from the excellence of the education and training. It has constantly developed outward mobility of the Spanish trainees and trainers, within the scope of the Initiative for the exchange of young officers and bilateral links, and has fully implemented the compatibility instruments as prepared notably through the Bologna Process, even in the vocational training.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	Conference of Superintendents	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	N	Y	Y	Y	N	CSDP	N

Learning of, learning in foreign languages

During their initial education, the Spanish military students must learn English as a part of their regular academic education throughout their curriculum. They have the possibility to learn French as second foreign language at the Academy. They must also learn naval technical English during their vocational training at the academy, notwithstanding the naval procedures, which most often use English as the main language. At present it is considering the possibility of teaching some academic subjects in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	NK	NK	NK	NK

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, psycho-technical and physical standards. They must also succeed to entrance knowledge and English tests.

In the course of their career, the Spanish officers will receive additional education and training at an advanced level:

- *Specialties School of the Navy "Antonio de Escaño". (Ferrol) (LT)*
- *Tactical Programs and Training Center. CPT-CIA. (Rota)(Lt Cdr/LT)*
- *Marine School "Albacete y Fuster". EIMGAF. (Cartagena)(LT)*

AIR FORCE

Air Force Academy (<http://www.ejercitodelaire.mde.es/ea/>)

Academic curricula		
Bachelor	Industrial Organisation Engineering	

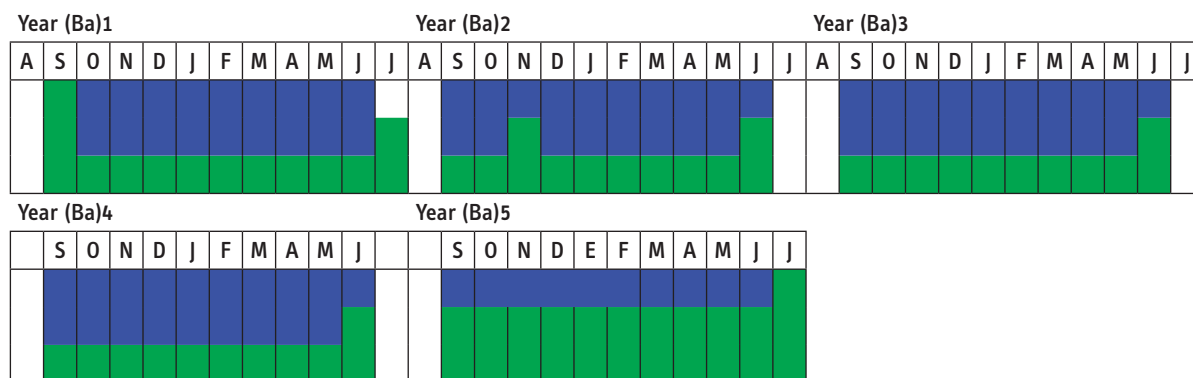
Military specialisations	
Pilot	Air Force Academy (San Javier)
Transport Pilot	Air Force Academy + Gruema
Fighter Pilot	Air Force Academy + 23 WING
Helicopter Pilot	Air Force Academy + 78 WING
Air defence and control officer	Air Force Academy + EMACOT + ETESDA
Logistics	Air Force Academy
Engineering	Air Force Academy + ESTAER

Number of cadets first year: NK

Total number of cadets: NK

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	N/A	Y	Y	Y	Y	NK	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	NK	N/A	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Air Force Academy does not provide doctoral education.	The Air Force Academy acts in scientific research in the fields covered by its education programme and for the needs of the constant improvement of its education and training.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

Spain and the Air Force Academy have a long-standing tradition and culture of hosting cadets willing to learn and train in Spanish and benefit from the excellence of the education and training. It has constantly developed outward mobility of the Spanish trainees and trainers, within the scope of the Initiative for the exchange of young officers and bilateral links, and has fully implemented the compatibility instruments as prepared notably through the Bologna Process, even – to the possible extent – in the vocational training.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUFAFA	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	N	Y	Y	Y	Y	CSDP	N

Learning of, learning in foreign languages

During their initial education, the Spanish military students must learn English as a part of their regular education of Air Force officer, notwithstanding the compulsory learning of Air Force engineers and pilots professional procedures, which most often are in English. The cadets have also the possibility to learn German or French as a second foreign language.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	NK	NK	NK	NK

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, psycho-technical and physical standards. They must also succeed to entrance knowledge and English tests.

In the course of their career, the Spanish officers will receive additional education and training at an advanced level, such as:

- TLP Tactical Leadership Program (Albacete Airbase) for fighter pilots
- GCI Ground Control Interceptor (EMACOT, Torrejon Airbase) for DCA (Defence and Air Control) officers
- CIS Communication and Information Systems (EMACOT, Torrejon Airbase) and SDA Security and Air Defence (ETESDA, Zaragoza Airbase) for DCA (Defence and Air Control) officers
- Major and Lieutenant Colonel Courses (Air Force Headquarters, Madrid)
- Higher Staff Course (CESEDEN, Madrid)

GENDARMERIE

Army Academy

(<http://www.ejercito.mde.es/unidades/Zaragoza/agm/index.html>)

Guardia Civil Officer Academy

(http://www.guardiacivil.org/quesomos/organizacion/personal/formacion/academias/acad_oficiales/)

Academic curricula

Bachelor	Security Engineering (with civilian university)
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Military specialisations

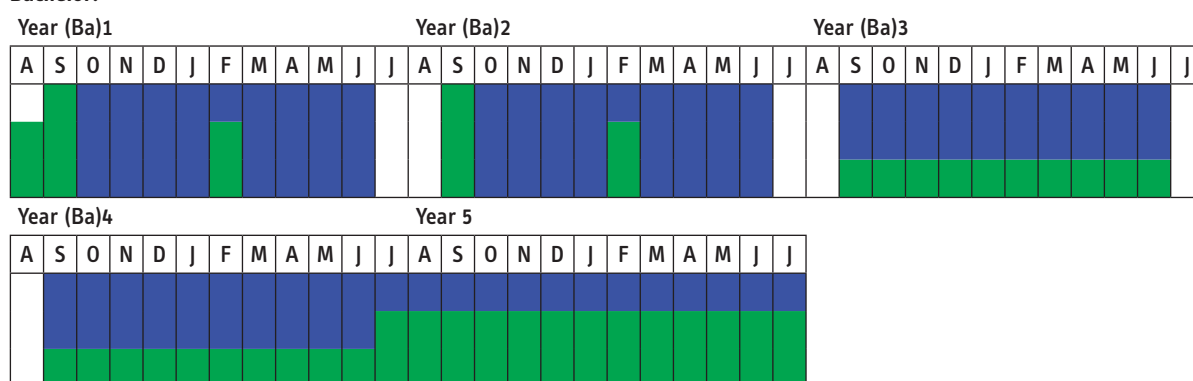
- Administration - Riot control	Army Academy (Zaragoza) + Officer Academy (Aranjuez, Madrid) + Units
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Number of cadets first year: NK

Total number of cadets: NK

Organisation of the basic officers' education

Bachelor:



Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	N/A	Y	Y	Y	Y	NK	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	NK	N/A	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Guardia Civil Officer Academy does not provide doctoral education.	The Guardia Civil Officer Academy does not act in scientific research.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

Spain, the General Military Academy and the Guardia Civil Officer Academy have a long-standing tradition and culture of hosting foreign European and international cadets willing to learn and train in Spanish and benefit from the excellence of the education and training. In order to develop outward mobility for their cadets and trainers, the academies have fully implemented the compatibility instruments as prepared notably through the Bologna Process, even in the vocational training. The following table summarizes data relating especially to Gendarmerie specialist training, i.e. at the Guardia Civil Officer Academy.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y		Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	N	Y	Y	Y	N		N

Learning of, learning in foreign languages

During their initial education, the Spanish Gendarmerie students must learn English as a part of their regular academic education. They may also choose, however, to study French as a second foreign language in the same way

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	NK	NK	NK	NK

Before and beyond basic education

The future Gendarmerie officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, psycho-technical and physical standards. They must also succeed to entrance knowledge and English tests.

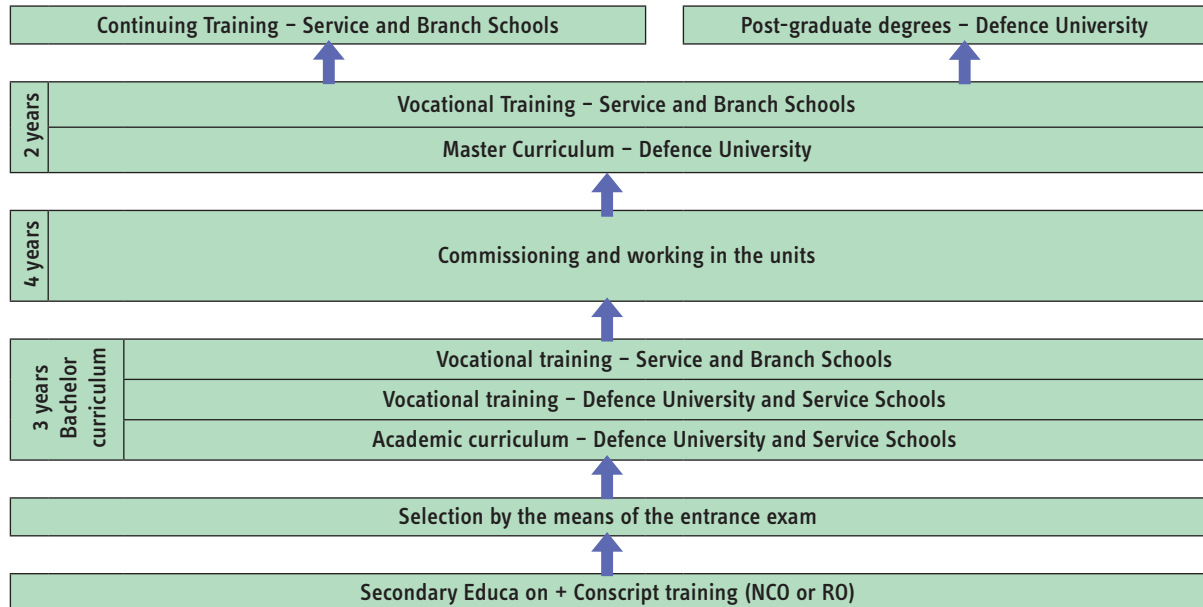
Qualified candidates with diploma of the civilian higher education may also be commissioned after a simplified one-year course at the Guardia Civil Officer Academy. Beside, future officers from indirect recruitment are exclusively trained at an other academy (San Lorenzo del Escorial) for a shorter duration (one year).

In the course of their career, the Spanish officers will receive additional education and training at an advanced level again at the Academy of in joint institutes.



FINLAND

How to Become a Military Officer in the Finnish Armed Forces:



The Finnish officers’ basic education and training are mainly provided at the National Defence University (NDU). Part of the educational and vocational training is carried out at service and branch schools under the supervision of the NDU. After the graduating the Bachelors of Military Sciences (B.Mil.Sci) have a mandatory four-year working period in the units before the two-year intermediate studies of the Master of Military Sciences (M.Mil.Sci). The basic education, which leading to a degree of Bachelor of Military Sciences, must provide the students with the following qualifications:

- The basic knowledge of the studies in the officer’s academic program;
- Capacity for scientific thinking and working methods;
- Ability to take part in the master’s program and inclination to lifetime learning;
- Ability both to follow the development of the field and to use the acquired knowledge at work;
- Sufficient communication and language skills.

The basic vocational curriculum must enable the cadets to obtain practical military skills and qualifications needed for duties of young officers at the level of the company’s commander under exceptional circumstances. On the other hand, the basic vocational curriculum must enable the cadets to obtain practical military skills and qualifications needed for duties of instructor (licences and qualifications) under normal circumstances.

ARMY

National Defence University

(http://www.puolustusvoimat.fi/en/national_defence_university)

Army Academy

(<http://www.puolustusvoimat.fi/portal/puolustusvoimat.fi/>)

Academic curricula

Bachelor (basic education)	Bachelor in Military Sciences , specialisations in: - Leadership and Management - Art of War - Military Pedagogy - Military Technology
	Master (intermediate education) Master in Military Sciences Same specialisations as Bachelor

Military specialisations

Armour	Armour School
- Infantry - Jaeger - Mortar - Reconnaissance	Army Academy
Logistics	Logistics School
Field Artillery	Artillery School
CBRN Engineering	Army Academy
Signal and electronic warfare	Signals School
Helicopter pilots	Air Force Academy and Utti Jaeger Regiment
Helicopter Maintenance	Air Force Academy and Utti Jaeger Regiment
Ground-based Air Defence	Air Force Academy
Border Guard	Border and Coast Guard Academy

Number of cadets first year: 105

Total number of cadets: 300

Organisation of the basic officers' education

Bachelor:

Year (Ba)1

Year (Ba)2

Year (Ba)3

A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Master:

Year (Ma)1

Year (Ma)2

A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D							

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	210	120	Y	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Ba = ECTS Ma = Specific	NK	NK	N	N	Y	Y	N

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
<p>Doctor of Military Sciences specialised in <i>Leadership and Management, Art of War, Military Pedagogy, Military Technology, Social and Behavioral Military Sciences.</i></p> <p>Doctoral studies amount 70 ECTS, not including the thesis.</p>	<p>The National Defence University is particularly active, but not exclusively, in the following fields of scientific research: <i>art of war, strategy, operations art and tactics, military history, military technology, leadership, military pedagogy, military psychology and military sociology.</i></p>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: none

Finland, the University of Defence and the specialised schools have acquired a reliable experience of mobility of both students and teachers, especially at the intermediate level of education.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	N	Y	N	Y	Y	N	

Learning of, learning in foreign languages

During the studies of the bachelors of military sciences the military students must learn at least one foreign language, and have the possibility, as optional courses, to learn advanced English and a second foreign language. The future officers are also required, during their first and half year, to study the second national foreign language (Finnish or Swedish). At the master level, they must study at least one foreign language. Furthermore, the National Defence University offers the possibility to the students at both bachelor and master levels to attend courses as well as a field exercise provided in English. Approximately 5 to 10 % of the courses proposed at the University are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B1-B2	B1-B2	B1-B2	B1-B2
Master curriculum	B2	B2	B2	B2

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary level education and have fulfilled their obligations with regard to compulsory conscript training. In order to enter initial education and training, they must pass an entrance exam that also encompasses medical, physical, psychological and aptitude tests.

In the course of their career, the Finnish officers will receive additional education and training, again at the University of Defence, at an intermediate level Master of Military Sciences degree (Sr. Lieutenant) and (advanced) General Staff Officer degree (Captain - Major).

NAVY

National Defence University

http://www.puolustusvoimat.fi/en/national_defence_university

Naval Academy

<http://www.puolustusvoimat.fi/portal/puolustusvoimat.fi/>

Academic curricula

Bachelor (basic education)	Bachelor in Military Sciences , specialisations in: - Leadership and Management - Art of War - Military Pedagogy - Military Technology
Master (intermediate education)	Master in Military Sciences Same specialisations as Bachelor

Military specialisations

Naval troops (Seamanship, Navigation, Naval Tactics)	Naval Academy
Coastal troops (Practical military training Skills, Operational Art, Coastal Navigation)	Naval Academy
C4IS (Seamanship, Navigation, C4)	Naval Academy
Coast Guard	Coast Guards units

Number of cadets first year: 30

Total number of cadets: 80

Organisation of the basic officers' education

Bachelor:

Year (Ba)1												Year (Ba)2												Year (Ba)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Master:

Year (Ma)1												Year (Ma)2											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	210	120	Y	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Ba = ECTS Ma = Specific	NK	NK	N	N	Y	Y	N

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
Doctor of Military Sciences specialised in <i>Leadership and Management, Art of War, Military Pedagogy, Military Technology, Social and Behavioral Military Sciences</i> . Doctoral studies amount 70 ECTS, not including the thesis.	The National Defence University is particularly active, but not exclusively, in the following fields of scientific research: <i>art of war, strategy, operations art and tactics, military history, military technology, leadership, military pedagogy, military psychology and military sociology</i> . The Navy can provide the researcher with service-specific topics that will support the Navy's core activities.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 4 to 6

The National Defence University and the Naval Academy have acquired a reliable experience throughout their existence of mobility of both students and teachers in both academic and vocational aspects of the basic education of Navy officers. The Naval Academy is a notably active party in international environment, which allows it to appear as a dynamic institution with regard to exchanges with its Scandinavian, European and international counterparts.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	Conference of Superintendents	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	N	Y	N	Y	Y	N	

Learning of, learning in foreign languages

During the studies of the bachelors of military sciences the military students must learn at least one foreign language, and have the possibility, as optional courses, to learn advanced English and a second foreign language.. The future officers are also required, during their first and half year, to study the second national foreign language (Finnish or Swedish). At master level, they must study at least one foreign language. Furthermore, the National Defence University offers the possibility to the students at both bachelor and master levels to attend courses as well as a field exercise provided in English. Approximately 5 to 10 % of the courses proposed at the University are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B1-B2	B1-B2	B1-B2	B1-B2
Master curriculum	B2	B2	B2	B2

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary level education and have fulfilled their obligations with regard to compulsory conscript training. In order to enter initial education and training, they must pass an entrance exam that also encompasses medical, physical, psychological and aptitude tests.

In the course of their career, the Finnish officers will receive additional education and training, again at the University of Defence, at an intermediate level Master of Military Sciences degree (Lieutenant) and (advanced) General Staff Officer degree (Lieutenant Sr. Rank - Lieutenant Commander).

AIR FORCE**National Defence University**http://www.puolustusvoimat.fi/en/national_defence_university**Air Force Academy**<http://www.puolustusvoimat.fi/portal/puolustusvoimat.fi/>**Academic curricula**

Bachelor (basic education)	Bachelor in Military Sciences , specialisations in: - Leadership and Management - Art of War - Military Pedagogy - Military Technology
Master (intermediate education)	Master in Military Sciences Same specialisations as Bachelor

Military specialisations

Pilots	Air Force Academy (Service School)
Aircraft (and weapon systems) maintenance	Air Force Academy
C4IS	Air Force Academy
Border Guard Pilots	Air Force Academy + Utti Jaeger Regiment + Border and Coast Guard Academy

Number of cadets first year: 25

Total number of cadets: 70

Organisation of the basic officers' education**Bachelor:**

Year (Ba)1												Year (Ba)2												Year (Ba)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Master:

Year (Ma)1												Year (Ma)2																							
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D							

Integration in the European Higher Education Area**Academic education:**

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	210	120	Y	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Ba = ECTS Ma = Specific	NK	NK	N	N	Y	Y	N

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
<p>Doctor of Military Sciences specialised in <i>Leadership and Management, Art of War, Military Pedagogy, Military Technology, Social and Behavioral Military Sciences</i>. Doctoral studies amount 70 ECTS, not including the thesis.</p>	<p>The National Defence University is particularly active, but not exclusively, in the following fields of scientific research: <i>art of war, strategy, operations art and tactics, military history, military technology, leadership, military pedagogy, military psychology and military sociology</i>. The Air Force can provide the researcher with service-specific topics that will support the Air Force's core activities.</p>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 4 to 6

The National Defence University and the Air Force Academy have acquired a reliable experience of mobility of both students and teachers in both academic and vocational aspects of the basic education of Air Force officers.. The Air Force Academy is a notably active party in international environment, which allows it to appear as a dynamic institution with regard to exchanges with its European and international counterparts.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUAFA	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	N	N	N	N	Y		N

Learning of, learning in foreign languages

During the studies of the bachelors of military sciences the military students must learn at least one foreign language, and have the possibility, as optional courses, to learn advanced English and a second foreign language. The future officers are also required, during their first and half year, to study the second national foreign language (Finnish or Swedish). At the master level, they must study at least one foreign language. Furthermore, the National Defence University offers the possibility to the students at both bachelor and master levels to attend courses as well as a field exercise provided in English. Approximately 5 to 10 % of the courses proposed at the University are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B1-B2	B1-B2	B1-B2	B1-B2
Master curriculum	B2	B2	B2	B2

Before and beyond basic education

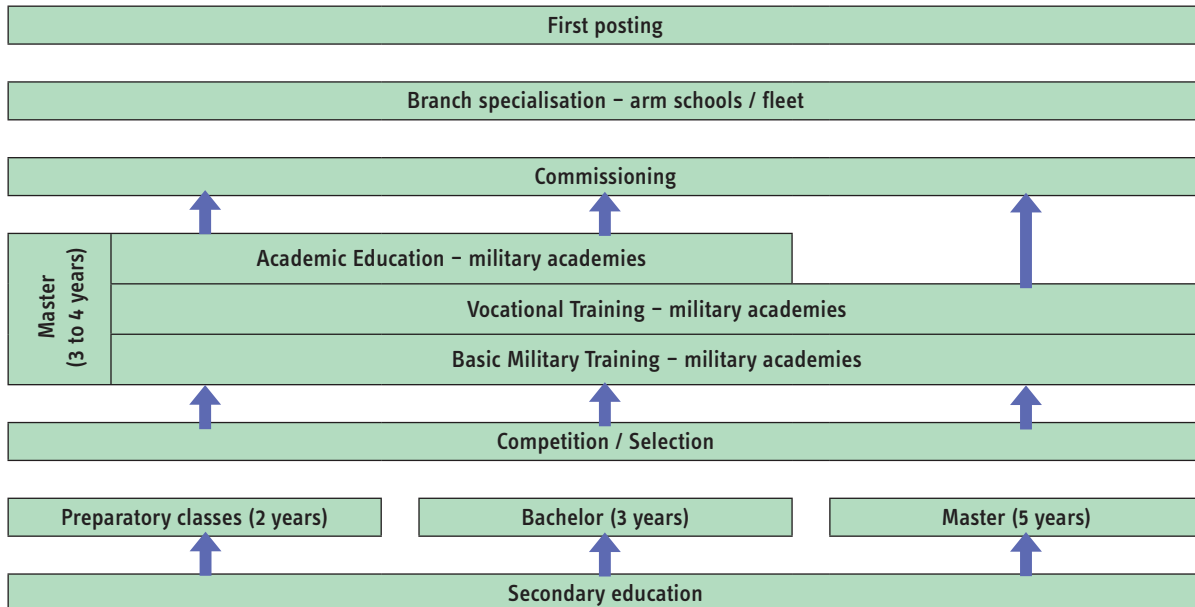
The future military officers are recruited among the young nationals who are graduated from secondary level education and have fulfilled their obligations with regard to compulsory conscript training. In order to enter initial education and training, they must pass an entrance exam that also encompasses medical, physical, psychological and aptitude tests.

In the course of their career, the Finnish officers will receive additional education and training, again at the University of Defence, at an intermediate level Master of Military Sciences degree (Sr. Lieutenant) and (advanced) General Staff Officer degree (Captain - Major).



FRANCE

How to Become a Military Officer in the French Armed Forces:



The basic education and training of the military officers of the French Army, Navy, Air Force and Gendarmerie is the role of four distinct schools: the Military Schools of Saint-Cyr Coëtquidan (Coëtquidan), the Naval Schools (Brest), the Air Force Academy (Salon-de-Provence) and the Gendarmerie Officers' College (Melun).

These schools educate and train the future officers issued from direct recruitment but also from the internal recruitment (through promotion). The scheme presented above focus on the former way of access to commissioning. In order to become officers, the candidates must first complete their bachelor (3 years) or preparatory (2 years) studies in civilian universities or preparatory classes. Then, they will complete their master studies in the respective service schools. Even though the schools are enabled to deliver higher education diplomas and to organise research activities, cooperation with the civilian institutions remains a key word. European and international mobility, also, is seen as an important vector for the education and training of the future military elites. Non-commissioned officers may also become, through indirect recruitment, commissioned officer after completion of a specific bachelor programme.

The vocational training, until the application level, is organised and provided by the military schools themselves. It is a fundamental part of the commissioning curriculum since it is fully integrated in the master diploma, indistinctively from the academic education.

ARMY

Military Schools of Saint-Cyr Coëtquidan

(<http://www.st-cyr.terre.defense.gouv.fr/>)

Academic curricula

Bachelor (NCO commissioning)	Professional Bachelor in: - Sciences - Arts - Economic and social Sciences
Master (direct recruitment)	Master in: - Engineering Sciences , specialisations proposed in <i>energy mechanics, computer science and simulation, electronics and electromagnetic space</i> - International Relations and Strategy , specialisations proposed in <i>defence, international security and co-operation, armed forces and international relations, Eastern Europe and Eurasian regions, Mediterranean-African-Eastern regions, United States</i> - Human and Organisations Management , specialisations proposed in <i>management, law, economics, sociology, communications and history</i>

Military specialisations

Cavalry	(Saumur)
Infantry Artillery	(Draguignan)
Engineers	(Angers)
Signals	(Rennes)
Logistics (transport & maintenance)	(Bourges)
Army aviation	(Dax, Le Luc-en-Provence)

Number of cadets first year: 240 (150 "direct recruitment")

Total number of cadets: 630

Organisation of the basic officers' education

Bachelor level (indirect recruitment – NCO commissioning course):

	Year (Ba)1												Year (Ba)2											
	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
1/2	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
2/2	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█

Master (direct recruitment):

	Year (Ma)1												Year (Ma)2												Year (Ma)3											
	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
1/2	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
2/2	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	52	90	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	68	90	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Military Schools do not organise doctoral curricula for the military officers.	The Military Schools of Saint-Cyr Coëtquidan are very active in scientific research, notably in the following areas: <i>History of International Relations, Contemporary History, Social Sciences, Political Sciences, Economy, English, International law of conflict, Public law, Code of Ethics, Military sociology, Operational management, Physics, Mathematics, Computer science, Electronics, Mechanics.</i>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 163

France and the Military Schools of Saint-Cyr Coëtquidan have a long-standing tradition of mobility in both academic and vocational fields. 100% of the future officers are exchanged during the “international semester” in the course of their master education, with European and international military schools as well as civilian institutes and private companies. France, furthermore, has acquired a considerable experience in the training of officers for foreign armed forces, Germany, e.g.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of “international programmes”
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y		Y

Learning of, learning in foreign languages

Within the Military Schools of Saint-Cyr Coëtquidan, the military students must learn English as a first foreign language. They have also the possibility to learn a second language among German, Spanish, Italian, Russian and Arabic courses. Even though the offer of courses provided in a foreign language -English in a first place- is limited to courses aimed at providing insights of the foreign cultures, invitations of foreign scholars and vocabulary training, every future officer leaves for an exchange and practices a foreign language therefore, during his or her education. At the Schools, 15% of the courses offered are presently provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP 3	SLP 3	SLP 3	SLP 3
Master curriculum	SLP 3	SLP 3	SLP 3	SLP 3

Before and beyond basic education

The future military officers are recruited either among the young nationals who are graduated with at least a bachelor-level or preparatory classes or among non-commissioned officers which have completed the bachelor-level curriculum, after knowledge and physical entrance examinations.

In the course of their career, the French officers will be proposed additional education and training at an advanced level, such as:

- *The Staff College (Ecole d'Etat-Major) in Compiègne (Captain), and*
- *The War College (Ecole de Guerre) in Paris (Major).*

NAVY

Naval School

(<http://www.ecole-navale.fr/>)

Academic curricula

Master	<ul style="list-style-type: none"> - Degree in Engineering (Master level) - Master in Maritime Environment and Naval Operations
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Military specialisations

- Surface and sub-surface operations (S) - Logistics (S)	Training centre (Saint Mandrier)
Naval Aviation (A)	Training centres (Salon-de-Provence + cognac) -common course
Special forces (SF)	Training centre (Lorient)
Mine Warfare (S)	Training centres (Saint Mandrier, Brest)

Number of cadets first year:
75 (FR) + 30 (internationals)

Total number of cadets: 235 (FR) + 105 (internationals)

Organisation of the basic officers' education

Master level:

Year (Ma)1												Year (Ma)2												Year (Ma)3												Year (Ma)4											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
S	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
A	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
SF	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	N/A	100	N	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	N/A	20	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Naval School offers opportunities to complete doctoral studies in: <ul style="list-style-type: none"> - Sciences of the Sea (EDSM) for geomatic, sub-marine acoustics and hydrodynamics; - Hydrodynamics and productics (MTGC); - Sub-marine acoustics and geographical information systems (MATISSE). 	Research is notably structured in a laboratory, named IRENav, with three main research fields: <i>hydrodynamics</i> , <i>geographical information systems</i> and <i>sub-marine acoustics</i> .

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 9

France and the Naval School have a long-standing tradition of mobility in both academic and vocational fields. Approximately 12% of the future officers are exchanged per year, notwithstanding the round-the-world sail at the end of the curriculum and more specific and short vocational events such as regattas.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	Conference of Superintendents	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y	ML	Y

Learning of, learning in foreign languages

Within the Naval Academy, the military students must learn English as a first foreign language. They have also the possibility to learn a second language. Furthermore, the Naval School provides 10% of its academic offer in English as to train the future officers in international conditions. The use of the English in the vocational training is in progress, however.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Engineering curriculum	SLP 3	SLP 3	SLP 3	SLP 3
Master curriculum	SLP 3	SLP 3	SLP 3	SLP 3

Before and beyond basic education

The future military officers are recruited from the young nationals who are graduated with at least a bachelor-level or from preparatory classes, upon testing (physical and medical) and knowledge entrance examination.

In the course of their career, the French officers will be proposed additional education and training at an advanced level, such as the "Specialisation Course" (Sb.Lt), the "Principal Warfare Officer Course" (Lt) and the "Staff College" (LtCDR).

AIR FORCE

Air Force Academy

(<http://ecole-air.fr/>)

Academic curricula

Bachelor (NCO commissioning)	Professional Bachelor in: - Public Management - Air maintenance (specialisations in <i>air domain</i> and <i>State aircraft</i>) - Computer science (With University Aix-Marseille)
Master (direct recruitment)	Master in Engineering Sciences (specialisation offered in <i>support logistics</i>)

Military specialisations

Engineering	Air Force Academy (Salon-de-Provence)
Administration	
Flying personnel	
Mission support	

Number of cadets first year: 120 (70 "direct recruitment")

Total number of Air Force cadets: 280

Organisation of the basic officers' education

Bachelor level (indirect recruitment – NCO commissioning course):

Year (Ba)1												Year (Ba)2											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Master (direct recruitment):

Year (Ma)1												Year (Ma)2												Year (Ma)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
Year 4																																			
A	S	O	N	D	J	F	M	A	M	J	J																								

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	180	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Own	62	8	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The doctoral studies of the French officers are not organised within the basic officers' education institutes	The Air Force Research Centre, located at the Academy, is divided into five thematic laboratories: "defence and knowledge management", "military history and sociology", "flight dynamic", "human factor and operational environment", "signal analysis". Furthermore, the campus of the Academy hosts the National Office for Aeronautical Research and Studies (ONERA).

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 77

France and the Air Force Academy have a long-standing tradition of mobility in both academic and vocational fields. 100% of the future military officers are exchanged per year, mainly for the preparation of their scientific projects, notwithstanding specific and short vocational or cultural events. 50% of the future officers are also exchanged in the course of their master education (scholarship exchanges), with European and international military schools as well as civilian institutes and private companies.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUAFA	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	LOAC	N	

Learning of, learning in foreign languages

Within the Air Force Academy, the military students must learn English as a first foreign language. They have also the possibility to learn a second language among Arabic, Chinese, German, Italian, Japanese, Russian and Spanish. In addition, every future officer leaves for an exchange and practices a foreign language, therefore, during his or her education. Finally, between 7% and 10% of the courses proposed at the Academy are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 3	SLP 3	SLP 3	SLP 3

Before and beyond basic education

The future military officers are directly recruited from the young nationals who are graduated with at least a bachelor-level diploma or from preparatory classes, after medical testing and knowledge entrance examination. They may also be recruited from non-commissioned officers, after completion of a professional bachelor curriculum ("indirect recruitment") at the Air Force Academy.

In the course of their career, the French officers will be proposed additional education and training at an advanced level within the French Air Force or joint institutions or in civilian universities.

GENDARMERIE

Gendarmerie Officers' College *Ecole des Officiers de la Gendarmerie Nationale (EOGN)* (<http://www.gendarmerie.interieur.gouv.fr/eogn>)

Academic curricula

Master	<ul style="list-style-type: none"> - Law and Security Strategies (with civilian university) - Management and Council (with civilian university)
--------	---

Military specialisations

Public Order - Defence	Gendarmerie Officers' College (EOGN - Melun) + Gendarmerie Forces National Training Centre (CNEFG - Saint-Sstier)
Crime Investigation	Gendarmerie Officers' College (EOGN - Melun) + Gendarmerie Criminal Investigation Institute (IRCGN - Rosny-s-Bois) + Crime Investigation Police Training Centre (CNFPJ - Fontainebleau)
General Public Security	Gendarmerie Officers' College (EOGN - Melun)
Road Security	Gendarmerie Officers' College (EOGN - Melun) + Road Security National Training Centre (CNFSR - Fontainebleau)
Administration Corp	Gendarmerie Officers' College (EOGN - Melun)

Number of cadets first year: NK

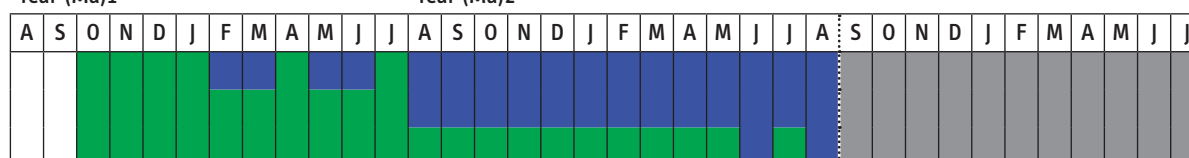
Total number of cadets: NK

Organisation of the basic officers' education

Master:

Year (Ma)1

Year (Ma)2



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	NK	Y	Y	Y	Y	N	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Y	Y	Y	Y	N

Doctoral studies

The Gendarmerie Officers' College does not organise the doctoral studies of the Gendarmerie officers.

Forefront expertise and research fields of the main institution

The Gendarmerie Officers' College does not organise research activities within its premises. However, it collaborates, in scientific areas, with national research centres and civilian universities.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

France and the Gendarmerie Officers' College have a long-standing tradition of mobility in both theoretical and vocational fields. They have trained future officers for European and emerging countries from the outset and are now looking forward to developing further both inward and outward mobility of students but also faculty and instructors.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N		N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y		N

Learning of, learning in foreign languages

During their basic training at the College, cadets must learn English as a first foreign language, and practice it during professional training. Even though the courses offered in a foreign language - English in a first place - are limited to courses aimed at providing insights into foreign cultures, the College is progressively developing its offer of training modules to be provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	NK	NK	NK	NK

Before and beyond basic education

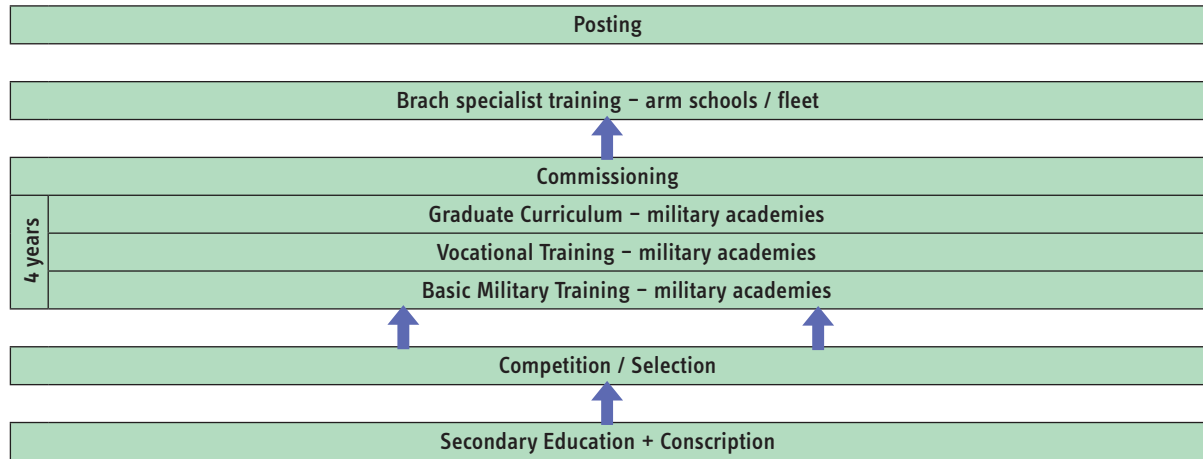
The future Gendarmerie officers are recruited either among young French nationals, with maximum age limitation, with at least a master's degree, or among graduate non-commissioned officers. Candidates must successfully pass a competitive examination, including tests in the English language and comply with physical, medical and psychological standards.

In the course of their career, the French officers will be proposed additional education and training at an advanced level, which can be common to those provided to the officers of the other armed forces' branches.



GREECE

How to Become a Military Officer in the Greek Armed Forces:



The basic education and training of the officers of the Greek Army, Navy and Air Force is primarily the responsibility of three respective academies. The national conscript service contributes also to the training of the future military elites.

These academies, which are used to educate and train officers also for foreign armed forces, are now on the way to integrate the *acquis* of the European Higher Education Area in order to obtain the instruments, which will allow them developing further their exchange capacities.

These academies, indeed, provide academic curricula at the first cycle level. In addition, the Army Academy proposes postgraduate curricula as a part of the intermediate – or advanced – education of the Greek officers. The Air Force Academy also intends to develop its educational offer in proposing in the future a master curriculum on *flight safety*.

The vocational training of the future Greek and Cypriot military elites, since they are fully trained in the Greek institutions, is also assured by the academies, in cooperation with the specialist training centres.

ARMY

Hellenic Army Academy

(www.sse.gr/index_en.php)

Academic curricula		Military specialisations	
Undergraduate (basic education)	Undergraduate in Military Science	Infantry	Branch School (Chalkida)
		Armoured Cavalry	Branch School (Avlona)
		Artillery	Branch School (Nea Peramos Attikis)
		Engineers	Branch School (Loutraki)
		Signals	Branch school (Athens)
Postgraduate (intermediate education)	Postgraduate (with Technical University of Crete) in: - Applied operational research and analysis - Systems engineering	Army Aviation	Branch School (Stefanovikio Magnisias)
		Technical corps	Branch School (Patra)
		Ordnance corps	Branch School (Lamia)
		Supply and Transportation corps	Branch School (Sparti)

Number of cadets first year: 250

Total number of cadets: 1000

Organisation of the basic officers' education

Bachelor level:

Year 1			Year 2			Year 3																	
J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J

Master level:

Year 1			Year 2			Year																	
J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	240	N/A	Y	Y	Y	Pending	N	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Specific	129	N/A	Y	Y	Y	N	Y

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
The Hellenic Army Academy does not organise the doctoral studies of the Greek military officers, currently.	The Military Academy has not yet developed research activities within its premises.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 4

Greece and the Hellenic Army Academy have a strong and long-standing culture of exchanges based on a long tradition of hosting and training foreign officers. In particular, students from 11 countries are educated and trained in the Academy. The multi-nationality of the Academy's composition assigns to it the role of an ambassador of our morals and traditions beyond the borders of Greece and the European Union. Foreign cadets constitute approximately 15% of the total number of cadets.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N	EMACS	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	Y	N	Y	CSDP Olympiad, LOAC	N

Learning of, learning in foreign languages

During the entire curriculum at the Hellenic Army Academy, the Greek Cadets learn English. In addition, they may choose to study a second foreign language during their third and fourth years. In the vocational area, the Military Academy progressively develops its offer of training to be provided in English. It must also be noted that the Hellenic Army Academy provides, during a preparatory year, courses of Greek language within its premises, specifically designed for foreign cadets who are hosted for the entire duration of their initial education. One of the courses (LOAC common module) proposed at the Academy is provided in English

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B2	B2	B2	B2

Before and beyond basic education

The Cadets are recruited among the young nationals who are graduated from secondary education. Candidates must comply with medical, physical and psychological standards and successfully pass the Pan-Hellenic written exams. After graduating from the Hellenic Army Academy as Second Lieutenant and through their career, the Greek officers will receive additional education and training in several educational centres depending on their rank: the Advanced Military Training (Captain), the Command and General Staff College (Major), the Supreme Joint War College (Lieutenant Colonel) and the Hellenic National Defence College (Colonel).

NAVY

Hellenic Naval Academy
<http://www.hna.gr/snd/index.html>

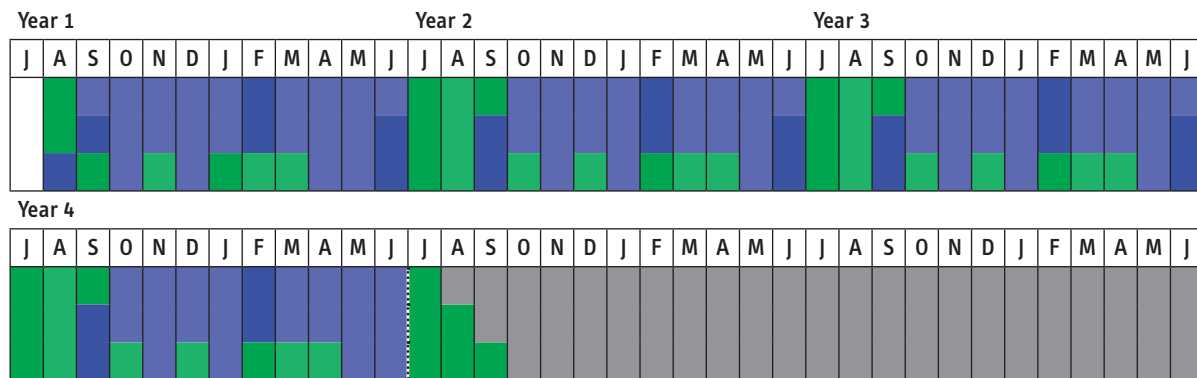
Academic curricula		Military specialisations	
Bachelor (basic education)	Naval Sciences and Seamanship (specialisation offered for <i>line</i> officers or <i>engineers</i>)	Navigation	Branch School (Skaramagas, Athens)
		Weapons	
		Anti-Submarine	
		Communications	
		Mechanical Engineering	

Number of cadets first year: 35

Total number of cadets: 200

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	240		Y	Y	Y	Y	N	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Specific	120		Y	Y	Y	Y	N

Doctoral studies	Forefront expertise and research fields of the main institution
The Hellenic Naval Academy does not offer doctoral level postgraduate degree at the moment.	The Naval Academy does not have yet a formal structure for organising research internally.

From european mobility to military interoperability

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 5

The Hellenic Naval Academy is following a long tradition and has created a solid culture of exchanging, hosting and training foreign officers. In particular, Greece trains on a regularly basis cadets of the European Union countries, like Cyprus, and from a numerous countries worldwide. With graduates from over 19 countries so far, the Hellenic Naval Academy represents a lighthouse of the Hellenic naval morals, culture and ethics. The Academy is also particularly active in the framework of the Conference of Superintendents and the Initiative for the exchange of young officers. It is looking forward to rapidly implement the acquis of the European Higher Education Area in order to develop both inward and outward mobility of its cadets, teachers and instructors

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N	Conference of Superintendents	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	Y	N	Y	CSDP	N

Learning of, learning in foreign languages

During their curriculum at the Hellenic Naval Academy, the future Hellenic Navy Officers and their counterparts following the same initial education must learn or improve their English. In addition, they may choose to study a second foreign language between French and German. In vocational training, the Academy progressively develops its offer of training to be provided in English, notwithstanding the teaching of regular international Navy standards and operating procedures. Additionally, it must be noted that the Hellenic Naval Academy provides – during a preparatory semester specifically designed for foreign cadets who are hosted for the entire duration of their initial education – courses of Greek language within its premises. One of the courses (CSDP common module) proposed at the Academy is provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B2	B2	B2	B2

Before and beyond basic education

The future military officers are recruited among the young nationals who have graduated from secondary education (High School) and succeed at the National Exams Scheme. On top of that, candidates must comply with medical, physical and psychological standards and successfully pass an entrance test.

In the course of their career, the Hellenic Navy Officers will receive additional advanced education and training at the Hellenic Naval Staff and Command College (Lieutenant), the Supreme Joint War College (Lieutenant Commander) and the Hellenic National Defence College (Commander).

AIR FORCE

Hellenic Air Force Academy
 (<http://www.haf.gr/el/career/academies/si/>)

Academic curricula

Bachelor	Bachelor in Aviation Sciences Specialisations for <i>pilots, engineers and air defence controllers</i>
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Military specialisations

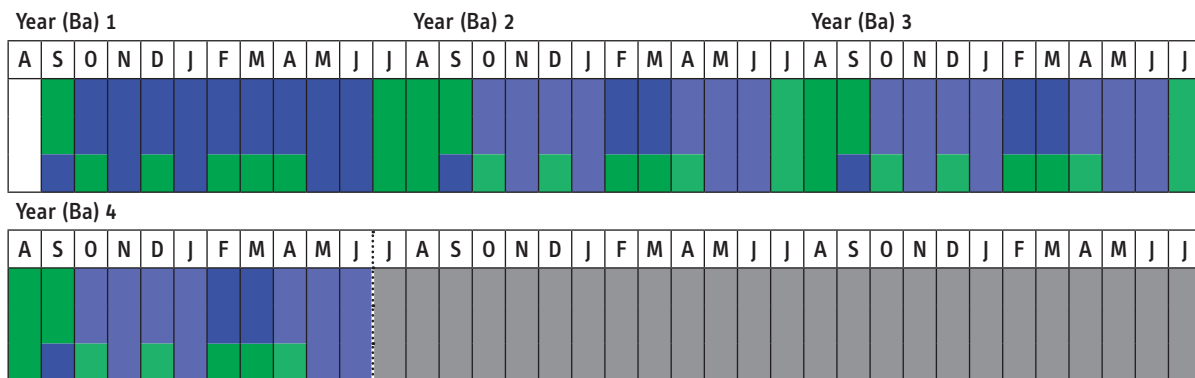
Pilots	Branch School (Kalamata)
Aeronautical / Telecommunications and Electronics / Civil Engineering	Branch School (Kavouri, Nea Liosia, Athens)
Air Defence Controllers	Branch School (Dekelia, Athens)

Number of cadets first year: 70

Total number of cadets: 330

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	240	N/A	Y	Y	Y	Y	N	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Specific	120	N/A	Y	Y	Y	Y	N

Doctoral studies	Forefront expertise and research fields of the main institution
Hellenic Air Force Academy does not offer doctoral level postgraduate degree.	The Hellenic Air Force Academy does not have a formal structure for organising research internally.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 8

The Hellenic Air Force Academy is following a long tradition and has created a solid culture of exchanging, hosting and training foreign officers. In particular, Greece trains on a regularly basis cadets of the European Union countries like Cyprus – and from a numerous countries worldwide. With graduates from over 35 countries so far, the Hellenic Air Force Academy represents a lighthouse of the Hellenic Air Force morals, culture and ethics. The Hellenic Air Force Academy is particularly active in the framework of the EUFA and the Initiative for the exchange of young officers.

From european mobility to military interoperability

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N	EUAFA	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	Y	N	Y	CSDP	N

Learning of, learning in foreign languages

During their curriculum at the Hellenic Air Force Academy, the future officers and their counterparts following the same initial education must learn or improve their English. In addition, they may choose to study a second foreign language. The Academy progressively develops its offer of vocational training to be provided in English, notwithstanding the teaching of regular international standards and operating procedures.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B2	B2	B2	B2

Before and beyond basic education

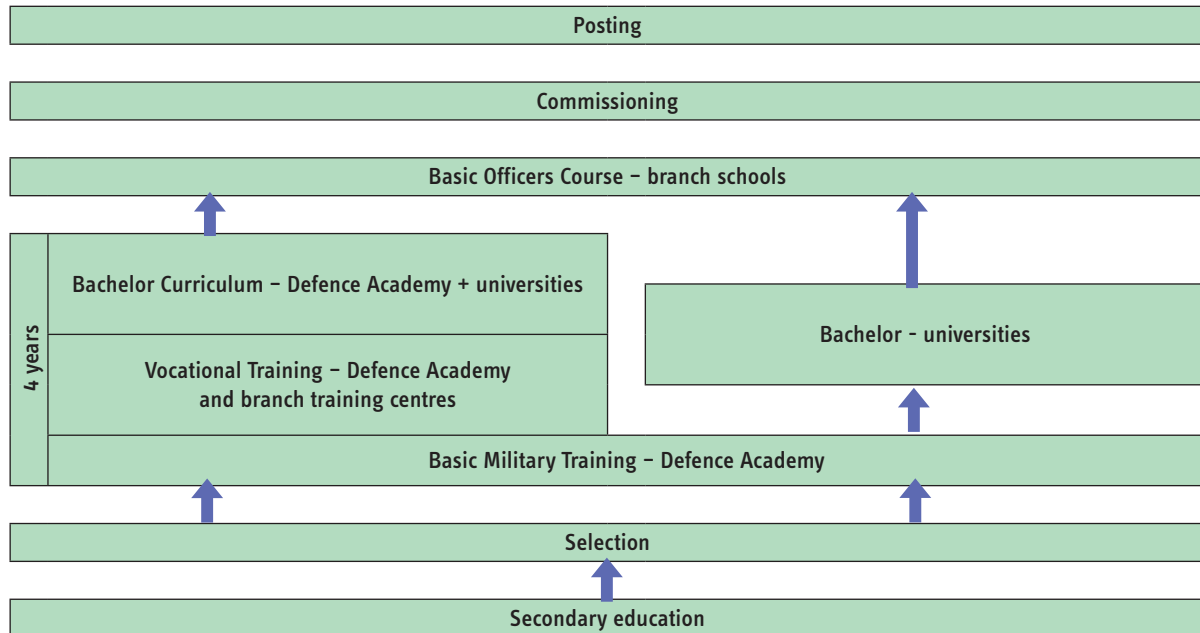
The future military officers are recruited among the young nationals who have graduated from secondary education (high school) and succeed at the National Exams Scheme. On top of that, candidates must comply with medical, physical and psychological standards.

After graduation the Hellenic Air Force Officers receive additional advanced education and training according to their specialization at the Hellenic Air Staff and Command College (Captain), the Supreme Joint War College (Lieutenant Colonel) and the Hellenic National Defence College (Colonel).



CROATIA

How to Become a Military Officer in the Croatian Forces:



The Croatian Defence Academy is the main institution responsible for the basic education and training of the Croatian armed forces' officers.

For their academic education, in all three branches, it closely co-operates with the civilian universities. For specific qualifications, the civilian universities may be responsible for the academic part of the curriculum.

The vocational training is operated by the Academy, together with the branch specialists training centres. After its current transformation, the education and training system will enable the future Croatian officers following their academic education and vocational training programmes in parallel in the same accredited curriculum.

ARMY

Croatian Defence Academy “Dr. Franjo Tuđman”
(www.morh.hr/hr/hrvatsko-vojno-uciliste/pocetna.html)

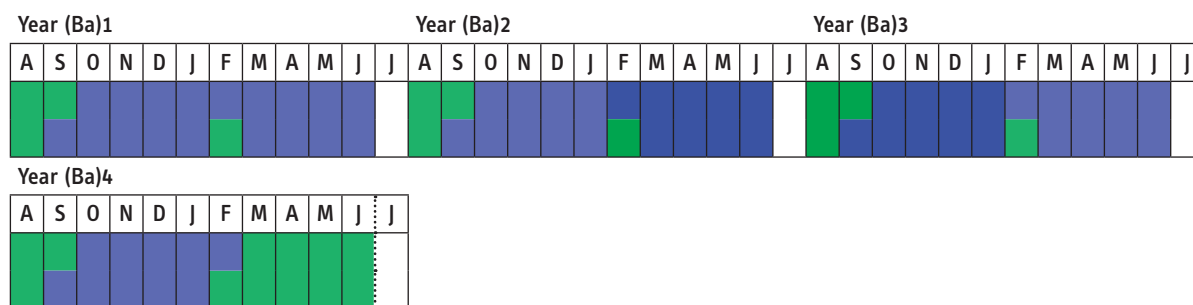
Academic curricula		Military specialisations	
Bachelor	-Bachelor of Military Engineering	Infantry Military Police Military Intelligence	Officer School – Military Leadership and Management (MLM) (Zagreb)
	- Bachelor of Military Leadership and Management	Infantry Armour Artillery AA Defence Engineers Signals NBC Technical Service	Officer School – Military Engineering (ME) (Zagreb)

Number of cadets first year: 91

Total number of cadets: 300

Organisation of the basic officers’ education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	240	N/A	Y	Y	Y	Y	Y	Case-by-case

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None		N/A	Y	Y	Y	Y	Case-by-case

Doctoral studies	Forefront expertise and research fields of the main institution
The Croatian Defence Academy “Dr. Franjo Tuđman” does not organise the doctoral studies. Officers of the Croatian Armed Forces attend doctoral studies at civilian universities.	The Croatian Defence Academy “Dr. Franjo Tuđman” has established the Centre for Defence and Strategic Studies. Research fields of the institution are under development.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 4

With the establishment of new academic programmes, the Academy increases its efforts in regard with European and international mobility of military students and staff. It especially increases its cooperation with the institutions of military education of the CEFME Member States.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	Y	Y	N		N

Learning of, learning in foreign languages

During the 8 semesters of the MLM and ME curricula, the cadets are required to attend English as an obligatory subject. Currently there are no subject or course offered in foreign languages. During his/her professional career, the officer has the possibility to attend language courses in English, German, French and Italian at the Foreign Language Centre of the Academy.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum MLM	C1	C1	C1	C1
Bachelor curriculum ME	B2	B2	B2	B2

Before and beyond basic education

The future cadets need to fulfil general requirements of the final state exam (Croatian, English and Mathematics) as well as special requirements prescribed by the MoD.

In their advanced education, the officers may complete the following courses:

- *Advanced Officer Course (1 semester, performed at the CDA in Zagreb);*
- *Command and Staff School (2 semesters, performed at the CDA in Zagreb);*
- *War College (2 semesters, performed at the CDA in Zagreb).*

NAVY

Croatian Defence Academy “Dr. Franjo Tuđman”

(www.morh.hr/hr/hrvatsko-vojno-uciliste/pocetna.html)

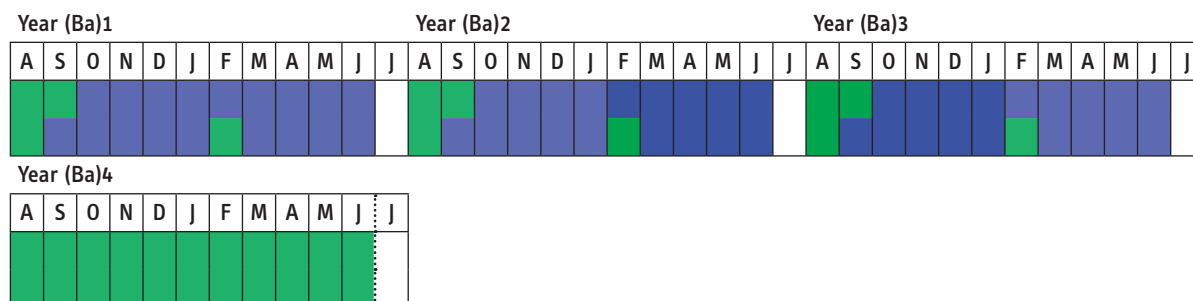
Academic curricula		Military specialisations	
Bachelor	Bachelor studies civilian universities' curricula	All specialties	Officer School (Split)
		Infantry Armour Artillery AA Defence Engineers Signals NBC Technical Service	Officer School – Military Engineering (ME) (Zagreb)

Number of cadets first year: 27

Total number of cadets: 46

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	N/A	Y	Y	Y	Y	Y	Case-by-case

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None		N/A	Y	Y	Y	Y	Case-by-case

Doctoral studies	Forefront expertise and research fields of the main institution
The Croatian Defence Academy “Dr. Franjo Tuđman” does not organise the doctoral studies. Officers of the Croatian Armed Forces attend doctoral studies at civilian universities.	The Croatian Defence Academy “Dr. Franjo Tuđman” has established the Centre for Defence and Strategic Studies. Research fields of the institution are under development.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 0

The development of the European and international mobility of military students and staff is a priority of the transformations of its education and training system operated by the Croatian Defence Academy.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y		Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	Y	N	N		N

Learning of, learning in foreign languages

In their respective academic education institutions (universities), the cadets are required to attend English as an obligatory subject. Currently there are no subject or course offered in foreign languages. During his/her professional career, the officer has the possibility to attend language courses in English, German, French and Italian at the Foreign Language Centre of the Academy.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B2	B2	B2	B2

Before and beyond basic education

The future cadets need to fulfil general requirements of the final state exam (Croatian, English and Mathematics) as well as special requirements prescribed by the MoD.

In their advanced education, the officers may complete the following courses:

- *Advanced Officer Course (1 semester, performed at the CDA in Zagreb);*
- *Command and Staff School (2 semesters, performed at the CDA in Zagreb);*
- *War College (2 semesters, performed at the CDA in Zagreb).*

AIR FORCE

Croatian Defence Academy "Dr. Franjo Tuđman"

(www.morh.hr/hr/hrvatsko-vojno-uciliste/pocetna.html)

Academic curricula		Military specialisations	
Bachelor	Bachelor of Aeronautics Civilian universities' curricula	Pilots	Flight School (Zemunik-Zadar)
		All specialties	Officer School (Zagreb)

Number of cadets first year: 6

Total number of cadets: 12

Organisation of the basic officers' education

Bachelor:

Year (Ba)1												Year (Ba)2												Year (Ba)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
[Color-coded grid for Year (Ba)1]												[Color-coded grid for Year (Ba)2]												[Color-coded grid for Year (Ba)3]											
Year (Ba)4												Year (Ba)5																							
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J												
[Color-coded grid for Year (Ba)4 and Year (Ba)5]																																			

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	N/A	Y	Y	Y	Y	Y	Case-by-case

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None		N/A	Y	Y	Y	Y	Case-by-case

Doctoral studies	Forefront expertise and research fields of the main institution
The Croatian Defence Academy "Dr. Franjo Tuđman" does not organise the doctoral studies. Officers of the Croatian Armed Forces attend doctoral studies at civilian universities.	The Croatian Defence Academy "Dr. Franjo Tuđman" has established the Centre for Defence and Strategic Studies. Research fields of the institution are under development.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 0

With the establishment of new academic programmes, the Academy increases its efforts in regard with European and international mobility of military students and staff. It especially increases its cooperation with the institutions of military education of the CEFME Member States.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y		Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
N	Y	N	N	N	Y	N	N	Y	

Learning of, learning in foreign languages

During the 6 semesters at the university the cadets are required to attend English (English and English phraseology classes) as an obligatory subject. During flight – vocational - training, use of English language and English phraseology is mandatory. Currently there are no other subjects or courses offered in foreign languages. During his professional career, the officer has a possibility to attend language courses in English, German, French and Italian at the Foreign Language Centre of the Academy.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B2	B2	B2	B2

Before and beyond basic education

The future cadets need to fulfil general requirements of the final state exam (Croatian, English and Mathematics), medical exam for military pilot, flight screening, as well as special requirements prescribed by the MoD.

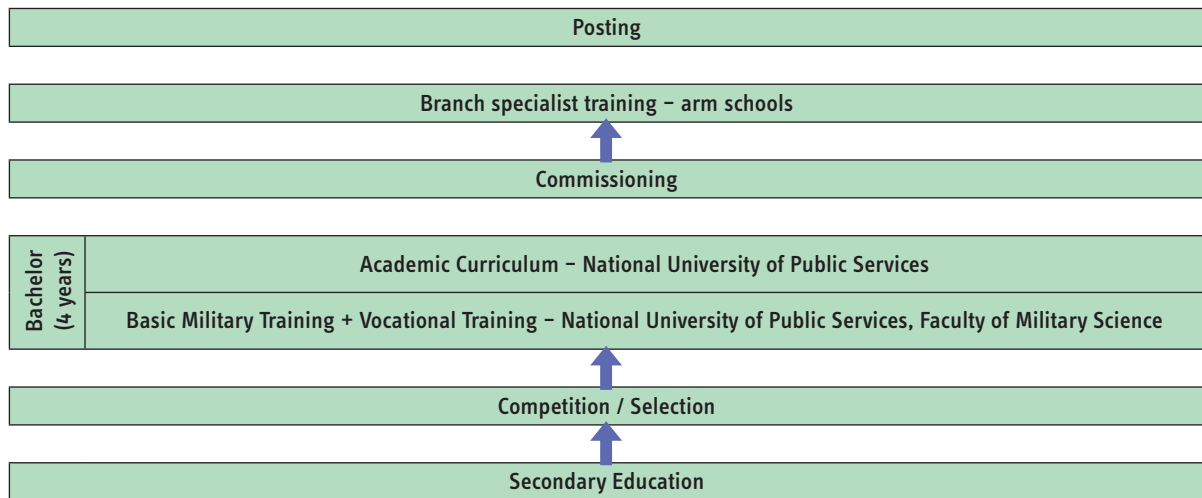
In their advanced education, the officers may complete the following courses:

- *Flight Instructor School (2 semesters, performed at Flight School in Zemunik-Zadar and University of Zadar departments of Psychology and Pedagogy);*
- *Advanced Officer Course (1 semester, performed at the CDA in Zagreb);*
- *Command and Staff School (2 semesters, performed at the CDA in Zagreb);*
- *War College (2 semesters, performed at the CDA in Zagreb).*



HUNGARY

How to Become a Military Officer in the Hungarian Defence Forces:



The basic education of the Hungarian Defence Forces' (Army and Air Force) officers is joint and provided by a unique institution: the National University of Public Service (NUPS). Within the NUPS the Faculty of Military Science and Officer Training is responsible for the military officers' training. The basic curriculum is the bachelor. However, the National University of Public Service offers the possibility for the Hungarian officers to complete master studies in the course of their career and doctoral studies also.

The basic curriculum of the officers dedicates an important share to the vocational training, which is provided by the University. The training, indeed, fully counts in the curriculum since it is also allocated with ECTS and, therefore, is an integral part of the diploma.

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
The Faculty of Military Science and Officer Training of National University of Public Service offers doctoral curricula aimed at the title of Doctor of Philosophy in Military Science (Social Sciences) and Military Technical Science (Technical Sciences).	<i>Strategy and Military Security, MOOTW, Security and Defence Policy, Military Doctrines, Force Preparation and Application, Command and Control Support, Military Logistics and Economy, Military Technology and Technological Development, Human Resources Management and Development, Human Factor and Medicine, Society and Armed Forces, Military History and Military Tradition, National Higher Defence Studies, Theory of Science, Research Methodology, Catastrophe Protection, NBC Protection Environmental Security and Emergency Management.</i>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 17 (Army and Air Force)

Hungary and the National University of Public Service have a reliable experience and a solid tradition of mobility in both academic and vocational fields. Approximately 11% of their future officers are exchanged for academic or vocational periods. It also regularly hosts military students and teachers from its European and international counterparts.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	N		N

Learning of, learning in foreign languages

Within the National University of Public Service, the military students must learn at least one foreign language, beside their education and training. The National University of Public Service progressively increases its offer of vocational training in English as well and sends students to the common modules created within the framework of the Initiative. 5% of the courses proposed at the University are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP 2	SLP 2	SLP 2	SLP 2
Master curriculum	SLP 2	SLP 2	SLP 2	SLP 2

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards as well as a medium level of the English language.

In the course of their career, the Hungarian officers will receive additional education and training at an advanced level. They will notably have the opportunity to come back to the National University of Public Service and obtain a master degree for becoming Lieutenant Colonel.

AIR FORCE

National University of Public Service

[\(http://en.uni-nke.hu/\)](http://en.uni-nke.hu/)

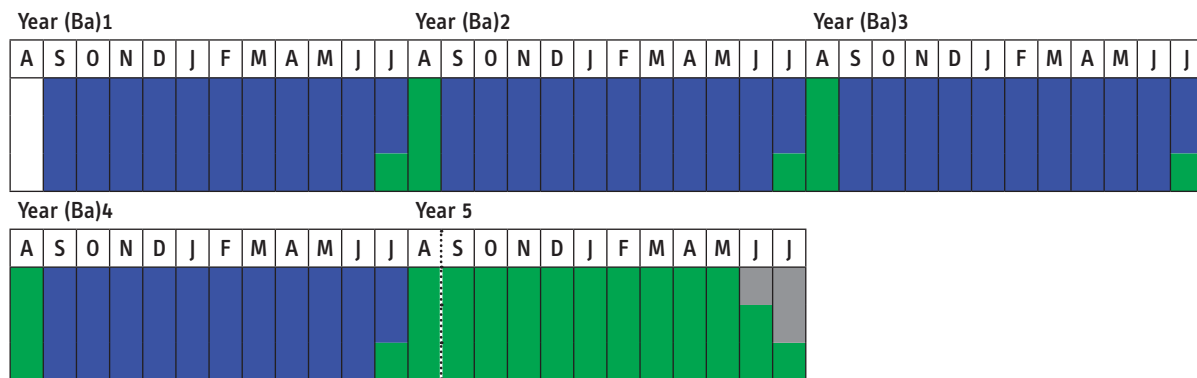
Academic curricula		Military specialisations	
Bachelor (basic education)	Bachelor in Military Maintenance	Military air traffic control Military Aviation Technical	Faculty of Military Science and Officer Training of the National University of Public Service
Master (advanced education)	Master in Military Maintenance		

Number of cadets first year: 20

Total number of cadets: 400 (Army and Air Force)

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	240	60	Y	Y	Y	Y	N	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	NK	NK	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Faculty of Military Science and Officer Training of National University of Public Service offers doctoral curricula aimed at the title of Doctor of Philosophy in Military Science (Social Sciences) and Military Technical Science (Technical Sciences).	<i>Strategy and Military Security, MOOTW, Security and Defence Policy, Military Doctrines, Force Preparation and Application, Command and Control Support, Military Logistics and Economy, Military Technology and Technological Development, Human Resources Management and Development, Human Factor and Medicine, Society and Armed Forces, Military History and Military Tradition, National Higher Defence Studies, Theory of Science, Research Methodology, Catastrophe Protection, NBC Protection Environmental Security and Emergency Management.</i>

From european mobility to military interoperability

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 17 (Army and Air Force)

Hungary and the National University of Public Service have a reliable experience and a solid tradition of mobility in both academic and vocational fields. Approximately 11% of their future officers are exchanged for academic or vocational periods. It also regularly hosts military students and teachers from its European and international counterparts.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	N	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	N		N

Learning of, learning in foreign languages

Within the National University of Public Service, the military students must learn at least one foreign language, beside their education and training. The National University of Public Service progressively increases its offer of vocational training in English as well and sends students to the common modules created within the framework of the Initiative. 5% of the courses proposed at the University are provided in English.

Command of the English at the end of basic education and training (CEFR/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP 2	SLP 2	SLP 2	SLP 2
Master curriculum	SLP 2	SLP 2	SLP 2	SLP 2

Before and beyond basic education

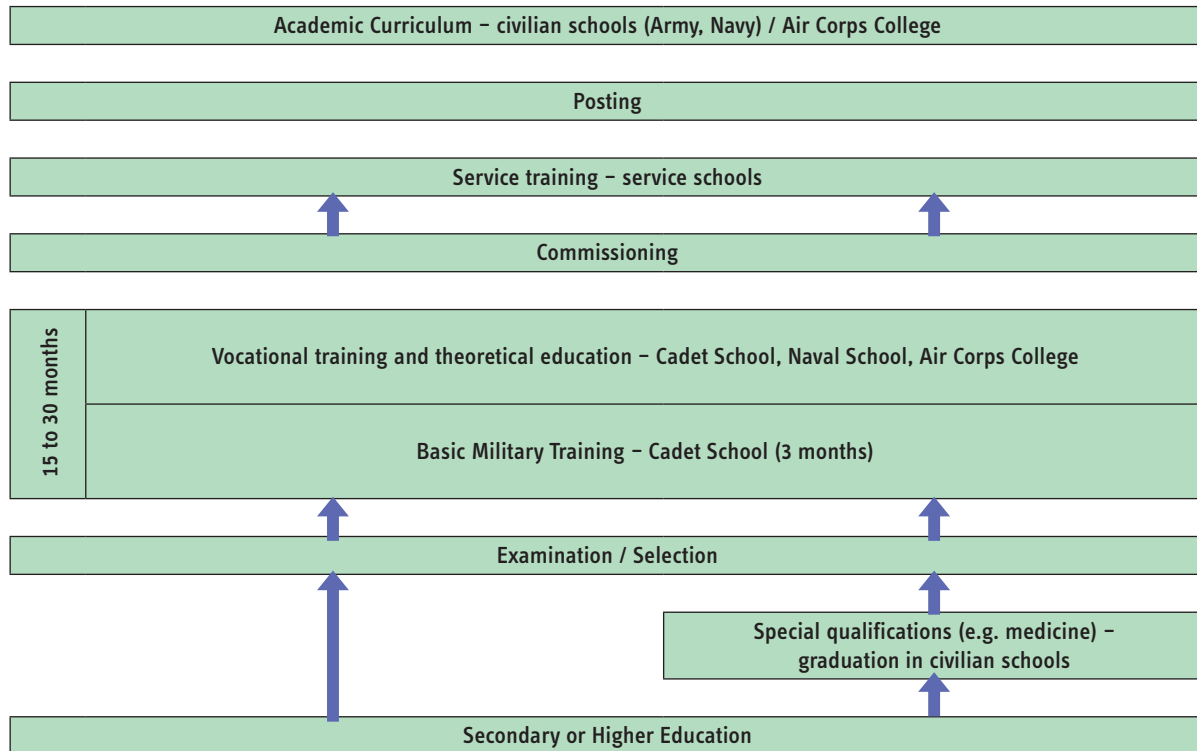
The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards as well as a medium level of the English language.

In the course of their career, the Hungarian officers will receive additional education and training at an advanced level. They will notably have the opportunity to come back to the National University of Public Service and obtain a master degree for becoming Lieutenant Colonel.



IRELAND

How to Become a Military Officer in the Irish Armed Forces:



The basic education and training of the officers issued from direct recruitment of the Irish Army, Navy and Air Force rests on the cooperation of several training institutes. The Cadet School - Military College (Kildare) provides training for the officers of the three services. The professional training, then, is provided by the Naval College and the Air Corps College for Navy and Air Force officers, although their Army counterparts stay at the Military College.

In the Irish system, the military basic training is supported by theoretical teachings within these institutes which are structured around the learning outcomes required from the relevant service. Cadets of the Army and Navy, furthermore, follow an academic course in civilian universities at Level 8 on the National Framework of Qualifications.

The Defence Forces have a lifelong learning approach for officer education where awards through Higher Education are associated with career courses up to Masters level. The basic officer curricula are short in their duration compared to other European Academies, as they provide only the skills that are deemed necessary for the first posting as the junior commander at sub unit level. The introduction to strategic knowledge is provided in the course of the career, according to the needs of an individual's career development.

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
N	N	N	N	N	Y	N	Y		N

Learning of, learning in foreign languages

The study of foreign languages is not a requirement. Many officers elect to study languages in University at Level 8 on the National Framework of Qualifications. Students are afforded the opportunity to test their language skills against STANAG skill levels on an annual basis.

Before and beyond basic education

The minimum entry requirements for Army cadets are based on secondary educational results which qualify the candidate for third level education. Recently there has been a trend towards graduate entrants to the Cadet School. These individuals have already completed their third level education (Level 8 of the National Framework of Qualifications) and are immediately available for full Military Service on commissioning. As well as the academic requirements candidates must comply with medical, physical and psychological standards and pass an entrance examination, which includes tests on the knowledge of foreign languages.

In the course of their career, the Irish officers will receive additional education and training at an advanced level, after their commissioning and 12 weeks application training "Platoon Commander Peace Support Course" at the Infantry School. Dependent on their Corps and their operational commitments they will have the opportunity to undergo a number of military short and specialist courses. This is normally followed by an overseas deployment and a period of time before promotion to Captain. Officers normally complete another overseas trip or two before they complete the Junior Command and Staff Course (28 Weeks, Level 8 Of the National Framework of Qualifications) in the Officer Training Wing, Infantry School. Specialist and Corps officers will also complete this course before returning to their own Corps to undergo the Corps/Specialist version also.

**NAVY
(NAVAL SERVICE)**

Naval College – Naval Base
(<http://www.military.ie/careers/officer/navy/index.htm>)
Cadet School – Military College
(<http://www.military.ie/army/org/dftc/milcol/index.htm>)

Academic curricula

Undergraduate	<p>Undergraduate in: - Nautical Science (Operations Branch); - Marine Engineering (Engineering Branch). <i>With National Maritime College</i></p>
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Military specialisations

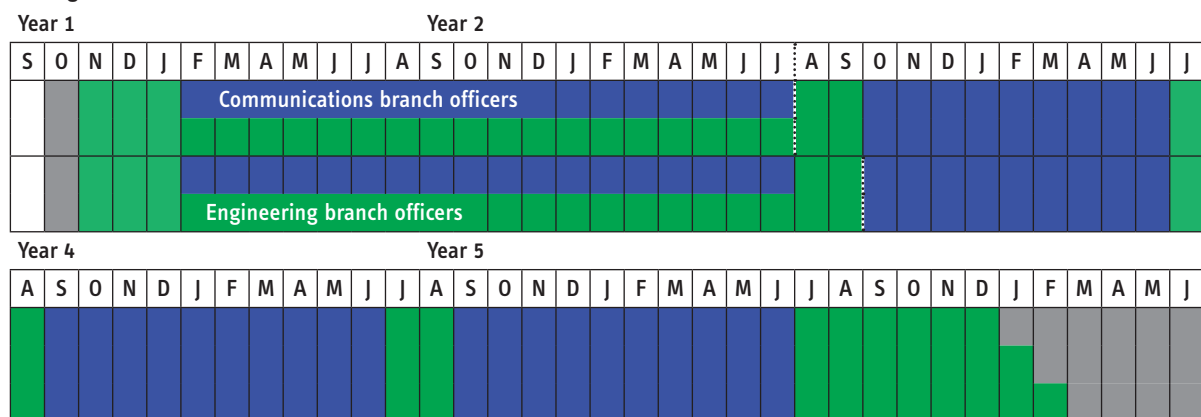
Communications	Leadership & HRM
Engineering	Strategic Studies

Number of cadets first year: 5

Total number of cadets: 5

Organisation of the basic officers' education

Undergraduate:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
None			Partly described	Y	Y	Y	N	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Partly described	Y	Y	N	N

Doctoral studies	Forefront expertise and research fields of the main institution
The Naval College and the Cadet School do not organise doctoral studies for the military officers.	N/A

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 0

Naval Service cadet training is embedded with attendance at the National Maritime College, Ireland and qualification at Level 8 on the National Framework of Qualifications. Cadets choose programmes at the National Maritime College according to their specific career progression route.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N		Y (Cadet School)	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
N	N	N	N	N	Y	N	Y		N

Learning of, learning in foreign languages

Naval Service Officers study basic Spanish as part of their training.

Before and beyond basic education

The minimum entry requirements for naval cadets are based on secondary educational results, which qualify the candidate for third level education. Naval cadet training involves attendance at the national Maritime College, Ireland. Candidates must comply with medical, physical and psychological standards and pass an entrance examination, which includes tests on the knowledge of foreign languages.

In the course of their career, the Naval Officers will receive the following additional education and training at an advanced level, such as the:

- *Naval Junior Command Operations Course or Class 2 Engineering Officer of the Watch;*
- *Senior Command Operations Course;*
- *Defence Forces Senior Command and Staff Course (Level 9 National Framework of Qualifications).*

**AIR FORCE
(AIR CORPS)**

Cadet School – Military College
 (<http://www.military.ie/army/org/dftc/milcol/index.htm>)
Flying Training School – Air Corps College
 (<http://www.military.ie/careers/officer/aircorps/index.htm>)

Academic curricula

Bachelor of Science	Bachelor of Science in Management and Aviation Studies (diploma of the Air Corps Officer/Pilot)
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Military specialisations

Wing Pilot	Flight Training School
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Number of cadets first year: 9

Total number of cadets: 9

Organisation of the basic officers' education

Bachelor of Science:

Year (Ba)1				Year (Ba)2								Year (Ba)3																							
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
None			Partly described	Y	Y	Y	N	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Partly described	Y	Y	N	N

Doctoral studies	Forefront expertise and research fields of the main institution
The Cadet School and the Air Corps College do not organise doctoral studies for military officers.	N/A

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 0

Air Corps officer's training primary weighted to provide fixed wing flight training. The learning associated with this training is recognised and provides entry to Defence Forces career courses that are accredited on the National Framework of Qualifications.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N	EUFAFA	Y (Cadet School)	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
N	N	N	N	N	Y	N	Y		N

Learning of, learning in foreign languages

The study of foreign languages is not a requirement.

Before and beyond basic education

Officer candidates are required to have a minimum of second level education on application, they must comply with medical, physical and psychological standards prior to progressing to a series of entrance tests and exercises.

In the course of their career, the Defence Forces officers will undergo additional education and training at accredited with higher education institutions levels. This process culminates with the Command and Staff career course qualify the student for promotion to Lieutenant Colonel, which is accredited to Level 9 on the National Framework of qualifications.



ITALY

How to Become a Military Officer in the Italian Armed Forces:



The basic education and training of the officers of the Italian Army, Navy, Air Force and Gendarmerie (*Carabinieri*) rests on a network of three structures: the Military Academy – training both Army and Gendarmerie officers – the Naval Academy and the Air Force Academy.

These institutions organise the basic academic education as well as the vocational training of the future military elites upon direct recruitment but it collaborates also with civilian universities as concerns the organisation of specialised academic curricula, such as in the engineering sciences. Every Italian officer must obtain a master degree, which is organised in a different way and with different lengths according to the service and the military profession chosen by the military student.

One must also note that, in the Italian basic education system, the academies are fully integrated in the European Higher Education Area. They have pushed this integration forward in including the vocational training into the scope of the master curriculum, making the training a pillar of equal value to the academic training for the award of the commissioning diploma.

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
Partnerships for the doctoral studies of Army officers are established with civilian institutions in <i>Strategic Sciences</i> .	The Military Academy has not implemented research activities within its premises. Research is made in the civilian institutions, which collaborate with the Academy in the initial training of the officers.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 9

Italy in general and the military institutes in particular have a reliable experience and a solid tradition of mobility in both academic and vocational fields. They regularly host military students coming from its international, but also European, counterparts for benefiting from the excellence of the education and training provided. They have notably a strong experience in the full-curricula exchanges, aimed at training in the premises of the Academy officers for foreign armed forces.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	Y	N	Y	CSDP, LOAC	N

Learning of, learning in foreign languages

At the Academy during the bachelor education, the military students must learn at least English language. During the period they stay there, students are involved in a strong learning process regarding English standard skills and obtain a graduation through JFLT (SLP level 2222). Meanwhile the young officer, during additional three-year period in Turin, progressively develops his knowledge before attending three hours lessons during the week and during the 4th year an intensive English Learning Course of three months. The goal is to obtain a JFLT certification (SLP level 3333). During their military life the officers will have to pass English certificate exams every 3 years. Furthermore, they must study a second foreign language (French or Arabic) during the master education. The military institutions provide some courses in English language, such as the common modules developed in the framework of the Initiative for the exchange of young officers inspired by Erasmus, and have recognised them in their own education programmes.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B2 / SLP 2	B2 / SLP 2	B2 / SLP 2	B2 / SLP 2
Master curriculum	SLP 3	SLP 3	SLP 3	SLP 3

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards as well as a general knowledge of the English language (optional). In addition, the candidates must attend a preliminary training that last for a maximum of 60 days.

In the course of their career, the Italian officers will receive additional education and training at an advanced level in Army and joint institutions, such as the Centre for Higher Defence Studies. These include: the Staff Course, the Joint Staff Course – possibly in foreign institutions –, the Battalion Commander Course, the Regiment Commander Course.

NAVY

Naval Academy

(http://www.marina.difesa.it/formazione/istituti/accademia_navale/Pagine/L%27AccademiaNavale.aspx)

Academic curricula

Master	- Maritime and Naval Sciences (5 years: 3 years Bachelor +operational posting + 2 years Master)
	- Naval Engineering (6 years, 2 in civilian universities)
	- Telecommunications Engineering <i>or</i> Civil and Environmental Engineering (6 years, 2 in civilian universities)
	- Medicine and Surgery (7 years, 7 semesters in civilian universities)
	- Law (5 years)
	- Maritime Administration and Port Management (5 years)

Military specialisations

- Line officers (SM) - Naval and Marine <i>or</i> Infrastructural Engineering (GN) - Medical Corps (SAN) - Supply Corps (CM) - Coast Guards (CP)	Naval Academy (Livorno)
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Number of Navy cadets first year: 111

Total number of cadets: (approx.) 480

Organisation of the basic officers' education

Master:

Year (Ma)1													Year (Ma)2													Year (Ma)3												
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J			
[Green]													[Green]													[Green]												
Year (Ma)4													Year (Ma)5													Year (Ma)6												
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J			
[Green]													[Green]													[Green]												
[Grey] SM													[Green]													[Green]												
[Green] GN													[Green]													[Green]												
[Green] CM-CP													[Green]													[Grey]												
[Green] SAN													[Green]													[Green]												
Year (Ma)7																																						
A	S	O	N	D	J	F	M	A	M	J	J																											
[Green] SAN																																						

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	NK	N	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	NK	NK	N	Y	Y	Y	Y

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
Doctoral studies of Italian Navy officers do not take place at the Naval Academy.	The Naval Academy has not implemented research activities within its premises but collaborates, for its research needs, with major national research centres.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 4

Italy and the Naval Academy have a reliable experience and a solid culture of mobility in both academic and vocational fields. Military students, as well as teachers and instructors, are regularly hosted – coming from its international and European counterparts – in order to benefit of the education and training provided by this center of Excellence. They have notably a strong experience in the full curricula exchanges, aimed at training, in the promises of the Academy, Officers for foreign Armed Forces.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	Conference of Superintendents	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of “international programmes”
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	N	Y	Y	Y	Y		N

Learning of, learning in foreign languages

At the Academy, learning of foreign languages like English is “a must” and foreign students attending the Naval Academy will be fully integrated into this formation process, giving them competence in both academic and professional oriented English. Furthermore, they have the possibility to take optional courses, including other foreign languages. The Naval Academy, besides, progressively develops its offer of courses and training to be provided in English language and has recognized the common modules developed in the framework of the Initiative for the exchange of young officer in its own education programme. 5% of the courses proposed at the Academy are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	B1 / SLP 2	B1 / SLP 2	B1 / SLP 2	B1 / SLP 2

Before and beyond basic education

The prospective military officers are recruited among the young nationals who graduate from secondary education and who have successfully compiled with medical and psycho-physical standards as well as knowledge tests, including basic knowledge of maths and foreign languages.

In the course of their career, the Italian officer will receive additional education and training at an advanced level, attending both Navy and Joint Services Staff Colleges.

From european mobility to military interoperability

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 2

Italy and the Air Force Academy have a reliable experience and a solid culture of mobility in both academic and vocational fields. It regularly hosts military students - and teachers and instructors - coming from its international, but also European, counterparts for benefiting from the excellence of the education and training provided. They have notably a strong experience in the full-curricula exchanges aimed at training in the premises of the Academy officers for foreign armed forces.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUAFA	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	Y	Y	Y	N	Y	LACE	N

Learning of, learning in foreign languages

The Air Force students must learn English language during their entire education at the Academy. Furthermore, engineers, lawyers and medical doctors are required to make a stay in Great Britain for a four-week duration language practice during their master level education. Furthermore, they have the possibility to take optional courses, including other foreign languages. The Air Force Academy, besides, offers academic courses in English at bachelor and master levels to the students of the "Aerospace Engineering" and "Aeronautical Sciences" curricula.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B2 / SLP 2	B2 / SLP 2	B2 / SLP 2	B2 / SLP 2
Master curriculum	SLP 3	SLP 3	SLP 3	SLP 3

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards as well as knowledge tests, including basic knowledge of the English language.

In the course of their career, the Italian officers will receive additional education and training at an advanced level (Staff Course, Joint Staff Course – possibly in foreign institutions -, Squadron Commander Course, Wing Commander Course, e.g.), in Air Force and joint institutions, such as the Centre for Higher Defence Studies.

GENDARMERIE

Military Academy

(http://spazioweb.esercito.difesa.it/siti_scuole/modena/)

Academic curricula

Master	Master in Law

Military specialisations

All specialisations	Military Academy (Modena)
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Number of cadets first year: 49

Total number of cadets: 152

Organisation of the basic officers' education

Master:

Year (Ma)1												Year (Ma)2												Year (Ma)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
Year (Ma)4												Year (Ma)5																							
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	120	N	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	NK	NK	N	Y	Y	Y	N

Doctoral studies	Forefront expertise and research fields of the main institution
Doctoral studies of Italian Gendarmerie officers do not take place at the Military Academy.	The Military Academy has not implemented research activities within its premises.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 4

Italy and the Military Academy have a reliable experience and a solid tradition of mobility in both academic and vocational fields. It regularly hosts military students coming from its international, but also European, counterparts for benefiting from the excellence of the education and training provided. They have notably a strong experience in the full-curricula exchanges aimed at training in the premises of the Academy officers for foreign armed forces.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y		N	N

From european mobility to military interoperability

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	Y	N	Y	CSDP	N

Learning of, learning in foreign languages

At the Academy during entire education, the military students must learn at least English language. The Military Academy, besides, progressively develops its offer of courses and training to be provided in English language. 1% of the courses proposed at the Academy are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B2 / SLP 2	B2 / SLP 2	B2 / SLP 2	B2 / SLP 2
Master curriculum	SLP 3	SLP 3	SLP 3	SLP 3

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards as well as a basic knowledge of the English language. In addition, the candidates must succeed at a general knowledge examination (including, history, geography, civics) and attend a training that lasts for a maximum of 60 days.

In the course of their career, the Italian Carabinieri officers will receive additional education and training at an advanced level, in Gendarmerie and joint institutions, such as the Centre for Higher Defence Studies.

GENDARMERIE – ECONOMIC AND FINANCIAL POLICE

Academy of the Guardia di Finanza
(http://www.gdf.it/GdF/it/Chi_siamo/Organizzazione/Reparti/Istituti_di_Istruzione/Formazione/Accademia/index.html)

Academic curricula

Master	Master in Law

Military specialisations

All specialisations	Military Academy (Modena)
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Number of cadets first year: 65

Total number of cadets: 321

Organisation of the basic officers' education

Master:

Year (Ma)1												Year (Ma)2												Year (Ma)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
Year (Ma)4												Year (Ma)5																							
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	120	N	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	NK	NK	N	Y	Y	Y	N

Doctoral studies	Forefront expertise and research fields of the main institution
Doctoral studies of Italian Gendarmerie officers do not take place at the Guardia di Finanza Academy.	The Academy has not implemented research activities within its premises.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

Annual trip abroad (European Union) is assured to cadets by visiting foreign police and armed forces.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N		N	N

From european mobility to military interoperability

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	N	N	N	Y	Y	N	Y	CSDP	N

Learning of, learning in foreign languages

At the Academy during entire education, the military students must learn English language. The Guardia di Finanza Academy, besides, progressively develops its offer of courses and training to be provided in English language.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B2 / SLP 2	B2 / SLP 2	B2 / SLP 2	B2 / SLP 2
Master curriculum	SLP 3	SLP 3	SLP 3	SLP 3

Before and beyond basic education

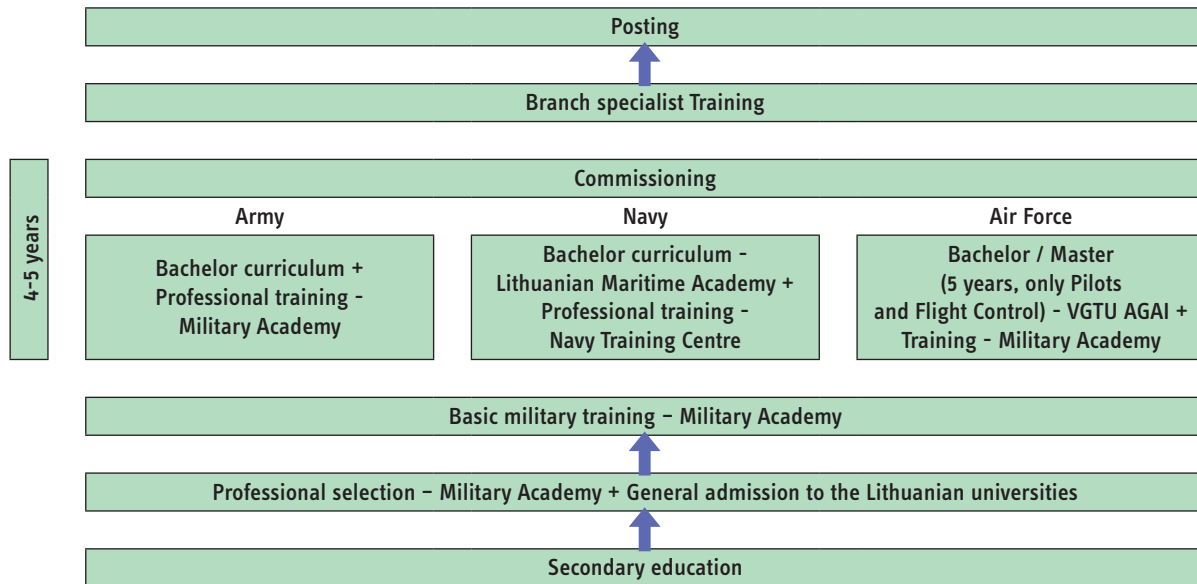
The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards. In addition, the candidates must succeed at a general knowledge examination (including, history, geography).

In the course of their career, the Italian Guardia di Finanza officers will receive additional education and training at an advanced level.



LITHUANIA

How to Become a Military Officer in the Lithuanian Armed Forces:



The basic education and training of the Lithuanian Army is the role of a unique institution, the Military Academy. The basic curriculum of the Air Force and in the near future the curriculum of the Navy officers are different. They are the result of a balanced collaboration between military institutions – the Military Academy and the Navy Training Centre– and civilian higher education institutes - the Lithuanian Maritime Academy (for Navy cadets) and the Vilnius Gediminas Technical University (for Air Force cadets). The Lithuanian Military Academy, nevertheless, has fully implemented the *acquis* of the Bologna Process and offers all the guarantees of excellence of the European higher education, which makes it a potential and reliable partner for exchanges on the basis of both Erasmus and the Initiative.

The future military elites, indeed, must complete a bachelor degree in order to be commissioned as officers and they will have the opportunity, soon in the course of their career, to follow a master curriculum at the Military Academy. Air Force pilots and Air Traffic controllers are an exception to this regard, since they must obtain the master degree as a part of their initial education.

The Lithuanian cadets have also the opportunity to complete their initial education and training abroad, as long as their hosting institution complies with the rules for the mutual recognition of studies in the European Higher Education Area, meaning that they have to gather as many ECTS as needed for completing the Lithuanian basic curriculum.

ARMY

**The General Jonas Žemaitis
Military Academy of Lithuania**
(<http://www.lka.lt/>)

Academic curricula

Bachelor (basic education)	- Management and Business Administration - transport and logistics - Public Administration - specialisation in personnel management - Political Science - international relations
Master (advanced education)	- Public Administration - human resources management - Political Science - military diplomacy

Military specialisations

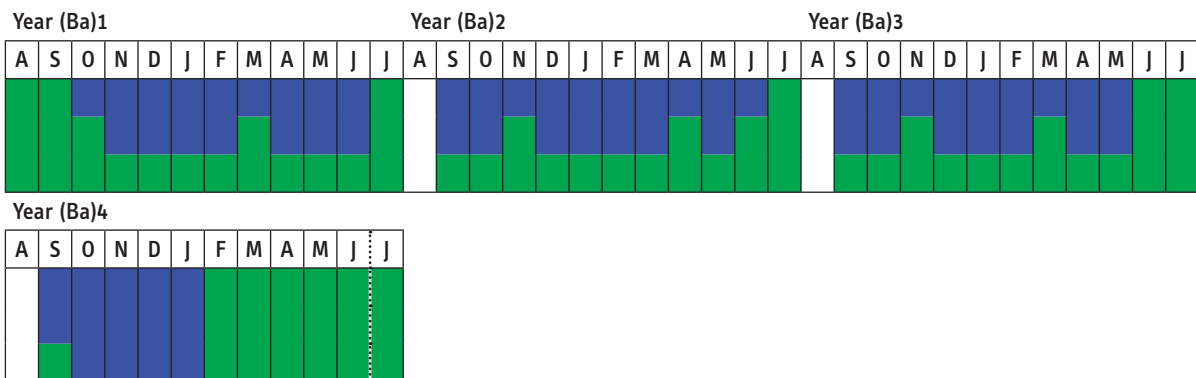
All specialties	Military Academy (Vilnius)
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Number of cadets first year: NK

Total number of cadets: NK

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	NK	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			N	N	N	N	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Military Academy does not organise the doctoral studies of the Lithuanian military officers.	The Centre for Scientific Research of the Military Academy of Lithuania is active in various research fields, such as <i>military history</i> , <i>political strategy</i> , <i>sociology</i> and <i>pedagogy</i> .

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

Lithuania and the Military Academy are at a start in the search for exchanges of cadets and personnel in the military higher education, especially with regard to the European Union dimension of mobility. The Military Academy of Lithuania has implemented all the necessary instruments with the view to share the excellence of its education and training with its European counterparts. However, it has already acquired considerable experience in hosting foreign officers for vocational training, notably at the junior officer level.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	N	N	Y		N

Learning of, learning in foreign languages

At the Military Academy of Lithuania, the cadets must learn English until the final year of their curriculum. During the fourth year, the cadets may continue learning English and/or choose French and German as the second foreign language. The students of the Political Science Curriculum must choose one of these two languages. In the application training, it must be noted that the Junior Staff Officer Course (the rank of 1st Lt/Capt), which lasts for 14 weeks, is provided in the English language.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP2	SLP2	SLP2	SLP2

Before and beyond basic education

The future officers are recruited under the conditions of age and criminal records from the young nationals who finished secondary school, and have successfully passed professional selection test and general admission to the Lithuanian universities as well. According to the Lithuanian military officer training concept, there are 4 levels of education: basic, tactical, operational and strategic. The Military Academy of Lithuania provides the Infantry and Air Force cadets with the basic officer training and tactical level training after the graduation.

In the course of their career, the Lithuanian officers receive also additional education and training (tactical level) at the Military Academy of Lithuania such as the Junior Staff Officer Course Army Command and Staff Course (the rank of Capt-Maj), which possibly includes the master curriculum. Operational and strategic education is provided by the Baltic Defence College in Tartu, Estonia. It is important to stress that only basic officer education is conducted in the Lithuanian language; further education is continued in the English language.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

Lithuania and the Military Academy are at a start in the search for exchanges of cadets and personnel in the military higher education, especially with regard to the European Union dimension of mobility. The Military Academy of Lithuania has implemented all the necessary instruments with the view to share the excellence of its education and training with its European counterparts.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y		N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	N	N	Y		N

Learning of, learning in foreign languages

At the Military Academy of Lithuania, the cadets must learn English until the final year of their curriculum. During the fourth year, the cadets may continue learning English and/or choose French and German as the second foreign language. The students of the Political Science Curriculum must choose one of these two languages.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP2	SLP2	SLP2	SLP2

Before and beyond basic education

The future officers are recruited under the conditions of age and criminal records from the young nationals who finished secondary school, and have successfully passed professional selection test and general admission to the Lithuanian universities as well. According to the Lithuanian military officer training concept, there are 4 levels of education: basic, tactical, operational and strategic.

In the course of their career, the Lithuanian officers receive also additional education and training (tactical level) at the Military Academy of Lithuania. Operational and strategic education is provided by the Baltic Defence College in Tartu, Estonia. It is important to stress that only basic officer education is conducted in the Lithuanian language; further education is continued in the English language.

AIR FORCE

The General Jonas Žemaitis Military Academy of Lithuania

(<http://www.lka.lt/>)

Vilnius Gediminas Technical University

Antanas Gustaitis' Aviation Institute

(<http://www.agai.vgtu.lt/>)

Academic curricula

Bachelor	- Electrical engineering - automation and control; - Electronics Engineering - electronics engineering; - Mechanical Engineering - aviation mechanics
Master	- Transport Engineering - aircraft piloting; - Transport engineering - air traffic control

Military specialisations

All specialties	Military Academy (Vilnius) + training centres
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Number of cadets first year: NK

Total number of cadets: NK

Organisation of the basic officers' education

Master:

Year (Ma)1													Year (Ma)2													Year (Ma)3												
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J			
Year (Ma)4													Year (Ma)5																									
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J															

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	NK	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			N	N	N	N	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Military Academy does not organise the doctoral studies of the Lithuanian military officers but possibilities exist at the Technical Institute.	Vilnius Gediminas Technical University, which provides academic training to the Air Force officers, is engaged in the research activities. The Centre for Scientific Research of the Military Academy of Lithuania is actively engaged in various research fields, such as <i>military history, political strategy, sociology and pedagogy</i> .

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

At a more advanced level, some of the Air Force officers' courses are entirely organised by the Military Academy of Lithuania, e.g. the Air Force Command and Staff Course. The following data relate only to the role of the Military Academy in the Air Force officers' initial education and mobility.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y		N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	N	Y	Y	N	Y		N

Learning of, learning in foreign languages

In the Air Force officers' initial education, learning the English language goes under the apprenticeship of the international procedures. As for the application training, it must be noted that the Air Force Command and Staff Course, which lasts for 16 weeks at the end of the basic education, is run by the Military Academy of Lithuania in the English language.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP2	SLP2	SLP2	SLP2
Master curriculum	NK	NK	NK	NK

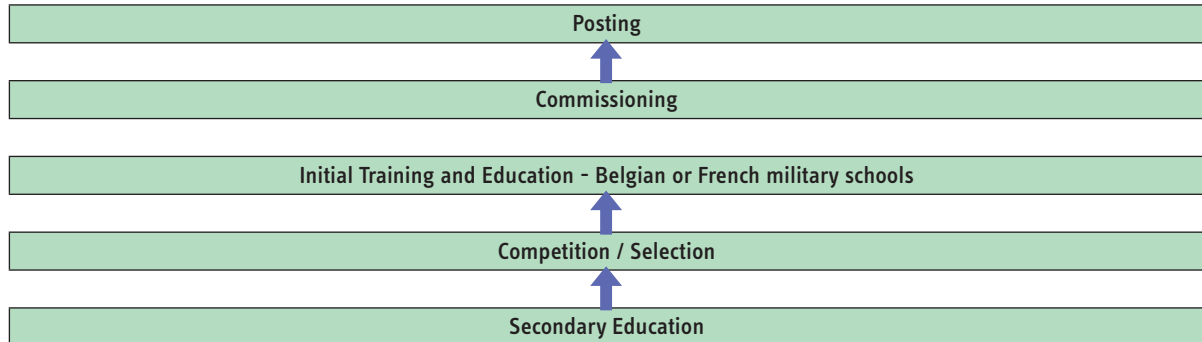
Before and beyond basic education

The future officers are recruited under the conditions of age and criminal records among the young nationals who finished from secondary school and have successfully passed professional selection test at the Academy's Selection Centre (candidates for the Master degree studies – at VGTU AGAI only) and general admission to the Lithuanian universities as well. In the course of their career, the Lithuanian officers receive additional education and training at the more advanced level, mostly at the Military Academy of Lithuania, e.g. Air Force Command and Staff Course (rank of 1st Lt/Capt).



LUXEMBOURG

How to Become a Military Officer in the Luxembourg Armed Forces:



Luxemburg does not have on its national territory the capacities for an indigenous system for the basic education and training of its military officers.

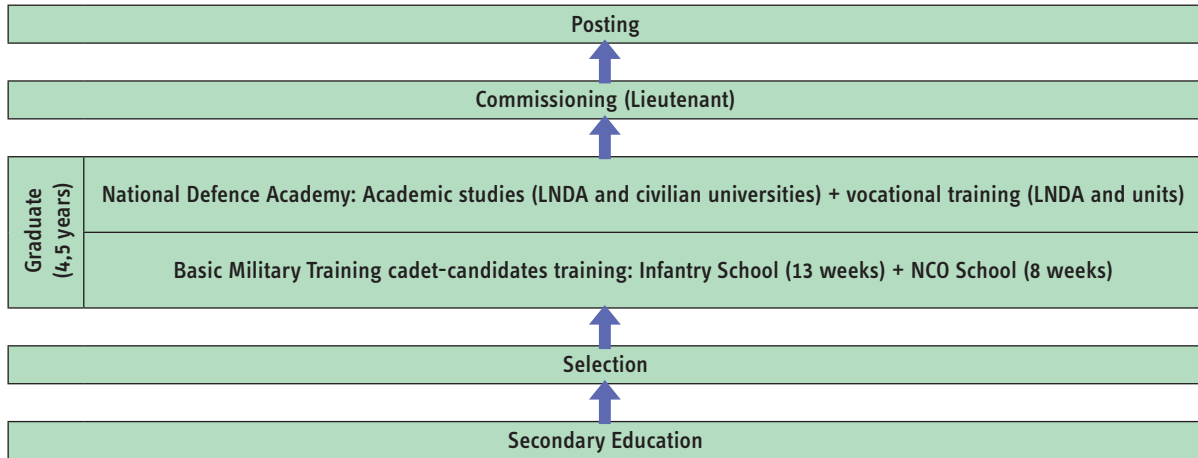
Therefore, Luxemburg relies on the collaboration with France and Belgium for their education and training. The Luxembourg candidates must follow the same education and training processes than their Belgian or French counterparts, depending on the Member State they are sent to.

Even though both Belgium and France require from their military students to obtain a master degree and have fully integrated the *acquis* of the Higher Education Area in their military education, the organisation of the studies is different. There are, therefore, not only one, but two basic education and training systems for the Luxembourg officers.



LATVIA

How to Become a Military Officer in the Latvian Armed Forces:



The basic education and training of the Latvian Army, Navy and Air Force officers is primarily the role of a joint institution, the National Defence Academy.

The Academy organises both the academic education and the vocational training of the cadets, in collaboration with civilian universities. By graduation from the National Defence Academy cadets receive a Professional Bachelor degree in Land Force, Navy or Air Force Military Leadership. The Diploma contains information on credits obtained during studies in credit points and ECTS credits.

In the vocational training Latvian National Armed Forces units provide also their support to the National Defence Academy.

ARMY

National Defence Academy

(<http://www.naa.mil.lv/>)

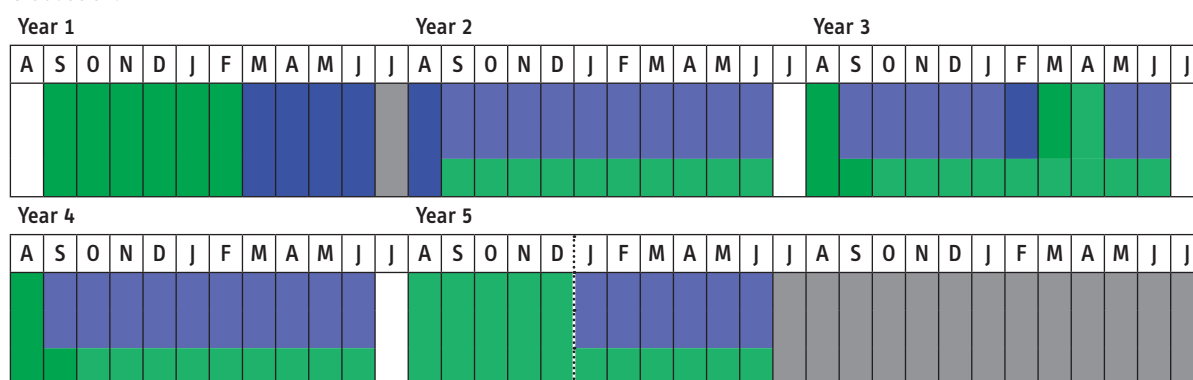
Academic curricula		Military specialisations	
Undergraduate (basic education)	Land Force Military Leadership	Infantry	National Defence Academy
Master (advanced education)	Professional Master degree in Military Leadership and Security	Other specialties	National Armed Forces schools + Foreign countries

Number of cadets first year: 25 (all services)

Total number of cadets: 66 (Army)

Organisation of the basic officers' education

Graduation:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	270	N/A	Y	Y	Y	Y	N	Case-by-case

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Y	Y	Y	Y	Case-by-case

Doctoral studies	Forefront expertise and research fields of the main institution
The National Defence Academy does not organise the doctoral studies of the Latvian officers.	The National Defence Academy has the Centre for Security and Strategic Research. The main areas of research are: <i>political science, military history, economics, sociology, defence, military pedagogy, military psychology and operational art and tactics.</i>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 16 (all services)

*According to recommendations prepared by the Study Accreditation Commission for accreditation of the LNDA bachelor and master study programmes, LNDA has to promote mobility of cadets and academic staff.
LNDA cadets take part in Cadets International Weeks in Norwegian Military Academy, Danish Military Academy and Lithuanian Military Academy and participate in annual Estonian Defence College Celebrations and field patrol competitions.
The Academy also organises a number of European and international mobility events, such as International Weeks and exchange of modules, and it organises meetings of academies' fora (e.g. BSMAC)*

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N	EMACS	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
N	N	N	N	Y	N	N	N		N

Learning of, learning in foreign languages

*At the National Defence Academy cadets learn military English during the first three years of their initial education. During and at the end of studies cadets are being tested by ALCPT. Their ALCPT skills should not be less than 70 points (NATO STANAG 6001 level 1111 equivalent).
As for Master programme, in their advanced education, students are requested to pass STANAG 6001 level 2222.*

Command of the English at the end of basic education and training (CEFR/L/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Graduation curriculum	SLP 1	SLP 1	SLP 1	SLP 1

Before and beyond basic education

The cadets are recruited among the young nationals of less than 27 years old who are graduated from secondary education. Candidates must comply with medical, physical and psychological standards and successfully pass a selection exam, including English language tests.

In the course of their career, the Latvian Land Force officers will receive the following additional education and training:

- Junior Staff Officers Course (prerequisite for OF2);
- Army Command and Staff Course (as a requirement for further career);
- Joint Command and General Staff Course (prerequisite for OF4);
- Higher Command and Staff Course (prerequisite for OF6).

NAVY

National Defence Academy

(<http://www.naa.mil.lv/>)

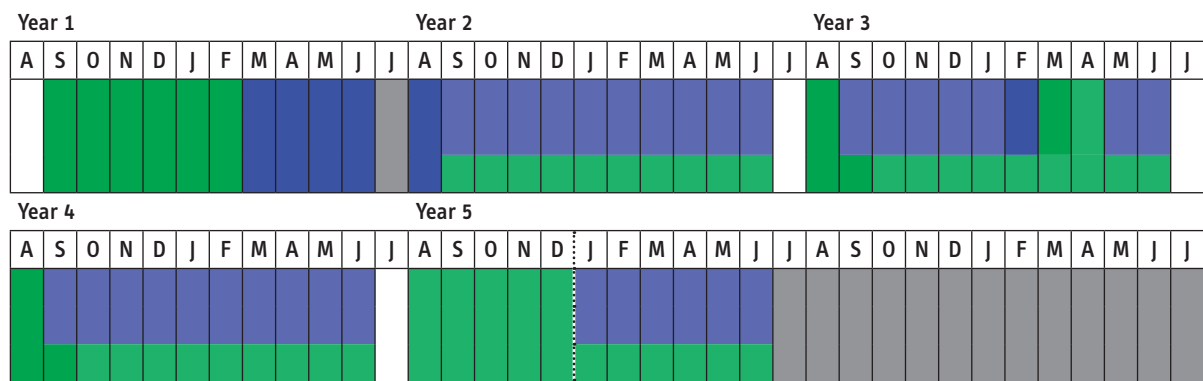
Academic curricula		Military specialisations	
Undergraduate (basic education)	Navy Military Leadership	All specialties	National Armed Forces schools + Foreign countries
Master (advanced education)	Professional Master degree in Military Leadership and Security		

Number of cadets first year: 25 (all services)

Total number of cadets: 18 (Navy)

Organisation of the basic officers' education

Graduation:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	270	N/A	Y	Y	Y	Y	N	Case-by-case

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Y	Y	Y	Y	Case-by-case

Doctoral studies	Forefront expertise and research fields of the main institution
The National Defence Academy does not organise the doctoral studies of the Latvian officers.	The National Defence Academy has the Centre for Security and Strategic Research. The main areas of research are: <i>political science, military history, economics, sociology, defence, military pedagogy, military psychology and operational art and tactics.</i>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 16 (all services)

*According to recommendations prepared by the Study Accreditation Commission for accreditation of the LNDA bachelor and master study programmes, LNDA has to promote mobility of cadets and academic staff.
LNDA cadets take part in Cadets International Weeks in Norwegian Military Academy, Danish Military Academy and Lithuanian Military Academy and participate in annual Estonian Defence College Celebrations and field patrol competitions.
The Academy also organises a number of European and international mobility events, such as International Weeks and exchange of modules.*

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N		N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
N	N	N	N	Y	N	N	N		N

Learning of, learning in foreign languages

*At the National Defence Academy cadets learn military English during the first three years of their initial education. During and at the end of studies cadets are being tested by ALCPT. Their ALCPT skills should not be less than 70 points (NATO STANAG 6001 level 1111 equivalent).
As for Master programme, in their advanced education, students are requested to pass STANAG 6001 level 2222.*

Command of the English at the end of basic education and training (CEFR/L/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Graduation curriculum	SLP 1	SLP 1	SLP 1	SLP 1

Before and beyond basic education

The cadets are recruited among the young nationals of less than 27 years old who are graduated from secondary education. Candidates must comply with medical, physical and psychological standards and successfully pass a selection exam, including English language tests.

In the course of their career, the Latvian Land Force officers will receive the following additional education and training:

- Naval Intermediate Command and Staff Course (prerequisite for OF2);
- Joint Command and General Staff Course (prerequisite for OF4);
- Higher Command and Staff Course (prerequisite for OF6).

AIR FORCE

National Defence Academy

(<http://www.naa.mil.lv/>)

Academic curricula

Undergraduate (basic education)	Air Force Military Leadership
Master (advanced education)	Professional Master degree in Military Leadership and Security

Military specialisations

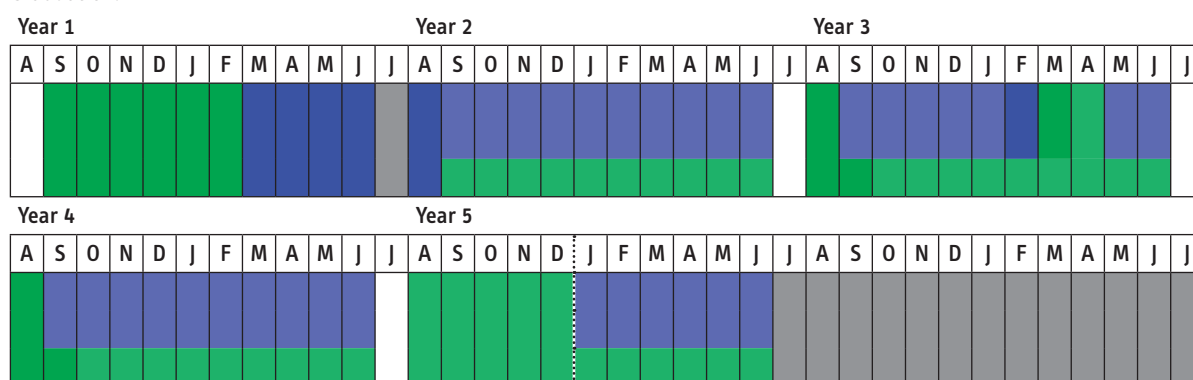
All specialties	National Armed Forces schools + Foreign countries
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Number of cadets first year: 25 (all services)

Total number of cadets: 18 (Air Force)

Organisation of the basic officers' education

Graduation:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	270	N/A	Y	Y	Y	Y	N	Case-by-case

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Y	Y	Y	Y	Case-by-case

Doctoral studies	Forefront expertise and research fields of the main institution
The National Defence Academy does not organise the doctoral studies of the Latvian officers.	The National Defence Academy has the Centre for Security and Strategic Research. The main areas of research are: <i>political science, military history, economics, sociology, defence, military pedagogy, military psychology and operational art and tactics.</i>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 16 (all services)

*According to recommendations prepared by the Study Accreditation Commission for accreditation of the LNDA bachelor and master study programmes, LNDA has to promote mobility of cadets and academic staff.
LNDA cadets take part in events organised by foreign institutions, such as cadets International Weeks.
The Academy also organises a number of European and international mobility events, such as International Weeks and exchange of modules.*

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N		N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
N	N	N	N	N	N	N	N		N

Learning of, learning in foreign languages

*At the National Defence Academy cadets learn military English during the first three years of their initial education. During and at the end of studies cadets are being tested by ALCPT. Their ALCPT skills should not be less than 70 points (NATO STANAG 6001 level 1111 equivalent).
As for Master programme, in their advanced education, students are requested to pass STANAG 6001 level 2222.*

Command of the English at the end of basic education and training (CEFR/L/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Graduation curriculum	SLP 1	SLP 1	SLP 1	SLP 1

Before and beyond basic education

The cadets are recruited among the young nationals of less than 27 years old who are graduated from secondary education. Candidates must comply with medical, physical and psychological standards and successfully pass a selection exam, including English language tests.

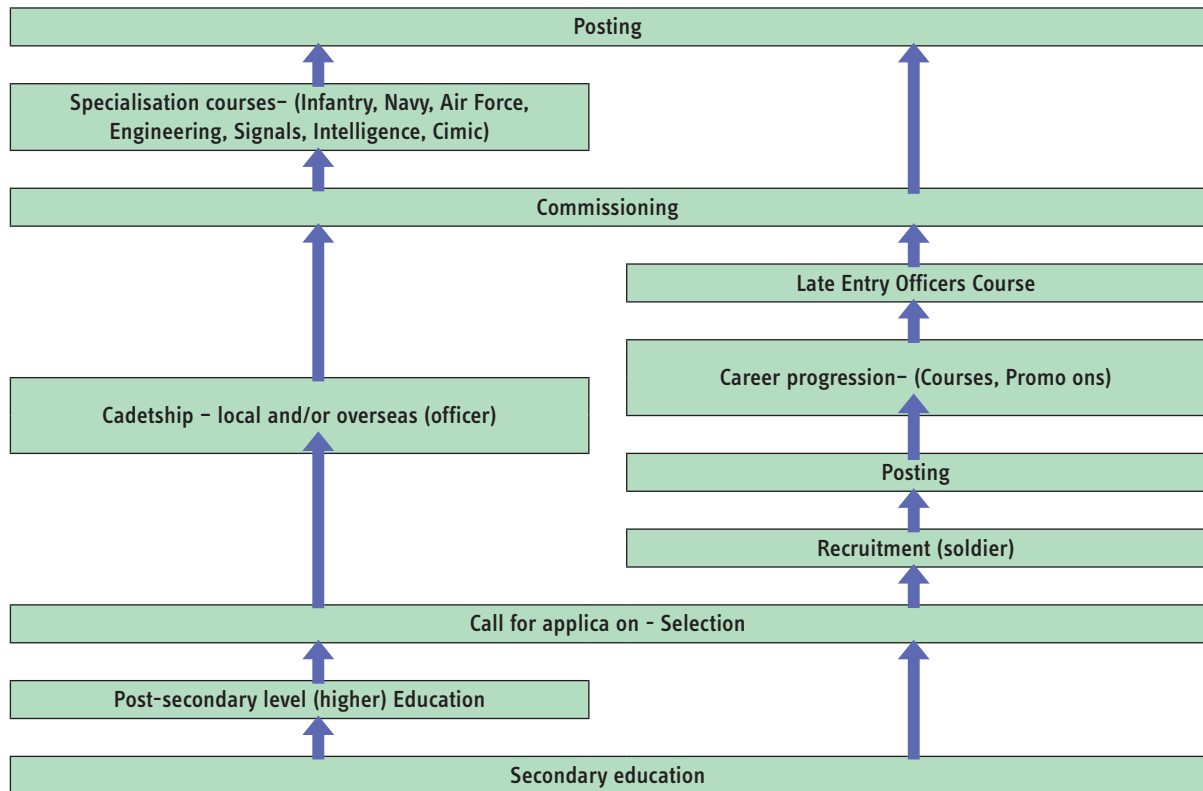
In the course of their career, the Latvian Air Force officers will receive the following additional education and training:

- Air Force Staff Officers Course (prerequisite for OF2);
- Joint Command and General Staff Course (prerequisite for OF4);
- Higher Command and Staff Course (prerequisite for OF6).



MALTA

How to Become a Military Officer in the Maltese Armed Forces:



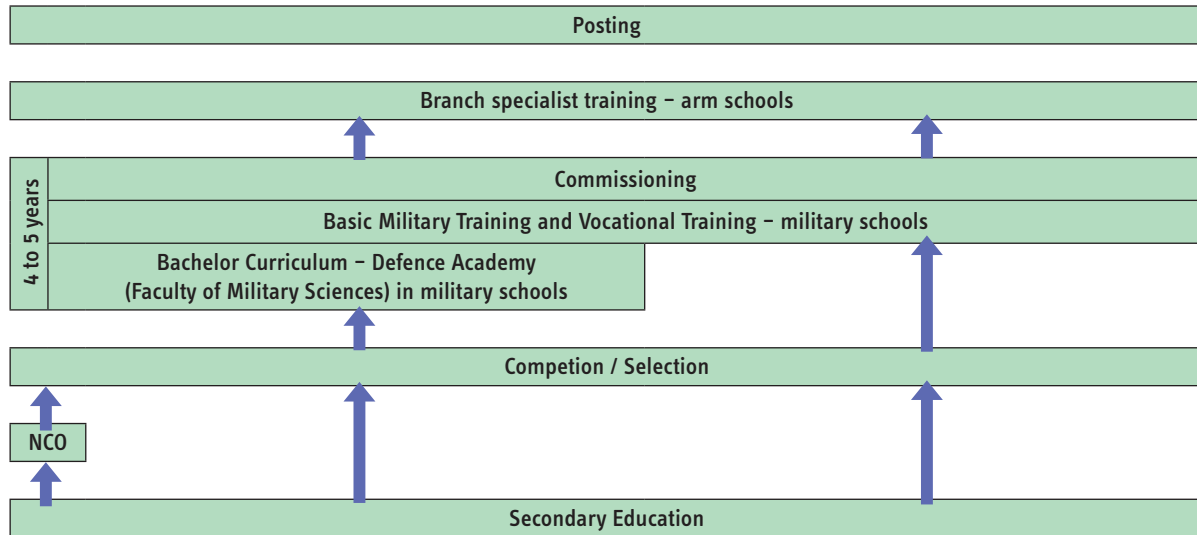
Malta does not have a Military Academy, on its national territory, for the basic education and training of its military officers. Notwithstanding, on the basis of bilateral agreements it enables its candidates, enlisted from direct recruitment, to follow courses in other Countries. European Union Member States such as the Republic of Ireland, Italy and the United Kingdom all provide vacancies on their commissioning courses to the Maltese Military. The United States of America also host Maltese candidates on such courses. Candidates follow the basic education and training of their hosting State on the same conditions as the national cadets.

The level of academic education attended by the future Maltese officers depends on the Member State in which he or she has been educated and trained at the basic level. The Maltese armed forces, however, provide the application training to their officers once commissioned. Furthermore, any serviceman of the Force may attain a late entry commission after meeting the required criteria and successfully completing a Late Entry Commissioning Course through an internal process.



NETHERLANDS

How to Become a Military Officer in the Dutch Armed Forces:



The basic education of the officers of the Dutch Army, Navy and Air Force is the role of the Netherlands Defence Academy and its Faculty of Military Sciences. Within this structure, the Royal Military Academy (Breda) and the Royal Naval College (Den Helder) hosts, educate and train the future officers.

The Royal Military Academy is the main institution for the education and training of the Army and Air Force cadets. Despite these specific institutions, the basic academic education of the Dutch officers, which leads to the award of a bachelor degree, can be seen as joint in the sense that depending on their academic specialty (technical or social sciences) students of the three services may study together. The Faculty of Military Science is recognised as a institution which is fully integrated in the European Higher Education Area.

The vocational training is provided by the two officers' schools and, at the application level, the specialist training centres and its duration may vary from one service to another, notably because of the consecutive periods that are needed for the training of future Navy officers at sea.

ARMY

Defence Academy Faculty of Military Sciences (<http://www.defensie.nl/nlda/>) Royal Military Academy Royal Naval College

Academic curricula

Bachelor	- Military Sciences (at Royal Military Academy - Breda)
	- Business and Public Administration (at Royal Military Academy - Breda)
	- Communication, Information and Command and Control Systems (at Royal Naval College - Den Helder)
	- Military Systems and Technology (at Royal Naval College - Den Helder)
	- Civil Engineering (with civilian universities)

Military specialisations

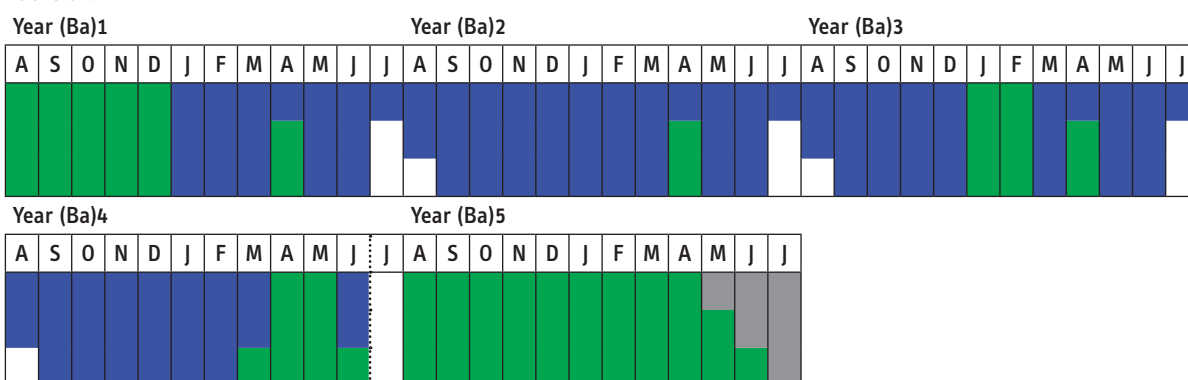
All specialties	Royal Military Academy (Breda) + training centres
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Number of cadets first year: NK

Total number of cadets: NK

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	NK	Y	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			N	N	Y	N	N

Doctoral studies	Forefront expertise and research fields of the main institution
The Netherlands Defence Academy does not provide the doctoral training for the Dutch officers.	The Faculty of Military Sciences of the Defence Academy provides education at the bachelor level. Nevertheless, research is conducted according to the needs of the departments at the two locations of the Faculty (Academy and College), together with civilian institutes when necessary.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

Netherlands and the Defence Academy have a long-standing tradition of mobility in both academic and vocational fields. The Academy collaborates with military as well as civilian higher education institutes for the training of the Dutch officers and, to a lesser extent, scientific research. Even though parts of the academic programmes are accessible to foreign students, the Defence Academy has particularly acquired considerable experience in hosting foreign cadets for vocational training periods.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N	EMACS	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y	CSDP (pending)	N

Learning of, learning in foreign languages

At the Defence Academy, the future Land Force officers must learn at least English. They have the possibility as well to choose a second foreign language. At the Academy, courses and training in English language are not offered until the advanced level of education, during the career of the officers.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	NK	NK	NK	NK

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards. In addition, they must successfully pass an entrance knowledge test.

In the course of their career, the Dutch officers will receive additional education and training at an advanced level in Army as well as joint institutions.

NAVY

Defence Academy Faculty of Military Sciences (<http://www.defensie.nl/nlda/>) Royal Military Academy Royal Naval College

Academic curricula

Bachelor	- Military Sciences (at Royal Military Academy - Breda)
	- Business and Public Administration (at Royal Military Academy - Breda)
	- Communication, Information and Command and Control Systems (at Royal Naval College - Den Helder)
	- Military Systems and Technology (at Royal Naval College - Den Helder)
	- Civil Engineering (with civilian universities)

Military specialisations

All specialties	Royal Naval College (Den Helder)
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Number of cadets first year: NK

Total number of cadets: NK

Organisation of the basic officers' education

Bachelor:

Year (Ba)1												Year (Ba)2												Year (Ba)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
All																																			
Seamanship																																			
Marine Corps																																			

Year (Ba)4												Year (Ba)5											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
												Seamanship											
												Marine Corps											

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	NK	Y	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			N	N	Y	N	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Netherlands Defence Academy does not provide the doctoral training for the Dutch officers.	The Faculty of Military Sciences of the Defence Academy provides education at the bachelor level. Nevertheless, research is conducted according to the needs of the departments at the two locations of the Faculty (Academy and College), together with civilian institutes when necessary.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

Netherlands and the Defence Academy have a long-standing tradition of mobility in both academic and vocational fields. The Academy collaborates with military as well as civilian higher education institutes for the training of the Dutch officers and, to a lesser extent, scientific research. Even though parts of the academic programmes are accessible to foreign students, the Defence Academy has particularly acquired considerable experience in hosting foreign cadets for vocational training periods.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N	Conference of Superintendents	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y	CSDP (pending)	N

Learning of, learning in foreign languages

At the Defence Academy, the future Navy officers must learn at least English. They have the possibility as well to choose a second foreign language. At the Academy, courses and training in English language are not offered until the advanced level of education, during the career of the officers.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	NK	NK	NK	NK

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards. In addition, they must successfully pass an entrance knowledge test.

In the course of their career, the Dutch officers will receive additional education and training at an advanced level in Navy as well as joint institutions.

AIR FORCE

Defence Academy Faculty of Military Sciences (<http://www.defensie.nl/nlda/>) Royal Military Academy Royal Naval College

Academic curricula

Bachelor	- Military Sciences (at Royal Military Academy - Breda)
	- Business and Public Administration (at Royal Military Academy - Breda)
	- Communication, Information and Command and Control Systems (at Royal Naval College - Den Helder)
	- Military Systems and Technology (at Royal Naval College - Den Helder)
	- Civil Engineering (with civilian universities)

Military specialisations

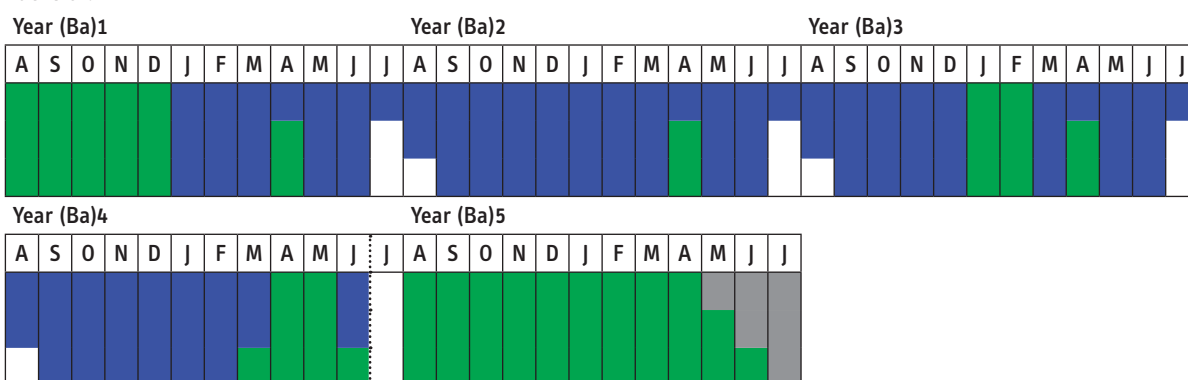
All specialties	Royal Military Academy (Breda) + training centres
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Number of cadets first year: NK

Total number of cadets: NK

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	NK	Y	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			N	N	Y	N	N

Doctoral studies	Forefront expertise and research fields of the main institution
The Netherlands Defence Academy does not provide the doctoral training for the Dutch officers.	The Faculty of Military Sciences of the Defence Academy provides education at the bachelor level. Nevertheless, research is conducted according to the needs of the departments at the two locations of the Faculty (Academy and College), together with civilian institutes when necessary.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

Netherlands and the Defence Academy have a long-standing tradition of mobility in both academic and vocational fields. The Academy collaborates with military as well as civilian higher education institutes for the training of the Dutch officers and, to a lesser extent, scientific research. Even though parts of the academic programmes are accessible to foreign students, the Defence Academy has particularly acquired considerable experience in hosting foreign cadets for vocational training periods.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N	EUAFSA	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y	CSDP (pending)	N

Learning of, learning in foreign languages

At the Defence Academy, the future Air Force officers must learn at least English. They have the possibility as well to choose a second foreign language. At the Academy, courses and training in English language are not offered until the advanced level of education, during the career of the officers, notwithstanding the regular apprenticeship of international Air Force standards and procedures.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	NK	NK	NK	NK

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards. In addition, they must successfully pass an entrance knowledge test.

In the course of their career, the Dutch officers will receive additional education and training at an advanced level in Air Force as well as joint institutions.



POLAND

How to Become a Military Officer in the Polish Armed Forces:



The Ministry of Higher Education has a full supervision over military universities and academies in the context of education. This means that education in the MoD HES is conducted in the same way as in civil universities and that the MoD HES is the subject to the same regulations and requirements as the civil one.

The military universities and academies enhance, maintain and develop defence capabilities determined by the commanders of all kinds of armed forces and resulted from security needs and state economy.

Currently there are a few sources of candidate acquisition for commissioned officers. The main source is a study in one of the mentioned military academies or universities as a cadet. The graduates of the secondary schools, after successfully passing the entrance assessment to military universities or academies, study as candidates (on condition of signing a special contract with MoD). After the completion first and second level of education as master degree holders, they are commissioned to the second lieutenant rank.

The next option is an Officer Training Course (OTC) addressed to bachelor or master degree holders of civil universities. This course is recommended as a subsidiary system to the previous one, and is designed to train officers for the personnel branches, for which military universities and academies do not provide education e.g. chaplains, accountants, prosecutor, lawyers etc.

ARMY

General Tadeusz Kościuszko Military Academy of Land Forces

[\(http://www.wso.wroc.pl/\)](http://www.wso.wroc.pl/)

Academic curricula

Master	Master in:
	- Management;
	- Safety Engineering;
	- National Security (for civilian students only).

Military specialisations

- Armour - Infantry - Reconnaissance - Air Cavalry - Logistics	General Tadeusz Kościuszko Military Academy of Land Forces (MALF) + Land Forces Training Centre
Artillery	MALF + Artillery and Armaments Training Centre
- Engineering - Defence against WMD - Combat engineering	MALF + Engineering and Chemical Forces Training Centre
Signals and IT	MALF + Communication and Information Technology Training Centre
Air Defence	MALF + Air Force Training Centre
Special Forces	MALF + Military units
Military Police	MALF + Military Police Training Centre

Number of cadets first year: 163

Total number of cadets: 601

Organisation of the basic officers' education

Master:

Year (Ma)1												Year (Ma)2												Year (Ma)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
[Green/Blue blocks]												[Green/Blue blocks]												[Green/Blue blocks]											
Year (Ma)4												Year (Ma)5																							
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
[Green/Blue blocks]												[Green/Blue blocks]												[Grey blocks]											

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	72	48	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	108	72	Y	Y	Y	Y	Y

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
At this point, the General Tadeusz Kościuszko Military Academy of Land Forces does not offer the doctoral studies for military officers.	The General Tadeusz Kościuszko Military Academy of Land Forces is active in scientific research, notably in the fields of: <i>management, safety science, military and technical science, safety engineering, humanities and social science.</i>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 10

The MALF has a significant experiences and a solid tradition of academic and vocational mobility of its students and staff. The MALF collaborates with many foreign civilian or military institutions of higher education, notably through bilateral agreements made within the Erasmus Programme, in the fields being close to MALF specializations (such as security, political science or management). Within the cooperation in the field of military education, the academy cooperates also with institutions outside Europe and the Erasmus Programme. One of the priorities of the MALF is to develop international programmes aimed at military students to contribute to creating common educational materials and bases of international curricula. An important aspect of these actions is also the development of officer cadets' cultural sensibility, their knowledge of English and ability to work in international headquarters and institutions.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS, BSMAC	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y	N	Y

Learning of, learning in foreign languages

During their entire initial curriculum at the Academy, the future officers must learn at least one foreign language. The education of foreign language goes also, in the Polish system, through practical vocational training. The students do not have the possibility to study a second foreign language. The Academy organizes also language courses for soldiers and military staff. About 5% of the courses proposed at the Academy are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP 2	SLP 2	SLP 2	SLP 2
Master curriculum	SLP 3	SLP 2	SLP 3	SLP 2

Before and beyond basic education

The future military officers are recruited amongst the young nationals, who graduated the high schools (secondary education) and comply with medical, physical and psychological standards. Candidates must also pass an entrance exam in physical training and an English test. Graduates of the civilian universities have also an opportunity to join the short commissioning courses at the Academy, which lasts for one year.

In the course of their career, Polish officers can also receive an additional education and training at an advanced level, such as the Qualification Course and the Training Course for the rank of Captain / Lieutenant. The Academy also conducts a number of personal development courses and eligibility courses, such as: Tactical psychological operations in Armed Forces, Organizing and conducting the reconnaissance, Educational activity in the unit, Functioning of the National System of the Crisis Management.

From european mobility to military interoperability

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 2 (Army + Air Force engineers)

The Military University of Technology has acquired experience of the mobility of civilian students and both civilian and military teachers and instructors in exchanging notably with European civilian higher education institutes. Cadets participate in short-time programs (e.g. CSDP Olympiad). The integration of the University in the European Higher Education Area makes it a reliable partner for exchanges in both academic and vocational aspects of the initial education of the European officers.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUA, FEANI	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	N	N	N	N	N	N

Learning of, learning in foreign languages

During their entire initial curriculum at the University, the future officers must learn English language. The education of foreign language goes, also in the Polish system, through practical vocational training. The students have also the possibility to study a second foreign language. In addition to the regular teaching of international military standards and procedures, the University seeks to increase its offer of courses and training modules in foreign languages. Currently, 5% of its offer of courses and training is provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 2	SLP 2	SLP 3	SLP 3

Before and beyond basic education

The future military officers are recruited among the young (without criminal record) nationals, who are secondary education graduates and comply with medical, physical and psychological standards. Candidates for studies must know English language up to the level B2 (entrance exam of English is possible) and pass a practical exam of fitness.

In the course of their career, members of the Polish Armed Forces undertake postgraduate studies, personal development courses and eligibility courses in the framework of the vocational enhancement system.

NAVY

Polish Naval Academy

[\(http://www.amw.gdynia.pl/\)](http://www.amw.gdynia.pl/)

Academic curricula

Bachelor	<ul style="list-style-type: none"> - Bachelor in Navigation - Bachelor in Engineering and Construction of Machines - Bachelor in Computer Science - Bachelor in Mechatronics
Master	<ul style="list-style-type: none"> - Master in Navigation - Master in Engineering and Construction of Machines

Military specialisations

Marine Deck Systems Operating	Naval Academy (Gdynia)
Maintenance and Operation of Marine Power Plants	
Marine Data Bases	
Marine Weapon Systems Operating	

Number of cadets first year: 35

Total number of cadets: 145

Organisation of the basic officers' education

Master:

Year (Ma)1													Year (Ma)2													Year (Ma)3												
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J			
[Green]													[Green]													[Green]												
Year (Ma)4													Year (Ma)5																									
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J			
[Green]													[Green]																									

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	210	90	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			N	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
Polish Naval Academy provides doctoral education in Command and Naval Operations.	The Polish Naval Academy is active through scientific research in all the fields covered by its four faculties, i.e. <i>Command and Naval Operations, Navigation and Naval Weapons, Mechanical and Electrical Engineering and Faculty of Humanities and Social Studies</i> . The areas of scientific excellence focus on maritime sector and the most popular are <i>maritime security, GPS and accuracy of position, hydroacoustics, underwater works, marine power plant and engine's endoscopy</i> .

From european mobility to military interoperability

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 4

Poland and the Naval Academy have an experience of both inward and outward mobility of students but also teachers and instructors. Their partnerships are worldwide and touch on both academic and vocational aspects of the initial education. The Academy is committed to the European dimension of the development of its exchange culture and, through the implementation of the European Higher Education Area acquires and its participation to the Initiative for the exchange of young officers, promotes and enhances both academic and vocational exchanges.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	Conference of Superintendents	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y	N	

Learning of, learning in foreign languages

During their initial curriculum at the Academy, the officer-candidates learn at least English. The education to foreign languages goes also, in the Polish system, through practical vocational training as implied by the needs for learning international Navy standards and procedures. The students of Marine Power Plant Maintenance specialty have also the possibility to study a second foreign language, to be chosen between German and Russian. In addition, the Academy progressively develops its offer of courses and training modules (e.g. Personal safety and social responsibilities training) in foreign languages.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	NK	NK	NK	NK

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education – hold Polish Matura certificate and comply with certain medical, psychological and physical standards. The latter is verified during the recruitment phase, during which candidates must pass a physical exam.

In the course of their career, the Polish officers receive additional education and training at an advanced level. Not only is there a variety of qualification and specialised courses offered but also post-graduate studies developed in accordance with lifelong learning philosophy. This education process, carried out by the national and international higher education institutions and training centres, is normally required to continue a successful military career from an Ensign to Navy Captain.

AIR FORCE

Polish Air Force Academy

(<http://www.wsosp.deblin.pl/index.php?lang=en>)

Academic curricula

Bachelor	Bachelor in Aviation and Aeronautics, specialisations in <i>Aircraft Pilotage, Navigation, Air Traffic Management.</i>
Master	Master in Airship Exploitation

Military specialisations

- Jet pilot - Cargo pilot - Helicopter pilot	Polish Air Force Academy (Dęblin)
- Aircraft homing guidance - Airship navigator	
- Air traffic controller	

Number of cadets first year: 70

Total number of cadets: 257

Organisation of the basic officers' education

Master:

Year (Ma)1												Year (Ma)2												Year (Ma)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
[Green]												[Green]												[Green]											
Year (Ma)4												Year 5																							
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J												
[Green]												[Green]																							

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	340	48	N	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			N	Y	Y	Y	N

Doctoral studies	Forefront expertise and research fields of the main institution
The Air Force Academy does not organise the doctoral studies of the military officers.	The Air Force Academy is active in scientific research, notably in the fields of <i>flight mechanics, navigation, power plant, avionics and navigation/satellite navigation.</i>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 5

Poland and the Polish Air Force Academy have an experience of both inward and outward mobility, notably acquired through short exchanges in the framework of the European Air Force Academies. The Academy is strongly committed to the European dimension of the development of its exchange culture and, through the implementation of the European Higher Education Area acquires and its participation to the European Air Force Academies association, promotes and enhances both academic and vocational extended exchanges.

From european mobility to military interoperability

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUAFA	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	N	N	N	Y		N

Learning of, learning in foreign languages

During their entire initial curriculum at the Academy, the future officers must learn at least one foreign language. The education to foreign languages goes also, in the Polish system, through practical vocational training as implied by the needs for learning international Air Force standards and procedures. The students have also the possibility to study a second foreign language, to be chosen between French and German. In addition, the Academy progressively develops its offer of courses and training modules in foreign languages. It provides knowledge and expertise in Aviation English in accordance to ICAO regulations preparing students for ELPAC and RELTA standards (IV operational level).

Command of the English at the end of basic education and training (CEFR/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 2	SLP 2	SLP 3	SLP 3

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and comply with medical, physical and psychological standards. Candidates must also pass an entrance exam, including tests on the English.

In the course of their career, the Polish officers will receive additional education and training at an advanced level: depending on Polish Air Force requirements pilots, navigators and air traffic controllers undergo different courses held internally and abroad.

AIR FORCE ENGINEERING

Military University of Technology

(<http://www.wat.edu.pl/>)

Academic curricula

Bachelor and Master	Bachelor/Master of Science in: - Aviation and astronautics - Civil engineering - Chemistry - Computer science - Cryptology and cyberdefence - Electronics and telecommunications - Geodesy and cartography - Logistics - Mechanical engineering - Mechatronics Additionally (for civilians): <i>National security, Power engineering, Technical physics, Security engineering, Materials engineering, Management, Computer science in medicine</i>
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Military specialisations

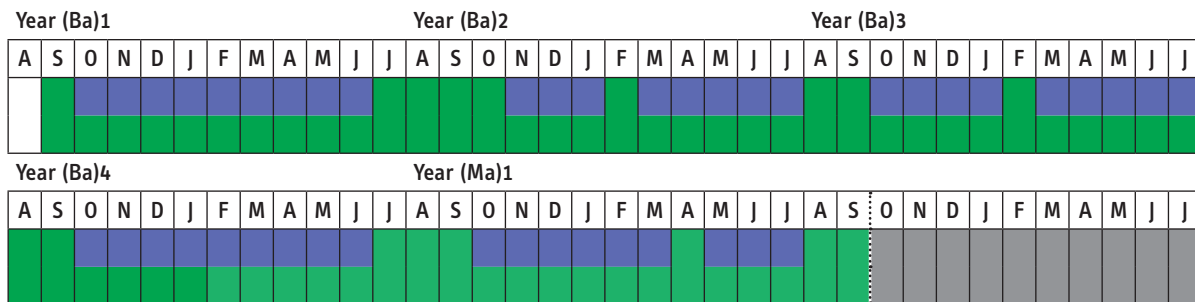
- Military Logistics - Air Defence - Aircraft Engineering - Artillery - Communications and Informatics - Cryptology - Mechanical Engineering - Meteorology - Military Engineering - NBC Protection - Reconnaissance and EW	Military University of Technology (Warsaw)
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Number of cadets first year: 280 (all services)

Total number of cadets: 1080 (all services)

Organisation of the basic officers' education

Master level:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	210	90	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Military University of Technology offers doctoral studies in: <i>Chemistry; Computer science; Construction engineering; Electronics; Geodesy; Machine construction and exploitation; Mechanics; Material engineering; Telecommunications</i>	The Military University of Technology is active in scientific research, notably in the following fields: <i>civil engineering, geodesy, cartography, chemistry, informatics, logistics, mechanical engineering, mechatronics, aviation and astronautics, electronics and communication, optoelectronics.</i>

From european mobility to military interoperability

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 2 (all services)

The Military University of Technology has acquired experience of the mobility of civilian students and both civilian and military teachers and instructors in exchanging notably with European civilian higher education institutes. Cadets participate in short-time programs (e.g. CSDP Olympiad). The integration of the University in the European Higher Education Area makes it a reliable partner for exchanges in both academic and vocational aspects of the initial education of the European officers.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUA, FEANI	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	N	N	N	N	N	N

Learning of, learning in foreign languages

During their entire initial curriculum at the University, the future officers must learn English language. The education of foreign language goes, also in the Polish system, through practical vocational training. The students have also the possibility to study a second foreign language. In addition to the regular teaching of international military standards and procedures, the University seeks to increase its offer of courses and training modules in foreign languages. Currently, 5% of its offer of courses and training is provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 2	SLP 2	SLP 3	SLP 3

Before and beyond basic education

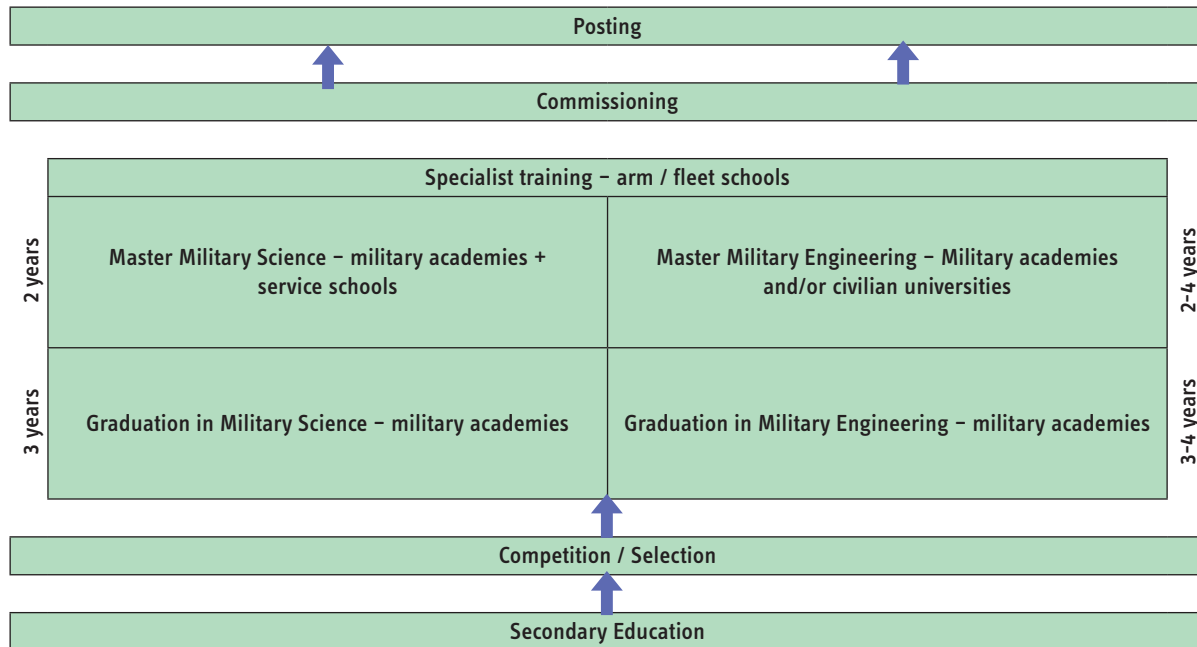
The future military officers are recruited among the young (without criminal record) nationals, who are secondary education graduates and comply with medical, physical and psychological standards. Candidates for studies must know English language up to the level B2 (entrance exam of English is possible) and pass a practical exam of fitness.

In the course of their career, members of the Polish Armed Forces undertake postgraduate studies, personal development courses and eligibility courses in the framework of the vocational enhancement system.



PORTUGAL

How to Become a Military Officer in the Portuguese Armed Forces:



The basic education and training of the Portuguese Navy, Army, Air Force and Gendarmerie (*Guarda Nacional Republicana*) take place in three respective academies, which provide both academic and vocational teachings. Army and Gendarmerie officers are jointly educated and trained at the Military Academy.

The three academies have fully implemented the *acquis* of the European Higher Education Area and every future officer of the Portuguese armed forces must complete a Master curriculum. This Master, especially for engineers and medical officers, is possibly organised in cooperation between an academy and a civilian higher education institute. The length of the education thus depends on the nature of the profession and the service.

The vocational training, including the basic military training, is organised mainly by the academies themselves. However, especially during the last year(s) of the basic curriculum, it may also be jointly organised by the academies and the branch schools.

The national education and training actors currently investigate the possibilities for modernizing military higher education in creating a unique Military Higher Education Institute, which would be in charge for the basic education and training of the officers of the four services as well as their education and training at the advanced level.

ARMY

Military Academy (<http://www.academiamilitar.pt/>)

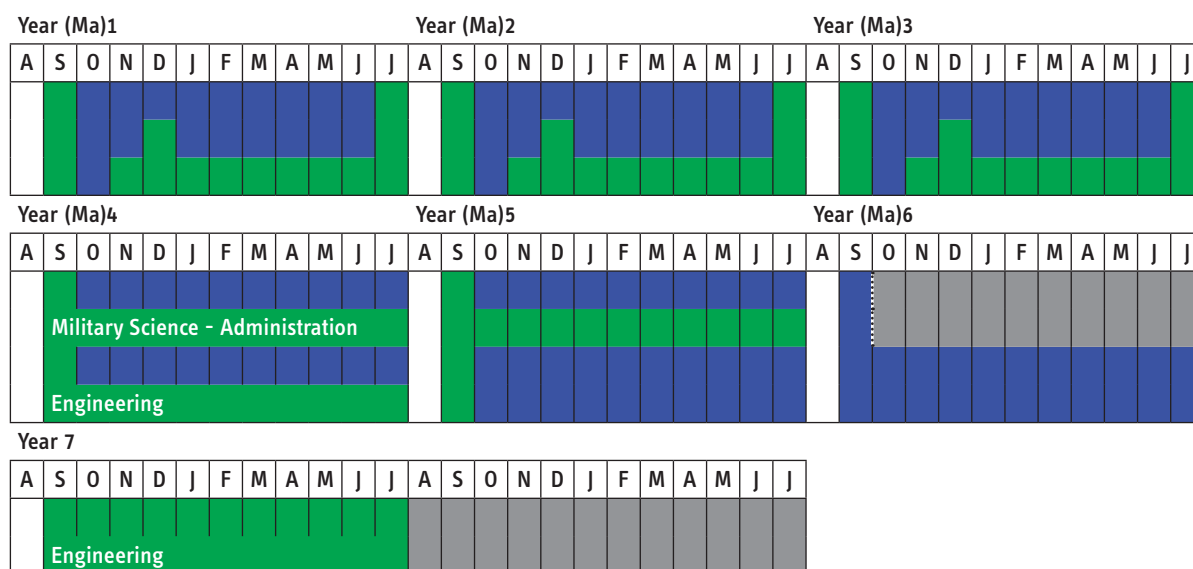
Academic curricula		Military specialisations	
Graduation	- Military Sciences (specialisations in <i>Infantry, Artillery or Cavalry</i>)	Infantry	Escola das Armas (Mafra)
	- Military Engineering	Artillery	
- Signals Engineering	- Cavalry		
- Mechanic Engineering	Engineering		
Master	- Administration Science	Signals	Escola Prática dos Serviços (Póvoa do Varzim)
	- Medicine (with civilian university)	Support	
	- Military Sciences (specialisations in <i>Infantry, Artillery or Cavalry</i>)		
	- Military Engineering (with civilian university)		
	- Electronic Military Engineering (with civilian university)		
- Mechanic Engineering (with civilian university)			
- Administration Science			
- Medicine (with civilian university)			

Number of cadets first year: 20

Total number of cadets: 366

Organisation of the basic officers' education

Master:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	120	Y	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Work load	NK	NK	N	Y	Y	N	N

Doctoral studies	Forefront expertise and research fields of the main institution
The Military Academy does not organise the doctoral studies of the Portuguese officers within its structure.	The Military Academy is actively engaged in scientific research in the fields of <i>military science</i> and <i>military technology</i> .

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: none

Portugal and the Military Academy have a long practice of the exchange of students and trainers worldwide, notably in the training of officers for foreign armed forces (Angola, Cape Verde, East-Timor, Guinea and Mozambique). The Military Academy also participates in projects of military-technical cooperation with Angola and Mozambique. More recently, the Military Academy has built a new strategy of the mobility of students, teachers and instructors in both academic and vocational aspects of the basic officers' education for developing the European dimension of these exchanges. It has implemented all the acquis of the European Higher Education Area and takes active part in the Initiative and the Erasmus programme in order to share the excellence of its education and training with willing European officers.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	N	Y	Y	Y	Y	CSDP	N

Learning of, learning in foreign languages

At the Military Academy, the future Portuguese officers are required to attend English classes three years out of the four years of their courses. The Military Academy, furthermore, progressively increases its offer of vocational training in English as well and regularly sends students to the common modules created within the framework of the Initiative.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 3	SLP 3	SLP 3	SLP 3

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards. In addition, they must pass an entrance exam. In the development of their career, the Portuguese Army officers will receive additional education and training at an advanced level: Captain's Career Course, Staff Officer's Course and other qualification courses.

NAVY

Naval Academy

(http://escolanaval.marinha.pt/PT/Pages/escolanaval_homepage.aspx)

Academic curricula

Bachelor	Bachelor in Military Naval Sciences
Master	Master in Military Naval Sciences: - Line Officer Specialization - Naval Administration Specialization - Marine Specialization - Naval Engineering, specialization in: <i>weapons and electronics branch or mechanics branch</i>

Military specialisations

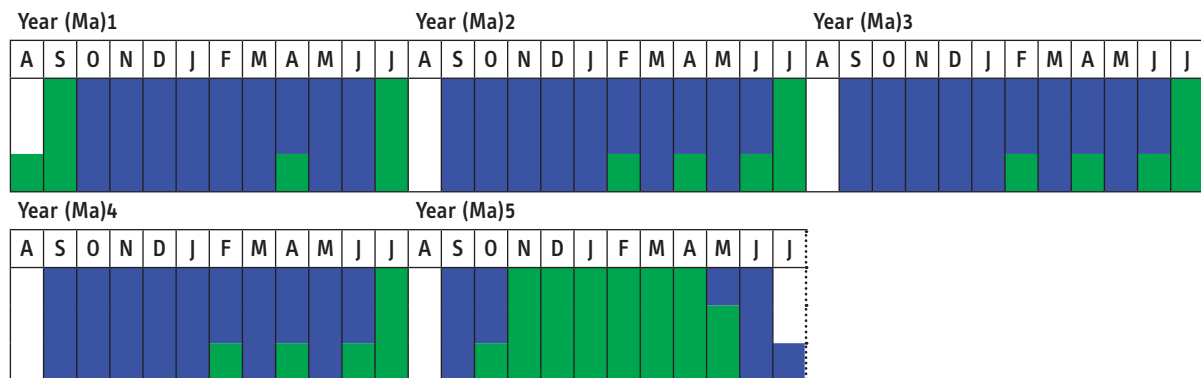
All specialties	Naval Academy - ALFEITE
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Number of cadets first year: 42

Total number of cadets: 175

Organisation of the basic officers' education

Master:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	120	Y	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Partly ECTS	NK	NK	Y	Y	Y	N	N

Doctoral studies	Forefront expertise and research fields of the main institution
The Naval Academy does not organise the doctoral studies of Portuguese officers within its structure.	The Naval Academy has a research centre, which is responsible not only for research activities within the Naval Academy, but also coordinates research in the rest of the navy. The research centre develops research in 7 main areas: <i>signal processing, mobile robotics, decision support systems, maintenance engineering, maritime history, maritime strategy, and naval medicine.</i>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 2

The Portuguese Naval Academy has a long practice and a culture of receiving students from other nations, notably (but not limited to) students from Portuguese speaking countries. It has also sent several professors and instructors to other countries, worldwide and in the European Union, in both academic and vocational areas.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	Conference of Superintendents	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y	CSDP	N

Learning of, learning in foreign languages

At the Naval Academy, the future Portuguese officers are required to attend English courses until their fourth year. The Naval Academy, furthermore, progressively increases its offer of education and training in English, notably it regularly sends students to the common modules created within the framework of the Initiative. None of the courses currently given at the Academy are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 3	SLP 3	SLP 3	SLP 3

Before and beyond basic education

The future military officers are recruited among the young nationals who graduated from secondary education and who have successfully complied with medical and physical standards. In addition there is a short vocational and leadership assessment period at the Naval Academy before they enrol as regular students.

After graduation from the Naval Academy, in the course of their career, Portuguese Navy officers will receive additional education and training at an advanced level. Most line officers will have a vocational course in an operational specialization, given within the navy. Some, while junior officers, will attend MSc or PhD courses at civilian or foreign military universities, in areas such as Naval Architecture, Weapons Engineering, Operational Research, Software Engineering, Oceanography, Hydrography, etc. All will have a promotion course before they become Lieutenant Commander, and some will attend the Naval War College course once they become Captains.

AIR FORCE

Air Force Academy
 (<http://www.emfa.pt/www/po/afa/>)

Academic curricula

Bachelor	<ul style="list-style-type: none"> - Aeronautical and Flight Sciences (pilots) - Aeronautical Administration - Aerodrome Engineering - Aeronautical Engineering - Electronics Engineering - Medicine
Master	<ul style="list-style-type: none"> - Aeronautical and Flight Sciences (pilots) - Aeronautical Administration (with civilian university) - Aerodrome Engineering (with civilian university) - Aeronautical Engineering (with civilian university) - Electronics Engineering (with civilian university) - Medicine (with civilian university)

Military specialisations

All specialties	Air Force Academy (Pero Pinheiro)
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Number of cadets first year: 19

Total number of cadets: 97

Organisation of the basic officers' education

Master:

Year (Ma)1												Year (Ma)2												Year (Ma)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
ENGINEERING, ADMINISTRATION AND MEDICINE																																			
PILOTS																																			
Year (Ma)4												Year (Ma)5												Year (Ma)6											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
ENGINEERING, ADMINISTRATION AND MEDICINE																																			
PILOTS																																			

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	150 (pilots) 180 (others)	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Workload	384	768	N	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Air Force Academy does not organise the doctoral studies of the Portuguese officers within its structure. Each doctoral programme is conducted in coordination with national and international universities.	The Air Force Academy is active in scientific research, being the unmanned aerial vehicles the most prominent area of activity. To this end, the Academy collaborates with an important number of military and civilian, European and international research centres. Its research centre, the CIAFA, has specialised staff involved in doctoral programmes as well as in assisting the day-to-day education activities of the Air Force Academy and its various MSc and BSc courses. The main research programmes are named PITVANT, PERSEUS and SEAGULL.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: none

Portugal and the Air Force Academy have a long practice and a culture of the exchange of students and trainers worldwide, notably in the training of officers at foreign armed forces. It has implemented all the acquis of the European Higher Education Area and takes active part in the Initiative in order to share the excellence of its education and training with willing European officers.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUAFA	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y	CSDP	N

Learning of, learning in foreign languages

At the Air Force Academy, the future Portuguese officers are required to attend English courses all along their undergraduate education, and also for a part of the master education as concerns future pilots. The Air Force Academy, notwithstanding the regular apprenticeship by the cadets of the international Air Force standards and procedures, intends to progressively increase its offer of education and training in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum (pilots)	SLP 3	SLP 3	SLP 3	SLP 3
Master curriculum (others)	SLP 3	SLP 2	SLP 3	SLP 2

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education (high schools) and after have successfully passed the recruitment selection process, which encompasses health, psychological and fitness tests, including a military aptitude test.

In the course of their career, the Portuguese Air Force officers will receive additional education and training at an advanced level, mainly for promotions (Captain, Major and Major-General).

GENDARMERIE

Military Academy (<http://www.academiamilitar.pt/>)

Academic curricula

Graduation	<ul style="list-style-type: none"> - Military Sciences - GNR (Gendarmerie) - Administration Science - GNR - Military Engineering - Signals Engineering - Medicine (with civilian university)
Master	<ul style="list-style-type: none"> - Military Sciences - GNR - Administration Science - GNR - Military Engineering (with civilian university) - Signals Engineering (with civilian university) - Medicine (with civilian university)

Military specialisations

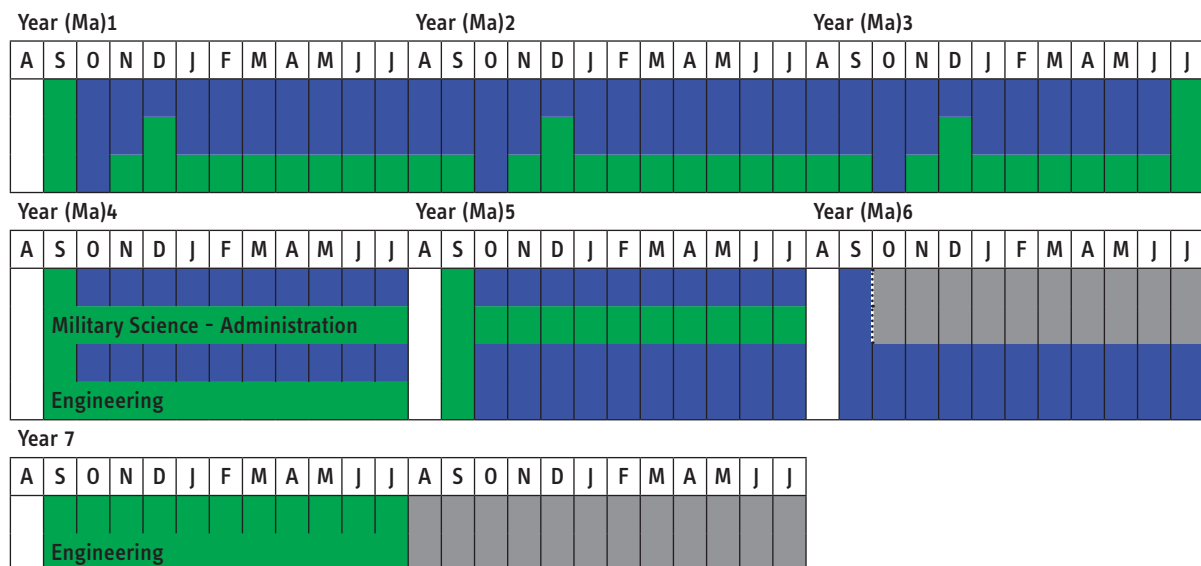
All specialties	Military Academy (Lisbon)
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Number of cadets first year: 39

Total number of cadets: 170

Organisation of the basic officers' education

Master:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	120	Y	Y	Y	Y	Y	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Work load	NK	NK	N	Y	Y	N	N

Doctoral studies	Forefront expertise and research fields of the main institution
The Military Academy does not organise the doctoral studies of the Portuguese officers within its structure.	The Military Academy is actively engaged in scientific research in the fields of <i>military science</i> and <i>military technology</i> .

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: none

Portugal and the Military Academy have a long practice of the exchange of students and trainers worldwide, notably in the training of officers for foreign armed forces (Angola, e.g.). More recently, the Military Academy has built a new strategy of the mobility of students, teachers and instructors in both academic and vocational aspects of the basic officers' education for developing the European dimension of these exchanges. It has implemented all the acquis of the European Higher Education Area and takes active part in the Initiative and the Erasmus programme in order to share the excellence of its education and training with willing European officers.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	N	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	N	Y	Y	Y	Y	CSDP	N

Learning of, learning in foreign languages

At the Military Academy, the future Portuguese officers are required to attend English classes three years out of the four years of their courses. The Military Academy, furthermore, progressively increases its offer of vocational training in English as well and regularly sends students to the common modules created within the framework of the Initiative.

Command of the English at the end of basic education and training (CEFR/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Master curriculum	SLP 3	SLP 3	SLP 3	SLP 3

Before and beyond basic education

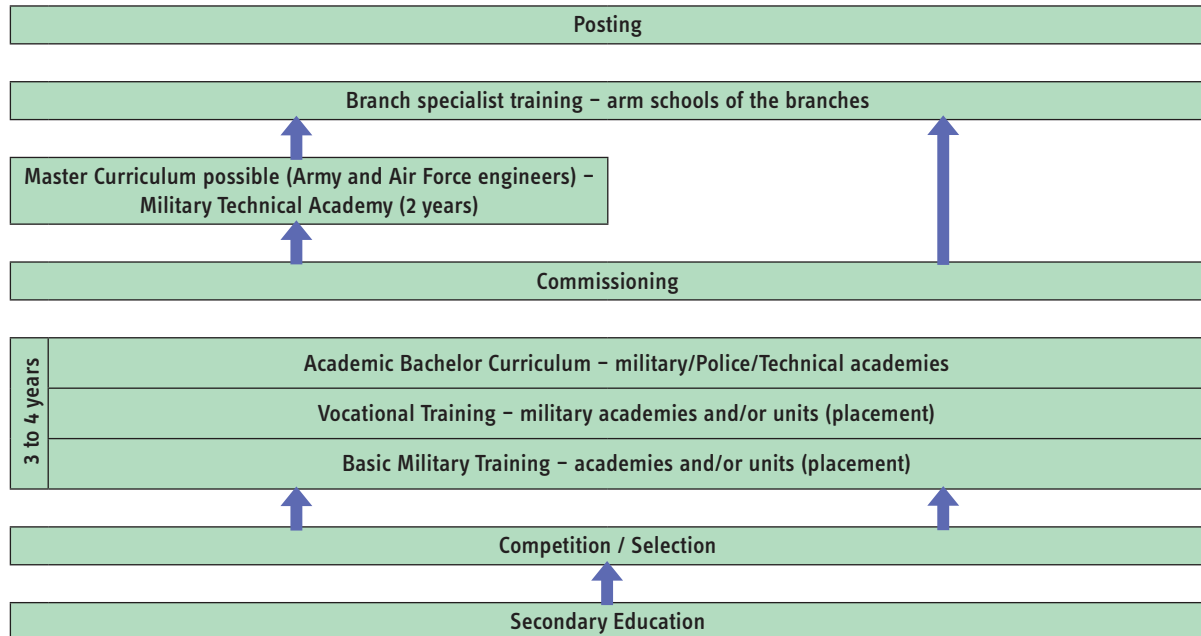
The future military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards. In addition, they must pass an entrance exam.

In the course of their career, the Portuguese Gendarmerie officers will receive additional education and training at an advanced level: Captain's Career Course, Superior Officer's Course and other qualification courses.



ROMANIA

How to Become a Military Officer in the Romanian Armed Forces:



In Romania, the basic education and training of the military officers of the 4 services (Army, Navy, Air Force and Gendarmerie) are provided by 4 different academies. The Gendarmerie training academy is the Police – civilian, therefore – Academy but the application training remains aligned with the military model. Beside, Romania maintains a separation of the technical officers from the other military professions. The future engineers of the Army and the Air Force, indeed, are educated and trained in a distinct Academy, the Military Technical Academy.

The duration of the basic education curriculum and vocational training of the candidates issued from direct recruitment varies from one service to another and, at the application level, from one specialty to another. However, all the academies have fully integrated the *acquis* of the Bologna Process in their education policies. As concerns the engineers of the Army and Air Force, in addition, they are offered the possibility to continue their education at an intermediate level with master studies shortly after their basic curriculum. The other officers will have, later in the course of their career, the opportunity to do so in advanced education institutions such as the National Defence University.

ARMY

Nicolae Balcescu Land Forces
Academywww.armyacademy.ro

Academic curricula

Bachelor	Bachelor in Military Sciences, Intelligence and Public Order , specialisations in: - <i>Organizational Management</i> - <i>Economic-Financial Management</i> Bachelor in Administrative Sciences, Public Administration
Master (advanced education)	Master in Military Sciences and Intelligence , specialisations in: - <i>Organizational Capability Management</i> - <i>Management and Technology</i> - <i>Organizational Leadership</i> - <i>Intelligence in Organizations</i>

Military specialisations

Infantry	BTS (Făgăraș)
Mountaineering	BTS (Predeal)
Reconnaissance	BTS (Buzău)
Tanks, Auto	BTS (Pitești)
Engineering	BTS (Râmnicu Vâlcea)
Artillery	BTS (Sibiu)
Logistics	BTS (Chitila)
Communication	BTS (Sibiu)
CBRN	BTS (Campulung Muscel)

BTS = Branch Training School

Number of cadets first year: 206

Total number of cadets: 723

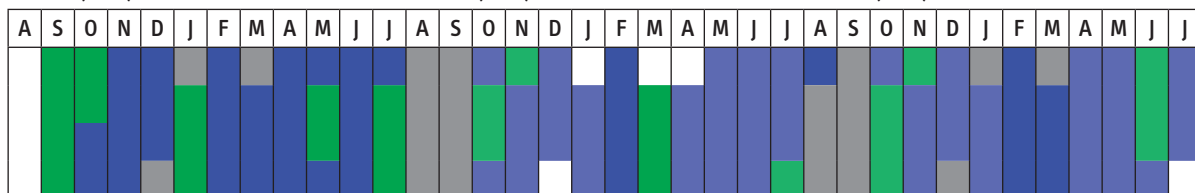
Organisation of the basic officers' education

Bachelor:

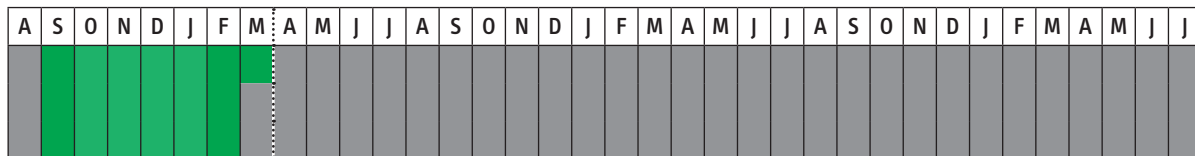
Year 1 (Ba 1)

Year 2 (Ba 2)

Year 3 (Ba 3)



Year 4



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	N/A	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Specific	30	N/A	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Land Forces Academy does not organise the doctoral studies of Romanian officers.	Research at the Land Forces Academy is fully recognised by the Ministry of Education, Research, Youth and Sport in the areas of expertise of the Academy.

From european mobility to military interoperability

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 66

The Land Forces Academy has implemented a policy of “open doors” towards the European academic experience, supporting exchange programs for teaching staff in European universities within Erasmus or other programs. Romania and the Land Forces Academy are actively involved in the promotion of both inward and outward mobility of future military officers but also of teachers and instructors. They have implemented the acquis of the European Higher Education Area, as well as important instruments for exchanges, such as taking part in the Erasmus program. Their active contribution to the Initiative for the exchange of young officers and the European Military Academies Commandants Seminars, notably, demonstrates that they are willing to engaged so as to contribute to the growth of the European academic and vocational exchanges.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of “international programmes”
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	N	Pending	Y

Learning of, learning in foreign languages

During their first two years at the Academy, the cadets learn English as part of their core curriculum. During the last year, they have the possibility to continue learning a second foreign language, either French or German. In addition, our Academy provides academic courses in English for international Erasmus students.

Command of the English at the end of basic education and training (CEFR/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B1-B2	B1-B2	B1-B2	B1-B2

Before and beyond basic education

The candidates for the military career are recruited from among young nationals who are graduates from civilian and military high schools who comply with medical, physical and psychological standards. The candidates must pass an entrance exam, which includes a test of English language and other two other disciplines according to the specialisation.

The institution manages a building up process of the human resource with superior qualification in the field of leading military actions, thus setting the base for the military career. Upon graduation from the Academy, the cadets will be commissioned Second Lieutenants.

Further on, they will follow a branch course for specialized training. They also have access to master studies offered by our academy or other institutions.

ARMY ENGINEERING

Military Technical Academy

(<http://www.mta.ro/>)

Academic curricula

Bachelor	<ul style="list-style-type: none"> - Armaments, Missiles and Ammunitions Engineering - Geodetic Engineering - Civil Engineering - Aerospace Engineering - Automotive Engineering - Chemical Engineering - Engineering - Electronic Engineering and Communications - Computer Sciences and Information Technology - Systems Engineering
Master (intermediate education)	<ul style="list-style-type: none"> - Electronic Systems for Border Security - Equipment and Technologies in Automotive Engineering - Security of Information Technology

Military specialisations

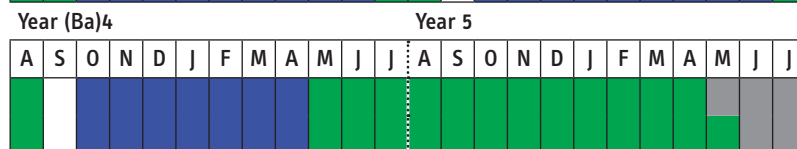
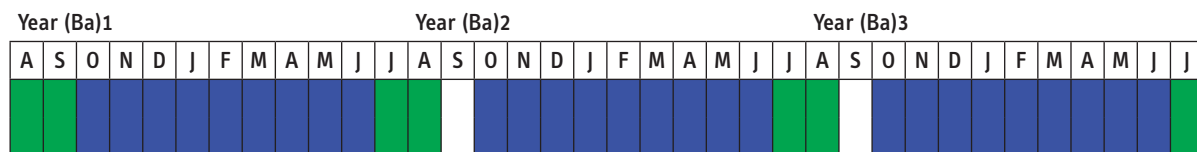
All specialties	Military Technical Academy (Bucharest)
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Number of cadets first year: NK

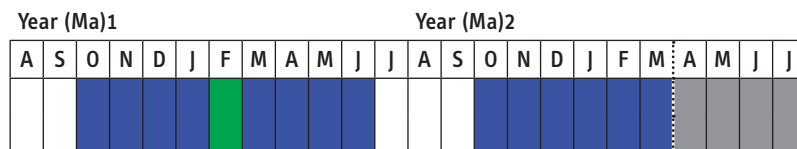
Total number of cadets: NK

Organisation of the basic officers' education

Bachelor:



Master:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	NK	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	NK	NK	Y	Y	Y	Y	Y

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
The Military Technical Academy provides doctoral study programmes for Romanian officers in all fields proposed at bachelor and master levels.	The Military Technical Academy is active through scientific research notably in the following fields: <i>electronic engineering and telecommunications, computers and information technology, systems engineering, armament, geodetic engineering, chemical engineering, civil engineering and automotive engineering.</i>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

The Technical Military Academy has acquired a considerable experience in exchanging trainees and trainers with both military and civilian institutes. Since it has implemented the acquis of the European Higher Education Area as well as instruments such as the Erasmus programme, it actively promotes a culture of the European mobility and of sharing the excellence of its education and training with foreign students.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y		Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	N		N

Learning of, learning in foreign languages

During the first three years of initial education at the Technical Military Academy, the future Army officers must learn "applied" English and French: general terminology during the first year, military terminology the second year and technical specialized terminology the third year. At master level - i.e. "intermediate" education - the Romanian officers are proposed a course on NATO standards and procedures' terminology in English. In addition, the Technical Military Academy progressively implements vocational training to be provided to the future Army officers in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	NK	NK	NK	NK

Before and beyond basic education

The future military officers are recruited among the young criminal records-free nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, candidates must pass an entrance exam, which includes tests on the English language.

In the course of their career, the Romanian officers will receive additional education and training at an advanced level in Army and joint institutions.

From european mobility to military interoperability

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 10

Romania and the Naval Academy have acquired a culture of the inward and outward European mobility of the future officers. They have implemented the acquis of the European Higher Education Area and their active contribution to the Initiative for the exchange of young officers, the Conference of Superintendents of Naval Academies, notably, demonstrates their will for sharing the excellence of the Romanian education and training with European partners. As the Naval Academy also trains merchant marine students, it also largely participates to the "Erasmus +" programme by conducting student and teacher exchanges.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	Conference of Superintendents, International Association of Maritime Universities (IAMU)	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	N		N

Learning of, learning in foreign languages

During their entire education at the Academy, the future Romanian officers must learn English as a part of their core curriculum. In addition, they have the possibility to study every year a second foreign language between French and German. Beyond the regular teaching of and training to international Navy standards and procedures, the Academy progressively increases its offer of modules provided in English. 15% of the courses proposed at the Academy are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP 2	SLP 2	SLP 2	SLP 2

Before and beyond basic education

The future Navy officers are recruited among the young nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, candidates must pass an entrance exam, which includes tests on the English language.

In the course of their career, the Romanian officers will receive additional education and training at an advanced level in Navy as well as joint institutions.

AIR FORCE

"Henri Coandă" Air Force Academy

http://www.afahc.ro/index_en.html

Academic curricula

Bachelor	Bachelor in Military Sciences, Intelligence and Public Order , specialisations in: <ul style="list-style-type: none"> - <i>Aviation Management</i> (I); - <i>Air Traffic Management</i> (II); - <i>Antiaircraft Artillery and Missile Systems Management</i> (III).
Master (advanced education)	Master in Military Sciences, Intelligence and Public Order , specialisations in: <ul style="list-style-type: none"> - <i>Airspace Security</i>; - <i>Air Force Fighting Systems Management</i>.

Military specialisations

- Pilots (rotary and fixed wings) (I);	Air Force Training School "Aurel Vlaicu" (Bobocu)
- Air Traffic Controllers (II);	
- Radar operators (II);	
- Electronic warfare officers (II);	
- Ground-based air defence officers (III);	

Number of cadets first year: 60

Total number of cadets: 200

Organisation of the basic officers' education

Bachelor:

Year (Ba)1

Year (Ba)2

Year (Ba)3

	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
I																																				
II																																				
III																																				

Year 4 (Branch Training School)

	A	S	O	N	D	J	F	M	A	M	J	J
I												
II												
III												

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	120	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	18	0	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Air Force Academy does not organise the doctoral studies.	The Air Force Academy is involved in scientific research activities with view to constantly improve the quality of its curricula, notably in the following fields: <i>UAVs, laser utilisation, electromagnetic compatibility, electromagnetic launch systems, intercultural communication, education communicative competences in foreign languages, leadership..</i>

From european mobility to military interoperability

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 6

The Air Force Academy promotes both incoming and outgoing mobility of future military officers but also of teachers and instructors. The "Henri Coandă" Air Force Academy has obtained the ERASMUS+ CHARTA and is involved in students and teachers mobility under ERASMUS + conditions. The "Henri Coandă" Air Force Academy is also part of the EMILYO initiative and EUAFA at European level. The "Henri Coandă" Air Force Academy is involved based on bilateral agreements in cooperation in education and research area with similar universities from entire world.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUFAFA	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	Y		Y

Learning of, learning in foreign languages

During their entire education at the Academy, the future Romanian officers must learn English – general terminology courses – as a part of their core curriculum. They have also the possibility to learn French and/or chose additional English courses focusing on military terminology. Beyond the regular teaching of and training to international Air Force standards and procedures, the Academy progressively increases its offer of courses provided in English. 20% of the courses proposed at the Academy are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP 2	SLP 2	SLP 2	SLP 2

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, candidates must pass an entrance exam, which includes tests on the English language.

In the course of their career, the Romanian officers will receive additional education and training at an advanced level, notably in joint institutions, such as the National Defence University "Carol I", which provides opportunities for doctoral studies.

AIR FORCE ENGINEERING

Military Technical Academy

[\(http://www.mta.ro/\)](http://www.mta.ro/)

Academic curricula

Bachelor	Bachelor in Aerospace Engineering (specialisations in <i>Aircraft and Aircraft Engines</i> or <i>Aviation Equipments and Installations</i>)
Master (intermediate education)	<ul style="list-style-type: none"> - Electronic Systems for Border Security - Equipment and Technologies in Automotive Engineering - Security of Information Technology

Military specialisations

All specialties	Military Technical Academy (Bucharest)
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Number of cadets first year: NK

Total number of cadets: NK

Organisation of the basic officers' education

Bachelor:

Year (Ba)1												Year (Ba)2												Year (Ba)3												
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	
Year (Ba)4												Year 5																								
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J													

Master:

Year (Ma)1												Year (Ma)2											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	NK	NK	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			N	N	N	N	Y

From european mobility to military interoperability

Doctoral studies	Forefront expertise and research fields of the main institution
The Military Technical Academy provides doctoral study programmes for Romanian officers in all fields proposed at bachelor and master levels.	The Military Technical Academy is active through scientific research notably in the following fields: <i>electronic engineering and telecommunications, computers and information technology, systems engineering, armament, geodetic engineering, chemical engineering, civil engineering and automotive engineering.</i>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

The Technical Military Academy has acquired a considerable experience in exchanging trainees and trainers with both military and civilian institutes. Since it has implemented the acquis of the European Higher Education Area as well as instruments such as the Erasmus programme, it actively promotes a culture of the European mobility and of sharing the excellence of its education and training with foreign students.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y		Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	N	N	N	N	

Learning of, learning in foreign languages

During the first three years of initial education at the Technical Military Academy, the future Air Force Engineering officers must learn "applied" English and French: general terminology during the first year, military terminology the second year and technical specialized terminology the third year. At master level - i.e. "intermediate" education - the Romanian officers are proposed a course on NATO standards and procedures' terminology in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	NK	NK	NK	NK

Before and beyond basic education

The future military officers are recruited among the young criminal records-free nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, candidates must pass an entrance exam, which includes tests on the English language.

In the course of their career, the Romanian officers will receive additional education and training at an advanced level in Air Force and joint institutions.

GENDARMERIE

"Alexandru Ioan Cuza" Police Academy

<http://www.academiadepolitie.ro/>

Academic curricula		Military specialisations	
Bachelor	Bachelor in: -Military Sciences, Intelligence, public Order and Safety; -Legal Sciences	Public order and safety Law	"Alexandru Ioan Cuza" Police Academy (Bucharest)
Master (advanced education)	-Professional Master in Operational Management of Gendarmerie Units -Master in Law - Legal Sciences		

Number of cadets first year: 50

Total number of cadets: 145

Organisation of the basic officers' education

Bachelor:

Year (Ba)1												Year (Ba)2												Year (Ba)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
[Green]												[Green]												[Green]											
[Blue]												[Blue]												[Blue]											
[Green]												[Green]												[Green]											
Year (Ba)4																																			
A	S	O	N	D	J	F	M	A	M	J	J																								
[Green]						[Grey] Military Sciences																													
[Blue]						[Green]																													
[Green]						[Green]																													

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180 / 240	90 / 120	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	NK	NK	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Police Academy provides opportunities for doctoral studies, including for the Gendarmerie officers.	The Police Academy holds scientific research in the fields of <i>public order and safety</i> and <i>national security</i> .

From european mobility to military interoperability

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: none

“Alexandru Ioan Cuza” Police Academy promotes openness and internal and external exchanges of teaching staff, instructors and students alike. Such forms of mobility are considered to be innovations in the tertiary education and improvements in the staff competences within the Romanian Gendarmerie. This includes Erasmus mobility.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y		Y	Y

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of “international programmes”
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	N	Y	Y	Y	Y		N

Learning of, learning in foreign languages

The future Gendarmerie officers must learn at least one foreign language during their basic education at the Police Academy, according to the curricula. Students can opt between English, French, German, Russian and Spanish. The Police Academy has been part of programmes using foreign languages in training, especially English and French: approximately 70% of the Gendarmerie students study English, 30% French.

Command of the English or French at the end of basic education and training (CEFR/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	B2 / SLP 3	B2 / SLP 3	B2 / SLP 3	B2 / SLP 3
Master curriculum	N/A	N/A	N/A	N/A

Before and beyond basic education

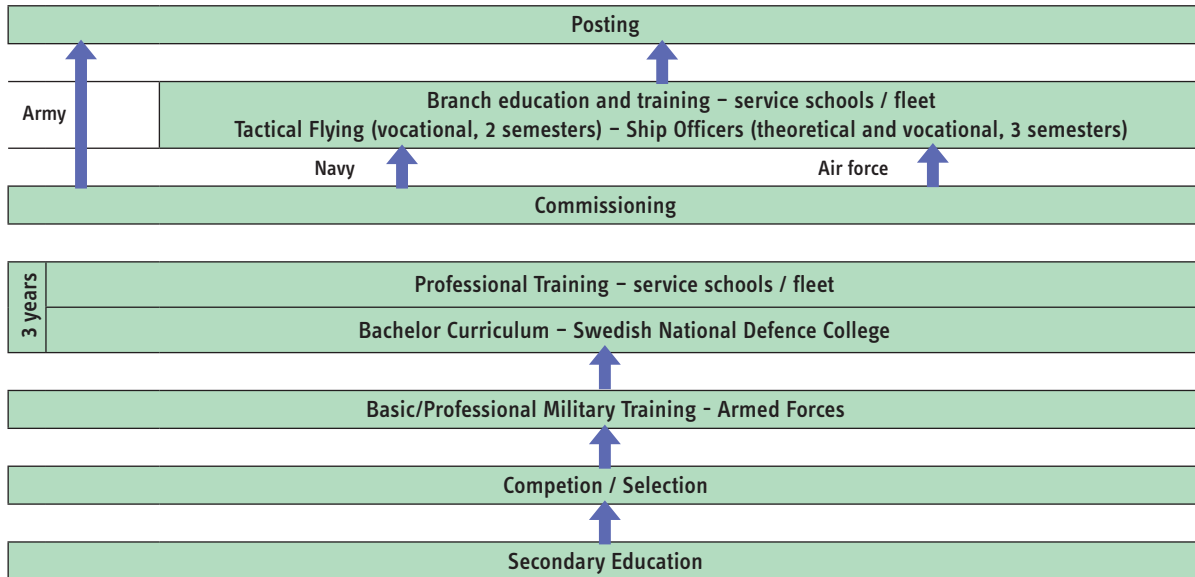
The future Gendarmerie officers are recruited among young individuals with no criminal records who graduated from high school with a secondary education Baccalaureate degree and meet medical, physical and psychological requirements. Moreover, the candidates need to pass an entrance examination testing on Romanian language and history and a foreign language (English, French, German, Russian, Spanish).

Throughout their career, Romanian Gendarmerie officers continue their tertiary education. After graduating from the Police Academy with a Bachelor in Public Order and Safety, Romanian Gendarmerie officers can complete legal studies (between 180 and 240 ECTS) if they join an other faculty of legal studies, take professional and legal master studies as the Academy or pursue doctoral studies. Gendarmerie officers can also take professional or specialized courses in other institutions in the country or abroad throughout their career.



SWEDEN

How to Become a Military Officer in the Swedish Armed Forces:



In the Swedish system, basic officer's education is provided by a joint institution, the Swedish Defence University (SDU), for the three services (Army, Navy and Air Force). The SDU is recognised as a higher education institution by the Ministry for Higher Education, for both its academic and vocational pillars. The quality assurance system in place for the civilian universities, for example, covers both the academic curricula and the military training even though they are not provided at the same place.

Although Sweden ended conscription in July 2010, the basic military training still takes place in the Armed Forces, before the start of the academic curriculum. The regular vocational training, except the daily physical training naturally, takes place only in the specialist training centres located in various parts of the country. Finally, cadets of the Navy and the Air Force will be required, after having obtained their diploma and being commissioned but before being posted for the first time, to complete additional application training in order to specialise in their arm.

ARMY

Swedish Defence University

(<http://www.fhs.se/en/>)

Academic curricula		Military specialisations	
Bachelor	Bachelor of science in Military Studies, specialisation in <i>War Studies</i> or <i>Military Technology</i>	Amphibious	Naval warfare centre (Berga)
		Air defence	Air defence school (Halmstad)
		Artillery	Artillery School (Boden)
		Cavalry/Infantry/ Armour	Land Warfare Centre (Kvarn)
		CBRN	National CBRN Defence Centre (Umeå)
		Combat management and air surveillance	Air combat school (Uppsala)
		Command and Control	Command and Control School (Enköping)
		Engineering	Engineering School (Eksjö)
		Fieldworks	Fieldwork school (Eksjö)
		Intelligence and Security	Armed Forces Intelligence and Security Centre (Uppsala, Halmstad)
		Logistics	Logistics and Motor School (Skövde)
		Military Technology	Armed Forces Technical School (Halmstad)

Number of cadets first year: 53

Total number of cadets: 112 (all services)

Organisation of the basic officers' education

Bachelor:

Year (Ba)1												Year (Ba)2												Year (Ba)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	120	N/A	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	60	N/A	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Swedish Defence University (SDU) does not organise the doctorate studies of the Swedish officers.	<p>Research within the SDU is organised in 3 departments (Leadership and Management, Security and Strategic Studies, Military Studies), 3 research centres (Centre for Asymmetric Threat Studies (CATS), Centre for Military Technology (MTC), National Centre for Crisis Management and Training (CRISMART)) and 2 research programmes (“European Security Research Programme”, “Stockholm Forum for Security Studies” (SFSS)).</p> <p>Research is particularly developed in fields such as: <i>International Law, Command Responsibility and Human Rights during Crises and War, War Studies, Leadership, Science of Command and Control, Media and Communication Science, Military History, Military Logistics, Military Strategy, Military Technology, Military Theory, Pedagogics, Political Science.</i></p>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 10 (all services)

Sweden and the SDU are developing their academic and vocational exchanges of military students and instructors, especially with their European counterparts on the basis of the Erasmus programme whenever possible. A culture of the military mobility is progressively emerging on which the European military institutes can already rely for their exchange projects.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of “international programmes”
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	N	N	Y		N

Learning of, learning in foreign languages

At the SDU, the military students do not regularly attend formal courses of foreign languages. However, the University provides parts of its education in English, notably in the War Studies curriculum, according to the needs of respective course. In addition, all concerned institutions intervening in officers’ initial education, including vocational training, progressively implement the use of English language as a regular means of education and training. 7% of the courses proposed at the University are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

No specific level is required for the degree as the curriculum does not contain courses of foreign languages.

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have fulfilled basic military obligations. In addition, they must successfully comply with medical, physical and psychological standards and pass knowledge tests, which include also tests of the knowledge of the English language.

In the course of their career, the Swedish Land Force officers will receive additional education and training at an advanced level, notably at the SDU.

NAVY

Swedish Defence University
(<http://www.fhs.se/en/>)

Academic curricula

Bachelor	Bachelor of science in Military Studies, specialisation in <i>Maritime Studies</i>
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Military specialisations

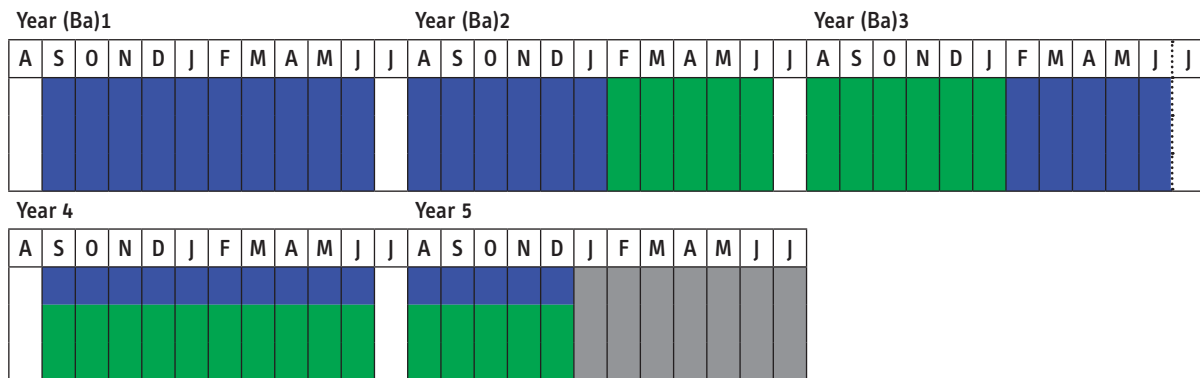
All Naval branches	Naval Warfare Centre (Karlskrona)
Amphibious	Naval Warfare Centre (Berga)

Number of cadets first year: 18

Total number of cadets: 112 (all services)

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	120	N/A	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
ECTS	60	N/A	Y	Y	Y	Y	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Swedish Defence University (SDU) does not organise the doctorate studies of the Swedish officers.	Research within the SDU is organised in 3 departments (Leadership and Management, Security and Strategic Studies, Military Studies), 3 research centres (Centre for Asymmetric Threat Studies (CATS), Centre for Military Technology (MTC), National Centre for Crisis Management and Training (CRISMART)) and 2 research programmes ("European Security Research Programme", "Stockholm Forum for Security Studies" (SFSS)). Research is particularly developed in fields such as: <i>International Law, Command Responsibility and Human Rights during Crises and War, War Studies, Leadership, Science of Command and Control, Media and Communication Science, Military History, Military Logistics, Military Strategy, Military Technology, Military Theory, Pedagogics, Political Science.</i>

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 10 (all services)

Sweden and the SDU are developing their academic and vocational exchanges of military students and instructors, especially with their European counterparts on the basis of the Erasmus programme whenever possible. A culture of the military mobility is progressively emerging on which the European military institutes can already rely for their exchange projects.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	Conference of Superintendents	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	N	N	Y		N

Learning of, learning in foreign languages

At the SDU, the military students do not regularly attend formal courses of foreign languages. However, the University provides parts of its education in English, notably in the War Studies curriculum, according to the needs of respective course. In addition, all concerned institutions intervening in officers' initial education, including vocational training, progressively implement the use of English language as a regular means of education and training. 7% of the courses proposed at the University are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

No specific level is required for the degree as the curriculum does not contain courses of foreign languages.

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who have fulfilled their military obligations. In addition, they must successfully comply with medical, physical and psychological standards and pass knowledge tests, which include also tests of the knowledge of the English language.

In the course of their career, the Swedish Navy officers will receive additional education and training at an advanced level at the SDU and in other joint institutions.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 10 (all services)

Sweden and the SDU are developing their academic and vocational exchanges of military students and instructors, especially with their European counterparts on the basis of the Erasmus programme whenever possible. A culture of the military mobility is progressively emerging on which the European military institutes can already rely for their exchange projects.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EUAFA	Y	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	N	N	Y		N

Learning of, learning in foreign languages

At the SDU, the military students do not regularly attend formal courses of foreign languages. However, the University provides parts of its education in English, notably in the War Studies curriculum, according to the needs of respective course. In addition, all concerned institutions intervening in officers' initial education, including vocational training, progressively implement the use of English language as a regular means of education and training. 7% of the courses proposed at the University are provided in English.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

No specific level is required for the degree as the curriculum does not contain courses of foreign languages.

Before and beyond basic education

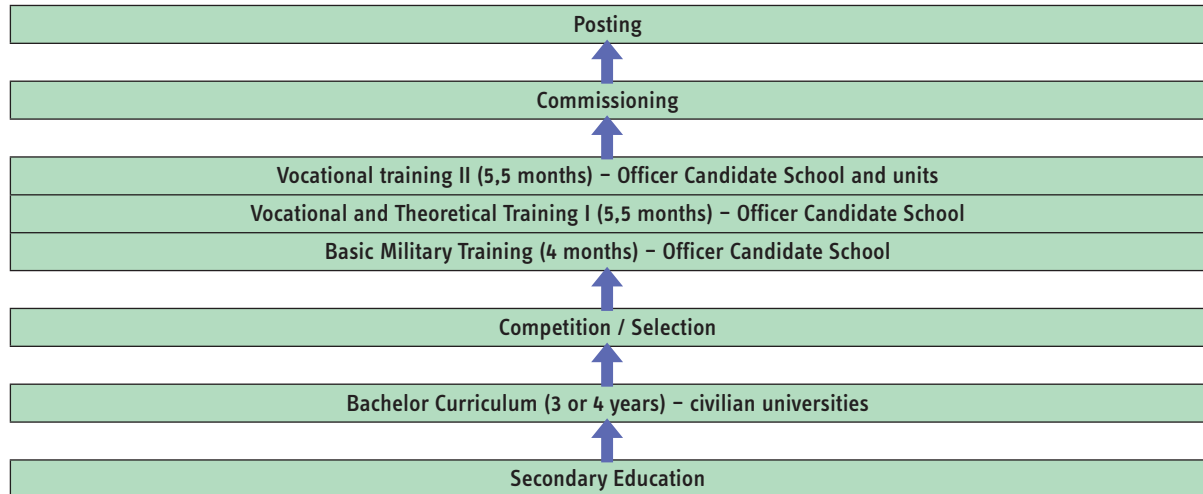
The future military officers are recruited among the young nationals who are graduated from secondary education and who have fulfilled a military basic training. In addition, they must successfully comply with medical, physical and psychological standards and pass knowledge tests, which include also tests of the knowledge of the English language.

In the course of their career, the Swedish Air Force officers will receive additional education and training at an advanced level at the SDU and other joint institutes.



SLOVENIA

How to Become a Military Officer in the Slovenian Armed Forces:



basic education and training of Slovenian officers is the product of fruitful cooperation between the civilian higher education institutions, the Officer Candidate School and the units. There is indeed no proper academic education provided by the military institutions, except a few instances of theoretical teaching which are supporting the acquisition of leadership skills by officer candidates.

However, a Slovenian officer should first, as a precondition for his/her recruitment, obtain a bachelor degree from a civilian university. The academic education, even though it is not provided by military institutions, represents the pillar of the officer's basic education and training, formally delegated to the civilian higher education.

The basic military education and training is provided first by a joint institution, *i.e.* the Officer Candidate School, and then through cooperation of both the School and the operational units for the training of practical skills.

ARMY

Officer Candidate School

(<http://www.slovenskavojska.si/en/structure/general-staff-commands-and-units/doctrine-development-educational-and-training-command/officer-candidate-school/>)

Academic curricula		Military specialisations	
Bachelor and/or Master	Civilian bachelor	<ul style="list-style-type: none"> - Infantry - Armoured units - Artillery - Air defence - Engineering units - NBC defence - Signalling - Technical service - Logistics - Transport - Medical service 	Officer Candidate School (Maribor) + Initial Training Centre (Vipava) + units

Number of cadets first year: 25 (all services)

Total number of cadets: 25 (all services)

Organisation of the basic officers' education

Bachelor or Master level (in civilian higher education):

Year 1												Year 2											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Y	Y	Y	Pending	Case-by-case
Doctoral studies				Forefront expertise and research fields of the main institution			
The Officer Candidate School does not organise doctoral study programmes for the Slovenian officers.				The Officer Candidate School does not have research activity within its premises.			

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 0

Officer Candidate School has little experience of mobility since the military institutions only provide the vocational training. However, Slovenia and its military units have already hosted European and foreign cadets. Based on its participation to the Initiative for the exchange of young officers – notably in sending cadets to common modules – however, the Officer Candidate School actively promotes outward and inward mobility of the future military elites from and to Slovenia.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N	EMACS	N	N

From european mobility to military interoperability

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
N/A	N/A	N/A	N/A	Y	N	N	Y		N

Learning of, learning in foreign languages

During their basic military training at the Officer Candidate School, the future Slovenian officers must compulsorily follow a course of their first foreign language, i.e. English. In parallel, the School is progressively developing its offer of training to be provided in English, notably in sending cadets to common modules created in the framework of the Initiative.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Commissioning curriculum	SLP2	SLP2	SLP2	SLP2

Before and beyond basic education

The future military officers are recruited among the young, criminal records-free and political party affiliation-free nationals who have obtained a bachelor diploma from a civilian university. They must comply with physical and psychological standards and successfully pass an entrance test, including a test of the knowledge of the English language.

The career path of Slovenian officers comprises 4 levels of education and training:

- Level 1: Commissioning course
- Level 2: Junior Officer phase (Junior Staff Course – 5 months)
- Level 3: Intermediate Officer phase (Senior Staff Course – 12 months)
- Level 4: Senior Officer phase (General Staff Course – 12 months)

In the past, levels 3 and 4 were integrated in some of our programmes with other civilian faculties.

NAVY

Officer Candidate School

(<http://www.slovenskavojska.si/en/structure/general-staff-commands-and-units/doctrine-development-educational-and-training-command/officer-candidate-school/>)

Academic curricula		Military specialisations	
Bachelor and/or Master	Civilian bachelor	<ul style="list-style-type: none"> - Infantry - Armoured units - Artillery - Air defence - Engineering units - NBC defence - Signalling - Technical service - Logistics - Transport - Medical service 	Officer Candidate School (Maribor) + Initial Training Centre (Vipava) + units

Number of cadets first year: 25 (all services)

Total number of cadets: 25 (all services)

Organisation of the basic officers' education

Bachelor level (in civilian higher education):

Year 1												Year 2											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Y	Y	Y	Pending	Case-by-case
Doctoral studies				Forefront expertise and research fields of the main institution			
The Officer Candidate School does not organise doctoral study programmes for the Slovenian officers.				The Officer Candidate School does not have research activity within its premises.			

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 0

Officer Candidate School has little experience of mobility since the military institutions only provide the vocational training. However, Slovenia and its military units have already hosted European and foreign cadets. Based on its participation to the Initiative for the exchange of young officers – notably in sending cadets to common modules – however, the Officer Candidate School actively promotes outward and inward mobility of the future military elites from and to Slovenia.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N		N	N

From european mobility to military interoperability

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
N/A	N/A	N/A	N/A	Y	N	N	Y		N

Learning of, learning in foreign languages

During their basic military training at the Officer Candidate School, the future Slovenian officers must compulsorily follow a course of their first foreign language, i.e. English. In parallel, the School is progressively developing its offer of training to be provided in English, notably in sending cadets to common modules created in the framework of the Initiative.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Commissioning curriculum	SLP2	SLP2	SLP2	SLP2

Before and beyond basic education

The future military officers are recruited among the young, criminal records-free and political party affiliation-free nationals who have obtained a bachelor diploma from a civilian university. They must comply with physical and psychological standards and successfully pass an entrance test, including a test of the knowledge of the English language.

The career path of Slovenian officers comprises 4 levels of education and training:

- Level 1: Commissioning course
- Level 2: Junior Officer phase (Junior Staff Course – 5 months)
- Level 3: Intermediate Officer phase (Senior Staff Course – 12 months)
- Level 4: Senior Officer phase (General Staff Course – 12 months)

In the past, levels 3 and 4 were integrated in some of our programmes with other civilian faculties.

AIR FORCE**Officer Candidate School**

(<http://www.slovenskavojska.si/en/structure/general-staff-commands-and-units/doctrine-development-educational-and-training-command/officer-candidate-school/>)

Academic curricula		Military specialisations	
Bachelor and/or Master	Civilian bachelor	<ul style="list-style-type: none"> - Infantry - Armoured units - Artillery - Air defence - Engineering units - NBC defence - Signalling - Technical service - Logistics - Transport - Medical service 	Officer Candidate School (Maribor) + Initial Training Centre (Vipava) + units

Number of cadets first year: 25 (all services)

Total number of cadets: 25 (all services)

Organisation of the basic officers' education**Bachelor level (in civilian higher education):**

Year 1												Year 2											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area**Vocational training:**

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Y	Y	Y	Pending	Case-by-case
Doctoral studies				Forefront expertise and research fields of the main institution			
The Officer Candidate School does not organise doctoral study programmes for the Slovenian officers.				The Officer Candidate School does not have research activity within its premises.			

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 0

Officer Candidate School has little experience of mobility since the military institutions only provide the vocational training. However, Slovenia and its military units have already hosted European and foreign cadets. Based on its participation to the Initiative for the exchange of young officers – notably in sending cadets to common modules – however, the Officer Candidate School actively promotes outward and inward mobility of the future military elites from and to Slovenia.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N		N	N

From european mobility to military interoperability

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
N/A	N/A	N/A	N/A	Y	N	N	Y		N

Learning of, learning in foreign languages

During their basic military training at the Officer Candidate School, the future Slovenian officers must compulsorily follow a course of their first foreign language, i.e. English. In parallel, the School is progressively developing its offer of training to be provided in English, notably in sending cadets to common modules created in the framework of the Initiative.

Command of the English at the end of basic education and training (CEFRL/STANAG 6001):

	Speak	Write	Read	Listen/Understand
Commissioning curriculum	SLP2	SLP2	SLP2	SLP2

Before and beyond basic education

The future military officers are recruited among the young, criminal records-free and political party affiliation-free nationals who have obtained a bachelor diploma from a civilian university. They must comply with physical and psychological standards and successfully pass an entrance test, including a test of the knowledge of the English language.

The career path of Slovenian officers comprises 4 levels of education and training:

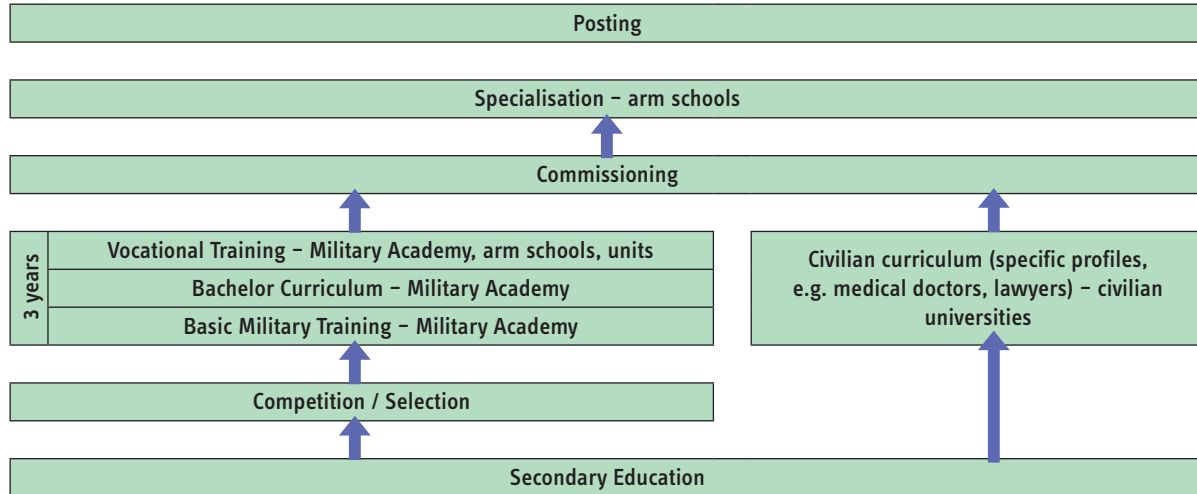
- Level 1: Commissioning course
- Level 2: Junior Officer phase (Junior Staff Course – 5 months)
- Level 3: Intermediate Officer phase (Senior Staff Course – 12 months)
- Level 4: Senior Officer phase (General Staff Course – 12 months)

In the past, levels 3 and 4 were integrated in some of our programmes with other civilian faculties.



SLOVAKIA

How to Become a Military Officer in the Slovak Armed Forces:



In Slovakia, the basic education of the military Army and Air Force officers is joint and provided by the General Milan Ratislav Stefanik Armed Forces Academy. The vocational training is alternatively assured by the Academy, for the basic military training notably, and the application schools and the units for the regular training.

The academic education, which leads to the award of a bachelor degree, is already fully integrated in the European Higher Education Area but the Academy intends to continue this dynamic in implementing new aspects in the education of the Slovak military officers.

ARMY

General Milan Rastislav Štefánik Armed Forces Academy

(http://www.aos.sk/index_eng.php)

Academic curricula

Bachelor	Bachelor in:
	- Mechanical Engineering
	- Computer Engineering
	- Electrical Engineering
	- Military Management
	- Security and State Defence
	- Military Communication and Information Systems

Military specialisations

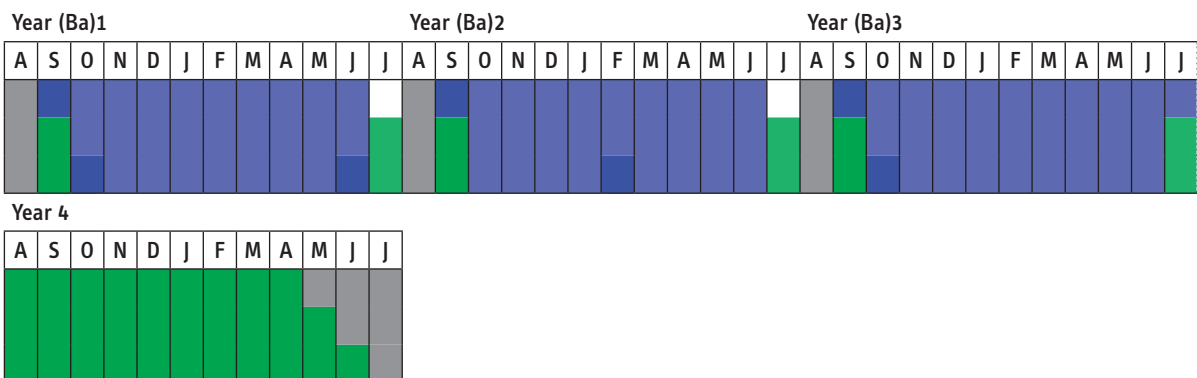
All specialisations	Military Academy (Liptovský Mikuláš)
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Number of cadets first year: 55 (all services)

Total number of cadets: 148 (all services)

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	N/A	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None		N/A	Y	Y	Y	N	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Armed Forces Academy proposes doctoral studies in the fields of: - Security and State defence - Mechanical Engineering - Military Communication and Information Systems	The Armed Forces Academy is involved in scientific research with view to constantly improve the quality of its education and training.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 10 (all services)

Slovakia and the Armed Forces Academy have acquired experience and a certain tradition of the mobility of students and trainers, both in academic education and vocational training, especially with its international counterparts. However, the Academy attaches great importance to the impact of young officers' mobility on the growth of the European Union defence policy and, through its integration into the European Higher Education Area and its participation in the Erasmus programme and the Initiative, is developing the outward exchanges in this direction.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	EMACS	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	N		N

Learning of, learning in foreign languages

At the Armed Forces Academy, the military students must English during their entire initial education curriculum and they have the possibility to choose optional courses aimed at training them practicing the language. They have also the opportunity to choose to study a second language. In addition, the Academy endeavours to develop its offer of courses and training to be provided in English.

Command of the English at the end of basic education and training (STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP 2	SLP 2	SLP 2	SLP 2

Before and beyond basic education

The future military officers are recruited among the young nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, the candidates must successfully pass an entrance examination, which includes tests on the knowledge of the English language.

In the course of their career, the Slovak officers will receive additional education and training at advanced level and will be invited to convene again at the Academy, for example, for the International Staff Officers' Course or their doctoral studies.

AIR FORCE

General Milan Rastislav Štefánik Armed Forces Academy

(http://www.aos.sk/index_eng.php)

Academic curricula

Bachelor	Bachelor in:
	- Mechanical Engineering
	- Computer Engineering
	- Electrical Engineering
	- Military Management
	- Security and State Defence
- Military Communication and Information Systems	

Military specialisations

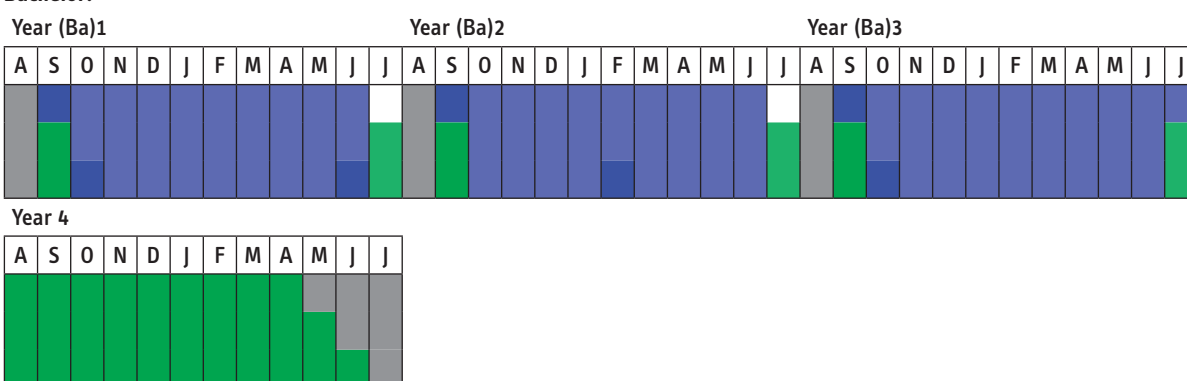
All specialisations	Military Academy (Liptovský Mikuláš)
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Number of cadets first year: 55 (all services)

Total number of cadets: 148 (all services)

Organisation of the basic officers' education

Bachelor:



Integration in the European Higher Education Area

Academic education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
ECTS	180	N/A	Y	Y	Y	Y	Y	Y

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
None			Y	Y	Y	N	Y

Doctoral studies	Forefront expertise and research fields of the main institution
The Armed Forces Academy proposes doctoral studies in the fields of: - Security and State defence - Mechanical Engineering - Military Communication and Information Systems	The Armed Forces Academy is involved in scientific research with view to constantly improve the quality of its education and training.

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: 10 (all services)

Slovakia and the Armed Forces Academy have acquired experience and a certain tradition of the mobility of students and trainers, both in academic education and vocational training, especially with its international counterparts. However, the Academy attaches great importance to the impact of young officers' mobility on the growth of the European Union defence policy and, through its integration into the European Higher Education Area and its participation in the Erasmus programme and the Initiative, is developing the outward exchanges in this direction.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
Y	N	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	Y	Y	Y	Y	Y	N		N

Learning of, learning in foreign languages

At the Armed Forces Academy, the military students must English during their entire initial education curriculum and they have the possibility to choose optional courses aimed at training them practicing the language. They have also the opportunity to choose to study a second language. In addition, the Academy endeavours to develop its offer of courses and training to be provided in English.

Command of the English at the end of basic education and training (STANAG 6001):

	Speak	Write	Read	Listen/Understand
Bachelor curriculum	SLP 2	SLP 2	SLP 2	SLP 2

Before and beyond basic education

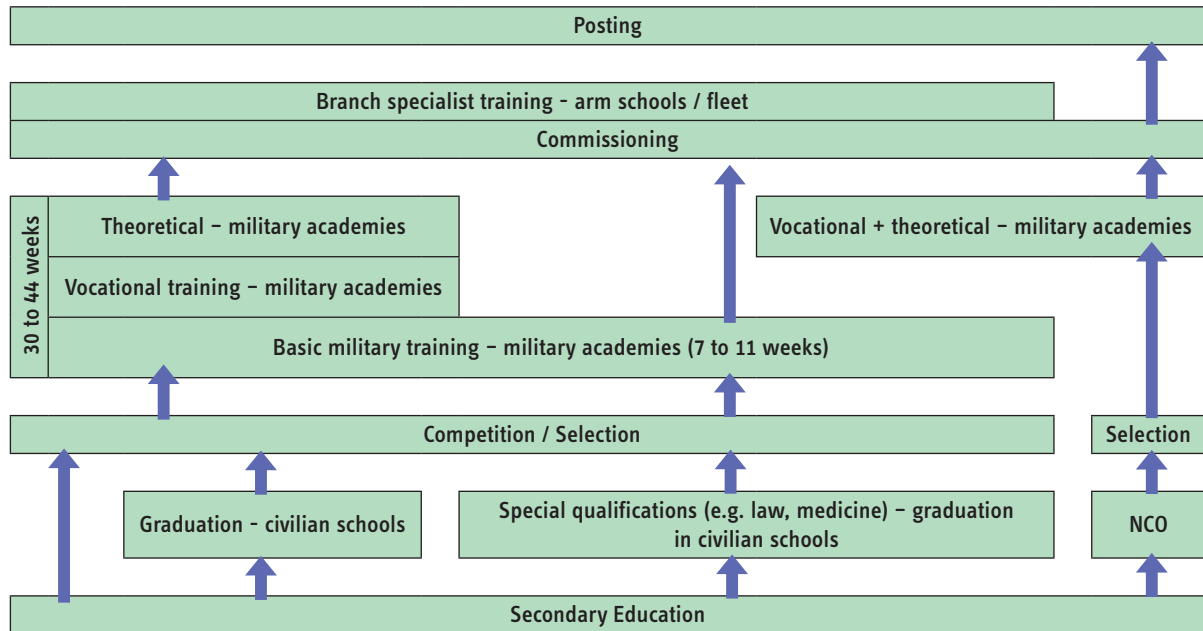
The future military officers are recruited among the young nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, the candidates must successfully pass an entrance examination, which includes tests on the knowledge of the English language.

In the course of their career, the Slovak officers will receive additional education and training at advanced level and will be invited to convene again at the Academy, for example, for the International Staff Officers' Course or their doctoral studies.



UNITED KINGDOM

How to Become a Military Officer in the British Armed Forces:



The education and training of the military officers of the British Army, Royal Navy and Royal Air Force in the United Kingdom is characterised by a lifelong learning approach. Officer education is geared to enable command of units commensurate with seniority of rank. As officers become more senior in rank, further education is delivered to enable command at that rank. In practical terms, United Kingdom military academies provide commissioning courses with a broad, generalist curriculum that includes basic military and leadership training but limits academic study to the minimum required by initial appointment upon graduation from the military academy. All courses are driven by requirement to deliver the necessary skills and capabilities to undertake a specific appointment and/or command; the emphasis is on practical rather than theoretical skills. It is likely that further specialist training will be completed before undertaking any appointment. However, it would be misleading to suggest that United Kingdom military officers lack academic rigour. Statistically, most officers under initial training have obtained a Bachelor level degree prior to joining the military and passed a demanding selection process that contains a strong academic component. Thus, United Kingdom initial officer training concentrates on augmenting the existing academic skills and knowledge of officers under training with practical military skills and knowledge required for initial employment within the Armed Forces.

Therefore, in comparison to European counterparts, United Kingdom commissioning courses are relatively short. Subsequent education at the operational and strategic level is also driven by requirement with officers competing for selection to undertake such training. Officers are selected as they transition from OF3 to OF4 and will go on to more complex appointments within their own Service or in a Joint organisation.

From european mobility to military interoperability

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N	EMACS	N	N

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
N	N	N	N	Y	Y	Y	Y		N

Learning of, learning in foreign languages

At the Royal Military Academy future officers are not required to study foreign languages. The theoretical education and the vocational training are provided in English.

Before and beyond basic education

Army officers are recruited from UK and Commonwealth citizens. As direct entry officers they must have at least 2 A levels from secondary education, although 90% are university graduates, and comply with medical, physical and psychological standards before successfully passing a 3 day selection process.

The Commissioning Course, which is common to all regular officers and accredited by various academic and professional institutions, lasts 48 weeks.

Reserves complete a 3 week commissioning course and a number of qualifying courses.

Professionally qualified candidates, such as Doctors, Lawyers or Padres, attend a specific commissioning course which lasts ten weeks.

Throughout their career, British Army officers will receive continuous education and training. Specifically as Captains they attend a Warfare Course enabling them to operate within a Battle Group, as Majors they attend a 7 month course enabling them to operate at Brigade level and work as an OF3 on the staff and as a Lt Col they attend a year-long course which is joint and international and is set at the operational level in which they achieve a Masters qualification in Military Studies.

NAVY

Britannia Royal Naval College
 (<http://www.royalnavy.mod.uk/operations-and-support/establishments/training-establishments/brnc-dartmouth/>)

Academic curricula

Basic courses	<ul style="list-style-type: none"> - Initial Officer Training (30 weeks for officers of all specialisations – <i>Warfare, Engineering, Logistics and Aviation</i>) with subsequent additional training: - Initial Warfare Officer Foundation (IWOFF) Course / Foundation Degree in Maritime Studies (for <i>Warfare Officers of all sub-specialisations</i> and in collaboration with civilian university) - In addition Grading (for Aviators)
Special courses	Vocational training courses (7 weeks): <ul style="list-style-type: none"> - Senior Upper Yardmen (for former NCOs) - Royal Fleet Auxiliary (civilian-manned fleet) - Short Introductory Course (for <i>Medical/Dental Officers</i>) - Chaplains' Introductory Course

Military specialisations

Warfare	HMS Collingwood
Pilots & Air Traffic Control	Royal Naval Air Station RNAS (Yeovilton)
Observers	RNAS (Culdrose)
Engineering	HMS Sultan & HMS Collingwood
Logistics	HMS Raleigh (Defence Logistics and Management School)

Number of cadets first year: NK

Total number of cadets: NK

Organisation of the basic officers' education

Commissioning course:

Year 1												Year 2											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

Integration in the European Higher Education Area

Theoretical education:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		External quality assurance mechanisms		Recognition of education taken abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the students	National accreditation	Involving EQAR agencies	
N			N	N	Y	N	N	N

Vocational training:

Credit system			Learning outcomes (described and used)	Internal quality assurance mechanisms		National accreditation	Recognition of training done abroad
Nature	Ba	Ma		Following the European Standards and Guidelines	Involving the trainees		
Specific			Y	N	Y	N	N

Doctoral studies	Forefront expertise and research fields of the main institution
The Britannia Royal Naval College does not organise the doctoral studies of the military officers.	The Britannia Royal Naval College does not act in scientific research, directly.

From european mobility to military interoperability

An exchange culture

Number of military students sent abroad on an exchange in 2013-2014: NK

The Britannia Royal Naval College has a long-standing experience of the exchanges with European and international military officers' initial education institutes. They developed a real culture of the inward and outward mobility of both cadets and instructors, notably in the vocational aspect of the training, and regularly train foreign officers for the armed forces of European, African and Middle East nations. Regular short exchanges occur notably with Ecole Navale and MSM Flensburg, focusing on leadership, sporting and cultural activities.

Context:

Erasmus charter signed	Member of fora	Use of the framework arrangement	Joint degrees with European military institutions
N	Conference of Superintendents	N	N

Practice:

Theoretical				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
Y	Y	N	N	Y	Y	Y	Y	N	

Learning of, learning in foreign languages

At the Britannia Royal Naval College there is no provision for the study of foreign languages and all exchange students will be taught in English.

Before and beyond basic education

The future military officers are recruited among the young criminal-record free nationals and European Union citizens who are graduated at minimum from secondary education. Candidates must comply with medical, physical and psychological standards and successfully pass a two-day entrance examination, which includes reasoning, spatial orientation, vocational and leadership tests, exercises and interviews. Approximately 75% of the intake at BRNC will be graduates. Career non-commissioned officers may, upon minimum age condition, be entitled to participate to a seven-week "Senior Upper Yardmen" commissioning course.

In the course of their careers, Royal Navy Officers will receive additional education and training at up to Masters level; very occasionally the opportunity is provided for selected officers to study for a Doctorate. Officers can read for degrees in technical and business related subjects but the main focus is on staff training. This training takes place at the Joint Services Command & Staff College (JSCSC) and completion of the Advanced Command & Staff Course (ACSC) can result in the award of an MA in Defence Studies from Kings' College London.

From european mobility to military interoperability

Practice:

Academic				Vocational			Practice of full-curriculum mobility	Common modules proposed	Offer of "international programmes"
Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff			
N	N	N	N	Y	Y	Y	Y	N	

Learning of, learning in foreign languages

At the Royal Air Force College, future officers are not required to study foreign languages. The theoretical education and the vocational training are provided only in English.

Before and beyond basic education

Future military officers are recruited from among young British nationals who complete the required academic standards upon leaving compulsory and often higher education. Candidates must comply with medical, physical and aptitude standards and successfully pass the selection procedure.

Candidates who are university graduates in certain professions such as medicine or law, are required to complete the Specialist Entrant and Re-Entrant Course.

In the course of their careers, British Royal Air Force officers receive additional education and training at advanced levels:

- The Intermediate Level Professional Military Development (Air) (ILPMD(A)), which comprises the Junior Officers' Development Programme (JODP) and the Intermediate Command and Staff Course (Air) (ICSC(A));*
- The Advanced Command and Staff Course is an annual 46-week course for officers (Major to Lieutenant Colonel and Service equivalents) from the three UK armed forces, UK Government departments and international officers. This includes the Pre-Course Training and English Language Training modules for International and UK non-military students;*
- The Higher Command and Staff Course is an annual, 14-week course for Colonel or service equivalent officers from all three Services, NATO nations and some UK Government departments.*

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