

# EUROPEAN SECURITY AND DEFENCE POLICY SEMINAR

Lisbon - Portugal / 7-11 September 2009

## **External evaluation of the Lisbon European Security and Defence Policy Seminar**

Lisbon 2009

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## Introduction:

Since the 27 Ministers of Defence of the European Union agreed on the guidelines to be followed for enhancing the exchanges of young officers in the course of their initial education, in the political declaration of November 10<sup>th</sup>, 2008, an implementation group was tasked to define the main actions to be taken by the responsible institutions for the education and training of the future military elites. In the context of an ever developing European Security and Defence Policy, this group started to work on the definition of the main axis of this Europeanisation of the military higher education with the particular objective of fostering a common culture of security and defence proper to insure the continuation of the progresses realised. Two main directions were particularly emphasized to this regard: the education and training of the young officers to the ESDP and the provision of a European environment in the different aspects of the initial education and training. There is however a third lines for action that has been progressively developed by the group, which is intended to combine these two aspects: the common training of European cadets and military students<sup>1</sup> to the concepts of the ESDP.

Such events already took place in the past, notably under the aegis of French military schools<sup>2</sup> but their impact on students, due to a restricted duration of the seminars, might have been limited. The Ministry of Defence and the three military academies of Portugal then declared their intention, in April 2009 to invite cadets from all the EU Member States in Lisbon for a one-week seminar dedicated to the ESDP and its related issues, providing the cadets with a knowledge and an environment meant to symbolize the European interaction that is now required in the fields of modern security and defence. With the support of the European Security and Defence College, the Portuguese academies then started to prepare the organisation, a two-layers one, of this module. First was to be offered to the cadets the possibility to get an introductory overview of the ESDP through the completion of an internet-distance learning module, using the instruments of the ESDC. Then, they were to be invited to come to Lisbon for the residential part of the seminar following a predefined programme<sup>3</sup>.

In the broader context of the initiative for the exchange of young officers, inspired by Erasmus, the Portuguese Ministry of Defence and the military academies asked the ESDC support for an external evaluation of the conduct of the seminar, which is hereby provided with the collaboration of the European Studies Unit of the University of Liege.

The evaluation was conducted both on site, through the attendance of the lectures and, more generally, the life of the seminar, and through the collection of data from the participating cadets and the organisers themselves. The method that was used for collecting the insights is inspired by the Kirkpatrick's model for the evaluation of training and professional modules, and its four stages:

- Evaluation of the satisfaction of the participants (level 1);
- Evaluation of the acquisition of knowledge through the participation to the module (level 2);
- Evaluation of the outcomes of the new *acquis* regarding the work performed by the participants after the module (level 3);

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<sup>1</sup> Hereafter called "cadets".

<sup>2</sup> Saint-Cyr Schools in December 2008 (1 day) and, regularly, in the Brest Naval School for the "European Day" (1 day).

<sup>3</sup> The programme of the residential module is attached in annex 1 to this document.

- And the evaluation of the outcomes for the organisation that required from its human resource to undertake the training (level 4).

Using this method, and on the basis of questionnaires prepared by the evaluators and the organisers, satisfaction assessments could be made which constitute a major part of the observations presented in this present report. Furthermore, following the chronological logic of this unique initiative, teachings from this experience were drawn with the objective of providing resources for future organisers of similar seminars for young officers.

## **1. The preparation of the Seminar**

### 1.1 The organisation, an inside view:

The decision to organise this seminar intervened at the end of April 2009, and, in the context of the initiative for the exchange of young officers, it was programmed to organise the first “Train-the-trainers” seminar for the staffs that are mainly related to military education activities early in June the same year. A team of Portuguese organisers was therefore set and attended the seminar with a project of programme. With the support of the ESDC, the organising team composed of staffs of the three academies finalised the educational programme and the hosting arrangements, contacted international and national lecturers in the short window of summer time while the Minister of Defence wrote invitation letters<sup>4</sup> to his European counterparts. In July, the invitations were sent and nationally forwarded to the military schools, academies and universities. Each Member State was invited to send two cadets each<sup>5</sup>, indistinctively from the armed forces’ branch they belonged to. The institutions had thus to identify these cadets before the beginning of August and inform them about this seminar in a very short, and inconvenient, summer time. Most of the cadets, in the European military education, are at training also during summer time but most often in other military schools or on the field. Others are left from their institutions for vacation and their institutions running on a slower rhythm. In most Member States, then, the identification and information of the selected cadets was more difficult than it would certainly be during the academic year. These tight deadlines, together with the difficult economic and budgetary context, may explain the fact that only 18 Member States were in position to allow national cadets participating to this seminar. The selected cadets, in the questionnaires, shared their expectation to see their missing counterparts joining the seminar in the future. Future similar initiatives shall thus be encouraged to take the calendar factor into account. Nevertheless, the timeframe chosen for the organisation of the residential module (from September 7<sup>th</sup> to September 11<sup>th</sup>) was adequate in the sense that the participation did not have a negative impact on the national programmes of the cadets, who were mostly on holiday at this time. Eventually, despite the limited amount of the time element, the organising team succeeded in preparing this seminar.

It seems also that, from the organisers’ point of view, the language issue had a practical consequence, however easily solved through further information to the participating cadets before the start of the seminar. As taking place in an ESDP context, the invitation letter from the Portuguese Minister of Defence mentioned the fact that the participating cadets shall be

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<sup>4</sup> Model reproduced in annex 2.

<sup>5</sup> Exception made of Spain, which will hold the Presidency of the EU during the first semester 2010 and already declared its intention to organise a similar seminar during his Presidency.

able to understand English and French. The organisation of the Seminar, however and for practical reasons, took place mainly in English. The participating cadets were also asked to register *via* the ESDC Enlist system, as to provide their personal details and obtain their information for the access to the IDL module. The confusion of the participating cadets regarding this procedure was also eventually solved in time through further information provided by the organising team.

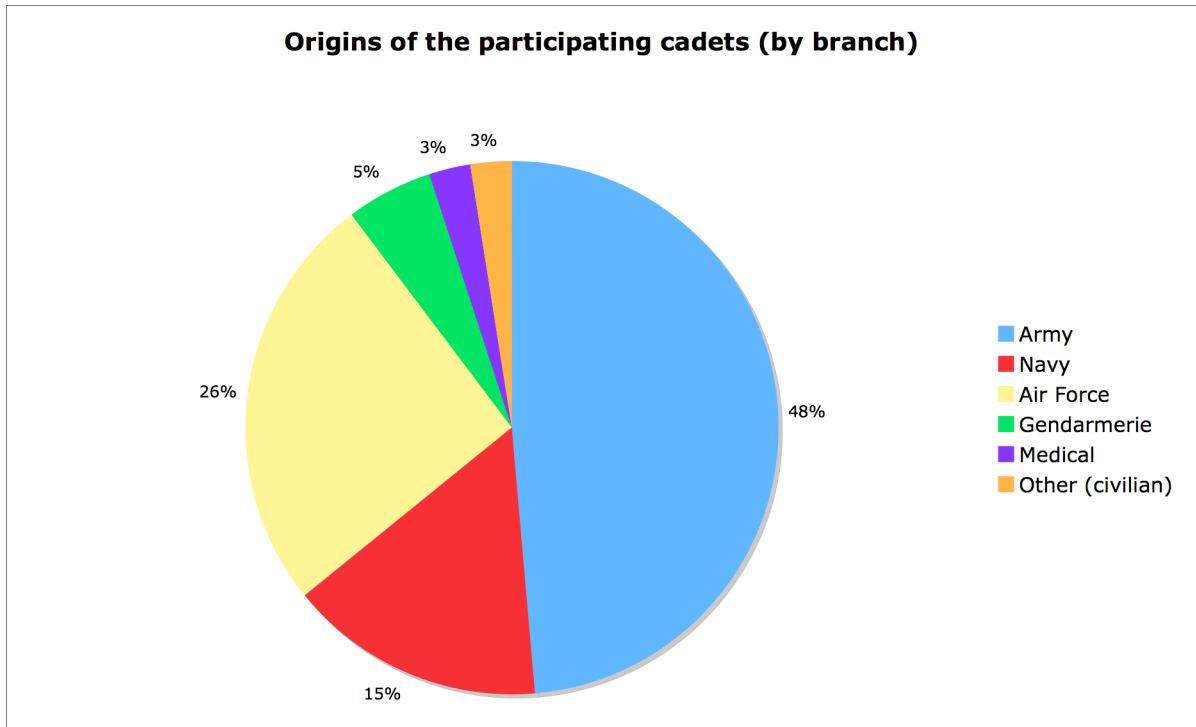
Relatively to the context of the initiative for the exchange of young officers during their initial training, inspired by Erasmus, the organisers planned, since June 2009, to award 1,5 ECTS and a diploma supplement to the cadets having completed the Seminar. The use of the European ECTS system is the most shared and convenient one for making the educational outcome of the Seminar recognised by the sending institutions. However, this system is not universally shared, and the recognition is not automatic for the time being. The institution must first recognise this educational experience as valid regarding their programmes and have mechanisms in place for the recognition of a module not only given outside the institution but also outside the Member State, which is conceptually difficult and practically rarely met. Awarding internally ECTS to teachings provided abroad equals considering these teachings as being part of the national programme, which remains today a goal to achieve. Furthermore, the Bologna Process calls for organising the curricula according to a predefined number of ECTS per year or per degree. The possibilities for the sending institution willing to recognise this experience are either to recognise fully the Seminar as part of its educational offer in the programmes, thus leading to a complete reorganisation of the choice between courses to be made by the cadet in order to attain the 60 ECTS for a year, or to approve that it may be awarded 61,5 ECTS for a year. Both the options seem to be structurally difficult to make. In some Member States or institutions, it is possible that 1,5 cannot be a recognised amount of ECTS and that the sending institution would recognise the Seminar for either 1 or 2 ECTS. However, the Portuguese initiative, in this sense, must be recognised as a major step toward internal recognitions of international educational modules and joint degrees. Even if not immediate, such practice shall be repeated regularly in the possible future seminars in order to progressively convince the military institutions to address this issue.

The award of a “diploma supplement” jointly by the three organising academies, however, might be less problematic in the sense that it does not oblige the sending institution to reconsider its own educational offer. A diploma supplement is a document that is delivered to the student at the end of a degree and describes his, or her, educational path and the courses the student followed. Formally, then, the document awarded by the Portuguese academies is not a diploma supplement but it can be considered as an incentive for a future recognition of the Seminar as an educational contribution.

Finally, 39 participants from 18 European Member States took part to this initiative. As shown from the following graph, they were representative from all the different branches of the armed forces<sup>6</sup>, thus assuring the variety of the audience.

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<sup>6</sup> It shall be noted that one civilian, exceptionally, took part to the Seminar.



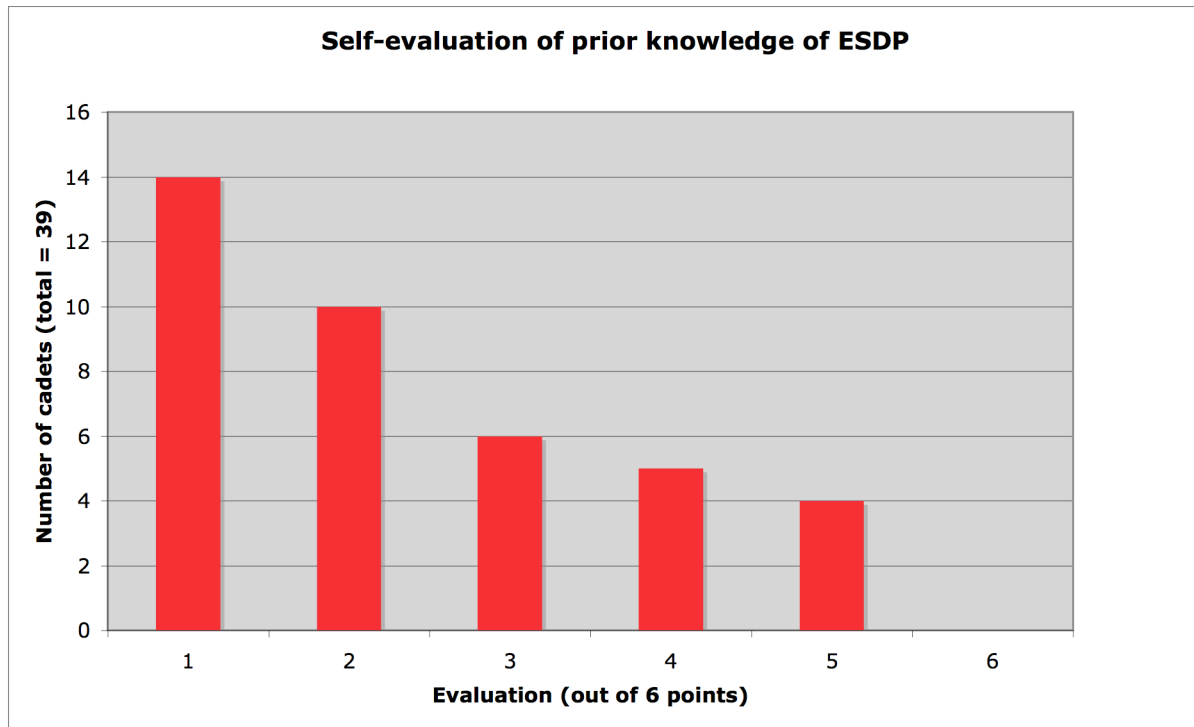
The participating cadets had also different educational backgrounds, summarized in the following table, which is proper to feed the debates and the discussions during the residential module of the seminar notably:

	Technical sciences	Social – Political – Economical sciences	Other fields	Total cadets	% of participating cadets (39)
First cycle	12	10	3	25	64,1 %
Second cycle	3	7	4	14	35,9 %
Total	15	17	7	39	
% (39 participating cadets)	38,5 %	43,6 %	17,9 %		100 %

It has to be said that no investigation was made concerning the original opinions the participants with regard to ESDP or European construction in general. Even from the questions that they asked during the lectures of the residential modules, no clear tendency between pros and cons EU and ESDP could be observed. It seems that they were experiencing, for the main part, their first contacts with the topic, as shown from graph 1.3 of the annex 3<sup>7</sup>. This is confirmed by the investigation that was made through the level 3 questionnaires at the end of the residential module and summarized below<sup>8</sup>:

<sup>7</sup> Graph 1.3 of the report on satisfaction regarding the IDL module shown that, for the answering students, only a quarter of them had a previous contact with ESDP during their higher education.

<sup>8</sup> The L1 (satisfaction) and L3 (*acquis* for the job) were made on the basis of a 1 to 6 assessment; 1 being the most negative (or “no” depending on the formulation) and 6 the most positive (or “yes”).



## 1.2 The Internet Distance Learning (IDL) module of the seminar

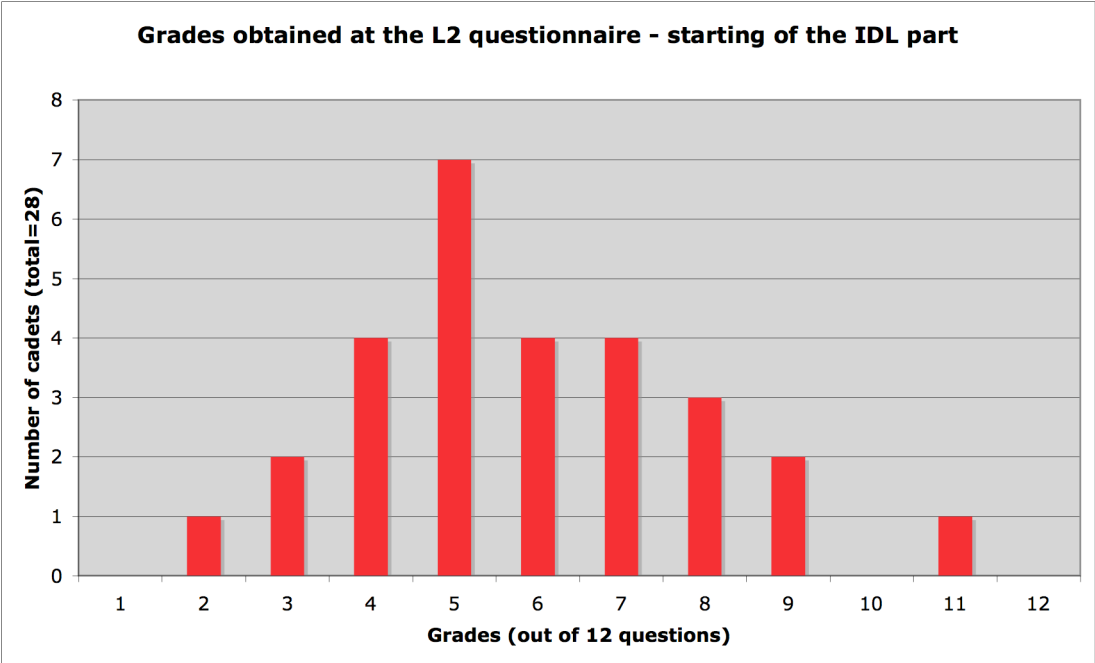
The organisers opted for introducing the ESDP to the cadets through the completion of units of the ESDC IDL resource, available on a database developed and hosted by the Royal Military Academy of Belgium. As stated, the cadets had to complete this module, between August 15<sup>th</sup> and September 7<sup>th</sup>, as a condition for the award of the Seminar diploma. Two sections of the ESDC IDL course, called “Autonomous Knowledge Units” (AKUs), were chosen:

- “History and context of the ESDP development” (AKU1) containing explanations and illustrative documents related to the evolution from the origins of the cooperation (the birth of the WEU, the European co-operation, the shaping of the CFSP) to the developments of the ESDP (foundation and links with the CFSP);
- “European Security Strategy” (AKU2) starting from before the ESS, then going through the adoption of ESS, its content, main characteristics, role and impact, and finishing with the ESS revision prospects.

The AKUs consist in synthetic lessons reviewing the topic and recommend essential documents, usually short, that are illustrating and explaining the outcomes and debates of the steps taken in the ESDP context. They were prepared, for a use by the European Security and Defence College in its different activities, in cooperation with highly recognised standards scientific societies, such as the Geneva Center for Security Policy for AKU1 and the Egmont Institute for International Relations for AKU2. Therefore, it does not belong to this evaluation to review the content of the IDL module of the Seminar but only the *bien-fondé* of its contribution as an integral part of the Seminar on the ESDP for the European cadets. It shall be mentioned, however, that technical difficulties occurred with regard to the participation or completion of the IDL part by some cadets. Out of 39 cadets participating to the Seminar,

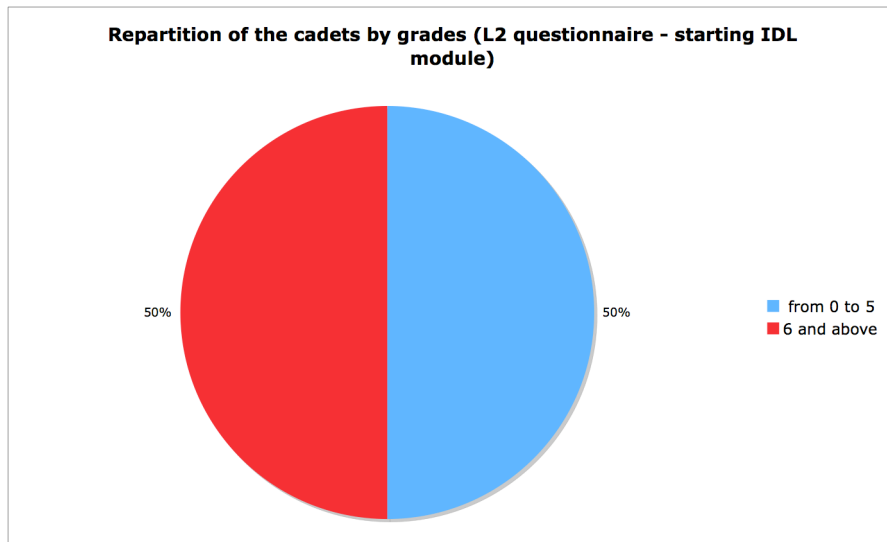
only 27 fully complied with the requirements<sup>9</sup> and achieved their IDL learning path. For those of the cadets who faced technical difficulties, the organisers printed the contents of the AKUs and distributed them. As a consequence however, their learning path was not conform to what was initially planned and solutions, such as an extended and monitored timeframe for the completion of the IDL, shall be foreseen for possible future organisations of Seminars using the IDL as a teaching tool. The monitoring of the IDL completion, by ESDP related teachers of the sending institutions, would ease the recognition by the institution of the *acquis* obtained through the Seminar in having an “internal eye” on the content of the programme, and help the creation of a contact base of the possible lecturers for this kind of common training.

In the IDL, the students were first invited to reply to the L2 questionnaire<sup>10</sup> on knowledge improvements drafted by the organisers, serving as a reference for the observations that will be made later in this report. As shown in the graphs below, the results confirmed the fact that, probably, only a few of the participating cadets had the opportunity to be trained to ESDP issues in the course of their education. The average grade obtained was 4,2 out of 12.



<sup>9</sup> 5 did not complete the module (either because of failure to the tests or for not answering to the final questionnaire), 2 did not follow the indications and did not go through the AKUs, 4 did not receive the access information (login and passwords) because of communication issues with their institution or technical difficulties with their mailboxes, and 1 cadet was not registered.

<sup>10</sup> Reproduced in annex 4, with a different order of the questions. The L2 questionnaire was prepared by the ESDC and the organising team and is not meant to reflect exactly the content of the learning path of the cadets. The questions, connected but not sticking to the themes chosen by the organisation, are related to general issues of the ESDP and look forward to measure the understanding of the participating cadets with regard to ESDP in general. However, the information provided along the different lectures actually gave the answers to this questionnaire.



Then, the cadets went through the AKUs, fulfilling a short knowledge test at the end of each, in order to confirm their understanding of the topics and their outcomes for the ESDP in general. The results from these tests will not be made available because they do not give relevant information regarding the evolution of their knowledge. They had to succeed the AKU1 test, after as many attempts as was necessary, before acceding AKU2, and succeed AKU2 test in order to complete the module. For the support of the cadets in their learning, an ESDP knowledge database (ESDP-K base) containing a collection of documents with ESDP interests<sup>11</sup> and a series of links toward relevant institutions or scientific societies' websites were made available on the webpage of the IDL module. Moreover, a forum is accessible to the participants if they want to communicate on technical difficulties or on the content of the AKUs and moderated by the ESDC.

After having completed their IDL learning path, the participating cadets were asked to answer to a satisfaction questionnaire delivered by the ESDC. The detailed results of this questionnaire are attached in annex 3 to this report. The level of satisfaction was excellent with 82% "very" or "generally" satisfied and cadets, who usually never experienced this form of training, were for the most part very positive in their comments. One the one hand, the flexibility of this learning path, the ESDP vocabulary, the amount of resources made available, the English language tool and the level of details were particularly stressed by the students as an advantage. On the other hand, they suggested to summarize or illustrate the main information contained in the AKUs by graphs or, especially for the AKU1 on the construction process of the ESDP, by chronological illustrations. The technical vocabulary and the English language were, on the contrary, also stressed as difficulties for the cadets.

<sup>11</sup> "European history" (7 documents), "Security environment" (49), "Actors and processes" (33), "Operations" (55), "Capabilities" (35). The documents are either written texts, spreadsheets, slides, videos, links, or of other nature, that can be downloaded by the students.



## 2. The residential module

### 2.1 Teaching the ESDP...

As the ESDP is first a field for academic and scientific research, its teaching has to obey the requirements of pedagogy, above all at the level of the cadets, who have no previous experience of their functions in the armed forces. The goal defined for this seminar by the organiser is thus not only to transmit a scientific knowledge, skills and competences, but possibly also field experiences in which the cadets can identify themselves prospectively. Therefore, they intended to present the broad spectrum of the ESDP activities, realities, developments and challenges.

#### 2.1.1 Resources and support to the transmission of an ESDP knowledge

It shall first be said that, in the context of the initiative for the exchange of young officers, a working group developed a training material meant to be used as an educational support to the organisation of such seminar. However the results of this work were issued late in the timeframe of the Portuguese organisation and they could not be used for this seminar. For possible future training modules, this training material is now made available and can provide an effective support to similar national or international projects.

At their arrival in Lisbon, the cadets received a welcome package containing educational material from various European sources, which adequately completed and illustrated the content of the programme and of the lectures in the different fields: institutions and decisional processes, strategic concepts, capabilities and capacities, operations, future developments of the ESDP, etc. The following documents were thus given to the cadets:

- Institute for Security Studies, “*EU security and defence – Core documents 2008*”, Volume IX, Chaillot Paper n°117, July 2009;
- Daniel Kehoane and Sophie de Vaucorbeil, “*Education and training for European defence equipment programmes*” Institute for Security Studies Report, N°2, October 2008;
- Council of the European Union, European Security Strategy – *A Secure Europe in a Better World, 2009* (booklet edition);
- “*Guide to the European Security and Defence Policy (ESDP)*”, French Delegation at the Political and Security Committee” (updated 2006);
- ESDP Newsletter n°8, Summer 2009;
- “*The Cost of Non-Europe in the Area of Security and Defence*”, European Parliament Study, External Policies collection, June 2006;
- “*Building Capabilities for a Secure Europe*”, European Defence Agency informative file containing the EDA bulletin (n°12, June 2009) and the EDA’s Strategic Framework;
- And the DVD “*The European Security and Defence Policy in Action*”, Council of the European Union 2008.

In addition to these resources that were given to the students, of course, the organisers carefully selected the invited speakers and lecturers of the residential module. It shall be noted, to this regard, that the 32 guest speakers were from different horizons and natures, which may eventually have an impact on their pedagogy. As shown from the table below, a strong minority of them have scientific or academic (hereunder named “academic”) functions and are presumably used, then, transmitting knowledge and presenting in a way that is accessible to the students. However, of course, this is just a presumption, and the presence of

a strong representation of the “operational” world is also proper to transmit on-the-fields experiences, which are a strong expectation of training cadets. There is also a remarkable misbalance between military and civilian lecturers, which may be understood in the sense that militaries normally know better how to address cadets, but it can also, presumably again, undermine the understanding of the symbolic dimension of the civilian-military cooperation in the ESDP sphere<sup>12</sup>. The reason may certainly be found in the difficulties met in the organisers’ choice for lecturers. Eventually, all the assets for introducing to the cadets the diversity of profiles of the experts dealing with ESDP issues were met.

	Civilian	Military
Academic	2	12
Non-academic	4	14

In the same way, and certainly for the same reasons as developed above, it shall be noted from the table below that there is also a misbalance between the national speakers from the organising country and the external ones. In addition, it reflects certainly also the financial concerns of the organising team regarding the invitation of the speakers and eventually the cover of their expenses. Nevertheless, it has been suggested by the students, in the level 1 questionnaire, to make a more extensive use of these external resources<sup>13</sup>.

	Portugal	External
Academic	13	1
Non-academic	12	6

All the invited speakers, however, shared their common and positive views regarding the organisation of the Seminar, and more generally the objectives pursued by the initiative for the exchange of young officers.

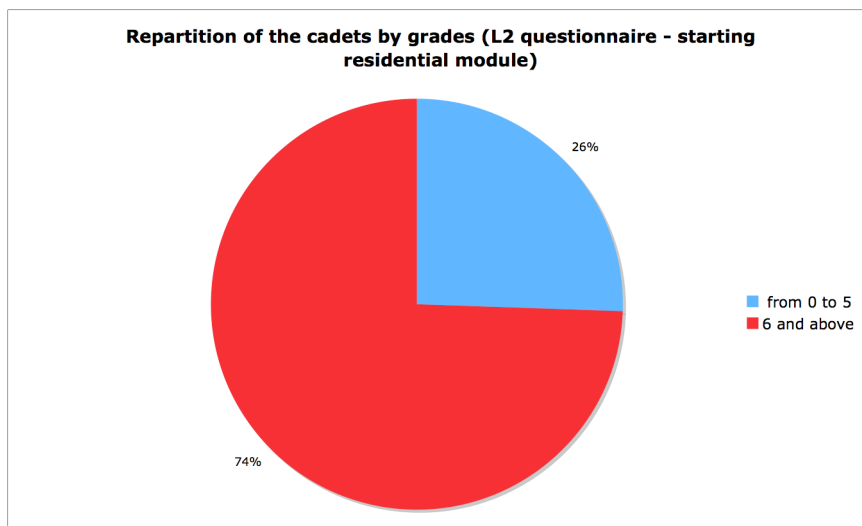
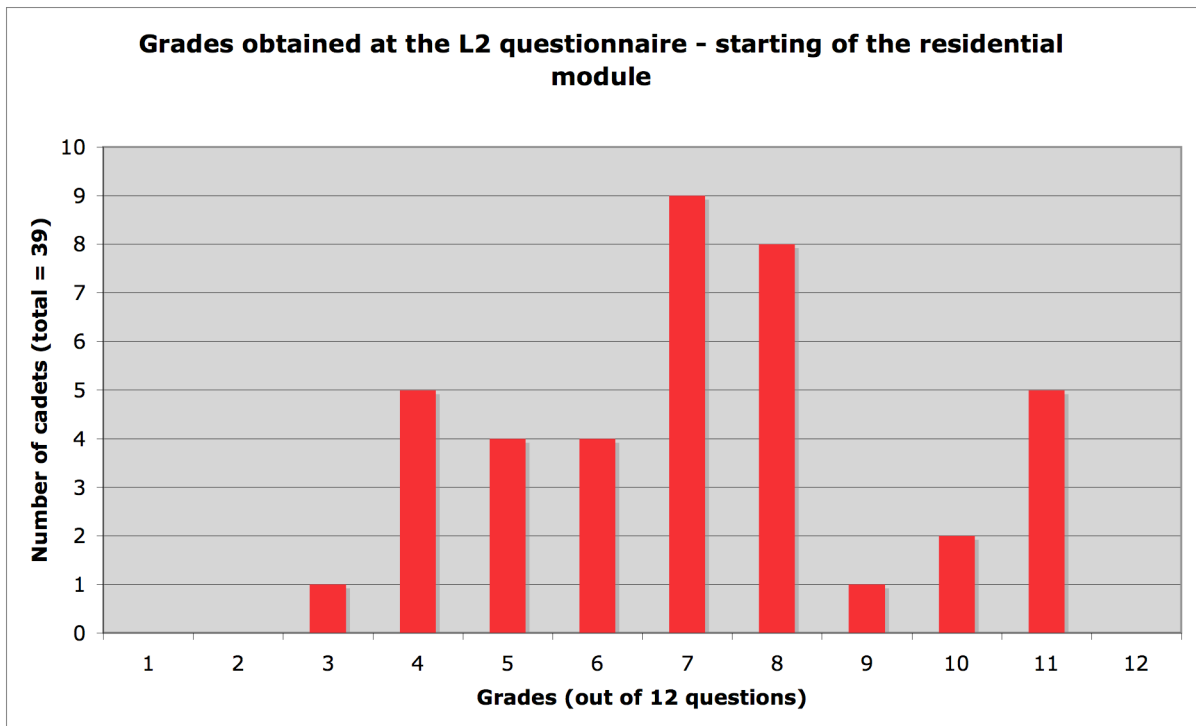
At this point of the Seminar, finally, a second evaluation of the knowledge of the students regarding ESDP was made and showed a remarkable increase in the grades –with a general average grade of 7,1 out of 12- after the completion of the IDL module<sup>14</sup>. It can also be observed from the figures below, that this increase in the grades obtained was rather general while a quarter of the participating cadets were found, at this stage, in the “grey” area below the average grade of 6.

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<sup>12</sup> Even if civil-military cooperation can be as well addressed by a military as a civilian, naturally.

<sup>13</sup> It shall be noted that, even if from Portuguese nationality, some lecturers could be considered to come from “the outside” while working in the European institutions and addressing European mechanisms.

<sup>14</sup> As a reserve, however, it shall be reminded that only 27 cadets completed the whole IDL module. 12 “new” cadets thus integrated the evaluation process at this stage.



## 2.1.2 The transmission of qualifications

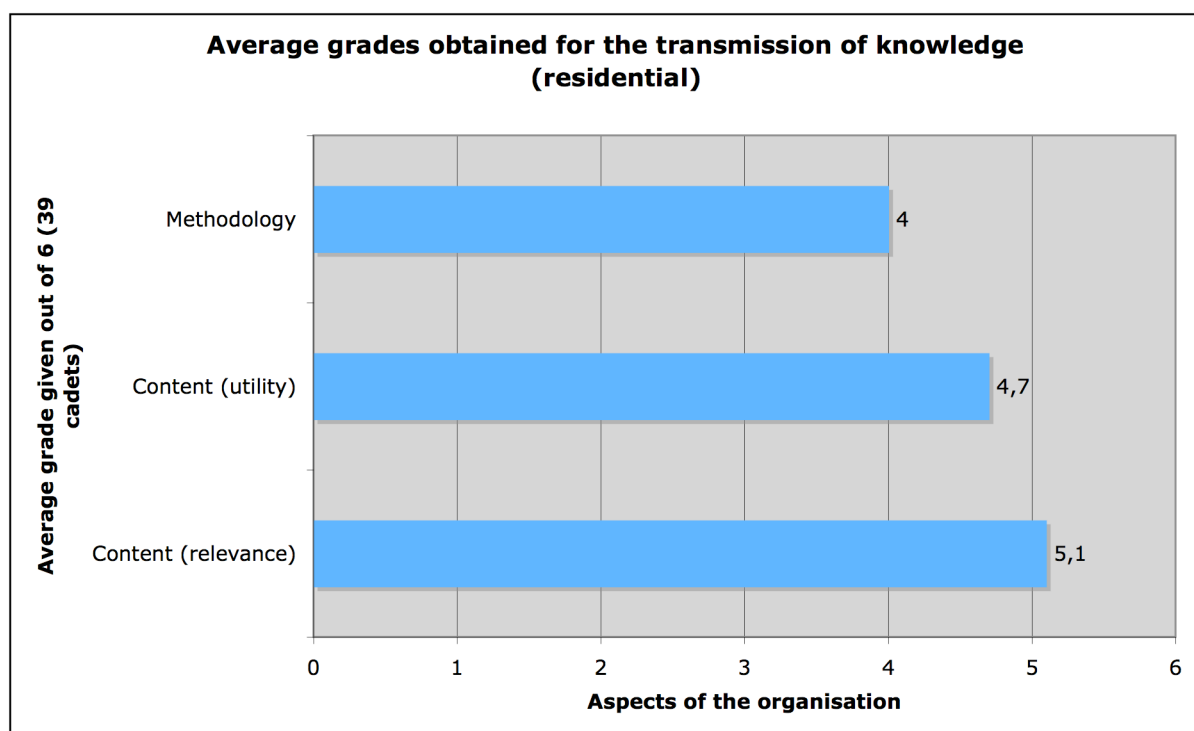
### Knowledge of the ESDP

The organisers made the choice, after discussions with the ESDC Secretariat also, of proposing 13 themes for lectures according to the topics they considered as the most relevant for introducing beginners to the broad spectrum of the ESDP issues, in this chronological order:

- EU History and institutions;
- EU in the world: Geopolitical characterization;
- European Security Strategy;
- EU Institutional framework;
- EU Decision-making process;
- EU Civil-Military cooperation;

- EU Capabilities development process;
- EU's Neighbouring policy;
- EU Missions and operations – case studies;
- EU partners;
- ESDP/CSDP and the Lisbon Treaty;
- Future developments of the ESDP;
- Portugal and the ESDP.

The organisation of the educational content was the subject of investigations in the level 1 questionnaire submitted to the participating cadets and their replies were summarized in the graph below. The choice of the themes by the organisers was seen as highly adequate even if the utility of the topics was slightly less considered. The methodology adopted for providing this knowledge, however, was subject to more comments from the students.

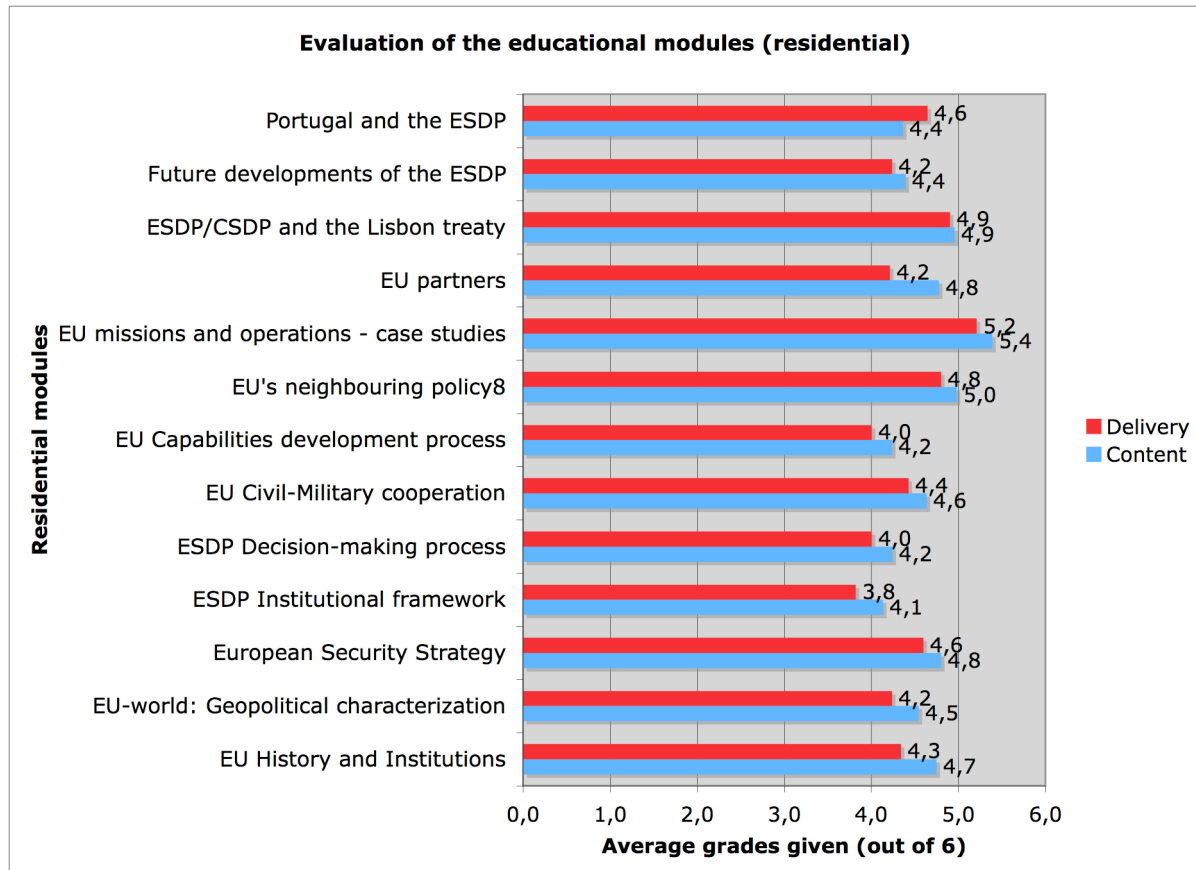


The comments given by the students were, concerning the relevance of the content, very positive while it was reported that the themes developed provide a clear understanding of the ESDP from the political and strategic levels to its effective implementation. It was said, also, to be helpful for the cadets at the bachelor level and to allow becoming familiar with, so far, unknown topics. Regarding the utility, comments stressing the fact that many lecturers only read paper instead of interacting with the participants or emphasizing the prejudicing low level of the English language of some guests were shared by a strong majority. Regarding the methodology adopted for the conduct of the educational part of the seminar and as suggested by the grades awarded by the cadets, comments were more numerous and stressed the following needs:

- Need for group studies;
- Need for case studies;
- Need for linking of the theoretical content to work experiences, more practical examples;

- Need for more interactivity with the speakers (questions and answers sessions considered as too short);
- Need for practical exercises;
- Need for more interaction among the students.

Regarding the particular conduct of the different teaching units, the evaluation by the participants is rather good and it does not belong to the evaluator, in our sense, to review the expertise expressed in the communications. Differences however remain, as showed from the figure below:

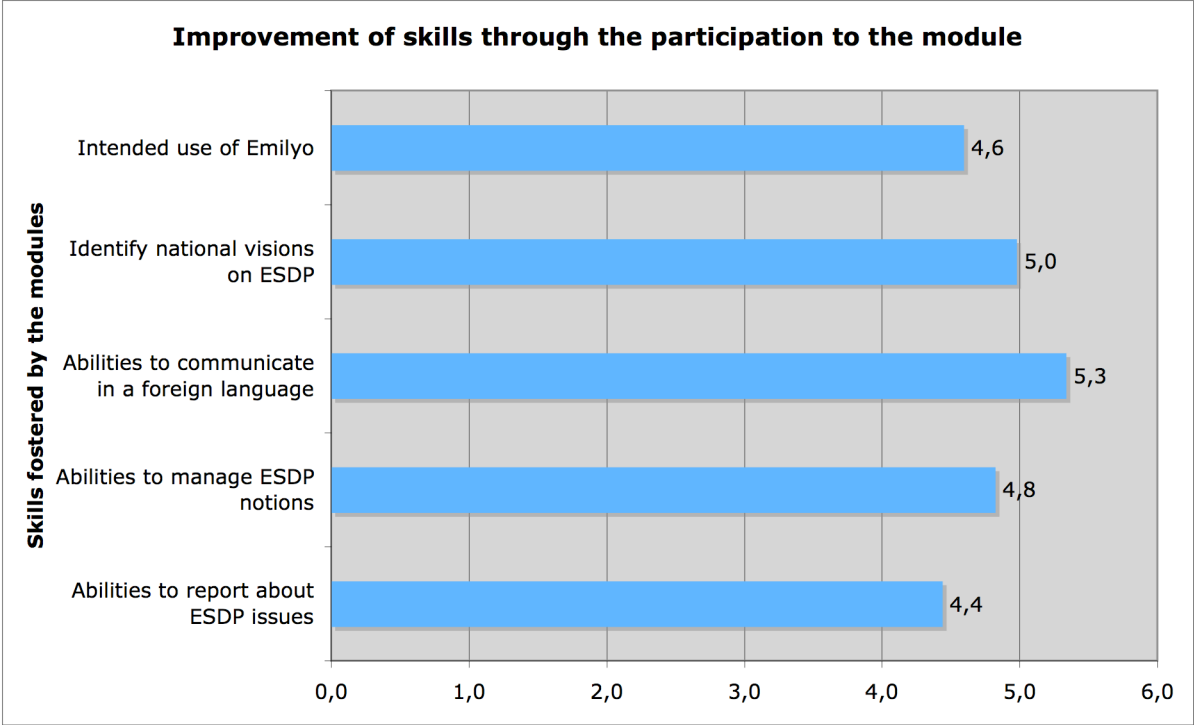


From a generic point of view and excepting the case of the last topic on the Portugal and its views on ESDP, it appears that the content and, therefore, its relevance in the broader context of an ESDP seminar, is more appreciated than the delivery of the knowledge. This observation is confirmed by the comments that were added by the cadets, which relate mostly to the methodology adopted by the speakers for sharing their knowledge, as reported hereunder. As a general observation, most of them are related to the way lectures were given and to the level of the topics that were chosen for the seminar. These latter comments suggest that a need exists to address the question, for the future, on whether to act on the profiles of the potential participants or on the choice of the themes and the way they are approached.

<i>Theme</i>	<i>Negative comments</i>	<i>Positive comments</i>
EU History and institutions	Too statistical and historical Could be more historical Reasons of the evolutions Reading paper	Straight to the point
EU in the world: Geopolitical characterization	Monotonous, too factual FYROM issue	
European Security Strategy	Need to be more didactic	
EU Institutional framework	Practical case would be useful Difficult topic	
EU Decision-making process	Practical case would be useful Difficult topic Not interesting, confusing, unclear Irrelevant at this stage of the cadets' career	Good presentation The best lecture
EU Civil-Military cooperation	Extremely difficult Should be more practical Lecturer reading	
EU Capabilities development process	Extremely difficult Lecturer reading English difficult Not cadets' level	
EU's Neighbouring policy	To be more analyzed	very useful, excellent content
EU Missions and operations – case studies	Need more time for the discussion with the panel Not enough practical Need to balance the level of details provided	Excellent reporting on practical experience
EU partners	Not going to the point, repetitions, need to be deepened, Latin America was not addressed, a bit confusing	
ESDP/CSDP and the Lisbon Treaty	To be more analyzed Need more balance pros and cons	
Future developments of the ESDP	Duplications of other lectures, panel not willing to give useful answers, hard topic, difficult language interaction (English)	
Portugal and the ESDP	Not important topic	Good topic, always interesting to know about the hosting country

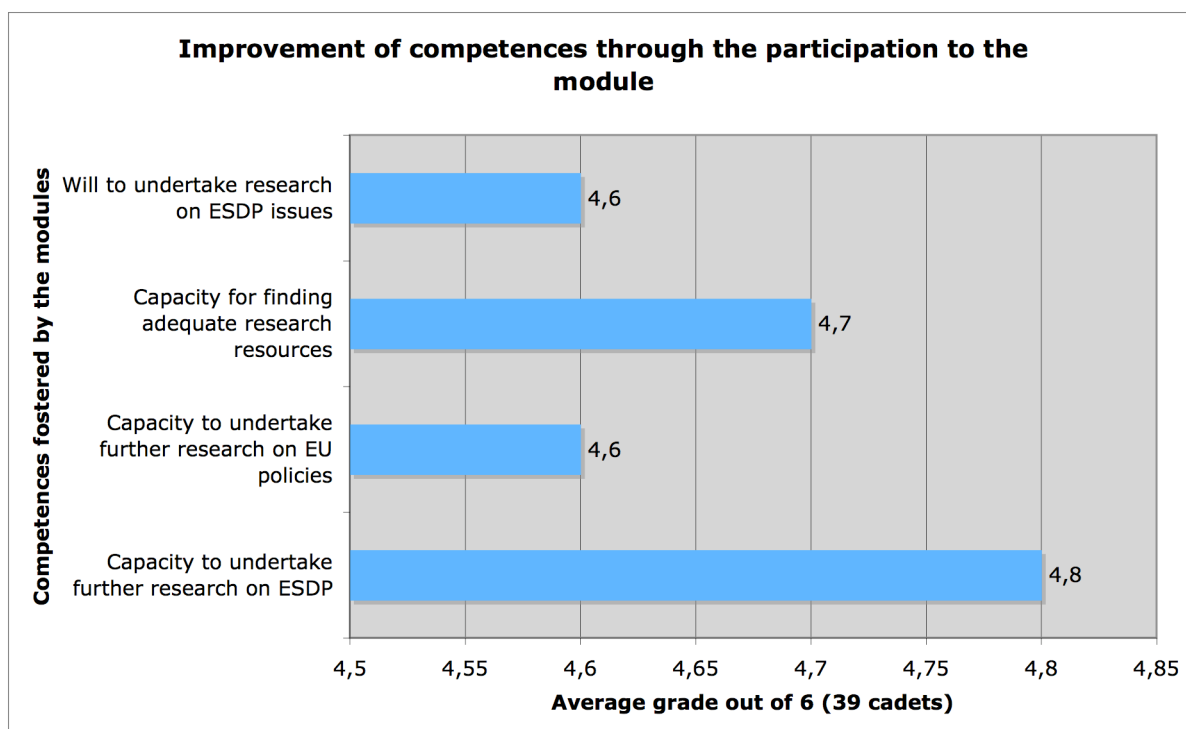
Skills and competences of the future European actors

Regarding the skills and competences fostered by the participation to the Seminar, it was first necessary to identify the components that may be required from a future participants to the European missions. The graphs hereunder attached present those which were considered as the most important for improving the knowledge regarding ESDP and the easiest to evaluate regarding the progression.



It shall be noted that the skills regarding the use of a foreign language were particularly considered as an asset of the residential module. The ability to identify national visions regarding the ESDP, which is correlative to the ability to interact with other participants, has been also very stimulated by the participation.

The provided comments reflected the opinion that the Emilyo forum is potentially an adequate instrument for the communication, however more as a documentation resource than as a social instrument. Besides, a majority of cadets stressed the fact that, due to their little previous knowledge of the ESDP, they improved substantially their ability to report about ESDP, on the missions especially or on the institutions and decision-making process, depending on the cadets. However, some of them stated that their ability to identify the different national visions on the ESDP would have better improved if more time was allowed to discussions between them. Finally, the level, actually good, of the improvement regarding the ability to manage ESDP notions, shall in our sense be connected to the difficulties of understanding with regard to some themes as was previously mentioned.



Regarding the improvement of competences, connections to previous observation shall be made. First, the data collected demonstrated a less important interest of the participants for the “purely” EU themes like the history, institutions and decision-making process, which explains the fair but lower grade awarded to the evolution of their capacity to undertake further research on EU policies. As was emphasized by some comments, their will to undertake studies on ESDP issues, even if they think the increase of their capacity was good, is limited by the consideration of their specialties, for the technical sciences students notably, and the programmes proposed by their institutions. Generally, they consider that their research capacities were improved, not only thanks to the variety of resources they were introduced to or the completion of the IDL module, but also through the improvement of their communication skills in a foreign language.

#### Success in transmitting knowledge:

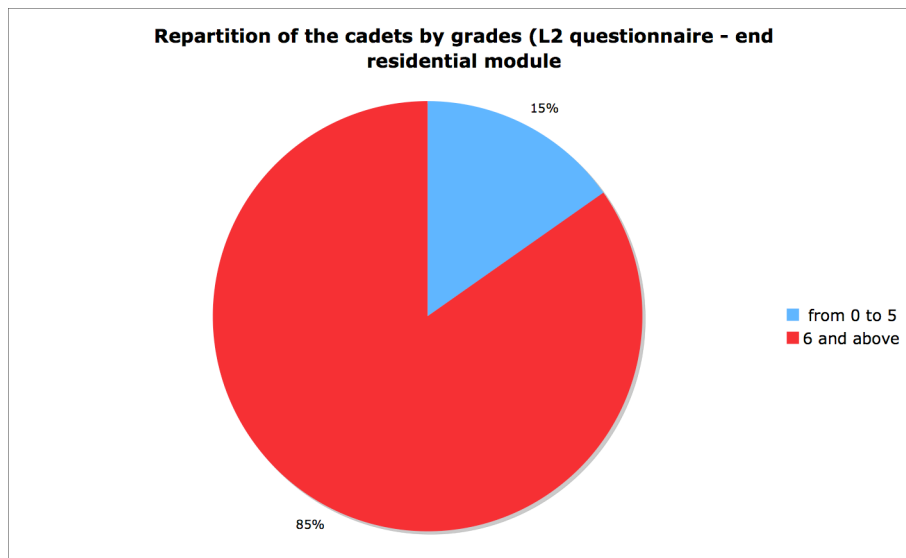
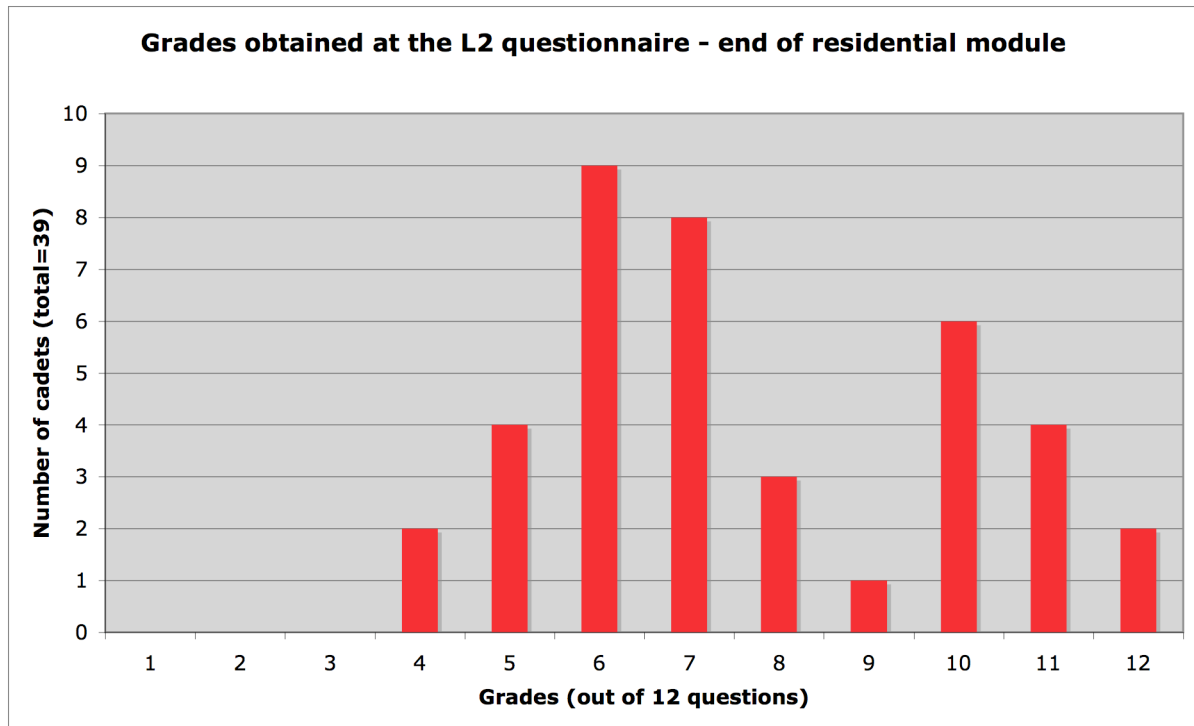
Again, at the end of the residential module, an investigation of the improvement of knowledge related to the topics presented was conducted. In between the first (before the IDL) and second (beginning of residential module) sessions of evaluation, the order of the questions was changed<sup>15</sup> in order to avoid mechanical answers from the cadets. If the average grade obtained increased only from 7,1 to 7,6 out of 12 between the two last questionnaires<sup>16</sup>, improvements were noticed, as shown from the graphs below, with regard to the “extreme” grades: from 3, the minimum grades passed to 4, and from 11 the maximum grades passed to 12. The positive outcomes are even more remarkable in the repartition of the cadets with

<sup>15</sup> The reference questionnaire for the graphs presented hereafter is the one reproduced in annex 4.

<sup>16</sup> In comparison, between the beginning and the end of the IDL (beginning of the residential module), the average grade increased from 4,2 to 7,1 out of 12. Between the start of the IDL and the end of the seminar, then, the average grade increased by 3,6 points, almost the double.



regard to the average grade (6 out of 12): from 25% under 6, only 15% of the cadets obtained a grade below 6 at the third evaluation.

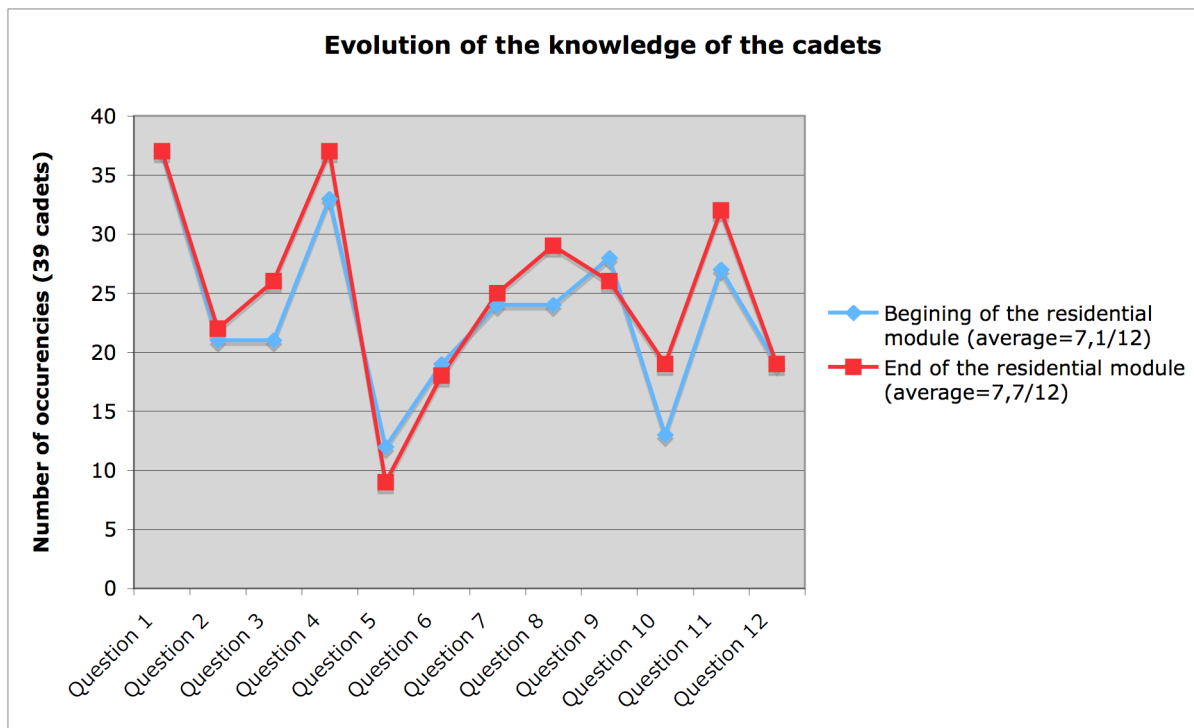


In detailing the improvements in relation with the themes chosen for the Seminar, it may be observed that the main increase of knowledge<sup>17</sup> are found in the questions related to the themes of “institutions”, “history”, “capabilities” and “operations”. Grades however decreased where the questions were related to “decision-making” and the “European Security Strategy”.

The possible explanations could be either linked to the confusion the participants feel during the lectures and commented earlier in the report, but also, and most certainly, in the context of this third evaluation. The questionnaires were distributed at the end of the –very

<sup>17</sup> The results of the first knowledge questionnaires were only global. The analysis question-by-question was not possible.

intensive- week, late in the day, before the last informal event (night out for most of the cadets) and without the pressure of the result on the completion of the Seminar and the award of the ECTS and diploma.



### Improvements overall:

In order to conclude their evaluation of the realisation of the substantial goals of this Seminar, the cadets were invited to define the strengths and weaknesses<sup>18</sup> of this pilot initiative.

On the one hand, they emphasized the facts that this seminar notably allowed them:

- To improve their knowledge in ESDP issues;
- To benefit from expertises and the exchange of experiences;
- To improve their English communication;
- To benefit from the diversity of the speakers' expertises;
- To improve their knowledge regarding the actions of EU, UN and NATO.

On the other hand, they identified the following weaknesses in the conduct of the teachings:

- Power point support too frequently used;
- Power point support not enough used;
- Some teachers read their papers and did not interact enough with the audience;
- Lack of work in small groups, for example for the planning of a mission and the discussion of the results;
- Lack of discussion, in general, between the cadets during the lecturing times;
- Difficulties of some topics that may be irrelevant at this stage of an officer's career;
- The general level of the course that may be considered too high;
- Too much information for a limited time;
- Some lectures being too specialized or too detailed;

<sup>18</sup> The "strengths" and "weaknesses" reported hereafters are not ranked according to occurrences.

- Some topics were not explored enough;
- Some lectures suffered from duplications;
- The level of English of some lecturers was not adequate;
- A need for more accountancy of personal experiences with regard to missions and operations;
- A too extensive explanation of the bureaucratic processes;
- The content of some maps presented that was wrong;
- Too many feedback questionnaires.

Consequently, the participating cadets were invited to suggest improvement for possible future organisations of similar seminars. The following propositions were made:

- To give more time to “questions and answers” sessions (possibly in shortening the breaks between the lectures);
- To invite more EU organs speakers;
- To have the 27 Member States represented;
- To give time to debates among the participants;
- To lower the level of some topics;
- To organise it again in the futures;
- To avoid the duplications in the lectures;
- To make it more practical and less theoretical;
- To organise it on a longer timeframe;
- To provide the documentation related to the lectures on the Emilyo forum;

Complementarily to the investigation through questionnaires collecting feedbacks from the participants, the on-site evaluation of the conduct of the Seminar allowed discussing with the cadets and the organising team. It allowed this present evaluation formulating some suggestions for future possible organisations of similar trainings.

It was observed notably that only little reference was made by the different speakers to the contents of the IDL and educational support that was given to the participants at the beginning of the residential module. In order to reduce the feeling expressed by some participants that the course was too high level for them, references to support participants had access to could be improved, notably regarding the topics introduced by the AKUs of the IDL. This would allow more coherence between the different aspects of the educational supports (IDL-educational package-lectures) and oblige participants to go through materials, such as the welcome package, they might consider as being external complements and not parts of the training. The different speakers, in practice, shall perhaps be advised to go through the material (IDL and welcome package) the participants went through. Otherwise, the broader question of the profile of the selected participant, in the different institutions taking part to this Seminar, can also be asked, taking into account that officers’ education is different from one Member State to another.

Regarding the possible duplications of contents in the lectures and due to the diversity of horizons of the different speakers, no other suggestion can be made than the monitoring by the organisers and the explanation of the programme adopted to the invited speakers before they finalise their contributions.

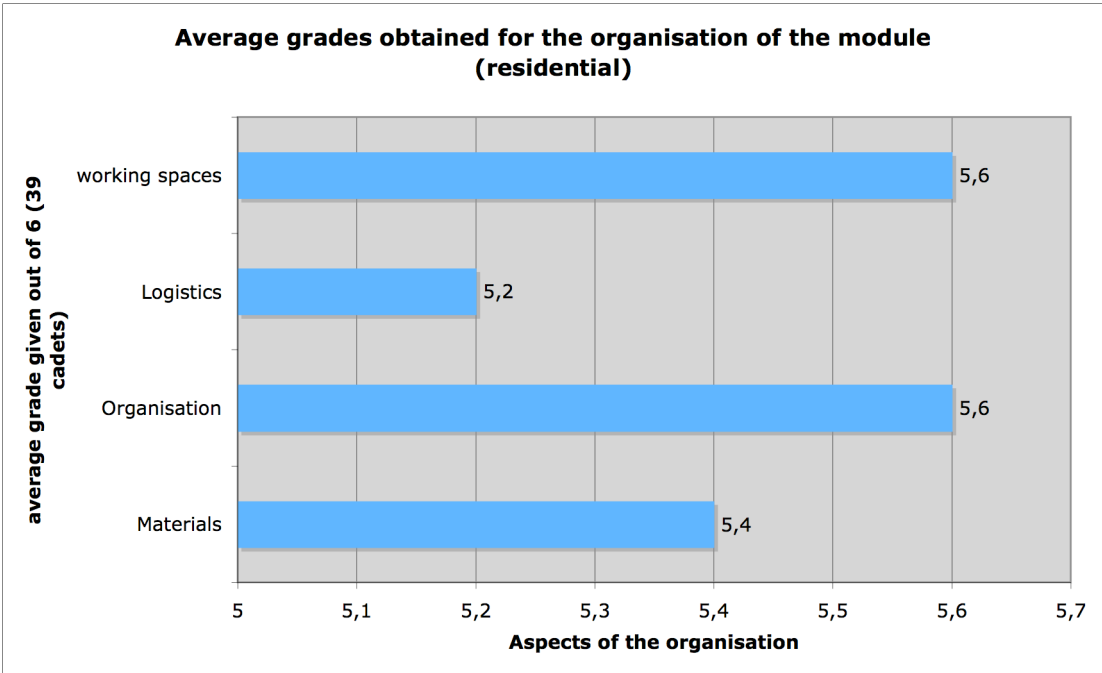
Finally, it may be proposed, for future organisations of similar trainings, to develop interaction between the participants, as they suggested it, in allowing them working in groups during the residential module or, due to the fact that all the themes proposed are essential to the understanding of ESDP and that time is limited, to propose a third stage after the residential module. After the IDL and the residential module, indeed, it could be proposed to

the participants to work in small groups, possibly on a practical exercise such as the planning of a mission, and to integrate this part also in the Seminar in asking them, for example, to provide a paper a few months after their participation to the residential module. In doing so, it would not only allow them to remain in contact, and somehow continue the course, but it would also foster on a longer term their interests in ESDP issues and make use of the skills and competence they improved through their participation. Practically, the implementation of this third stage in the seminar would require little extra organisation apart from the correction, and potentially also the publication, of the papers.

2.2 ...In a European environment.

2.2.1 The organisation

The organisation of the residential module in Lisbon, as a major contribution to the provision of an adequate environment for the transmission of knowledge, received an excellent appreciation by the participants, as shown by the following graph.



Excepted the (usual) comments on the quality of food, hygiene of the bathrooms and accommodation (not unanimously shared) and the technical difficulties in the internet connections, the organisation was awarded positive comments only.

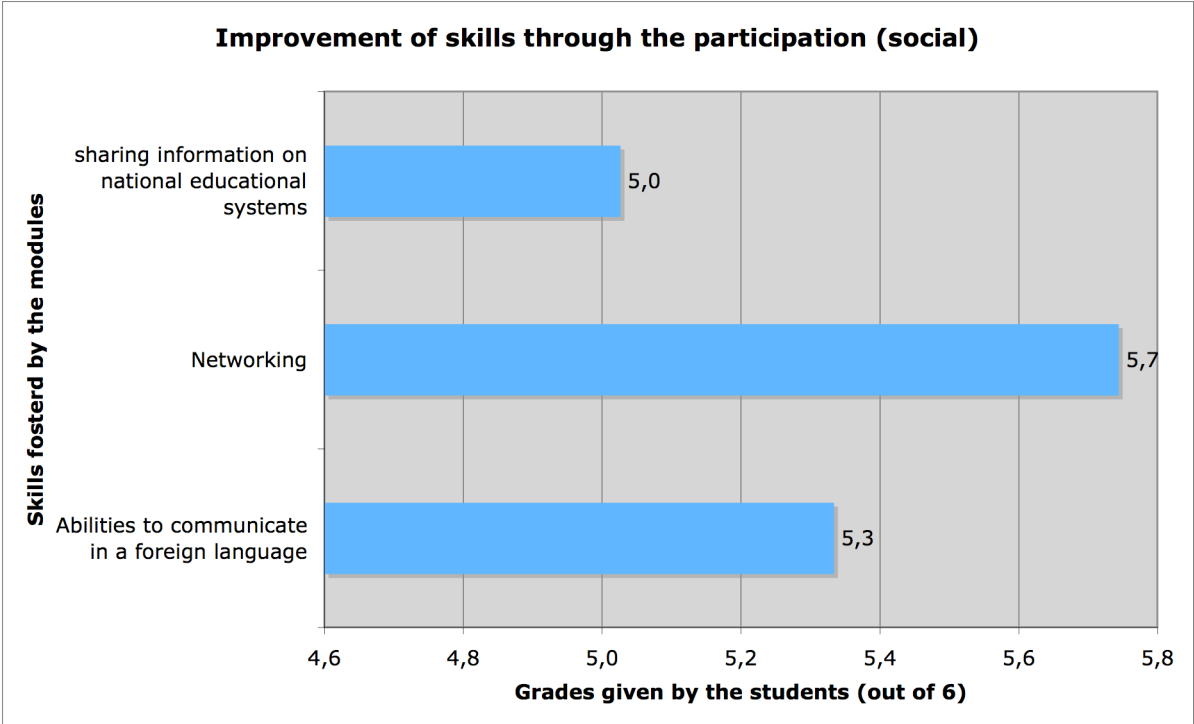
2.2.2 The social content

If ESDP is a topic for training as a scientific issue, it proved during the Seminar in gathering cadets from European Member States that it also contributes to the leadership a future officer shall foster. Indeed, not only cadets with social sciences profiles positively reported their participation but also those of technical sciences, for which ESDP is more a context at work than a subject.

It shall be said, from the on-site observations, that the social interaction among the participants was effective since their arrival, even before any “icebreaker” activity took place. During the residential module, the participants were invited to participate to visits around Lisbon and to get interested in the city’s life and Portugal’s history and culture. These visits, even if informal, were articulated around a historical logic: from the foundation of the Portuguese State to the XXIst century, going through the conquests of the navigators. Furthermore, the lecturing sessions took place in the three organising academies, which allowed each of the participants to identify himself in the Seminar and have an incentive of the education of their Portuguese counterparts. Military socialisation was also stimulated by the fact that the organisers planned the accommodation in mixing the nationalities and that the hosting country cadets had an important role to play in the well-being of their fellow participants...Notably during after work activities.

Finally, it shall be noticed that the organisation thought about extra elements of cohesion of the group of participants, notably in designing a logo for the Seminar and offering, with the welcome package containing documentation on Lisbon and Portugal, bags that can be used in the future with the logo. In the same line of idea, the organisers will provide the students, in the weeks after their departures, with a DVD of the Seminar.

Investigations were conducted at the end of the residential module through the level 3 questionnaire. They showed, as reproduced in the graph below, that the participants feel a major improvement in the skills that are socially needed by a future actor of the ESDP, above all regarding their networking abilities on the job.



As comments, the participants stressed the fact that the Emilyo forum would be a needed instrument for communicating and that the discussion between the cadets shall be promoted during the sessions, as was already mentioned. Otherwise, “fake” negative comments were made regarding the fact that always the same participants asked questions during the questions and answers sessions and that groups were exclusive, such as the western-Europeans who stayed together. These comments were qualified as “fake” in the

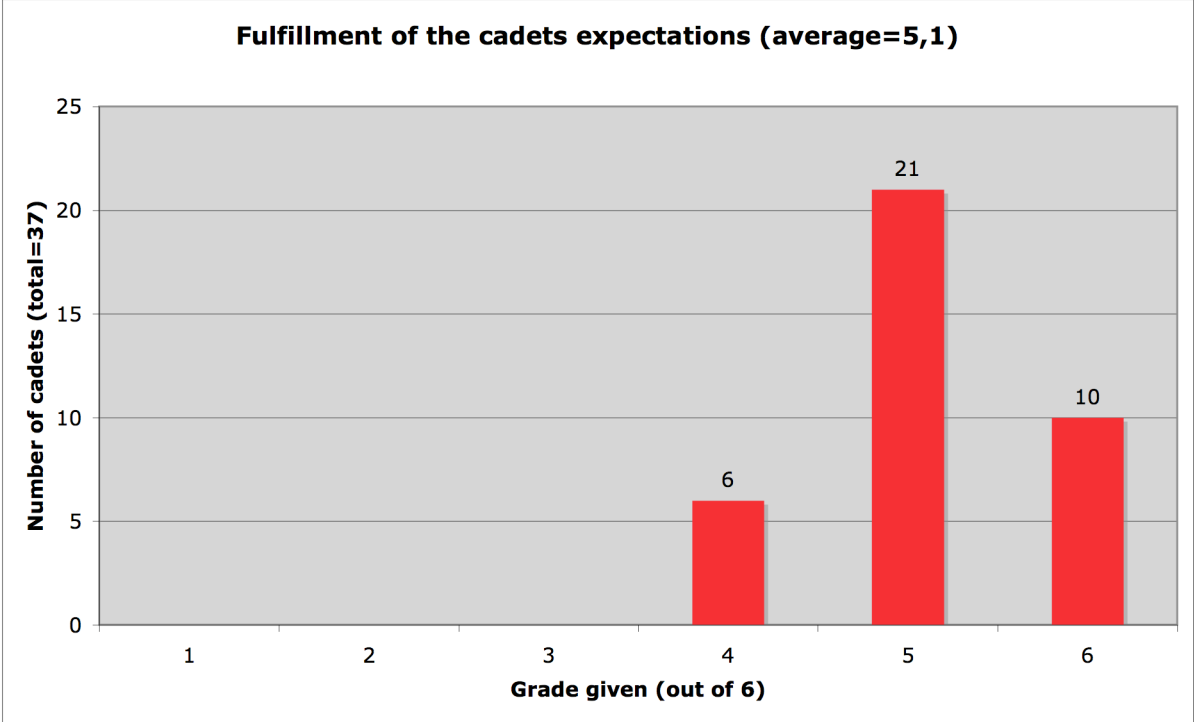
sense that they prove nevertheless that the social interaction worked according to natural reflexes.

In the strengths and weaknesses of the satisfaction questionnaires, the social conduct of the Seminar was particularly appreciated. The participants stressed the fact that it gave them the opportunity to meet people, to experience a European interaction, exchange experiences, improve their English in communicating, visit military academies, share and create friendships. They also massively expressed their regards to the organisation and the hospitality of their fellow Portuguese cadets. As a victim of the success of the environment provided, the participants regretted that the Seminar did not allow them more free time, and it was eventually mentioned that the social activities were done in desk uniform.

In order to continue the success of the Seminar regarding the social environment it provided to the students, little can be suggested, except regarding the idea of a third stage in the Seminar, previously developed in this report, and the support of the Emilyo forum for the communication and making documentation available. However, and in parallel with the other activities of the ESDC, it could be envisaged to create an alumni of the participating cadets. An alumni would, indeed, reinforce the link between them on a long-term perspective. Eventually, this alumni could be connected to the Emilyo forum.

Sub-conclusion on the conduct of the residential module:

The satisfaction expressed by the cadets regarding the Seminar and the achievement of its objectives is very high, as showed by the graph below. Presumably, it may be said that this satisfaction is formally disconnected from the IDL module participation, which was already very high as shown in annex 3, because almost no reference was made to this part of the Seminar in the satisfaction questionnaires collected at the end of the stay in Lisbon.



All the observation made from the conduct of the Seminar, either in its IDL or residential phases, confirm that there are identifiable outcomes to the completion of a, rather extensive, cadet's workload. These are the two elements, according to the Bologna process, which constitute the criteria for the promotion of an educational module in accrediting it with ECTS. Then, it shall be expected from the sending institutions, according to their own interpretation of the criteria<sup>19</sup>, to recognise this training in its principle in awarding ECTS to the cadets who completed it.

Finally, it shall be said that this effort of evaluation will be completed in the future in collecting information from the participating institutions, including those which entrusted the Portuguese academies with the training of their cadets, regarding their feedbacks of this initiative<sup>20</sup> on a longer term. The institutions shall nevertheless be invited to already look at the objects of this investigation in order to monitor these outcomes and prepare the formulation of their feedbacks.

### **3. Sustainable contributions for the organisation of the Seminar**

#### **3.1 Financial cost**

As the organisation of this Seminar was a pilot project and that it is more than expected to see similar experiences repeated in the future, it might be interesting to look at the financial prospects for the possible organisers. Thanks to the support of the Portuguese Ministry of Defence, it was possible to find the necessary funds for the organisation, which would have been a considerable burden for the academies if they had to support it by themselves. The organising team reported that the global cost for the organisation of the residential module was of 16.000 euros. This included accommodation, catering, transports, welcome packages and visits. Nevertheless, there are costs that do not appear in the organisation's budget, which are those supported by the participating institutions for allowing their cadets to participate to this event. It might thus be expected that this Seminar will be repeated and regularly organised as to set a principle of reciprocity with regard to the training to ESDP in a European environment.

The European Security and Defence College is not financially able to sustain these trainings but provides technical support to the organisation, notably through the access to the IDL module or support in the identification of academic resources. However, it may be looked forward to use the Erasmus programme toolbox, which may offer possibilities for funding. The Communities programme, indeed, includes possibilities for "Intensive Programmes" (IP) support. The IPs are short programmes that can be a one-off activity or repeated over a certain number of years of, at least, 10 consecutive working days, which should "provide something new in terms of learning opportunities, skills development, access

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<sup>19</sup> The evaluator estimates, from a personal point of view, the workload of the participating cadets to 26 hours for the residential module, given that no extra work was required beside the attendance to the lectures, and 6 hours for the completion of the IDL module. Total of 32 hours, given that the average for 1 ECTS in the context of the Bologna process is between 25 and 30 hours. Outcomes, however, are a subjective criteria which can only be appreciated from the institutions point of view.

<sup>20</sup> Questionnaire reproduced in annex 4.

to information, etc. for the participating teachers and students”<sup>21</sup>. However, they must not consist only in research activities or conferences, which would oblige possible organisers to find original ways to train the cadets to ESDP. It may be a clue for further integration of this Seminar into the broader context of European higher education, but would require also from the participating institutions to address the question of recognition before the Seminar.

### 3.2 Visibility of the Portuguese initiative

As this was a pilot project in the context of the military higher education in Europe, the Portuguese organisation made considerable and successful efforts with regard to the visibility of this initiative.

First, as was already mentioned earlier in this report, the guest speakers came from very various horizons, either academic or practical positions, and countries. They all had the opportunity to know the context of this initiative and its integration into the broader context of the initiative for the exchange of young officers, inspired by Erasmus. All of them welcomed this pilot project in introducing their lectures.

Then, its visibility was ensured since the very beginning by the official step taken by the Portuguese Minister of Defence, Mr. Nuno Severiano Teixeira, in inviting his European counterparts to take part to this initiative. Moreover, he personally opened the Seminar in Lisbon in pronouncing the speech at the opening ceremony the Portuguese General Chief of Staff, the Chiefs of Staff of the Army, Navy and Air Force, Commandants of the organising military academies, ambassadors and military attachés were also attending. The closing ceremony was presided by the Portuguese Secretary of State for Defence and Maritime Affairs, Mr. Joao Mira Gomes and the Army Chief of Staff, together with the Commandants or representation of the organising academies attended it. The High Representative for CFSP, Dr. Javier Solana, was represented during the ceremony. As a consequence, the press coverage of the event was important<sup>22</sup> and highlighted this pilot initiative undertaken by Portugal. It adequately promoted the Seminar and its objectives with regard to the training of the future European military elites.

For possible future organisation of such event and in connection with the observation regarding the timelines of the organisation, however, it may be suggested to use more “shortcuts” between the organising teams and the participating institutions because such a high level of stakeholders may slow down the procedures and do not enable the military

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<sup>21</sup> For information and conditions of eligibility, see:  
[http://ec.europa.eu/education/erasmus/doc900\\_en.htm](http://ec.europa.eu/education/erasmus/doc900_en.htm) (17/09/09)

<sup>22</sup> Sample of collected press reports:  
[http://jn.sapo.pt/PaginalInicial/Nacional/Interior.aspx?content\\_id=1353756](http://jn.sapo.pt/PaginalInicial/Nacional/Interior.aspx?content_id=1353756)  
(Jornal de noticias)  
<http://tv1.rtp.pt/noticias/index.php?t=Lisboa-acolhe-primeiro-curso-piloto-do-Erasmus-Militar--na-proxima-semana.rtp&article=276569&visual=3&layout=10&tm=8>  
(RTP)  
[http://www.mdn.gov.pt/mdn/pt/Imprensa/notas/com\\_Imp\\_05092009.htm](http://www.mdn.gov.pt/mdn/pt/Imprensa/notas/com_Imp_05092009.htm)  
(Ministry of Defence website)  
<http://correiodominho.com/noticias.php?id=13928>  
(Correio do Minho)  
<http://www.ionline.pt/conteudo/21751-ministro-da-defesa-diz-que-ha-consenso-politico-muito-alargado-area>  
(Ionline)



institutions to enhance direct communication. In the future, then, it shall perhaps be looked forward to “normalise” the organisation of such events.

### 3.3 On site lessons for the Train-the-trainers seminar

While the members of the organising team for the Army, Navy and Air Force Portuguese academies participated to the first “Train-the-trainers” seminar in Brussels in June 2009 in support of the creation of such ESDP training modules, investigations were conducted in order to receive their impressions and suggestions regarding this experience.

The three participants felt that attending the train-the-trainers was much benefiting regarding the update of their own knowledge in ESDP issues. They found supportive documentation, which inspired them for the decision on the content of the educational package that was given to the cadets, and it allowed them identifying possible lecturers for the residential module. They also stated that it was helpful regarding the discussions on the structure of the Seminar as a whole and stressed the fact that they could take this opportunity to discover and benefit from the ESDC experience and support all along the organisation process of the Seminar.

However, they identified sources for improvements. Indeed, they felt that more time for thinking and interacting in small groups would have provided them with additional help regarding the organisation of the module. They suggested also that more time could be spent, at the end of each lectures, for commenting and discussing the possible pedagogical means (including lecturers) to be employed for the transmission of this knowledge to a cadets’ audience. As an example they reported, the history of the ESDP is hardly to be taught the same way as missions and operations. They thus suggest that the train-the-trainers seminar would stress these challenges that the organisers have to face when planning their methodology.

Finally, they suggested, when interviewed, that a contact base would be helpful to possible organisers regarding available international lecturers and their research/operational fields. Given the limited timelines they had to deal with, the organising team faced difficulties in finding available resources, but with the help of such contact base, which would require not only participation of European Union actors but also academics from willing Member States, they felt that they could have had a better idea of the diversity of profiles in the chosen themes.

## **Conclusions:**

With regard to the success of this pilot project for the training of cadets to the ESDP, asserted by a very high level of satisfaction, it is suggested to repeat and multiply the same experience in the near future on a regular basis in order to have impact on more cadets.

Taking part to such training undoubtedly help the future military elites acquiring the knowledge, skills and competences an actor of the European Defence shall have. The Seminar, as it was proved by the results of the Lisbon pilot project, addresses all the cadets, no matter what their main field of study is. ESDP is as much a scientific field as a source for the leadership of the future military officers. This idea was adequately illustrated by the Portuguese organisation in providing the environment and conditions for social interaction, military cohesion and European exchanges. However, some students felt that the level was too high and their learning path too dense for assimilating all this knowledge. Solutions might thus be envisaged for the future in order to make their learning more practical and more personal.

In the mean time, the stakeholders of the Seminar, i.e. the sending institutions, will have a major role in the concretisation of this first success in addressing the issue of recognition of this training, thinking about the adequate profile of future participants and continuing the effort possibly in organising the next seminars.

The evaluation process itself is to be continued in order to highlight the possible benefits for the participating institution but it can already be asserted that the realisations of the first Seminar on the European Security and Defence Policy shall serve as a model for triggering other projects of European common trainings and joint degrees addressed to the military cadets in the context of the initiative for the exchange of young officers, inspired by Erasmus.

### Annex 1: Programme of the residential module in Lisbon

	<b>Mon 07SET09</b>	<b>Tue 08SET09</b>	<b>Wed 09SET09</b>	<b>Thu 10SET09</b>	<b>Fri 11SET09</b>
<b>Location (Town)</b>	<b>Military Academy Lisbon</b>	<b>Military Academy Amadora</b>	<b>Air Force Academy Sintra</b>	<b>Naval Academy Alfeite</b>	<b>Military Academy Amadora</b>
<b>09H00 - 10H30</b>	Opening Ceremony	European Security Strategy	EU Civil and Military Capabilities	EU Missions and Operations – Case Study	ESDP/CSDP and the Treaty of Lisbon
<b>11H00 - 12H30</b>	EU History and Institutions	ESDP Institutional Framework	EU Capabilities Developing Process	EU Missions and Operations – Case Study	Future Developments of ESDP
<b>14H30 - 16H00</b>	EU in the Word: Geopolitical characterization	ESDP Decision making Process	EU Neighbourhood Policy	EU Partners	Portugal and ESDP
<b>14H30 - 16H00</b>	EU in the Word: Geopolitical characterization	ESDP Decision making Process	EU Neighbourhood Policy	EU Partners	Closing Ceremony
<b>16H30 - 19H00</b>	Visit to S. Jorge Castle	Visit to Belém	Vistit to EXPO	NRP Sagres	Free time
<b>19H00</b>	Dinner – Free time	Dinner – Free time	Dinner – Free time	Dinner – Free time	Dinner – Free time

## **Annex 2: Reproduction of the letter of invitation of the Minister of Defence**

Ministerio da Defesa Nacional

Lisbon, July 3rd, 2009

Dear Minister

Portugal has shown its interest and enthusiasm from the inception of the "European Initiative for the Exchange of Young Officers", inspired by the academic programme Erasmus, which was launched in 2008, during the French Presidency of the European Union.

We share the view that promoting closer cooperation between EU Member States in the officer training field, will contribute to the development of a European Security and Defence culture and, consequently, will further reinforce the European Security and Defence Policy (ESDP).

I believe the impact of such project extends far beyond Academies and military educational institutions. It really consists in. the first and fundamental step towards an effective, and interlinked, community of knowledge and military institutions, which will have a beneficial impact in the ability of the EU to carry out its activities and missions in the framework of the ESDP.

As a recognition of the paramount importance and scope of this initiative, Portugal has announced its intention to host, next September, the first one-week module, to be conducted jointly by military higher education institutions of the three branches of the Portuguese Armed Forces, with the support of the European Security and Defence College.

This course will bring together students and young officers from different nationalities. It will serve as a pilot-project, and its impact should therefore be adequately evaluated. The conclusions drawn by the Portuguese European Security and Defence Policy (ESDP) course could serve to assess benefits, advantages as well as constraints, of such European initiative. I am convinced this concrete project will contribute to identifying and creating the necessary conditions to take this initiative further in the European Union.

It is, therefore, an honour, for the Portuguese Ministry of Defence to invite Young Officers (two students per country) to participate on the pilot-module focussing on European Security and Defence Polic), to be held in Portugal between September 7th - 11 th, 20.09.

Looking forward to an active participation from your country in this event, please accept, dear Minister, the assurances of my.highest consideration,

Yours sincerely,

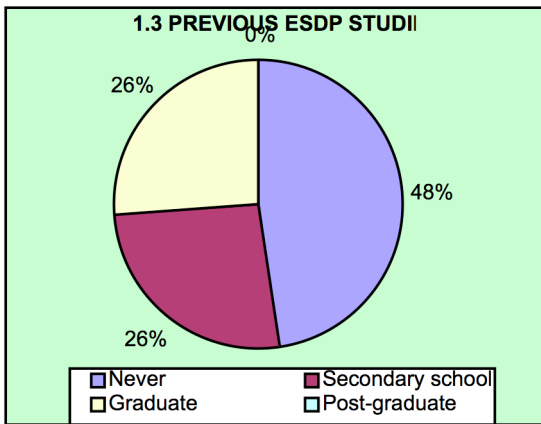
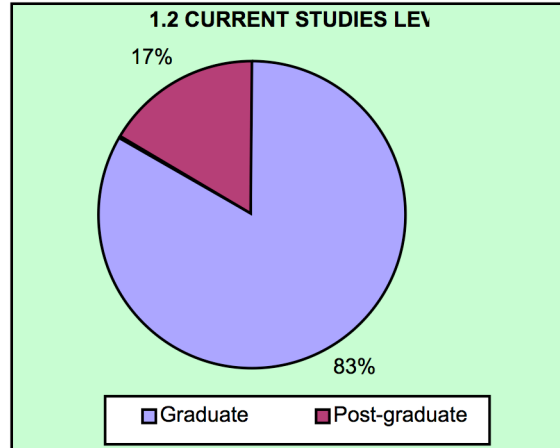
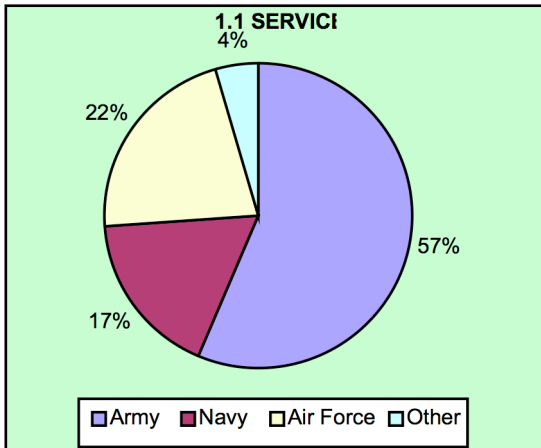
The Minister of National Defence

Nuno Severiano Teixeira

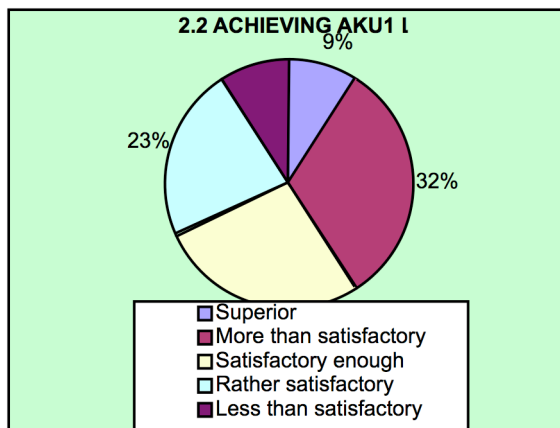
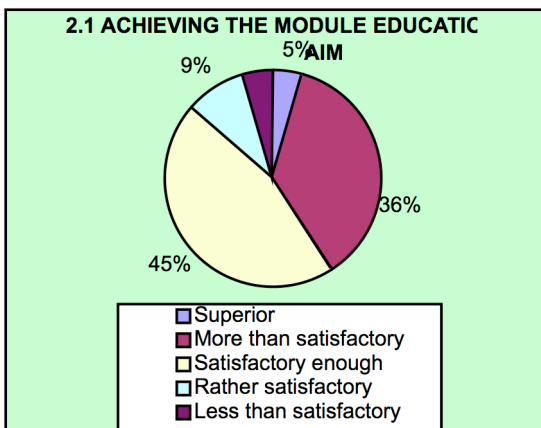
**Annex 3: Satisfaction IDL module – AKU 1&2 – ESDP common module (graphs only)**

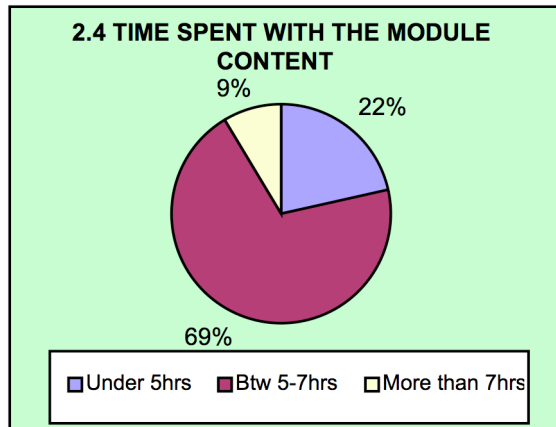
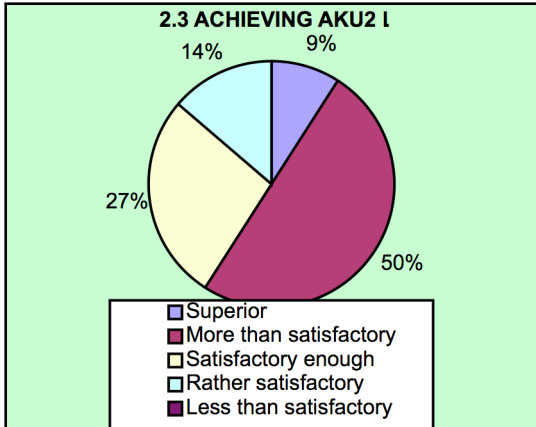
Course participants IDL feedback statistics, September 2009

1. Course participant statistics

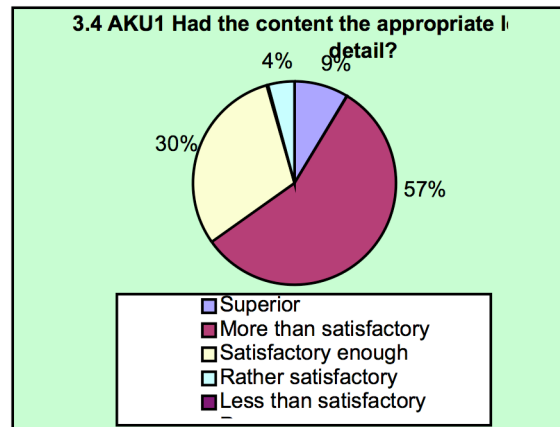
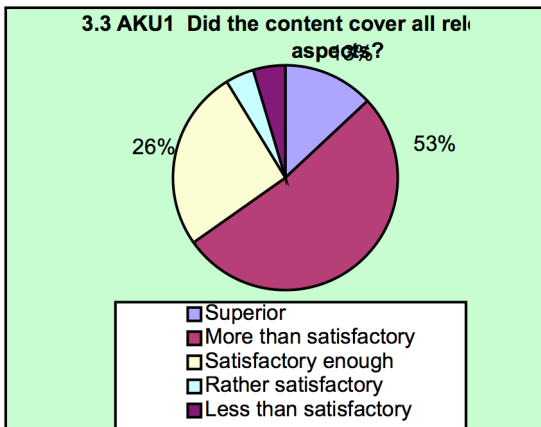
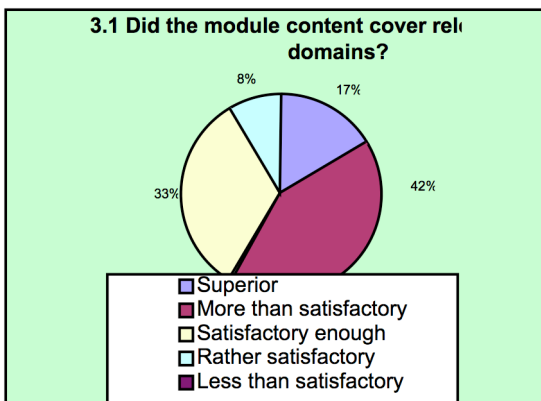


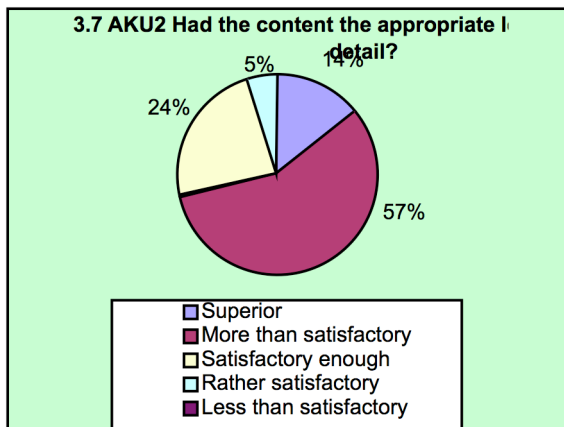
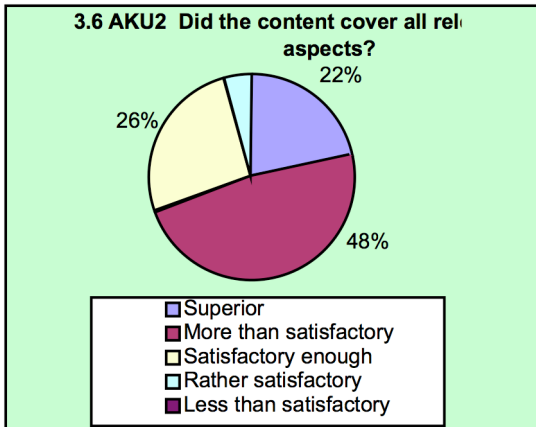
2. Self-evaluation of learning objectives



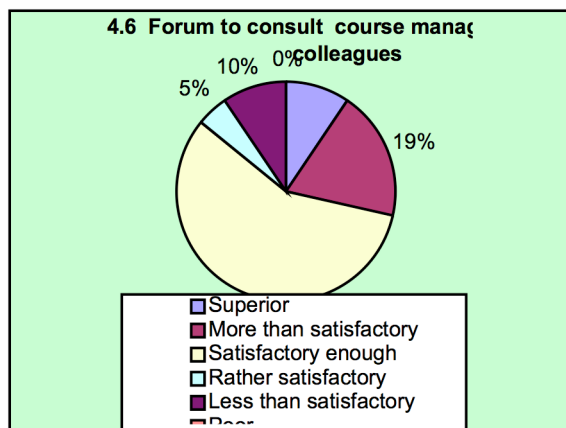
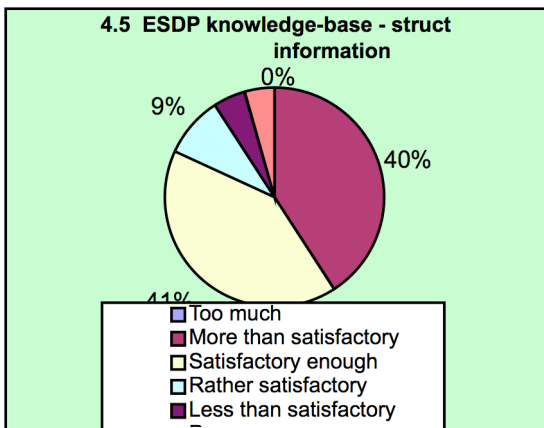
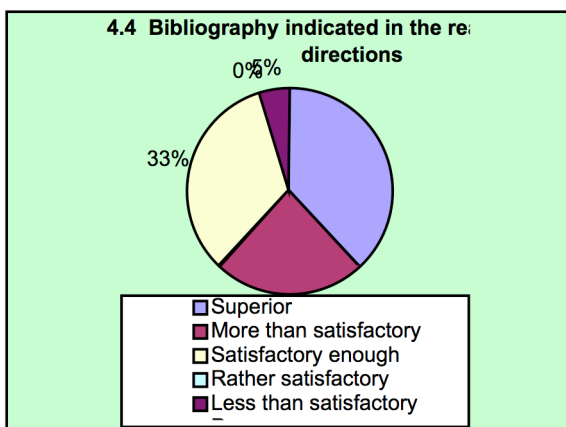
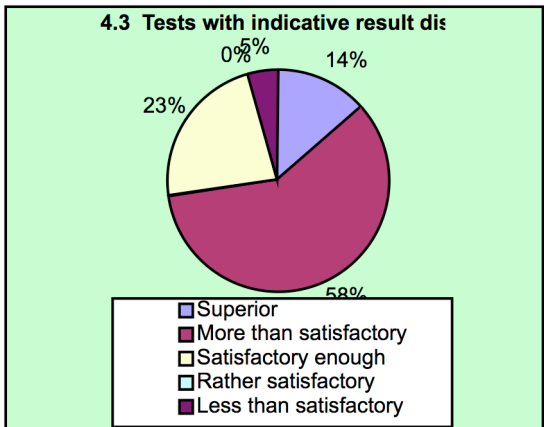
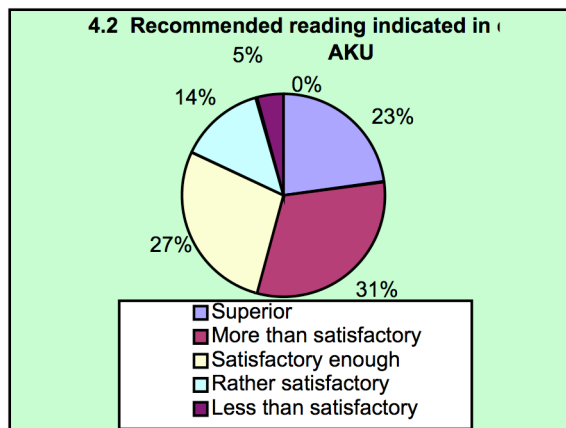
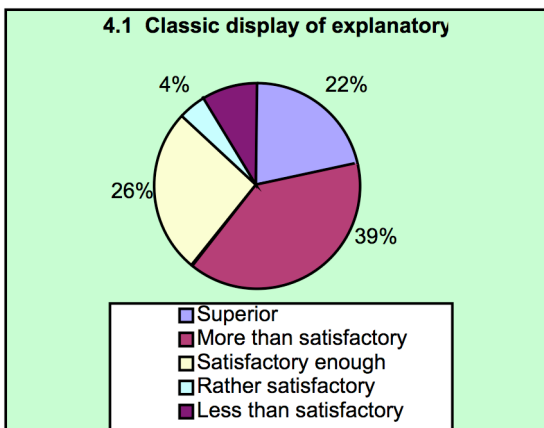


3 Module content:

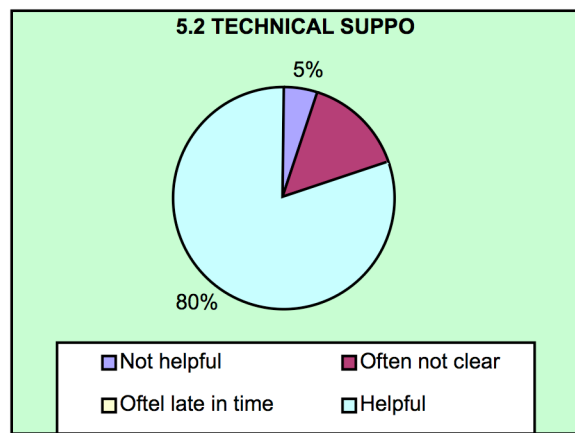
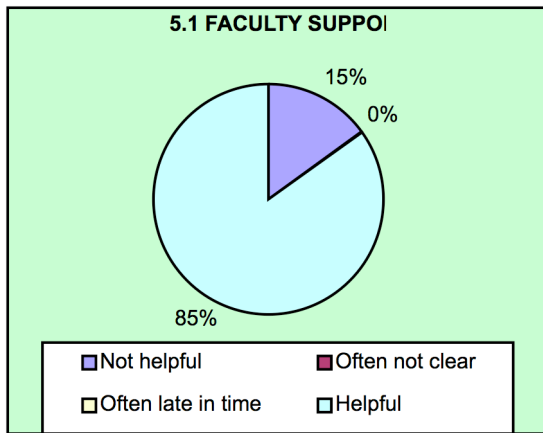




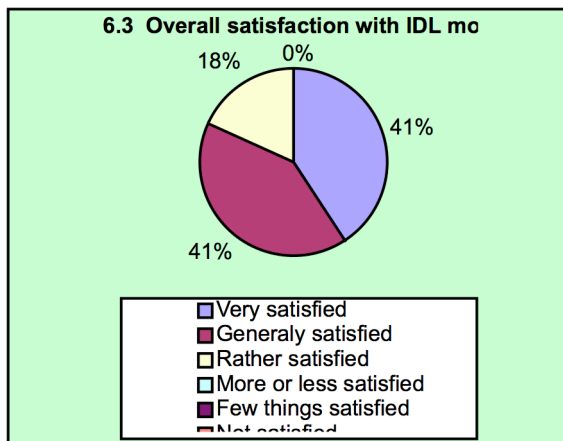
4. Learning functions and instruments:



## 5. Support and organisation



## 6. Overall IDL assessment





## Annex 4: Level 2 (knowledge) questionnaire – start of the residential module

(DOKEOS username)

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### ***ESDP Semminar***

*September 9-11*

*Lisbon, 2009*

## **EVALUATION of EFFECTIVENESS**

<b><u>Purpose:</u></b>	This questionnaire is intended to ascertain the effectiveness of the course, in order to improve the ESDP courses in the future. This questionnaire is anonymous and <b><u>does not</u></b> intend to assess the knowledge of individual participants.
<b><u>Instructions:</u></b>	Please write in the upper right corner <b>the <i>Dokeos username</i> used for IDL module.</b>  For each question, please tick the box you think that is true ( <b>only one is right</b> ).

**1) The Common Foreign and Security Policy (CFSP) was established as the second of the three pillars of the European Union in:**

- the Single European Act of 1986
- the Maastricht Treaty of 1992
- the Amsterdam Treaty of 1999
- the Nice Treaty of 2000

**2) Which of the following roles does not belong to the European Parliament in the field of the CFSP/ESDP?**

- it can ask questions and formulate recommendations to the Council but it has no direct part of the decision making process
- once a year, holds a debate on progress in implementing the CFSP
- it takes part in the Troika-meetings with third states and the meetings of the Council and its preparatory bodies such as the PSC
- as part of its budgetary authority, together with the Council, it approves the general budget of the EU where the CFSP budget is included.

**3) The European Commission is:**

- Fully engaged in all ESDP activities
- Financing all ESDP activities
- Closely associated with the ESDP activities
- Not participating in ESDP activities

**4) Which of the following bodies provide political control and strategic direction to an EU mission/operation:**

- The General Affairs and External Relations Council (GAERC)
- The Political and Security Committee (PSC)
- The EU Military Committee (EUMC)
- The Committee of Contributors (CoC)

**5) Regarding the EU Crisis Management Procedures (CMP), what is the sequence of planning documents under normal conditions leading to the launch of an EU mission / operation:**

- Crisis Management Concept - Civilian and/or Military Strategic Options - Initiating Military Directive - Concept of Operations - Operation Plan;
- Civilian and/or Military Strategic Options - Crisis Management Concept - Concept of Operations - Initiating Military Directive - Operation Plan;
- Civilian and/or Military Strategic Options - Crisis Management Concept - Initiating Military Directive - Concept of Operations - Operation Plan;
- Crisis Management Concept - Concept of Operations - Initiating Military Directive - Civilian and/or Military Strategic Options - Operation Plan.

**6) From a capability oriented approach EU-NATO relations may be assessed through the following existing instruments:**

- Headline Goal Task Force Plus (HTF+), Berlin Plus Agreements, EU Cell at SHAPE;
- EU-NATO Capability Group, Headline Goal Task Force Plus (HTF+), Berlin Plus Agreements;
- Berlin Plus Agreements, NATO Permanent Liaison Cell at the EUMS, EU Cell at SHAPE;
- NATO Permanent Liaison Cell at the EUMS, EU-NATO Capability Group, Berlin Plus Agreements.

**7) The European Union has decided to develop the civilian aspects of crisis management in the following priority areas defined by the Feira European Council (in June 2000):**

- police, security sector reform, strengthening rule of law and civilian administration;
- police, industry development, strengthening civilian administration and civil protection;
- police, strengthening of the rule of law, strengthening civilian administration and civil protection;
- police, human rights, strengthening civilian administration and security sector reform.

**8) According to Article 17 of the Treaty on European Union, the Petersberg Tasks are an integral part of the European Security and Defence Policy (ESDP) and cover:**

- humanitarian and rescue tasks, peacekeeping, tasks of combat forces in crisis management including peacemaking, joint disarmament operations, support for Third countries in combating terrorism, security reform operations;
- evacuation operations, counter terrorism operations, embargo operations, quick response operations to support diplomacy as required;
- humanitarian and rescue tasks, peace-keeping tasks, tasks of combat forces in crisis management including peacemaking;
- evacuations operations, disaster management, counterterrorism operations, embargo operations, crisis response and initial entry operations.

**9) According to the *European Security Strategy*, the Strategic Objectives are:**

- to be more active, to be more capable, to be more coherent and to work with partners
- countering the threats, building security in the Neighbourhood and International Order based on Effective Multilateralism
- development of a strategic culture, ability to sustain several operations simultaneously, international cooperation and develop closer relations with strategic partnership
- to provide one of the indispensable foundations for a stable security environment in Europe, based on the growth of democratic institutions and commitment to the peaceful resolution of disputes

**10) The Capability Development Plan is:**

- a 'Force Plan' for all EU Member States
- 'Overall strategic tool', driving R&T, Armaments and Industry
- covering Art. 296 EC Treaty (exempting common market rules)
- innovating Concepts and Emerging Technologies in all EU Member States.

**11) Regarding EU Missions and Operations, witch one is the EU not undertaking:**

- EU NAVFOR ATALANTA
- EULEX / Kosovo
- EU NAVCO
- EU ALTHEA.

**12) With the Lisbon Treaty, the Permanent Structured Cooperation will be established by:**

- All EU Member States
- Decision of the European Council, by unanimity
- Decision of the High Representative
- Decision of the Council, by qualified majority vote

***Thank you for your co-operation!***