



# iMAF 2014

Harald Gell, Sylvain Paile (Eds.)

Lessons Learnt from the  
international Military Academic Forum  
**2014**



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Editors: Col Dr. Harald Gell, MSc, MSD, MBA  
Silvain Paile, MS, LL.M.

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National Military University "Vassil Levski", Veliko Tarnovo  
Theresan Military Academy, VB Gerhard Hammler  
Theresan Military Academy, LtCol Thomas Lampersberger, MSD  
Theresan Military Academy, OCdt Florian Schwarz  
Theresan Military Academy, WO I Gerhard Seeger  
University of Defence, Brno

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**Authors**

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## Forewords



*LtCol (GS) DUBOIS*



*Col (GS) WIEDNER*

### **LtCol (GS) DUBOIS Dirk**

He works in the Belgian Defence Headquarters/General Directorate for Education where he is the Head of the Division External Relation. In 2013 he was appointed as the Chairman of the Implementation Group (IG).

### **Col (GS) Mag. WIEDNER Karl-Heinz**

Head Military Leadership Department of the Fachhochschul-Bachelor Programme Military Leadership at the Theresan Military Academy & Deputy Head of the Institute for Basic Officer Education. Lecturer for Basic Officer Education. Permanent Austrian representative in the Implementation Group.

Publications concerning Internationalization of the Basic Officer Education & European Security and Defence Culture.

Member of the Council “International Relations of the Austrian Studies for Applied Sciences (FHK)”.

Mission in Kosovo as National Contingent Commander.

## Authors



Col GELL



Mr. PAILE

### Col Dr. GELL Harald, MSc, MSD, MBA

Head International Office of the Fachhochschul-Bachelor Programme Military Leadership at the Theresian Military Academy. Lecturer for Basic Officer Education and Course Director of the CSDP-Modules. Permanent Austrian representative in the Implementation Group. About 100 international educations, courses and operational activities.

About 60 publications concerning stress-research and about 50 publications concerning internationalization. Missions in Bosnia-Herzegovina and Croatia as Team-Leader of the European Union Monitor Mission and in Syria as Chief Operations Officer.

### Mr. PAILE Sylvain, MS, LL.M.

Senior Researcher at the European Studies Unit of the University of Liège (Belgium). He researches in the fields of the regulation of the trade of strategic items and the initial education and training of the European military officers.

He notably collaborates with the European Security and Defence College and European ministries of defence for the development and implementation of the European Initiative for the exchange of young officers inspired by Erasmus (“military Erasmus”) and published several forefront studies in this area, such as the *European Military Higher Education Stocktaking Report* (Council of the EU, DG F Press, 2010) and the *Compendium of the European Military Officers Basic Education* (Ministry of Defence of the Republic of Poland, 2011).

### Other Authors

are listed at the beginning of the respective articles.



**Forewords**

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### 3. Forewords

#### 3.1 Foreword by LtCol (GS) Dirk Dubois

##### **Common modules: why do we need them and where do we go from here?**

In 2008, when we started the Initiative, the very first thing that we were able to realize, was the creation of a common module on ESDP (remember that the Lisbon treaty was not yet ratified). This common module was more or less a copy-paste of the ESDC's own Orientation Course, with some adaptations on the learning outcomes. Actually, we made a truly false start, because we finished the first curriculum for a common module before the official start of the initiative was given by the Council of the European Union. In most sports you already get disqualified if you start before the official start, let alone if you finish before that moment!



*LtCol (GS) Dubois during iMAF 2014.  
(Photo: VB Gerhard Hammler, TMA)*

It was also a false start in the sense that we were quick of the mark, but the follow-up was not so quick. In 2009/2010, when we defined first the Quick-wins and then the Lines of Development, I believed it to be feasible to find at least 5 new common modules each year. As quite often, I was stupid and naïve. The real tempo was perhaps two new common modules each year and most of the offers came from the same countries. Was there then something wrong with the concept or didn't we explain it enough?

The subject for the speech – or is it lecture, as it is mostly factual – is the common modules. As a young Lieutenant, I listened carefully to my brigade commander, when he told me that if you made a rapport you should always address the following questions, though not necessarily in the same order. I also distinctly remember that he did not talk about the why. I guess



for a cold-war diehard the why was clear: because they told you so. Later on in my career I learnt that to address the why question, is often a good place to begin. If actually you are not able to give a satisfying answer to that question, you probably should not be doing it anyway. So let's start with this question: why are we doing common modules. As so often in life, the question requires a reply in several layers: the first layer in this case is also a classic: because the alternatives are not workable or not desirable. These common modules - and I will come back to this later - are short-term exchange opportunities. The short-term exchange exists in the 'normal' Erasmus+ program also, but rather for the academic staff, not so much for the student. For a number of reasons, military training facilities often find it difficult to lose direct control over their students for a number of reasons. Most importantly, because military academies or universities have a far closer relation with their customers than their civilian counterparts. They need to make sure that the product they deliver (and I apologize to the students here in the room for calling them products) meets the demands and requirements of the units. There may also be some concern from the 'fellow products', which are being prepared in the home university. More often than not, the military student gets to pick his or her unit of preference, based on the ranking of the student. What would happen if a student leaves the academy for a semester exchange to a university where they are less strict? How do you scale him in afterwards? In Belgium some civilian universities have been known to downgrade the points of their Erasmus Exchange student when they return, even if for them the interest is far less clear.

These short one-week modules also provide an opportunity to allow exchanges of teaching staff of all levels. As such, they are the perfect opportunity to do some benchmarking to exchange ideas about an answer of other topics.

The long term goal however is somewhat less innocent, somewhat more devious. In the long term, we seek to be able to define exactly what a European officer needs to know, needs to be able to do and what his attitude should be toward his/her job. Once we have achieved this, we can better define how we can educate and train this person and we will in other words be defining ways of how to make the different curricula of the academies converge.

The next question is what is a common module? First of all a common module needs to address a topic which is of common interest to several member states in the field of officer training and education. Not only that, it also needs to be about a topic that can be taught in different Member States. This is one of the reasons why the alpine course is not a common module: it is notably difficult to organize this course in the Netherlands for instance. One of the things that there are quite a few misunderstandings about is the fact of the nature of the subjects. In the last five years, I have heard all different sorts of comments: "the topic has to be about Europe and its security", "no the topic only needs to be of an academic nature" or alternatively, "no, the topic needs to be of a vocational nature. If you are not sure what the answer is, I would like to refer you to the work plan of the ESDC and the definition of the QW and LODs in 2009 and 2010. The topics CAN be both of an academic or a professional nature (and even belong to both at the same time, like leadership).

As far as the duration is concerned, common modules are by definition short. However, as proposed by the Greek Presidency, they can be grouped in a longer term exchange, called

European month/period (I'll come back to that later). Finally, a common module can be planned either as a single module – ideal for exchanges – or it can be integrated in the normal curriculum of the student throughout the year.

Hereinafter the existing common modules are listed:

- Common Security and Defence Policy
- CSDP Olympiad
- How to meet the media
- Peace Support Operations
- Law Of Armed Conflicts/ International Humanitarian Law
- Maritime leadership
- Leadership and agility in complex environment (pilot)
- Train-the-trainer
- Basic Military English

The next question to be answer is about timing: when do you need to announce that you intend to organize a common module. The best place to do this is during an Implementation Group meeting or during an ESDC Steering Committee meeting. The unfortunate tendency is to announce it too late, especially if a Member State comes up with a new idea. We are all very much aware of the tedious budgetary timelines in our own countries. Please be aware that if budgetary planning takes a year in your own country, the same is true for the other MS! If you want a sufficient number of countries to participate in your event, give them the time to do their budgetary planning.

The next question is about the how. The first two common modules followed the format of the standard ESDC courses. There was however one downside: the learning outcomes for the standard ESDC curricula are described following Bloom' taxonomy, using cognitive and affective objectives for the course. This choice was made because this taxonomy is widely known and fits rather well for advanced professional training. As a consequence of the Bologna process, most military higher education institutes however follow the EQF approach with outcomes described in the fields of knowledge, skills and competence. After the QW-phase we switched to the form you see here on the screen. Let me just walk you through some of the particularities:

- ECTS: there is a standardized way to calculate how many ECTS is gives to a module. You can find this in the ECTS leaflet on the EMILYO website. One ECTS represents approximately 27 hrs of work load for a student. For a one week module, you usually have 2 ECTS if there is an IDL preparation phase. Since some MS do not accept half ECTS, we have opted not to express ECTS after the comma. What we certainly want to avoid is what I call ECTS inflation: the tendency of some institutes to give their course more importance by attributing too many ECTS for a module. In any case, it is the rector of the sending institute that decides if and how many ECTS he finally gives to the student.
- As far as the use of language is concerned, English is the norm. We set prerequisites both in terms of SLP and CERF. Although the equivalence is not official, we usually accept that SLP 2222 corresponds with CERF B2 and SLP 3333 with C1.

- As already said, we use the EQF approach with learning outcomes described in three fields, as shown here.
- We also give some attention to the way the student is evaluated. This does not necessarily mean that there is a formal test at the end of the course, but this can also include other methods of ascertaining that the student has achieved the module objectives.
- Finally, we give some details about the content, but in the best tradition of EQF, we do not give any details about the learning context (classrooms, methodology used, ...).

The final question is who can offer a common module. In principle, every MS, even those who do not have their own academy, can offer a common module. The only condition is that it is open to all MS. So far, the initiative is officially not opened to 3<sup>rd</sup> States, but in practice it is the organizing MS who decides who they invite.

### 3.2 Foreword by Col (GS) Mag. Karl-Heinz Wiedner

#### International Military Academic Forum (iMAF) 2014 – A step towards a Common Security and Defence Culture

##### 1. Going international in higher education and officer education – a general introduction

Going international and international exchanges of students and lecturers are a part of the core thinking of modern higher education and of higher education institutions. After 27 years of the ERASMUS Programme, more than 4.000 higher education institutions are members of this charter and more than 2.750 million students and 300.000 teachers have participated since it started.<sup>1</sup>



*Logo of the Erasmus Programme.*

The new Erasmus+ Programme will have a budget of about 14.7 billion € for the next six years (2014-2020) and will provide opportunities for over 4 million Europeans to study and train abroad with clear structures and regulations.<sup>2</sup>

In 1999, the Bologna-Process started to create a “European Higher Education Area”, with the main goal to ensure a more comparable, compatible and coherent systems of higher education in Europe. Meanwhile, 47 European states have joined the Bologna Process.

- The implementation of comparable academic degrees (Bachelor, Master, and PhD) has finished,
- A system of measuring the study-workload in all the Member States, ECTS (European Credit Transfer and Accumulation System) has been implemented, which was necessary for recognition of studies done abroad,
- Inter-institutional cooperation has been implemented, that means that Institutions of Member States cooperate in the fields of quality assurance, development of curricula, programmes for mobility and research projects,
- Mobility of Students and lectures has been encouraged, not only to increase their knowledge, but also to increase their intercultural competences.<sup>3</sup>

<sup>1</sup> Ref.: European Commission, Education and Training, The Erasmus Programme and the new Erasmus for All Higher Education; Brussels 2013.

<sup>2</sup> Ref.: Homepage of the European Commission; URL: [http:// http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm) [21.02.2014]

<sup>3</sup> Ref.: Wiedner and Gell, Europeanization an option or a necessity? Federal Ministry of Defence and Sports of the Republic of Austria Vienna 2013, page. 12-14.

With the Communiqué of Löwen, signed on 29<sup>th</sup> of April 2009 by the Ministers of Higher Education. The aim is that until 2020 at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad.<sup>4</sup>



*Logo of the Bologna-Process.*

The question “Why internationalization (Europeanization)?” has been answered and the question “How to do it?” has been worked out within the existing programmes. In 2008, during the French EU Presidency, a programme of reflection on ways to allow greater integration of the initial academic and professional training of young European officers through mobility was launched.

The declaration of the “European initiative for the exchange of young officers inspired by Erasmus” (2903<sup>rd</sup> External Relations Council meeting, Brussels 10<sup>th</sup> and 11<sup>th</sup> November 2008), also called “The Initiative” or “EMILYO” (Exchange of Military Young Officers) was signed by the European Ministers of Defence in November 2008.



*European Ministers of Defence, meeting within the Council of the European Union.  
(Source: HBF Austria)*

<sup>4</sup> Leuven/Louvain-la-Neuve Communiqué, URL.: [http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven\\_Louvain-la-Neuve\\_Communique%C3%A9\\_April\\_2009.pdf](http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven_Louvain-la-Neuve_Communique%C3%A9_April_2009.pdf) [24.02.2014].

The aims of the Initiative are as follows:

*.... to strengthen the interoperability of the armed forces and promote a European security and defence culture.*

*The ability of the European armed forces to work together has become a determining factor in preparing and conducting increasingly complex multinational military operations. It entails increased cooperation between Member States in the field of officer training.*

*The scheme will provide European officers with an opportunity to undergo part of their training, from the initial training stage, in another Member State. It will thus promote the mobility of students and teaching staff of military training colleges and facilitate shared approaches to the training of young European officers, ....<sup>5</sup>*

Since then, the question “Why Internationalization / Europeanization?” has been answered also for the Officer Education institutions in Europe, the Military Academies and Military University’s, from a military point of view. The academic one was answered long ago.

What has still not been answered is the question “How to do it?”, although the Initiative made some proposals and steps forward in the last 6 years.

Austria has supported the Initiative from the very beginning as stated in the Austrian position paper to “European Initiative for the exchange of young officers inspired by Erasmus”.

Particularly the Austrian Theresan Military Academy supported the Initiative, by sending two experts into the set up working party, the so called Implementation Group (a task-oriented configuration of the European Security and Defence College), to implement the measures at European level and also by developing and offering exchange opportunities for cadets and lecturers.



*First meeting of the Implementation Group (IG) in Brussels on 19<sup>th</sup> February 2009.  
(Source: European Security and Defence College)*

Within the last years the “European Initiative for the exchange of young officers inspired by Erasmus” has made some steps forward to create opportunities for cadets and lecturer exchanges alike, as stated in the 5 YEARS PROGRESS REPORT of the European young officers exchange scheme, inspired by Erasmus” (Doc. IG/2013/08; 5<sup>th</sup> November 2013).

<sup>5</sup> Ref.: Council of the European Union, Council Conclusions on the ESDP, 2903rd External Relations Council Meeting, Brussels 10th and 11th November, 2008, page. 2.

Nevertheless, we are still far away from a common understanding of “How to do it?”, let alone having a common strategy for the development.

That was the reason for the Theresan Military Academy, on the 5th anniversary of the Initiative, to organise the first international Military Academic Forum (iMAF) – 2013 in Reichenau/Rax in Austria from 23<sup>rd</sup> Sept. to 28<sup>th</sup> Sept. 2013.



*European Ministers of Defence, meeting within the Council of the European Union.  
(Source: HBF Austria)*



*European Ministers of Defence, meeting within the Council of the European Union.  
(Source: HBF Austria)*

## 2. The general idea of the international Military Academic Forum (iMAF)

As stated in the foreword to the “Lessons Learnt from the international Military Academic Forum 2013” the intent was to establish an annual discussion amongst military academies and similar establishments, as a platform for academic discourse as well as joint deliberations and interdisciplinary discussions.

The focus shall be on the overall topic “Towards a Common European Security and Defence Culture” as it serves best to foster the common purpose.<sup>6</sup>

Paying tribute to the 5<sup>th</sup> anniversary of the “European initiative for the exchange of young officers inspired by Erasmus”, as mentioned before, the intent of iMAF 2013 was:

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

*The iMAF 2013 shall clear structural obstacles at the European level and shall create both, optimism and optimisation, for future cooperation for the sake of jointly “managing future challenges”.*<sup>7</sup>

The interest and international participation in iMAF 2013 was enormous and clearly pointed out the urgent necessity of such a discussion platform.

78 persons (most of them are dealing with officer education on a daily basis), representing 30 (officer)-education institutions from 18 different countries participated in the working and plenary sessions of the iMAF 2013.



*Group Photo iMAF 2013.  
(Source: Theresan Military Academy)*

<sup>6</sup> Ref.: Federal Ministry of Defence and Sports of the Republic of Austria; Lessons Learnt from the international Military Academic Forum 2013, Vienna Nov. 2013, page. 10 (ISBN 978-3-9503699-0-8).

<sup>7</sup> Ibid, page. 11.





*Syndicate Work iMAF 2013.  
(Source: Theresan Military Academy)*

The feedback the organisers got afterwards can be summarized as follows:

- participants got useful information for their work at their officer education institutes (learn from best practice),
- got inspiration for going more international,
- were able to find new ways for further cooperation,
- had enough time in between the working sessions to get into close contact with future cooperation partners,
- the iMAF 2013 book “Lessons Learnt from the international Military Academic Forum 2013”, which was handed out at the end of the forum, summarized the outcome and results of the Forum in an excellent way.

Overall, the participants stated, that the iMAF, as an annual platform for the “working level on officer education”, should be continued on a yearly basis as a useful tool for further development in officer education and in developing a **Common European Security and Defence Culture**.

### 3. From iMAF 2013 to iMAF 2014

The huge international participation in iMAF 2013, the feedback the organising team of the Theresan Military Academy’s FH-Bachelor Programme Military Leadership got by the participants were the reasons for the decision to keep the iMAF as an annual forum.

The structure of the forum had to be worked upon in order to achieve maximum output. Organising an international event would be great with international cooperation.

On the 15th of October 2013, a plenary meeting of a subgroup of the Implementation Group (Line of Development 7/LoD 7) of the “European Initiative for the exchange of young officers inspired by Erasmus” took place in BRNO.

The representatives of the Theresan Military Academy presented the idea of a future iMAF, conducted in a close cooperation with partner academies.



*LoD 7 Meeting of the Implementation Group (IG) in Brno on 15th Oct., 2013.  
(Source: UoD Brno)*

After fruitful and intensive discussions, following decision was made:

*“In order to deepen and strengthen the existing cooperation in officer education, the above mentioned officer education institutions decided and agreed that starting with 2014 they will plan, organise and conduct, the so far from the Theresan Military Academy Wiener Neustadt – Austria organised iMAF in REICHENAU/Rax, in a close multinational cooperation.”* (Text of the Agreement).

The iMAF is to be organised in future in a close cooperation between following partner institutions:

- General Tadeusz Kosciuszko Military Academy of the Land Forces Wroclaw – Poland,
- National University of Public Service Budapest – Hungary,
- Nicolae Balcescu Land Forces Academy Sibiu – Romania,
- Theresan Military Academy Wiener Neustadt – Austria
- University of Defence Brno – Czech Republic.

Aim and purpose of future iMAF are laid down in § 1 of the agreement:

*“The iMAF, as a scientific military forum, shall be an institutional annual discussion and working platform between officers` education and training, for the organising institutions and for invited partner institutions, military academies, military universities and organisations dealing with officers` education.*

*The iMAF shall be focused on creating and deepening a “European Security and Defence Culture”, as well as assuring the best achievable level of education and training for officer cadets, young officers and officers for dealing with future challenges.*

*In doing so, the iMAF therefore shall promote and support the “ERASMUS Lifelong learning circle” in officers` education and training as well as the “European initiative for the exchange of young officers inspired by Erasmus”, - an efficient cooperation in education of our future elites, for the realisation and consolidation of the Common Security and Defence Policy (CSDP) regardless of their nationality or their armed forces.”* (Text of the Agreement).

#### 4. Idea and aim of iMAF 2014

On the 15<sup>th</sup> of January 2014, a working meeting of the iMAF cooperation partners took place at Theresan Military Academy in Austria, in which the guidelines and topics for iMAF 2014 were discussed and decided.



*Meeting of the iMAF cooperation partners on 15<sup>th</sup> of January, 2014 at TMA.  
(Source: TMA Austria)*

##### 4.1. Common Modules

It was agreed that with the iMAF 2014 the idea of „Common Modules” is to be revived. This idea was first to be found in the “European Initiative for the exchange of young officers inspired by Erasmus”.

Common Modules were originally developed by the Implementation Group (at the beginning of the Initiative they were called „Quick Win 1“ , later on named „Line of Development 8“). These modules are based upon the content of all the curricula of officer training of all the member states. They sum up the common content that is to be found in all curricula of all member states, in whatever form it may occur, and bundle it into common training and education modules.

The description of the modules is according to the guidelines of the Bologna Process. The focus is on „Learning Outcomes“, described as “Knowledge, Skills and Competences”. By doing so, mutual recognition is not only ensured but also made easier.

Examples of such module descriptions of already existing Common Modules are to be found at the homepage of the Theresan Military Academy under <http://miles.ac.at/campus/iep/module.php>.

## 4.2. Existing Common Modules

So far, in the course of the „European Initiative for the exchange of young officers inspired by Erasmus”, Common Modules have been developed. These modules have already contributed to an increase of the exchange of students and lecturers alike.



*Impressions Common Modules 2013.  
(Source: LtCol Lampersberger, TMA)*



*Impressions Common Modules 2013.  
(Source: LtCol Lampersberger, TMA)*

Adding all existing common modules together (not taking into consideration the Navy modules) they span over half a semester.

Further Common Modules are being developed. Nevertheless, due to two factors, a limitation can be seen:

- Common (what all member states have in common) and
- what is already to be found in all curricula of the member states and all academies, the common denominator so to say.

The goal of the iMAF 2014 is to get rid of these limitations and to offer further opportunities.

### 4.3. New thoughts on Common Modules

The big aim of the iMAF 2014 is to elaborate which Modules (“Knowledge, Skills and Competences”) are relevant for an officer in Europe, no matter what nationality he or she has or in which service he or she serves. This idea has to be put forward by as many military academies and military universities as possible.

In a second step, to those four or five modules that are most urgently considered by participants to be processed in the framework of working groups, are to be worked upon, down to the Bologna criteria corresponding module description. Even if it is not an actual Common Module any more after the original diction, this term shall be used for the time being. This „More of Common Modules“, that are to be offered in many, but not necessarily all military academies and universities, provides an increase of exchange possibilities for students and lecturers. These modules should also be implemented into the curricula on a medium-term range, according to the respective national accreditation terms.

Of far greater significance in the context of these additional Common module is that they can be the basis for the creation of so-called “international semesters” in the medium term.

### 5. Possible further development

Based on the higher number of Common Modules in several military academies and universities, which are anchored in the curricula in the course of their national accreditation terms, the trend towards so-called “international semester” is a small and logical step. Related to this is then also the possibility of financial assistance by the ERASMUS + Programme of the EU, as an additional incentive.

The Theresan Military Academy in Austria has already set such a first step for the development of an “international semester”, and an expansion on an academic year (summer and winter semester) with additional Common Modules is being worked upon.<sup>8</sup>

It is conceivable and desirable that the iMAF 2015 picks up and further develops this topic. Semester exchanges in the civilian European educational field are already „state of the art“. Between military academies and military universities they only take place on a small scale, usually only for a limited number of cadets. The exception to the rule is Austria, where the “International Training-On-the-Job” is anchored in the Application of Accreditation and where 100% of the cadets take part in it. Most of the cadets have additionally the opportunity to spend another full semester abroad in a chosen in-depth study field.

In the future, based on existing Common Modules and the ones that will be developed in the course of the iMAF 2014, student exchanges of military academies and universities will increase. A common development of Double- and Joint Degrees between military educational institutions is a goal to strive for in the sense of creating a COMMON SECURITY AND DEFENCE CULTURE.

<sup>8</sup> Ref.: Homepage of Theresan Military Academy; URL: [http://miles.ac.at/campus/iep/pdf/2013/Richtlinien\\_und\\_Regelungen/Curriculum-International-Winter-Semester.pdf](http://miles.ac.at/campus/iep/pdf/2013/Richtlinien_und_Regelungen/Curriculum-International-Winter-Semester.pdf) [21.02.2014].



**Authors' remarks about iMAF 2014**

**4**

## 4. Authors' remarks about iMAF 2014

### 4.1 The iMAF 2014 in Austria – a Review

**Col Dr. Harald Gell, MSc, MSD, MBA**

Since some years international conferences have been conducted by the Theresan Military Academy (TMA). Last year, the 5-year anniversary of the “European Initiative for the exchange of young officers inspired by Erasmus” was the reason to channel topics into the direction of the Initiative. Among other Lines of Development (LoD) the LoD 8 – development of Common Modules – is one important avenue of approach to harmonize European Union’s Basic Officer Education. So far the following Common Modules were developed:<sup>1</sup>

Name of the Module	Workload in ECTS	Responsibility for development	At the Theresan Military Academy implemented
Basic Military English (BME)	2	Austria	X (Module O)
Common Security and Defence Policy (CSDP)	2	EU (ESDC)	X (Module J)
Crisis Management Operation/Peace Support Operation consisting of 4 Sub-Modules	12 <sup>1</sup>	Austria	X (Modules A, B, C and D)
CSDP-Olympiad	2	Cyprus	
How to meet the Media	2	Belgium	X (Module L)
Law of Armed Conflict (LOAC)	2	France	X (Module K)
Maritime Leadership	2	France	
Train the Trainer	- <sup>2</sup>	EU (ESDC)	
<b>Total</b>	<b>24</b>		

*Existing Common Modules.*

The first mentioned Common Module on CSDP was conducted in Portugal, Spain, Greece, Italy and Austria – in Austria it is an integral part of the Curriculum which means that each and every Austrian Officer Cadet has to undergo it. In the near future Italy and Greece will follow with the same approach – also with the integration of other Common Modules which will facilitate exchanges and mutual recognition.

<sup>1</sup> Remark of the Author: The Curricula of all Common Modules are listed in Annex 8.1.





*Austrian and French Officer Cadets during the Common Module C (CMO/PSO).  
(Photo: LtCol Lampersberger, TMA)*

It can be seen as a disadvantage that the existing Common Modules cover just one academic semester – that’s why the organisers of iMAF 2014 took the chance having military education experts available to develop new Modules foreseen to reach the status of “Common” within the Implementation Group (IG) and – as a next step – foreseen to be implemented in EU’s Basic Officer Education Institutions.

### **Execution of iMAF 2014**

For the first time iMAF was executed in co-operation with four partner-institutions of the FH-Bachelor Programme Military Leadership at the Theresan Military Academy. In the spirit of “pooling & sharing” the following institutions contributed to the organisation:

- Czech Republic – University of Defence Brno
- Hungary – National University of Public Service Budapest
- Poland – Military Academy of Land Forces Wroclaw
- Romania – Land Forces Academy Sibiu



*The Hungarian delegation from NUPS Budapest during iMAF 2014.  
(Photo: VB Gerhard Hammler, TMA)*

It was also agreed that future iMAFs will be conducted according to a rota system – next iMAF will take place in Sibiu/Romania from 10<sup>th</sup>-14<sup>th</sup> June, 2015.

Some 110 persons from 29 institutions and 17 countries followed the invitation to iMAF 2014.



*Participants of iMAF 2014 – from left to right: Herke, Weisserth, Kammel, Dubois and Paile.  
(Photo: VB Gerhard Hammler, TMA)*

Among the participants were the Commandant of the Theresan Military Academy, BrigGen Mag. Gerhard Herke, the Head of the ESDC, Mr. Hans-Bernhard Weisserth, the Secretary General of the Austrian Institute for European and Security Policy, Dr. Arnold Kammel, the IG-Chairman, LtCol (GS) Dirk Dubois and Mr Sylvain Paile, MS, LL.M. After their key-note-speeches and after briefings done by Officer Cadets the participants were to elaborate Modules using the description paper foreseen for Common Modules.

An additional key-note speech was made by Michal Matyasik, PhD from the Jagiellonian University in Cracow – he stressed the importance of “Comprehensive Approach”. One – out of the new created Modules – deals exactly with this topic.

The following Modules were developed:<sup>2</sup>

Name of the Module	Workload in ECTS
Battle Physical, Mental and Survival Training	3
Common Operating Environment	3
Comprehensive Approach	4
Cultural Awareness	2
Defence and Security Economics	4
Individual Personal Development and Meta-Communication	2
Leadership & Agility in Complex Environments	2
Military Instructor Training	3
Small Unit Tactics	4
<b>Total</b>	<b>27</b>

*New developed Modules.*

<sup>2</sup> Remark of the Author: The Curricula of all new developed Modules are listed in Annex 8.2.

If implemented, with this 27 ECTS almost a semester can be created which – in times of decreasing defence budgets – can be supported by ERASMUS money, another approach to facilitate exchanges.



*The IG-Chairman, LtCol (GS) Dubois, leads a working group during iMAF 2014.  
(Photo: VB Gerhard Hammler, TMA)*

#### **Additional events during iMAF 014**

Additionally, iMAF 2014 was used to sign new ERASMUS agreements between TMA and other institutions respectively to renew old ones. Also a Train the Trainer seminar was conducted, organised by the ESDC Training Manager, Maj Zambas Symeon.



*Signing ERASMUS agreements during iMAF 2014.  
(Photo: VB Gerhard Hammler, TMA)*



*Institution-representatives who signed new ERASMUS agreements during iMAF 2014.  
(Photo: VB Gerhard Hammler, TMA)*

## Prospects

During the next IG-meetings a lot of Modules – created during iMAF 2014 – should reach the status of a “Common Module”. Then these Common Modules should be implemented into the national curricula – ideally in a logical sequence for the purpose of creating international semesters. If the Basic Officer Education Institutions are willing and ready – then creating “double” or “joint degrees” would be the next logical step. Also the Head of the Institute for Basic Officer Education, BrigGen Mag. Karl Pichlkastner, pointed out in his closing remarks important steps for the future to reach the goal:

### *1) Reduction of bureaucracy*

- The situation is – that almost all of the institutions have to manage bureaucratic obstacles to send Students abroad.
- Moreover, if sending military students abroad, extra fees are to be paid for them. A lot of European Union Basic Officer Institutions still send a letter of intent to the ESDC-Secretariat which states that foreign military Students are to be treated in the same way as the own Students – therefore – in most cases not any or just low costs are to be paid for accommodation and meals – does it make sense to pay them extra fees if because of that exchanges simply do not take place?
- A solution could be to consider all EU-countries as it would be the home country – extra fees are not to be paid if everything is provided by the host-institution – but how to overcome this challenge?

- Probably the ESDC can use its chains to higher EU-levels. Probably the Implementation Group, where an observer from the European Union Military Staff (EUMS) is present during meetings, can pass it to the EUMS – most preferably to the European Union Military Committee (EUMC), where the Chiefs of General Staff can make this decision. The fear of some high ranking Officers to lose their daily fees when going abroad can be deleted if we say: “This is just valid for education purposes”.

## 2) *Regional Cooperation*

- As stated in several official papers, the regional cooperation should be increased. Good examples for this are the BENELUX cooperation or the Scandinavian Cooperation.
- Before signing agreements between Portugal and Finland – just as an example – as a first step the concentration on those countries which are located in the neighbourhood should take place. This will reduce the costs for travelling.
- The cooperation with the co-organising iMAF-institutions is also an example for that – the close cooperation with the University of Defence in Brno, with the National University for Public Services in Budapest, with the Military Academy of Land Forces in Wroclaw and with the Land Forces Academy in Sibiu shows – that fruitful cooperation is possible – and this within a circle of only 750 kilometres.

## 3) *Trust:*

- The most important issue is trust.
- If we trust each other – if learning outcomes which are achieved abroad – will be recognised at the home institution because we trust the host institution – then exchanges will be facilitated very much.
- An example could be those Swedish Students who have to write their Bachelor Theses at the Theresan Military Academy – and defend it there. The outcome of the theses and the defence is recognised at the Swedish National Defence College beyond doubt.
- We would wish that this Swedish approach will be taken over by all the other institutions – we just have to trust each other – and which goes hand in hand with the Bologna-Process and the idea of “pooling & sharing” anyway.

## 4) *Common Education:*

- Far at the horizon we see a “Common European Basic Officer Education”.
- A lot of steps must be done to reach this goal, but the entire way always starts with the first step. Creating Common Modules symbolise these first steps to reach International Semesters within a short time period – and – as a consequence – to reach double or joint degree programmes within a medium time period.
- During iMAF 2014 these first steps made a great leap forward – hopefully the entire distance will be reached soon.<sup>3</sup>

<sup>3</sup> Excerpt of BrigGen Mag. Pichlkastner’s speech at the end of iMAF 2014.



*The Head of the Institute for Basic Officer Education at the Theresan Military Academy, BrigGen Mag. Karl Pichlkastner, during his iMAF 2014 closing remarks.  
(Photo: VB Gerhard Hammler, TMA)*

Finally, when these visions of BrigGen Mag. Karl Pichlkastner will come to reality, we can report to our Ministers of Defence according to their intention they signed in November 2008 – namely harmonizing the EU’s Basic Officer Education – “mission accomplished”.

## 4.2 Introduction: The Future May Well Be...

**Mr. Sylvain Paile, MS, LL.M.**

The International Military Academies Forum (iMAF) has proven itself an essential *rendez-vous* for the European officers' basic education and training institutions; a precious opportunity to look together at the future of the military higher education and its European integration. A “look” at the future, but not simple “guesses”. The actors of the education and training of our military elites and their representatives do not only discuss visions of the future, they effectively build this future at the occasion of the iMAF. The orientations they advocate for the European integration may sometimes diverge. Their participation to related projects may differ, as not all the iMAF delegations take part to the European initiative for the exchange of young officers inspired by Erasmus (hereafter referred to as “the Initiative”), for instance. However, the (once again) important number of participants, of contributions to the discussions and the organisation of the 2014 event itself – for the first time by an international team – is the proof of a sincere and continuous commitment to integration through exchanges of students, trainees and staff. Together, they provide expert guidance for the efforts undertaken at all levels – institutional, national, European and international –, especially in the framework of the Initiative. The outputs of the iMAF seminars have been – and with no doubt will be – precious for the participating institutions and impulse new dynamics at the regional level. The organising team announced that it was “Expecting huge improvement”: for this 2014 edition, it is not just wishful thinking, it is a statement.

The creation of common modules was one of the areas contained in the ministerial declaration that founded the Initiative<sup>4</sup> for which the progresses had been the fastest and the most remarkable at the beginning of this initiative. The module on the Common Security and Defence Policy (CSDP) – formerly the European Security and Defence Policy (ESDP) – was



*Mr. Paile, MS, LL.M. (right) and LtCol (GS) Dubois (left) during iMAF 2014.  
(Photo: VB Gerhard Hammler, TMA)*

<sup>4</sup> Council conclusions on the ESDP – 2903rd External Relations Council meeting, Annex II, Statement on the European Young Officers Exchange Scheme, Modelled on Erasmus, Brussels 10 and 11 November 2008.

formally born before the first meeting of the Implementation Group. In December 2008, already, the European Security and Defence College (ESDC) had adapted its Orientation Course<sup>5</sup> to a cadet audience. When the Implementation Group met for the first time, in February 2009, the creation of common modules was considered to be a “quick win” for the Initiative and a sub-group immediately started to formulate propositions. Nevertheless, it was quickly assumed that the educational offer of the European institutes fit the needs of their national armed forces. The “creation” *stricto sensu* of new thematic modules aimed at “completing” the existing offer thus reached its limit.

The Implementation Group, therefore, decided to encourage the institutions sharing their respective expertise in forefront areas in transforming existing teachings, previously organised on a semester basis or example, into one-week modules, with view to facilitate exchanges of students and staff during this period. This model still prevails as of today and modules such as “Media communication”, “Law of armed conflicts” and “Crisis management operations / Peace support operations” were the first one to be endorsed as “common modules” though created out of existing teachings. After the Stocktaking<sup>6</sup> was published and new priorities were adopted for the implementation of the Initiative, the “quick win” on the common modules (quick win number 5) was the only one that remained on the agenda (under the name of “line of development” number 8) and was fully considered, from that point, as a permanent work of the Implementation Group. Progressively, the momentum of the beginning of the Initiative somehow faded, due to the lack of “new” topics for feeding the effort. Common modules have been nonetheless adopted in topics such as “Maritime leadership”, “Maritime navigation” and “Basic military English”, and more are on the agenda of the Implementation Group for discussion. Qualitatively also, the common modules have evolved and became flagship realisations of the Initiative. Most were organised, some in several institutions, all were open to international participation and their evaluation has issued lessons that supported the improvement of all the common modules<sup>7</sup>.

The creation of new common modules is the leading theme of this iMAF 2014. The emphasis, therefore, shall be put on the quantitative improvements but this cannot be conceptually disconnected from the qualitative improvements. The – more comprehensive – question of “how to revitalize the common modules” must be kept in mind when exploring room for “new common modules”.

The existing modules, as could be observed from practice, are unequally organised. Apart from the CSDP module, which is proposed on a regular basis and by different basic education and training institutes across Europe, the other modules mainly remain – though not exclusively – the *spécialité* of their respective institutions of origin. Information and promotion may contribute to remedy but, too often, the issue lays principally in the lack of recognition of the value of the module by the institutions that send their students to the event. If the event is not fully recognised, the student cannot make profit of the mobility experience.

5 For more information on the Orientation Course and the ESDC courses, see: [http://eas.europa.eu/csdp/structures-instruments-agencies/european-security-defence-college/index\\_en.htm](http://eas.europa.eu/csdp/structures-instruments-agencies/european-security-defence-college/index_en.htm). The Orientation course addresses professionals and experts of the security and defence policies of the EU institutions and the Member States.

6 Sylvain Paile, European Military Higher Education Stocktaking Report, Council of the European Union DG F, Brussels, May 2010, p.96.

7 See for example: Sylvain Paile, Common Security and Defence Policy Module - External Evaluation Report, Arnis et Litteris 30, Theresianische Militärakademie - Wiener Neustadt, 2014, 77 p.



In a second place, the question of the availability of the module shall perhaps be approached through the iMAF discussions. The creation of the CSDP module, at the start of the Initiative was coupled with the preparation of teaching/learning material, which was made available in 2009<sup>8</sup>. It was agreed that such material should always be proposed as a support, notably for the institutions which did not have previous teaching in the topic. The line of development number 5 of the Initiative, normally on-going, is dedicated to such effort but has not produced satisfying outcome up to date.

Finally, though not concluding an exhaustive list of potential formal improvements, the organisation itself may be debated, especially ways of organising these modules “internationally”, on the example of the 2014 iMAF. The co-organisation of such modules between several institutions may help acquiring new teaching expertise, attracting more international students<sup>9</sup>, encouraging mutual recognition and, last but not least, rationalising costs<sup>10</sup>.

The organisers of the 2014 iMAF nonetheless encouraged the participants and contributors to propose quantitative improvements, *i.e.* prospects for new common modules. To this regard also, many roads can be proposed to the explorer, which deals with the questions the contributors received for guidance.

A first thought is that the title of the event suggests that the common modules serve the purpose of “managing future challenges”. It is acknowledged that the modules, as full parts of the military science, must contribute to anticipate the future European security and defence challenges. Their content, therefore, must be the product of the European – common – expertise, the expression of which is expected to meet at the iMAF. However, one must add to this dimension an other one which, though more formally, touches also on the military science: the “future management of (today and future) challenges”. The question of the improvement (for the future) of the proper management of these challenges may indeed well be an other window for exploration of new common modules.

The future of the common modules, then, may well be “vocational” with respect to two complementary directions. It may 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, may 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 underestimate 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, no-

<sup>8</sup> See: [www.emilyo.eu/](http://www.emilyo.eu/).

<sup>9</sup> The international participation to the common modules is a key for the success of the learning process. See for example: Sylvain Paile, Common Security and Defence Policy Module - External Evaluation Report, Op. Cit.

<sup>10</sup> Notably in using the way of the Erasmus intensive programmes, if the eligibility conditions are met.

tably. 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 propose or manage, than of those organised in the framework of the Initiative.

"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.

An other direction for the exploration of potentialities for common modules is the attention paid to the learning outcomes. Their definition, naturally, is function of the topic chosen for a given module. However, requirements exist, which are common to all possible modules in the framework of the Initiative and from which certain outcomes derive. As the modules are about working together on challenges and tasks that are common to our institutions, for instance, their outcomes shall also deal with internationalisation, such as the capacity of the participants to communicate with foreign colleagues. As the participants to such modules remain first of all military cadets, the importance of "living together and learning from each other" must not be concealed by the single fact that they are "learning together".

An other related consideration to be kept in mind for the elaboration of new modules is that the number of ECTS given to a teaching must always be function, in the spirit of the Bologna Process, of both the number of working hours and the learning outcomes. The international environment in which the common modules are normally organised being, as raised earlier, a source of specific outcomes, this shall appear in the form of a "bonus" in the estimate of the number of ECTS of the common modules in general. In average in Europe, an ECTS corresponds to an amount of between 25 and 30 hours of student's workload. The common modules, as decided by the Implementation Group, are awarded 2 ECTS though the workload does not reach the corresponding amount. The difference is the "added value" that the specific form of the common module provided to the participants for the – undoubted – benefit of his or her apprenticeship, *i.e.* the internationalisation-related learning outcomes. This estimate, it can be assumed, is correct in principle. The challenge, therefore, is rather the recognition of this value, which is yet to be generalised.

Finally, for this introductory series of considerations for the exploration of the development of the common modules, the element of the "expertise" must also be particularly emphasised. The suggestion of elaborating a new common module may either depart from the expression of a need ("we do not have such expertise yet") or from a state-of-the-art proposition ("we have this expertise and would like to offer it"). In both cases, it is about considering the given scientific or academic expertise as an "essential" topic for the basic education and training of the officers.

Then, the question of the “available expertise” shall not lead only to a debate on the level of expertise, which relates to the future content of the module, but also on the form of expression of this expertise. Although the content of the module may pre-exist, notably when an institution intends to “offer” its forefront expertise in a given area, the process of transformation into an Initiative’s common module requires an introspective effort from the institution of origin. If it wants to offer it as a (*e.g.* one or two-week) module and attract international participation, an institution must be ready to possibly change the organisation of its education as the teaching from an original semester organisation, for example.



## Contributions from iMAF-participants

5

## 5. Contributions from iMAF-participants

### 5.1 Contribution from Bulgaria



**Colonel, Assoc. prof. Hristo Atanasov, PhD**  
**Dean of Land Forces Faculty**  
**National Military University “Vassil Levski”**

#### 1) Which Common Modules do you see as essential for the Basic Officer Education (for all services)?

According to our opinion for all services for the Basic Officer Education are very important the following modules: Decision Making Process and Leadership in extreme situations. Contemporary concepts to solve Crisis of military and non-military character, formation of multiarmed structures and the increasing role of the professionalism provoke demand and application of new methods and forms of vocational training in accordance with the increased demands of the armies and the possibilities for the integration in European defense structures.

Missions and operations other than war are held in an environment that differs from the traditional military operations because they are characterized by specific goals, objectives and actions. In the course of conducting these operations may appear the need to carry different types of tasks at the same time, same place, which requires provision of the “versatility” of those involved and forces.



*The Bulgarian Delegation during iMAF 2014.  
(Photo: VB Gerhard Hammler, TMA)*

It is advisable the application of the different models of leadership and decision making in the training of future leaders and experts for the formation of flexible patterns of behavior appropriate to their future realization of different management positions.

The kind of decision-making and people-influencing skills comprise true leadership. By dint of intellect, temperament, and personality some individuals may be natural leaders. But if these individuals do not hone those skills in the real world of managing people under extreme conditions, theirs will remain undeveloped potential.

Studying the dynamics of each team and the different behaviors that are demonstrated in social and professional situations will effectively assist leader in its proper evaluation of the levels of development of subordinates. This assessment will serve as the leader and subordinate to guide in the desired direction of development as its own capabilities and processes in the group for a successful career in the modern dynamic environment.

## **2) Which Common Modules do you see as essential for the Basic Officer Education (for your institution's service, e.g. Army, Navy, Air Force)?**

According to the main purpose of training in National Military University "Vassil Levski" to form leaders with leader qualities, knowledge and skills for management, and organizational capabilities, one of the important parts for the Basic Officer Education is Basic Military Outdoor survival course.

The cadets are the main category of trainees in Military University. The military training builds up on the academic knowledge acquired from the civilian specialty subjects, thus developing specific military knowledge.

Military training is organized in a modular principle (basic military training, field camps, shooting practice, tactical exercises, survival course etc.), combined with continuity and sequence of training (theoretical knowledge, leadership development, drills, physical training and sports). In the Basic Military Outdoor survival course cadets learn how to assemble their own survival kit, erect different types of shelters, start fires, collect, filter & purify water, spear fish, trap game, signal for help, how to determine directions without a compass and other important survival skills.

## **3) Taking into consideration the elaborations of point 1 and 2: Which of your new listed Common Modules do you think you have a special expertise and why?**

All of these courses are included in the academic plans for education of the military cadets. There are highly qualified lecturers and experts (military and civilian ones) in NMU who are prepared and responsible for the preparation and training in these issues.

In NMU are located different training and technical facilities – indoor training facilities; field training facilities (campus ranges; field ranges), "Special tactical operations" range (Special Forces obstacle course; Urban environment tactical area; Dynamic shooting training sector; Alpine and parachute-jumping training center; PSO range; Engineering range; Shooting complex and etc.) and field ranges.



*(All photos: National Military University "Vassil Levski", Bulgaria)*



## 5.2 Contribution from Czech Republic (MUCO)



**Jaroslav Průcha, MSc., Ph.D.**  
**International Relation Officer**  
**Moravian University College Olomouc**

### Common ICT Module abroad – vision for future

For the future cooperation in the field of ICT education for TMA cadets plays important role our new perspective partner - Moravian University College Olomouc. Based on the results of mutual negotiation during workshop in May 2014 seems very probable to send a group of Austrian cadets to study at Olomouc for three months ICT Module in the Academic Year 2014 / 2015.



The Moravian University College Olomouc.  
(Photo: MUCO Olomouc)

Moravian University College Olomouc (MUCO) is a small, dynamic and single-minded private nonprofit university college established by powerful business companies and orientated on economics, management and applied ICT. The overall objective of MUCO is to combine academic excellence with economic and social relevance and thus to create added value. MUCO is also a holder of the Diploma Supplement Label and the Certificate of Quality Management System.

In all the activities of MUCO the emphasis is put on the synergy of business and academic world, market sustainability and competitiveness of graduates in the labour market, innovative processes and practical application of theoretical knowledge. **The objective of the Moravian University College Olomouc is to provide its graduates not only with theoretical knowledge but also with practical skills** usable in enterprises as well as in public sector



*Colonel Jaroslav Prucha, PhD from the Moravian University College Olomouc was a former member of the University of Defence in Brno.  
(Photo: UoD Brno)*

services.

Moravian University College Olomouc offers a choice of three fields of Bachelor's Study Programmes:

- Company Economics and Management - is mainly focused on management of small and medium-sized enterprises (especially the organizational, project and process aspects of management and the external communication of businesses).
- Management and Economics of Public Service - is focused on the necessary skills for the state, public as well as local authority service sectors within the European Union.
- Company Information Systems – focused on the implementation of professional measures related to IT services or reconstruction of these services. Graduates have to be able to recognise, describe and analyse a problem situation, propose measures to solve the problem and prepare alternative measures, which are then subject to further evaluation procedures. Graduates will be able to clarify the nature of the problem and propose or verify the implementation of professional measures related to IT services or reconstruction of these services. Graduates will be competent to check or coordinate the processes necessary to control and plan the development of information management support. Graduate profile corresponds to the European standards in this area.
- MUCO welcomes international students, academic staff and foreign and Czech experts from practice for lectures. MUCO is holder of Erasmus Charter for Higher Education ERASMUS+ for period 2014/2020. Wide international cooperation is realized with many foreign universities.

#### **Additional values given by MUCO to the ICT Module for TMA cadets.**

MUCO plays important role in the business community of Olomouc Region by promoting of the synergies of the business and academic world, by supporting of innovation processes and by intensive cooperation with the regional companies.

MUCO can offer rich experience and skills from close cooperation with local subjects of

market economy and it is regularly involved in various types of educational activities like:

- **Lectures of experts from the practice**
  - MUCO invites regularly experts from business sector and public services to have lectures for students in order to introduce them with reality of market environment.
- **Realization of special courses and workshops:**
  - Course „Small and middle companies in market environment” for support of competitiveness and innovation management, focused on future graduates of regional universities.
  - Various courses and workshops focused on long-life learning from areas Media, Marketing, Human resources, Start-ups, Market and Management.
- **Close cooperation with various business entities:**
  - TESCO SW - one of the key companies in the field of IT in the region and in the Czech Republic.
  - Schneider Electric - company focused on design of power distribution, industrial automation, automation and security systems for buildings and homes, energy monitoring and energy saving.
  - Veolia Environment - supranational corporation focused on providing environmental services and offering a full range of these services within its four divisions: water management, waste management, energy services and transportation.
  - IFMA CZ (International Facility Management Association) - international organization, which advocates the principles of facility management and encourages the development and popularization of educational activities in the field of facility management and related disciplines.
  - Business to the Society - organization which brings together companies applying in its business principles of sustainability and Corporate Social Responsibility since 2011.<sup>1</sup>

1

Remark of the Author: More information about MUCO is available on <http://www.mvso.cz/why-to-study-at-muco-k125.html>.

### 5.3 Contribution from Czech Republic (UoD Brno)



**prof. Ing. Rudolf Urban, Ph.D**  
**Col Assoc. Prof. Vlastimil Malý, Ph.D**  
**LtCol Ing. Jaroslav Kozúbek, Ph.D**  
**Maj Ing. Jan Drozd**  
**Ing. Ales Olejnicek, Ph.D**  
**Ing. Jakub Odehnal, Ph.D**  
**University of Defence in Brno**

#### Common Modules as the Foundation for Joint Degree Programmes

##### Preface

The education of new officers should comply with the intellectual development of a professional who is deployable in contemporary multinational operations. Thus, the education integrating element should become a commonly accepted standard of knowledge and competence that would allow cooperation within the international staff/unit environment.

Now, the essential idea of integrating education within the NATO is declared as follows: Connected Forces through Connected Education.

What are the expectations?

Connected Education promotes a collaborative and pragmatic approach to meet Alliance's requirements effectively. Connected Education includes but is not limited to the very best of contemporary professional education in four basic elements: educated minds-knowledge; skills and competency base; learning goals and methods; and improved exploitation of technology. In this context, Connected Education is seen as a network of defence academies working with Strategic Commands and able to generate and share critical knowledge to all stakeholders and partners.

In result, the primary goal of Connected Education should be towards improving the readiness of the military professionals to be successful, and to ensure that the military forces that they command are better connected through intellectual interoperability.

The above mentioned requirement clearly corresponds with the iMAF project goals struggling to establish a common education platform for the new generation officers. The question is: How can be the mentioned expectations met? I suppose the way we have taken, presenting a list of Common Modules (essential courses) that could form the acceptable general officers education curriculum for discussion is correct. Such an approach opens a door to meet the internationally acceptable standard of officer education in the European space. That includes meeting the interoperability parameters of military professionals.

Our advantage is in the number of five military schools opening together the basic integra-

tion debate, all of them able to present erudite proposals and to unite in the next course of action. Besides, there is a chance of choosing the school with the best conditions to develop the accepted common module. That method of forming the education curriculum heads towards the highest goal in education: establishing a joint degree programme (joint degree). If our effort would be successful, we can add the following sentence to the NATO essential idea:

*“Connected Forces education through joint degree programmes.”*



*prof. Ing. Urban, Ph.D and Maj Ing. Drozd during an iMAF talk.  
(Photo: VB Gerhard Hammler, TMA)*

### **Common Modules for Basic Officers Education**

According to complex requirements demanded for military officers we can recognize the following spectrum of Common Modules which can be the basis for education and training of all services officers.

#### **a) War Studies (Military Operations)**

This CM provides students an understanding of tactics, operations and strategy relevant to current and future military operations. The gained knowledge, skills and competences of this CM will be foundation for sequential and progressive military training and leadership development requirements and experiences.

#### **b) Small Units Tactics**

This CM provides students essential vocational knowledge and skills for command of the small infantry units up to platoon level within whole spectrum of current and future military operations. The education of this CM is focused on the theoretical lectures followed by computer assisted exercises based on virtual simulation and one complex tactical exercise in military training area.

**c) Ethics of Military Profession**

This CM provides students the foundation of ethics as the ability to value students (future officers) own moral behaviour. Value of this CM is development of student's attitude for their duty, responsibility, honour, integrity and morality.

**d) Applied Management**

The aim of this CM is to acquaint students with specific guidelines and principles of military management. The CM addresses the issues of application of managerial roles in peacetime and deployment to military operation in order to fulfil assigned tasks. The CM is also focused on the planning, management, evaluation and administration of troops training, as well as the commander role in this system.

**e) Command and Staff Work**

This CM provides students the foundation of Command and Control principles and appropriate military terminology used in order to plan, lead, coordinate and control forces and operations in the mission accomplishment.

**f) Military Leadership**

The study of this CM is focused on understanding the role of leader as person with direct influence on individual motivation and group processes through the application of leadership theories, skills and attributes. The students will also learn how to influence subordinates indirectly. This CM develops student's knowledge and understanding of challenges, obligations, and responsibilities which are leaders facing.

**g) Military History**

This CM provides foundation for identification the historical context of warfare and operations and implementation of the principles of military art in order to identify general patterns, finding the analogy of historical events and the present and understanding of complex military situations. The students will be able to decide independently and responsibly within the new or changing contexts considering wider social implications of decisions.

**h) Defence Economy**

This CM provides understanding of broader societal links on defense securing and defense resource management. CM is focused on introducing the defense and security economics and defense resource management problems. Study of this CM could be composed of two study modules: "National Defense and Security Economics" and "Defense Resource Management".

**i) Fundamentals of Geoinformatics**

The study of this CM is focused on to provide understanding the fundamentals of geoinformatics and related subjects necessary for a successful use of geospatial data and products. Another purpose of this CM is to provide students the essentials of map reading and skills for proper consideration of own forces movement and estimation of terrain using by enemy forces.

**j) Computer Security (Cybernetic Warfare)**

The study of this CM is focused on identification and mitigation issues relating to Cyber Security. Computer security as the part of Cybernetic Warfare is essential for understanding the weakness of global trend in digitalization of battlefield. Appropriate knowledge and skills help officers to act responsibly in using of modern IT/IS including radio communication.

**The View of Common Modules Categories**

There are some ways how to categorize Common Modules (CM) for specific group of soldiers. The first way how to categorize CM could be by specialization:

- Infantry (Light / Motorized / Mechanized);
- Airborne;
- Reconnaissance;
- Artillery;
- Engineers;
- Logistics, etc.

The second way how to categorize CM could be by service:

- Army (Land Component);
- Air Force;
- Navy;
- Marine;
- National Guards.

The third way how to categorize CM could be by kind of branch:

- Combat Arms;
- Combat Support Arms;
- Combat Service Support.

The fourth way how to categorize CM could be by function:

- Leaders / Commanders;
- Staff Officers;
- Technicians;
- Special Device Operators;
- Special Weapon Operators;
- Pilots, etc.

There is necessary to considerate the principles and reasons for division of CM, at all if it is necessary to categorize CM or which category will be selected as the fundamental for other design of CM concept.



*From left to right: Ass. Prof. PhD Matyasik from the Jagiellonian University in Cracow, LtCol Assoc. prof. PhD Atanasova-Krasteva from NMU in Veliko Tarnovo and LtCol Ing PhD Kozubek from UoD Brno during an iMAF talk.  
(Photo: VB Gerhard Hammler, TMA)*

Recognition of appropriate Common Modules for above mentioned areas of specialisation could be one of tasks for incoming International Military Academic Forum “iMAF2014” in Reichenau.

### **University of Defence Common Modules**

The bellow suggested modules are based on the two study programmes which were newly accredited in the University of Defence for period 2014-2020.

The first new study programme “Economics and Management” is accredited by Faculty of Economics and Management and it is divided into one field of study “Management and Use of Armed Forces”. This field of study is designed to achieve not only the general level of economic-management education, but also to form highly educated and well trained officers of the Army of the Czech Republic (ACR).

The second new study programme “Military Technology” is accredited by Faculty of Military Technology and it is divided into one field of study “Military Technology”. Study program is designed for university training of future officers ACR, who held command-technical functions within units and departments of ACR. The content and structure of the study program therefore reflects the specific learning outcomes required of a graduate degree program by the Ministry of Defence (MoD).

In accordance with the field of study “Management and Use of Armed Forces” Faculty of Economics and Management is able to offer following **block of common modules** focused on education of future officers in order to achieve the high level of professionalism accompanied with excellent leaderships knowledge, skills and competences. Faculty of Economics



and Management is able to provide high standard of two blocks of modules. It is essential to point out, that these common modules are merged to one block. Those two blocks are built in logical sequence in order to achieve high standard of student's understanding of modules interconnection. The common modules are designed as an inseparable part of the blocks, which are going to be offered as a part of the international semester.

### Tactical Block of Modules

Tactical block of modules is closely connected to knowledge, skills and competence gained from the basic military training. It is primarily focused on theoretical understanding and practical skills in combat tactics and command and control implemented with regards to leadership's principles. Common modules in this block are designed to lead students to creativeness and to be proactive. Mentioned modules are as follows:

#### Module 1 – Leadership

The module of Leadership is focused on systematic development of student leaderships qualities. It is necessary to mention, that this module is divided to two parts. Part 1 is theoretical with some class exercise and Part 2, practical use of theoretical knowledge within tactical bloc exercise. On completion of the module the student receives the following knowledge, skills and general competences:

Knowledge	Skills	Competence
<ul style="list-style-type: none"> <li>• leading of subordinates in order to fulfill the task,</li> <li>• conflict prevention in groups,</li> <li>• social communication,</li> <li>• assertive communication,</li> <li>• leaders communication methods,</li> <li>• teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>• deal with subordinates,</li> <li>• prevent conflicts among subordinate unit using appropriate leaders communications methods,</li> <li>• be able to organize and manage broad spectrum situations required teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>• ability to act as a leader in various spectrum of situations (related to military environment) focused on task accomplishment.</li> </ul>

#### Module 2 – Command and Staff Work

Study of this module is focused on theoretical understanding and practical guidance for realization phase of the combat unit command and control (C2) system in operation. On completion of the module the student receives the following knowledge, skills and general competences:

Knowledge	Skills	Competence
<ul style="list-style-type: none"> <li>command and control system of the combat units,</li> <li>standard operation procedures,</li> <li>radio procedure,</li> <li>commanders principles of the combat planning,</li> <li>principles of the document processing for combat command and control procedure.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the tactical situation, processes and transmits information to the superior level,</li> <li>use communication and information support means at the platoon level,</li> <li>apply military decision-making process for the platoon and squad control,</li> <li>prepare and processes combat documentation at the platoon level,</li> <li>apply the principles of the international radio procedure.</li> </ul>	<ul style="list-style-type: none"> <li>able to plan and manage tactical operations processes battle order and keeps documentations at the company and platoon level.</li> </ul>

### Module 3 – Small Unit Tactics

The study of the module is focused to consolidate, extend and deepen knowledge of basic tactical activities up to platoon level. The methods of this module are base on the theoretical lectures followed by virtual simulation, using simulations software VBS 2 and Steal Beasts. On completion of the module the student receives the following knowledge, skills and general competences:

Knowledge	Skills	Competence
<ul style="list-style-type: none"> <li>principles of contemporary armed conflicts,</li> <li>phases of combat,</li> <li>principles for preparation and conducting the: <ul style="list-style-type: none"> <li>defense operation on platoon level,</li> <li>offensive operation on platoon level,</li> <li>enabling operation on platoon level,</li> <li>stabilization operation on platoon level.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>describe the policy management of combat action, organization, armament and equipment of combat forces to the level of company,</li> <li>explain the organization, tasks and principles of conducting tactical operations up to platoon level.</li> </ul>	<ul style="list-style-type: none"> <li>apply gained knowledge in order to plan and conduct combat operations on platoon level.</li> </ul>

The synchronization chart described sequences of the modules. The particular time schedule is going to be part of the broad international discussion.

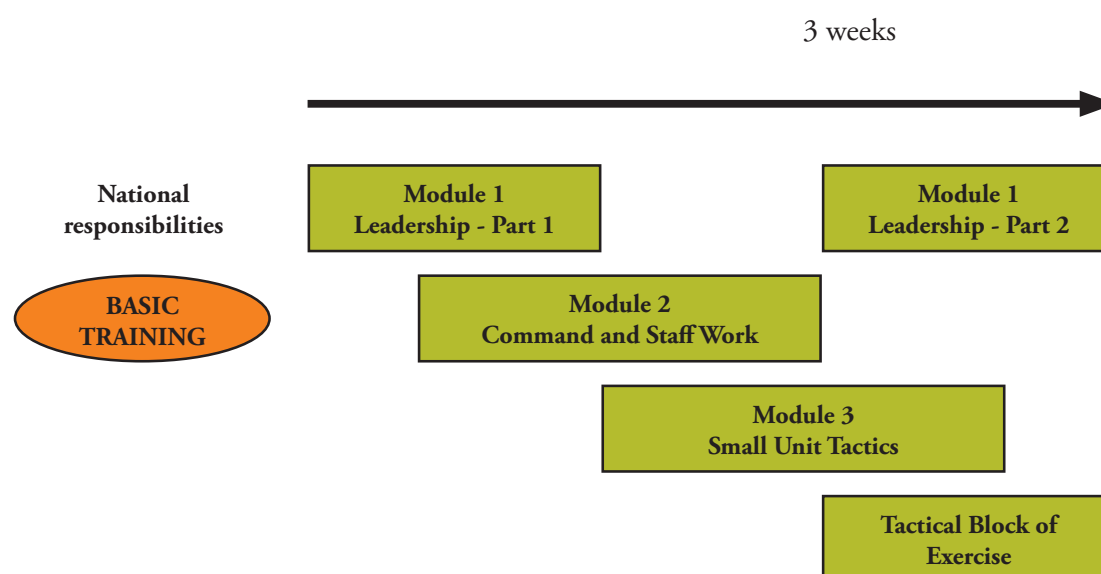


Diagram 1: Chronological Order of Tactical Block of Modules

The main purpose of this block is to educate and train self-confident officer who is able to plan and conduct whole spectrum of tactical operations on the platoon level. In addition, it is desirable to have an officer able to apply principles of a good leader, capable not only to use force in order to achieve a given task, but also to understand subordinate’s needs. The Tactical block of modules is finished by the tactical exercise, which integrates all gained knowledge and skills from common modules using real scenario base on the contemporary operations. Instead of the previous modules offer the Faculty of Economy and Management is significantly oriented in field of study “Defence Economy”. This field of study is one of the three fields of study which are part of previous study programme “Economics and Management”.

### Defence Economics Modules

Nowadays, the requirements for NATO armed forces officer are directed into several levels. Professional and physical competences are expected to carry out demanding military operations duties. Simultaneously, understanding of broader societal links on defense securing and defense resource management is required.

Under the terms of this approach is designed study bloc, which introduces future officers into defense and security economics and defense resource management problems. This study bloc is composed of two study modules: “National defense and security economics” and “Defense Resource Management”.

## Module 1 – National Defense Economics

National defense and security economics module familiarises students with foundations of national economy functioning with accent on macroeconomic level and understanding of state leadership role in connection of economic securing of national defense and security. Further, students will be informed about wider consequences of defense and security providing, military expenditures influence on national economy and new events in national defence and security economy.

Separate topics could consist from following ones:

- Foundations of national economy functioning within contemporary defense-security conditions (main macroeconomic indicators, basic principles of national economy functioning, economic policy of state);
- Defense spending as main source of defense requirements and needs financing (public expenditures, military expenditures, defense spending, military expenditures classification);
- Military expenditures impacts on national economy and determinants of military expenditures development (multiplicative effects of military expenditures, military expenditures and inflation, determinants of military expenditure level);
- Nowadays state and future development of defence industrial base (European and World context);
- Economics of military alliance and “Free riding problem”
- New phenomenons in the national defense and security economy ( economics of terrorism, economic of armed conflicts, economics of private military and security companies, economics of military robotics, economics of cyber space);
- Defense resources allocation efficiency.

## Module 2 – Defense Resource Management

The Defense Resource Management module introduces the students into foundation defense resource management. Main purpose is support and development of analytical thinking of students with accent on defense and armed forces conditions. Students give information about basic decision-making problems within defense resource management processes. Separate topics could consist from following ones:

- Introduction to defense resources management
- Introduction to financial resources management
- Resources planning and budgeting process in defense
- Defense acquisition
- Economic analysis within condition of defense and armed forces

## Technically Based Modules

In accordance with the field of study “Military Technology” Faculty of Military Technology is able to offer following five modules, all of them are appropriate as study supplement for all military professionals with technical and managerial specialization:

### Module 1 – Fundamentals of Geoinformatics

The study of the module is focused to understanding the fundamentals of geoinformatics and related subjects necessary for a successful use of geospatial data and products. On completion of the module the student receives the following knowledge, skills and general competences:

Knowledge	Skills	Competence
<ul style="list-style-type: none"> <li>to express the location of an object in the space using standard coordinate systems and representations of the object geometry</li> <li>to analyse capabilities of exploitation of the GIS (Geographic Information System) tools for the purposes of assessing the environment</li> <li>to compare geographic data and environmental data in terms of their suitability for using in geoinformation systems and for assessing the environment</li> </ul>	<ul style="list-style-type: none"> <li>to create basic map compositions and other outputs using the pre-defined templates</li> <li>to perform collection of environmental information for updating geographic databases and source data of the command and control systems</li> <li>to apply basic tools of geoinformation systems for assessing the environment and its influence on operational activities</li> </ul>	<ul style="list-style-type: none"> <li>graduate is able to decide on a proper geographic data and the method of its processing for the purposes of assessing the environment</li> </ul>

### Module 2 – Computer Security

The study of the module is focused to identification and mitigation issues relating to Cyber Security. On completion of the module the student receives the following knowledge, skills and general competences:

Knowledge	Skills	Competence
<ul style="list-style-type: none"> <li>windows security subsystem, access tokens, user access control,</li> <li>security concepts covering password auditing and system auditing,</li> <li>terminology and processes of modern cryptography and encryption including symmetric and asymmetric encryption schemes, public key infrastructure, and hashing,</li> <li>network design elements and components,</li> <li>network protocols principles,</li> <li>modern network security threats,</li> <li>methods of the security monitoring,</li> <li>secure virtual private networks basics,</li> <li>firewalls, intrusion detection and prevention systems.</li> </ul>	<ul style="list-style-type: none"> <li>password cracking,</li> <li>monitoring and diagnosing operating systems and networks,</li> <li>troubleshooting network with Wireshark,</li> <li>securing network devices,</li> <li>implementing firewall technologies,</li> <li>security devices configuration and management,</li> <li>secure virtual private networks building.</li> </ul>	<ul style="list-style-type: none"> <li>operating system hardening,</li> <li>windows security configuration,</li> <li>evaluate basic network security,</li> <li>ability to manage security devices,</li> <li>secure administration,</li> <li>verify security setting in the selected areas.</li> </ul>

### Module 3 – Barrel Weapon Systems

The study of the module is focused on familiarization with basic terminology, design and functional principles utilised in the domain of barrel weapons. On completion of the module the student receives the following knowledge, skills and general competences:

Knowledge	Skills	Competence
<ul style="list-style-type: none"> <li>• basic terminology in the ballistics, ammunition, and barrel weapons domains,</li> <li>• description of a shot and its effects on weapon,</li> <li>• main parts of individual types of weapons (small arms, artillery direct and indirect fire, automatic weapons) and their place and function in the barrel weapon system,</li> <li>• technical limits in design and practical use of barrel weapon systems.</li> </ul>	<ul style="list-style-type: none"> <li>• determine essential parts of a barrel weapon system and describe their function,</li> <li>• estimate performance and effect of a barrel weapon system,</li> <li>• propose optimal way of practical use of a barrel weapon system.</li> </ul>	<ul style="list-style-type: none"> <li>• generalise obtained technical knowledge on a particular barrel weapon system.</li> </ul>

### Module 4 – The Basic Theory of Electronic Warfare

The study of the module is focused to area of Electronic Warfare. On completion of the module the student receives the following knowledge, skills and general competences:

Knowledge	Skills	Competence
<ul style="list-style-type: none"> <li>• principles and methods of modern EW systems</li> <li>• technological solution of nowadays EW systems</li> <li>• general division of EW systems, including characteristics of particular EW system groups</li> <li>• principles of operation of High Power Microwave weapons</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate influence of EW systems on hostile radars</li> <li>• determine of technical conditions for optimal EW systems use</li> <li>• propose optimal protection measure of radars in terms of electronic warfare</li> <li>• evaluate of technical and tactical possibilities of EW systems</li> <li>• to use of reconnaissance information for electronic counter measures</li> </ul>	<ul style="list-style-type: none"> <li>• perform tasks of EW specialist in accordance with the relevant requirements and regulations</li> <li>• apply the results of the methods of radar signal analysis for improvement of EW protection of radar systems</li> </ul>

### Module 5 – Military Simulations

The study of the module is focused to understanding of basic principles useable in military simulations. On completion of the module the student receives the following knowledge, skills and general competences:

Knowledge	Skills	Competence
<ul style="list-style-type: none"> <li>• basic principles of dynamic systems simulation (independently on military applications),</li> <li>• taxonomy of simulation types,</li> <li>• commonly used protocols and systems in both civilians and military applications.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss problems of real-time simulation,</li> <li>• describe principal structure of distributed simulation,</li> <li>• enumerate advantages and disadvantages of military simulation use.</li> </ul>	<ul style="list-style-type: none"> <li>• graduate can apply basic principles used in military simulation to practical implementation.</li> </ul>

## 5.4 Contribution from Estonia



**Mrs. Nele Rand, MA – Curriculum Development Advisor**  
**Lt Juhan Aus – Lecturer**  
**Estonian National Defence College**

**1) Which Common Modules do you see as essential for the Basic Officer Education (for all services)? Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences).**

The Estonian National Defence College proposes two essential common modules for the Basic Officer Education for all services.

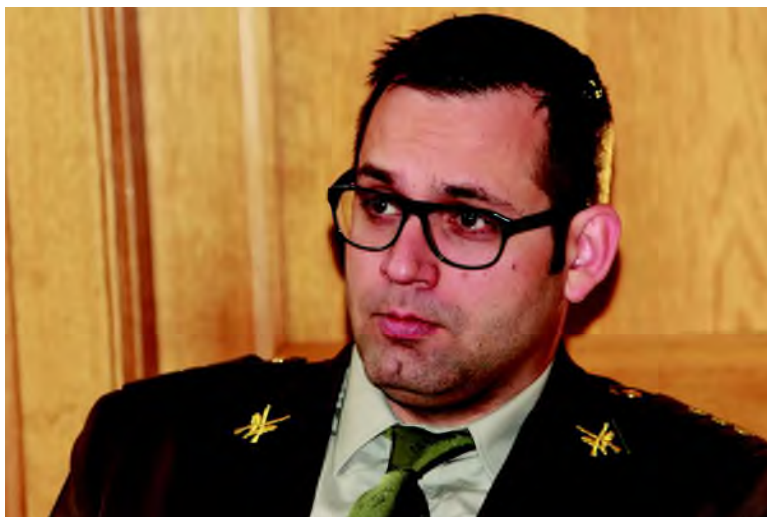


*Mrs. Rand, MA from the ENDC during an iMAF 2014-presentation.  
(Photo: VB Gerhard Hammler, TMA)*

At first we propose the “**common military leadership training**” which should elaborate a common understanding of basic elements in military leadership in general. The aim of the common module could be to give a standardised view based on different leadership theories, leadership styles and their application (e.g. Auftragstaktik). In addition, the module would promote common values and ethics in officer profession, give an overview of challenges in officer career, possibilities for cooperation in international environment etc. The expected outcomes of the module could be as follows:

- 1) Knows different leadership theories and styles, is able to describe leadership types used in the military;
- 2) Knows military theoreticians and is able to describe their contribution to the development of military leadership;
- 3) Knows the duties, values, postures and ethics in a military organisation and junior officer career;
- 4) Knows the challenges that junior officers face, is able to solve simple service-related problems in accordance with the officers ethics and principles of military leadership.

The exact content of the module should be described in greater detail. The preparation of the module might also need an advance panel discussion of common values, ethics and various issues related to the service in the EU.



*Lt Aus from the ENDC during an iMAF 2014-presentation.  
(Photo: VB Gerhard Hammler, TMA)*

And secondly – we propose a common module “**Common Coaching Training**”. The module should focus on leadership and instructor skills that junior officers face in their first officer post.

The expected outcomes could be as follows:

- 1) Knows the elements and principles of training and coaching;
- 2) Knows the use and advantages of coaching in military service;
- 3) Is able to hold a coaching session for up to five person-group.

In addition, the ENDC stands continuously for common practical activities. While common modules have the purpose to create a common understanding concerning different, but mostly theoretical issues, common exercises are aimed at improving cooperation, in order to better understand each other, to establish a mutually understandable “action language”, and to improve cross-cultural understanding between people.

That purpose could be achieved with the help of common practical exercises and common tactical decision games (e.g in the Army up to company level).



**2) Which Common Modules do you see as essential for the Basic Officer Education (for your institution's service, e.g. Army, Navy, Air Force)?**

See the answer given above. The Estonian National Defence College is an educational institution which gives officer education and military training to all services.

**3) Taking into consideration the elaborations of point 1 and 2: Which of your new listed Common Modules do you think you have a special expertise and why?**

The Estonian National Defence College is definitely able to contribute to both common modules and also to practical cooperation exercises and decision games. The only issue for the ENDC is the human resource for entirely preparing such kind of events. We do have an expertise for tactical decision games which are used for the basic and advanced officers training in ENDC.

## 5.5 Contribution from Germany (CIMIC Centre of Excellence)



**LtCol Joachim Haupt**  
**Staff Officer Training & Education**  
**CIMIC Centre of Excellence in the Netherlands**

1) Which Common Modules do you see as essential for the Basic Officer Education (for all services)? Do not include the existing ones: CSDP, Media, LOAC, CMO/ PSO, Maritime Leadership and Maritime Navigation. Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences).

“Civil Military Interaction (CMI)” should become a field of expertise for all services from the beginning.

Recent military engagements have clearly shown the necessity for activities in this area, founded on communication, planning and coordination, that all military bodies share and conduct with international and local non-military actors, both during operations and in preparation for them.



*LtCol Haupt (right) from the CIMIC Centre of Excellence during iMAF 2014.  
 (Photo: VB Gerhard Hammler, TMA)*

A focus should therefore be set upon the knowledge of aims, competences and capabilities of civil actors, the imperative of local ownership and the understanding of the role of military forces in a comprehensive approach. Here, thorough considerations of the interdependencies and cross-effects between civilian and military responders' operations to a crisis is essential.

This includes fields of (potential) mutual support, but also recognition and – where possible – prevention of undesired impacts of military action.

The student should gain an understanding of the complexity of the operations/ civil environment, but also confidence in the civil actors' capabilities. This should allow him to develop an open minded approach and a refraining from stereotypes.

The module could include an Advanced Distributed Learning (ADL) part, a residential module including immersive training and further on be an integral part all practical field training.

**2) Which Common Modules do you see as essential for the Basic Officer Education (for your institution's service, e.g. Army, Navy, Air Force)? Do not include the existing ones: CSDP, Media, LOAC, CMO/PSO, Maritime Leadership and Maritime Navigation. Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences).**

Does not match, for CMI/CIMIC is a truly Joint function.

**3) Taking into consideration the elaborations of point 1 and 2: Which of your new listed Common Modules do you think you have a special expertise and why?**

The CIMIC Centre of Excellence has a special expertise in CMI, for it is acting as Department Head for NATO CMI/ CIMIC training and education and has recently provided substantial input to the new NATO MILITARY POLICY MC 411/2 on Civil-Military Cooperation (CIMIC) and Civil-Military Interaction (CMI).

## 5.6 Contribution from Germany (Officersschool of the Air Force)



**LtCol Dipl Päd Ulrich Kremer**  
**Dean**  
**Officersschool Luftwaffe**

### 1) Individual Personal Development

Since the young cadet offers his/her time to the forces the officer school should explicitly work on the support of very individual, personal soft skills. EQ and other soft skills (i.e. self motivation, fear of tests, combat motivation, ...) can be organised according to the student's age.

Advantage is a high motivation hence the personality will be supported and helped to improve.



*LtCol Dipl Päd Kremer, Dean of the Air Force Officersschool during an iMAF 2014-presentation.  
(Photo: VB Gerhard Hammler, TMA)*

### 2) Communication, official, real and meta-communication

Airforce has it's own way of communicating amongst each other. Here the different options of communications can be looked at, including a seminar of "How do we really communicate with each other." Instead of having meetings only about events and topics of the daily time table, a meeting of "How do the members of our unit really communicate amongst each other." Here misunderstandings and repetitive communication could be reduced.

### 3) Expertise in 1) and 2)

See academic education and I helped to create a new officers cadets course.

#### 4) Individual Personal Development

Since the young cadet offers his/her time to the forces the officer school should explicitly work on the support of very individual, personal soft skills. EQ and other soft skills (i.e. self motivation, fear of tests, combat motivation, ...) can be organised according to the student's age.

Advantage is a high motivation hence the personality will be supported and helped to improve.

## 5.7 Contributions from Greece (Hellenic Military Academy)



Capt Emmanouil Manolis  
 Capt Georgios Chasanakos  
 Company Commanders  
 Hellenic Military Academy

- 1) Which Common Modules do you see as essential for the Basic Officer Education (for all services)? Do not include the existing ones: CSDP, Media, LOAC, CMO/ PSO, Maritime Leadership and Maritime Navigation. Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences).

A proposed module is the introduction to the theory of war and strategy.



*The HMA-delegation during iMAF 2014.  
 (Photo: VB Gerhard Hammler, TMA)*

It is essential in order to understand:

- The meaning of war, the changing of its' meaning through history and if there is war without a conflict.
- The relation between war and politics, the control of war by politicians and the role and participation of military forces in planning and executing that.
- The political and military objective of war, the responsibility of selecting between them and how they are related.

- The kinds of war (Absolute and Real). How severe violence in war is affected by the political objective.
- The kinds of war (Integral and Restricted). Characterization of modern and future wars.
- The layers of planning and executing war. The relation between war and command levels.
- The expected learning outcomes are:
  - To understand the meaning of war inside the frame of National Relations.
  - To be able to distinguish between changeable and non changeable characteristics of war.
  - To understand the connection of war with politics.
  - To understand the terms of political and military objectives and their relation.
  - To comprehend the kinds and the levels of war.

**2) Which Common Modules do you see as essential for the Basic Officer Education (for your institution's service, e.g. Army, Navy, Air Force)? Do not include the existing ones: CSDP, Media, LOAC, CMO/PSO, Maritime Leadership and Maritime Navigation. Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences).**

A proposed module is battle physical training.

It is essential because battle requirements, from a physical aspect, are high. The burden that a soldier has to carry and moreover to fight with it, is something that everyone belonging in the army should be used to and therefore trained at. The fighter must be used to heavy weight that he has to carry and the mobility restrictions posed by his equipment.

The expected outcome is a well trained officer, able to deal with heavy equipment and ready to train his soldiers in this.

**3) Taking into consideration the elaborations of point 1 and 2: Which of your new listed Common Modules do you think you have a special expertise and why?**

Both of these modules are included in the HMA academic schedule in accordance with the national standards (For example the battle of physical training, gives basis on the warm climate of Greece).

In the near future we are going to convert them, in order to give them a more international orientation.

## 5.8 Contribution from Greece (Hellenic Naval Academy)



**LtCdr Konstantinos Theodoropoulos**  
Education supervisor & IG member  
Hellenic Naval Academy

- 1) Which Common Modules do you see as essential for the Basic Officer Education (for all services)? Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences).

European History.

History is the core of a common mentality for the Young Officers of the European Union. This knowledge will form the sense for the Union and will emphasize the common walk-through in the future.



*The HNA-delegation during iMAF 2014.  
(Photo: VB Gerhard Hammler, TMA)*



**2) Which Common Modules do you see as essential for the Basic Officer Education (for your institution's service, e.g. Army, Navy, Air Force)? Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences).**

Maritime security.

Recent security threats, concerning the maritime security, are growing on and on in the southern borders of Europe, in the Mediterranean Sea. Illegal immigration, trafficking, smuggling, piracy are some of the aspects of this matter. Young officers, especially in the Navy, are going to operate in this environment.

**3) Taking into consideration the elaborations of point 1 and 2: Which of your new listed Common Modules do you think you have a special expertise and why?**

History is in the education curriculum of the Hellenic Navy Academy for the two first years of their studies. The Academy focus from the ancient era (5th century BC), the Byzantine era (650-1453 AC) and the Greek Revolution (1800-1830) to modern era. European History is not yet formed as a compact training course, but is something that can be accomplished in the near future.

Maritime security is a very important matter that Hellenic Navy and Hellenic Coast Guard are dealing with. These kinds of operations are taking place in the Eastern Mediterranean and Aegean Sea, by both corps. There is some kind of preliminary education for these issues into the Hellenic Navy Academy in order to prepare young officers of Navy and Coast Guard, as well.

## 5.9 Contribution from Ireland



LtCol Tom O'Callaghan  
Capt Eoin McGeeney  
J7 & Cadet School

**1) Which Common Modules do you see as essential for the Basic Officer Education (for all services)? Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences).**

Defence Forces Ireland, run cadet training across three services, Army, Naval Service and Air Corps. Cadet Training is centralised in the Cadet School, Military College, Defence Forces Training Centre, Curragh, Co Kildare. Their initial cadet entry training is conducted across all services. This allows for standardisation, efficient use of training resources and an inter-service cultural awareness. This 13 week phase of training teaches cadets the skills of a light infantry soldier, prior to developing leadership, tactical knowledge and skills associated with the student's particular service. Many of the elements of cadet training are included in the existing list of common modules. The Military Instructor Training module is an integral part of learning for a cadet to allow their integration to a Unit on the completion of a cadetship.



*The Irish delegation during iMAF 2014.  
(Photo: VB Gerhard Hammler, TMA)*

**Military Instructor Training:** Junior Officers are expected to administrate and teach on military courses as part of their experiential learning in their early development as commissioned officers. Alternatively this module could be called Military Teaching and Learning. Duration 2 weeks.

**Learning Outcome:** Professionally qualified to instruct other soldiers in a wide range of weapons systems. To plan, organise, assess and validate training in these systems and to take responsibility for live firing exercises and safety of troops at the culmination of these training modules.

**Knowledge, Skills and Competences:** Professionally qualified to instruct other soldiers in a wide range of weapons systems. To know and understand the specific military skills, drills and knowledge considered essential to confidently and competently provide leadership at the appropriate level, and to demonstrate the generic leadership qualities for service at higher levels.

2) **Which Common Modules do you see as essential for the Basic Officer Education (for your institution's service, e.g. Army, Navy, Air Force)? Do not include the existing ones: CSDP, Media, LOAC, CMO/PSO, Maritime Leadership and Maritime Navigation. Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences). Army:**

a) **Range Management (Small Arms):** Similarly to teaching it is expected that each young officer will plan and run annual range practices and part of their early development at Unit and Sub Unit Level. Duration 1 week.

**Learning Outcome:** Attainment of professional instructor qualification in a number of specified weapons systems and qualified to plan, organise and safely conduct live firing exercises

**Knowledge, Skills and Competences:** To know and understand the specific military skills, drills and knowledge considered essential to confidently and competently provide leadership at the appropriate level, and to demonstrate the generic leadership qualities for service at higher levels.

b) **Overseas Preparation:** This module is develops the tactical skills of the student in order to fulfil the appointment of a Lieutenant on an overseas mission. Duration 3 weeks.

**Learning Outcome:** Professionally qualified to hold command appointments of Lieutenant rank in the context of combined arms PSO.

**Knowledge, Skills and Competences:** To know and understand the specific military skills, drills and knowledge considered essential to confidently and competently provide leadership within their Corps appointment as part of a mechanised infantry sub unit in an overseas PSO environment

**3) Taking into consideration the elaborations of point 1 and 2: Which of your new listed Common Modules do you think you have a special expertise and why?**

Defence Forces Ireland are awaiting Departmental approval prior to the commitment to offer or accept any Common Modules within the programme.

Cognisant of this the Overseas Preparation module is considered an area in which a special expertise is held. The module is part of a Platoon Commanders Peace Support (PC/PS) Course, duration 11 weeks. This course is intended to develop the leadership capabilities, tactical and legal knowledge of cadets to that required of Platoon Commanders deployed on overseas service. Students are required to have completed the Standard Cadet Course prior to progression to the PC/PS Course

The Overseas Preparation module incorporates four (4) subjects, Human Rights in Peace Support Operations, PSO Operating Techniques, PSO Supplementary Techniques and PSO Protective Measures. The module is conducted at the Defence Forces Training Centre on the Curragh, Co. Kildare. Located within the Defence Forces main Army training campus it allows the module to draw on local subject matter experts, who have considerable operational and teaching experience within their professional field.

## 5.10 Contribution from Italy



**LtCol Doc. Carmine Squeglia**  
**Head of 1<sup>st</sup> Department (Aeronautical Science)**  
**Italian Air Force Academy**

- 1) **Which Common Modules do you see as essential for the Basic Officer Education (for all services)? Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences).**

**“Leadership and Agility in complex environments”**

### Module Outline

“Leadership & Agility in Complex Environments” is a brand new module. It aims at promoting the understanding, implementing and future self-development of leadership capabilities through conceptual and practical activities.



*LtCol Doc. Squeglia during his presentation of the Module Leadership and Agility in Complex Environments.  
(Photo: VB Gerhard Hammler, TMA)*

Relying on leading-edge teaching methodology, qualified military officers, university professors and talented speakers will use a holistic approach to guarantee participants a sound grasp of the effective “transformational” Leadership and cognitive primers to development and self-development of strategic leadership skills.

Teamwork and group discussions will be fostered in order to enhance a leadership-oriented mindset and ethical behaviours. In all educational activities, the learning-by-doing method will play an important role.

Moreover, concept generation through exchange of ideas, relations, transactions, networking, cultural cross-pollination will be systematically promoted to give a deeper and rich learning experience.

The active contribution of all participants will help to set up a good learning environment, building up a deeper awareness of fundamental concepts, improved skills and competences essential for further development of future leaders.

The goal is to enhance a common understanding by young officers of the essential functions and workings of Leadership and Ethics, with special reference to the military.

This common understanding should in the long term enhance the young officer's confidence in conducting military operations in national and international environment and in interacting with the broader social context.

The chosen approach to understand and analyze the complex environments will be "the complexity and chaos theory" in order to effectively operate in VUCAR (Volatile, Uncertain, Complex, Ambiguous, Rapidly Changing) domains.

Fundamentals of Primal Leadership, focusing on small group dynamics and ethics will also be provided through an anthropological interpretation of Leadership and relationships with one's own experience. Strategic Leadership will be related with the afore-mentioned theories in order to gain a better understanding and a valuable use of it.

The proposed subjects will strengthen individual values and commitment to service, to bolster organizational productivity and growth.

It can be divided in three phases

- **Phase 1: Best Practices' document writing:**

Every participant will be asked to write a short essay on leadership promotion ideas and practices in his own country.

The essay will be peer-graded. A dedicated environment on an internet platform will be set up and the participants will be asked to fill out a guided grading form

- **Phase 2: Residential phase:**

Through lessons, workshops and innovative experience-based outdoor training, the self-confidence and individual capability to work in a team and in a large organization will be improved. Personal development will also be pursued. The attitude of positive thinking when faced with challenges and how to strengthen leadership and its applications will be fostered at all times in order to hone personal skills.

- **Phase 3: Sending the written document to participants' Nations**

A final document will be written in real time through teamwork to share the results of the work with participants' Nations for further developments.

In conclusion, it can be said that the understanding and practice of leadership at the tactical, operational and strategic level will be improved through an innovative approach, so to contribute to the conceptual promotion of the EU's comprehensive approach to military operations, the core subject in every Common Module.

To sum the learning outcomes up we can write schematically:

- **Knowledge**  
Anthropological interpretation of Leadership Fundamentals of Primal Leadership, focusing on small group dynamics and ethics, and relationships with own experience Leadership and Ethics definition Leadership styles and studies Fundamentals of Complexity and Chaos Theory – application to Strategic Leadership Fundamental roles of communication in organizations Understanding and using the concept of Mission and Vision Cognitive models for understanding Strategic Leadership in VUCAR (Volatile, Uncertain, Complex, Ambiguous, Rapidly changing) environments Real world cases
- **Skills**  
Working effectively in Military Organizations, through specific awareness of collective action of leadership mechanisms Identifying various leadership levels with a special focus on strategic leadership development Understanding Organizations through modern Complexity and Chaos Theory Recognize complex environments Concept generation Real time team documents writing Conceptually understanding experience-based outdoor training and its learning outcomes
- **Competences**  
Make actual use of aforementioned theories applications and limitations in military environment Improved communication capabilities Being a better leader and collaborator at small group level Capability to develop own leadership skills (small group/strategic level) Higher level of confidence, self-esteem and teamwork skills

**2) Which Common Modules do you see as essential for the Basic Officer Education (for your institution's service, e.g. Army, Navy, Air Force)? Do not include the existing ones: CSDP, Media, LOAC, CMO/PSO, Maritime Leadership and Maritime Navigation. Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences).**

A module on **Communications** could be very helpful for an Air Force Officer. Fundamental tenets of right communication, owning and using principles of communication to military issues could be very helpful in general and in daily job. The right communications could affect values and behaviour by establishing day-to-day procedures, practise and working norms. Besides it would be important to estimate possible gain and media relevance of a given event.

**3) Taking into consideration the elaborations of point 1 and 2: Which of your new listed Common Modules do you think you have a special expertise and why?**

As Italian Air Force Academy and Air Force in general we can state that teaching Leadership is very much felt. Lately, the service has established a dedicated Branch to be a proactive hub for Leadership and for Management as well. Its primary task is to foster a scientific approach to Leadership in order to hone dedicated culture and behaviour. Modern teaching methods are used because the aim is not only to give knowledge but to allow people to self-improve and eventually make consistent decisions, even under pressure.



## 5.11 Contribution from Lithuania



**LtCol Valerijus Serelis – Dep. Commandant for Military Training and Education**  
**Assoc. prof. Audrone Petrauskaite, PhD – Erasmus Institutional Coordinator**  
**General Jonas Zemaitis Military Academy of Lithuania**

### Proposals for iMAF2014

The processes of globalization internationalization and technological progress in postmodern society arise new risks and threats for it such as demonstration of military power and threat of force, outspread regional conflicts, terrorism, massive cyber-attacks, emergencies and others as well as are changing the nature of war conflicts. Conflicts are increasingly hybrid, irregular, asymmetric and etc. of different duration and intercity, more international in character. National and international Armed Forces, Security services and Political leaders must be able to deal with hardly recognizable opponents and theirs methods of warfare.



*LtCol Serelis from the General Jonas Zemaitis Military Academy of Lithuania during iMAF 2014.*  
(Photo: VB Gerhard Hammler, TMA)

The new character of threats and changes in warfare are changing the nature of military leader. The process of present military education must be focused on strategic competences of military leader such as:

- Strategic thinking.
- Leadership directionality.
- Ability to inspire.
- Ability to improvise.
- Leadership wisdom.

These strategic competences requires some specific professional and personal competences of the individuals what means to focus the aims of military education on specific knowledge and skills to achieve the successful task in the process. The strategic competences of the leader mentioned above are closely related with such professional competences of military leader as **creativity, critical thinking, moral maturity, multicultural awareness**. As far the strategic competences of military leader requires having some specific personal competences such as **initiative, responsibility, determination, flexibility, openness**.

Proposed modules (CSDP, LOAC, CMO/PSO, etc.) already supporting some of the mentioned competences, however General Jonas Zemaitis Military Academy of Lithuania would be interested in additional, such as **Mission command, Military theory, Psychological Operations, Military Ethics and Leadership and Irregular Warfare**. These modules are applicable, with appropriate amendments, for all services, but Military Academy of Lithuania (MAL) during cadet training and education focuses on Land forces requirements, so the primary target audience can be future land forces officers. MAL would be interested to send a students and instructors to any of proposed modules but the first two mentioned (**Mission command and Military theory**) would take the prior place in the vision of the Academy.

### Module 1: Mission Command (2 ECTS)

**Mission Command** as the Army's philosophy of command includes manoeuvrist approach, understanding the nature of operations and security environment, the analyze of risks and threats, based on the patterns of military history, critical thinking and creativity of the individuals.

**Aim of Module:** embrace a flexible pragmatic and decentralized mission execution in accordance with clearly formulated and understood superior commander's intent.

Learning objectives:

- Understand the evolution of the conflict and nature of current operations.
- Understand the role of emerging operational environments and the application of military forces at operational level.
- Understand the nature of mission command based on mutual trust and shared understanding.
- Analyze operational environment, the operations purpose, problems and different approaches to solve them.
- Make the design of military operation providing commander's intent, using mission orders, exercising disciplined initiative and accepting prudent risk.

Knowledge	Skills	Expected competences
<ul style="list-style-type: none"> <li>• Comprehensive understanding of operational environment.</li> <li>• Troop leading procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of OODA (observes, orient, decide and act).</li> <li>• Ability to build cohesive command on mutual trust.</li> <li>• Ability to command and lead.</li> <li>• Ability to make quick, creative and correct decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional: creativity, critical thinking, moral maturity, multicultural awareness.</li> <li>• Personal: initiative, responsibility, determination, flexibility, openness.</li> </ul>



*Assoc. prof. Petrauskaite, PhD from the General Jonas Zemaitis Military Academy of Lithuania during an iMAF break.  
(Photo: VB Gerhard Hammler, TMA)*

## Module 2: Military Theory (2 ECTS)

**Military theory** is the discipline which supports to achieve educational tasks of future military as theoretical basis for critical and creative thinking.

**Aim of Module:** familiarize with fundamentals of military theory as the basis for military thinking and communications between officers of allied nations.

**Learning objectives:**

- Know the key military concepts of selected military theorists and their role in the development of operational capability joint warfare.
- Understand the theory, role and requirements of operational art, its application to contemporary joint environments.
- Analyze and discuss key military theories comparing different points and views in historical context.

Knowledge	Skills	Expected competences
<ul style="list-style-type: none"> <li>• Comprehensive understanding of fundamentals of military theories.</li> <li>• Understanding the relationship between military theory and doctrine.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to analyze theoretical material.</li> <li>• Ability to compare different approaches in historical perspective</li> <li>• Ability to reasonably discuss.</li> <li>• Ability to use the historical experience in modern military environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional: creativity, critical thinking, moral maturity, multicultural awareness.</li> <li>• Personal: initiative, responsibility, determination, flexibility, openness.</li> </ul>

## 5.12 Contribution from Poland (Jagiellonian University Cracow)



**Ass. Prof. Michal Matyasik, Ph.D.**  
**Institute of Political Science and International Relations**  
**Jagiellonian University in Cracow**

**1) Which Common Modules do you see as essential for the Basic Officer Education (for all services)? Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences).**

Taking into account several factors such as multidimensional environment of international armed conflicts, existing procedures of civil-military cooperation and its prospective development in our opinion there is a need to implement into basic officer education following topics/modules:

**a) “State and Power”**

A cadet should acquire a basic knowledge of features constituting a state and how international relations are affecting functionality and sovereignty of selected states. Among the others, a cadet should obtain skills and competences to select different stages of state’s development and its sustainability in order to foreseen and follow a process of alteration from developed and secured state to fragile or collapsed one and understand why these states are vulnerable to conflicts and crisis.



*Ass. Prof. Matyasik, Ph.D. during his key-note speech about Comprehensive Approach.  
 (Photo: VB Gerhard Hammler, TMA)*

**b) “Strategic analysis of international relations”**

A cadet should obtain a general knowledge in regards to theoretical aspects of strategic analysis encompassing the phenomena of international conflicts, actors and institutions

operating in international environment and should be able to recognize the substance of basic processes of war and conflict. A cadet should also possess skills and practical ability to diagnose and assess threats, risks and challenges to contemporary security.

c) **“Comprehensive approach to international armed conflicts”**

A cadet should gain a basic knowledge about contemporary doctrine of comprehensive approach. Moreover, a cadet should attain skills to identify and understand the most important aspects and elements of comprehensive approach (civil-military cooperation, major actors operating in the areas of conflicts, development & reconstruction, humanitarian aid, winning hearts & minds concept, strategic communication etc.). Besides that, a cadet should possess a practical ability to manage international operations in complex environment where military actions are supported by civilian efforts aimed at stabilisation and reconstruction of a country affected by crisis.



*Prof. Gruszczak, PhD from the Jagiellonian University enjoys an iMAF-break.  
(Photo: VB Gerhard Hammler, TMA)*

**2) Which Common Modules do you see as essential for the Basic Officer Education (for your institution’s service, e.g. Army, Navy, Air Force)? Do not include the existing ones: CSDP, Media, LOAC, CMO/PSO, Maritime Leadership and Maritime Navigation. Describe why it is essential and what should be the expected learning outcomes (knowledge, skills and competences).**

Since we are representing a typical non-military university, as the Institute of Political Science and International Relations our primary goal is to educate future specialists and elites who in prospective time will take over civilian positions in government and international organisa-

tions and will influence political processes and will shape international relations and security environment. Therefore, from our perspective it is crucial that civilian students should gather knowledge and comprehend military procedures being applied on strategic and operational level. That should allow them to possess a knowledge and competences to take a proper political decisions concerning international security and civil-military relations whenever such a need occurs (desirable modules for civilian students: Standard Operational Procedures and/or Crisis Management Operations).

**3) Taking into consideration the elaborations of point 1 and 2: Which of your new listed Common Modules do you think you have a special expertise and why?**

It is worth to mention, that the Institute of Political Science and International Relations of the Jagiellonian University has a long tradition of educating future elites. Moreover, in past few years we have established a very successful cooperation with military community i.e. Polish Special Forces and we are about to develop such cooperation with other military entities like Centre of Training and Doctrines of Polish Army. Besides that, in the next academic year 2014/15 we are about to offer a brand new specialisation “Comprehensive Approach to Contemporary International Conflicts” (6 different subjects, taught in English language of total 180 lecture hours). Taking into account our specialized in international relations and security studies group of scholars and offered study programs, we do believe that cooperation between the institute and military academies will benefit both cadets and civilian students.

### 5.13 Contribution from Poland (Military Academy of Land Forces Wrocław)



Maj Piotr Pietrakowski, PhD<sup>1</sup>  
Col Assoc. Prof. Tomasz Smal, PhD  
Cpt Olaf Ziemiński, MA  
English proofreader: Brygida Gwiazda-Rzepecka, PhD  
Military Academy of Land Forces Wrocław

#### EU Army Officer Professional Military Education as a Fundamental for the future combine Security



*Maj Pietrakowski, PhD during his iMAF-presentation.  
(Photo: VB Gerhard Hammler, TMA)*

#### Introduction

The objective of the security theme is to develop technology and knowledge for building capabilities, which are necessary to ensure the acceptable level of security from threats such as natural disasters, crime and global terrorism while respecting fundamental human rights. The secure and free Europe is the basis for planning our lives, for economic investments and for future prosperity. The Security theme contributes to:

- the EU Freedom and dependability;
- the implementation of EU external policies;
- the creation of an EU-wide area of justice;
- political areas such as transport, health, civil protection, energy and environment.

<sup>1</sup> Corresponding author: Piotr PIETRAKOWSKI, PhD, The General Tadeusz Kosciuszko Military Academy of Land Forces Czajkowskiego Street 109, 51-150 Wrocław, Poland.  
Email: p.pietrakowski@wso.wroc.pl.

Thanks to that, the Security theme also contributes to growth and employment in general, and in particular in innovation and the competitiveness of European industry<sup>2</sup>.



*MALF-members during an iMAF-break.  
(Photo: VB Gerhard Hammler, TMA)*

## EU Forces

Events over the last two decades have created the most complex strategic environment in the history of Europe. However, the majority would agree that the next twenty years could produce an exponentially more difficult challenge for European military officers. In order to face the future threats and challenges, Europe countries have to be adherent by identity of the most important shared values like freedom, security as well as technological and cultural development.

Nowadays, one of the most vulnerable problems in European defense policy is a collective security, which should be adjusted to the current international situation. At the Council of the European Union summit of December 2003, member states agreed a European Security Strategy, as well as the establishment of the European Defence Agency, and a civil-military planning cell. The European Security Strategy had identified five threats such as terrorism, weapons of mass destruction, failed states, regional conflicts and organised crime<sup>3</sup>. According to Petersberg Tasks, European countries had confirmed the development and ability of their military forces to conduct humanitarian and rescue tasks, peacekeeping tasks, tasks of combat forces in crisis management, including peacemaking. EU countries were involved

<sup>2</sup> [www.ec.europa.eu](http://www.ec.europa.eu) (10.04.2014).

<sup>3</sup> M. Kaldor, A. Salmon, *Military Force and European Strategy*, Survival, Spring 2008, vol 48, no.01.



in an idea of creating suitable forces which could perform crisis response missions. Despite of existing differences between regulations in UE commitments, the idea of battlegroups was approved. Poland as one of the active members in the Common Security and Defence Policy has become the participant of the German-Slovakian-Lithuanian-Latvian battlegroup in 2010. Moreover, the agreement was signed in Poland on 25<sup>th</sup> of July 2006, on the formation of the Weimar Battlegroup (France, Germany and Poland)<sup>4</sup>. The operational readiness tour of the group was in the second half of 2010<sup>5</sup>.

Well trained soldiers and officers should be one of the most significant factors in creating battlegroups. Their abilities in solving civil-military issues and broad knowledge about respecting international law should be properly taught and trained. According to research, they should<sup>6</sup>:

- know the type of civil-military operations;
- know the nature of the conflict (crisis situations);
- have the ability to negotiate;
- know how to prepare and conduct operations in all conditions (mountains, desert, jungle, low and high temperatures);
- be trained in the use of their weapons and equipment;
- acquire the ability to collect, evaluate and communicate information;
- have the ability to act in the composition of the patrol and at checkpoints;
- have the ability to cooperate with the media;
- have the ability to determine and create a buffer zone;
- know the rules for the protection and defense of the area of operation (base);
- know the rules for monitoring compliance with the cease-fire;
- know the rules of border controls;
- know the rules of the use of weapons in accordance with the Rules of Engagement;
- know the principles of providing medical assistance and evacuation;
- be able to interact with civilian missions and humanitarian organizations in providing assistance or rescue and evacuation.

The other factors might be procedures in national Battlegroups members, which might cause different effectiveness of executing tasks. Moreover, there are technological and technical restraints to develop experience and knowledge in some countries. To underscore future essential perspective in close cooperation, it is necessary to take advantage of exchanging experience in technology, culture, knowledge, education in civil and military affairs.

Nowadays, the sense of the EU Battlegroups maintaining is widely discussed and there are different opinions about it. One extreme opinion says that this idea should be developed until the creation of the common European Army, which is the derivative of the federalization of Europe into the shape of the United States of America. The second extreme opinion is that NATO is a sufficient military bond of European armies and there is no need to create separate European Armed Forces. Probably the best solution lies somewhere between these two opinions.

<sup>4</sup> D. Majchrzak, Przygotowanie grup bojowych Unii Europejskiej, Kwartalnik Bellona 2/2010, s.2.

<sup>5</sup> J. Ochran, Udział prezydencji Polski w kształtowaniu Wspólnej Polityki Bezpieczeństwa i Obrony, Kwartalnik Bellona 1/2012.

<sup>6</sup> Z. Grobelny, Process of preparing officers to serve in EU Battle Groups, Better cooperation for better operations of the future Visegrad EU Battle Group, Wrocław 2013 s.142.



*Col Assoc. Prof. Smal, PhD from MALF Wroclaw (left) and Col Prof. Kovacs, PhD from NUPS Budapest during an iMAF-briefing.  
(Photo: VB Gerhard Hammler, TMA)*

## EU Officers Education

Until very recently, only a hand full of military leaders consistently did jobs which required tactical and also strategic leader competencies. The goal of the military education is to produce a broad-based corps of leaders who possess the necessary values, attributes, skills and actions to perform their duties and serve the nation. Military leaders must know how the Army runs and must demonstrate confidence, integrity, critical judgment and responsibility while operating in the environment of complexity, ambiguity and rapid change. Additionally, they must build effective teams, fully capable of supporting joint and multinational operations, amid continuous organizational and technological change as well as adapt to and solve problems creatively<sup>7</sup>.

Present professional military education focuses on leadership, management theory and practices, military history and operational doctrine, national defense policy, planning and decision-making, legal responsibilities, and professional ethics. Academic evaluations are primarily performance-oriented, with criteria and learning conditions prescribed for each task. Frequent informal feedback and periodic in depth performance evaluations are provided. Emphasis is on enhancing the ability to function effectively as a leader and team member, and in staff positions of combined arms and joint service organizations.

Therefore, military education which prepares military leaders at every rank to comprehensive thinking and working also at the strategic level, which fill the gaps in the security system, is such an important aspect for improving safety. Nevertheless, even the elemental levels of war require leadership decisions that have strategic implications, thus officers must start a thorough strategic-level education process as early as pre-commissioning.

<sup>7</sup> Army officer professional military education system reform to produce leader competency for the future by Cecil T. Lewis III and Mark R. Grandstaff, USAWC Strategy Research Project, U.S. Army War College Carlisle Barracks, Pennsylvania 17013, March 2006, p.5-6.

Today's Army expects its officers whose function in the profession of arms is the order application of force in the resolution of a social or political problem whose entire spectrum of military operations from humanitarian assistance as part of peace support operations, human rights, new technologies, civil military cooperation to nuclear exchange inclusive of complex transnational threats that include weapons proliferation, drug trafficking, actors of the asymmetric threats or cyberwar<sup>8</sup>. In wartime or in peacetime, at home or abroad, the armed forces serve the larger society and perform the tasks their government assigned them. The key of 21st century officer in his function is the order application of force in the resolution of a social or political problem<sup>9</sup>. This a reason why contemporary battlefield and security challenges require unanimous cooperation in Europe relying on the fundamentals of confidence, knowledge and training.

### Common Trainings

As previously indicated, the basis for future security is the level of training of young officers, whose knowledge should include both spectrum - tactical level as a commander (leader) and strategic security challenges. The essence of the success of the secure Europe is a joint pursuit of its goals like the Intensive Programme, concept of Visegrad EU Battle group (V4) and CSDP-Module.

The Intensive Programme has been dedicated to the officer cadets, who in the future will participate in peacekeeping operations or work in the international military units, European Union institutions and international military structures, such as EU Battle Groups or Eurocorps. A group of 48 students and 13 academic teachers representing four military institutions of higher education from Central Europe region participated in the Intensive Programme: the General Tadeusz Kosciuszko Military Academy of Land Forces in Wrocław (Poland), the University of Defense in Brno (Czech Republic), the General Jonas Zemaitis Military Academy of Lithuania in Vilnius (Lithuania), the Armed Forces Academy of General Milan Rastislav Stefanik in Liptovský Mikuláš (Slovakia) (Fig. 1).



Figure 1. The Intensive Programme participants – 2013  
(Photo: MALF Wrocław)

8 Armed Forces Officer, electronic publication, DoD, 2006.

9 Ibid, p. 26.

The main goals of the Intensive Programme included: increasing participant's knowledge and skills in the frame of Peace Support Operations, training participant's ability to cooperate in international environment, training participant's English communication skills, developing new methods of exchanging military students in the framework of Erasmus Programme, developing common program of education in the field of Peace Support Operations, developing educational materials (website, manual), increasing cooperation between institutions. The three-week-course consisted of 127 hours of theoretical activities (lectures, workshops, syndicate work) as well as the practical outdoor activities (Fig. 2). After introductory lectures, the students solved the practical problems during syndicate work. Moreover, a practical training was conducted in the field, which was related to basic military skills (Fig. 3).

The part of the Intensive Programme included also evaluation process, which was divided in two parts. On the first day, the officer cadets participated in the written theoretical exam and the practical exercise testing their knowledge and skills on working with maps. The next day included the practical part of the evaluation – students had the possibility to check their communication skills, ability to cooperate in the international environment and their leadership skills<sup>10</sup>. Students who participated in the Intensive Programme highly evaluated the knowledge, experience and skills of the teachers (Fig. 4).



*Figure 2. Workshops during The three-week-course of Peace Support Operations.  
(Photo: MALF Wrocław)*



*Figure 2. Practical trainings during The three-week-course of Peace Support Operations.  
(Photo: MALF Wrocław)*

<sup>10</sup> <http://www.wso.wroc.pl/news-en/en-news/2928-beginning-of-the-intensive-programme.html> 28.05.2014.

Top evaluated modules include: Contemporary Armed Conflicts - 4.41, Negotiations in PSO - 4.39, PSO Communication Voice Procedures - 4.38, Military English for PSO - 4.24, Rules of Engagement in PSO – 4.20. The main objective of the course was achieved, which was to develop the knowledge and skills of students in the scope of peacekeeping operations. This is confirmed by self-evaluation of the students, who observed the increase of their knowledge (Fig. 5), as well as by the positive outcome of the written exam and evaluation exercises.

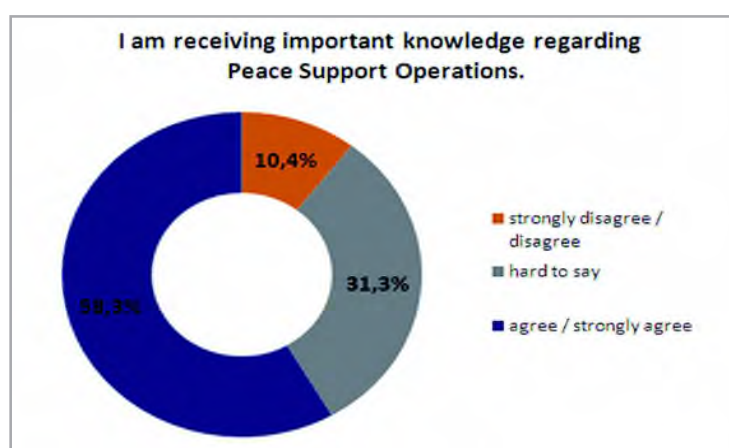


Figure 4. Students claimed that they received good knowledge about PSO.

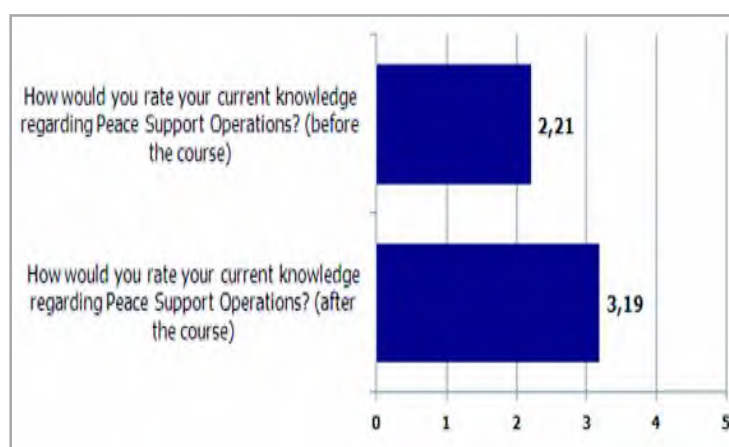


Figure 5. Student evaluation before and after course

Another project to build a secure Europe is the project – Better cooperation for better operation of the future Visegrad EU Battle group – an experiment focused on interoperability while executing tasks during peace or stability operations. The experiment will be organized in September by the Czech partner – the University of Defense – in Brno. It will have the form of computer assisted exercise using the simulation software VBS2. The project is partly funded by the International Visegrad Fund within the framework of the Standard Grant. The General Tadeusz Kosciuszko Military Academy of Land Forces is the leader of this project partnership, which includes the University of Defence of Czech Republic, the Armed Forces Academy of General Milan Rastislav Stefanik of Slovakia and the National University of Public Service of Hungary (Fig. 6).





Figure 6. International partnership in the context of V4 experiment.  
(Photo: MALF Wrocław)

The aim of this 3-part project is to compare the systems of officers' education in V4 countries and to present recommendations in the context of the future Visegrad EU Battle Group. The project outcomes will enhance cooperation among officers of V4 countries in the future peace and crisis response operations. The project will allow to improve the programmes of future officers' preparation for operating within multinational military structures<sup>11</sup>.



Figure 7. The international CSDP-Module participant's 2013.<sup>12</sup>  
(Photo: Theresan Military Academy)

11 <http://www.wso.wroc.pl/news-en/en-news/2751-v4-workshop-in-wroclaw.html> 27.05.2014.

12 <http://www.wso.wroc.pl/news-en/en-news/3401-common-module-on-csdp-2013-in-wiener-neustadt.html> (27.05.2014).

These two above projects are based much more on the tactical level, while the strategic aspects - political were implemented within the international CSDP-Module, which took place at the Theresan Military Academy in 2013. The event was held within the framework of the European Initiative for the exchange of young officers inspired by ERASMUS. The participants were officer cadets and civilian students from nine different nations such as Czech Republic, Estonia, France, Italy, Lithuania, Poland, Romania, the United States of America as well as Austria (Fig. 7).

The core mission of the module was not only to achieve knowledge about the Common Security and Defence Policy, but also to live within the community of young international officer cadets and civilian students. Therefore, a big number of events was organized during the module to build trust and friendship between the international participants. Those activities provided a good platform for sociable interaction and conversation between the participants. The module consisted of a mixture of lectures and workshops in syndicates of 7 people each. Presentations had to be prepared in order to improve the skills of the participants. Within the module, there was an interesting mix of lecturers ranging from civilian academics to high-ranking military personnel. At the end of the module, the participants had the chance to show what they had learned during the entire week by facing a computer test. The aim of this test was to evaluate the improvement of knowledge of the students<sup>13</sup>. The CSDP-Module was a complete success in all areas. It offered the chance to broaden the personal horizon as well as to make new international friendships all over Europe. For the upcoming years 2014 - 2015, an increase of such modules is in favor of the participants of this course, because a close relationship and cooperation between young officers is essential for a bright and secure future of the European Union.

## Summary

EU members should build strong national armies with a high level of standardization between allied countries. They should implement, within the framework of military cooperation, procedures that will enable immediate launch of rapid response forces and their further cooperation. The appropriate investment in education and science are necessary that will provide further opportunities for technological development and allow to maintain Europe's competitiveness in relation to other regions of the World. The exchange of experience is relevant as well, especially in the field of culture, science and technology, which can be implemented also by military exercises and training. However, in order to introduce so wide-ranging and in-depth cooperation, mutual trust and the supremacy of the community purposes on the objectives of individual countries are necessary, at least for the most important areas of cooperation, such as foreign policy and security.

EU has many schools educating military officers for European armies. It should be noted that roles posed by officers are distinguished. Differences are due to the fact that the tasks posed by the officers are various. On the one hand, an officer is a leader of soldiers and their mentor, but on the other hand, his knowledge should include diplomatic protocol and orientation in temporal matters of public life, that is in politics, culture and history, which is the most

<sup>13</sup> Ibid.

desirable and expected. The officer should understand the complicated situation implying the European agreements and intricate international situation. Moreover, education should allow to find work in the civilian life. In this connection should be weighed against the level of education in the direction of civil and military subjects.



## 5.14 Contribution from Poland (National Defence University Warsaw)



**LtCol Andrzej Soboń, PhD**  
**Erasmus University Co-ordinator**  
**National Defence University Warsaw**

### Topic 1: Leadership

The proposals presented have general character and are more essential for the basic officer education in all services. These proposals drive the creation of curriculum concepts and take into account both military needs as well as personal needs. In the last few years the theory of leadership became more important. It is assumed that this concept will remain open, and adaptable to the specific needs of the basic officer educational level, the time devoted for the course, as well as organizational circumstances. The proposal of leadership is interdisciplinary and from a practical point of view, it is considered universal. The National Defence University has been dealing with this field mainly from the educational capabilities points of view. NDU treats leadership as a grouping of factors that are subject to growth and development like any other human traits. There can be identified, shaped, and developed. Such capabilities are of course an essential asset, but they do not guarantee successes in winning over people's hearts and minds. A leader's competencies cannot merely be gained through traditional lectures or seminars, because despite the fact that leadership is a science, theory is of little use in the practical command situation.

Therefore, one can assume that leadership education in the military must combine both theory and practical application. It must build an individual leadership competencies based on identifying the capabilities, and the skills of each of the students. It should enable the participants of this process to discover their own leadership potential and growth as well as preparing self-development of these capabilities throughout their professional careers. Leadership as an educational goal in the military must combine personal development, education and training as well as the organisation of the process itself. Only such an integrated approach will allow succeed. The educational goal of leadership, regardless of the educational level, should consider the same assumptions, but at the same time it should also consider various related teachings. It should primarily strive to:

- have the students identify their own leadership qualities;
- learn theoretical leadership assumptions in the military areas;
- build and develop leadership behaviours;
- help one develop one's own competencies.

Selection should be a permanent element within each curriculum. Also, remaining elements of the educational leadership goals should be "adapted" to the level and scope of the educational or training process. In this area, attention should be paid to the development of one's own learning capabilities to develop leadership traits and searching one's own leadership style. Leadership education should mainly take place in the military schools. The main goal of such education would allow students to identify and develop their leadership skills at the platoon

and company level. Whereas in the case of education at the NDU it would be at the battalion level. Leadership skills formed at mentioned educational level would be characterised by the ability to build task forces capable of co-operating or conjunction with other task forces while operating in variety situations and asymmetrically circumstances.



*LtCol Soboń, PhD during iMAF 2014.  
(Photo: VB Gerhard Hammler, TMA)*

Leadership teach at the NDU is built by professional competence levels connected with specific job positions and specified through the leadership potential: traits, knowledge, skills and health. The trait consists of a hierarchy of moral values, attitude towards oneself and towards other people, capabilities and motivation. Knowledge includes general and professional one. The skill includes: self-presentation, communicating with others, inspiring and motivating, team work as well as conflict or stress management.

This view is represented by NDU professors in educational concepts that are formulated in various areas for various levels of education. For a military education levels the subjects are linked with activities which solving problems in various situations, expressed in operational goals rendering a coherent system.

## **Topic 2: Modular units of Security Studies.**

Process of creation an integrated security system requires the preparation of specialists who can identify contemporary threats, both at the global (regional) and national dimension. Specialists who can plan and organize remedial and rescue actions as well as manage multiple operations in situations of particular security risks - a military and non-military. National Defence University, especially the National Security Faculty is precursor of research in the broadly understood security, possessing significant scientific achievements and highly qualified academic staff valid for conducting Security Sciences.



*LtCol Soboń, PhD used iMAF 2014 to forward the Erasmus charta of NDU Warsaw to partner institutions.  
(Photo: VB Gerhard Hammler, TMA)*

NDU is searching an optimal educational formula for international educational offer especially for bachelor students, both military and civilian. During last two academic years were implemented modular education system, mainly for international education. Modules are successfully applied in many areas and are inexpensive, effective and fast because they are useful not only in the educational process, but also allow students gaining new skills – making decision. For NDU modules are separate part of the educational programme but relatively closed to the process and open not only for international students, mainly Erasmus students but home students also. Modular units form various 30 ECTS sequences. From the NDU experiences the most choose modules are linked with security which identified student expectations. Only in spring semester 2013/2014 from group of 53 students – 21 chose module “Security Studies”. Thus, if we can analyze the percentage of all students in the selection of mentioned module, we talk about the dynamic demand for a practical approach to security. The National Defence University is creating these activities, which bring to ensure the viability, development and freedom of pursue interests in specific conditions. The entity of safety may be individuals with their interests and ambitions to achieve those ones. Accordingly, the proposed module singling different subjects operating within the safety of individual, group, national and international (regional, global). Because security is manifested in all areas of human live so the proposed subjects are identical with the activity of interest groups. Within the framework of module “Security Studies” we can therefore extract the field of security, such as economic, social, military, public, environmental, information etc.

The implementation of the educational process at the bachelor level is aimed at preparing alumni as specialists in the organization and functioning of the security system in public administration and business entities. Moreover, the aims of education are:

- the transfer of knowledge in the field of socio-political and legal;
- to acquire the general knowledge in the social sciences;
- the development of critical awareness of the social processes, legal, decision-making and suitability for their in-depth analysis and using in practice;
- development of creativity, professionalism and ethical sensitivity;
- awareness of the needs to skill of lifelong learning and personal development.

Such a modular educational concept is not only useful in acquiring knowledge, but it also possible to use in any time of student education. Strategy module allows for the development of knowledge and skills needed in first years of professional carrier.

### **Topic 3: New Common Module - Security Studies**

The module is intended for undergraduate and graduate military/civilian students who are willing to extend their knowledge of the contemporary international security environment, with special attention to military security issues, and gain practical skills facilitating defense issues decision process. The module embraces such diverse domains as national security, cyber security, crisis management, cultural aspects of security and defense or diplomacy.

The aims of the module are:

- enable students to identify, understand, and analyze critical national and international security issues;
- introduce theoretical approaches and real-life challenges, working with both scholars and practitioners in the security studies realm;
- train the skills needed to conduct original research and analysis on contemporary security issues;
- familiarize the students with modern concepts, issues and solutions in the field of cyberspace and cybersecurity;
- bring in recent knowledge on defense matters and military operations;
- train the skills necessary to function in the culturally varied contemporary international security environment and various security and defense institutions.

Contents of module - Security Studies consists of five subjects:

- Introduction to Security Studies – 6 ECTS;
- Cyberspace Security – 6 ECTS;
- Diplomacy. Theory and Practice – 6 ECTS;
- Introduction to Crisis Management – 6 ECTS
- Security and Defense Culture. Theory and Practice – 6 ECTS

#### Methods

Concerning methods, the module is based on interdisciplinary, hands-on approach and blended learning that focus on integration of academic and military perspective. Our lecturers present high level of civilian and military expertise and have wide experience in the subject matters. In this way, the security and defense theory is delivered in an up-to date, practical form, corresponding with the contemporary security environment.

## Outcomes

Upon completion of the module, the students will be able to understand and perform structured research on the issues connected with national and international security and defense, and will be able to use the theoretical knowledge in defense planning and any decision process connected with providing state security. The main objective of the module, is to shape students' interdisciplinary, open approach towards security and defense matters. One that inspires them to critical and creative thinking in that matter and provides with tools to manage it.

### Description of individual Course Units.

1	Course title	Introduction to Security Studies
2	Course code	02 103
3	Teaching methods	Interactive lectures and seminars
4	Type of course	Compulsory/obligatory
5	Year of study, semester/trimester	semester
6	Numer of credit	6
7	Level of course	BA or MA
8	Hours per week	2 or 4
9	Hours per semestr	30
10	Language of instruction	English
11	Objectives of the course, preferably expressed in terms of learning outcomes and competences	<p>Learning outcomes (knowledge): The goals of the Introduction to Security Studies Program are to enable students to:</p> <ul style="list-style-type: none"> <li>Identify, understand, and analyze critical national and international security issues;</li> <li>Learn about theoretical approaches and real-life challenges, working with both scholars and practitioners;</li> <li>Acquire the skills to conduct original research and analysis on contemporary security issues.</li> </ul> <p>Competences (skills): having completed the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate relevant knowledge and understanding of essence and different aspects of security and international relations;</li> <li>Demonstrate knowledge of the major theories, concepts, methods, and debates in international relations;</li> <li>Demonstrate a critical understanding of the causes of war, the nature of substate violence and the complexities of deterrence, engagement, security cooperation, military strategy and operations;</li> <li>Challenge preconceptions and to remove subject and functional boundaries so as to handle complex security situations holistically;</li> <li>Articulate and critique present national and international security challenges and policy prescriptions through the development of research, writing and analytic skills;</li> <li>Select appropriate theoretical and methodological tools for analysis of security policy, to apply them to in-depth research in security and to produce written argumentation on security topics and policy recommendations.</li> </ul>
12	Course contents	<p>The course consists of 30 hours of lectures and seminars.</p> <p>Security study: an introduction. Approaches to theories of IR. Why and how states have sought security: realism (Carr, Mearsheimer, Waltz). Why and how states have sought security: liberalism (Owen, Carr, Fukuyama, Jackson). Security as social construction: constructivism (Jackson, Sterling – Folker, Wendt). English school as a theory of international relations (Linklater, Wight, Buzan, Watson). The development of the global political system: past and the future (Buzan, Little, Reinicke). The state as an actor in world politics, sovereignty, non-state actors in world politics (Jackson, Cooper). The global civil society and civilization, definition and periodization of globalization (Scholte, Kaldor). Approaches to theories of IR. Approaches to military security. Military security theoretical model. Political – military situational awareness model. Military threat prevention. Terrorism and trans national crime. Terrorism and trans national crime. Information dimension of security studies. Cybersecurity. Economic security. Humanitarian dimension of security. Environmental security. Energy security.</p>
13	Assessment methods	The overall grade will be based on active and regular participation in lectures and seminars, completion of the assigned research tasks, and a final exam.

1	Course title	Cyberspace Security
2	Course code	02 119
3	Teaching methods	Interactive lectures and seminars
4	Type of course	Compulsory/obligatory
5	Year of study, semester/ trimester	semester
6	Numer of credit	6
7	Level of course	BA or MA
8	Hours per week	2 or 4
9	Hours per semestr	50
10	Language of instruction	English
11	Objectives of the course, preferably expressed in terms of learning outcomes and competences	<ul style="list-style-type: none"> <li>· To familiarize the students with modern concepts of cyberspace and doctrinal views on the cyberspace security.</li> <li>· To familiarize the students with the theoretical assumptions of cyberspace security.</li> <li>· To develop the skills of creating synthetic analysis' results and assessments pertaining to cyberspace security and formulating critical opinions on the issue.</li> </ul>
12	Course contents	<p>The course consists of 50 hours of lectures and seminars:</p> <ol style="list-style-type: none"> <li>1. Concepts and understanding of cyber space.</li> <li>2. Theories and doctrinal approaches to cyber space.</li> <li>3. The form and characteristics of cyber space threats.</li> <li>4. The basic characteristics of negative forms of cyber activity.</li> <li>5. The negative forms of cyber activity – case study. 6. Cyberspace in US doctrinal views.</li> <li>7. General characteristics of the American cyberspace security system.</li> <li>8. Characteristics of the American cyberspace security strategy.</li> <li>9. Cyberspace security in US doctrinal views – case study.</li> <li>10. Cyberspace security in the doctrinal views of selected European countries.</li> <li>11. Characteristics of cyber security strategies of selected European countries.</li> <li>12. Organizational structures of cyberspace security in selected European countries.</li> <li>13. Cyberspace securitysolutions in selected international organizations.</li> <li>14. Cyberspace security -European Union solutions.</li> <li>15. NATO approach to cyberspace security.</li> <li>16. Comparative analysis of cyberspace security doctrinal concepts – case study.</li> <li>17. Conceptual model of cyberspace security.</li> <li>18. General characteristics of the theoretical cyber security model – elements and relations.</li> <li>19. Cyberspace.</li> <li>20. Situational awareness subsystem.</li> <li>21. Cyberspace situational awareness subsystem constitutional analysis.</li> <li>22. Creation and distribution of theunified situational awareness picture.</li> <li>23. Countermeasures against threats in cyberspace – subsystem characteristics.</li> <li>24. Countermeasures against threats in cyberspace – theoretical approach.</li> <li>25. Countermeasures against non-state threats in cyberspace – case study.</li> <li>26. Countermeasures against state-born threats in cyberspace – case study.</li> <li>27. Negative forms of cyberspace activity and cyber warfare.</li> <li>28. Designing the concept of cyberspace security.</li> <li>29. Overview and summary of the course.</li> </ol>
13	Assessment methods	The overall grade will be based on active and regular participation in lectures and seminars, completion of the assigned research tasks, and a final exam.

1	Course title	Introduction to Crisis Management
2	Course code	02 122
3	Teaching methods	Lectures, exercises, laboratory, simulation, workshops, seminar
4	Type of course	Compulsory/obligatory
5	Year of study, semester/ trimester	semester
6	Numer of credit	6
7	Level of course	BA, MA
8	Hours per week	2
9	Hours per semestr	30
10	Language of instruction	English
11	Objectives of the course, preferably expressed in terms of learning outcomes and competences	<p>This course has two central purposes:</p> <ol style="list-style-type: none"> <li>1. On one hand to give an overview about the characteristics of different crisis situations.</li> <li>2. On the other hand to show some basic methodologies of crisis management.</li> </ol> <p>To achieve these goals the cadets will use their verbal and writing skills.</p> <p>The course will consider in turn:</p> <ul style="list-style-type: none"> <li>· identify, understand and define related terms and expressions;</li> <li>· analyze basic methods of crisis management from its legal, technical, financial and other viewpoints;</li> <li>· case studies: floods, fire disasters, natural incidents, etc.</li> <li>· Students get knowledge about the organizational methods in crisis management in Poland in non military situations. They become familiar with still changing nature of modern threats, including the increased incidence of natural disasters, forces a new model of national security system in Poland, including comprehensive crisis management tools.</li> </ul>
12	Course contents	<p>Presentation of a series of lectures about changing nature of contemporary threats, including increased frequency of natural disasters occurrence, forces a new model of national security systems comprising comprehensive crisis management tools, enabling simultaneous use of military and civil resources on each reaction level, i.e.: international, national and regional. Lectures describe fundamental considerations of developing skills for critical thinking in the area of non-military treats. Implementation of the legal and organizational solutions in crisis management systems in the Republic of Poland which is characterized by multi-stage division, and that because of the territorial approach.</p> <ul style="list-style-type: none"> <li>· changing nature of contemporary threats, including increased frequency of natural disasters occurrence;</li> <li>· crisis management in non-military situations;</li> <li>· legal and organizational solutions in crisis management systems in the Republic of Poland;</li> <li>· crisis management system in the Republic of Poland.</li> </ul>
13	Assessment methods	<p>The course will involve reading, writing and discussion. Depending on the size of class it will be flexible to accommodate student interests and student-teacher/student-student interaction. Active participation is expected and will be graded. The participation on the lessons will be recorded (attendance policy: 70% of module total time must be attended). A paper (about 5-7 pages) to be ready at the end of the semester focusing on a specific topic. Combined score: home works done related to each lectures topic and final exam, based on the whole semester lessons. Special arrangements for obtaining credits are feasible.</p>

1	Course title	Security and Defense Culture. Theory and Practice
2	Course code	02 123
3	Teaching methods	Lectures, exercises, seminar
4	Type of course	Compulsory/obligatory
5	Year of study, semester/ trimester	semester
6	Numer of credit	6
7	Level of course	BA, MA
8	Hours per week	2
9	Hours per semestr	30
10	Language of instruction	English
11	The student is able to:	<ul style="list-style-type: none"> <li>· Identify and analyze distinctive features of national security culture, their dynamics, interactions and their influence on international security. Use social sciences methods for comparing and analyzing different phenomena within national security culture, and the ways they deal with existing and potential threats, challenges and problems of contemporary security environment. Apply cultural analysis to different aspects of state and non-state actors' activities.</li> <li>· Research and elaborate on various sources concerning national security culture. Prepare general problem-solving concepts and prognoses of the outcomes of national security cultures interactions. Explore practical applications of national security culture as specified above.</li> </ul>
12	Course contents	<ol style="list-style-type: none"> <li>1. Culture and national security – introduction (L)</li> <li>2. Theoretical framework: constructivism, postmodernism and beyond (L)</li> <li>3. Political, strategic and military cultures as components of security culture (L)</li> <li>4. Security culture – case study (S)</li> <li>5. Cultural aspects of contemporary interntational relations (L)</li> <li>6. Framework and methods of cultural analysis (S)</li> <li>7. Cultural analysis of contemporary security environment (L)</li> <li>8. Operationalizatoin of culture in the field of military security – case study (S)</li> <li>9. Non-state actors' security cultures (L)</li> <li>10. National security cultures of Asia – case study (S)</li> <li>11. National security cultures in the Middle East (L)</li> <li>12. “Western” national security cultures – case study (S)</li> <li>13. BRIC strategic cultures – case study (S)</li> <li>14. (National) security cultures interactions scenario – application (S)</li> <li>15. Summary of the course (S)</li> </ol>
13	Assessment methods	<p>Assessment tools (F – formulating, P – testing)</p> <p>F1. Own research work. F2. Assessment of theoretical preparation. F3. Assessment of practical skills</p> <p>P1. In-class activities. P2. Knowledge assessment at the ADL platform P3. Final project assessment</p>



## 5.15 Contribution from Romania (Air Force Academy)



**LtCol Assist. Prof. Laurian Gherman, PhD – Vice-rector for research**  
**Assist. Prof. Liliana-Ecaterina Miron, PhD – Erasmus coordinator**  
**LtCol Cristian ENE – Member of Erasmus Office**  
**“Henri Coandă” Air Force Academy**

### 1. Introduction

Started in November 2008, the European Initiative for the exchange of young officers, inspired by Erasmus, was a big step forward for military education institutions across Europe. The initiative had a good start due to the EU Ministers of Defence’s agreement to facilitate the exchange of cadets and teachers. Taking into account that the military institutions are reluctant to this type of activity, the formal agreement was a recognition of the necessity to promote the European security and defence culture between EU Member States.



*The Romanian delegation from the “Henri Coandă” Air Force Academy during iMAF 2014.  
(Photo: VB Gerhard Hammler, TMA)*

The idea was brilliant but the road ahead was very hard. After each institution of the military education presented their vision and the way to prepare their officers, it was clear that the task was a hard one and that it would challenge every person involved. Since 2008 many steps have been taken and the contribution of ESDC structure and the Implementation Group has been essential.

One direction to develop the mobility of young officers is to create Common Modules. Despite the fact that the creation of these Common Modules are at high standards and the learning outcomes are very appreciated by all participants and by the sending institutions, it is a great challenge to implement these modules into other military institutions' curricula. And the reasons for this affirmation are to be presented below.

## **2. Military Training**

First, most of the institutions for officers' basic education and training are universities and are engaged in the Bologna Process. More and more military education institutions will adopt the higher education system due to the fact in the near future, 50% of Europe's population should have a bachelor's degree. It is not possible to be a young officer without higher education.

Second, because the universities have to meet many standards in order to provide education at high level, it is very hard to implement a Common Module into university curricula.

### **2.1. Air Force Academy's proposal**

For the reason mentioned above, a Common Module should be focused on military training. Certainly, every military education institution has a form of military training into their curricula.

Obviously, every military education institution prepares the future young officers at the platoon leader's level. The learning outcomes of a Common Module should be focused on this direction, to provide the knowledge, skills and competences for a platoon leader, common for all branches.

Certainly every military education institution is able to create a one week training course with 2 ECTS.

The key is not to have the same course in all institutions but to have different approaches to the same learning outcomes, in order to be recognized by the all institutions. The ESDC Secretariat should check every module in order to certify a specific level of quality.

If the other military education institutions agree with this approach, "Henri Coandă" Air Force Academy is ready to offer one week military training for cadets.

## **3. University Education**

Another field to develop student and teachers' mobility is university education. As I mentioned before the direction is to educate the future young officers at university level.

Here, it is not necessary to create another system. It is enough to use the ERASMUS+ program. This program facilitates the students and teachers mobility between universities holding an ERASMUS CHARTER.

Military universities are very advanced in using this program and the exchanges are working very well, too.

"Henri Coandă" Air Force Academy is involved in ERASMUS+ program and is able to send and receive both students and teachers.

#### 4. Scientific Research

The university education is opening to us a new direction for increasing mobilities, scientific research. Both students and teachers should be engaged in research activities. For this reason, the International Conferences for students and for teachers are good opportunities to increase the students and teachers' mobility.

##### 4.1. "Henri Coandă" Air Force Academy's proposal

"Henri Coandă" Air Force Academy organizes an International Conference for students, AF-ASTUD "Communicating across Cultures", every year. AFASTUD Conference is organized to disseminate the students' academic research. The scientific event also aims at identifying the most appropriate ways to spread, promote and render the students' academic research results. All scientific papers are peer-reviewed by the members of the scientific committee. The best papers are published in a special journal available online.

Also, the "Henri Coandă" Air Force Academy organizes an International Conference for teachers and researchers, AFASES "Scientific Research and Education in Air Force", every year. The conference proceeding is cited into several international data bases and is available online.

Finally, we should use every opportunity for exchanging young officers and teachers, in order to share knowledge, to know one another and to strengthen Europe.

## 5.16 Contribution from Romania (Land Forces Academy – Part I)



BrigGen Prof. Eng. Ghita Barsan, PhD – Commandant  
Col SR I Carutasu Vasile, PhD – Pro-Rector  
Maj Assist. Prof. Popa Ioan Gabriel, PhD – Senate President  
“NicolaeBalcescu” Land Forces Academy Sibiu

### Land Forces Academy’s expertise in organizing the Modules Survival in Conditions of temporary Isolation and Physical and mental Hardening for Battle

Both modules have been designed and integrated into a unitary conception regarding military training of the future command officers of the land forces. This concept has been applied and improved on a regular basis in the past five years.



*BrigGen Prof. Eng. Barsan, PhD (right), Rector-Commandant of the “NicolaeBalcescu” Land Forces Academy, prof. Ing. Urban, Ph.D from UoD Brno (middle) and BrigGen Mag. Dorner from TMA (left) during an iMAF briefing.  
(Photo: VB Gerhard Hammler, TMA)*

The module *Survival in Conditions of Temporary Isolation* takes place during summertime, for five days, in a training camp situated in a mountainous area with deciduous and coniferous forests at an altitude of 1294 m, approximately 30 kilometers away from Sibiu.

Throughout this period the focus is on the development of activities in terms of the existence of stressful conditions, typically generated by:

- reducing the time for resting;
- limiting the amount of food and comfort;
- extending some activities without exceeding the limit of 14 hours per day;
- conducting complementary activities (march, safety, survival, orienteering, concealment, deleting of traces, etc.) for the entire day of training;
- exaggerating the possible activities of the enemy.

The module *Physical and Mental Hardening for Battle* takes place for a period of 5 days, during summertime, in a training camp, approximately 8 kilometers away from Sibiu.

During the crossing of the track for physical and mental hardening, having a length of 1600 metres, the cadets act both individually and in teams (binomial) and are subjected to stress factors, intense and omnipresent, mainly represented by:

- intense and prolonged physical effort;
- enemy fire (firing blank ammunition, using single firecrackers);
- explosions (different means of marking fire);
- fire (burnt districts, incendiary grenades);
- smoke (smoky districts , grenades and smoke candles).

In the situation in which the objectives corresponding to each of the 2 modules are not fully achieved, the instructors have the freedom to create new actional situations and to supplement the corresponding allotted time for each session, without harming their physical and psychological integrity.

Throughout the period of the development of the modules the daily program starts with 1 hour of military physical education to keep the military students fit. These modules are run by well prepared training instructors of our institution as well as other officers or NCOs belonging to different land forces operational combat units.

## 5.17 Contribution from Romania (Land Forces Academy – Part II)

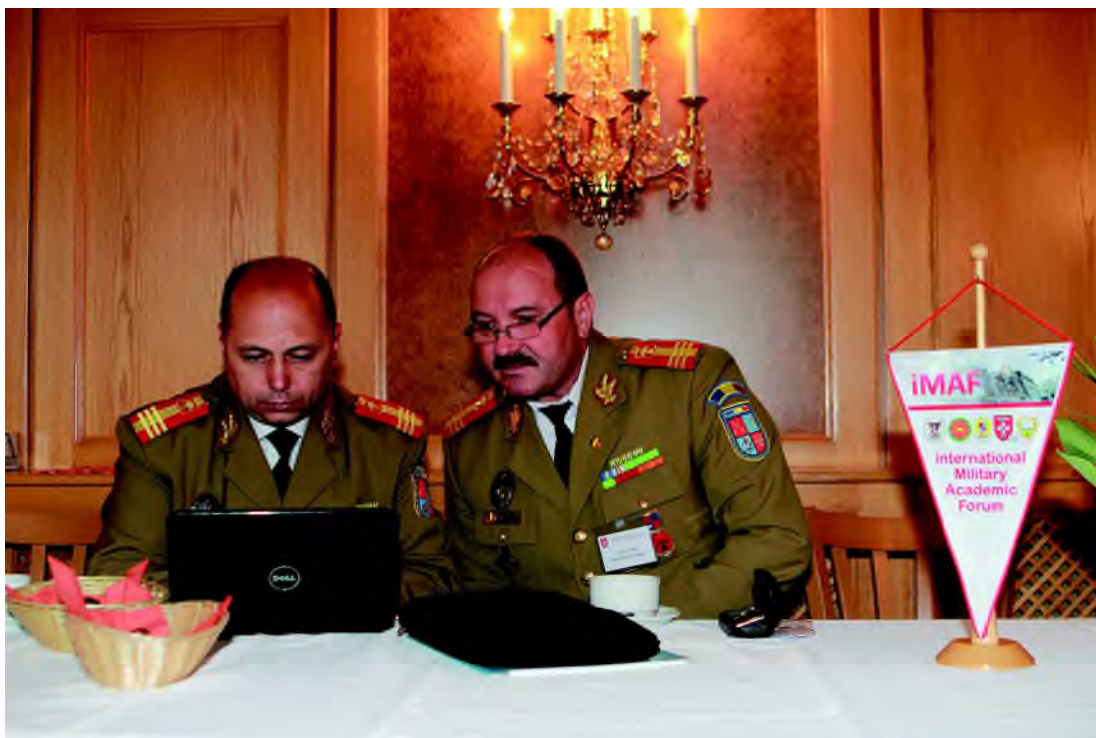


Col Prof. Robert Stanciulescu, PhD – Commandant for Staff  
Col SR I Carutasu Vasile, PhD – Pro-Rector  
Col Solescu Daniel, PhD – Military Instructor  
“NicolaeBalcescu” Land Forces Academy Sibiu

### Survival in Conditions of temporary Isolation

#### I. The Role of the Module in the Architecture of shaping Officers

Conducting military operations at a fast pace and on large areas, deploying the troops of all arms in positions, in a short time, switching from one form of fighting to another, the need to carry out some actions in the depth of the enemy battle order, are only some of the characteristics of the modern warfare that fosters unforeseen isolation of some military or groups of military from the subunits and units to which they belong.



*Col SR I Carutasu, PhD (left) and Col Prof. Stanciulescu, PhD (right) during iMAF work.  
(Photo: VB Gerhard Hammler, TMA)*

Previous military conflicts analysis revealed that the situations of isolation, even temporary, were very common.

Isolation is a special, extreme situation, imposed by the evolution of the combat in such conditions, in which due to the lack of any kind of connection, the fighters can no longer be supported by their own troops/higher echelon and they do not have the possibility of cooperation with friendly and neighboring structures or other allied troops. This is the result of the evolution of warfare, being considered as a temporary situation with duration ranging from a few hours to several months. Being hurt, escaped, wrecked, lost, parachuted, out of the encirclement, are only a few situations where the fighter must make a living in isolation. Wounded, escaped, wrecked, lost, parachuted, out of the encircle, are only a few situations in which the fighter must make a living in isolation. Regardless the situation, the fighter's (fighters') mission is to survive and to return as soon as possible and in a normal mental and physical state to their own troops without offering any help to the enemy.

The determining factor in combating the effects isolation has on the physique and psyche of the fighters is the theoretical and practical training, the will to live as well as self-control. Regardless the circumstances that led to the battle and living in conditions of isolation, survival in a hostile environment will largely depend on the ability of each fighter in particular or of the structure he belongs in general, to adapt to the specific stress conditions of the military operation they are involved in.

Being trained in such a survival module is a need for any military, irrespective of the category of forces he belongs to. There are numerous examples of military who, during the modern conflicts, found themselves in situations of isolation for a longer or shorter period of time. Any fighter should participate in an introductory training course to find out the concepts, rules and procedures as well as the practical survival ways, while moving to the positions occupied by friendly or allied troops, or in any other situations required by the complexity of the modern battlefield.

## II. Theoretical Knowledge

The main theoretical aspects presented to the military are:

1. Essential techniques for survival and materials used for survival;
2. Techniques and procedures of first aid;
3. Techniques and procedures for camouflage, movement and signaling;
4. Techniques and processes for making a weapon and an improvised tool;
5. Techniques and procedures for building shelters;
6. Techniques and methods of lighting a fire and procurement, filtration and water storage;
7. Techniques and methods of getting, preparing and storing food.

### III. Practical Skills acquired within the Module

Within this module the military put into practice the theoretical knowledge being able to:

1. make a stretcher or other improvised means necessary to evacuate or transport a wounded;
2. make an individual or group camouflage;
3. put into practice the safety rules during displacement to the enemy's position;
4. communicate (using the sign language) within the group/crew or with the crew of an aircraft (at least 7 modalities);
5. make at least 3 types of weapons (sling, spear, hooks) and 3 tools (broken, chipped, chopped);
6. organize an individual shelter for a relatively short time (up to 10 hours) in different terrains and out of different materials;
7. run the place for lighting fires and also the ignition and camouflage of the fire;
8. get water from a source at the soil surface or from a commonly seen plant, to make a water filter from improvised materials and to use at least 5 unconventional methods of transportation the water;
9. get and prepare food of vegetal and animal origin (at least 4 kinds of food) and to render the usefulness and forms of preparation for the most popular medicinal herbs;
10. make traps (at least 5 types of traps), arming devices and favorable places for their installation and camouflage;
11. recognize the traces left by small or large animals (the characteristic fingerprints).

### IV. Aquired Competences

The acquired and perfected skills within this module is subsumed to the competence of fighter and imply:

1. the ability to formulate and transmit messages through the use of signs and signals for recognition and communication during the movement;
2. the ability to combat the effects of the stressful factors generated by specific isolation conditions;
3. the ability to avoid capture and actions carried out by specialized staff of the enemy;
4. the ability to put into practice the NATO action system for survival, either individually or with other persons, in temporary isolation and to move towards the occupied districts by the fiendly or allied troops;
5. the ability to improvise shelters, refuges, items of equipment, tools and gear in the area in order to ensure the minimum living conditions in temporary isolation;
6. competence necessary to move into mountainous terrain without a map and/or compass (GPS);
7. the ability to give first-aid or self-aid using local means and transportation of the wounded to a safe area for a further movement.



The leader competence subsumes the following capabilities:

1. the ability to cooperate with the other members of the team to resolve incidents and problems which came up during the period of temporary isolation;
2. the ability of self-control of the physical and mental fatigue;
3. the ability to motivate your comrades in difficult situations.

## Conclusions

Regardless the conditions that led to the isolation of the military, survival in a more or less well known terrain will depend on several factors, among which we mention:

- ability to implement the techniques mastered during training;
- the conditions of time, season and weather;
- the nature, value and potential of the enemy in the action area;
- hostility, or on the contrary the sympathy of the civilian population located near the place of isolation;
- the duration of the actions in isolation;
- military's motivation for further action.

As you can see, survival is one of the very complex military actions implying rigorous training, capable to lead to the development of the skills and abilities of the military students so that they should be able to carry out their mission under stressful conditions.

## 5.18 Contribution from Romania (Land Forces Academy – Part III)



Col Professor Robert Stanciulescu, PhD – Commandant for Staff  
 Col Assist. Prof. Constantin Daniel-Sorin, PhD – Educational Management  
 LtCol Mandache Radu, PhD – Military Instructor  
 “NicolaeBalcescu” Land Forces Academy Sibiu

### Physical and Mental hardening for Battle-Basic Component for Training Command Officers for the Land Forces



*The Romanian delegation from the “NicolaeBalcescu” Land Forces Academy during an iMAF briefing.  
 (Photo: VB Gerhard Hammler, TMA)*

#### I. Arguments

In the context of the modern military phenomenon, when information technology, the weapons and the combat equipment represent important factors for the success on the battlefield, the man, the one who animates the fighting technique, continues to play a fundamental role in the field of military leadership. This aspect becomes particularly noticeable in obtaining the military victory when the fighting techniques and the weapons of the combat forces are comparable. Moreover, the modern armed struggle continues to challenge the soldiers both physically and mentally, sometimes almost to the limits of human endurance, their physical and mental preparation being the one that makes the difference between life and death, success and lack of success, or between victory and failure. Therefore, even today,

the military of the land forces have to be able to cope with the physical and psychological demands of the battlefield.

The battlefield has been an area of life and death, where the best resists and defeats. Here there is no room for hesitations, babbling, apologies or weakness- physical and/or mental, regardless of the situation. Thus, in this equation of life, death and success in battle, the binomial physical resistance - mental resistance is a fundamental variable for any military, but especially for the land forces officer, for the military commander, the one who must be lucid not only at the beginning but also throughout the fight. He is the one who must take decisions on the value and fairness of which depend, not only the success or failure of the mission, but the lives of his subordinates, his life, and the lives of those with whom he collaborates and together with whom he fights.

The level of physical and mental preparation of a soldier has a significant impact on his ability to fight. This type of training conducted under conditions that are as close as possible to those on the battlefield increases his self-confidence, the trust in his colleagues and protects him from the negative effects of combat stress.

Therefore, the profession of Land Forces officer is and should be focused on training for combat, the physical and mental hardening occupying a central place in the training process. The motor qualities necessary to the fighter are both the basic ones: speed, dexterity, resistance and strength (and, according to some authors, mobility and flexibility should also be added) as well as those specific to the military profession, the latter resulting from the combination of two or more of the basic motor attributes. The level of development of the motor skills depends on the frequency of the practice (training) under conditions similar to those on the battlefield. This aims at forming and perfecting the architecture of automatisms necessary for taking decisions under conditions of uncertainty and in the context of prolonged physical and intellectual efforts.

Physical and mental hardening for combat is a process that is closely related to the concept of physical training and aims at extending the limits of physical and mental resistance of the military so that they can cope with the challenges of the modern armed struggle.

In this respect, the process of training integrated within the higher military education must systematically exploit all the forms of individual or collective military activity aimed at training, developing, consolidating, improving and maintaining the motor ability (the motor skills and abilities) specific to the fighter, contributing significantly and decisively to the training of officers to deal with the physical and mental efforts required by the armed struggle, as well as to the improvement of their physical and mental health.

Since the carrying out of the specific activities requires an energy, physical and mental consumption at the limit of adaptability of the human body, rigorous objectives related to the volume, intensity and complexity of the motor and mental demands required for waging warfare have been envisioned.

Taking into account that the product of this process is the future command officer, the need for forming and for additional development of the leadership competence has come up. Obviously the emotional and the mental state of the leader as well as his physical preparation, influence directly and significantly the mental state and the morale of the subordinates, leading to the improvement or degradation of both the individual performance and of the collective ones (those of the subunit).

In line with the arguments presented above, the process of shaping up the future officers of the Land Forces should seek to develop certain moral-volitional and emotional qualities

necessary to conduct and lead a subunit in the battlefield, along with designing and perfecting a complex system of military-applied skills and abilities as well as maintaining optimal health.

In conclusion, the physical and mental combat hardening is two essential dimensions of the training process, interdependent, which complement and reinforce each other. The physical hardening of the officer leads to better physical performances which are necessary for a correct, appropriate and adequate functioning of the human psyche during problematic situations that may materialize on the battlefield. On the other hand, the mental hardening of the officer maintains a high level of mental preparation, which makes him want to resist, to continue and to succeed in the conditions in which he acts almost at the physical limits of the body.

## **II. Theoretical Fundamentals**

The main theoretical guidelines presented to the military students are the following:

1. the characteristics of the obstacles of the physical and mental hardening track;
2. the principles, rules and procedures of crossing the obstacles, individually and in teams;
3. risk factors that contribute to accidents;
4. safety measures issued to prevent accidents while crossing the physical and mental hardening track.

## **III. Practical Skills**

Within this module, the military students will train in order to develop the physical and mental capacities, the individual skills necessary to cross obstacles with a high degree of difficulty, under conditions of fatigue, intense and prolonged physical and mental effort, as well as under the pressure of factors present on the battlefield. At the end of this module, the military students will be able to:

1. cross portions of terrain with natural and artificial obstacles (rocks, girders, fences, walls, ditches, etc...)
2. pass through a portion of land on fire (fire, smoke);
3. climb a 5m high net;
4. pass through a wire network using the crawling process and the walking process;
5. use a funicular;
6. cross an area of close combat using procedures of throwing hand grenades;
7. use procedures and techniques of hand-to-hand combat with weapons they have;
8. act in a sector of hasty river crossing with improvised devices;
9. climb or destroy the models of different means of warfare (tanks, helicopters, etc.) or buildings;
10. cross a swinging bridge over a stream;
11. cross a sloping piece of land to transport the wounded (approx. 600 m).

#### IV. Designed Competences

The envisioned competence of fighter subsumes the following capacities:

1. the ability to combine different methods of obstacle crossing, individually and as a team, adequate to their characteristics;
2. the motor ability needed to cross the physical and mental hardening track achieving the established standards;
3. the physical and mental resistance to efforts with high intensity and complexity.

The designed fighter competence subsumes the following capacities:

1. the capacity to cooperate with other team members to solve the incidents and the problems encountered while crossing the track;
2. the capacity to self-control the physical and mental fatigue;
3. the capacity to motivate his comrades that are in difficult situations.

#### Conclusions

We consider that military training in conditions similar to a battlefield is no longer a fad but a necessity.

The military exercises, carried out under conditions that replicate as closely as possible those on the battlefield, make the military students reach physical and mental efforts comparable to the reality of the battle, significantly increase their confidence. Moreover, they also strengthen the feeling of camaraderie, eliminate surprise and lead to realistic evaluations and expectations.

The training of the future command officers under conditions that are as similar as possible to those of the modern battlefield makes them perceive its hardness, makes them accept it and makes them control their emotions and feelings induced by hazards and prolonged physical and mental efforts in an efficient manner.

We should also add to the benefits of individual training, the fact that the training of the future Land Forces officers on the track for physical and mental hardening is necessary to increase team cohesion, self-confidence, trust in their commanders, in their colleagues and confidence in the power of the team to counteract the negative effects of combat stress.



## Conclusions... For Now

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## 6. Conclusions... For Now

### Mr. Sylvain Paile, MS, LL.M.

During the 3 days of this 2014 edition of the International Military Academies Forum, the participants from 17 European Member States and Ukraine representing military higher education institutes, European bodies and one civilian higher education institution were invited to share their opinion and views on possible future common modules they may wish to promote, organise and exchange students for. Concretely, they worked on the curricula of potential modules, on the model of the curricula developed for the common modules adopted in the framework of the European initiative for the exchange of young officers inspired by Erasmus, with view to possibly forward them to the Implementation Group of the Initiative for further consideration. The participants, therefore, detailed the topic, scope, learning outcomes, the expected profiles of participants and lecturers, as well as the number of ECTS they consider relevant for providing new common knowledge, skills and competences to the future European military elites.



*Mr. Paile, MS, LL.M. during his iMAF concluding speech.  
(Photo: VB Gerhard Hammler, TMA)*

These precious contributions provided by forefront actors – managers, teachers and cadets – of the European military higher education area as well as the “life” of the iMAF 2014 marked an undoubted evolution in the concept of the “common modules”.

### **Before the iMAF: the situation**

The discussions held during the iMAF 2014 shone a specific light on the situation of the common modules before the event, compared to the viewpoint expressed by the author. Despite the fact that most of the elements listed in introduction of this publication had been reflected, a new overview of these considerations completes the scene in which the evolution takes place.



It is true that the common modules are intended to contribute to the emergence of a strategic culture that would be marked by its attachment to the Common Security and Defence Policy. Though first realisations can be observed in this area, it seemed to the participants to the iMAF 2014 that this culture remained more a goal to achieve than a ground on which their efforts could find roots. It is equally true that there is no strong legal basis in the EU treaties for education cooperation in the field of higher education in general and in military higher education in particular. However, it was generally acknowledged that the Ministerial Declaration that founded the Initiative set one of the rare frames for organising and structuring such cooperation among the actors of the basic education and training of our military officers. It provides, therefore, the ground for discussing new developments in the European integration.

Though the concept of the common modules existed since 2008, it was also generally acknowledged that their content could evolve. The existing modules, approved in the context of the Initiative, could integrate new topics and evolve in their form, following new needs to be expressed by the institutions or reflecting the expertise of one or more of them that their institution(s) of origin was ready to make available to their European counterparts. From rather “academic” ones, the common modules had progressively included some with a more “vocational” dimension in their object or in their form with the introduction of practical learning methods. The number of ECTS to be attached to the successful completion of a module by a participant was also uncertain at the earlier stages of the Initiative. The possible forms of a common module regarding its duration, also, were at that same time the objects of discussions (year, semester, week, internet-distance learning basis?). Undoubtedly, rooms for improvements and evolution existed.

Furthermore, it appeared to the organisers and the participants that the creation, development but also the implementation of the common modules lacked the leadership they needed. Many of these modules, although they were formally endorsed by the Implementation Group of the Initiative had been insufficiently organised or lacked the international participation, in a difficult context for the budgets of potential sending institutions, that is a primary engine of these modules. The common modules, as a concept, thus needed to be revitalized.

### **At the beginning of the iMAF: assumptions**

At the beginning of this 2014 edition, it was possible from the viewpoints exchanged by the participants to highlight assumptions – many of which were similar to those expressed by the author – on the development of the concept of “common modules”, though not on the topics themselves.

It appeared clearly that there were expectations and room for educating and training together, in the form of common modules, the future military elites to the challenges they may face in their profession. These modules could have had for object the management of “future challenges” as suggested by the theme given by the organisers, but they could have also encompassed the future management of today and tomorrow challenges, in order to anticipate whenever and wherever possible the evolution of the approach to one or the other challenge for the European armed forces. The choice of the topic of a module was, to this end, expected to correspond to a need felt by the military institutes or to a forefront expertise that could be offered to other institutes, as it was already before the iMAF.

A “vocational future”, as it was shared by the participants in their early discussions and through the written contribution, appeared also as a credible option. It was not an exhaustive expectation, naturally, but many put an emphasis on putting in common the vocational training of the future officers whenever and wherever possible and desirable. For making this one reality, two directions could be proposed: orienting the modules more to practice and the profession of officer or orienting the modules to the individual needs of the single services. It was assumed by both the organisers and attendees, also, that the learning outcomes should occupy an important space of the discussions of the delegations, within and outside the syndicate sessions. The learning outcomes, in a common module, shape the environment of the learning process the organisers wish to set up for the participants. They highlight the fact that a common module is not only about learning its topic. It is also about living it because the international environment that is specifically created for such event foster skills, competences but also specific knowledge that a purely “national” learning does not: abilities in foreign languages, communication in general, interpersonal capacities, etc. Due attention had thus to be paid to the description of these outcomes for stressing the added value of making a module a common one. Possibly, it could be expected that the first products of the line of development 2 of the Initiative, which aims at harmonising the description of the learning outcomes between the European military officers’ basic education and training institutions, could be used for such purpose.

Finally, it was assumed by most of the representatives of higher education institutes that it would be difficult to modularise the education and training. When a teaching is given the shape of a module, its duration in time is decreased (from a semester or a trimester to a full-time week, for example) and it is easier to attract international participants since they would miss less of their other teachings at home. Modularisation for an effective implementation and offer remained a challenge for both civilian and military higher education institutions, as it was reported, but, as it was also experimented by institutions of the European Higher Education Area, not an impossible one.



*Work of the Scientific Committee during iMAF 2014.  
(Photo: VB Gerhard Hammler, TMA)*

### At the end of the iMAF: findings

In Reichenau, 9 thematic modules have been proposed by the participants for further consideration by the organising team and, as it may be expected at a latter stage, the Implementation Group of the Initiative.

Most of these projects found their roots in the regular educational offer of one or several institutions. It seems, which is subjectively legitimate if one considers that the existing curriculum is the most complete way for educating and training ones' national officer, that there is little room for finding an area of "future challenges" or "future management of challenges" which is not already anticipated by the existing offer. The extension of this offer through putting it in common at a European level is very positive and will undoubtedly complete the existing education and training offer of voluntary institutes. Nonetheless, the modularisation of their "regular" offer remains, despite intents expressed, a challenge for potential organisers as well as potential customers of such common modules.

The ideas formulated fit the spirit the organisers wanted for this 2014 edition of the iMAF. The modules proposed, indeed, all aim at consolidating the capabilities for the future of the European defence, either dealing with the management of future challenges or the ways to manage in the future all challenges. Though it is not possible to affirm that a module is exhaustively vocational or academic, as most of the propositions favour the combination of theoretical and practical teachings for delivering the topical knowledge, tendencies may be drawn from the main characteristics of the topic and methods of delivery. 4 projects are rather "vocational": *Small Units Tactics; Military Instructor Training; Individual Personal Development and Meta-Communication; Battle Physical and Mental and Survival Training*. 3 are rather "academic": *Defence and Security Economics; Common Operating Environment; Comprehensive Approach*. 2 may be qualified as "mixed": *Culture and Religion Awareness; Leadership and Agility in Complex Environments*. If instructing methods foreseen for these projects reinforce the vocational dimension of the common modules, it seems from the themes retained in Reichenau that service-specific modules are not a priority. Only the Small Unit Tactics project is conceived for a service-specific (Land Forces) environment.

Regarding the topics chosen, also, tendencies may be observed from these 9 propositions. Categories may be designed, though they reflect a subjectivity of the author, and give indications on some priorities of the participants. A first category touches on the personal development of the cadets, with two sub-categories: one dealing with the personal mental development (*Culture and Religion Awareness; Individual Personal Development and Meta-Communication; Battle Physical, Mental and Survival Training and Military Instructor Training*) and one dealing more with the personal physical development (*Battle Physical, Mental and Survival Training*). A second category would be about "knowing the strategic environment" (*Defence and Security Economics; Common Operating Environment; Culture and Religion Awareness and Comprehensive Approach*). The final category would be about "managing the operational environment" (*Small Units Tactics and Leadership and Agility in Complex Environments*). Some of the proposed modules cut cross several of these categories.

Finally, it was found that the "tree of competences" designed in the context of the line of development 2 of the Initiative is an instrument that can be used for designing descriptors. Even if those ones were not final at the time of the iMAF, their first design was used for being used as a reference in drafting the expected learning outcomes of the propositions of modules. The exercise made in Reichenau encourages the Implementation Group going forward with

the design of these descriptors and showed that one common vocabulary – for facilitating the recognition of the value of a common module and the realisation, at a larger scale of the European military higher education area – was effectively needed.

### **After the iMAF... Action!**

After this successful exercise of designing new common modules in Reichenau, ways forward can be suggested.

Some or all of these modules shall be proposed to the Implementation Group for further work with view to make them “common modules” under the Initiative. However, these propositions shall not be exhaustive. Other ones have been formulated in the written contributions to the iMAF and/or during the exchanges in Reichenau. These can and shall be promoted by an individual institute but also by a group of institutes, possibly a service-specific forum such as the European Air Force Academies, the Conference of Superintendents of the Naval Academies of the European Military Academies Conference (Land Forces).

The Initiative and the Implementation Group shall accompany this process of integration that has been speeded up in Reichenau. They shall support the further creation or implementation of new common modules, under its line of development 8, which must find a new leadership after the impulse given by the iMAF 2014 event. They shall encourage and accompany the process of modularisation of the education and training where and when it is possible, as incompatibilities in the organisation of terms may constitute a break in the exchanges between European military institutes. Now that these modules are about to be created, one must think about their implementation. The method promoted by the iMAF event’s organisers has certainly allowed raising interest from many higher education institutes for the modules that had been designed. From that stage on, their quality and growth must be secured. Since they will become European modules, since institutes will trust their counterparts with the education or training of their cadets, since the recognition of the value of the mobility experience must be secured, quality assurance and external quality assurance mechanisms shall be set forth in the module itself. Only then can the module grow and mature.

The Implementation Group shall also continue and finalise, as soon as possible, the work engaged in under the line of development 2 as this event stressed the importance and the challenged represented by the definition of the learning outcomes. Describing education and training in terms of outputs instead of mere inputs will reinforce confidence in the product of a learning process and makes education and training truly interoperable. The exercise realised during the iMAF 2014 showed that the “tree of qualifications” is a credible way for attaining this objective. However, recognition remains a question mark: will all the education and training institutions fairly play the game? Recognising the value of a cadet’s mobility experience is not about depreciating the national curriculum and way of educating and training, it is about gaining new knowledge and know-how, acquired in a different way. Only flexible learning path will train our future military elites to be ready for the unpredicted, which is the core business of our armed forces. This message but must one of the driving philosophies of the line of development 2 for its work, but it must also be the motto of the Initiative and its Implementation Group.

It may also be proposed, as a way ahead for the quantitative and qualitative development of the common modules, to edit a catalogue of the European modules, which should be

proposed in all voluntary European military higher education institution, vocational or academic, as a catalogue of optional courses. This would help the common modules appearing as educational offer complementarily to the national offers and foster the recognition of the – then widely acknowledged – modules. This catalogue, beside the potential lecturers' database that should be refreshed and kept up-to-date by the Implementation Group, could contain the content of the curricula, as pre-designed in Reichenau, and other necessary information such as the names and contacts of the institutions which regularly organise these modules.

One may also note, contrary to assumptions formulated by the author, that no reference was made to a possible need to design supporting material to the common modules as it was made at the early stage of the Common Security and Defence Policy module.

Finally, the question shall be left open of the integration of these common modules in larger mobility instruments. Some of the propositions made in Reichenau can amount, alone or coupled with “sister modules”, to two weeks of consecutive studies and thus open the way for the use of the Erasmus Intensive Programmes for financing educational actions. The addition of several modules can also result in a “European month” as initiated by the 2014 Greek Presidency of the Council of the European Union. It may also, though the number of common modules would be important enough with these 9 new ones, offer the possibility for an institution to organise a European semester which would be more easily recognised by other European institutes. It may and shall also lead to investigations by the institutes and the actors of the Initiative toward the implementation of “networked education” or training at a larger scale, as already experimented by some of their civilian counterparts, in which several institutes contribute – for one semester in the case of Erasmus-Mundus – to a curriculum delivered jointly (one single diploma for all or as many diplomas as the number of participating institutions).

In Reichenau, modules were probably born. Let's already think about their growth, maturation and offspring.



**Did you know that ...  
(12 facts about iMAF 2014)**

**7**

## 7. Did you know that ... (12 facts about iMAF 2014)

Col Dr. Harald Gell, MSc, MSD, MBA

- 1) iMAF 2014 took place at the Rothschild-Chateau in Reichenau/Austria.



- 2) 110 persons from 17 countries and 29 institutions attended iMAF 2014.





- 3) 19 international Cadets were involved to contribute to the Module development.



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- 4) 10 Austrian Cadets worked in the Staff to increase their organizational competences.



- 5) 622 e-mails were sent to organize the event.



- 6) Austria organized the first side-event.



- 7) UoD Brno from Czech Republic organized a topic-break. Such breaks were very useful to start informal and bilateral discussions.



- 8) MALF Wroclaw from Poland organized another topic-break. Impossible to eat everything they prepared.



- 9) LFA Sibiu from Romania organized a Romanian evening on the last iMAF-day. LFA Sibiu will conduct next iMAF in Romania from 10<sup>th</sup>-14<sup>th</sup> June, 2015.



- 10) Maj Symeon Zambas, ESDC-Training Manager, organized in the vicinity of the iMAF-programme a Train-the-Trainer course for Cyprus, Greece and Lithuania.



- 11) Team “Black” won the sports competition.



- 12) Rector-Commandant BrigGen Prof. Eng. Barsan, PhD awarded Col (GS) Mag. Karl-Heinz Wiedner and Col Dr. Harald Gell, MSc, MSD, MBA as “Honorary Senators” of the “NicolaeBalcescu” Land Forces Academy Sibiu.









## Annexes

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## 8. Annexes

Col Dr. Harald Gell, MSc, MSD, MBA

### 8.1 Curricula of existing Common Modules

On the following pages the existing Common Modules are listed. Some of them are still revised – for some of them a revision is needed, especially concerning the learning outcomes. Within the Implementation Group the Line of Development 2 elaborates a tree of competences – when the description of competences will be agreed – it makes sense to describe all the learning outcomes in the same way to facilitate mutual recognition.

The Curricula are listed in the original format according to the order in the table hereinafter.

Name of the Module	Workload in ECTS	Responsibility for development
Basic Military English (BME)	2	Austria
Common Security and Defence Policy (CSDP)	2	EU (ESDC)
Common Security and Defence Policy Olympiad	2	Cyprus
Crisis Management Operation/Peace Support Operation consisting of 4 Sub-Modules	12 <sup>1</sup>	Austria
How to meet the Media	2	Belgium
Law of Armed Conflict (LOAC)	2	France
Maritime Leadership	2	France
Train the Trainer	- <sup>2</sup>	EU (ESDC)

*Existing Common Modules.*

<sup>1</sup> Remark of the Author: Out of these 12 ECTS – 2 weeks are non-academic in Austria.

<sup>2</sup> Remark of the Author: This Common Module should be conducted during 2 days. Take into account that this Module is not in the same category as the Common Modules of the Initiative and it was approved by the EAB – not the IG – as an ESDC course.

### Description

Country <b>Austria</b>	Institution <b>Theresan Military Academy</b>	Common Module <b>Basic Military English</b>	ECTS <b>2.0</b>
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Service <b>All</b>	Minimum Qualification of Instructors <ul style="list-style-type: none"> <li>• Minimum English skills at Level C1 of the Common European Framework of Reference for Languages (CEFR) or NATO STANAG Level 3,</li> <li>• University graduate of English as a major or a well-rounded native speaker of English,</li> <li>• Military experience,</li> <li>• Teaching practice.</li> </ul>
Language <b>English</b>	

Prerequisites for international participants <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2,</li> <li>• Basic knowledge of the military.</li> </ul>	Goal of the Common Module To acquire basic knowledge of military English terminology and to promote presentation and briefing skills so as to better perform in a military English environment
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<b>Learning outcomes</b>	Knowledge	<ul style="list-style-type: none"> <li>• military and related terminology</li> <li>• troop-leading procedure</li> <li>• commands, drills, and warnings</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• presenting a military briefing</li> <li>• proficiently using commands, drills, and warnings</li> </ul>
	Competences	<ul style="list-style-type: none"> <li>• understanding and proficiently applying military terminology</li> <li>• applying the troop-leading procedure and the military decision-making process</li> <li>• confidently applying military courtesy rules</li> </ul>



Verification of learning outcomes is based upon the following principles:

- participation in class
- paper on and presentation of an assigned topic
- performance in the final test

<b>Course details</b>		
<b>Topic</b>	<b>Working Hours</b>	<b>Details</b>
Introductory session	1.5	<ul style="list-style-type: none"> <li>• briefing on officer training at the TMA</li> <li>• course familiarization</li> </ul>
Military terminology	6	<ul style="list-style-type: none"> <li>• security policy, armed forces &amp; services, elements &amp; branches, ranks, formations, units, leadership, principles of war, daily military routine, appointments, arms &amp; ammunition, vehicles, clothing &amp; equipment, training, operations, combat support, installations, terrain orientation, logistics, administration</li> </ul>
Troop-leading procedure	5	<ul style="list-style-type: none"> <li>• vocabulary for military decision-making process</li> </ul>
Commands and warnings	4	<ul style="list-style-type: none"> <li>• military courtesy and traditions</li> <li>• practical ceremonial drills and warnings in combat</li> </ul>
Presentations	5	<ul style="list-style-type: none"> <li>• students give a briefing in the plenary on an assigned military topic (e.g. briefing on own officer education)</li> </ul>
Evaluation of learning outcome	1	<ul style="list-style-type: none"> <li>• test</li> </ul>
Private studies	22.5	<ul style="list-style-type: none"> <li>• students acquire relevant military vocabulary topic-wise, issued in advance</li> </ul>
Administration		<ul style="list-style-type: none"> <li>• icebreaking activities, evaluation and closing ceremony</li> </ul>
<b>Total</b>	<b>50</b>	

**Remarks:**

- The Common Module encourages the active participation of students.
- For oral proficiency participants are to present their chosen topic of in the plenary with extensive linguistic feed-back and remedial grammar if need be.

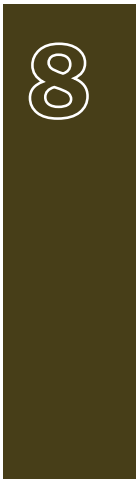
**Module Description (Austrian adopted format)**  
Module J

Country <b>Austria</b>	Institution <b>Theresan Military Academy</b>	Module <b>Common Module on CSDP (Module J)</b>	Amount of ECTS <b>2.0</b>
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Level <b>Sophomore and higher</b>	Minimum Qualification for Lecturers <ul style="list-style-type: none"> <li>• <b>Officers:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3,</li> <li>○ Relevant expertise on CSDP,</li> <li>○ International experience.</li> </ul> </li> <li>• <b>Civilians:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3,</li> <li>○ Expertise on relevant topics,</li> <li>○ Relevant academic publications.</li> </ul> </li> </ul>
Language <b>English</b>	

Prerequisites for international participants <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2,</li> <li>• at least 2 years of national military education,</li> <li>• basic knowledge of International Politics, EU, CFSP, CSDP, preferably via the ESDC IDL.</li> </ul>	Goal of the Module Standardized familiarization of officer students with CSDP with a view to Europeanisation of officer training
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<b>Learning outcomes</b>	Knowledge	<ul style="list-style-type: none"> <li>• Europeanization of officer training</li> <li>• Security concepts</li> <li>• History</li> <li>• Institutions</li> <li>• Pillar structures</li> <li>• Achievements</li> <li>• CFSP</li> <li>• CSDP</li> <li>• European security strategy</li> <li>• Civilian and military crisis management</li> <li>• Decision-making process</li> </ul>	<ul style="list-style-type: none"> <li>• Capabilities development</li> <li>• Decision-making process</li> <li>• EU missions and operations</li> <li>• Comprehensive approach</li> <li>• EU and partners UN, NATO, OSCE, AU, ASEAN</li> <li>• Regional aspects and neighbourhood policy</li> <li>• Human rights</li> <li>• Gender issues</li> <li>• Child protection</li> <li>• Legal aspects</li> <li>• The way ahead</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Syndicate work on CSDP matters with subsequent discussions.</li> </ul>	
	Competences	<ul style="list-style-type: none"> <li>• Act as a truly European military leader in CMOs.</li> </ul>	



## Evaluation of learning outcomes

- Observation:
  - Throughout the seminar officer students are to be observed and evaluated on their understanding to allow for remedial action if need be.
- Discussion:
  - Throughout the seminar officer students are to discuss given topics in syndicates and in the plenary to allow for reflexions and in-depth understanding.
- Test:
  - At the beginning and at the end of the Module a standardized test is to pass to find out the increase of the learning outcomes.

Course Details		
Topic	Working Hours	Details
The European Union	5	<ul style="list-style-type: none"> <li>• History</li> <li>• Institutional framework.</li> <li>• Pillar structures</li> <li>• Achievements</li> <li>• CFSP</li> </ul>
CSDP	4	<ul style="list-style-type: none"> <li>• Structures</li> <li>• European Security Strategy</li> <li>• Crisis management</li> <li>• Decision-making process</li> <li>• CSDP and the Lisbon Treaty</li> <li>• Future developments</li> </ul>
EU missions and operations	4	<ul style="list-style-type: none"> <li>• Comprehensive approach</li> <li>• Capabilities</li> <li>• Berlin+ agreement</li> <li>• Lessons learned</li> </ul>
EU and partners	6	<ul style="list-style-type: none"> <li>• UN</li> <li>• NATO</li> <li>• OSCE</li> <li>• AU</li> <li>• ASEAN</li> <li>• Regional aspects and neighbourhood policy</li> </ul>
Horizontal issues	3	<ul style="list-style-type: none"> <li>• human rights</li> <li>• gender issues</li> <li>• child protection</li> <li>• legal aspects</li> </ul>
Private studies	28	<ul style="list-style-type: none"> <li>• Five separate hours per day for in-depth-studies on an as-required basis!</li> <li>• Participants have to pass an IDL-phase in advance.</li> </ul>
<b>Total</b>	<b>50</b>	



**DRAFT 2**

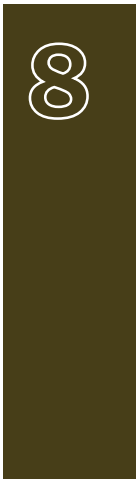
**Module description**

Country <b>Cyprus</b>	Institution <b>Ministry of Defence</b>	Module <b>CSDP Olympiad</b>	Workload <b>60 WH</b>
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<p>Language Prerequisites for participants</p> <ul style="list-style-type: none"> <li>English: Common European Framework of Reference for Languages (CEFR) Level B2</li> </ul>	<p>Goal of the Module</p> <p>To acquaint our cadets with the basic knowledge on CSDP providing them with the incentive to study accordingly, in order to write a paper on CSDP, which is going to be published and circulated within the relevant EU Institutions and stakeholders, and to compete with cadets of other Member States in a CSDP knowledge Competition.</p>
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<b>Learning outcomes</b>	Knowledge	<p>The history of the European security and defence co-operation and the development of CSDP, within the larger context of European integration The context in which the European Security Strategy was elaborated, the strategy's basic content, messages, role and its wide implications for the EU.</p> <p>The role played in the field of CFSP/ CSDP by the relevant EU Institutions (European Council, the Council of the European Union, the European Commission and European Parliament) and the inter-institutional mechanisms involved, with a brief insight on the financing of CSDP. How the Common Security and Defence Policy is implemented - in the larger context of the Common Foreign and Security Policy - through concrete operational engagements, with emphasis on the policy decision-making for operations/ missions.</p>
	Skills	Engage in discussions and cooperate concerning the above in a Pan European environment.
	Competences	Act and cooperate with confidence in a CSDP working environment.

<p>Verification of learning outcomes</p> <ul style="list-style-type: none"> <li>Paper Competition</li> <li>Knowledge Competition</li> </ul> <p>Students' assessments have been made by a Commission of experts/faculty from colleges and relevant Institutions.</p>
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Course details		
Topic	Working Hours	Details
CSDP IDL consisting of 4 Autonomous Knowledge Units (AKUs)	15	<ul style="list-style-type: none"> <li>▪ AKU1 "History and Context of ESDP"</li> <li>▪ AKU2 "European Security Strategy"</li> <li>▪ AKU3 "Role of EU Institutions in the field of CFSP/ CSDP"</li> <li>▪ AKU4 "Overview of CSDP Operational Engagements"</li> </ul>
Paper	15	<ul style="list-style-type: none"> <li>• Paper consisting of 3000-4000 words with a relevant CSDP title</li> </ul>
Residential	8	<ul style="list-style-type: none"> <li>• Paper presentation</li> <li>• Knowledge Competition, based on a multiple choice questionnaire</li> </ul>
<b>Total</b>	<b>38</b>	

## Workload Calculation

- Total amount: **38 WH**
- Estimated average of self – studies = **10WH**
- **38WH + 10WH = 48WH**
- Course is in English (not native language) →  $48WH \times 1.25 = 60WH$
- **Workload for the CSDP Olympiad Module is 60 Working Hours(WH)**

These **60** Working hours equal **2 ECTS** for academic programmes.

name/surname of the cadet having done the mentioned working hours:

**Andrea Patrignani**

Major (AF) Symeon Zambas  
 Defence Policy and  
 International Affairs Directorate  
 Cyprus Ministry of Defence



European initiative for the exchange of young officers inspired by Erasmus

# Standard Curriculum

## Common Module

### Crisis Management Operations

#### (Peace Support Operations)

8

(1<sup>st</sup> of April, 2011)



Drafter:  
Lieutenant Colonel DI Harald GELL, MSc, MSD, MBA  
Theresian Military Academy  
Burgplatz 1  
2700 WIENER NEUSTADT  
AUSTRIA  
E-mail: harald.gell@bmlvs.gv.at

Austria was entrusted with the leadership, in consensus of all EU Member States, to develop the PSO-Module in framework of the European Initiative for the Exchange of young officers, inspired by ERASMUS from April to July in 2009.

Target group: Officer Cadets and young officers (Preferable ARMY officer Cadets)

The PSO-Module consists of 4 Sub-Modules:

Type of Module	Name of Module	Goal	ECTS / WH
A	<b>Basics for Crisis Management Operations</b>	To acquire basic knowledge of specific topics (legal bases) for following PSO Sub-Modules (B, C, D) with main effort onto the creation of a Soldiers' Card embedded into the Scenario.	<b>3.0 ECTS</b>
B	<b>MAPEX with topic CMO</b>	Learning MDMP for a security and defence operation on Battalion-level. To reach that goal the model of a reinforced APC-Infantry Battalion within the frame of a multinational Brigade is used.	<b>2.0 ECTS</b>
C	<b>TEWT in an CMO-Scenario</b>	Learning leadership skills for PSO on Company-level. To reach that goal the model of an Infantry Company within the frame of a Battalion is used.	<b>3.0 ECTS</b>
D	<b>Course for PSO</b>	Learning basic branch-independent leadership skills for Peace Support Operations (PSO) on Platoon Level. To reach that goal the model of a motorised and/or mechanized Infantry Platoon within the frame of a Company is used.	<b>119 WH</b>

The Theresan Military Academy of Austria offers each Sub-Module two times a year.

At the following pages you will find more details about the modules A-D, or you join our Homepage for more information (<http://campus.milak.at/campus/iep/module.php>).

If you want more details, visit our Homepage

(<http://campus.milak.at/campus/iep/events.php>). There you will find the exact dates when the respective Sub-Modules will take place.

If you are interested in participation, please fill in the Application form (<http://campus.milak.at/campus/iep/application.php>) and send it to the mentioned E-Mail Address 8 weeks in advance.

### Module description

#### Module A

Country <b>Austria</b>	Institution <b>Theresan Military Academy</b>	Module <b>Basics for Crisis Management Operations (Module A)</b>	Amount of ECTS <b>3.0</b>
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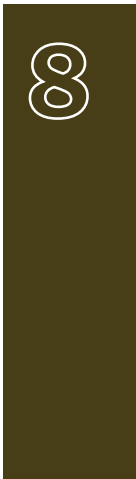
Level <b>All</b>	Minimum Qualification of Instructors
Language <b>English</b>	<ul style="list-style-type: none"> <li>• <b>Officers/Instructors/Teachers</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3,</li> <li>○ completed studies for those lecturers who are teaching specific topics (law, history, ...),</li> <li>○ practical military experiences for respective echelons,</li> <li>○ teaching/instructing experiences.</li> </ul> </li> </ul>

Prerequisites for international participants	<b>Goal of the Module</b>
<ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2,</li> <li>• <u>basic</u> knowledge of participants' national military law and humanitarian law,</li> <li>• at least 1 year of national military education.</li> </ul>	<p><b>To acquire basic knowledge of specific topics (legal bases) for following PSO Sub-Modules (B, C, D) with main effort onto the creation of a Soldiers' Card embedded into the Scenario.</b></p>

<b>Learning outcomes</b>	Knowledge	<ul style="list-style-type: none"> <li>• Legal bases for military forces in multinational operations, implementation of Rules of Engagement (ROE) in specific missions (incl. protection of cultural property),</li> <li>• Co-operation with IOs, NGOs and local authorities,</li> <li>• Specifics of multinational operations (incl. attack, defence, delay, FIBUA, CRC),</li> <li>• CIMIC and Force Protection,</li> <li>• International Logistics.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Advanced skills in using International Humanitarian Law (IHL), Law of Armed Conflict (LOAC) and Human Rights Law (ECHR).</li> </ul>
	Competences	<ul style="list-style-type: none"> <li>• Additional application of law basics in specific case studies (examples taken from ongoing missions).</li> </ul>

Verification of learning outcomes
<ul style="list-style-type: none"> <li>• Observation:             <ul style="list-style-type: none"> <li>○ Students are to be observed during the whole Module and are to be evaluated during practical execution of in advance theoretical learned topics.</li> </ul> </li> <li>• Examination:             <ul style="list-style-type: none"> <li>○ Students have to present their syndicate-solutions referring to specific case studies.</li> </ul> </li> </ul>

Course details		
Topic	Working Hours	Details
Law	20	<ul style="list-style-type: none"> <li>• Protection of Cultural Property,</li> <li>• International Humanitarian Law,</li> <li>• Basics and creation of Rules of Engagement,</li> <li>• Creation of a Soldiers' Card,</li> <li>• Law of Armed Conflicts.</li> </ul>
International Organizations	4	<ul style="list-style-type: none"> <li>• UN, EU, NATO, OSCE, AU,</li> <li>• CMO Techniques.</li> </ul>
Logistics	3	<ul style="list-style-type: none"> <li>• International Logistics and Host Nation Support,</li> <li>• Status of Forces Agreement (SOFA).</li> </ul>
Scenario	1.5	<ul style="list-style-type: none"> <li>• Presentation of Road to Conflict and Scenario which is used for all Sub-Modules (A, B, C, D).</li> </ul>
CIMIC & Force Protection	1.5	<ul style="list-style-type: none"> <li>• Basics of CIMIC and Force Protection (in parts referring to Scenario).</li> </ul>
Specifics	3	<ul style="list-style-type: none"> <li>• Specifics of multinational operations (incl. attack, defence, delay, FIBUA, CRC),</li> <li>• Acquisition of information (possibilities).</li> </ul>
Private studies	40	<ul style="list-style-type: none"> <li>• For in-depth-studies referring to daily topics.</li> </ul>
Administration	2	<ul style="list-style-type: none"> <li>• Welcome and closing ceremony.</li> </ul>
<b>Total</b>	<b>75</b>	



### Module description

#### Module B

Country <b>Austria</b>	Institution <b>Theresan Military Academy</b>	Module <b>MAPEX with topic CMO (Module B)</b>	Amount of ECTS <b>2.0</b>
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Level <b>Tactical Level (Battalion)</b>	<p>Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> <li>• <b>Officers:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3,</li> <li>○ Battalion Commander or Deputy of Infantry, mechanized Infantry, tank or reconnaissance branch,</li> <li>○ at least 1 mission abroad.</li> </ul> </li> </ul>
Language <b>English</b>	

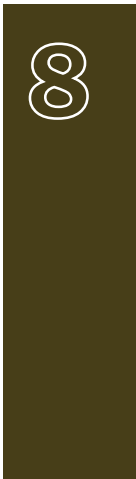
<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2,</li> <li>• <u>basic</u> knowledge of the steps of the MDMP,</li> <li>• IDL (issued 8 weeks in advance).</li> </ul>	<p style="text-align: center;"><b>Goal of the Module</b></p> <p style="text-align: center;"><b>Learning MDMP for a security and defence operation on Battalion-level.</b></p> <p style="text-align: center;"><b>To reach that goal the model of an reinforced APC-Infantry Battalion within the frame of a multinational Brigade is used.</b></p>
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<b>Learning outcomes</b>	Knowledge	<ul style="list-style-type: none"> <li>• Knowledge of security and defence operations on battalion level (mission tailored task force) in a multinational framework in CMO and the co-operation with combat-support, service-support and combat-service support troops as well as other international organizations, governmental and non-governmental organizations and local authorities,</li> <li>• operational principles of Infantry and mechanized Infantry forces in a security and defence operation,</li> <li>• execute the MDMP finalised with an OPLAN &amp; Task Organization.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Skills in using the steps of the MDMP for the purpose of solving standard tasks in a security and defence operation,</li> <li>• under consideration of the C2 and operational principles,</li> <li>• explain parts of the OPORDER.</li> </ul>
	Competences	<ul style="list-style-type: none"> <li>• Act as a member of a Battalion's staff during the MDMP (with focus on the parts of S2 and S3).</li> </ul>



Verification of learning outcomes
<p>Observation:</p> <ul style="list-style-type: none"> <li>• Students are to be observed and are to be evaluated during practical execution of the steps of the MDMP.</li> <li>• Students have to present their solutions under argumentation of the consideration of principles of war and operational principles.</li> </ul>

Course details		
Topic	Working Hours	Details
Pre-course Preparation (IDL)	11	<ul style="list-style-type: none"> <li>• IDL concerning Scenario (if student did not participate in Module A) and steps of the MDMP.</li> </ul>
Basic Lecture	2	<ul style="list-style-type: none"> <li>• Basics for security and defence operations.</li> </ul>
MDMP Orientation	2	<ul style="list-style-type: none"> <li>• <b>Mission Analysis</b> mission analysis - tactically, mission analysis - time wise, immediate actions, restrictions of freedom of action, essential task.</li> <li>• <b>Commander's Planning Guidance.</b></li> </ul>
MDMP Concept Development	13.5	<ul style="list-style-type: none"> <li>• <b>Evaluation of the Enemy Situation</b> assessment of the enemy situation, general enemy intent, analysis of enemy courses of action, most likely/dangerous enemy intent.</li> <li>• <b>Evaluation of the Environment</b> evaluation of the terrain - general evaluation of the terrain - terrain effects on enemy operations -tactically coherent terrain - decisive terrain - terrain effects on friendly operations, evaluation of climate, weather, visibility and time of day, evaluation of the situation of the Population and of IOs/NGOs, evaluation of the media situation.</li> <li>• <b>Evaluation of the friendly Situation</b> assessment of the friendly situation, availability of forces - quantity and time wise, comparison of forces - comparison of power and effectiveness.</li> <li>• <b>Consideration of COA</b> evaluation of the pros and cons of COA.</li> <li>• <b>Decision</b> verbalization of commander's decision (Commander's intent).</li> </ul>
MDMP OpPlan Development	2.5	<ul style="list-style-type: none"> <li>• Operations overlay, task organization and some particular parts of the OPORDER.</li> </ul>
Service Support	3	<ul style="list-style-type: none"> <li>• Service Support on Battalion-level.</li> </ul>
Self-studies and preparation	16	<ul style="list-style-type: none"> <li>• For all the above mentioned topics students have to prepare themselves for the next day.</li> </ul>
<b>Total</b>	<b>50</b>	



## Module description

### Module C

Country <b>Austria</b>	Institution <b>Theresan Military Academy</b>	Module <b>TEWT in an CMO-Scenario (Module C)</b>	Amount of ECTS <b>3.0</b>
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Level <b>Company</b>	Minimum Qualification of Instructors
Language <b>English</b>	
<ul style="list-style-type: none"> <li>• <b>Officers:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3,</li> <li>○ Company Commander of Infantry mechanized Infantry or reconnaissance branch.</li> <li>○ at least 1 mission abroad as Company Commander.</li> </ul> </li> <li>• <b>Non-Commissioned Officers:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2,</li> <li>○ Platoon Leader or Company Sergeant Major of Infantry, mechanized Infantry or reconnaissance branch,</li> <li>○ at least 1 mission abroad.</li> </ul> </li> </ul>	

<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2,</li> <li>• at least 2 years of national military education,</li> <li>• basic knowledge of operational principles and tactics on Company level,</li> <li>• IDL (on TMA-homepage → <a href="http://www.miles.ac.at">www.miles.ac.at</a>) <b>or</b> participation of PSO Sub-Modules A and/or B.</li> </ul>	<p><b>Goal of the Module</b></p> <p><b>Learning leadership skills for PSO on Company-level.</b></p> <p><b>To reach that goal the model of an Infantry Company within the frame of a Battalion is used.</b></p>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>• Use operational principles and principles of war of Infantry in an area and border security operation, attack, delay and defence operation,</li> <li>• assure sustainability,</li> <li>• cooperate with combat-support, service-support, combat-service support troops, Special Forces as well as with other international organizations, governmental and non-governmental organizations and local authorities,</li> <li>• considering cultural differences, legal aspects and force protection.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Implementation of operational principles and Military Decision Making Process (MDMP) for the purpose of solving standard tasks in PSO,</li> <li>• issue of orders for the purpose of synchronization of own Platoons, combat support and logistic elements.</li> </ul>
	Compe- tences	<ul style="list-style-type: none"> <li>• Act as a Company Commander in PSO.</li> </ul>

Verification of learning outcomes
<ul style="list-style-type: none"> <li>• Observation:             <ul style="list-style-type: none"> <li>○ Trainees are to be observed and are to be evaluated during practical execution of the use of the principles, issue of orders and synchronization of subordinated elements.</li> </ul> </li> </ul>

Course details		
Topic	Working Hours	Details
Preparation	18	<ul style="list-style-type: none"> <li>• Internet distributed learning in advance. The content is issued via our homepage (<a href="http://www.miles.ac.at">www.miles.ac.at</a>). If trainees attended PSO Sub-Modules A and/or B, these IDL-working hours can be reduced.</li> </ul>
Tactical scenario training	34	<ul style="list-style-type: none"> <li>• Mission briefing,</li> <li>• Military Decision Making Process (Company-level),</li> <li>• transfer of tactical principles (unknown terrain),</li> <li>• issue of orders,</li> <li>• dealing with media,</li> <li>• planning and tasking of airlift-transport,</li> <li>• planning and tasking of deployment,</li> <li>• planning and tasking of area and object security,</li> <li>• planning and tasking of escorting,</li> <li>• planning and tasking of CRC,</li> <li>• planning and tasking of attack, delay and defence operations,</li> <li>• considering mine-, UXO- and IED-threat,</li> <li>• synchronization of own Platoons, combat support and logistic elements.</li> <li>• considering ROE, International Humanitarian Law (IHL), Law of Armed Conflict (LOAC) and Human Rights Law (ECHR),</li> <li>• cooperation with international organizations, governmental and non-governmental organizations and local authorities,</li> <li>• cooperation with non-national elements of own Force.</li> </ul> <p>Method:</p> <ul style="list-style-type: none"> <li>• TEWT under harsh conditions (time-pressure, day &amp; night, longer working hours).</li> </ul>
Self-studies and preparation	23	<ul style="list-style-type: none"> <li>• For all the above mentioned topics trainees have to prepare themselves for the next day,</li> <li>• for international participants 1 day (not included into the TEWT) is dedicated for individual preparation.</li> </ul>
<b>Total</b>	<b>75</b>	



### Module description Module D

Country <b>Austria</b>	Institution <b>Theresan Military Academy</b>	Module <b>Course for PSO (Module D)</b>	Workload <b>119 WH</b>
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Level <b>Platoon</b>	<p>Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> <li>• <b>Officers:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3,</li> <li>○ Company Commander of Infantry, mechanized Infantry or Reconnaissance branch,</li> <li>○ at least 1 PSO-mission abroad.</li> </ul> </li> <li>• <b>Non-Commissioned Officers:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2,</li> <li>○ Platoon Leader or Company Sergeant Major of Infantry, mechanized Infantry or Reconnaissance branch,</li> <li>○ at least 1 PSO-mission abroad.</li> </ul> </li> </ul>
Language <b>English</b>	

<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2,</li> <li>• at least 2 years of national military education,</li> <li>• <u>basic</u> knowledge of PSO-TTP (Tactics, Techniques and Procedures) such as checkpoints, patrolling, convoy, ... ,</li> <li>• <u>basic</u> knowledge of radio communication in English</li> </ul>	<p><b>Goal of the Module</b></p> <p><b>Learning basic branch-independent leadership skills for Peace Support Operations (PSO) on Platoon Level.</b></p> <p><b>To reach that goal the model of a motorised and/or mechanized Infantry Platoon within the frame of a Company is used.</b></p>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>• Detailed knowledge about leadership principles, tactics and techniques and use of force in PSO within an international environment.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Train and supervise trainees on Squad- and Platoon-level</li> </ul>
	Compe- tences	<ul style="list-style-type: none"> <li>• Act as a platoon leader in PSO</li> </ul>

Verification of learning outcomes	
• Mid course exam:	<ul style="list-style-type: none"> <li>○ At the end of the first week or at the beginning of the second week.</li> <li>○ Course director is to test trainees about the content of the first week.</li> <li>○ The type of the exam is up to the course director.</li> </ul>
• Observation:	<ul style="list-style-type: none"> <li>○ During the whole course trainees are to observe and are to be evaluated during practical execution of in advance theoretical learned topics.</li> </ul>
• Final exam:	<ul style="list-style-type: none"> <li>○ On the last day of the course trainees have to absolve a final oral exam in front of a commission (Commander Cadets' Corps, 2 Officers who are responsible for the course)</li> </ul>

Course details		
Topic	Working Hours	Details
Leadership in general	6.5	<ul style="list-style-type: none"> <li>• Lead of a Platoon as Platoon Leader / Deputy Platoon Leader in a PSO-scenario using principles of war.</li> <li>• Execution of Military Decision Making Process (MDMP) on Platoon level.</li> <li>• Execution of terrain orientation.</li> <li>• Issuing and implementation of orders.</li> <li>• Faculty to write reports (patrol report, incident report, ...)</li> </ul>
Rules of Engagement	4.0	<ul style="list-style-type: none"> <li>• Use of ROE for PSO on Platoon level.</li> </ul>
TTP / PSO	50.0	<ul style="list-style-type: none"> <li>• Execution of TTP in PSO on Platoon level (field exercise)</li> </ul>
Negotiations	7.0	<ul style="list-style-type: none"> <li>• Intended use of negotiation norms.</li> </ul>
Media awareness	3.0	<ul style="list-style-type: none"> <li>• Specific use in dealing with media.</li> </ul>
Mine awareness	7.0	<ul style="list-style-type: none"> <li>• Realization of the danger of mines and IEDs in mission areas and take correct actions.</li> </ul>
Supply and communication	12.5	<ul style="list-style-type: none"> <li>• Issue of orders and actions taken referring to supply on Platoon level</li> <li>• Issue of orders and actions taken referring to communication on Platoon level.</li> </ul>
<b>Total</b>	<b>90</b>	

Workload's calculation	
• Total amount = <b>90 WH.</b>	
• Estimated average of self-studies = <b>5 WH.</b>	
• 90 WH + 5 WH = <b>95 WH.</b>	
• Course is on Platoon level → factor 1.00 → 95 WH x 1.00 = <b>95 WH</b> (no change).	
• Course is in English (not native language) → factor 1.25 → 95 WH x 1.25 = <b>118.75 WL.</b>	
• The result is to round up: 118.75 → <b>119.</b>	
• <b>Workload (WL) for the Module is 119 working hours (WH).</b>	





Implementation Group

Doc.: IG/2013/07

# ***EUROPEAN SECURITY AND DEFENCE COLLEGE***

## **How to meet the Media?**

**- Draft Curriculum -**

**19 Sep 2013**



## Aim

1. This curriculum is developed to enhance a common understanding by young officers of the relationship between Armed Forces and Mass Media.
2. This common understanding should in the long term enhance the young officer's ability to build and maintain a relation of mutual trust with journalists during their future missions and operations.
3. Moreover, this module should be seen in the light of a general convergence of curricula to allow young officers to follow the same module in another Member State. It is therefore a logical consequence of what already is happening in the academic field with the Bologna process.
4. This module is not intended to form specialized Press Information/Public Affairs Officers but to provide young leaders with the basic knowledge (theory and practice) before to face the media.
5. In the EQF (European Qualification Framework), this module can be regarded as level 6 training.

## General description and Organisation

6. **Starting situation.** The participants have a good knowledge about their Armed Forces and current military news in their country. They are willing to discuss their opinions with other people.
7. The training will focus on the following processes.

### Summarizing overview of core profile

knowledge	skills	Competences
enter in a professional relationship with a journalist		
<ul style="list-style-type: none"> <li>• code of ethics of journalists</li> <li>• professional profile of journalists</li> <li>• role as a specific spokesperson</li> </ul>	<ul style="list-style-type: none"> <li>• open oneself for contact with journalists</li> </ul>	<ul style="list-style-type: none"> <li>• build a relation of trust with journalists without endangering Defense interests</li> </ul>
turn a media story into an opportunity and a win-win situation for military and journalist		
<ul style="list-style-type: none"> <li>• needs of media and of Defense</li> <li>• needs of general public for information</li> <li>• principles of infotainment</li> </ul>	<ul style="list-style-type: none"> <li>• applying principles of media stories to military issues</li> </ul>	<ul style="list-style-type: none"> <li>• estimating possible gain and media relevance of a given event</li> <li>• boosting a possible media opportunity</li> </ul>
prepare and diffuse coherent statements and messages		
<ul style="list-style-type: none"> <li>• principles of clear writing for a general audience</li> <li>• principles of speaking in front of an audience</li> </ul>	<ul style="list-style-type: none"> <li>• writing and reviewing coherent and clear texts</li> <li>• speaking in a clear and simple language</li> </ul>	<ul style="list-style-type: none"> <li>• being able to take the role of a specific spokesperson for a military organization</li> </ul>

<b>prepare and participate in specific communication events</b>		
<ul style="list-style-type: none"> <li>• principles of press conferences</li> <li>• principles of crisis communication</li> <li>• principles of social media</li> </ul>	<ul style="list-style-type: none"> <li>• prepare and participate in press conferences</li> <li>• understanding the possibilities and risks of social media</li> </ul>	<ul style="list-style-type: none"> <li>• estimating issues and crises and perform strategic communication</li> <li>• explore and defend the use of social media for military public affairs purposes</li> </ul>
<b>give a successful audiovisual interview</b>		
<ul style="list-style-type: none"> <li>• interview techniques</li> <li>• audiovisual language</li> </ul>	<ul style="list-style-type: none"> <li>• give clear, structured statements in a credible fashion</li> <li>• appear positive on screen</li> </ul>	<ul style="list-style-type: none"> <li>• successfully performing an interview with or without support of a press officer</li> </ul>
<b>explaining professional role to a general public</b>		
<ul style="list-style-type: none"> <li>• principles of simplification</li> </ul>	<ul style="list-style-type: none"> <li>• vulgarize complex information</li> </ul>	<ul style="list-style-type: none"> <li>• appear a clear and trustworthy spokesperson for Defense</li> </ul>
<b>successfully speaking to an audience</b>		
<ul style="list-style-type: none"> <li>• principles of communication</li> <li>• verbal and non-verbal language</li> <li>• ethos, pathos and logos</li> </ul>	<ul style="list-style-type: none"> <li>• effectively pass a message to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• make a good impression which will rub off on Defense</li> </ul>

8. **Duration.** The module will normally take five working days and represents 2 ECTS.
9. **Methodology.** The necessary theory will be examined through short lectures and plenary discussions. Each participant will be encouraged to take an active role and has the opportunity to ask questions Interviews will be trained during live exercises with professional journalists playing their own role.



## Overall structure

10. **Module Program.** Every Module “How to meet the Media?” shall be based on the Generic Common Module shown below:

day 1	day 2	day 3	day 4	day 5
principles of communication	writing for media practice: press release	interview	practice: interview	visit to national military public affairs service
communication and leadership	press conference	practice: statement and messages	visit to national media	plenary discussion with spokesperson
Defence policy on media	crisis communication	practice: interview		debriefing and feedback
code of ethics for media	social media			

11. The Course Programme can be adapted according to recent needs and to national education systems.
12. **Contents for teaching.** The common module “How to meet the Media?” will mainly focus on the practice of the interview with each student answering questions asked by a professional journalist.
13. The presentations and discussions will focus on the general following topics:
- **COMM & Leadership:** the role and the place of COMM in the leadership of the young officer can be explained by using different models of leadership, like the BE-KNOW-DO (US) and the Quinn Competing Values Framework for examples, and models of management like the Deming Cycle (PDCA) and the EFQM.
  - **Defence & Media:** overview of the national media (organization, coverage, editing line, attitude towards Defence...) and presentation of the most important international media, including news agencies, present in the different areas of military operations. National guidelines about contact between military personnel and media in normal peacetime and during operations.
  - **Professional code of ethics for journalists:** how journalists are working?
  - **Crisis COMM:** how to anticipate a crisis with a good COMM (strategic eve and restoration of the trust)? How to plan this COMM?
14. **Materials.**
- Individual interviews will be monitored by a journalist with a microphone and by a cameraman with a camera.
  - Other members of the (sub)group will watch and hear the interview of their colleagues on a TV in a separate room.

## Module description

<b>Country</b> .....	<b>Institution</b> .....	<b>Module</b> <b>Law of Armed Conflict</b>	<b>Amount of ECTS</b> <b>2.0</b>
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<b>Level</b> <b>All services</b>	<p style="text-align: center;"><b>Minimum Qualification for Lecturers</b></p> <ul style="list-style-type: none"> <li>• <b>Officers or civilian Lecturers:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG 6001 Level 3.</li> <li>○ Thorough knowledge of the LOAC.</li> <li>○ Adequate knowledge of international relations issues.</li> <li>○ Thorough knowledge of the topic taught.</li> </ul> </li> </ul>
<b>Languages</b> <b>English, French<sup>37</sup></b>	

<b>Prerequisites for international participants</b>	<b>Goal of the Module</b>
<ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2,</li> <li>• at least 1 year of national (military) higher education,</li> <li>• <u>basic</u> knowledge of National (constitutional) Law and International Law.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover and understand basic LOAC texts.</li> <li>• Be aware of responsibilities in terms of LOAC implementation.</li> <li>• Deepen knowledge of the LOAC.</li> <li>• Learn about international implementation of the LOAC.</li> <li>• Learn about particular issues related to the LOAC.</li> </ul>

<b>Learning outcomes</b>	Know- ledge	<ul style="list-style-type: none"> <li>• Basic knowledge of the LOAC and related issues.</li> <li>• Basic knowledge of the legal context of military operations.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Analyse, anticipate and lead operations efficiently.</li> <li>• Advise superiors and inform subordinates about the key aspects of the LOAC.</li> <li>• Advise superiors and inform subordinates about the issues related to LOAC.</li> <li>• Explain the spectrum of armed conflict and how LOAC applies at each point on the spectrum.</li> <li>• Describe Human Rights Law in the operational context.</li> <li>• Explain the means and methods of warfare, including the prohibition against the use of certain weapons.</li> <li>• Apply the Rules of Engagement on the level being responsible after graduation.</li> <li>• Explain the consequences of disobeying LOAC and the obligation to report via lotions of LOAC.</li> </ul>
	Compe- tences	<ul style="list-style-type: none"> <li>• Understand rights and duties when it comes to use of force.</li> <li>• Understand the global legal context of military operations.</li> <li>• Enable students to apply the LOAC appropriate to their future first position after graduation.</li> </ul>

<sup>37</sup> **Remark:** If the Module or parts of the Module are conducted in French language, international participants are to be informed 3 months in advance.

**Verification of learning outcomes**

- **Observation:**  
Throughout the Module students are to discuss given topics within syndicates and in the plenary. During these work students are to be evaluated to verify their competences.
- **Test:**  
Written examination at the end of the module. The type of the test is up to the Course Director. If needed, more tests may be conducted during the Module.

**Module details**

Main Topic	Recommended Working Hours <sup>38</sup>	Details
Basic Principles of the LOAC	5	<ul style="list-style-type: none"> <li>• Definition of Armed Conflict.</li> <li>• Types of Armed Conflict.</li> <li>• Application of Law.</li> <li>• Basic Principles of IHL.</li> <li>• Human Rights Law (e.g. European Convention on Human Rights - ECHR).</li> <li>• Protection of Cultural Property.</li> </ul>
Definitions in IHL	2	<ul style="list-style-type: none"> <li>• Forbidden Means and Methods of Warfare, Military Objectives, Combatants, Prisoners of War, Civilians, Wounded, sick and shipwrecked.</li> </ul>
Legal Context of Military Operations	2	<ul style="list-style-type: none"> <li>• International Law in Military Operations (e.g.: UN Charter, Chapter VI and Chapter VII).</li> <li>• Rules of Engagement (ROE).</li> <li>• Status of Forces Agreement (SOFA).</li> </ul>
International Criminal Justice	2	<ul style="list-style-type: none"> <li>• International Criminal Tribunals.</li> <li>• Command Responsibility.</li> </ul>

**Additional hours to increase the learning outcomes<sup>3</sup>**

Syndicate Work <sup>3</sup>	9	<ul style="list-style-type: none"> <li>• To increase the understanding of the LOAC's principles.</li> <li>• To increase the understanding of the context of definitions in IHL on the basis of specific examples.</li> </ul>
Case studies and Discussions <sup>39</sup>	8	<ul style="list-style-type: none"> <li>• To illustrate the basic rules (Geneva Conventions and their Additional Protocols).</li> <li>• Each case study comprises a description of a situation followed by questions.</li> </ul>
Self-study <sup>3</sup>	22	<ul style="list-style-type: none"> <li>• Preparation for the upcoming lessons and for exam(s).</li> <li>• Reflection of the topics issued.</li> <li>• If IDL is developed it may be counted to these hours.</li> </ul>
<b>Total</b>	<b>50<sup>2</sup></b>	

<sup>38</sup> **Remark:** Detailed working hours are up to the Module Director. The total amount of hours has to fit to the national law concerning working hours for 2 ECTS.

<sup>39</sup> **Remark:** Parts of these hours may be taken by the Module Director to teach or to discuss more detailed the listed topics or an additional relevant topic referring to the LOAC for example: Cyber Warfare (Introduction to Cyber Terrorism and Information Warfare; the General Concept of Cyber Warfare and Cyber Warfare and International Law).



Direction de l'enseignement  
Département Formation Pratique au Commandement

Lanvéoc-Poulmic, le

### Implementation Group

Doc.: IG/2011/007

## FACT SHEET

<u>PURPOSE</u>	Module for Command, Leadership and Management in a Maritime Context, "Exercice Espadon" at the French Naval Academy.
<u>ATTACHED DOC</u>	Briefing Format / Maritime Leadership Tasks.

### MODULE "EXERCISE ESPADON / SWORDFISH"

#### 1. PURPOSE OF THE WHOLE MODULE

The objective during the training that Exercise Espadon gives, is to acquaint our cadets with a practical training scenario within which they can command a small team (8-12) in a maritime environment with a full asymmetric threat so as to fully prepare them for what they will discover in the Fleet.

This module allows cadets :

- *to apply a method of planning and briefing into a practical scenario (NATO Sequence of Orders) ;*
- *work in a complex environment with multiple threats and mission types ;*
- *Reinforce their knowledge of a "brigade de protection/Ship's Protection Force" ;*
- *Health and Safety in the operational working environment ;*
- *Use of arms with respect to the National Rules of Engagement*

The module "Espadon" is fully adapted to the requirements of the French Fleet in specific, and in particular the standards for Junior Officers entering the Fleet.

#### 2. CONTENT OF THE MODULE

The module "Espadon" is made of two parts : the Briefing of the Operations during which the cadets are given a full Command Brief (Situation, Intelligence, Tactical/strategic manoeuvres etc...) after the half day briefing of operations, conduct of compliant and non-compliant boardings they commence the practical application of Leadership learnt during previous modules. During the practical phase they have also the opportunity to be assessed on their management of disaster relief and boarding operations.

- Theoretical content (briefings) – 4 hours ;

- The exercise unfolding within the coastal bays of Brittany and lasting a total of four days and 3 nights ;
- Every cadet takes command of the team and maritime assets during four hours ;
- A working day for the students will begin at 0530am and finish at 0100am, allowing enough sleep to safely conduct navigation, however being tired enough to give the Directing Staff an appreciation of their leadership capability in a stressful and tiring environment.

This course module usually takes place in April or June. However, it is conceivable for the module to be run throughout the year, with the only constraint being the sea state around the harbour and bays that the exercise is conducted.

This exercise is delivered in French however can be easily adapted to cater for teams of English, Italians, Spanish and Germans thanks to foreign officers stationed at the French Naval Academy.

<b>France</b>	<i>French Naval Academy</i>	Command, Leadership and Management in a Maritime Context “ <i>Exercice Espadon</i> “	<b>Credits : n/a</b>
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<b>Level</b>	<b>Minimum qualifications of instructors</b>  OFFICERS  <ul style="list-style-type: none"> <li>• French NATO STANAG Level 2222</li> <li>• Must have completed an Understudy Package at the French Naval Academy</li> </ul>
<b>Language</b>  French and English <b>NATO STANAG Level 2222</b>	

<b>Prerequisites for participants</b>	<b>Goals of the module</b>
<ul style="list-style-type: none"> <li>• To have conducted previous leadership basic level exercises in their academy</li> <li>• French or English NATO STANAG Level 2222</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforcement of planning and briefing techniques in a practical maritime scenario</li> <li>• Working in high threat high pressure environment</li> <li>• Increase practical knowledge of a Ship’s Protection Force”</li> <li>• Knowledge of Health and Safety in the operational environment.</li> <li>• Practical application of National Rules of Engagement</li> </ul>



<b>Learning outcomes</b>	<b>Knowledge</b>	Understanding of briefing techniques, commandment and maritime associated tasking
	<b>Skills</b>	Analyse, anticipate and lead operations efficiently in a maritime environment Conduct of basic force protection and disaster relief operations
	<b>Competences</b>	Understanding of Rules of Engagement and IMO regulations when it comes to use force and preventing of collisions through non-lethal or lethal means.

Every year the French Naval Academy organises an high level Command, Leadership and Management Exercise.

During four days, Naval Officer cadets take part in this exercise which is the final phase in the practical leadership development of a cadet at Ecole navale.

This advanced training program, “in-the-field leadership” is the opportunity for young officers to implement their leadership skills as well as their STCW95 training into practice.

The exercise stands out as it bases the emphasis on time constraints which are given for the act of command, preparing missions, dispatching roles within teams, managing assets (ensuring the safety of equipment, personnel and craft).

The is also the opportunity to coordinate the various groups at a more strategic level and battling unexpected events during course of the missions.

Espadon is essentially a maritime and amphibious exercise. The team and crews act within the framework of the operational scenario and must complete tasking and missions as directed by the director of exercise (Direx). The cadets find themselves commanding one after the other, in situations of fatigue, stress and pressure.

The exercise has been running actively for over 15 years and evolving each year of its existence in coordination with the British Naval Academy.

The 2010 exercise was made up of around 84 cadets from numerous European countries including France and the United States. The 2011 Espadon will see an influx in foreign participants including Russian, American, British, German, Polish, Italian and Spanish cadets.

The exercise is open to only serving military members.

All briefings and missions are detailed in French however can be translated into English, Italian, Spanish and German.

The exercise is organised by the Military and Commandment Training Wing of the French naval Academy.

CC Bernard Nineven  
Director of Military Training  
School naval academy

## THEME OF THE EXERCICE

### OPERATION ESPADON

#### SYNOPSIS

Crozoland is a small-size State set on the Crozon Peninsula with a population of 50,000. It used to be French-ruled before it became independent in 1986; it has remained under French protectorate ever since. Its economy mainly relies on agriculture and fishing ; its capital city is Crozon.

Crozoland is ruled by an interim government headed by President Clark. Warlords head local tribes and have been fighting over the region for years. One of them has recently shown readiness to lead a rebellion.

Since the government is unable to enforce its authority or to have laws obeyed, Crozoland has been plagued by a significant smuggling issue. The Crozolandish government has taken – insufficient - measures to put an end to the trafficking of kerbalt, an ore mined in neighbouring Ouzégan and Mor Izel. According to intelligence gathered, kerbalt is allegedly smuggled *via* Crozoland to be shipped aboard merchant vessels waiting along the coast.

It is worth noting that hurricane Hector struck the region last week and wreaked havoc upon the remaining facilities of this frail State. An aerial reconnaissance mission has revealed large damage as both road and railroad networks have been severely stricken and a large number of State-run buildings have been destroyed. Gas, water and electricity supply is, at best, disrupted.

The United Nations (UN) is considering setting up a humanitarian operation, but the political situation and the smuggling issues with neighbouring Ouzégan and Mor Izel would require sending a stabilisation and peace-maintaining force to back up already-deployed Non-Governmental Organisations (ONGs).

Maintaining peace and stability in this region is paramount to France as some 800 French nationals live there. The French government has therefore decided to send an amphibious Task Group – TG 601.03 - off Crozoland and in the South of the country – the peninsula - to help the local government and the NGOs manage the humanitarian crisis and solve the ensuing political turmoil.



**ANNEX I****MISSION THEMES FOR EXERCISE ESPADON****MISSION A**

**Theme** : Intelligence gathering on enemy forces.

**Location** : Village of Kertanguy.

**Situation** : The Lanvéoc Militia is suspected of conducting atrocities in the region. The Militia has created a death squad to conduct executions, robberies and hijacking of important shipments.

The Head Quarters wishes to engage the death squads in order to protect the local population, however, it requires solid proof of the atrocities in order to act within its ROE. The bodies of the executed civilians should be located in a field near the village.

**Enemy Forces** : pedestrian patrols, maybe motorized.

**Friendly forces** : nothing planned for the current time period.

**Mission** : Gather intel on the possible activities of the militia in the field nr Kertanguy.

**Execution :**

1<sup>st</sup> Action On : infiltrate the zone discretely and in total security from the beach 1 km north of Kertanguy.

2<sup>nd</sup> Action On : conduct surveillance of the field.

**C2 :**

Frequencies / call signs remain unchanged.

ROE : Inherent right of self defense iaw National ROE.

Identification/authentication : daily changing authentication codes.



## MISSION B

**Theme** : Reccé and control a site for amphibious insertion.  
**Location** : Pen-ar-vir.  
**Situation** : In order to protect the ex-pats currently residing in Crozoland, and due to a severe threat made by the local warlords to an impending attack, the French government has decided to evacuate them. The TG 601.01 has been given the mission to plan and roll out the evacuation operation, transporting the ex-pats to a local green zone. There is a zone situated to the west of Pen-ar-vir which should allow for a green zone to be setup.

**Enemy forces** : Pedestrian patrols between kertanguy and pen-ar-vir.  
**Friendly forces** : You are the advanced forces, you will be followed into the zone by a 2nd wave of troops.  
**Mission** : Reccé and control the beach situated to the west of Pen-ar-vir in order to support the 2nd wave.

### Execution

**1<sup>st</sup> Actions on** : Reccé the beach situated to the west of pen-ar-vir.  
**2<sup>nd</sup> Actions on** : Control the zone in order for the 2nd wave to conduct amphibious insertion and re-embark on the beaching craft in total security.

### C2 :

Beach must be secured with firing arcs to 180°.  
The 2nd Wave will operate under your orders for landings.  
Withdrawal of 2nd wave will also fall under your orders.  
Frequencies / call signs remain unchanged.  
ROE : Inherent right of self defense iaw National ROE.  
Identification/authentication : daily changing authentication codes.

## MISSION C

- Theme** : Amphibious infiltration and reconnaissance of an itinerary.
- Location** : Pen Ar Vir.
- Situation** : In order to protect the ex-pats currently residing in Crozoland, and due to a severe threat made by the local warlords to an impending attack, the French government has decided to evacuate them. The TG 601.01 has been given the mission to plan and roll out the evacuation operation, transporting the ex-pats to a local green zone. There is a zone situated to the west of Pen-ar-vir which should allow for a green zone to be setup.
- Enemy forces** : Pedestrian patrols between kertanguy and pen-ar-vir.
- Friendly forces** : You are the 2nd wave of troops, there will be an advanced force who will secure the infiltration zone.
- Mission** : Conduct amphibious infiltration and conduct reconnaissance of an itinerary in order to gather intelligence on enemy manoeuvres.
- Execution** :
- 1<sup>st</sup> Actions on** : Debark on the beach west of pen ar vir.
- 2<sup>nd</sup> Actions on** : Conduct reconnaissance of the heights of Pen ar Vir until you reach reference 63.

### C2 :

Beach is secured with firing arcs to 180°.

The 2nd Wave will operate under orders of advanced forces for landings.

Withdrawal of 2nd wave will also fall under the orders of the advanced force.

Frequencies / call signs remain unchanged.

ROE : Inherent right of self defense iaw National ROE.

Identification/authentication : daily changing authentication codes.

## MISSION D

**Theme :** Search and Rescue Operation for a soldier Missing In Action (MIA).

**Location :** Bay of Daoulas.

**Situation :** An element of the 3rd Maritime Infantry Regiment (3MIR) who are embarked in the BPC Mistral, have conducted a reconnaissance of the training camps of the local warlords. These camps could be situated north of Auberlac'h near the Ouzegan border. The Recce group were expected back 24 hours ago.

The last communication we received indicated that they have succeeded in escaping the zone however they have several KIA and one MIA. The soldier MIA is carrying highly sensitive intelligence which cannot fall into the hands of the rebels. The TG has put together a SAR team in order to find and evacuate the soldier.

During the preparation for the mission the OIC of the 3MIR had prepared 3 RV position in case of team separation.

- Port of Tinduff ;
- Bay of Roz ;
- Porsguebn Beach.

The search zone has a radius of 400m around each RV point.

**Enemy Forces :** pedestrian patrols, maybe motorized.

**Friendly forces :** nothing planned for the current time period.

**Mission :** Conduct reconnaissance of the 3 RV points in order to find and evacuate the soldier.

**Execution :**

**1<sup>st</sup> Actions on :** Simultaneous reconnaissance of the 3 RV positions.

**2<sup>nd</sup> Actions on :** Rescue and evacuate the soldier

**C2 :**

Frequencies / call signs remain unchanged.

ROE : Inherent right of self defense iaw National ROE.

Identification/authentication : daily changing authentication codes.

## MISSION E

**Theme :** Support Operations for the civilian population of Crozoland.

**Location :** Port Maria.

**Situation :** Hurricane Hector has caused several injuries to the civilian population of Crozoland. The roads have been cut off, there are a few people who are in the process of arriving on the slip at Port Maria in order to be evacuated by one of the TU of TG 601.01 to the Field Hospital at Lanvéoc.

However, the situation has degraded after a surprise attack by the local rebels on the Slip of Port Maria and has resulted in two seriously injured parties.

According to the latest intelligence reports, an attack on one of the TU is imminent from a shore battery taken by the rebels.

**Enemy Forces :** pedestrian patrols, maybe motorized.

**Friendly forces :** nothing planned for the current time period.

**Mission :** Support the local population of Crozoland and evacuate the injured parties to the field hospital.

**Execution :**

**1<sup>st</sup> Actions on :** Evacuate the injured parties from port Maria and receive them onboard your launch.

**2<sup>nd</sup> Actions on :** Transport the injured parties to the field hospital at Lanvéoc.

**C2 :**

Frequencies / call signs remain unchanged.

ROE : Inherent right of self defense iaw National ROE.

Identification/authentication : daily changing authentication codes.

There is a submerged mine field on the approaches to Port Maria and therefore only a RHIB can approach the area.

In order not to aggravate the injuries, only one person can be transported at a time on the RHIB.

The launch cannot leave the channel of the Aulne.

There will be a rapid reaction medical team that can be called to retrieve the injured parties once onboard the launch.

## MISSION F

**Theme** : Search, Mark and Cordon an IED.

**Location** : Island of the Dead in the Bay of Roscanvel.

**Situation** : The Island of the Dead has been declared neutral territory by the provisional government of Crozoland in order that an NGO can establish itself until the end of the conflict. The red Cross would like to establish a field hospital on the island and a British NGO has the intent to install an orphanage. The buildings have been lent by the government and are being renovated. The workers are having to work night and day to finish the renovation asap.

The HQ have just received an urgent call from the Red Cross who have received a bomb scare and that there is an IED hidden in the hospital.

The source of the threat indicated that he is an operator for one of the warlords who does not want the NGOs on the islands because it will interrupt his trafficking operations. The threat has been taken extremely seriously by the HQ. The Island of the Dead has been evacuated by all personnel.

**Enemy Forces** : the enemy may profit from our intervention to mount an ambush (on foot or by nautical means) around the area of the Island of the Dead.

**Friendly Forces** : a team of MCDs is in the process of preparing for the mine clearance and will be ready in 3 hours for the clearance.

**Mission** : Prepare the area for the mine clearance operations.

### **Execution :**

**1<sup>st</sup> Actions on** : Search and Secure a site to land on the island.

**2<sup>nd</sup> Actions on** : Conduct a reconnaissance of the buildings on the Island (P1 – hospital / P2 – old hangars).

**3<sup>rd</sup> Actions on** : If the bomb is discovered, mark the access of the bomb, cordon the zone and send a report signal to the HQ (Signal format, not free text).

### **C2**

Frequencies / call signs remain unchanged.

ROE : Inherent right of self defense iaw National ROE.

Identification/authentication : daily changing authentication codes.

A saddlebag with all equipment necessary is available at the HQ.

## MISSION G

**Theme** : Reccé a site for amphibious insertion.  
**Location** : Beach of Loch.  
**Situation** : The amphibious TU of TG 601.01 are waiting in the bay and are ready to land troops from the army in case of a degradation of the political situation. The “D-Day” is forecasted in one week, with an eventual report date of 15 days. The HQ has a beach in mind to use in position 48°17.2N004°20.2W.

The beach has not been surveyed and does not exist in any of our Navigational dossiers, a reconnaissance is necessary for the eventual landings.

**Enemy Forces** : pedestrian patrols, maybe motorized.  
**Friendly forces** : nothing planned for the current time period.  
**Mission** : Conduct a reconnaissance of the beach and create a detailed plan of the beach and the gradient of the sea up to the low water line.

### Execution

**1<sup>st</sup> Actions on** : Conduct reccé of the beach and the sea in the immediate vicinity.  
**2<sup>nd</sup> Actions on** : Create a detailed navigational sketch of the zone.

### C2

Frequencies / call signs remain unchanged.

ROE : Inherent right of self defense iaw National ROE.

Identification/authentication : daily changing authentication codes.

The plan must contain the following parameters ;

- Enemy forces in the area : Nature/Volume/Behaviour ;
- Environment : Ephemeral data (the LCM will have a draught of 1.5m) ;
- Sketch of soundings taken, obstacles, seabed type, land based entry points (roads/tracks etc...).

## MISSION H

**Theme** : Checkpoint.  
**Location** : East of the Beach of Loch.  
**Situation** : According to our last intelligence report, the militia use the Beach of Loch to smuggle in their goods. TG 601.01 wants to stop access to the sea from the land for the Militia to impede their smuggling operations.

**Enemy forces** : Militia (number unknown) using the land based accesses.  
**Friendly Forces** : None expected in the near future.  
**Mission** : In order to stop militia access to the beach, create a control point on the access point of the beach on loch on which a motorized vehicle can pass / pt 91. It must be capable of stopping all vehicles or militia.

### Execution

**1<sup>st</sup> Actions on** : Conduct reconnaissance the axe of the beach of loch / pt 91 (local forest of Landévennec).  
**2<sup>nd</sup> Actions on** : Install a checkpoint.

### C2

Frequencies and Call signs remain unchanged.

ROE : you have the right to engage the enemy if threatened by a weapons (guns).

Identification/authentication : daily changing authentication codes.

Control all vehicles and personnel transiting the zone.

Immobilize any vehicle or armed person or person identified as part of the militia.

Confiscate all arms and ammunition.

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## MISSION J

**Theme** : Boarding Operations ( Yacht ).  
**Location** : Bay of Brest.  
**Situation** : The last intelligence report indicated that there is a possibility of certain yachts being used to transport illegally stolen precious stones. In order to stop this illegal trafficking operations of the local warlords the TG has decided to conduct visits to all local sailing craft in the area Lanvéoc.

**Enemy forces** : unknown.  
**Friendly forces** : No reinforcement foreseen.  
**Mission** : Conduct a boarding operations on a yacht in order to arrest it and bring it back to the port of Lanvéoc.

**Execution :**

**1<sup>st</sup> Actions on** : Board and take control of the yacht in total security.  
**2<sup>nd</sup> Actions on** : Verify the documents and cargo.

**C2**

Frequencies / call signs remain unchanged.

ROE : Inherent right of self defense iaw National ROE.

Identification/authentication : daily changing authentication codes.

The visit is authorized by the HQ.



## MISSION K

**Theme** : Interception of Sensitive Documents.

**Location** : Auberlac'h.

**Situation** : One hour ago, a vessel with an French intelligence operator was intercepted and captured by the rebels south of Auberlac'h. The Operator possessed on his person certain sensitive documents, however he succeeded to escape. The last contact received left us to believe that he reached the coastline. The documents must not fall into the hands of the enemy. As soon as the rebels realized that the vessel was not of any use, they left it to drift in the bay of Auberlac'h.

**Enemy forces** : unknown.  
**Friendly forces** : No reinforcements expected.  
**Mission** : Conduct reconnaissance of the Bay of Auberlac'h in order to find the documents.

### Execution

**1<sup>st</sup> Actions on** : search for all indications of the vessel and the documents.  
**2<sup>nd</sup> Actions on** : transfer all documents recovered to the HQ and tow the vessel to Lanvéoc.

### C2

Frequencies / call signs remain unchanged.

ROE : Inherent right of self defense iaw National ROE.

Identification/authentication : daily changing authentication codes.

Prepare your plan of action for search plans, towing ops iaw ATP10D.

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## MISSION L

**Theme** : Boarding Ops – Small Cargo Carrier.

**Location** : Bay of Brest.

**Situation** : An intelligence report has indicated that certain ships have been suspected in carrying illegal weapons around the area. In order to stop the illegal smuggling of weapons the TG have decided to control all shipping in the area of Lanvéoc.

**Enemy forces** : unknown.

**Friendly forces** : No reinforcements expected.

**Mission** : Conduct a boarding on the Cargo Ship in order to arrest it and bring it back to the port of Lanvéoc.

**Execution** :

**1<sup>st</sup> Actions on** : board and seize control of the ship in total security.

**2<sup>nd</sup> Actions on** : Verify the documents and cargo.

**C2**

Frequencies / call signs remain unchanged.

ROE : Inherent right of self defense iaw National ROE.

Identification/authentication : daily changing authentication codes.

The visit is authorized by the HQ.

## MISSION M

**Theme** : Capture of a Chief Warlord

**Location** : Bay of Le Fret

**Situation** : The TG possesses intelligence believed to include that the Militia of Lanvéoc and Landévennec want to combine forces against the French forces in Crozoland. If this is indeed the case the TG will be caught in a pincer movement by the two militia groups. A snitch from the Lanvéoc militia has informed us that the two warlords will be meeting in a secret location, however the transport of the warlords will be from Le Fret to the location by the sea. The transit will take place in 90 minutes.

The identity of the warlord is unknown however he has a large scar on his right foot. He is searched by the international community for his arrest.

**Enemy forces** : in order to remain discreet the warlord must travel alone or with a body guard, he will not be well defended therefore will not take any risks and will cancel his transit in case he sees suspicious movement around Le Fret.

The transit should be conducted by a RHIB sent by the Warlord of Landévennec and the crew will certainly be armed.

**Friendly forces** : No reinforcement expected.

**Mission** : Intercept militia RHIB after it has embarked the passengers at Le Fret.

In order to capture and transfer the warlord you must identify that it is him and not an imposter.

### Execution

**1<sup>st</sup> Actions on** : land a surveillance team to act in discretion at Le Fret.

**2<sup>nd</sup> Actions on** : on confirmation of embarkation, intercept the RHIB before the mouth of the Bay of Le Fret.

### C2

Frequencies / call signs remain unchanged.

ROE : Inherent right of self defense iaw National ROE, warning shots are authorized.

Identification/authentication : daily changing authentication codes.

## **EUROPEAN SECURITY AND DEFENCE COLLEGE**



### **TRAIN-THE-TRAINER SEMINAR**

Activity number 2

" CURRICULUM OUTLINE"

***February 2013***

## Aim

### 1. The course aims to provide participants with:

- a. an update/overview of current CSDP key issues.
- b. an overview of existing training material, including the proper use of the IDL (Internet Distance Learning) system.
- c. the necessary skills to successfully moderate and conduct both the academic and practical parts of the training activities.
- d. the necessary elements on how to plan and develop an CSDP Seminar/Training, Common Module,
- e. the necessary elements for conducting a CSDP seminar/training course.
- f. It will also provide Member States and EU institutions with: knowledgeable personnel able to work in CSDP related training, and
- g. the EU with training experts in different MS with a common understanding of CSDP and positions to organise coherent and relevant CSDP training activities.

### General description and organisation

**2. Starting point** . Participants would normally be mid-level officials, academics and trainers in MS and at EU Institutions, with previous experience in EU -related training.

**3. Cognitive objectives.** At the end of the course the participant should be able to:

- ✓ Demonstrate understanding of the contributions made by the EU Institutions involved in CSDP.
- ✓ Appreciate the relevance of CSDP missions and operations.
- ✓ Identify key elements within EU training policy and procedures.
- ✓ Differentiate good practices in CSDP training both in Member States and elsewhere.

**4. Affective objectives.** At the end of the course the participant should be ready to:

- ✓ Openly act and actively contribute when in the international EU environment.
- ✓ Demonstrate an informed view of CSDP functioning.
- ✓ Be sensitive to the challenges of training or organising training activities in CSDP.

**5. Duration.** The total course duration is 3 days.

- a. **Methodology.** During the course, consideration will be given to active methodologies like workshops, panels, plenary discussions, case-studies, exercises...

NOTE:

\* Lecturers should include also independent experts, with non-institutional views.

### Overall structure

**6. Internet-based Distance Learning (IDL).** The course may include an optional IDL module enabling interested participants to study AKU3 'Role of EU Institutions in CSDP'.

**7. Residential Module Outline.** The residential module will have the following theme sequence

Day 1	Day 2
<p><b>Part 1 -</b> The new context of the Common Security and Defence Policy in the post-Lisbon era</p> <ul style="list-style-type: none"> <li>- The European Union - role of the institutions and functioning</li> <li>- Decision -Making Process in the European Union</li> </ul> <p><b>Part 2 -</b> Key elements of the CSDP</p> <ul style="list-style-type: none"> <li>- Capability development               <ul style="list-style-type: none"> <li>- Pooling and sharing a solution to improve the EU's military capabilities?</li> </ul> </li> <li>- Civilian capability development process - state of play</li> <li>- The role of the EDA</li> </ul>	<p>Workshop 1 (interactive discussion)</p> <p><b>Part 3 -</b> Training tools and materials in the field of CSDP</p> <ul style="list-style-type: none"> <li>- The Internet-Based Advanced Distance Learning (IDL) System of the European Security and Defence College (IDL courses and knowledge base)</li> <li>- The EU Institute for Security Strategies (EU ISS) and potential support through the services of the relevant EU Institutions (Web Pages, visitor service, information materials etc.)</li> </ul> <p><b>Part 4 -</b> Programming, planning, organising and conducting CSDP training</p> <ul style="list-style-type: none"> <li>- The preparation of a CSDP High Level Course module - from outline curriculum to an interactive high-level event.</li> <li>- Best practices/lessons learned from the previous modules</li> <li>- Tools available for the administrative preparation of the course</li> <li>- How to moderate a common module?</li> <li>- Visit to the EU Info Point</li> </ul>

**NOTE:** The course programme can be adapted to current needs/ topics of interest.

**8. Course content.** The presentations and discussions should give an update of current aspects and outline good practices in the following areas:

- EU Institutional Framework (EEAS, Council, Commission, European Parliament, and the Member States).
- European Security Strategy.
- CSDP missions and operations (overview, challenges and effects).
- Coherence of EU action in crisis management (instruments and partners).

➤ **Overview and update of :**

- The use of IDL, AKU's content and availability.
- Best practices and lessons learned for CSDP training.
- Overview of different lecturing, teaching styles.
- Possibilities of group work, conduct of exercises, organisation and relevance of social events.
- CSDP training material, availability.
- CSDP current issues, availability of information, platforms for research (ISS, EEAS web pages).

➤ **The EU Training Policy and Concept**

➤ **Programming planning, conduct and evaluation of ESDC courses (how to put a curriculum into practice)**

**9. Materials.**

- CSDP Handbook.
- On-line CSDP presentation materials of EU Institutions to be recommended for consultation prior to the course. Updated EU publications to be made available during the residential module. Visits to the EU Council Press Service and the EU Info Point will be considered, as additional sources of training materials.
- Relevant EU policy documents and guidelines on CSDP training policy.

## 8.2 Curricula of Modules developed during iMAF 2014

On the following pages the Modules which were developed during iMAF 2014. The contents of all the Modules are revised versions – dated with 28<sup>th</sup> of August, 2014 –before the adoption as Common Modules by the Implementation Group

The Curricula are listed in the original format according to the order in the table hereinafter.

Name of the Module	Workload in ECTS
Battle Physical, Mental and Survival Training	3
Common Operating Environment	3
Comprehensive Approach	4
Cultural Awareness	2
Defence and Security Economics	4
Individual Personal Development and Meta-Communication	2
Leadership & Agility in Complex Environments	2
Military Instructor Training	3
Small Unit Tactics	4
<b>Total</b>	<b>27</b>

*New developed Modules during iMAF 2014.*



*A syndicate-session to develop new Modules during iMAF 2014 – Officer Cadets were involved.  
(Photo: VB Gerhard Hammler, TMA)*

### Description

Country	Institution	Module	ECTS
		<b>Battle Physical, Mental and Survival Training</b>	<b>3.0</b>

Service	Minimum Qualification for Lecturers (Officers and/or NCOs)
All	<ul style="list-style-type: none"> <li>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG 6001 Level 3.</li> </ul>
Languages	<ul style="list-style-type: none"> <li>Adequate physical training and medical condition.</li> <li>Adequate pedagogical and psychological competences.</li> <li>Thorough knowledge of the topic taught.</li> </ul>
English, Romanian <sup>40</sup>	

Prerequisites for international participants	Goal of the Module
<ul style="list-style-type: none"> <li>English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2.</li> <li>The end of the 1<sup>st</sup> year of national (military) higher education.</li> <li>Adequate physical and psychological preparation and good medical condition.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of physical and mental hardening track characteristics and the principles, rules and procedures of surviving and living in temporary isolation conditions</li> <li>Development of individual physical and mental capacities by training under conditions of fatigue, physical and mental stress and prolonged intense effort.</li> <li>Development of integration abilities in group activities for passing the obstacles with high difficulty level</li> <li>Development of the capacity of survival and living in temporary isolation conditions</li> <li>Development of the self control under stress conditions</li> </ul>

<sup>40</sup> **Remark:** If the Module or parts of the Module are conducted in Romanian language, international participants are to be informed 3 months in advance to react properly.



Learning outcomes	Know- ledge	<ul style="list-style-type: none"> <li>• Physical and mental hardening track characteristics.</li> <li>• Principles, rules and procedures of crossing the obstacles, individually and in teams.</li> <li>• Risk factors and safety measures issued to prevent accidents while crossing the obstacles.</li> <li>• Essential techniques for survival and materials used for survival.</li> <li>• Techniques and procedures of first aid, for camouflage, movement and signalling, for making a weapon and an improvised tool, for building shelters.</li> <li>• Techniques and methods of lighting a fire and procurement, filtration and water storage and of getting, preparing and storing food.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Cross portions of terrain with natural and artificial obstacles and an area of close combat using procedures of throwing hand grenades.</li> <li>• Use procedures and techniques of close combat with available weapons.</li> <li>• Act in a sector of hasty river crossing with improvised devices.</li> <li>• Climb or destroy the models of different means of warfare or buildings.</li> <li>• Make a stretcher or other improvised means necessary to evacuate or transport a wounded.</li> <li>• Communicate within the group/crew or with the crew of an aircraft.</li> <li>• Make an individual or group camouflage shelter in different terrains and out of different materials.</li> <li>• Improvise weapons, tools, traps, arming devices out of different materials.</li> <li>• Identify and create basic survival conditions by getting sources of fire, water and food.</li> <li>• Recognize the most popular medicinal herbs and the traces left by small or large animals.</li> </ul>
	Compe- tences	<ul style="list-style-type: none"> <li>• Capacity to avoid capture and actions carried out by specialized staff of the enemy by putting into practice an action system for survival, either individually or with other persons and to move towards the occupied districts by the friendly or allied troops without a map and/or compass (GPS).</li> <li>• Capacity to combine different methods of obstacle crossing, individually and as a team.</li> <li>• Capacity to self-control the effects of the stressful factors generated by physical and mental efforts with high intensity and complexity.</li> <li>• Capacity to formulate and transmit messages through the use of signs and signals for recognition and communication during the movement.</li> <li>• Capacity to improvise shelters, refuges, items of equipment, tools, gear and means of transport of the wounded.</li> <li>• Capacity to motivate her/his comrades who are in difficult situations (state of fear, panic, depression etc.).</li> </ul>

<p>Verification of learning outcomes</p> <ul style="list-style-type: none"> <li>• <b>Observation:</b> Throughout the Module students are to accomplish different practical tasks individually or in teams. The Module has two phases which take place in different locations. During these tasks students are to be evaluated to verify their competences at the end of each phase.</li> <li>• <b>Test:</b> At the end each phase of the Module the students have to accomplish specific practical tasks given by the examination commission by:             <ul style="list-style-type: none"> <li>- passing the physical and mental hardening track according to the standards;</li> <li>- preparing materials and equipment for survival and camouflaged movement on a path with a maximum length of 15 km.</li> </ul> </li> </ul>
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<b>Module Details</b>		
<b>Main Topic</b>	<b>Recommended Working Hours</b>	<b>Details</b>
<b>PHASE I</b>		
Basic Principles of Phase I	6	<ul style="list-style-type: none"> <li>• General considerations regarding the physical and mental hardening track characteristics.</li> <li>• Knowledge of essential principles, rules and procedures of crossing the obstacles, individually and in teams.</li> <li>• Knowledge of risk factors and safety measures issued to prevent accidents while crossing the obstacles.</li> </ul>
Practical Aspects of Phase I	30	<ul style="list-style-type: none"> <li>• Applying individually the procedures of crossing each obstacle.</li> <li>• Applying individually the procedures of crossing all the obstacles of the track.</li> <li>• Applying within a team the procedures of crossing each obstacle.</li> <li>• Applying within a team the procedures of crossing all the obstacles of the track.</li> <li>• Evaluation of the individual and team work performances according to the standards.</li> </ul>
<b>PHASE II</b>		
Basic Principles of Phase II	4	<ul style="list-style-type: none"> <li>• General considerations regarding survival, environmental protection and labor, standards of individual and collective hygiene, specific for survival.</li> <li>• Knowledge of essential techniques and of materials used for survival.</li> </ul>
Practical Aspects of Phase II	32	<ul style="list-style-type: none"> <li>• Application of techniques and procedures of first aid in conditions which do not require surgery, hypothermia, sunstroke, frostbites, burns, bites, stings, food poisoning, asphyxia, drowning, dislocations, sprains, etc.</li> <li>• Application of techniques and procedures for camouflage, movement and signalling.</li> <li>• Application of techniques and processes for achieving a weapon and an improvised tool.</li> <li>• Application of techniques and procedures for building shelters: slanted-roofed shelter out of a poncho; shelter out of two ponchos, conical shaped shelter built of walls of fir-tree branches, slanted-roofed shelter out of basketry, shelter for marshy terrain.</li> <li>• Application of techniques and methods of lighting a fire (fire in the pit, the fire between stones, grill-type fire, inclined ladder-type fire, fire for hunting, obstacle-type fire, star-shaped fire, outlaw-type fire) and procurement, filtration and water storage.</li> <li>• Application of techniques and methods of purchasing, preparation and storage of food.</li> <li>• Evaluation of the individual and team work performances of surviving and living in temporary isolation conditions.</li> </ul>
<b>Additional hours to increase the learning outcomes</b>		
Self-Study	3	<ul style="list-style-type: none"> <li>• Enhancing knowledge by studying specific documents.</li> <li>• Reflection of the topics issued.</li> </ul>
<b>Total</b>	<b>75</b>	

### Description

Country .....	Institution .....	Module <b>Common Operating Environment</b>	ECTS <b>3.0</b>
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Service <b>All</b>	<p>Minimum Qualification for Lecturers</p> <ul style="list-style-type: none"> <li>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG 6001 Level 3.</li> <li>Thorough knowledge of the asymmetric conflicts.</li> </ul>
Language <b>English</b>	

<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> <li>English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2.</li> <li>Minimum of 2 years national (military) higher education.</li> <li>Basic knowledge of current national and international security issues.</li> <li>Basic knowledge of the military operations.</li> </ul>	<p>Goal of the Module</p> <ul style="list-style-type: none"> <li>Understand objectives of irregular actors and asymmetric approaches.</li> <li>Methods to counter asymmetric threats.</li> <li>Deepen knowledge of the vulnerabilities of society.</li> <li>Learn about the role of Military in asymmetric conflicts.</li> </ul>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>Basic knowledge of the military operations in asymmetric conflicts.</li> <li>Understand changes in operations environment.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Inform peers about the key aspects of the contemporary conflicts.</li> <li>Ability to analyse changes within the operational environment.</li> <li>Explain the factors of asymmetric conflict.</li> <li>Understanding the Targeting Cycle.</li> <li>Explain the legal issues of asymmetric conflicts.</li> </ul>
	Compe-tences	<ul style="list-style-type: none"> <li>Ability to contribute to the counterinsurgency decision making process.</li> <li>Apply and analyse available information relating to developing threats.</li> <li>Understand the consequences of using force to counter asymmetric actors.</li> </ul>



## Verification of learning outcomes

- **Observation:**  
Throughout the Module students are to discuss given topics within syndicates and in the plenary. During these work students are to be evaluated to verify their competences.
- **Test:**  
Written examination at the end of the module. The type of the test is up to the Course Director. If needed, more tests may be conducted during the Module.

Module Details		
Main Topic	Recommended Working Hours	Details
Complex Operational Environment	12	<ul style="list-style-type: none"> <li>• Introduction of the module.</li> <li>• Definition of security.</li> <li>• Definition of operational environment.</li> <li>• Military and non-military actors.</li> <li>• Operating context.</li> <li>• Elements of a stable state.</li> <li>• State instability.</li> <li>• Vulnerabilities of governance and authority.</li> <li>• Variable factors of the operational environment (political, human, physical, security, information and economic environment).</li> </ul>
The Nature of Conflicts	4	<ul style="list-style-type: none"> <li>• Definition of Armed Conflict.</li> <li>• Types of Armed Conflict.</li> <li>• Genesis of war.</li> <li>• Factors of the conflict.</li> <li>• Actors and their activities.</li> </ul>
4 <sup>th</sup> Generation of War	6	<ul style="list-style-type: none"> <li>• Generations of war.</li> <li>• Causes of conflicts.</li> <li>• Case study.</li> </ul>
Counter Asymmetric Methods	8	<ul style="list-style-type: none"> <li>• Network enabled capabilities.</li> <li>• Targeting.</li> <li>• Information operations – Cyber security.</li> <li>• Intelligence preparations of battle space.</li> </ul>
Legal Issues of Asymmetric Conflicts	4	<ul style="list-style-type: none"> <li>• Legal issues of asymmetric conflicts.</li> </ul>
Additional hours to increase the learning outcomes		
Syndicate Work	12	<ul style="list-style-type: none"> <li>• To increase the understanding of the Common Operating Environment.</li> <li>• To increase the understanding of the context of definitions Actors and their activities.</li> </ul>
Case Studies and Discussions	14	<ul style="list-style-type: none"> <li>• To illustrate the asymmetric conflicts with appropriate examples.</li> <li>• Each case study comprises a description of a situation followed by questions.</li> </ul>
Self-Study	20	<ul style="list-style-type: none"> <li>• Preparation for the upcoming lessons and for exam(s).</li> <li>• Reflection of the topics issued.</li> <li>• If IDL is developed it may be counted to these hours.</li> </ul>
<b>Total</b>	<b>80</b>	

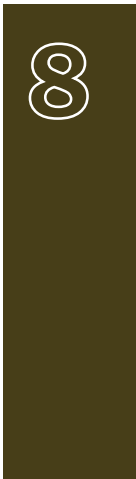
### Description

Country .....	Institution .....	Module <b>Comprehensive Approach</b>	ECTS <b>4.0</b>
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Service <b>All</b>	<p>Minimum Qualification for Lecturers</p> <ul style="list-style-type: none"> <li>• <b>Officers or Civilian Lecturers:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG 6001 Level 3.</li> <li>○ Thorough knowledge of the Comprehensive Approach.</li> <li>○ Adequate knowledge of international relations issues.</li> <li>○ Thorough knowledge of the topic taught.</li> </ul> </li> </ul>
Languages <b>English</b>	

<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2.</li> <li>• At least 1 year of national (military) higher education.</li> <li>• Basic knowledge of Comprehensive Approach (IDL).</li> </ul>	<p>Goal of the Module</p> <p>The student should gain an understanding of the complexity of the operations/ civil environment, but also confidence in the civil actors' capabilities on tactical level.</p>
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<b>Learning outcomes</b>	Knowledge	<ul style="list-style-type: none"> <li>• Basic understanding of Comprehensive Approach (UN, EU and NATO).</li> <li>• Basic understanding of political, military, economy, social, information and infrastructures (PMESII) factors analysis.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Interpersonal communication and negotiation in multicultural environment.</li> <li>• Solving problems by using interaction, personal experiences and adopted methods.</li> <li>• Ability to analyse, synthesize, evaluate and make sound judgments with initiative and creativity.</li> <li>• Ability to detect dangerous situations affecting security and solving these situations independently.</li> <li>• Ability to communicate effectively with international organisations or Non-governmental organisation deployed at the tactical level.</li> </ul>
	Competences	<ul style="list-style-type: none"> <li>• Understands the course of action of the higher command level and takes the necessary initiative to contribute to its success.</li> <li>• Applies the PMESII model and analyses the available information in his/her specific tactical situation.</li> <li>• Is capable of collecting and analysing information in order to apply it efficiently for mission purposes.</li> </ul>



## Verification of learning outcomes

- **Observation:**

Throughout the Module students are to discuss given topics within syndicates and role playing and in the plenary sessions. During these activities students are to be evaluated to verify their competences and skills.

Module Details		
Main Topic	Recommended Working Hours	Details
Basic Understanding of Comprehensive Approach	6	<ul style="list-style-type: none"> <li>• Basic documents and doctrines of Comprehensive Approach (UN, EU and NATO).</li> <li>• Spheres of competences in a Comprehensive Approach.</li> </ul>
Operationalizing CA at the Tactical Level	6	<ul style="list-style-type: none"> <li>• Introduction to international actors.</li> <li>• Possibilities and limitations of cooperation.</li> </ul>
Understand the Environment	6	<ul style="list-style-type: none"> <li>• Introduction to knowledge development (PMESII and SWOT).</li> </ul>
Negotiation in a multicultural Environment	12	<ul style="list-style-type: none"> <li>• Basic principles of negotiation (ZOPA, BATNA).</li> <li>• Multicultural aspect of negotiation.</li> <li>• Interpersonal communication.</li> </ul>
Additional hours to increase the learning outcomes		
Case Studies	12	<ul style="list-style-type: none"> <li>• Real world EU operations.</li> <li>• Local infrastructure and social needs case studies.</li> <li>• Local politics case studies.</li> </ul>
Role-Play Scenarios	18	<ul style="list-style-type: none"> <li>• Role-play scenarios linked to case studies.</li> </ul>
Self-study inclusive IDL	40	<ul style="list-style-type: none"> <li>• Enhancing knowledge by studying specific documents.</li> <li>• Reflection of and preparation for the topics issued.</li> <li>• IDL: Basic knowledge of Comprehensive Approach.</li> </ul>
<b>Total</b>	<b>100</b>	

**Abbreviations:**

IDL ..... Interactive Distance Learning or Independent Distance Learning

PMESII ..... Political, Military, Economic, Social, Information, and Infrastructure

SWOT ..... Strengths, Weaknesses, Opportunities, and Threats

ZOPA ..... Zone Of Possible Agreement

BATNA ..... Best Alternative To a Negotiated Agreement

### Description

Country .....	Institution .....	Module <b>Cultural Awareness</b>	ECTS <b>2.0</b>
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Service <b>All</b>	<p>Minimum Qualification for Lecturers</p> <ul style="list-style-type: none"> <li>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG 6001 Level 3.</li> <li>Intercultural competence.</li> <li>Teaching experience related to the topic.</li> <li>Adequate knowledge of international security</li> <li>Thorough knowledge of the topic taught and/or operational experience.</li> </ul>
Languages <b>English</b>	

<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> <li>English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2.</li> <li>Minimum of 1 year national (military) higher education.</li> <li>Good knowledge of national culture.</li> <li>Basic knowledge of military operations.</li> <li>Good presentation skills.</li> </ul>	<p>Goal of the Module</p> <ul style="list-style-type: none"> <li>Promote an understanding of European Security and Defence Culture.</li> <li>Enhance European Identity of EU Military Academy Cadets and Young Officers.</li> <li>Enhance interoperability through the participation of at least three (3) EU nations.</li> <li>Deepen knowledge of cultural diversity.</li> <li>Learn about the role of Military culture in Partner Nations.</li> </ul>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>Basic knowledge of approaches to cultural research and understanding.</li> <li>Basic knowledge of shared European culture and identity.</li> <li>Familiarisation of national and religious identities.</li> <li>Understand diversity of military and civilian cultures.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Develop intercultural communication skills.</li> <li>Identify cultural differences and similarities.</li> <li>Recognise behaviour that could cause cultural offence.</li> </ul>
	Compe-ncences	<ul style="list-style-type: none"> <li>Ability to advise superiors on cultural issues.</li> <li>Research and deliver content relevant to cultural matters.</li> <li>Understand the consequences of poor cultural interaction.</li> <li>Professional and individual self-development relating to the topic.</li> </ul>



## Verification of learning outcomes

- **Observation:**  
Throughout the Module students are to discuss given topics within syndicates and in the plenary. During these work students are to be evaluated to verify their competences.
- **Test:**  
Group and/or individual presentation(s) during the module. The type of the test is up to the Course Director. If needed, more tests may be conducted during the Module.

Module Details		
Main Topic	Recommended Working Hours	Details
Fundamentals of Cultural Awareness	6	<ul style="list-style-type: none"> <li>• Introduction to the Module.</li> <li>• Basics of Cultural Research.</li> <li>• Basic knowledge of shared European culture and identity.</li> <li>• Familiarisation of national and religious identities.</li> <li>• Diversity of military and civilian cultures.</li> <li>• Gender issues.</li> <li>• Dress and identity.</li> </ul>
Intercultural Communication	12	<ul style="list-style-type: none"> <li>• Introduction to intercultural communication skills.</li> <li>• Identify cultural differences and similarities.</li> <li>• Students' presentations.</li> <li>• Recognise behaviour that could cause cultural offence.</li> </ul>
Cultural Impacts to Operational Effectiveness	6	<ul style="list-style-type: none"> <li>• Ability to advise superiors on cultural issues.</li> <li>• Research and deliver content relevant to cultural matters.</li> <li>• Understand the consequences of poor cultural interaction.</li> <li>• Professional and individual self-development relating to the topic.</li> </ul>
Additional hours to increase the learning outcomes		
Syndicate Work	10	<ul style="list-style-type: none"> <li>• To promote Cultural Awareness.</li> <li>• To increase understanding of intercultural competences.</li> </ul>
Case studies and Discussions	16	<ul style="list-style-type: none"> <li>• To illustrate the importance of cultural context in the conduct of military training and operations.</li> <li>• Each case study includes a problem, discussion and proposed solutions.</li> </ul>
Self-study	10	<ul style="list-style-type: none"> <li>• Preparation of a presentation on own culture.</li> </ul>
<b>Total</b>	<b>60</b>	



### Description

Country .....	Institution .....	Module <b>Defence and Security Economics</b>	ECTS <b>4.0</b>
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Service <b>All</b>	<p>Minimum Qualification for Lecturers:</p> <ul style="list-style-type: none"> <li>• <b>Officers or Civilian Lecturers:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG 6001 Level 3.</li> <li>○ Thorough knowledge of public economics, defence economics and economics.</li> <li>○ Adequate knowledge of economics.</li> </ul> </li> </ul>
Languages <b>English</b>	

<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2.</li> <li>• At least 1 year of national (military) higher education.</li> <li>• Basic knowledge of economics and public economics or public finance.</li> </ul>	<p>Goal of the Module</p> <ul style="list-style-type: none"> <li>◆ Discover and understand basic principles of functioning, structure and trouble spots of the economy part which creates conditions for basic satisfying societal needs as A protection of territorial integrity, state institutions, citizen and its property</li> <li>• Be aware of specification, classification and economic consequences of military expenditures and defence budgeting</li> <li>◆ Introduce to arms production and arms trade points at issue</li> <li>• Introduce to defence acquisition system</li> <li>◆ Deepen knowledge of the economic consequences of allied defence and security provision</li> <li>• Deepen knowledge of the decision making process within department of defence area</li> <li>◆ Learn about economic aspects of armed conflicts, causes, impacts and economic consequences of armed conflicts</li> <li>• Learn about future development of defence and security economy and economics in connection of emerging risks, threats and challenges as well as about defence resources allocation</li> <li>◆ Learn about possibilities of economic analysis usage within military and defence</li> </ul>
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Learning outcomes	Know- ledge	<ul style="list-style-type: none"> <li>• Knows the crucial economy-security relations and principles of economic provision of defence and security.</li> <li>• Knows the basic direction of defence and security economy development.</li> <li>• Knows the basics of the economics in relation with defence budgeting.</li> <li>• Knows basic principles of department of defence functioning in context of public government mission.</li> <li>• Understands the national, European and international economic actors and their connections with particular reference to crisis/conflict conditions and military operations abroad.</li> <li>• Demonstrate the necessary terminologies allowing him/her to express opinion, arguments and feedbacks in an appropriate manner in English.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Is able to analyse, synthesize, evaluate and make sound judgments with initiative and creativity.</li> <li>• Is able to consider the main economic problems related to the security and defence field.</li> <li>• Is able to consider the specific and economic consequences of defence budgeting.</li> <li>• Is able to consider impacts of specific background of the defence acquisition system.</li> </ul>
	Compe- tences	<ul style="list-style-type: none"> <li>• Is able to argue the necessity of the economic burden which is borne by the society on the ground of defence and security provision.</li> <li>• Is able to argue the necessity and suitability of economic analysis methods used in the defence and military decision making process.</li> <li>• Analyse the economic trends and policies and consider possible courses of action.</li> </ul>

#### Verification of learning outcomes

- **Observation:**  
Throughout the Module students are to discuss the given topics within syndicates and in the plenary and present teamwork results. During these work students are to be evaluated to verify their competences.
- **Project:**  
Group project and its defence and final examination. A group project will focus on the basic description of a selected part of defence and security economy. Students will have to select any country and do a general economic characterization, its defence or security system. Students will point out main problems connected to selected parts of defence and security economy within the condition of this country. Students can use basic methods of scientific work for the design of defence and security problem solutions.
- **Test:**  
Written examination at the end of the module. The type of the test is up to the Course Director.

Module Details		
Main Topic	Recommended Working Hours <sup>41</sup>	Details
Introduction to Defence and Security Economics	4	<ul style="list-style-type: none"> <li>• Relations between national economy and defence and security.</li> <li>• Development of military-economic thinking.</li> <li>• Defence and security as a economic problem.</li> </ul>
Defence spending as main Source of Defence Requirements and financing Needs	4	<ul style="list-style-type: none"> <li>• Public and military expenditures.</li> <li>• Defence spending and cuts.</li> <li>• Military expenditures classification.</li> </ul>
Military Expenditures Impacts on national Economy	4	<ul style="list-style-type: none"> <li>• Multiplicative effects of military expenditures.</li> <li>• Military expenditures and inflation.</li> <li>• Determinants of military expenditure level.</li> </ul>
Defence industrial Base and Arm Transfers	4	<ul style="list-style-type: none"> <li>• Defence industry.</li> <li>• Arms transfer.</li> <li>• Drivers of future defence industry development.</li> </ul>
Economics of Military Alliance	2	<ul style="list-style-type: none"> <li>• Pros and cons of own multilateral defence and security securing.</li> <li>• Financial issues of multilateral defence and security securing.</li> </ul>
New Phenomenon in the national Defence and Security Economy	10	<ul style="list-style-type: none"> <li>• Economics of terrorism.</li> <li>• Economic of armed conflicts.</li> <li>• Economics of private military and security companies, economics of military robotics.</li> <li>• Economics of cyber space.</li> </ul>
Defence Resources allocation Efficiency	2	<ul style="list-style-type: none"> <li>• Levels of resource allocation with defence area.</li> <li>• Expression and evaluation efficiency within defence area.</li> </ul>
Additional hours to increase the learning outcomes		
Syndicate Work	9	<ul style="list-style-type: none"> <li>• Work on a project (budgeted reduction implementation act.).</li> <li>• Increase the understanding of the LOAC's principles.</li> <li>• Increase the understanding of the context of definitions in IHL on the basis of specific examples.</li> </ul>
Case Studies and Discussions	8	<ul style="list-style-type: none"> <li>• Illustrate the basic rules (Geneva Conventions and their Additional Protocols).</li> <li>• Each case study comprises a description of a situation followed by questions.</li> </ul>
Defence Resources Management	6	<ul style="list-style-type: none"> <li>• Introduction into defence resources management.</li> <li>• Defence Resources Management Initiatives.</li> <li>• Specification of defence budgeting.</li> </ul>
Financial Resources Management	6	<ul style="list-style-type: none"> <li>• Introduction into financial resource management.</li> </ul>

<sup>41</sup> **Remark:** Detailed working hours are up to the Module Director. The total amount of hours has to fit to the national law concerning working hours for 4 ECTS.

		<ul style="list-style-type: none"> <li>• Examples of Financial Management Systems.</li> <li>• Foundations of Budget Design.</li> </ul>
Defence Acquisition System	8	<ul style="list-style-type: none"> <li>• Introduction of defence acquisition system.</li> <li>• Defence market.</li> <li>• Defence acquisition management process.</li> <li>• Defence acquisition management framework.</li> </ul>
Introduction to Economic Analysis within the Condition of Defence and of the Military Area	10	<ul style="list-style-type: none"> <li>• Efficiency, economy and effectiveness problem in defence decision making process.</li> <li>• Mission and function of economic analysis methods.</li> <li>• Methods of economic analysis suitable for defence conditions.</li> <li>• Examples of defence decision-making problems analysis (military training, garrisons' closure, economic impacts, military activity studies).</li> </ul>
Self-Study	23	<ul style="list-style-type: none"> <li>• Preparation for the upcoming lessons and for exam(s).</li> <li>• Reflection of the topics issued.</li> <li>• If IDL is developed it may be counted to these hours.</li> </ul>
<b>TOTAL</b>	<b>100</b>	

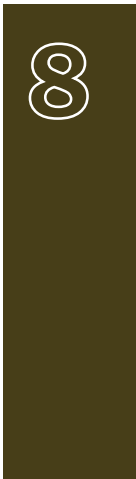
### Description

Country .....	Institution .....	Module <b>Individual Personal Development and Meta-Communication</b>	ECTS <b>2.0</b>
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Service <b>All</b>	Minimum Qualification for Lecturers <ul style="list-style-type: none"> <li>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG 6001 Level 3.</li> <li>University degree of social/human science.</li> <li>Practical experience in topics.</li> </ul>
Languages <b>English</b>	

Prerequisites for international participants <ul style="list-style-type: none"> <li>English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2.</li> <li>After second year of service.</li> </ul>	Goal of the Module <ul style="list-style-type: none"> <li>The student has a better understanding of his own personality.                         <ul style="list-style-type: none"> <li>The difference between the introspection and the external perception is reduced.</li> <li>She/he has a better understanding of her/his emotional capabilities as military leader in peace time or in combat situations.</li> <li>She/he is able to differentiate which of her/his emotions should be communicated.</li> <li>She/he is able to find the most effective method of communicating depending on the situation.</li> <li>She/he is able to motivate her/him-self as well as other persons.</li> <li>At the end of the course the student is able to transmit the new knowledge and skills to other persons.</li> </ul> </li> </ul>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>Basic knowledge of emotional intelligence (EQ).</li> <li>Basic knowledge of communication.</li> <li>Basic knowledge of combat motivation.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Understand the difference between the own introspection and external perception and be able and willing to reduce the difference.</li> <li>Analyse own emotional capabilities.</li> <li>To be able to communicate and handle own emotions in different situations.</li> <li>To be able to motivate her/him-self as well as other persons.</li> <li>To be able to transfer the new knowledge and skills to inferiors.</li> </ul>
	Compe-tences	<ul style="list-style-type: none"> <li>The leader/decision maker is capable to differentiate between emotional and rational decision making. She/he improves problem solving abilities according to newly learned interaction skills.</li> <li>The communicator is capable of communicating and interacting with soldiers successfully, also from foreign countries.</li> <li>The learner/teacher is capable to transfer the newly learned knowledge and competences. On top of this she/he is capable of a basic assessment of other persons' communication competences.</li> <li>The critical thinker is capable to discuss controversial and different problem solving strategies.</li> </ul>



## Verification of learning outcomes

- Observation and debriefing: At the end of the module a canned role play will take part. With the help of the audience and video-recording a thorough debriefing will be done.

Module Details		
Main Topic	Recommended Working Hours	Details
Personal Introduction	2	<ul style="list-style-type: none"> <li>• Thorough and in-depth introduction in a non-traditional and unconventional way (i.e. game, introduction by a strange person, ...).</li> </ul>
Introduction of the Module	1	<ul style="list-style-type: none"> <li>• Short course description.</li> <li>• Special attention on the course aim (i.e. discussions, personal experience examples, videos, ...).</li> </ul>
Experience and Quality	5	<ul style="list-style-type: none"> <li>• Theoretical knowledge (reading material).</li> <li>• Individual testing material.</li> <li>• Practical tests.</li> </ul>
Personal Flexibility	8	<ul style="list-style-type: none"> <li>• Open mind and empathy.</li> <li>• Theoretical knowledge about empathy (reading material).</li> <li>• Individual testing material (empathy).</li> <li>• Practical tests (empathy).</li> </ul>
Reducing Fears	4	<ul style="list-style-type: none"> <li>• Conflict solving situation.</li> <li>• Exam situation.</li> <li>• Speaking in front of audience.</li> <li>• Some theory, case study, practical exercises.</li> </ul>
Communication	4	<ul style="list-style-type: none"> <li>• Various communication models.</li> <li>• Verbal and non-verbal communication.</li> <li>• Communication to superiors and inferiors (differences?).</li> <li>• Some theory, case study, practical exercises.</li> </ul>
Combat Motivation	2	<ul style="list-style-type: none"> <li>• Maslow in connection with Oetting.</li> <li>• Some theory, case study.</li> </ul>
Rhetoric	3	<ul style="list-style-type: none"> <li>• Practical exercises.</li> </ul>
Canned Role Play	5	<ul style="list-style-type: none"> <li>• Prepared situations with prepared and non-prepared role-players.</li> <li>• Video registration and debriefing possibilities.</li> </ul>
Additional hours to increase the learning outcomes		
Ice Braker	4	<ul style="list-style-type: none"> <li>• <del>Initiation of group dynamics</del></li> </ul>
Farewell-party	4	<ul style="list-style-type: none"> <li>• <del>"official" end of group dynamics</del></li> </ul>
Cultural Event	4	<ul style="list-style-type: none"> <li>• During the week one cultural trip to intensify the interpersonal and intercultural relationship.</li> </ul>
Self-Study	12	<ul style="list-style-type: none"> <li>• Enhancing knowledge by studying specific documents.</li> <li>• Reflection of the topics issued.</li> </ul>
<b>Total</b>	<b>50</b>	

**Description**

Country .....	Institution .....	Module <b>Leadership and Agility in Complex Environments</b>	ECTS <b>2.0</b>
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Service <b>All</b>	<p>Minimum Qualification for Lecturers</p> <ul style="list-style-type: none"> <li>• <b>University Teachers:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3.</li> <li>○ Scholars in Leadership and related fields (e.g. sociology, psychology, philosophy, etc.).</li> </ul> </li> <li>• <b>Officers:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3.</li> <li>○ Leaders or Commanders of their Branches.</li> </ul> </li> </ul>
Language <b>English</b>	

<p>Prerequisites for international participants:</p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> <li>• At least 2 years of national military education.</li> <li>• Good knowledge about their Armed Forces and current military duties outside their country and missions abroad. Students are willing to discuss their opinions with other people.</li> </ul>	<p>Goals of the Module</p> <ul style="list-style-type: none"> <li>• The goal is to enhance a common understanding by young officers of the essential functions and workings of Leadership and Ethics, with special reference to the military.</li> <li>• This common understanding should in the long term enhance the young officers' confidence in conducting military operations in national and international environment and in interacting with the broader social context.</li> <li>• This module is also intended to foster self-development in young officers. The self-development consists of individual study, research, professional reading, practice and self-assessment.</li> </ul>
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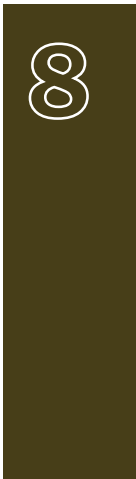


Learning outcomes	Knowledge	<ul style="list-style-type: none"> <li>• Knows the main aspects of the modern warfare and tactics and subsequently being able to organise the work of the unit.</li> <li>• Has the necessary knowledge for continuing his/her education through lifelong learning process.</li> <li>• Knows adequately the basics of job-related risks which are necessary to work and is ready to undertake the responsibilities of the profession of arms through:                             <ul style="list-style-type: none"> <li>○ Fundamentals of Complexity and Chaos Theory – application to Strategic Leadership;</li> <li>○ Fundamentals of Primal Leadership, focusing on small group dynamics and ethics;</li> <li>○ Cognitive models for understanding Strategic Leadership in VUCAR (Volatile, Uncertain, Complex, Ambiguous, Rapidly changing) environments;</li> <li>○ Anthropological interpretation of Leadership through relationships with own experience;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Leadership styles and studies;</li> <li>○ Fundamental roles of communication in organizations;</li> <li>○ Understanding and using the concept of Mission and Vision;</li> <li>○ Real world cases;</li> <li>○ Concept generation;</li> <li>○ Peer-grading;</li> <li>○ Experience-based outdoor activities;</li> <li>○ NGOs/GOs and their tasks;</li> <li>○ ROE.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Conducts a sound military decision making process-MDMP- adapted to his service or/and branch, to find suitable solution in a complex and potentially dangerous environment.</li> <li>• Is capable of managing complex professional activities or projects.</li> <li>• Manages the information available, being able to make interdisciplinary connections and develops systematic approaches through:                             <ul style="list-style-type: none"> <li>○ Understanding Organizations Through modern Complexity and Chaos Theory;</li> <li>○ Knowing about leadership levels;</li> <li>○ Working effectively in Military Organizations;</li> <li>○ Real time team documents writing;</li> <li>○ Mentoring in Military environment;</li> <li>○ Understanding and successfully accomplishing experience-based outdoor training.</li> </ul> </li> </ul>	
	Competences	<ul style="list-style-type: none"> <li>• Is capable of making decisions in an unpredictable, potentially life-threatening operating environment.</li> <li>• Demonstrates ability to optimise human potential.</li> <li>• Is able to deal with different people in learning and working communities and other groups and networks, taking account of communal and ethical considerations through:                             <ul style="list-style-type: none"> <li>○ Understanding applications and limitations of afore mentioned theories in military environment;</li> <li>○ Accomplishing daily mission providing purpose, direction, and motivation;</li> <li>○ Being able to take the role of Mentor strengthening individual values and commitment to the Service in order to bolster organizational productivity and growth;</li> <li>○ Discovering “hidden strengths” and gaining higher levels of confidence, self-esteem and teamwork skills;</li> <li>○ Getting the message across.</li> </ul> </li> </ul>	



Verification of learning outcomes
<ul style="list-style-type: none"> <li>• <b>Observation:</b> During the whole course trainees will be observed and evaluated while performing each activity.</li> <li>• <b>Final exam:</b> On the last day of the course trainees have to absolve a multiple choice final examination.</li> <li>• <b>Final grade:</b> Weighted average score of:             <ul style="list-style-type: none"> <li>○ Best practice's paper (40%).</li> <li>○ Scenario evaluation (30%).</li> <li>○ Final test (30%).</li> </ul> </li> </ul>

Module Details			
Main Topic	Recommended Working Hours	Details	
Best Practices Document writing	15	<ul style="list-style-type: none"> <li>• Research work (10 WH).</li> <li>• Study periods (2 WH).</li> <li>• Executing the task (3 WH).</li> </ul>	
<b>Leadership Activities</b>	Experience-based Outdoor Training	15	<ul style="list-style-type: none"> <li>• Leading a group.</li> <li>• Execution of Decision Making Process (DMP) of small group level.</li> <li>• Issuing and implementation of orders.</li> <li>• Writing reports.</li> </ul>
	Best Practices	3	<ul style="list-style-type: none"> <li>• Oral presentations of best graded Leadership paper with discussion.</li> </ul>
	Syndicate Work	9	<ul style="list-style-type: none"> <li>• Exchange views, thoughts.</li> <li>• Learn from others.</li> <li>• Real time cooperative document writing.</li> </ul>
<b>Leadership Conceptual Framework</b>	Lessons	12	<ul style="list-style-type: none"> <li>• Small group Leadership.</li> <li>• Ethics.</li> <li>• Strategic Leadership.</li> <li>• Large Organization Leadership.</li> <li>• Complexity Framework.</li> <li>• Leadership models.</li> </ul>
Learning Outcomes and final Remarks	2	<ul style="list-style-type: none"> <li>• Open discussion.</li> </ul>	
<b>Total</b>	<b>56</b>		



## Description

Country .....	Institution .....	<b>Module</b>  <b>Military Instructor Training</b>	<b>ECTS</b>  <b>3.0</b>
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<b>Service</b>  <b>All</b>	<p style="text-align: center;">Minimum Qualification for Lecturers</p> <ul style="list-style-type: none"> <li>• <b>Officers:</b> <ul style="list-style-type: none"> <li>○ English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3.</li> <li>○ Thorough knowledge of the subject matter.</li> </ul> </li> </ul>
<b>Language</b>  <b>English</b>	

<p style="text-align: center;">Prerequisites for international participants</p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2.</li> <li>• At least 1 year of national (military) higher education.</li> </ul>	<p style="text-align: center;">Goal of the Module</p> <ul style="list-style-type: none"> <li>• Junior Officers are expected to administrate and teach on military courses.</li> <li>• Understand the essential instructor skills, competencies and techniques.</li> <li>• Be qualified to plan, organise, conduct and supervise instructions.</li> <li>• Be capable of assessing and evaluating instructions.</li> </ul>
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<b>Learning outcomes</b>	Know- ledge	<ul style="list-style-type: none"> <li>• Be conversant with the subject matter.</li> <li>• Knows different methods of instruction.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Is capable to plan, organise, supervise, assess and evaluate instructions.</li> <li>• Is capable of adapting different training methods to suit the training audience.</li> <li>• Is capable of creating a training environment that promotes learning.</li> <li>• Is able to use different training aids and materials.</li> <li>• Is able to involve and motivate the training audience.</li> <li>• Is able to set and achieve training goals.</li> <li>• Is an effective communicator.</li> </ul>
	Compe- tencies	<ul style="list-style-type: none"> <li>• Assumes responsibility for self-development.</li> <li>• Exudes a professional approach to training.</li> <li>• Enables the audience to reach the training goals.</li> <li>• Applies and analyses training to improve future delivery.</li> </ul>

## Verification of learning outcomes

- Students display the ability to use effective methods of instructions, appropriate to the subject matter.
- Students prepare, plan and deliver practice lessons and receive feedback.
- Students prepare, plan and deliver a test lesson.

Module Details		
Main Topic	Recommended Working Hours	Details
Principles and Methods of Military Training	8	<ul style="list-style-type: none"> <li>• Plan, organise, supervise, assess and evaluate instructions.</li> <li>• Teaching methods (student centred).</li> <li>• Instructor ethics.</li> </ul>
Role and Qualities of the Military Instructor	12	Role of the: <ul style="list-style-type: none"> <li>• Specialist.</li> <li>• Facilitator.</li> <li>• Teacher.</li> <li>• Coach.</li> <li>• Assessor.</li> </ul>
Characteristic of a Military Training Process	6	<ul style="list-style-type: none"> <li>• Training environment (physical and mental).</li> <li>• Motivating the training audience.</li> </ul>
Conducting of theoretical Classes	8	<ul style="list-style-type: none"> <li>• Providing fundamental principles underpinning the subject to be delivered.</li> <li>• Use of training aids and materials.</li> </ul>
Lesson Delivery, Practice and Examination	32	<ul style="list-style-type: none"> <li>• Conducting theoretical and practical lessons.</li> <li>• Creating a safe training environment.</li> <li>• Use of appropriate training aids and materials.</li> </ul>
Additional hours to increase the learning outcomes		
Study/ Research	8	<ul style="list-style-type: none"> <li>• Lesson preparations.</li> </ul>
Reflection	2	<ul style="list-style-type: none"> <li>• Individual responsibility.</li> </ul>
Team Work	4	<ul style="list-style-type: none"> <li>• Syndicate practice before delivery of lessons.</li> </ul>
<b>Total</b>	<b>80</b>	

### Description

Country .....	Institution .....	Module <b>Small Unit Tactics</b>	ECTS <b>4.0</b>
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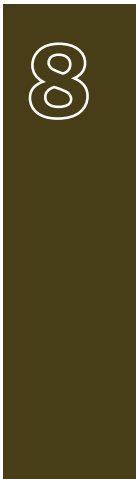
Service <b>All</b>	Minimum Qualification for Lecturers <ul style="list-style-type: none"> <li>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG 6001 Level 3.</li> <li>Subject matter expert.</li> <li>Operational knowledge and experience.</li> </ul>
Language <b>English</b>	

Prerequisites for international participants <ul style="list-style-type: none"> <li>English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2.</li> <li>At least 1 year of national (military) higher education.</li> <li>Basic military training.</li> </ul>	Goal of the Module <ul style="list-style-type: none"> <li>To consolidate, extend and deepen knowledge of basic technical/tactical activities up to section/squad level (6-9 Cadets) within international environment.</li> <li>To deepen leadership skills.</li> <li>To enhance cadets' troop leading procedures (TLP) on the squad level.</li> <li>To extend cadets' command and control (C2) capabilities.</li> </ul>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>Masters the tactics, techniques and procedures (TTP) to ensure own force protection and the protection of the forces deployed in his/her AOR.</li> <li>Knows the main aspects of the tactics and subsequently being able to organize the work of the unit.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Conducts a sound troop leading procedure (TLP) to find a suitable solution in a complex and potentially dangerous environment, to find a tactical solution to complete the mission whilst maximizing force protection.</li> <li>Is able to lead a group.</li> <li>Is able to detect dangerous situations affecting security and independently solving these situations.</li> <li>Is able to communicate in English consistent with his/her professional duties (transmitting orders, opinions, feedbacks etc.).</li> <li>Uses the necessary combat and command equipment in his/her duties and knows how to maintain them.</li> <li>Is able to maintain, safely operate and manage the weapon systems and equipment used by his/her unit. (Remark: If this will be a Common Module with international participation – the institution which organises the Module is not capable to provide weapons systems of host-students.)</li> </ul>
	Compe- tences	<ul style="list-style-type: none"> <li>Understands the course of action of the platoon command level and takes the necessary initiative to contribute to its success.</li> <li>Is capable of making decisions in an unpredictable, potentially life-threatening operating environment.</li> <li>Performs activities and roles specific to the teamwork on different responsibilities.</li> </ul>

Verification of learning outcomes
<ul style="list-style-type: none"> <li>• <b>Observation:</b> Throughout the Module students are to fulfil given tasks according to TLPs. During these work students are to be evaluated to verify their competences.</li> <li>• <b>Test:</b> Examination at the end of the theoretical part of the module. The type of the test is up to the Course Director.</li> <li>• <b>Tactical exercise:</b> During the tactical exercise students are going to be evaluated based on their performance as a leader and squad member. The evaluation is going to be conducted by instructors on the evaluation sheet.</li> </ul>

Module Details		
Main Topic	Recommended Working Hours	Details
TLP	8	<ul style="list-style-type: none"> <li>• Introduction to TLP.</li> <li>• Order structure.</li> <li>• NATO joint tactical symbols <del>symbolology</del> (APP-6c).</li> </ul>
Combat Drills	8	<ul style="list-style-type: none"> <li>• Weapon handling.</li> <li>• Combat signals.</li> <li>• Movement and formations.</li> <li>• Action on ....</li> </ul>
Tactical Movement	16	<ul style="list-style-type: none"> <li>• Practical movement in tactical situations.</li> <li>• Implication of the theory (combat drills and TLP).</li> </ul>
Defensive Operations	2	<ul style="list-style-type: none"> <li>• Static defence.</li> <li>• Manoeuvring defence.</li> </ul>
Offensive Operations	4	<ul style="list-style-type: none"> <li>• Hasty attack.</li> <li>• Deliberate attack.</li> <li>• Ambush.</li> </ul>
Tactical Field Exercise	30	<ul style="list-style-type: none"> <li>• Conducting exercise under the given scenario, focused on mission accomplishment.</li> </ul>
Debriefing	4	<ul style="list-style-type: none"> <li>• Lessons learnt.</li> </ul>
Self-Study	28	<ul style="list-style-type: none"> <li>• Preparation for the upcoming lessons and for exam(s).</li> <li>• Reflection of the topics issued.</li> <li>• If IDL is developed it may be counted to these hours.</li> </ul>
<b>TOTAL</b>	<b>100</b>	





## Literature and Homepages

9

## 9. Literature and Homepages

### 9.1 Official papers, elaborations and books

European Commission, Education and Training, The Erasmus Programme and the new Erasmus for All Higher Education; Brussels 2013.

Council of the European Union, Council Conclusions on the ESDP, 2903<sup>rd</sup> External Relations Council Meeting, Brussels 10<sup>th</sup> and 11<sup>th</sup> November, 2008.

Wiedner & Gell, Europeanization an option or a necessity?, Federal Ministry of Defence and Sports of the Republic of Austria, Vienna 2013.

Paile & Gell, Lessons Learnt from the international Military Academic Forum 2013, Vienna Nov. 2013, ISBN 978-3-9503699-0-8.

### 9.2 Homepages

- European initiative for the exchange of young officers, inspired by Erasmus:  
<http://www.emilyo.eu/>
- European Security and Defence College:  
<http://esdc.mil-edu.be/>
- Austria – Theresan Military Academy:  
<http://campus.milak.at/campus/englisch/index.php>
- Austria – Ministry of Defence:  
<http://www.bmlv.gv.at/>
- Belgium – Royal Military Academy:  
[www.rma.ac.be](http://www.rma.ac.be)
- Bulgaria - Vassil Levski National Military University:  
[www.nvu.bg](http://www.nvu.bg)
- Czech Republic – University of Defence:  
<http://www.vojenskaskola.cz/school/ud/Pages/default.aspx>
- Germany – Officers' School:  
[www.deutschesheer.de/](http://www.deutschesheer.de/)
- Germany – Ministry of Defence:  
[www.bmvg.de](http://www.bmvg.de)
- Estonia – Estonian National Defence College:  
<http://www.ksk.edu.ee/>
- Spain – Ministry of Defence:  
[www.defensa.gob.es](http://www.defensa.gob.es)
- Croatia – Croatian Defence Academy Petar Zrinski:  
[http://www.osrh.hr/default\\_en.asp](http://www.osrh.hr/default_en.asp)
- Ireland – Defence Forces Education Headquarter:  
<http://www.military.ie/education-hq/>



- Ireland – Institute of Technology Carlow:  
<http://www.itcarlow.ie/>
- Italy – School of Applied Military Studies:  
<http://www.scapli.esercito.difesa.it>
- Italy – Air Force Academy:  
<http://www.aeronautica.difesa.it/Organizzazione/Reparti/RepartiAddestrativi/Pagine/AccademiaAeronautica.aspx>
- Lithuania – General Jonas Žemaitis Military Academy of Lithuania:  
<http://www.lka.lt/>
- The Netherlands – The Netherlands Defence Academy:  
<http://www.defensie.nl/nlda/>
- Poland – National Defence University:  
<http://www.aon.edu.pl/>
- Poland - Tadeusz Kosciuszko Land Forces Academy:  
<http://www.wso.wroc.pl/news-en/en-news.html>
- Poland - Jagiellonian University:  
[http://www.uj.edu.pl/en\\_GB/](http://www.uj.edu.pl/en_GB/)
- Romania – Nicolae Balcescu Land Forces Academy:  
[www.armyacademy.ro](http://www.armyacademy.ro)
- Romania – Henri Coanda Air Force Academy:  
[http://www.afahc.ro/site\\_en/index\\_en.html](http://www.afahc.ro/site_en/index_en.html)
- Slovenia – Officer Candidate School:  
<http://www.slovenskavojska.si/en/structure/genneral-staff-commands-and-units/doctrine-development-educational-and-training-command/officer-candidate-school/>
- Turkey – Turkish Military Academy:  
<http://www.kho.edu.tr/>
- Homepage of the European Commission; URL:  
[http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm) [21.02.2014].
- Leuven/Louvain-la-Neuve Communiqué, URL.:  
[http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven\\_Louvain-la-Neuve\\_Communique%C3%A9\\_April\\_2009.pdf](http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven_Louvain-la-Neuve_Communique%C3%A9_April_2009.pdf) [24.02.2014].
- Homepage of the Institute for Basic Officer Education at the Theresan Military Academy-Austria; URL:  
<http://miles.ac.at/campus/iep/module.php> [21.02.2014].
- Homepage of the Institute for Basic Officer Education at the Theresan Military Academy-Austria; URL:  
[http://miles.ac.at/campus/iep/pdf/2013/Richtlinien\\_und\\_Regelungen/Curriculum-International-Winter-Semester.pdf](http://miles.ac.at/campus/iep/pdf/2013/Richtlinien_und_Regelungen/Curriculum-International-Winter-Semester.pdf) [21.02.2014].









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