



iMAF 2016

Tomasz SMAL, Marcin BIELEWICZ

**Modeling new forms of cooperation
with the use of external funds**

General Tadeusz Kosciuszko Military Academy of Land Forces

Wroclaw

GENERAL TADEUSZ KOSCIUSZKO MILITARY ACADEMY OF LAND FORCES

iMAF 2016

Tomasz Smal, Marcin Bielewicz (Eds.)

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with the use of external funds***

WROCLAW

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ISBN 978 – 83 – 65422 – 53 - 8

Publisher:

The General Tadeusz Kosciuszko Military Academy of Land Forces, Wrocław, Poland

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FOREWORD

Dear General, ladies and gentlemen, dear colleagues,

As many of you already know, I first started working for the ESDC in 2007. It was then still a very young and modest organisation with a Secretariat of only three people and a network about half its current size. At that time, we only ran about 10 training activities every year, compared to the 80 to 90 now. We were only starting up our e-learning system, which now contains over 25 AKUs or lessons. It was at that time that the incoming French Presidency came with a proposal to create an 'Erasmus militaire'.

In the summer of 2008 we consulted the MS to find out what the situation was and what the obstacles to overcome were. We set out to describe the different goals for the initiative and on 10/11 November 2008, the Council of the European Union in its 2903rd meeting of the GAERC meeting gave the task of implementing the Initiative to the ESDC.

It was during this preparatory phase that I was thinking about the why of the Initiative, what would it actually improve? From a professional, tactical level, I'm certain that each MS within its means and limitations seeks to provide its future officers, their military elite with the best possible training and education. What had changed from the recent past that made this new initiative worth prosecuting? After all, even in the Cold War, on both sides of the then Iron Curtain, international cooperation was not unusual!

What had changed however were the types of conflicts we were engaging in and the threats we are facing. The size of the forces we were engaging - or even capable of engaging - had dwindled to a size that not only higher-ranking officers had to interact with their international counterparts. Young, junior officers were being deployed across the globe in remote places having to interact with other professionals, both civilian and military.

That was why I came up with a hypothesis: these young officers will be better prepared if they have been educated and trained together before they deploy. As it goes with hypothesis, there are believers and non-believers. My Belgian Commandant of the Royal military academy told me that was nothing but a gut-feeling, that I couldn't prove it. Isn't that the very nature of a hypothesis, I ask him. The Chairman of the EUMS, General Kostarakos, on the contrary is a firm believer of this hypothesis and wants to enhance the initiative. In his words, it is time that we start investing in our future generation of European military leaders to create a generation that understands how the EU functions and what it means for our nations!

As I wrote down this hypothesis, I guess you know where I stand. But maybe we can listen to what Ms Mogherini, our HR/VP has to say about it in the foreword she wrote for our latest publication written by Mr Sylvain Paille as part of his PhD. I quote from *Towards a European defence culture* by Federica Mogherini:

We live times of unprecedented challenges for Europe, and our Union is sometimes struggling to cope. Cooperation and unity become more vital than ever, but our action is too often

thwarted by fear and resurging nationalisms. Europe needs a new generation of true Europeans, and a new sense of belonging to our continent and our Union. This is true in all sectors, from politics to academia. And it is equally true for our armed forces.

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

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

2008 was also the time when we (well not me personally) were revising the European Security Strategy, which in the end ended up not with a revision, but with a report, because nobody wanted to write a new version. To be honest, the old report was still very much valid, because it was written in such a way that it very generic in its definition of threats and interests, means and tools. Now, almost 8 years later, we are expecting every day now the new EU global strategy. This will very likely be followed by a kind of defence or security white book to implement the security part of the strategy.

Whatever will be in that strategy, we will soon have the opportunity to read it, it will include an analysis of the international situation. This situation has certainly significantly changed, the unstable EU periphery both to the East and to the South, Russia's re-emergence of their nationalist pride and its will to once again become a global player, the ever stronger link between JHA and external security. At the same time, we see that our own societies are struggling with issues like resurfacing nationalism and a lack of willingness to defend what we have become to consider - at least in the public fora – as our core values: openness, inclusiveness, freedom of speech, respect for the others and for the weaker. Core values that we hesitate to call European, cultural or even worse Christian out of a false feeling of shame.

But if we do not subscribe to our core values, others less scrupulous will start using these values for their own goals and ends. Nationalists and populists will pick up on the feeling of powerlessness and demoralisation in our general population to further their own agenda. So on top of the human interoperability, I think we now also need to prepare our young officers to subscribe to the ideas of the founding fathers of our Union: to create an open society at a continental scale, where justice, freedom and equality are guaranteed for all.

iMAF, Wroclaw 21 June 2016

Symeon ZAMBAS
European Security and Defence College, European Union

INCREASING OF EU-SECURITY BY EXCHANGES ON BASIC OFFICER EDUCATION LEVEL

The ESDC provides training on the Union's Common Security and Defence Policy (CSDP) in the context of the Common Foreign and Security Policy (CFSP) at EU level in order to develop and promote a common understanding of CSDP among civilian and military personnel, and to identify and disseminate, through its training activities, best practice in relation to various CSDP issues.



Figure 1. ESDC building.

The ESDC is a network college and is currently composed of around 120 national training institutes (including military academies within the military Erasmus programme) with various areas of expertise and backgrounds. Network members range from national defence academies to peace universities, from police colleges to diplomatic training institutes. Some of the college's activities are hosted by ministries or permanent representations, others by EU institutions or other EU entities including the European External Action Service.

Please find detailed information regarding the structure and functioning of the ESDC on the ESDC website (<http://eeas.europa.eu/esdc>).

Since Council Decision 2013/189/CFSP of 22 April 2013 the ESDC has had legal capacity and a budget, part of which is used for co-financing training activities. In September 2015 the ESDC Steering Committee also agreed to allow the co-financing of common modules under the European initiative for the exchange of young officers, when the participation of civilian participants is at least 33 % and when the curriculum of the module is based on the respective curriculum of a 'normal' ESDC course which is eligible for co-financing.

There is also the possibility for military academies to join the ESDC network of academies. As members they can participate in all the meetings of the ESDC Executive Academic Board in addition to being part of the Implementation Group, which is a special configuration of the Board. This means they can organise 'normal' ESDC courses. During the current financial year one Italian and two Greek academies were approved as eligible to receive up to EUR 3 500 each.

I would like to kindly suggest that the best way to expand your network, keep up to date on CSDP, exchange best practices and receive any available funding is to participate at least in the Implementation Group meetings and the ESDC annual network, training and education conference.

The annual training and education conference is a unique opportunity to analyse training requirements and the lessons identified from CSDP missions and operations, to discuss recent CSDP developments and emerging policies with a view to reflecting these in training opportunities, and to explore civilian and military convergence and synergies through networking.

Below I would like to present to you the basic administrative elements relating to the possible co-financing of your training activity by the ESDC.

PRINCIPLES

Financial support for the organisation of training activities under the ESDC budget for 2017 is limited to EUR 170 500. This support will make it possible to provide co-financing for about 70 different training activities.

The budgetary limit for the support for each of the training activities is determined in accordance with the priority of the course as assigned by the Member States.

Financial support will not be considered as an assumed financial benefit, but rather as an optional one. When announcing a course offer, Member States and/or training institutes must make it clear whether they want to receive financial support or not. This will facilitate the financial planning of the ESDC budget.

The co-financing is limited to¹:

- a. EUR 5 000 for the 4 residential modules of the CSDP High-Level Course;
- b. EUR 3 000 for training activities in quartile 4 (the 25% of types of training activities with the highest priority) and for pilot activities approved by the Steering Committee;
- c. EUR 2 000 for training activities in quartile 3;
- d. EUR 1 000 for training activities in quartile 2;
- e. No co-financing is foreseen for training activities in quartile 1.

To allow proper planning and budgeting, Member States and/or training institutes should announce in good time the courses they plan to run under the ESDC, ideally before the summer break in the year prior to the planned activity. Late announcements may result in reduced or no financial contribution owing to budgetary limitations.

The following types of cost may be covered:

- coffee breaks;
- travel expenses (economic option) incurred by the course director and/or supporting staff if courses are held at a location other than his or her institute;
- travel expenses (economic option) incurred by lecturers, experts and trainers if they do not come from one of the EU institutions or agencies;
- per diems which cover accommodation, meals, local travel and sundry expenses incurred by the course director and/or supporting staff and/or lecturers not coming from one of the EU institutions or agencies;
- one networking event (e.g. ice-breaking event or official course dinner);
- costs of conference facilities;
- bus transport costs related to the course;
- on an exceptional basis, the fees of external specialised mentors or facilitators whose services are needed to ensure that the course is conducted in its entirety (i.e. not for a single day), subject to the prior, written consent of the Head of the ESDC;
- VAT: only if the requesting training institute can show that it is not tax-exempted and that it cannot recover taxes under the applicable national law.

¹ The division into quartiles for 2017 can be found in Annex A.

The following costs cannot be reimbursed:

- any extras/tips;
- cultural/guided visits;
- salaries;
- lecturers'/experts' fees (except in the case specified above);
- penalties or administrative costs linked to the administrative procedures of the organising training institute;
- Currency exchange losses.

The payment request shall include:

- a short description of the training activity;
- the training activity's purpose and objectives (see curriculum);
- the final programme, marked 'as executed' and with the names of all the speakers;
- the number of participants and the location of the activity;
- a declaration on honour by the lecturer in case of a per diem request;
- a general description of the specific input from the training providers, including the number of staff involved and the overall operational budget established for this training activity;
- details of the co-financing costs to be reimbursed, together with the information stipulated under paragraph 6 of this Administrative Instruction;
- name, address and bank account of the Member State/training institute/training provider.

PROCEDURES

The Member State/hosting institute:

- when announcing the course in the ESDC academic program, shall indicate whether a request for co-financing will be submitted after the course;
- during the preparation of the course and before the course starts, shall contact the relevant training manager in the ESDC Secretariat in order to obtain a 'provisional agreement' on the eligibility of the costs they are planning to claim, and shall establish a financial plan for the reimbursement request;

- after completion of the training activity, and as soon as possible:
 - shall submit a payment request to the ESDC Secretariat) at the latest 90 calendar days after the end of the training activity AND NO LATER than 15 January of the year X + 1. Late submissions will result in no financial contribution;
 - shall ensure that the payment request includes all relevant original invoices and travel tickets (boarding passes, train tickets, etc.) related to the co-financing costs;
 - shall ensure that the payment request accurately gives the name, address and bank account of the Member State/training institute/training provider;
 - shall submit to the ESDC Secretariat, together with the payment request, the evaluation report for the course in accordance with the principles established by the Executive Academic Board, the final programme and the lecturers' attendance list;
 - in the event that the request includes VAT, shall submit proof that it is not tax-exempted and that it cannot recover taxes under applicable national law.
 - in the event that original invoices and original travel documents cannot be submitted, copies shall be accepted as long as each page includes an original stamp from the Member State/training institute/training provider. For auditing purposes, a note must be attached explaining the reason why the originals cannot be provided and where these originals are located (ministry/institute/directorate/department...)

If the training activity is conducted jointly by different training providers and/or different Member States, the payment request shall be forwarded by one single provider. However, payments will not exceed the budgetary limit established for this training activity.

ESDC STAFF SUPPORT

In order to maximise the number of courses that can be supported by the ESDC training managers, the measures agreed during the ESDC Steering Committee on 30 September 2016 will be strictly applied. The agreed measures are:

- a. ESDC will offer reduced support to courses organised outside Brussels;
- b. For courses not identified as a priority, the ESDC will take care only of invitation, eLearning and evaluation;
- c. No support will be given to courses in Brussels where 50% or more of participants come from just one Member State;

- d. In case the request to use an EU building does not receive a positive outcome, the organising Institute will be requested to find a solution;
- e. As general principle, all new tasks will be linked to additional resources.

Annex A

Prioritisation of ESDC courses

Quartile	Activity number	Course
4	1	CSDP High Level Course
	3/4	CSDP Orientation Course/ seminars based on OC +Common module on CSDP ²
		33
	20	Cyber Security/ Cyber Defence Course
	7	CSDP Course on the Strategic Planning Process of Missions/Operations
	17	Course on Civilian aspect of crisis Management
	39	EU facing "hybrid warfare" challenges
	10	EU Basic Course on SSR
	22	EU Senior Mission Leaders Course
	3	5
25		ESDC/EDA European Armaments Cooperation Awareness Level
9/37		CSDP Course on CMCO/Comprehensive Crisis Management in CSDP Operations
18		ESDC Advanced Course for Political Advisors in EU Missions and Operations
36		Maritime Security/Strategy Course
29		Seminar on Partnership and Cooperation
40 (11b)		SSR in-Mission training
8/34		CSDP Course on Crisis Management Capability Development
11		EU Core Course on SSR

² When the participation of civilian participants is more than 33%

	26	EU Course on fragility, security and development in the context of external action
2	28	Mediation and Dialogue Skills for CSDP Crisis Management Activities
	30	The Protection of Civilians in Armed Conflict
	14	Peace Building Course
	21	A Comprehensive Approach to Gender in Operations
	41	Gender integration in CSDP
2	6	CSDP Course for Press and Public Information Staff
	27	The Challenges Facing the CSDP in Space
	32	Cross-Cultural Competence for EU Missions and Operations
	38	Conflict prevention, Peacebuilding and Mediation Training in support of CSDP Action
	15	International Course for Military Legal Advisers
1	19	Course for Political Advisers working in the wider context of CSDP
	24	ESDC European Forum
	34	Scenario-Based Civilian Capability Development course
	16	Course on the non-proliferation of weapons of mass destruction (WMD) and their delivery systems
	31	Course on Building Integrity and Reducing Corruption
	35	EU Concept Core course

COL Harald GELL, PhD, MSc, MSD, MBA
The Implementation Group, European Union

THE iMAF GOALS AND ITS PROGRESS

Abstract:

The iMAF conferences had their origin in annual international events of the Theresan Military Academy in Austria. Before 2013 topics with some international context were discussed – rather with a philosophical approach than practical outcomes. That is why in 2013 for the first time the iMAF-topic was designated to the anniversary of the European Initiative. The present article describes the iMAF-development, mainly from the beginning of the practical outcomes. The author gives an overview about the iMAF-elaborations – such as new Common Modules and a new designed international semester – and presents a view to the future. How the iMAF – based on the contract between five Basic Officer Education Institutions – is connected to the European Initiative and how this Initiative is linked to the iMAF to reach common goals is described as well.

1. INTRODUCTION

“Efficiency is the cooperation of individual capabilities” [6]. This citation – made by Dr. Rau, a German physician – describes best the overall avenue of approach to reach the iMAF-goals. When the iMAF-contract was signed in 2014, it was clear to connect it to the goals of the European initiative for the exchange of young officers inspired by Erasmus and that the five partner institutions contribute their individual capabilities. The article 1 of the iMAF contract underlines these statements when there is written that “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, 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.” [8] Therefore, iMAF goals are directly connected to the Initiative’s goals, iMAF shall solve challenges which the Initiative faces and the Initiative may rely on the annual iMAF event to consolidate the European Common Security and Defence Policy.

2. HOW IT BEGAN

2.1 THE EUROPEAN SECURITY STRATEGY AND THE IMPLEMENTATION GROUP

On 12th and 13th of December 2003 the European Council adopted the European Security Strategy (ESS). The ESS provided the conceptual framework for the Common Foreign and Security Policy (CFSP) and stressed the following five key threats [7]:

- Terrorism.
- Proliferation of weapons of mass destruction.
- Regional conflicts.
- State failure.
- Organised crime.

On 11th of December 2008 the report on the implementation of the ESS was published and three new threats were added which are listed hereinafter [3]:

- Cyber security.
- Energy security.
- Climate change.

In the same implementation-report the necessity for a common training on Basic Officer Education level was pointed out. Officer Cadets and young Officers should be prepared to manage their challenges – which may overlap with the ESS threats mentioned above – better when working in an international environment after graduation [4]. Almost in parallel in the same year the European Union (EU) Ministers of Defence launched the so-called “European young officers exchange scheme, modelled on Erasmus” [2]. This was the founding document for the “European initiative for the exchange of young officers inspired by Erasmus”, an Implementation Group (IG) was to be established which had its first meeting in February 2009 and which goals are to develop exchanges between officers in their initial training phase, in order to reinforce the ability of the European armed forces to work together as well as the interoperability of forces. From the very beginning the European Security and Defence College (ESDC) has assisted the IG. The IG – which is a group of mainly military education experts – has also the task to harmonise the EU Basic Officer Education (BOE), to increase interoperability and to promote a European Security and Defence Culture among the future military elites. They elaborate possibilities and create preconditions to encourage exchanges of young officers during their initial education and training. Existing exchange programmes – also civilian ones such as “ERASMUS+” – are used as well as creating new avenues of approach for the purpose of strengthening the interoperability of the EU Armed Forces and – as a consequence – to increase EU’s security within the frame of CSDP [5]. In the meanwhile – as of May 2016 – the IG had its 30th meeting; a lot of problems have been solved, also with elaborations conducted during the annual iMAFs. It has been amazing to see how the IG education experts as well as the iMAF participants have contributed with their individual strengths to the overall common goal.



Figure 1. Implementation Group conference participants in Stockholm in 2009

Source: Swedish National Defence College (SNDC)

2.2 THE IMPLEMENTATION GROUP GOALS

The task of the Implementation Group – *nomen est omen* – is to implement the goals of the “European initiative for the exchange of young officers inspired by Erasmus”. There are also other names for the same project existing, such as “Military Erasmus”, “Erasmus Militaire”, “EMILYO” (Exchange of MILitary Young Officers) or just in short “The Initiative”. To facilitate exchanges on Officer Cadets’ level the IG had to define problem areas which were named “Quick Wins” (QWs) at the very beginning and renamed to “Lines of Development” (LoDs) on a later stage. The following table describes these LoDs.

Table 1. Description of the Lines of Development

Source: Table created by the author

LoD No.	LoD Name	Description/Purpose	Solved (S)/ Ongoing (O)
1	System of Equivalences	Facilitates recognitions between academic and non-academic education. The adopted document describes how to transfer a non-academic education into ECTS and vice-versa.	S
2	Development of Competences	The adopted document describes which competences an Officer Cadet should have – using common descriptors. Focuses onto SQF.	S
3	Development of IDL	Preparation for certain educations may be conducted via e-learning to be more efficient.	S+O
4	Create an IT-Platform	Sharing all types of information of the Initiative. Re-launched in 2015. (www.emilyo.eu)	S

5	Supporting Develop Mechanism/ (Legal) Framework	How to deal with administrative and legal matters. Key: “Officer Cadets from abroad should be treated in the same way as the own ones”.	S
6	National Implementation of the Programme	Support of the Initiative by Superiors. Focuses onto information-flow (e.g. Wikipedia, Newsletter).	S+O
7	Lifelong Learning	Possibilities of support by existing exchange programmes, such as the ERASMUS+ programme.	S+O
8	Common Modules	A Common Module is seen as to be important for all European Officer Cadets – either all services or a single service. After being adopted by all representatives of the Implementation Group the Common Modules shall be integrated into the national curricula. In doing so – step by step – the European curricula will be harmonised.	S+O

The IG meets on a quarterly basis mostly with one day duration. Since some elaborations request more timely intensive discussions, some members of the IG had the idea to combine iMAF elaborations with problems the IG has to solve. This was the beginning of the linkage between the IG and iMAF.

2.3 THE iMAF DEVELOPMENT AND THE iMAF GOALS

The Austrian Theresan Military Academy started to conduct annual international conferences in 2007 – at that time named “Military Academic Forum” (MAF).



Figure 2. Participants of the first MAF at the Theresan Military Academy in 2007

Source: Theresan Military Academy (TMA)

The topics of MAF-discussions had a more or less philosophical approach; the connection to the goals of the Initiative was not present – because EMILYO simply did not exist at that time. The practical outcomes to solve problems of exchanges on institutional level were limited. During the following years MAF-discussions moved closer and closer to topics of the Initiative – as mentioned in chapter 2.1 the founding steps for the Initiative took place at the end of 2008 – finally in 2013 TMA decided to link future MAF-topics to the Initiative and re-named the conference to “international Military Academic Forum” (iMAF). In 2013 the first iMAF-topic was dedicated to the 5-year-anniversary of the Initiative and the invited institutions were requested to contribute with their exchange-experiences. It was the first time that the European Basic Officer Education Institutions (BOEIs) – according to the initial citation of this article – had the chance to introduce their individual capabilities during this conference and – in doing so – all the participating institutions could make mutual benefit of the outcomes which were also recorded in an iMAF book for the first time.

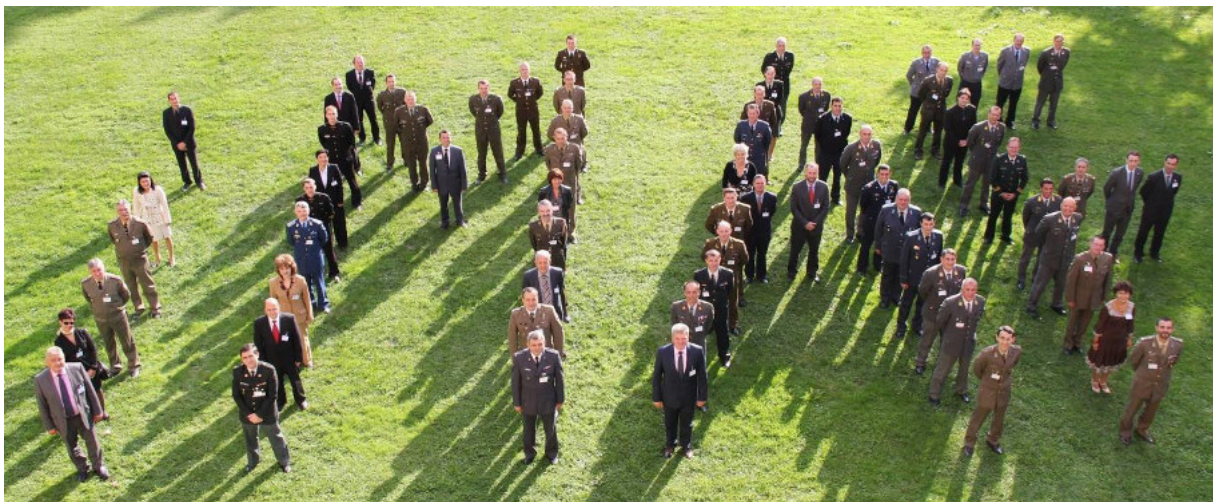


Figure 3. Participants of the first iMAF in Austria in 2013

Source: Theresan Military Academy (TMA)

Few months after iMAF 2013 five BOEIs found together and decided to conduct future iMAFs not only in a rotation principle but also to dedicate the topics to challenges of the Initiative. The following BOEIs signed an agreement in 2014 – since then iMAF is directly connected to the Initiative.

Table 2. The iMAF partners and the iMAF topics

Institution	Country	Conducted/ will conduct iMAF in	iMAF Topic
Theresan Military Academy, Wiener Neustadt	AT	2013	5 years of the Initiative
Theresan Military Academy, Wiener Neustadt	AT	2014	Creating new Common Modules
Nicolae Balcescu Land Forces Academy, Sibiu	RO	2015	Creating an International Semester
General Tadeusz Kosciuszko Military Academy of the Land Forces, Wroclaw	PL	2016	Financial Support of Exchanges & Review of International Semester's Modules
University of Defence, Brno	CZ	2017	TBC
National University of Public Service, Budapest	HU	2018	TBC

Source: Table created by the author

It was also agreed that upcoming iMAF topics will be discussed and determined during an annual sub-meeting of the Initiative – the LoD 7-meeting which takes place at the University of Defence in Brno each September; again a link between iMAF and the Initiative.



Figure 4. Participants of the LoD 7-meeting in Brno in September 2015

Source: University of Defence (UoD) Brno

The iMAF partners got also together within a “Strategic Partnership (SP) Project” under the ERASMUS+ umbrella. They continue the elaborations of iMAF 2015 – creating an international semester – in detail under the leading institution of MALF Wroclaw.

According to the decisions made in Sibiu in 2015, this international semester includes not only Common Modules approved by the Implementation Group but also new modules which are foreseen to reach the status of a Common Module following the foreseen process. In 2018 all the elaborations should be ready to be provided to all EU BOEIs. Independently from the international semester as such – the Common Modules may be implemented into the national curricula as isolated education parts. Thus, the overall goal of the Initiative – harmonising the EU BOE – will jump huge steps forward. The table hereinafter gives an overview about the Common Modules and those one which are foreseen to reach this status in the future.

Table 3. Common Modules and other modules of the SP-project with their amount of ECTS

Source: Table created by the author

Name of the Module	Status of Common	No Status of Common so far	Part of the International Semester	ECTS
Basic Military English (BME)	X		X	2
Battle Physical, Mental and Survival Training	X			3
Common Operating Environment	X			3
Common Security and Defence Policy (CSDP)	X			2
Comprehensive Approach	X		X	4
Crisis Management/Peace Support Operation (4 Sub-Modules)	X			12
Cross Cultural Communication		X	X	2
CSDP-Olympiad	X			2
Cultural Awareness	X		X	2
Cyber Security		X	X	2
Defence and Security Economics	X			4
Electronic Warfare	X		X	2
How to meet the Media	X			2
Individual Personal Development and Meta-Communication	X			2
Interoperability		X	X	6
Law of Armed Conflict (LOAC)	X		X	2
Leadership & Agility in Complex Environments	X			2
Maritime Leadership	X			2
Military Instructor Training	X			3
Military Leadership (A)		X	X	2
Military Leadership (B)		X	X	2
Military Leadership (C)		X	X	4
Small Unit Tactics	X			4
Train the Trainer (approved by the EAB – not the IG)	X			1
Total	18	6	11 *	72

* Author's remark: Within the SP-project nine modules are foreseen in total. Therefore all the three Military Leadership modules may be seen as a single one.

In 2009, when the Initiative started to develop Common Modules, just one – the Common Module on ESDP with 2 ECTS, later renamed to CSDP – was on the list. Compared with

the table above the conclusion can be made that – also with the iMAF elaborations – huge improvements were made.

3. *FUTURE AND CONCLUSIONS*

To reach the Initiative's task – to harmonise the EU BOE and in doing so to improve the collaboration and cooperation for the purpose of increasing EU's security – certain further steps also with the support of iMAF elaborations must be done.

- A lot of (Common) Modules have been developed so far which cover approximately two academic semesters. It is up to the BOEIs to implement as many modules as possible into the national curricula. So far, just Austria, Greece and Italy have implemented Common Modules and conduct them on a regular basis. Much more institutions are desirable to follow soon which will solve a better mutual recognition of learning outcomes as well.
- If the elaborations of the SP-project – creating an international semester which comprises a lot of current and future Common Modules – will be finalised in 2018, the implementation of such a semester will solve on the one hand recognition complications and on the other hand financial problems as well, because the BOEIs may benefit from EU funding. Anyway such international semesters were requested by EU officials [1].
- Double and/or Joint Degrees will intensify the cooperation among the institutions and will provide pre-conditions for better cooperation. The involved institutions may provide their specialisations to the programme which is the only correct avenue of approach to combine on the one hand the request of a general education for better collaboration (generalisation) and on the other hand not to abolish the valuable expertise of the respective EU institutions (specialisation). Three institutions took these deliberations into consideration when developing a Joint Master Degree (JMD) with the name “Interdisciplinary Master Study Programme for Common Security and Defence Policy”. The programme contains on the one hand eight Common Modules, but on the other hand the partner institutions – the Jagiellonian University in Krakow, the University of Defence in Brno and the Theresan Military Academy in Wiener Neustadt – contribute with their specialisations to the programme. Similar approaches may lead to the by EU officials requested Joint Military Academies [1] in terms of double and/or joint programmes.
- The financial aspect is an important one to increase exchanges. The IG developed a framework (LoD 5) which may help, unfortunately only few countries announced their willing to follow. The reason could be a lack of information about this paper but at least when arguing towards superiors – if it comes to the question of money concerning exchanges – the LoD 5 elaboration supports BOEIs' intents. Another question is the ERASMUS+ financial support for exchanges less than three months.

The increase of intercultural competences take place also in short modules, therefore any financial funding is desirable. For teachers and staff a financial funding just for few days is possible, the question is why not for students too? A solution could be to create a student's "time-account" which is filled with days spent abroad – independently from the duration. If at the end of a certain education period – this should last on BOE-level at least three years – the three months of spending abroad as a precondition to receive ERASMUS+ money are fulfilled – the student does not have to return the money.

- One of the main issues is trust. BOEIs have to trust each other and consider the education at the partner institution as a valuable one to increase own students' learning outcomes. Regular meetings of persons being responsible for the education – such as the quarterly IG-meetings and the annual iMAFs – support this approach. Therefore, during such meetings there should always be some time available for bilateral discussions.

The points above should give some ideas in which direction iMAF-topics and discussions may lead in the future. Whatever the decision will be, most certainly the iMAF-elaborations have always been a platform for future cooperation and have always pushed the Initiative forward – **therefore it's worth to participate in both!**

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LIST OF ABBREVIATIONS

BME	Basic Military English
BOE	Basic Officer Education
BOEI	Basic Officer Education Institution
CSDP	Common Security and Defence Policy
EAB	Executive Academic Board
ECTS	European Credit Transfer and Accumulation System
EMILYO	Exchange of MILitary Young Officers
ESDC	European Security and Defence College
ESDP	European Security and Defence Policy
ESS	European Security Strategy
EU	European Union
IDL	Interactive Distributed Learning
IG	Implementation Group
iMAF	international Military Academic Forum
IT	Information Technology
JMD	Joint Master Degree
LOAC	Law of Armed Conflict
LoD	Line of Development
MAF	Military Academic Forum
QWs	Quick Wins

SNDC	Swedish National Defence College
SP	Strategic Partnership
SQF	Sectoral Qualifications Frameworks
TBC	To Be Confirmed
TMA	Theresan Military Academy
UoD	University of Defence

BIOGRAPHICAL NOTE

Colonel Harald GELL, PhD, MSc, MSD, MBA is the Chairman of the Implementation Group which has the task to implement the goals of the “European Initiative for the exchange of young officers inspired by Erasmus” on EU level. He is also the Head of International Office and Senior Lecturer at the Theresan Military Academy and is responsible for all international activities. He combined in some 100 publications, in 18 scholar books and module descriptions and in 52 international conference-presentations the findings of years long stress research projects with findings of international exchanges to propose effective and efficient increasing of Officer Cadets’ military leadership skills and competences.

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Major Marcin BIELEWICZ, PhD
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OUTCOMES OF IMAF 2016 – EVALUATION RESULTS OF COMMON MODULES AND PROGRAM OF INTERNATIONAL SEMESTER

Abstract:

The outcome of the cooperation of five military education institutions from five EU countries Austria, Czech Republic, Hungary, Poland and Romania, within the framework of Strategic Partnership, was subjected the thorough evaluation conducted by the participants of the annual international Military Academic Forum. The evaluation was two-fold, first part was dedicated to the evaluation of course cards – so-called non-common modules, and second part, to evaluation of entire program of the International Semester. Prepared questionnaires assisted evaluators in their work and helped the Partnership to review their work so far, and helped them to enhance both course cards and program as well. The evaluations provided a large amount of very useful and valuable opinions, mostly positive opinions which will be discussed among Scientific Committee members and considered by the authors of the respective modules.

1. INTRODUCTION

The content, course cards and program of the international semester, developed by various partner faculty was subjected to thorough evaluation by the participants of the Forum held in Wroclaw on 20-24 June 2016.

The international Military Academic Forum 2016 edition main outcomes were:

- familiarization with the possibilities of raising funds to improve the quality of education of cadets and officers in the EU;
- sharing experience of various institutions in raising funds aimed at internationalization of military education;
- increasing of EU-Security by exchanges on Basic Officer Education level;
- and last but not least evaluating the strategic partnership's International Semester program and content.

The evaluators represented 42 military and civilian institutions from 22 European and North American countries. The group was very diverse. It consisted civilian and military professors, instructors, administrative staff, students and cadets of various background. This construction of the evaluating body helped to look at the problems from different perspectives. They were

divided into five working groups, so-called syndicates, led by distinguished experts from each Strategic Partnership member institution.

Evaluators' main job was to evaluate developed course cards on Military Leadership, Cyber Security, Cross Cultural Communication and Interoperability. Each syndicate member received the evaluation form consisting of key questions regarding the relevance, quality and academic regulations. Their second work was to evaluate entire program of the International Semester, where they were apprising the cohesion, comprehensiveness and academic rules fulfilment.

The evaluation turned over one hundred evaluations of course cards and thirty evaluations of international semester program. The evaluations will be sent to the experts responsible for preparation of the cards for their considerations, and discussed during the nearest Strategic Partnership meeting.

The aim of the paper is to presents main results of the last expected outcomes, thus we are going to describe general opinions and remarks concerning Common Modules (CM) which were developed in a frame of Strategic Partnership Program.

2. DESCRIPTION OF STRATEGIC PARTNERSHIP PROGRAM

The Program of the International Semester is the outcome of the cooperation of five military education institutions from five EU countries Austria, Czech Republic, Hungary, Poland and Romania, within the framework of Strategic Partnership. The partner military academies and university are responsible for education of cadets and preparation of junior officers for their respective armed forces. Their education programs are designed to address current and future challenges and threats to security of their nations and to global security. Moreover, their aim is to develop well-educated and trained, open-minded, and effective leader and citizen of their respective nations and the European Union. These five military education institutions bring their experience and expertise into the Partnership in order to increase the competences of future military leaders.

Current geopolitical situation creates a challenge for national and international security systems. A constant growing number of armed conflicts, as well as an escalation of political disputes (e.g. Eastern Europe), justifies an increased role of defense education. In the ensuing situation, in order to meet the current security demands and challenges, the EU member states put a particular emphasis on a modification of military education systems. The key activity would be focused on a standardization of curricula and their implementation during the international semester as part of the military studies' 1st cycle. Unification of a didactic process would allow students to choose and follow the studies in the international environment, which further prepare them to efficiently cooperate within a framework of European military units built to strengthen safe and secure EU.

It is believed that maintaining a stable EU, demands a creation of certain conditions that allow military students, during their basic military education, to actively participate in the mobility forms of education. It would provide them with the opportunity to meet their peers from abroad and increase their knowledge learned during the international semester.

A significant support is required in order to sustain development and provide equal opportunities for military education. Currently, military students constitute a specific group that is discriminated by mobility opportunities of Erasmus+. It is not the case, however, of an intentional or institutional discrimination, but a result of internal legal regulations of military academies, which, according to the national law, are obliged to fulfil requirements of both Ministries of Defense and higher education ministry. One of the effects of such situation is the 20% increase of mandatory number of hours prescribed to satisfy the accreditation demands. Furthermore, as part of their basic military education, cadets must complete their vocational training, which takes place in training centres and military units. These requirements exhaust time that could be used for student mobility, and create problems with recognition of qualifications earned abroad. There is also a difficulty in comparison of these education effects between partner universities, because of their “national” characteristics (military students acquire skills and knowledge of national armed forces operations).

The need of standardization of the officer preparation programs and the added value thereof, that gives an opportunity to conduct part of the education within the framework of the international semesters, demands from the partner institutions a systematic approach in modification of their study programs in order to fill the gap in cadets’ education by activation of so-called “mobility windows”.

The inventive character of the proposed project, based on the situation that, despite of growing importance of defence and security affairs within the EU’s policy, there is still lack of initiatives that support and promote common education and international exchange of military students. Moreover, it is planned that the project consists of a pioneered product – the education program of international military semester.

Additionally, in accordance with the overall idea, the proposed project would also include an organization of side activities aimed at promotion and proliferation of an intellectual work effects. The credibility of the strategic partnership bases on their long-lasting cooperation within multilateral programs such as the Erasmus Program, common international education projects, and constant mutual research and didactic events.

Considering all above mentioned, the partnership is convinced that the implementation of the project of proposed form, would positively affect a development of cooperation between military education institutions of the EU countries, especially in the area of common initiatives aimed at consolidation of higher education system, which would help to satisfy popular demands for more secure EU.

The International Semester program consists of the following education modules that will provide the instructions and knowledge to the cadets participating in the program (Tab. 1).

Table 1. Content of the International Semester

	Module	Work hours	ECTS
1.	CM Basic Military English	50	2
2.	CM Comprehensive Approach	100	4
3.	CM Law of Armed Conflict	50	2
4.	CM Cultural Awareness	60	2
5.	CM Electronic Warfare	50	2
6.	CM Cyber Security	50	2
7.	CM Cross Cultural Communication	50	2
8.	CM Interoperability	150	6
9.	CM Military Leadership A	50	2
10.	CM Military Leadership B	50	2
11.	CM Military Leadership C	100	4
Total		760	30

The selection of modules for the purpose of International Semester Program creation was based on consultations and expert meetings concerning basic military officer education. They address all suggestions and views of experts with particular emphasis put on the standardization and internationalization of the preparation (education and training) of cadets and junior officers in the European Union countries.

The project is addressed to military students - officer candidates from five military academies. The group of approximately 25 students will be selected by each participating institution (recruitment criteria will be defined during the project or coordinators meeting). Students who take part in the project will be awarded 30 point ECTS – 25 points for the didactic program and 5 points for the intensive course. Twenty teachers, representing five partner military academies, are participating in the project.

3. EVALUATION RESULTS OF NON-COMMON MODULES

In order to properly conduct the evaluation process, the separate evaluation forms for NCM and Program of international semester were prepared. The participants of the iMAF were divided into 5 syndicates, and leader for each syndicate was appointed. After a whole day of evaluation work Scientific Committee collected following numbers of evaluations:

- no. of countries taking part in evaluation process – 22;
- no. of institutions taking part in evaluation process – 42;
- no. of participants taking part in evaluation – 118;
- no. of evaluation forms for Military Leadership (A) – 27;
- no. of evaluation forms for Military Leadership (B) – 26;
- no. of evaluation forms for Military Leadership (C) – 28;
- no. of evaluation forms for Interoperability – 28;
- no. of evaluation forms for Cross-cultural Communication – 27;
- no. of evaluation forms for Cyber Security – 26;

- no. of evaluation forms for Program of international Semester – 26;

During the analysis of the received evaluation forms it appeared that some remarks and suggestions were the same for more than one NCM. Therefore it was decided to mention them as the most frequent comments, which were as follows:

- lack of bibliography;
- not all abbreviations used in cards were included;
- remarks concerning lecturer's or student's minimum qualification, for example too low language requirement for students (suggestion was to insist B2 level instead of B1);
- prerequisites for students should be defined more precisely;
- some language mistakes were pointed, and suggestions for correction were included.

3.1 *MILITARY LEADERSHIP – REMARKS AND SUGGESTIONS*

The NCM Military Leadership is divided into three parts: A, B and C. Considering part A, the evaluators mentioned, among others, the following comments:

- more Working Hours (WH) for practical training (e.g. for MDMP³);
- regarding learning content, more emphasis should be put on psychology then environment;
- leadership doesn't mean only MDMP;
- more WH for map exercise (MAPEX).

Figure 1 presents the numbers of positive (blue) and negative (red) answers for the selected questions from the evaluation forms for NCM Military Leadership (A). It should be mentioned that negative answer does not mean that an evaluator totally does not accept that part of the CM but it means that she/he had any comment to it.

³ MDMP – Military Decision Making Process

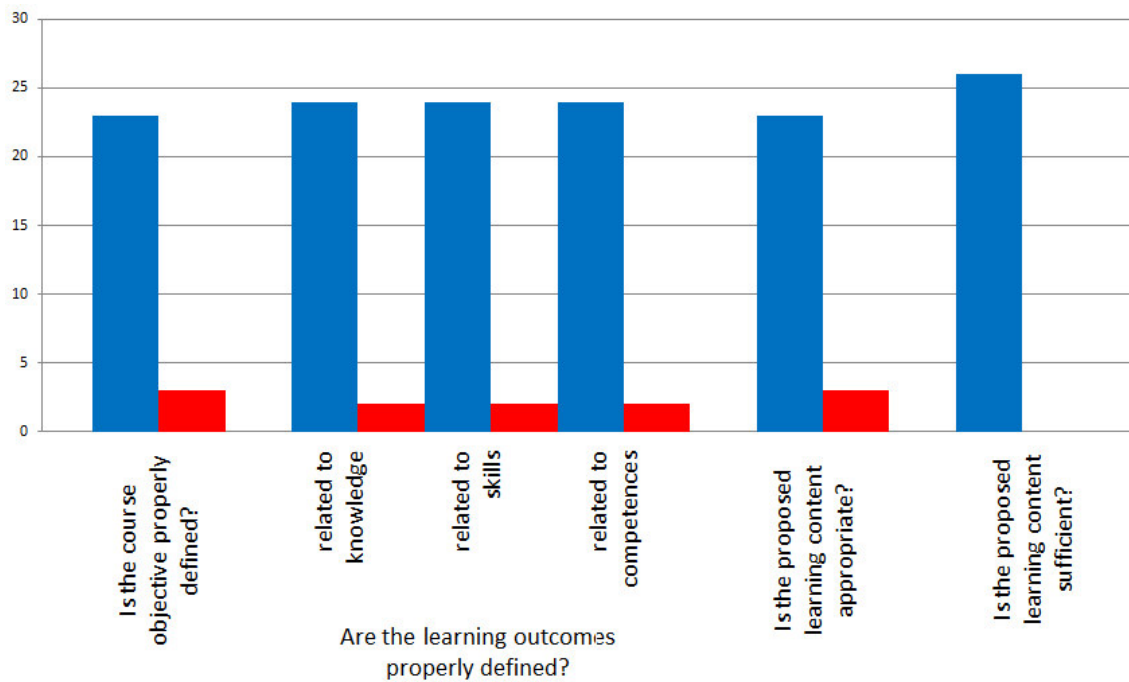


Figure 1. The numbers of positive (blue) and negative (red) answers for the selected questions from the evaluation forms for NCM Military Leadership (A)

The Military Leadership part B module was evaluated by 26 participants. They mentioned among others the following remarks and suggestions:

- in prerequisites for students, it is not clear if student should finish module A before B;
- verification of learning outcomes should be more practical – in fact there is a final task which requires practical skills;
- regarding learning content, WH dedicated for individual preparation and reorganization after duty should be increased;
- more WH for self-studies and consultation with lecturer.

The Figure 2 presents the numbers of positive and negative answers for the selected questions from the evaluation forms of NCM Military Leadership (B).

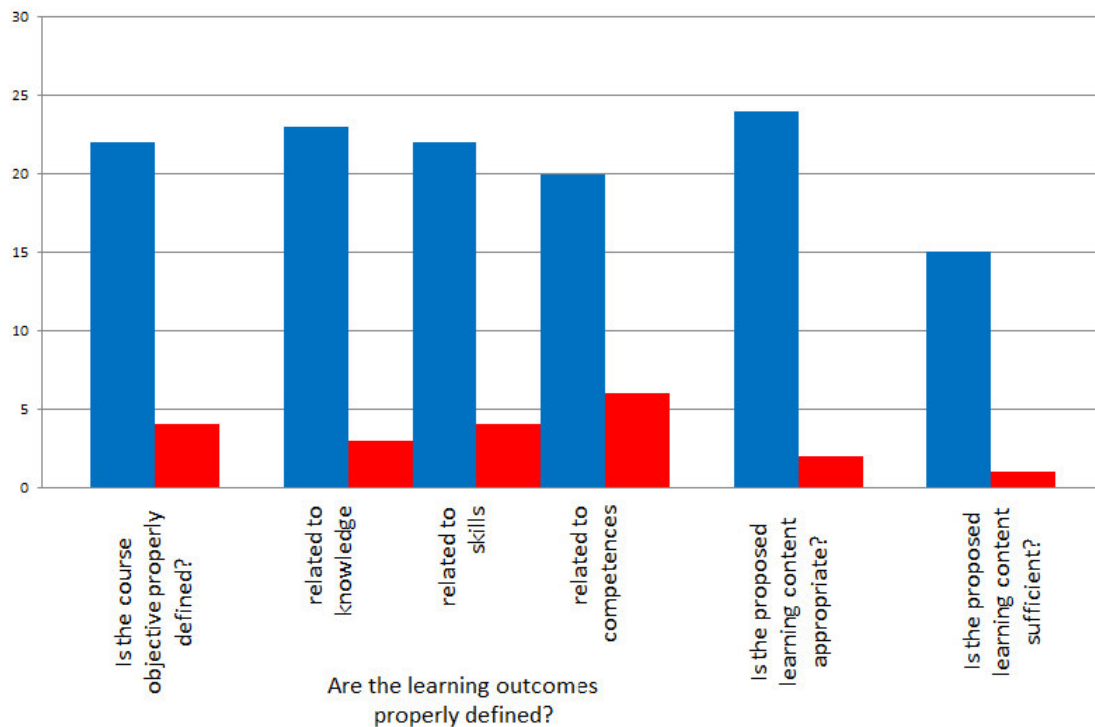


Figure 2. The numbers of positive (blue) and negative (red) answers for the selected questions from the evaluation forms for NCM Military Leadership (B)

The NCM Military Leadership part C is dedicated for physical training. The evaluators commented that the module has too many ECTS points (4), whereas maximum should be 2. On the contrary, Module A and B have too less ECTS points (2). In fact this remark seems to be rational and ECTS points allocation should be reconsidered. Apart from that the evaluators mentioned, inter alia, that module objectives are too general and should be more specific, as well as there should be additional WH dedicated for first aid and functional training principles, since previous amount is not sufficient.

The Figure 3 presents the numbers of positive and negative answers for the selected questions from the evaluation forms of NCM Military Leadership (C).

3.2 INTEROPERABILITY – REMARKS AND SUGGESTIONS

The analysis of the next module – Interoperability, allowed to specify that some evaluators provided with conflicted comments. For example too few hours for seminar thesis (20 hours) vs. to eliminate seminar thesis. Additionally, two evaluators claimed that content does not fit to title of the course and should be changed. Some suggestions to change learning content suggested that there should be included: introductory briefings, command and control principles and practice, as well as leading team in multinational environment.

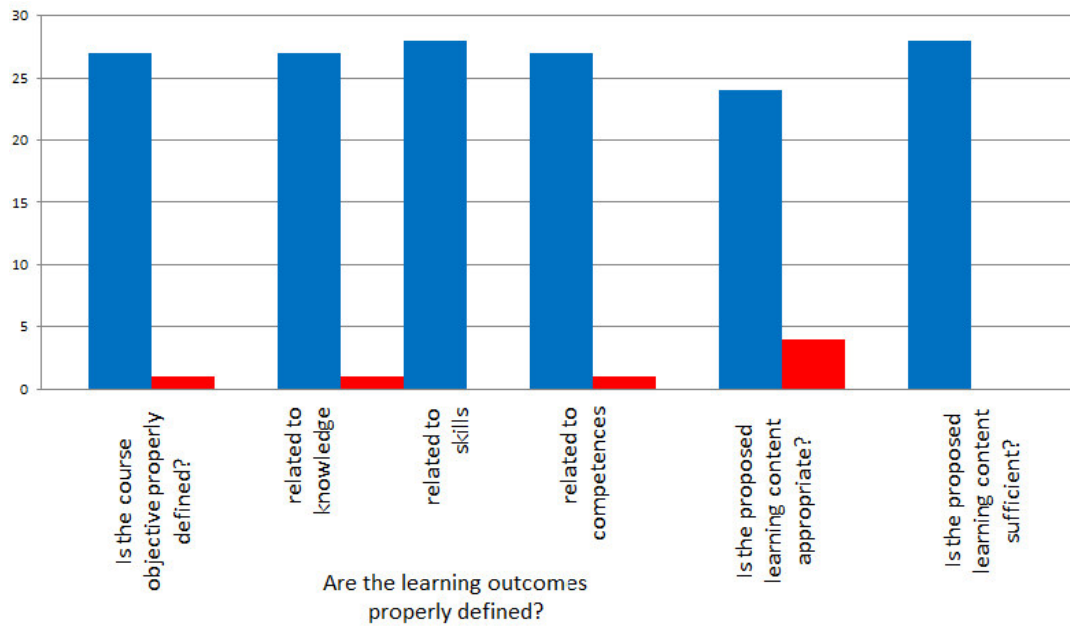


Figure 3. The numbers of positive (blue) and negative (red) answers for the selected questions from the evaluation forms for CM Military Leadership (C)

The Figure 4 presents the numbers of positive and negative answers for the selected questions from the evaluation forms for NCM Interoperability.

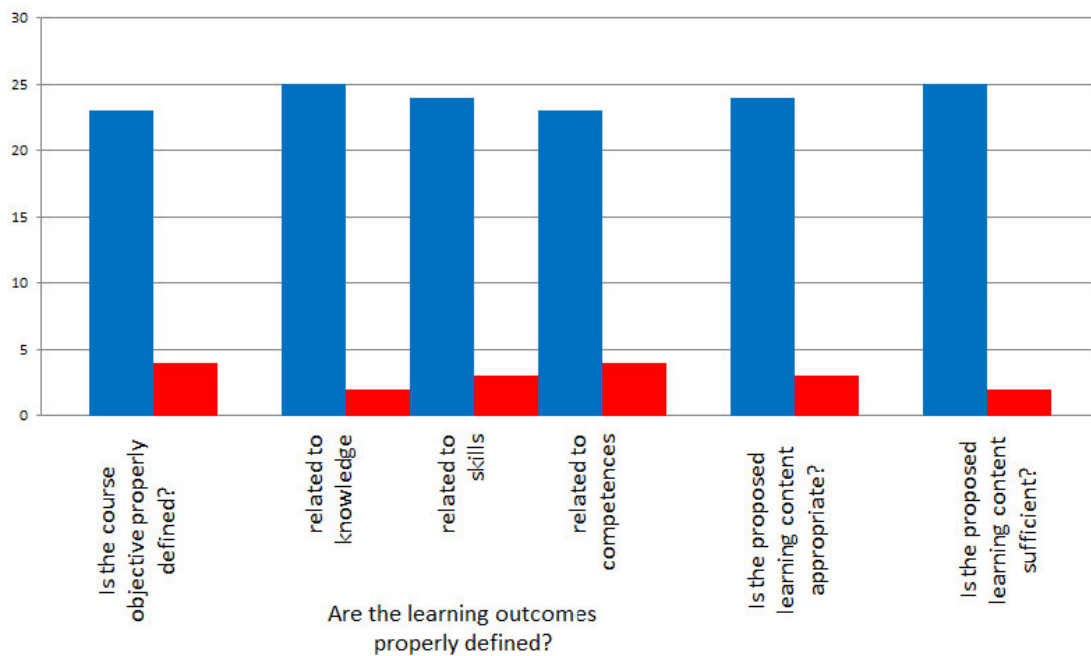


Figure 4. The numbers of positive (blue) and negative (red) answers for the selected questions from the evaluation forms for Interoperability

3.3 CYBERSECURITY – REMARKS AND SUGGESTIONS

When the remarks and suggestions for NCM Cybersecurity were considered, the following comments were the most recurrent:

- too many additional hours (individual work would be better option);
- goals of the NCM should be supplemented and clarified (suggestion were provided on the evaluation forms);
- regarding learning content, more WH should be allocated for case study.

Apart from that, some evaluators pointed that there is too few hours for e-learning, whereas some of them said that there is too many hours. For the question: Is it possible to adapt this course at your Academy? Few evaluators answered No, because there is no appropriate didactic infrastructure.

The Figure 5 presents the numbers of positive and negative answers for the selected questions from the evaluation forms of NCM Cybersecurity.

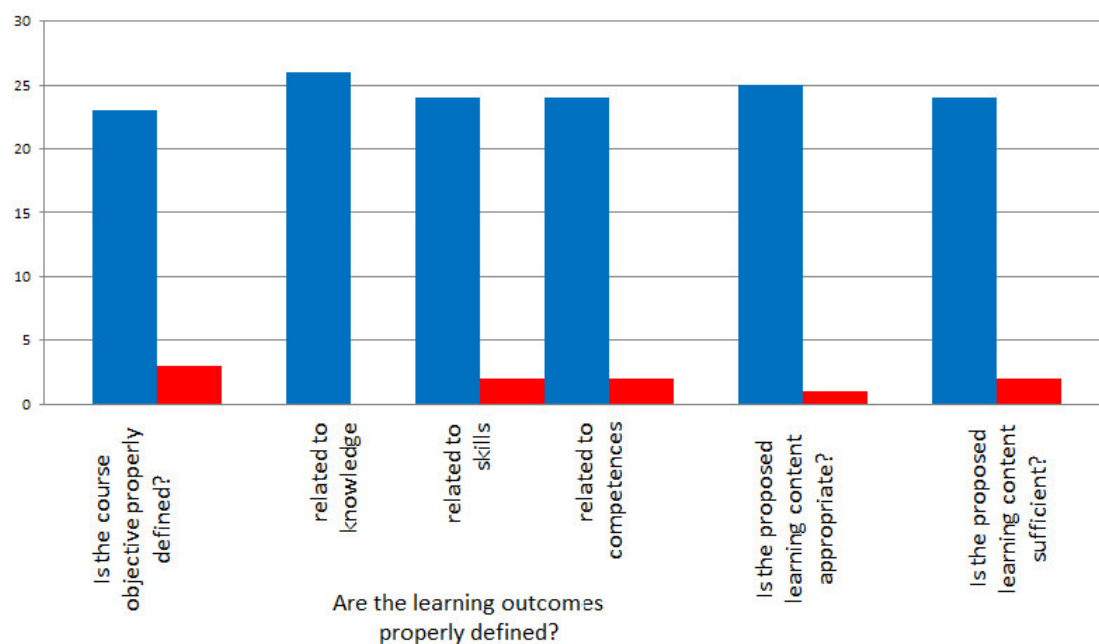


Figure 5. The numbers of positive (blue) and negative (red) answers for the selected questions from the evaluation forms for NCM Cybersecurity

3.4 CROSS-CULTURAL COMMUNICATION – REMARKS AND SUGGESTIONS

The last NCM that was evaluated was Cross-Cultural Communication. The participants claimed among others that this module is a little bit similar to Interoperability module, therefore the discussion between authors of these two modules seems to be necessary. Additionally, they mentioned that:

- hours allocated for e-learning should be counted in additional part as a self-study;

- there are too many topics for 12 WH;
- some outcomes listed as competences should be listed as skills;
- regarding learning content, more WH should be allocated for practical classes (workshops) in order to cover all competences.

The Figure 6 presents the numbers of positive and negative answers for the selected questions from the evaluation forms for NCM Cross-Cultural Communication.

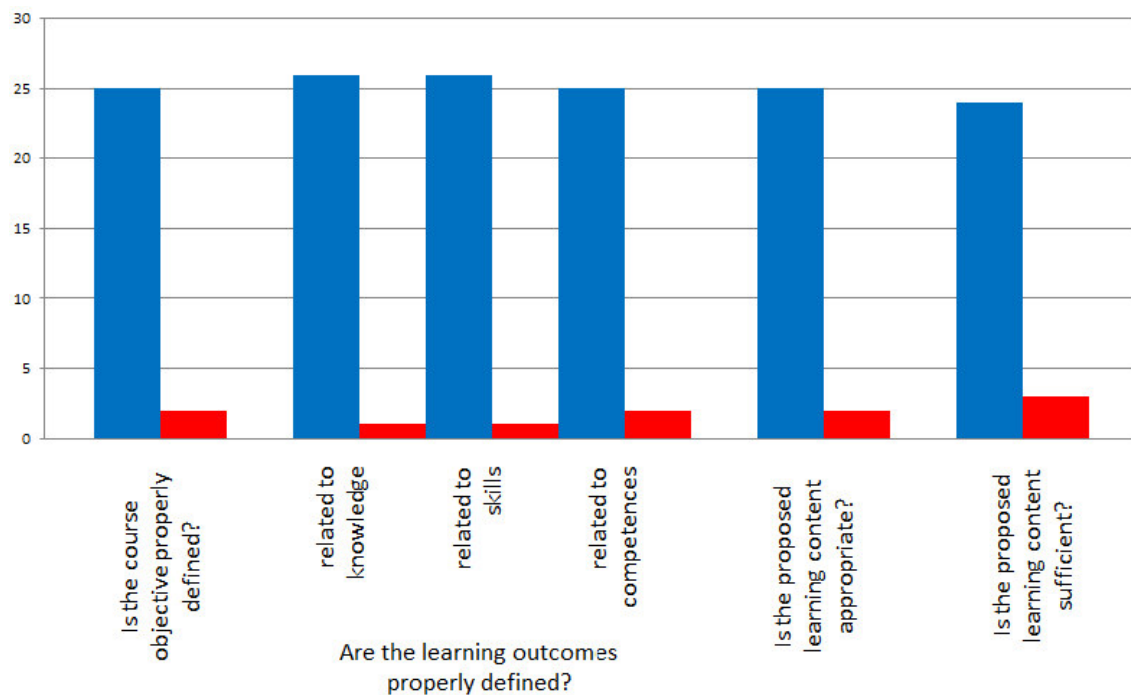


Figure 6. The numbers of positive (blue) and negative (red) answers for the selected questions from the evaluation forms for Cross-Cultural Communication

4. EVALUATION RESULTS OF THE PROGRAM OF THE INTERNATIONAL SEMESTER

In order to properly conduct the evaluation process, the separate evaluation forms were prepared for Program of International Semester. The participants of the iMAF were working in the same 5 syndicates directed by the same syndicate leader, however this time their work was collective because of the amount of different contents to be reviewed. It is important to highlight that the evaluated program consists of twelve course cards (Military Leadership is divided into three parts A, B, C) that represent all nine Common and non-Common Modules constituting entire content of the International Semester. In the second part of the day of evaluation work, the Scientific Committee collected the following numbers of evaluations of the program:

- no. of countries taking part in evaluation process – 22;
- no. of institutions taking part in evaluation process – 42;
- no. of participants taking part in evaluation – 118;

- no. of evaluation forms for Program – 24;

The Figure 7 presents the answers for the selected questions from the evaluation forms of Program of the International Semester.

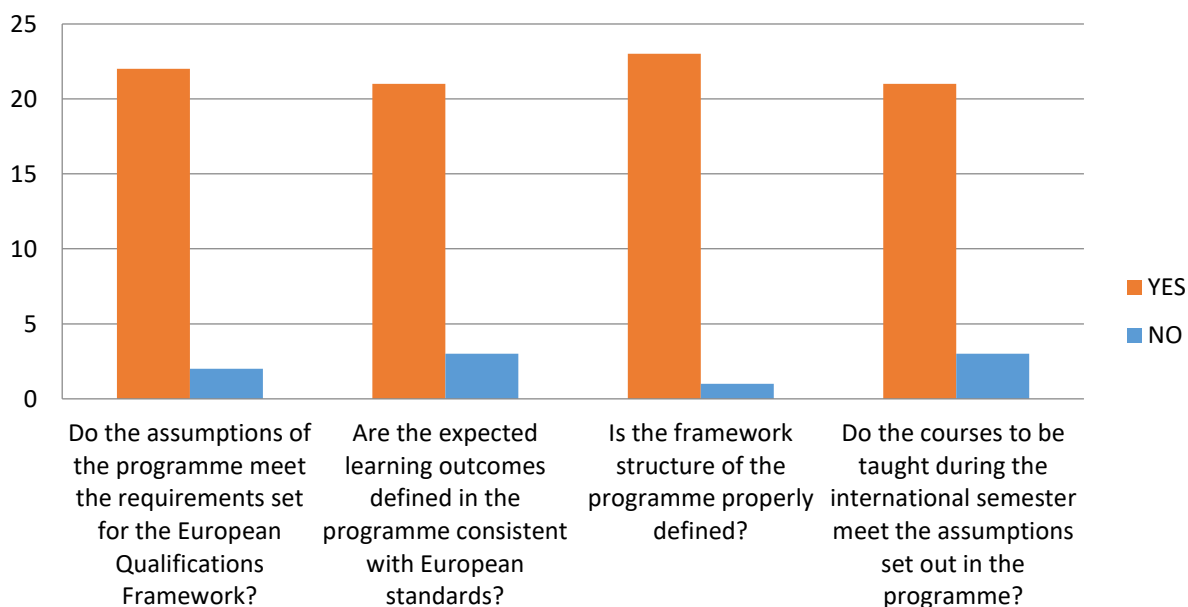


Figure 7. The numbers of positive (blue) and negative (red) answers for the selected questions from the evaluation forms of the Program of International Semester

The partnership also asked evaluators to express their views on the learning outcomes, objectives, semester structure, and validation of learning outcomes. Questions regarding learning outcomes and objectives were mostly related to their proper selection and correlation, as well as their accordance with the European Qualification Framework. The Figures 8 and 9 present the answers for the following question from the evaluation forms of Program of the International Semester: Are the learning outcomes defined properly within each category of the outcomes? And: Are the learning objectives properly correlated with the learning outcomes?

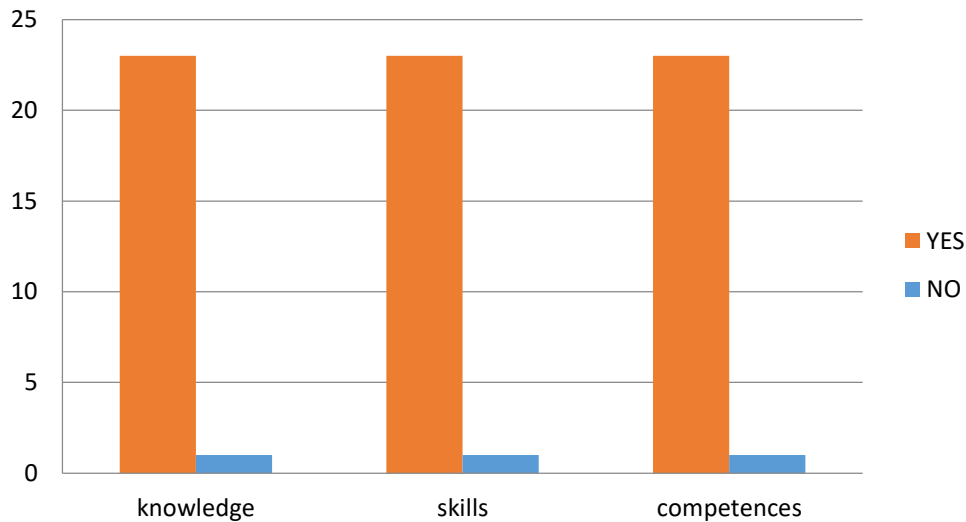


Figure 8. The numbers of positive (blue) and negative (red) answers for the selected questions from the evaluation forms of the Program of International Semester

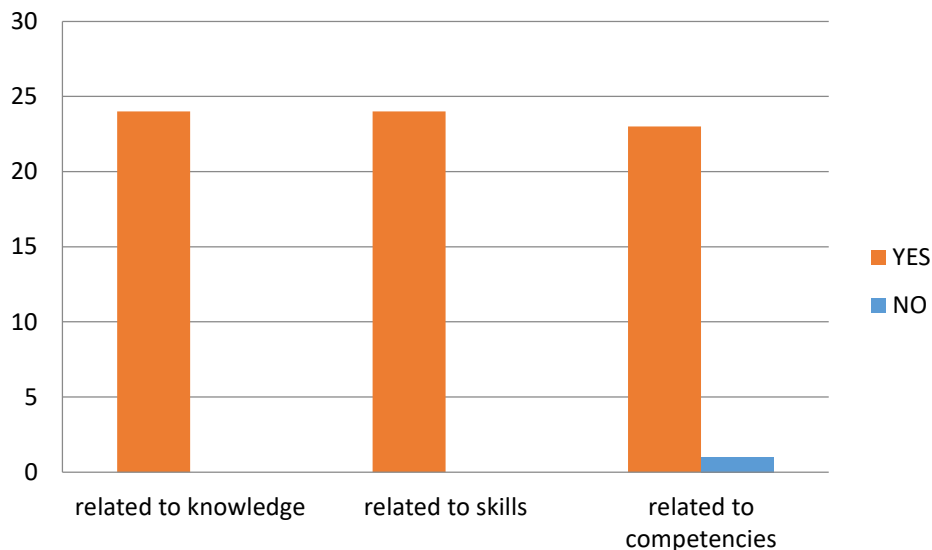


Figure 9. The answers for the question on correlation between learning outcomes and objectives from the evaluation forms of the Program of International Semester

When asked about their opinion on the structure and form of the International Semester, there were different views among the participants of iMAF 2016. The answers on the question: Whether the courses should be taught in the modular form (one after another) or should the content be taught gradually and in parallel, along with the growth of knowledge? turned out divided preferences. Some preferred modular and others gradual. However the biggest part opted for mixed form depending the availability of teachers and time allocated. Additional factor impacting their opinions were expected learning outcomes that suggested, and in some cases precluded, one or the other form. The Figure 10 presents the division of answers.

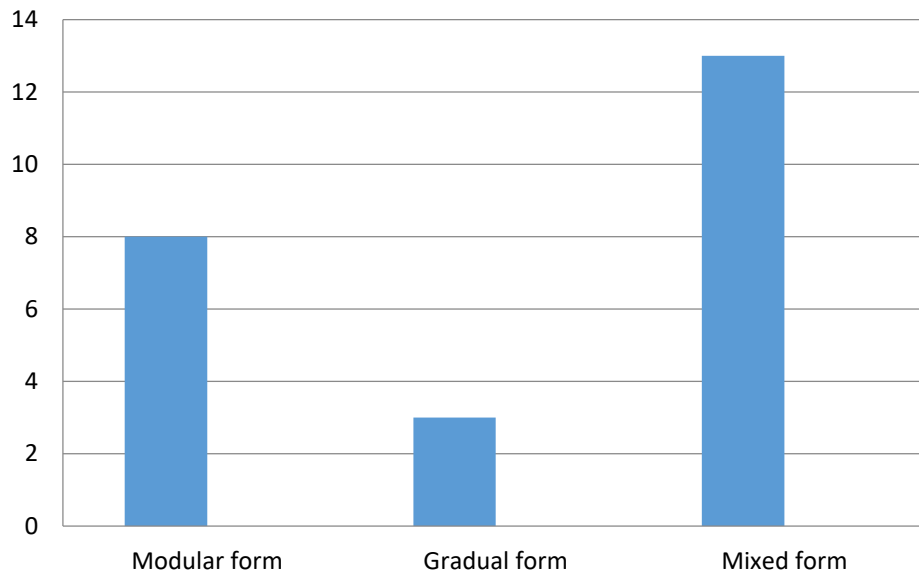


Figure 10. The answers for the question about the structure of the Program of International Semester

5. CONCLUSIONS

According to carried out evaluation the Scientific Committee was able to compile following general conclusions:

- in general, evaluators provided mostly positive opinions about prepared modules and program;
- there are some editorial and language remarks, which should be taken into consideration;
- there are also some substantive remarks or suggestions which will be discussed among Scientific Committee members and considered by the authors of the respective modules;
- there is large amount of very useful and valuable opinions received, which will be used to further improve works of the Partnership.

Based on the collected opinions, it is necessary to emphasize that the participants of iMAF 2016 have done a great work which will support future activities in the area of young officer education in the European Union. Thus, on behalf of the Scientific Committee the authors would like to express their gratitude and appreciation to all of those participants who allowed them to improve Common Modules and Program of the International Semester.

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MOBILITY IN THE FRAME OF ERASMUS+ PROGRAMME

Abstract:

ERASMUS+ is the European programme to support education, training, youth and sport. It gives Organisations and Individuals the opportunity to internationalise their education and training by funding and ensuring the recognition of their learning outcomes abroad. Since the European initiative for the exchange of young officers inspired by Erasmus (EMILYO) avails the ERASMUS+ programme, all Military Higher Education Institution's, awarded with the ERASMUS Charta for Higher Education (ECHE), have the possibility to make use of the funding opportunities of the programme. This article explains the for Military Higher Education Institution's valuable parts of the programme and the way of application as well as the necessary requirements and tools to join the ERASMUS+ funding opportunities.

1. EUROPEAN REGION ACTION SCHEME FOR THE MOBILITY OF UNIVERSITY STUDENTS [2]

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020 to modernise higher education in Europe and to foster cross-border cooperation between higher education institutions. For this purpose the EU spends 14.7 billion € between 2014 to 2010 for 28 programme countries, 5 non EU programme countries and partner countries to ensure their objectives.



Figure 1: ERASMUS+ Programme & Partner Countries [1]

Source: <http://erasmus-plus.ro/wp-content/uploads/2013/10/Untitled-3-csssopy.jpg>

The biggest amount of funding for education and training is dedicated to the target groups:

- Schools.
- Higher Education.
- Vocational Education Training.
- Adult Education.
- Guidance, Transparency & Recognition.

1.1. OBJECTIVES OF THE PROGRAMME

- The ERASMUS+ Programme shall contribute to the achievement of:
- the objectives of the Europe 2020 Strategy,
- the objectives of the strategic framework for European cooperation in education and training (ET 2020),
- the sustainable development of Partner Countries in the field of higher education,
- the overall objectives of the renewed framework for European cooperation in the youth field (2010-2018),
- the objective of developing the European dimension in sport and
- the promotion of European values.

1.2. IMPORTANT FEATURES OF THE PROGRAMME

The most important features of the ERASMUS+ Programme are:

- Recognition and Validation of skills and qualifications.
- Dissemination and exploitation of project results.
- Open access requirement for education materials, documents and media produced through ERASMUS+.
- International dimension.
- Multilingualism.
- Equity and inclusion.
- Protection and safety of participants.

1.3. THE STRUCTURE OF THE PROGRAMME

In order to achieve its objectives for their target groups, the Erasmus+ Programme implements three Actions with several sub-categories. Each Key Action provides possibilities for funding in different spheres of interests -outlined in Table 1.

Table 1. ERASMUS+ Key Actions

Key Action 1	Key Action 2	Key Action 3
Mobility of Individuals <ul style="list-style-type: none"> • Learners & Staff • Joint Master Degree • Master Loans 	Innovation & Good Practice <ul style="list-style-type: none"> • Strategic Partnerships • Knowledge Alliances • Sector Skills Alliances • Capacity Building • IT Support Platforms 	Support for Policy Reform <ul style="list-style-type: none"> • Knowledge in Education, Training, Youth • Initiatives for Policy Innovation • Support to European Policy

Source: Table created by the author

Key Action 1 supports:

- Mobility of learners and staff: opportunities for students, trainees, young people and volunteers, as well as for professors, teachers, trainers, youth workers, staff of education institutions and civil society organisations to undertake a learning and/or professional experience in another country.
- Erasmus Mundus Joint Master Degrees: high-level integrated international study programmes delivered by consortia of higher education institutions that award full degree scholarships to the best master students worldwide.
- Erasmus+ Master Loans: higher education students from Programme Countries can apply for a loan backed up by the Programme to go abroad for a full Master Degree. Students should address themselves to national banks or student loan agencies participating in the scheme.

Key Action 2 supports:

- Transnational Strategic Partnerships aimed to develop initiatives addressing one or more fields of education training and youth and promote innovation, exchange of experience and know-how between different types of organisations involved in education, training and youth or in other relevant fields. Certain mobility activities are supported in so far as they contribute to the objectives of the project.
- Knowledge Alliances between higher education institutions and enterprises which aim to foster innovation, entrepreneurship, creativity, employability, knowledge exchange and/or multidisciplinary teaching and learning.
- Sector Skills Alliances supporting the design and delivery of joint vocational training curricula, programmes and teaching and training methodologies, drawing on evidence of trends in a specific economic sector and skills needed in order to perform in one or more professional fields.
- Capacity building projects supporting cooperation with Partner Countries in the fields of higher education and youth. Capacity-building projects aim to support organisations/institutions and systems in their modernisation and internationalisation process. Certain types of capacity-building projects support mobility activities in so far as they contribute to the objectives of the project.
- IT support platforms, such as eTwinning, the European Platform for Adult Learning (EPALE) and the European Youth Portal, offering virtual collaboration spaces, databases of opportunities, communities of practice and other online services for teachers, trainers and practitioners in the field of school and adult education as well as for young people, volunteers and youth workers across Europe and beyond.

Key Action 3 supports:

- Knowledge in the fields of education, training and youth for evidence-based policy making and monitoring.
- Initiatives for policy innovation to stimulate innovative policy development among stakeholders and to enable public authorities to test the effectiveness of innovative policies through field trials based on sound evaluation methodologies.
- Support to European policy tools to facilitate transparency and recognition of skills and qualifications, as well as the transfer of credits, to foster quality assurance, support validation of non-formal and informal learning, skills management and guidance. This Action also includes the support to networks that facilitate cross-European exchanges, the learning and working mobility of citizens as well as the development of flexible learning pathways between different fields of education, training and youth.
- Cooperation with international organisations with highly recognised expertise and analytical capacity (such as the OECD and the Council of Europe), to strengthen the impact and added value of policies in the fields of education, training and youth.
- Stakeholder dialogue, policy and Programme promotion involving public authorities,

providers and stakeholders in the fields of education, training and youth for raising awareness about the European policy agendas, in particular Europe 2020, Education and Training 2020, the European Youth Strategy, as well as the external dimension of European education, training and youth policies. These activities are essential to develop the capacity of stakeholders to actively support the implementation of policies by stimulating the exploitation of the Programme results and generating tangible impact.

1.4. KEY ACTION 1 – MOBILITY OF INDIVIDUALS

The for Military Higher Education Institution's most likely Key Action 1 – Mobility of Individuals – covers funding opportunities for HEI's and their exchange capabilities-outlined in Table 2.

Table 2. Preconditions and funding opportunities

Mobility of Individuals			
Learners & Staff			
Students		Staff	
<ul style="list-style-type: none"> • Programme Countries – HEIs with ECHE • Partner Countries – HEIs recognised by authorities • 3 to 12 months per study cycle • Sufficient language competence (OLS) • Not before the 3rd Semester • Funded and administrated by National Agency 		<ul style="list-style-type: none"> • Programme Countries – HEIs with ECHE • Partner Countries – HEIs recognised by authorities • Min. 2 days – max. 2 months • Sufficient language competence • Funded and administrated by HEI 	
Studies	Placements	Teaching Assignments	Training Assignments
<ul style="list-style-type: none"> • Grant agreement • Funding ~ € 300,- per month 	<ul style="list-style-type: none"> • Grant agreement • Funding ~ € 400,- per month 	<ul style="list-style-type: none"> • Min. 8 teaching hours • Travel costs • Costs of stay 	<ul style="list-style-type: none"> • Travel costs • Costs of stay

Source: Table created by the author

2. THE WAY TO A SUCCESSFUL APPLICATION & USE OF ERASMUS+ [3, 4, 5]

For a successful application to the ERASMUS+ Programme, Key Action 1 – Mobility for Individuals HEI's have to follow certain steps of application and administration. The below shown steps, pre-conditions and requirements are essential for HEI's to participate in the Programme.

- ERASMUS+ Charter for Higher Education (ECHE).
- Interinstitutional Agreements.
- Proposal and Contracting with the National Agency.
- Mobility Administration.

2.1. ERASMUS+ CHARTER FOR HIGHER EDUCATION (ECHE)

The award of an Erasmus Charter for Higher Education (ECHE) is a pre-requisite for all Higher Education Institutions located in an eligible country and wishing to participate in the learning mobility of individuals and/or cooperation for innovation and good practices. A call for proposals for the award of the ECHE is launched by the Executive Agency in Brussels on an annual basis. All organisations involved in the application procedure must be registered and have to provide their basic legal and financial data in the Education, Audio-visual, Culture, Citizenship and Volunteering Participant Portal. For registering in the Participant Portal and requesting the Charter for Higher Education the person representing an organisation must carry out the following steps:

- Create an account in the European Commission Authentication Service (ECAS). It allows users to access a wide range of Commission information systems, using a single username and password.
- Access the Participant Portal and register on behalf of the organisation/group. The Participant Portal is your entry point for the electronic administration of EU-funded projects under the programmes.
- Create a Participant Identification Code (PIC) at the Unique Registration Facility (URF). The URF is a service hosted by the Participant Portal to register and submit their legal data. Once the registration is completed, the organisation/group will obtain a PIC. The PIC, which is a unique identifier and is necessary for the submission of applications, enables the organisation/group to fill-in the Erasmus+ electronic application forms.
- The proof of legal status and financial capacity by uploading the Legal Entity form and the Financial Identification form on URF.
- Fill in and submit the application form to request the Charter for Higher Education. For grants under the Erasmus+ Programme, applicants must use the forms specific for each Action and available on the websites of the European Commission, of the National Agencies or of the Executive Agency.

The final decision on the award of the Charter or rejection of the application will be taken by the European Commission based on the recommendations of the experts and the ECHE Evaluation Committee, composed of a panel of European Commission and Executive Agency officials.

2.2. INTER-INSTITUTIONAL AGREEMENT

Inter-institutional agreements can be signed between two or more higher education institutions, thus providing for the possibility of mobilities between institutions.

- For mobility between HEIs in Programme Countries, both or all of them must be holders of the Erasmus Charter for Higher Education.

- For mobility between HEIs in Programme and Partner Countries, the Programme Country HEIs must have the Erasmus Charter for Higher Education and the Partner Country HEIs must agree to the principles laid down in the charter text via the inter-institutional agreement.

By signing an inter-institutional agreement in any case before the mobility takes place, the institutions involved agree to cooperate for the exchange of students and / or staff in the context of Erasmus+.

2.3. FUNDING AND CONTRACTING WITH THE NATIONAL AGENCY

To gain financial support for the Mobility of Individuals, HEIs have to sign a contract with their National Agency, who is responsible for managing the administration and the funding between the European Commission and the HEIs. During the call for proposals- beginning of October until beginning of February- published on the web page of the European Commission, HEIs have the possibility to request funding's.

The final decision on the award of fundings or rejection of the application will be taken by the National Agency. After being awarded, HEIs enter into a contract with the national Agency. The contract regularises rights and obligations on funding, appointments, the amount and the necessary administration.

2.4. MOBILITY ADMINISTRATION

After being awarded by the National Agency and the knowledge of the budget, HEIs have to coordinate the nomination of their students and staff for the contracted period.

Students apply to their HEI which carries out the selection of participants in the mobility action. Once students are selected, they should receive from their sending institution the Erasmus+ Student Charter, setting out the students' rights and obligations with respect to their period of study or traineeship abroad and explaining the different steps to be undertaken before, during and after the mobility. Prior to their departure, each selected student must sign an agreement which includes also a "learning agreement" setting out the programme of studies and/or traineeship. Students may receive then a "student grant" to contribute to the increased costs that the mobility period abroad generates. HEIs have to provide all the necessary support to participants in mobility activities and in terms of linguistic preparation. For this purpose, the European Commission implemented the Online Linguistic Support (OLS) tool for testing and training students before and after their mobility. National Agencies allocate online licences to higher education institutions according to general criteria specified by the European Commission. At the end of the period abroad, the receiving institution/enterprise must provide the student and his/her HEI with a Transcript of Records or Traineeship Certificate confirming the results of the agreed programme and

a Confirmation of Stay to confirm officially the stay of the student. All students who undertook a mobility activity are required to complete and submit a final report.

The selection of staff is made by the sending organisation on the basis of a draft mobility programme, submitted by the staff member after consultation with the receiving institution or enterprise/organisation. Prior to departure, the final mobility programme shall be formally agreed by both, the sending and the receiving organisation by exchanging the Staff Mobility Agreement. Once the programme is agreed, a contract between the sending organisation and its staff has to be created. At the end of the period abroad, the receiving institution/enterprise must provide the staff and its HEI with the Confirmation of Stay for confirming officially the stay and the performed benefits. All staff members who have undertaken a mobility activity are required to complete and submit a final report.

At the earliest stage, when the participants are selected, the beneficiary organisation must register a general information regarding the participant as well as the type of mobility-activity into the do called Mobility Tool+. Mobility Tool is a web-based interface for managing and reporting an Erasmus + mobility project. The beneficiary organisation is responsible for updating the Mobility Tool+ at least once a month during the lifetime of the mobility project with any new information regarding the participants and the mobility activities. Beneficiaries will be able to generate prefilled reports based on the information they have provided. The Mobility Tool+ will also generate reports to be filled in by the participants for mobility activities.

Table 3. Mobility Administration

Platforms & Documentation	
<p>Studies & Placement</p> <ul style="list-style-type: none"> • Student Application & Nomination • Learning Agreement for studies • Learning Agreement for traineeship • Letter of Confirmation 	<p>Teaching & Training Assignments</p> <ul style="list-style-type: none"> • Contract for teaching or training • Staff Mobility Agreement for teaching • Staff Mobility Agreement for training • Letter of Confirmation
OLS	
Mobility Tool	

Source: Table created by the author

2.5. STEPS FOR APPLICATION AND ADMINISTRATION – OVERVIEW

Once an organisation decided to join the ERASMUS+ Programme, a certain procedure is to be followed.



Figure 2. Steps of application and administration

Source: Table created by the author

3. CONCLUSION

Erasmus+ is the EU Programme in the fields of education, training, youth and sport to modernise higher education in Europe and to foster cross-border cooperation between higher education institutions. From 1987 to 2014 more than 3.3 Million students joined the programme. The number of students and staff members who are going abroad rises continually. The fact that the European initiative for the exchange of young officers inspired by ERASMUS+ shows the successful way of the programme and its importance for education. Military Higher Education Institutions thereby receive a great opportunity to gain profit of the programme and the knowledge and skills of each other. Its possibilities enhances their efforts to go forward in the harmonisation of the military education in Europe.

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LIST OF ABBREVIATIONS

ERASMUS+	European Action Scheme for the Mobility of University Students
EMILYO	Exchange of Military Young Officers
ECHE	European Charter for Higher Education
HEI	Higher Education Institution
EU	European Union
ET	Education and Training
EPALE	European Platform for Adult Learning and the European Youth Portal
OECD	Organisation for Economic Co-operation and Development
ECAS	European Commission Authentication Service
PIC	Participant Identification Code
URF	Unique Registration Facility
OLS	Online Linguistic Support

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PARTICIPATION OF “NICOLAE BĂLCESCU” LAND FORCES ACADEMY IN INTERNATIONAL PARTNERSHIPS AND POSSIBLE FUTURE COOPERATION WITHIN EUROPEAN PROGRAMS

Abstract:

Each academic institution strives to advance the profession through research and education programs and Nicolae Bălcescu Land Forces Academy in Sibiu is no exception. Both the teaching staff and the students have been involved in various projects and partnerships that enabled us to implement strategies and benefit from the results. Besides the possibility to fund different activities and modernize our academic facilities we also had opportunities to exchange ideas, create and disseminate new knowledge, to have access and also publish articles, books and applied research findings and encourage interdisciplinary collaboration with our partners at home and abroad.

1. INTRODUCTION

The tendency which is registered at European level is obvious, namely the internationalization of higher education institutions mainly through the programs of study that they offer, as well as through the work of scientific research they conduct.

The main problem these institutions face is the funding of the projects they wish to promote having solutions from at least two sources: the private sector, which must be drawn in different projects to ensure co-financing, projects which should be of interest to the companies that want to get involved in and projects which take place at the national or European level.

As our institution is concerned, due to the reduction in funding of the scientific research, but also due to the inertia with which the national authorities start the procedures for financing the Sector or Regional Operational Programs which take place at national level but are financed from European funds, we are interested in accessing the European funds through participation in competitions which take place at the European level.

If for the enhancing of the cooperation within the educational field there is a generous opening at European level, in particular through the Erasmus+ program, not the same thing

can be said about the HORIZON 2020 Program that aims at scientific research. Attracting private sector in these projects is essential to the success of a project, but also the expertise and infrastructure available to research partners in a consortium is important. One can also notice that certain domains are given attention, and funding, areas aiming at the energy, resources, innovative technologies, medicine, etc. and generally to practical solutions that lead to improved quality of life, the environmental protection, etc.

To keep up with a performing education we must have in mind the scientific research activity, not only the teaching component, as both influenced each other and only together they can lead to a competitive product on the labour market not only at national level, but also a European one.

2. PARTICIPATION IN ERASMUS AND ERASMUS + PROGRAM

As we mentioned above, our institution participated in the Erasmus program and subsequently in the Erasmus+ program, starting with the 2011-2012 academic year.

In the table 1 there are synthetic information related to the number of mobilities, partner institutions, new bilateral agreements concluded and the amounts used over the 5 years of activity within the framework of the ERASMUS program and later on, starting with the academic year 2014-2015, within the ERASMUS+ program.

Table 1. Number of mobilities during years

Mobilities				Partner Institutions	New BA	Sums (Euro)
SMS	SMP	STA	STT			
Academic Year 2011-2012						
4	8	4	-	4	2	22.600
Academic Year 2012-2013						
10	24	5	10	6	4	63.566
Academic Year 2013-2014						
14	42	7	12	10	2	103.159
Academic Year 2014-2015						
31	49	12	10	12	1	158.222
Academic Year 2015-2016						
16	65	10	10	13	4	158.015

Mobilities within the Erasmus and Erasmus+ programs were conducted according to the provisions of the inter-institutional agreements concluded with partner institutions, with amounts allocated by the European Commission and with the opportunities to extend cooperation and relations with other institutions of the EU.

As it can be seen, the number of mobilities grew from year to year, according to the sums allocated and with the increasing number of partner institutions.

We mention that we have as partner institutions both higher education military institutions and state and private civilian institutions undertaking programs of studies similar to those taking place in our institution.

Likewise, in addition to the four new institutions with which we have signed cooperation agreements, we want to expand our relationships with at least five other higher education institutions from France, Germany, Spain, Greece, Lithuania and Estonia.

The same situation is also found in terms of incoming students whose number grew year after year, as listed in the table 2.

Table 2. Number of students in years

Mobilities				Partner Institutions
SMS	SMP	STA	STT	
Academic Year 2011-2012				
-	-	1	-	1
Academic Year 2012-2013				
1	-	3	-	2
Academic Year 2013-2014				
4	-	4	-	3
Academic Year 2014-2015				
2	5	5	2	5
Academic Year 2015-2016				
1	6	7	1	6

All this information is to be found at our institution's web page, section Erasmus [1].

The project *Creating International Semester regarding military education needs for future officers in Europe*, submitted by *General Tadeusz Kosciuszko* Military Academy of Land Forces in Wroclaw, Poland with its partners *Nicolae Bălcescu* Land Forces Academy, The Theresan Military Academy, Wiener Neustadt, Austria, The National University of Public Services, Military Sciences and Training of Officers, Budapest, Hungary and The University of Defence, Brno, Czech Republic got funding and is in progress.

This project aims at the compatibility of the study programs developed by the five institutions in order to achieve a common international semester and comes as a result of the good cooperation in the joint organization of the *International Military Academic Forum*.

More information about the progress of this project can be found at the following address [2].

3. PARTICIPATION IN THE EUROPEAN INITIATIVE FOR THE EXCHANGE OF YOUNG OFFICERS AND THE CULTURAL UNDERSTANDING AND LANGUAGE PROFICIENCY PROGRAMS

Another program which our institution attended is the *European Initiative for the Exchange of Young Officers*, inspired by Erasmus, often referred to as “military Erasmus”.

Annually, a number ranging from 6 to 10 students of our Academy participated in military training modules (2 students per module), for 1 to 2 weeks, conducted by the Theresian Military Academy in Wiener Neustadt, Austria, and in this academic in one module provided by the University of Torino, Italy.

We also mention that in the academic year 2014-2015, a Polish delegation consisting of three students and an instructor participated together with military students and instructors from our institution in a military training module conducted at the *Training Camp for Mountain Troops* at Predeal, and a student from the Czech Republic attended a practicum module for 2 weeks, in our institution.

Our participation, both in terms of sending students to partner institutions, as well as receiving students in our institution, is synthetically presented in the Table 3.

Table 3. Number of students sent to partner institutions and enrolled

Institution	Outgoing		Incoming	
	Stud.	Instr.	Stud.	Instr.
Academic Year 2012-201				
Theresan Military Academy in Wiener Neustadt, Austria	10	-	-	
TOTAL	10	-	-	
Academic Year 2013-2014				
Theresan Military Academy in Wiener Neustadt, Austria	10	-	-	-
TOTAL	10	-	-	-
Academic Year 2014-2015				
Theresan Military Academy in Wiener Neustadt, Austria	10	-	-	-
<i>General Tadeusz Kosciuszko</i> Military Academy of Land Forces in Wroclaw, Poland	-	-	3	1
The University of Defence, Brno, Czech Republic	-	-	1	-
TOTAL	10	-	4	1
Academic Year 2015-2016				
Theresan Military Academy in Wiener Neustadt, Austria	6	-	-	-
University of Torino, Italy	1	-	-	-
TOTAL	7	-	-	-

Information on activities carried out within *The European Initiatives for the Exchange of Young Officers* by our institution is available at the address [3].

Starting with the year 2012 our students participate in *The Cultural Understanding and Language Proficiency (CULP)* Program. Every year, a number ranging from 10 to 22

ROTC cadets from various universities in USA and LFA students (minimum number 20-maximum number 44) learned and spent three weeks together developing more cultural awareness and foreign language proficiency skills that are so necessary for a commissioned officer who must possess the right blend of language and cultural skills required to support international operations in the 21st century.

4. PARTICIPATION IN OTHER PROGRAMS WHICH TAKE PLACE AT THE EUROPEAN LEVEL

“Nicolae Balcescu” Land Forces Academy, together with “Lucian Blaga” University of Sibiu and in partnership with the County Council and the School Inspectorate of Sibiu County, organised the event “Researchers’ Night” in the years 2014 and 2015. This initiative of the European Union, being in 2015 at the tenth edition, was held simultaneously in 280 European cities and beyond, including 16 cities in Romania, and aims to present to the general public the scientific achievements and the impact that they have in our lives. At this event, our institution had four stands, exhibiting equipment in advanced military technologies, nuclear control equipment, measurement systems of electromagnetic field, and Airsoft armament at the stand dedicated to the integration of theoretical and practical approaches about games and simulation in the field of collective training.

Our institution was also a partner in a CEEPUS project entitled *CEEPUS Military and Security Policy Network Proposal, 2015/2016* that was submitted by the National University of Public Service in Budapest, Hungary and in which there were as partners The University of Defence, Brno, Czech Republic and the National Defence University in Warsaw, Poland. This aimed at developing a network on the issue of military security policy but which was not accepted for funding.

Another project in which our institution was partner is DELOGFLOOD within the Danube Transnational Program, Call 2015/2016, with the specific objective: *Improve preparedness for environmental risk management*. This project was submitted by Bay Zoltán Alkalmazott Kutatási Közhasznú Nonprofit Kft., in the consortium being also involved the Hungarian National Disaster Management Authority (HU), Hungarian Water Management Directorate (HU), ESRI Hungary Ltd. (HU), University of Security Management in Kosice (SK), RIOCOM Consulting Engineers for Water Management and Environmental Engineering (AT), National Crisis and Emergency Management and Civil Protection (AT), University of Belgrade (Faculty of Security Management) (SRB), National Protection and Rescue Directorate, Republic of Croatia and the *Velika Gorica* University of Applied Sciences (HR), project that was not funded as it did not qualify for the second round.

5. LFA’S AREAS OF EXPERTISE

For a better and fruitful cooperation we think that we should be ready to do everything to know as much as possible about our potential partners. That is why we take this opportunity and mention the areas of expertise our institution has, based on the projects

already carried out up to now, at the national level within the National Plan for Research, Development and Innovation of the Sector Plan of the Ministry of National Defence.

- human security issues;
- implementation of advanced robotic technology in military logistics;
- advanced distributed learning;
- research in the field of electromagnetism and electromagnetic waves impact upon military personnel;
- behavioural component and study of cohesion within military structures;
- investigation of phenomena and processes specific to the operational environment and developing practical solutions in the decision-making process;
- analysis of the impact of phenomena and processes of social-economic and psycho-social impacts on the environment, in the context of the knowledge-based society;
- study on specific legal framework for carrying out international humanitarian law in contemporary armed conflicts;
- analysis of factors which may influence the effectiveness of leadership and its optimization methods in contemporary military organizations;
- the identification of solutions for the development of organizational capabilities in terms of military security environment, regionally and globally;
- improvement of military training by using modelling and simulation.[4]

For the year 2016 there are open some calls such as *Developing a comprehensive approach to violent radicalization in the EU from early understanding to Improving protection* [5] *Engaging private Consumers Towards Sustainable Energy* [6] *Cultural literacy of young generations in Europe* [7] *Participatory research and innovation via Science Shops* [8] or *Chemical, Biological, Radiological and Nuclear (CBRN) cluster* [9] in which partnerships can be created in order to enter the competition.

CONCLUSIONS

We consider that we have found reliable partners that embarked with us on this bumpy but challenging road of academic and military internalization.

One of the most important objectives is the promotion and involvement of Land Forces Academy potential in future study and research cooperation (including development of joint study programs and double degrees), for the undergraduate and master students. Further participation of our academy in international projects remains our goal, aiming at the fostering of the quality of teaching-learning process and military training through cooperation.

We encourage all the initiatives in generating project ideas and facilitating partner search in order to bridge the gap between national study programs and creating common academic programs, in transferring relevant know-how, technologies and academic and military experience, as well as in developing research studies and projects. To be able to propose common research projects it is necessary to know each other better, in terms of expertise in different fields of knowledge as well as the research infrastructure each institution has.

We also believe that the expansion of the cooperation relations in the scientific research area is a natural continuation of the excellent relations created especially by Erasmus and Erasmus + program and it is in our power to move the weight centre of the educational and military training towards the research area by creating strong networks in our areas of expertise.

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VASSIL LEVSKI NMU GOOD PRACTICES IN IMPLEMENTING EU FUNDED PROJECTS

Abstract: *The major projects implemented by Vasil Levski National Military University for the period 2012 – 2015 are included in the article, representing an example of good practices of external financing proposals and innovations in the military educational system in Bulgaria.*

1. INTRODUCTION

The accelerated information and technological development in contemporary academic space requires constant updating of skills and competencies of academic staff at all levels. Along with that, however, searches and proposals for new and effective methods of teaching and learning, and building skills in different categories of learners are still under way.

Various initiatives and funds finance projects in the European Union to improve education and training, and to guarantee increasing opportunities for professional higher education and career development. The implementation of ESF programs supports the quality of educational services and the optimization of vocational training. Implementation of European projects contributes to the integration of the pursuit of training with the lifelong-learning approach, a key feature of the European trends in higher education, in order to meet the requirements and needs of the labour market.

For these reasons, one of the main goals of the National Strategic Reference Framework in Bulgaria is to "develop human capital to ensure higher employment, income and social integration." [1] Human Resources Development Operational Programme as part of the national framework aims at improving the quality of life of the people in Bulgaria through stimulation of human potential, reaching higher levels of employment, productivity improvement, access to quality education and lifelong learning and promoting social integration.

In this regard, a number of European projects are focused on the key factors - education and training, in line with the requirements of the labour market, and aiming at building a competitive and dynamic knowledge-based economy. The overall system of vocational training, career development, qualification, and upgrading the expertise and skills of both

faculty and students, represents a fundamental basis for improving the effectiveness of education in our modern context. Quality training process and educational services in higher education institutions directly correspond to the raising of the level of professional competence of academic staff in terms of scientific, educational, methodical and managerial training, and to the stronger motivation for self-development and self-improvement on one hand; and, on the other, to the preparation of graduates capable of managing systems and resources in various professional fields.

2. GOOD PRACTICES IN OBTAINING EXTERNAL FUNDING FOR HIGHER EDUCATION IN VASSIL LEVSKI NATIONAL MILITARY UNIVERSITY.

The military education system in Bulgaria as part of the educational space develops in line with the national and the European laws and in accordance with NATO directives for organizing and conducting individual training of the personnel of the Armed Forces. Military education is oriented towards the building of adequate professional skills of the future officers, the forming of leadership qualities and abilities to make adequate decisions.

The backbone of the military education in Bulgaria - Vasil Levski National Military University - prepares highly qualified officers and professionals who are able to carry out active and cognitive research, and who possess knowledge and skills to manage human and material resources. [2] Cadet training is carried out in accordance with the European system of credit transfer in higher education and the European Qualifications Framework for lifelong learning (EQF). The training of cadets from different specialties is aimed at implementing the concept of optimum harmonization of the preparation of the future officers so that they obtain basic competence, knowledge and skills in the area of warfare as well as knowledge about the functioning of civil, political, socio-economic structures and systems. The training curriculum is a prerequisite for personal development, active citizenship, social integration and capability for successful functioning in a competitive environment and in a society of knowledge with European dimensions.

The training of cadets at the Military University is held at tactical level. This training comprises academic, military, leadership, foreign language and physical training.

The academic training towards Bachelor degree provides the necessary theoretical knowledge, logical models and practical skills which constitute the foundation for their development as military professionals.

The military training includes initial military training, basic military training, tactics and special-tactics training, military special training, technical training and practical training (internship).

The leadership training is carried out on a modular basis, with theoretical and practical exercises throughout the course.

Language training culminates in a STANAG 6001 proficiency test where the graduates have to achieve an SLP 2-2-2-2.

The physical training is held regularly throughout the whole course of study at the university and in extracurricular hours as well.

The training of cadets is carried out in accordance with a unique unified curriculum combining two specialties – a civilian and a military one. The process harmoniously combines academic, military and language training, leadership building, physical fitness education and sport aiming at the acquisition of key and specific competencies required under the European Qualifications Framework. As a result of the training towards Bachelor degree the young officers:

- Get the overall picture of the nature of the professional field "warfare " and fundamental training in one of its majors;
- Acquire broad theoretical knowledge and good practical skills;
- Acquire adaptability skills to function in accordance with the changing conditions;
- Acquire skills for independent professional work and teamwork;
- Benefit from the opportunity for educational mobility and international comparability of acquired knowledge and skills.

These important tasks of Vasil Levski National Military University and the challenge for the educational institution to be in line with all the trends in the European and the global race for knowledge, skills and competencies provokes a constant search of ways to improve the quality of the education offered. In this respect the University has recently been actively involved in several European projects that provide conditions for effective implementation of the requirements of the National Strategic Reference Framework. The main projects that were financed at the University are from Human Resources Development Operational Program, aimed at improving the quality of life of people in Bulgaria through enhancement of human potential, reaching higher levels of employment, productivity improvement, access to quality education and lifelong learning and promoting social integration. One of the priorities of the program is related to improving the quality of education and training in accordance with the needs of the labour market to build an economy based on knowledge and improve the access to education and training.

The major projects implemented by Vasil Levski National Military University for the period 2012 – 2015 are listed below, representing an example of good practices of external financing proposals and innovations in the military educational system in Bulgaria.

New opportunities for lifelong learning through modernization of the Distance Learning Centre at Vasil Levski National Military University Project started in 2012 by providing grants, which contributed to the integration of distance learning technologies and lifelong learning concept. The project aimed at establishing the distance learning form of training at Vasil Levski Military University as a field of innovation and developing high-quality affordable educational products based on ICT .

The main project activities were:

- Training of teachers and administrators to work with online learning platforms;
- Construction of rooms for distance learning and modernization of the existing Distance learning Centre;
- Establishing and implementation of an integrated e-learning platform;
- Designing curricula for 5 Master degree programs to be included in the integrated e-learning platform;
- Testing of the e-learning platform;
- Designing curricula for 3 short qualification courses.

The technical and financial implementation of the project, according to data from Human Resource Development Operational Program (HRDOP) exceeds 99% and is estimated at € 309,700, while technically the results were related to the following:

- modern system for distance learning adapted to the needs of NMU, which has the capacity to support all undergraduate and graduate programs at the university;
- 5 new rooms refurbished and equipped for distance learning;
- training provided for over 80 faculty members, administrators and 34 152 students;
- new computer units supplied.

An indirect result (benefit) of the project is the increased capacity of NMU to provide quality educational services through wider application of information and communication technologies meeting the modern trends and forms of lifelong learning.

Another project - Improving the management system at Vassil Levski National Military University - is the most important according to the "workability " criterion project for the University, as it covers basic processes such as admission, training process, research, planning, document processing and there is a possibility to upgrade many others. A system involving all categories of employees - faculty, administration, maintenance staff and students – has been introduced and modern information network for three academic buildings has been put in place.

The project was completed in the period 2013 - 2015, and has a total value of € 247,450. The main activities organized and implemented during the period are as follows:

- Analysis of the operational environment and management structure of Vassil Levski National Military University;
- Improving the elements of educational process management - planning, organization, security, operational management and reporting;
- Improving the existing and creation of new standards, procedures and measurable indicators of quality management of activities inherent in Vassil Levski Military University;
- Development and implementation of a system of procedures and mechanisms to monitor and support the career advancement of university graduates;
- Analysis of indicators affecting the prestige of the university and developing a system to maintain the desired level;
- Development and piloting of methodologies and models to evaluate the cost and effectiveness of the inherent activities of the university;

- Development and implementation of mechanisms and procedures for feedback from applicants and stakeholders, including students, and for the use of information in decision making;
- Synchronization and automation of the existing information flows and resources by building a unified electronic system for improving the quality of management at Vassil Levski National Military University;
- Building a network for integration of information resources in the management system at Vasil Levski National Military University;

The financing of this European project helped build a modern electronic system for processing a large amount of various information concerning the management of the activities at Vassil Levski NMU. Along with the analyzes and methodologies, the integrated and automated information resources and streams support the process of making timely and optimal management decisions.

The next project in the period 2013 - 2015, called "Development of a modern system of training and career development of the faculty of Vassil Levski National Military University, was funded by European grants program with € 72,600, as its financial completion is at 91, 29%.

The overall objective of the Project System for training and career development of the faculty of Vassil Levski National Military University was to improve the quality of educational services through the application of new methods and technologies of training adequate to the requirements of the labour market. The next goal was the establishment of a system for career development of the academic staff of the university in accordance with the requirements of the Act for development of academic staff in the Republic of Bulgaria in cooperation with the research sector and the business. The project created opportunities for activities aimed at establishing a modern system for career development of the faculty of the University.

The main activities implemented within the project are:

- Conducting training of faculty members of Vassil Levski National Military University to familiarize them with modern teaching methods through information and computer technologies;
- Conducting intensive specialized English language training for military faculty members at Vassil Levski National Military University
- Conducting specialized language training for civilian faculty members;
- Enhancing the capacity to develop and update content, subject to the system of accumulation and transfer of credits;
- Conducting methodology courses in academic teaching and research;
- Improving the tools for control of the quality of the training materials - oriented to the labour market;
- Approbation and improvement of the system of career development of the academic staff at Vassil Levski NMU in accordance with the Act for development of academic staff in the Republic of Bulgaria;

As a final result of the involvement of the Military University in this project, 128 faculty members have enhanced their qualifications: 108 of them have improved their language skills, 12 have completed a course on web-based services, and 20 newly tenured faculty members have acquired new competences on modern methods of academic teaching and forms of scientific research.

Another major project that Vassil Levski NMU, in partnership with the Bulgarian Defense Industry Association (BDIA), successfully completed is "Updating Vassil Levski NMU curricula in accordance with the requirements of the labour market." The value of the project was about € 138,220 and the completion of the project in financial aspect was 97.61%. The overall objective of the project was to translate into the language of education the social order of the state and local administrative and business structures for new professionals with adequate skills and competences, and opportunities for a successful career.

Apart from the overall objective, the project had some specific purposes related to the content of activities, such as:

- Attracting and retaining key business experts to participate in the implementation of the new curricula and syllabi and at the same time to guarantee the acquisition of knowledge and skills relevant to the needs of business;
- Enhancing the qualification of faculty members in the direction of updating the teaching approaches and learning methods through approbation of syllabi and curricula;
- Developing new syllabi and curricula and updating the current ones in the following five professional fields: "National Security"; "General Engineering"; "Administration and Management"; "Warfare" and "Computer engineering". [3]

The final results of the project are as follows: training documentation for 3 new specialties designed, covering 12 curricula and 495 syllabi. Another important indicator of the usefulness of the project is participation of over 200 civilian students, cadets and faculty in internships in factories of BDIA.

One of the desired after effects of the project was to enhance the practical training of students through their emersion in real working environment and participation in seminars conducted by experts - representatives of potential employers. This was the way sustainable partnerships with business and trade organization of military industry enterprises were created.

In summary of the above-said, it may be pointed out that for the period between the late 2012 and 2015, Vassil Levski National Military University received financial assistance worth approximately € 750,000, and the financial completion of all its projects has averaged 95.12%.

3. CONCLUSION

In conclusion – the different targets in the described projects set number of challenges and difficulties as to the management of the Military University as to the performers - academic and administrative staff, students and cadets. The achieved objectives of the various

activities, the visible results are indicator of the gained experience of the educational institution and enlargement of the best practices that were directed towards to flexible learning programs, increased qualification of the lecturers and officers, acquired new skills to work in an intercultural environment and updated methodologies teaching in professional and higher education.

The overall result of all projects implemented by Vassil Levski National Military University is the improved capacity of the University in terms of providing quality educational services adapted to the needs and requirements of the labour market in various professional fields.

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INTERNATIONALIZATION IN HIGHER MILITARY EDUCATION: LESSONS LEARNED BY THE FACULTY OF MILITARY LEADERSHIP

Abstract:

The paper deals with the issue of internationalization in higher military education. Besides general concept of internationalization in higher education, it presents two areas of international activities of the Faculty of Military Leadership of the Czech University of Defence: preparation of joint degree program and participation in international research projects. So, the paper can serve as a set of lessons learned and a potential advice for further international activities in the area of higher military education.

1 INTRODUCTION: INTERNATIONALIZATION IN HIGHER MILITARY EDUCATION

Internationalization represents a process of establishing international dimensions (links, partners, quality) reaching beyond traditional national borders. Internationalization in higher education does not limited just to activities within international cooperation and rather traditional area of academic mobility. The key aims of internationalization in higher military education can be defined as follows:

- Strengthening interoperability as well as enhancing overall military capabilities;
- Enhancing quality of education training by implementing advantages of civilian lifelong learning exchange programs;
- Facilitating and extending academic mobility within military higher education area, i.e. mutual exchanges of students, teachers and other personnel of military universities and academies as well as of other military educational and training facilities.

In spite of the importance of internationalization in higher education, as declared in several strategic European as well as national documents, most universities have not yet adopted any clear approach to internationalization yet and tended to follow a set of fragmented steps, usually based on individual initiatives rather than a clearly defined institutional strategy. [1, 2] Just a few highly visible universities have formulated and started to implement a real

comprehensive internationalization strategy. On the other hand, all the remaining universities have no choice. They might remain local and regional nevertheless they must go international, define their internationalization strategy and start its implementation.

As already outlined, internationalization does not represent just academic mobility, it consists of enhancing quality of study programs, strategic cooperation, partnerships, capacity building, leading to higher quality of all aspects of education.

Thus, internationalization strategy represents a plan, future prospects covering long-term goals and an overall picture, representing a long-term development in given area. In the context of comprehensive approach to internationalization, it is possible to conclude that internationalization strategy, related instruments and impacts can be classified as macro- and micro- ones. Therefore, strategies of individual universities and faculties should implement comprehensive approach to internationalization, accepting partial strategies supporting segments or priorities of internationalization, depending on capabilities and dispositions of individual institutions, while respecting national and European internationalization strategies. A potential list of these partial strategies can include:

- Strategy of development of science and research carries out in cooperation with foreign partners;
- Strategy of forming international study programs, i.e. identification of pivotal areas of education, where – based on long-term prospective and relations with partners – it is expected to launch double and joint programs;
- Strategy of establishing strategic partnerships, i.e. identification of internal preconditions and directions of development of given institution to agree on partnership with regards to educational and scientific and research areas;
- Strategy of development and support to international mobility, i.e. arranging agreements, personnel and infrastructure support to incoming and outgoing motilities, enhanced quality of education, scope of services, incl. consultancy, acknowledgement of competences gained abroad etc.;
- Strategy of “indoor” internationalization for lecturers and students not participating in outgoing mobility, i.e. establishment of such an environment of multicultural education that can support development of atmosphere of mutual tolerance understanding and inclusion of students to community activities, intercultural education, foreign language training and international dimension of regular study programs (hosting of international educators and students).

The Faculty of Military Leadership, as a component of the Czech university of Defence seeks to gradually develop such a comprehensive approach to internationalization. Besides forming its internationalization strategy that respects the overall approach of the University of Defence to this issue, the Faculty of Military Leaderships has launched several steps with regards to implement internationalization in key areas of its activities, i.e. education and science and research. Further parts of this paper focus on description of these steps, namely the initiative to launch a project of a joint degree relevant for the European security sector and the involvement of the Faculty in international research projects. The aim of these parts

is not just to describe these initiatives and individual steps involved but also to outline the key findings and experience that can be useful in future internationalization efforts in the area of higher military education.

2 COOPERATION WITHIN THE FRAMEWORK OF JOINT DEGREE PROGRAM PREPARATION

A joint degree program represents a program carried by at least three institutions, usually, representing different countries besides the joint degree programs, double degree programs, carried out by two intuitions have become an integral part of study offers of leading European universities. [3]

In December 2014, the Faculty of Military Leadership has come up with the idea to launch an international joint degree program in the area of security. Based on previous international cooperation experience and personal contacts, links to the Theresan Military Academy (A) and the Jagellonian University (PL) have been established, forming an informal consortium in support to the joint degree program idea. It has been decided among the partners that the Jagellonian University is to become the leading institution within the consortium.

From the very beginning, the idea has been to develop an elite degree program that is to be demanding both for students and lecturers/institutions involved. Besides others, the expectation has been that with development of the joint degree program, the institutions and personnel evolved should grow as well. So, the institutions and individuals involved in the joint degree program preparation have not followed any commercial or related aims, they have focused on development of an excellent degree program able to support further quality development in each of the participating institutions.

2.1 INTENDED JOINT DEGREE DESCRIPTION

The joint degree program, entitled “The Joint Interdisciplinary Master Study Programme for Common Security and Defence Policy” (CSDP JMSP) has been constructed with regards to:

- The European Qualifications Framework [4];
- Expected needs of future European security sector;
- Potential of individual partners to bring in excellent and unique elements of their educational capabilities.

With regards to expected needs of the European security sector relevant labour market and expected interest of potential applicants, it has been decided to prepare and launch a two years master degree program in a part-time form in English language. Gradually, the following overall program outcome (graduate characteristics) has been developed. A graduate of the CSDP JMSP is to become a person able to manage organizations and lead

interdisciplinary teams at the “medium level”, while consider considering cultural, international and institutional diversity within the context of the complex European security and crisis management environment. Based on this overall graduate characteristics, three segments of the CSDP JMSP have been defined:

- International relations and security studies context (Jagellonian University responsibility);
- Ability to lead teams and manage projects/organizations (Faculty of Military Leadership responsibility);
- Crisis management relevant competences (Theresan Military Academy responsibility)

Each of the segments outlined above represents one semester of the two-year master degree program. In addition to these segment, important parts of the CSDP JMSP represents foreign language training, diploma thesis project and internship. The internship and diploma project cover the fourth semester of the program. Individual segments have been elaborated into more detailed learning outcomes that have formed a basis for individual courses included. As an example, breakdown of the learning outcomes for the “Ability to lead teams and manage projects/organizations” is shown below:

- Ability to make decisions at middle level of organization;
- Ability to make decisions under conditions of risk and uncertainty;
- Ability to manage medium – size organizations;
- Ability to lead subordinates/teams;
- Ability to consider and apply provisions of international public law;
- Ability to consider economic factors of security environment.

2.2 ISSUES AND DIFFICULTIES CONNECTED WITH JOINT DEGREE PREPARATION

In the course of the CSDP JMSP preparation, a number of uneasy issues and difficulties have to been solved in order to retain the original intent of the entire initiative and compromise among differing interests, practice, administrative and legal conditions among the partner intuitions. Among the key challenges, it is possible to mention the following:

- Financial arrangement (where different national approaches to higher education, difference between civilian and military higher education have required highly sensitive and flexible approach);
- Agreeing on the scope and extent of formal joint degree agreement among the partner institutions (the minimalist approach has been chosen, keeping the agreement at the minimum and simplest, whole effective level);
- Support of management of individual institutions and ministries of defence in case of military establishments to the idea of joint degree;

- Accreditation process (ensuring adequate accreditation/acknowledgement procedure in each of the countries involved in order to guarantee validity of the joint degree diploma);
- Management of the joint degree program execution and quality management (a steering board established);
- Administrative issues (it has been agreed to apply the process regularly applied to Erasmus+ mobility students);
- Study regulations applicability (joint degree program means and interaction of at least three different study regulations; it has been agreed to apply own study regulation to student during their stay at respective institution);
- Support to students provided by individual partner institutions (it has been agreed that the joint degree program students are to be treated the same way as other students at given institution).

The above indicated list of challenges represents just a margin of all issues the partner institutions had to deal with before reaching the stage when the program has been ready for accreditation/formal approval. To come over these challenges the following has proved to be critical in the course of the CSDP JMSP preparation:

- Mutual trust and confidence among the individuals involved in the CSDP JMSP preparation;
- Enthusiasm of individuals involved in the process of the CSDP JMSP preparation;
- Flexibility when searching for compromises enabling to conform with environment of all of the partner institutions involved;
- Following the aim of developing an excellent educational opportunity instead of gaining profit;
- Long-term orientation instead of focus on quick wins.

However, it are just the mutual trust and confidence among the individuals and institutions involved in the CSDP JMSP preparation and flexibility in any aspect that represent the most important factor of success.

3 COOPERATION WITHIN THE FRAMEWORK OF GRANT AGENCIES AND SUPPORTING ORGANIZATION

International cooperation can be considered as useful tool in bringing synergistic to solving actual problems in the field of education and research. Individual institutions are seeking opportunities for cooperation, sharing best practices, but also the possibility of their active contribution and introducing its own approach to solved issues. In general terms breadth of supported activities is very large, the projects and grants focused on investigation of problems, through encouraging mobility of academic staff to support joint activities, e.g. workshops and conferences, but also joint study programs. The full spectrum of these

areas of possible cooperation covers only a few international organizations. One of such is currently the International Visegrad Fund.

3.1 INTERNATIONAL VISEGRAD FUND AND COOPERATION POSSIBILITIES

International Visegrad Fund (IVF) was founded in 2000. Its Member States are contributing and the Visegrad Four (V4), i.e. Czech Republic, Hungary, Poland and Slovakia. The main mission of the fund is to strengthen and deepen mutual ties among member countries, namely in the fields of culture, science and research, education, tourism, cross-border cooperation, etc. [5]. At the same time one of the supported themes is the topic a secure society, which is one of the priority themes of the European Commission Strategy *Europe 2020*.

IVF has its own budget, which gives relative freedom in implementing the priorities and decision-making to shore up the proposed projects, grants and educational activities. Funds inserted V4 countries equally, and these are distributed within several grant programs. Initial budget of IVF was 6 million EUR and since 2014 was increased to 8 million EUR. Based on sub granting and co-financing there is also possible for participating from of institution of Canada, Germany, the Netherlands, South Korea, Sweden, Switzerland and the United States [6]. Supported activities of IVF were expanded in 2011, based on Joint Statement of V4 Governments [8], which created The Visegrad 4 Eastern Partnership program (V4EaP). The purpose of this program is to enhance the cooperation between the Visegrad region and countries of the Eastern Partnership (EaP)—Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine.

Recipients of funds may be non-profit organizations, local authorities, schools, private companies and individuals. Among the most frequent beneficiary of IVF in 2015 were public universities from V4 countries, NGOs (especially associations and public agencies) and Research Institutions. Some small ratio of successfully supported institutions was group of private organization and private organizations [9].

3.2 SUPPORTING GRANTS, TOPICS AND ACTIVITIES

The spectrum of supported activities and grants in the case of IVF is very wide. There are three main categories, namely (1) Grants, (2) and scholarship (3), residencies and students / teachers mobility. As concerns the grants, there are supported following types of grants [6]:

- *Visegrad Grants (former Small Grants)*: budget up to 6000 EUR, duration max. 6 months, participation of individuals and institutions at least from three V4 countries;
- *Standard Grants*: budget more than 6001 EUR, duration up to 12 months, participation of individuals and institutions at least from three V4 countries;
- *Strategic Grants*: budget on average of 40.000 UER, duration from 12 up to 36 months, participation of individuals and institutions from all V4 countries;

- *Strategic Conferences*: since 2014 additional support of *Strategic Grants* for joint conferences, annual program budget is 400.000 EUR;
- *Visegrad University Studies Grants*: to support development and launching of outstanding university courses or degree programs, budget is ca. 10.000 EUR per course and 40.000 EUR per degree program;
- *Visegrad+*: created to contribute to transformation processes in selected countries and regions (selected annually), duration from 12 up to 36 months;
- *V4 – Japan Joint Research Program*: for formulating and supporting concrete research projects, individual project budget is up to 100.000 EUR;
- *Visegrad 4 Eastern Partnership Program (V4EaP)*, which includes following types of grants:
 - *Visegrad University Studies Grants – EaP*: to development of courses or degree programs in Eastern Partnership countries, annual program budget is 80.000 EUR;
 - *Flagship Projects*: to support long term projects of strategic character, duration from 12 up to 36 month, annual program budget is 600.000 EUR;
 - *Extended Standard Grants*: medium term project of strategic character, duration up to 18 months.

Individual grants differ in the matters of involving individuals and institutions from V4 and further eligible countries, grant budget limitations and time period allocated to grant of projects.

The second supported scholarship activities are focused on support of Master and post-Master (PhD/postdoc) studies and research at higher institutions in the V4 region. Supported are also the Western Balkan and Eastern Partnership countries. Main scholarships are as follows [6]:

- *Visegrad Scholarship Program*;
- *Visegrad Scholarship Program – EaP*;
- *Visegrad Scholarship at OSA*;
- *Visegrad – Taiwan Scholarship*;
- *Think Visegrad Fellowship 2016*.

The third supported activities are residencies, with following programs *Visual and Sound Arts, Residencies – Performing Arts, Literary Residencies* and *Residencies in New York*.

As a very inspiring we can be perceived the breadth of supported themes. In the terms of thematic focus, the priority is given to projects that strive to create common added value rather to projects which simply just involve partners from the participating countries [7]. The main supported topics are cultural cooperation, education, scientific exchange and research, youth exchanges, cross-border cooperation, and promotion of tourism. These topics are further developed to 17 sub-parts. From the point of view of military educational institutions as an interesting topics could be considered topics No.2 *common identity/history*, No.3 *cross-border cooperation*, No.5 *demographic change and migration*, No.6 *education, training and capacity building*, No.8 *institutional networking and partnership*, No.10 *science*

and research, No.14 *sports*, No.16 *transparency and fight against corruption* and No. 17 *youth exchange* [7].

3.3 PROJECT DEVELOPMENT AND TIMING

When we compare IVF and other European agencies, in terms of preparation and timing of the preparation of joint project proposals and grants the IVF can be considered as a very accommodating grant agency with minimal administration and formalities grants. Project applications are submitted in electronic form, only minimum documentation is required in printed form. This approach can be viewed as very helpful by creating appropriate conditions for the networking, the vast majority of communications and the preparation of documents is possible through email correspondence and e-Conference.

In terms of financial limits of IVF sets financial limits for different types of grants, including the time period of their solutions. In the phase of budget preparation, it is necessary to pay attention to the contribution of IVF for the type of activities proposed or grant. The financial contribution of IVF varies between 70-80% and the remaining part must be paid to the applicant/s. Part of the contribution of individual project participants is also identification of so called “overheads cost”, which means the contributions of individuals and institutions which are provided for free and otherwise it will be necessary to pay for these contribution (e.g. hire of IT classrooms, local transportation, accommodation). What is also necessary to take into account is time period for IVF’s grants’ and events’ proposals evaluation. These usually take from 40 up to 60 days, after evaluation period grants start quickly. This quick start of the project is good to take this into the internal grant plan already during the preparation phase. Similarly to final stage and grant closing, completion of project final report is made through electronic system of IVF. The timing of grant closing differs according to the type of grant or supported activity.

4 CONCLUSION

The paper attempts to summarize the key findings and experience related to activities of the Faculty of Military Leadership of the Czech University of Defence in the area of internationalization with regards to education as well as science and research. Summary of these can be viewed as a humble contribution to shared awareness and overall development of internationalization in the area of higher military education.

In the context of the above mention, the already traditional iMAF represents the right forum for discussing issues related to higher military education internationalization. At the same time, it has become obvious that the iMAF platform has set adequate goals. Nevertheless. It is also clear that members of this forum are still on the very beginning of the implementation of a comprehensive approach to internationalization, gradually dealing with individual partial fragments. However, these small steps forward represent a prerequisite for future comprehensive approach.

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THE INTERNATIONAL EDUCATION PROGRAM FOR ITALIAN ARMY OFFICERS

Abstract:

This paper deals with the education and training programs in the Italian Army for young officers with a special focus on internationalisation and on how to increase the exchange of students during their initial and basic cycles of preparation. The goal is to inform other institutions with similar purposes about our work, in order to share ideas and initiatives. Internationalisation presents a lot of benefits for the students as well as for teachers and organizations involved. However, it also comes with some risks and difficulties. Considering that the majority of institutes who want to implement new programs in this field have to face annual budget cutting, concepts like “cooperation”, “network” and “best practice sharing” become keywords for those who are interested in the program. For these reasons, any initiatives, such as IMAF, are extremely welcome for enhancing and hopefully boosting the program within the EU and outside.

1 INTRODUCTION

1.1 THE EDUCATION AND TRAINING AREA

The Education and Training Command and School of Military Applied Studies is the Italian Army institute that is in charge of planning, organizing and conducting, in accordance with the guidelines issued by the IT Army General Staff and the IT Army Education & Training, Qualification and Doctrine Command, educational activities to the benefit of Officers and NCOs aimed at:

- providing them with basic technical and professional knowledge, so as they can effectively operate in the Army’s operational units;
- granting them an effective update of their skills, through an ongoing education process;
- strengthening and consolidating their ethical and moral qualities.

For this reason, this institution is held responsible for managing basic and advanced education and foreign languages courses. According to the received tasks all other institutes and schools

in the Army related to the initial basic education and training, belong to this area and depend on the Education and Training Command. Their names and tasks are described below:

- the Military Academy in Modena is in charge for the first two years cycle of education for Cadets, the Bachelor Degree course for Engineers and the entire cycle of studies for Medical Service and Veterinary;
- the NCO's School in Viterbo runs courses for Warrant Officers while the dependent 80° "ROMA" Regiment in Cassino hosts courses for Sergeants;
- "Nunziatella" in Naples and "Teuliè" in Milan are the two military secondary schools: they are recognized as regular high schools by the Italian education system, so military students attend the last three years of high school there;
- the IT Army Foreign Languages School in Perugia, where foreign languages courses are held, both in e-learning and on site, and where the preparation of students in accordance with the Joint Forces Language Test (JFLT) is tested.

In addition to these institutions, another unit was established within the Education and Training area, that is the Post-Conflict Operations Study Centre, located in the Military Campus in Turin, with a specific mission: developing educational activities and supporting the production of concepts and doctrine with the aim of increasing knowledge and skills of military and civilian personnel, both national and international, necessary to plan and effectively conduct Post Conflict Operations of Stabilization and Reconstruction. All courses are delivered in English.

1.2 THE EDUCATION AND TRAINING COMMAND AND SCHOOL OF APPLIED MILITARY STUDIES

The Education and Training Command and School of Military Applied Studies not only manages its dependent units/schools, as described in the former sub-chapter, but also provides education and training that focuses on Officers' basic and advanced courses.

As a basic education institute, it is in charge of the second part of the education cycle for young officers over a three years period of time. Before coming to Turin, cadets are commissioned as officers with the rank of 2nd Lieutenant and assigned to a specific branch. During their stay in Turin they achieve the Bachelor Degree in Strategic Sciences (level 1) at the third year, then they are promoted to the rank of Lieutenant at the fourth year and finally at the fifth year they graduate with a Master Degree in Strategic and Military Sciences (level 2). Engineer officers complete their program of studies by achieving the Master of Sciences in one of the following specialization in cooperation with the Polytechnic of Turin:

- Electronic Engineering;
- Civil Engineering;
- Computer Engineering;
- Mechanical Engineering;

- Communications Engineering.

The institute also provides initial and basic education and training for Direct Entry Officers, Reserve Officers and Special Reserve Officers with courses tailored on different levels of preparation and requirements.

As an Advanced School, it organizes the Army Staff Course, the Battalion Commanders Course and the qualification of military teachers.

1.3 BACHELOR DEGREE IN STRATEGIC SCIENCES AND MASTER DEGREE IN STRATEGIC AND MILITARY SCIENCES

At the end of 90's the Army, in collaboration with the University of Turin, decided to issue a special study course intended for officers. This new course focuses on a wider range of disciplines in order to cover all educational requirements that we consider mandatory for being officers in a world that changes continuously: this course hopefully enables officers to deal with new threats and challenges. In addition to this, since every branch of the army has specific additional requirements, five different curricula were created:

- Political Sciences/Management for Infantry, Cavalry and Artillery;
- Infrastructural Systems for Combat Engineer;
- Communications for Signal Corps;
- Logistics;
- Economics.

At the beginning, the program was only intended for young officers, but some years later it opened to civilians students as well (limited to 40 selected students per year) with some adjustments, in order to offer them a specific preparation instead of military trainings. The presence of civilian students is considered an added value for our courses and a real peculiarity in the national university environment. There are three curricula open to civilians: Political Sciences/Management, Logistics and Economics. The University of Turin established a special Interdepartmental University School for Strategic Sciences (SUISS) that manages all these courses with dedicated boards and commissions and deals with the various aspects involved in a didactic autonomy that is comparable to a Faculty. The cooperation with the University of Turin and the creation of a special University School is considered a strategic partnership and it allows us to benefit of a privileged relationship (teaching and research) with one of the biggest State University in Italy, also in a Lifelong Learning perspective. The multidisciplinary education is the key feature of the education of the military and civilian students of Bachelor and Master Degree in Strategic Sciences. Students study subjects that belong to different areas: politics, science, law, economics. Professors at SUISS come from eight different Departments of the University: Chemistry, Computer Science,

Cultures, Politics and Society, Economic, Social, Mathematical and Statistical Sciences, Law, Management, Mathematics and Physics. Teachers come from both the military and the polytechnic areas.

2 INTERNATIONAL EDUCATION PROGRAMS

2.1 LINES OF DEVELOPMENT

The institute has a long tradition of hosting officers from other countries who attend our courses according to the Ministry of Defence annual program. Normally this program gives education and training to foreign officers in long and short courses; however, since we believe that internationalisation programs could be beneficial for our students and staff, some years ago we started to send our young officers to the initiatives offered within the European Union (EU). In 2012 the IT Army Staff invited the Education and Training Command to join the European Initiative for the Exchange of Young Officers and to organize modules in accordance with the rules established by the Implementation Group (IG), a task oriented Executive Academic Board (EAB) of the European Security and Defence College (ESDC) in Brussels. Since then, we have worked to widen the range of possibilities and we defined four lines of development: the Military Erasmus, the ERASMUS Program, the international traineeship and some modules held in English inside the academic programs. Before going further, it is fundamental to point out that the Education and Training Command and School of Military Applied Studies and the University of Turin adopted e-learning as a strategic tool for the internationalisation program, [1]. Nowadays, e-learning is not considered as just a system for distance learning anymore (it reduces costs for students and gives workers the possibility to attend courses). It has taken on a whole new role of support for didactics, with a lot of new possibilities and tasks, such as delivering pre-reading materials and lessons, spreading out information, testing students, evaluating courses, tutoring (synchronous or asynchronous) and creating social classroom systems that can help students to better understand topics and allows them to learn in a faster and deeper way.

2.2 THE MILITARY ERASMUS

Initially, we joined the Military Erasmus by sending our students to attend modules offered by other European institutes. The importance of this kind of exchange for students was immediately clear: they were developing modern soft skills while studying together with foreign colleagues. In this century, in our world, the more required soft skills are ethics, cooperative working, ability to do and problem solving, [2]. Through these soft skills students can develop a leadership by reinforcing their self-confidence. As a result, we organised our first Common Module (CM) on Common Security and Defence Policy (CSDP) in December 2013, open to our selected personnel with good skills in English and to international students and civilians. In the last three academic years we organised two CMs per year on CSDP and Law Of Armed Conflicts (LOAC) with good results in terms of international participation and positive feedbacks by students (internationals, nationals and civilians). In each CMs,

as suggested in the standard curriculum, we introduced more interactive activities, such as workshops and Q&A lessons, in order to involve students in the learning process.

Table 1 Common Modules data of participation

Common Module	period	Army	Air Force	Civilians	EU Students	Total
CSDP	16-20 December 2013	10	2	9	9 2 AT 1 CY 1 EE 2 DE 1 EL 2 PL	30
CSDP	5-9 May 2014	10	4	6	10 1 AT 1 EE 8 DE	30
CSDP	24-28 November 2014	10	4	10	14 2 AT 1 EE 5 DE 2 EL 2 IE 2 PL	38
LOAC	4-8 May 2015	16	2	12	9 1 EE 2 CY 3 DE 2 EL 1 PL	39
LOAC	19-23 November 2015	12	5	11	3 2 EE 1 EL	31
CSDP	14-18 March 2016	8	4	14	15 1 BG 1 CY 2 HR 2 FI 2 FR 2 PL 3 RO	41

In addition to our regular program within the Military Erasmus, this year we have organised a new activity in cooperation with the Carabinieri Officers' School in Rome: “The protection of the International Humanitarian Law and Human Rights in the international crisis management: the new challenges”. The activity will be held in Vicenza (18-26 June) while a preparatory phase took place in Pisa (5-8 May) for civilian students only. Partners are the Centre Of Excellence for Stability Police Units (COESPU) in Vicenza, the University of Turin, the Scuola Superiore Sant'Anna of Pisa and the Libera Università Internazionale

degli Studi Sociali (LUISS) of Rome. Participants are Italian Army and Carabinieri Officers (5th years courses), 35 civilians students from the three university partners and 7 EU officers from Finland, France, Greece and Netherlands.

2.3 THE ERASMUS PROGRAM

Recently thanks to a special agreement with the University of Turin who has the Erasmus Charter for Higher Education (ECHE), we could create more opportunities of international mobility for our personnel. The University of Turin signed some Bilateral Agreements with universities and institutes that deal with defence and security programs (France, Poland and Romania) for the exchange of students and for the mobility of staff and teachers. The University of Turin is already linked to Universities around the world but this paper focuses the attention on the specific area of defence and security. So far, the Education and Training Command does not offer an entire semester in English yet, so we can host foreign students only for thesis preparation or for attending some courses. This year we started to host students who are able to attend courses both in English and in Italian and we began with the staff mobility; we are working to hopefully enable teachers' mobility in the next academic year. The Education and Training Command and the University of Turin aim at extending the international cooperation within the ERASMUS Program to more partners.

2.4 THE INTERNATIONAL TRAINEESHIP

Before receiving their first assignment and before defending their thesis, our Officers spend one month (Mid-June to Mid-July) in a particular internship in an Regiment in the same Branch/Specialities in order to be better prepared for the new appointment as Platoon Leader or Company Deputy Commander. We began this particular international exchange in 2014 with France (incoming and outgoing) and this year we are sending Officers to Austria and Spain, too. This is one of the easiest way to have more Officers' exchange and, in compliance with the guidelines issued by the ITA Army Staff, we can open this activity to other Countries.

2.5 MODULES TO IMPROVE THE ENGLISH LEVEL OF STUDENTS AND OTHER ACTIVITIES IN ENGLISH

In the previous academic years we progressively introduced some modules or parts of the academic programs that were taught in English, with a special focus on military courses, and we hosted other activities held in English, such as operational briefings etc. This program is mandatory for all classes.

Recently, the University of Turin has offered a special opportunity to our military and civilian students: the Teaching Mobility Program (TeachMob), that aims at increasing the number

of Visiting Professors and it is carried out in cooperation with a local Foundation. Non-Italian professors with high professional and scientific qualifications and expertise are appointed for teaching a semester at University. For the current academic year the Scuola di Studi Superiori of the University of Turin “F. ROSSI” (SSST), an institution of excellence and higher education, shared with the Master Degree in Strategic Sciences Courses one visiting professor, Prof. Simon Salamon from King's College of London, who held a course on Game Theory. The class was composed of 12 SSST students, 7 SUISS civilians and 10 Military students (8 Italians and 2 French coming from Saint-Cyr). The TeachMob program with limited access for students will be replicated in the future and thanks to the positive results obtained, the number of courses and visiting professors will be increased.

In order to improve our students' English skills and to give them a better preparation that allows them to attend more modules delivered in English we have prepared a special program. This year we introduced two modules based on CSDP and LOAC, mandatory for the 4th year course. We adapted these modules in order to concentrate in one week only topics selected by the curriculum and special lessons with English teachers specialised in sectorial language. We had our students attend some “Note-taking and Active Listening” workshops before the lecturers and specific lessons on vocabulary and appropriate collocation. The positive results encouraged us to continue this project: in the next academic year we will also involve the 3rd year course with two modules: a specific “Note-taking and Active Listening” Module and a Military English Module, based on Basic Military English (BME) Common Module of the Military Erasmus Common Module list. The modules for the 4th year course will be the same, CSDP and LOAC, enriched with more lectures.

Our students can also take part in other international initiatives such as the annual International Humanitarian Law Competition, organised by the International Humanitarian Law (IHL) of Sanremo (Italy) - for the first time one team of our participated - and the National University Model United Nations (NUMUN) in New York, where starting from last year our Officers are allowed to participate voluntarily.

3 OPPORTUNITIES AND PERSPECTIVES OF INTERNATIONAL TRAINING

3.1 BENEFITS AND RISKS OF INTERNATIONAL TRAINING

Many benefits arise from international training. The idea to put in a classroom some young officers and civilian students, coming from different parts of Europe, and give them the possibility to study and work together comes with a lot of advantages. Students can:

- learn to work, to study, to collaborate in a multicultural environment;
- use a different language to work and study;
- learn together how to solve problems;
- acquire skills of project management;

- create links with other colleagues around the world;
- be prepared for a future multinational assignment.

Even if benefits are more evident for students, lecturers and staff personnel involved are key factors for the development of the program because they participate more than once and thus they are able to learn from their experience and improve lectures and modules/courses where needed. The positive effects coming from the exchange of teachers are immediately transferred to the students. [3]

In addition, it is possible to create a common path of education that is able to answer to a European Union need to have armed forces ready to work together for defence and security in a comprehensive approach perspective. Sharing experiences in the field of education and training also means to ease and increase international cooperation among countries. Interactions between different Universities/Schools/Academies allows to improve the quality of learning, to create modern strategies in education with a more interactive learning and to share competences and cover new topics.

On the other side, it is important to prevent any possible risks: we have to reduce the number of possible failure for our military students as they have a very dense program to attend and carry out (academic and military training). For this reason it is essential to clarify the expected learning outcomes for each offered activity and the requirements for the admission to a course/training as well as have a backup plan in case of failure, so that students can be given the possibility to achieve the results with an alternative training.

3.2 DIFFICULTIES AND CHALLENGES OF INTERNATIONAL TRAINING

During the implementation of internationalisation programs some difficulties may occur. First of all, we need to recognise activities that our students attend in a different country, so as not to duplicate the courses. The ERASMUS program is not a problem from this point of view, thanks to a very consolidated procedure, but it is not the same for the Military Erasmus program. In fact, in order to solve this problem the University of Turin created a procedure for recognising modules coming from Military Erasmus. Approved Common Modules are in a special list of activities and they are recognised if the Certification of achievement with ECTS is showed, whereas a validation is required by the university program commission for other activities without the status of “common” (certification and syllabus are needed).

Now we are moving to a new university regulation for the Strategic Sciences Courses starting from academic year 2017/18 and we are working on the possibility to include an international semester, [4]. Modularization of the semester could be another challenge as our semesters are at the moment organized in a more classical way. For this reason e-learning is a strategic resource and tool for the implementation of the program, especially when considering the reduced budget.

Due to the lack of money, e-learning is fundamental to establish a network of possible partners for applying to the ERASMUS Plus Key Action 2 Program or other similar programs and it is a great opportunity to prepare materials, lessons and e-courses for common modules and international semesters.

It is also necessary to give visibility to these initiatives; for example the homepage of SUISS (<http://www.suiss.unito.it>) and the two e-learning platforms (Military <https://scapli.unito.it> and University <https://suiss.i-learn.unito.it/>) are linked to the EMILYO website.

Wikipedia also has the Italian translation of the page for the European Initiative for the Exchange of Military Young Officers, inspired by Erasmus. (https://it.wikipedia.org/wiki/Iniziativa_europea_per_lo_scambio_di_giovani_ufficiali).

There are other two main challenges that the University of Turin wants to take up for the Bachelor and Master Degree in Strategic Science. The first one is to build a double degree program between UE Member States for civilian students, because having experience gained in different countries is surely considered an advantage in the European labour market. The second one is to start collaborations with extra EU countries in order to exchange students and staff. These challenges are the way to our future, because we need to be prepared to global changes: the University of Turin is ready to invest in e-learning to carry out these initiatives, because online education and the use of information communication technologies (ICT), offer real and efficient opportunities of lifelong learning.

4 CONCLUSIONS

The adoption of a common international strategy by the European Institutions in charge of military students education means to have the possibility to easily share best practises in training, to improve education but moreover the give our military students the chance to grow a common European feeling. The modern world is in continuous evolution and new challenges arise daily: for this reason the improvement of international programs became strategic, to allow educators and students to be prepared to meet new challenges.

Internationalisation requires many e-courses available to partners. The Education and Training Command and the University of Turin have a great experience in the preparation of open on line courses and have the interest to invest time and effort into developing a module in Problem Posing and Solving and to share it with partners. This module will not be a module of “recipes” but a module that effectively develops the capability of discerning, combining and applying the knowledge. These skills are very useful in the professional environment, especially for a military officer.

For all these reasons we are committed to increasing the number of opportunities for our students to be involved in international programs (ERASMUS, Military Erasmus and others) and in accordance with the budget and the guidelines of IT Army Staff, in collaboration with the University of Turin, we would like to increase the CMs offered and to work on the implementation of an international semester in the near future within our education

system, with the purpose of building new common paths in education to deal with the next frontiers of innovation and competition.

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POSSIBLE INTERNATIONAL COOPERATION OF MILITARY EDUCATION INSTITUTIONS IN THE FIELD OF SCIENTIFIC PROJECTS AND PUBLISHING ACTIVITIES

Abstract:

The paper deals with the issue of possible international cooperation in the field of scientific and publishing area of military high degree and university institutions. Besides general framework of scientific projects, there are presented aspects of possible joint publishing activities.

1. INTRODUCTION: COOPERATION WITHIN THE FRAMEWORK OF GRANT AGENCIES AND SUPPORTING ORGANIZATION OR INTERNATIONAL BODIES

International cooperation is a basic and necessary framework for quality university education. This type of cooperation in the field of internationalization of university education develops degree programs, as well as the abilities, knowledge and skills of academics and scientific workers to collaborate on scientific projects and subsequent publication outputs.

International cooperation can be considered as useful tool in bringing synergistic to solving actual problems in the field of education and research. Individual institutions are seeking opportunities for cooperation, sharing best practices, but also the possibility of their active contribution and introducing its own approach to solved issues. In general terms breadth of supported activities is very large, the projects and grants focused on investigation of problems, through encouraging mobility of academic staff to support joint activities, e.g. workshops and conferences, but also joint study programs. The full spectrum of these areas of possible cooperation covers only a few international organizations. Some of such are currently e.g. the International Visegrad Fund, Science and Technology Organization of NATO (STO) or European Defence Agency (EDA).

1.1 INTERNATIONAL VISEGRAD FUND AND COOPERATION POSSIBILITIES

International Visegrad Fund (IVF) was founded in 2000. Its Member States are contributing and the Visegrad Four (V4), i.e. Czech Republic, Hungary, Poland and Slovakia. The main

mission of the fund is to strengthen and deepen mutual ties among member countries, namely in the fields of culture, science and research, education, tourism, cross-border cooperation, etc. [5]. At the same time one of the supported themes is the topic a secure society, which is one of the priority themes of the European Commission Strategy *Europe 2020*.

Recipients of funds may be non-profit organizations, local authorities, schools, private companies and individuals. Among the most frequent beneficiary of IVF in 2015 were public universities from V4 countries, NGOs (especially associations and public agencies) and Research Institutions. Some small ratio of successfully supported institutions was group of private organization and private organizations [9].

1.1.1 SUPPORTING GRANTS, TOPICS AND ACTIVITIES

The spectrum of supported activities and grants in the case of IVF is very wide. There are three main categories, namely (1) grants, (2) and scholarship (3), residencies and students / teachers mobility. Individual grants differ in the matters of involving individuals and institutions from V4 and further eligible countries, grant budget limitations and time period allocated to grant of projects.

The second supported scholarship activities are focused on support of Master and post-Master (PhD/postdoc) studies and research at higher institutions in the V4 region. Supported are also Western Balkan and Eastern Partnership countries.

The third supported activities are residencies, with following programs *Visual and Sound Arts, Residencies – Performing Arts, Literary Residencies* and *Residencies in New York*. The main supported topics are cultural cooperation, education, scientific exchange and research, youth exchanges, cross-border cooperation, and promotion of tourism. These topics are further developed to 17 sub-parts.

1.2 THE SCIENCE AND TECHNOLOGY ORGANIZATION

The Science and Technology Organization (STO) is a NATO subsidiary body having the same legal status than the NATO itself, and created within the framework of the North Atlantic Treaty signed in Washington in 1949. It has been established with a view to meeting to the best advantage the collective needs of NATO, NATO Nations and partner Nations in the fields of Science and Technology. The STO is operated under the authority of the North Atlantic Council which has delegated the operations of the STO to a Board of Directors (the Science & Technology Board – STB) comprising the NATO Nations S&T managers. The STB is chaired by the NATO Chief Scientist who is a high level recognized S&T leader of a NATO Nation, being permanently assigned to the NATO headquarters in Brussels and also serving as the senior scientific advisor to the NATO leadership.

The STO is composed of the STB, the Chief Scientist and the following three executive bodies [10]:

- The Office of the Chief Scientist (NATO HQ, Brussels) providing executive and administrative support to the Chief Scientist in exercising his/her three roles as STB Chairperson, Scientific Advisor and head of the Office.
- The Collaboration Support Office (Paris, France) providing executive and administrative support to the activities conducted in the framework of the Collaborative business model and its level2 committees and level 3 groups.
- The Centre for Maritime Research and Experimentation (La Spezia, Italy) organizing and conducting scientific research and technology development and deliver innovative and field tested S&T solutions to address the defence and security needs of the Alliance. Its mission is centred on the maritime domain but it may extrapolate to other domains to meet customers' demands.

The three executive bodies of the STO report to the STB which exercises the governance over these bodies. The NATO Chief Scientist ensures, daily and routinely, that all the STB's decisions are complied with by the executive bodies, the CSO and CMRE [10].

The total spectrum of this collaborative effort is addressed by six Technical Panels who manage a wide range of scientific research activities, a Group specializing in modelling and simulation, plus a Committee dedicated to supporting the information management needs of the organization. These panels are [10]:

- Applied Vehicle Technology Panel (AVT);
- Human Factors and Medicine Panel (HFM);
- Information Systems Technology Panel (IST);
- System Analysis and Studies Panel (SAS);
- Systems Concepts and Integration Panel (SCI);
- Sensors and Electronics Technology Panel (SET);
- NATO Modelling and Simulation Group (NMSG).

These Panels and Group are the power-house of the collaborative model and are made up of national representatives as well as recognized world-class scientists, engineers and information specialists. In addition to providing critical technical oversight, they also provide a communication link to military users and other NATO bodies.

The scientific and technological work is carried out by Technical Teams, created under one or more of these eight bodies, for specific research activities which have a defined duration. These research activities can take a variety of forms, including Task Groups, Workshops, Symposia, Specialists' Meetings, Lecture Series and Technical Courses.

In any given year, there are over 3500 Scientists and Engineers from NATO and its partners working on approximately 140 research activities being conducted by these Technical Teams. In all cases, these activities result in the publication of highly valued scientific literature

published by the STO. The results of the research can also be found in some specific peer-review journals [11].

1.3 EUROPEAN DEFENCE AGENCY

R&T makes a critical contribution to the preparation of future military capabilities and brings real and tangible operational benefits to European armed forces. Europe's defence systems have been developed as a consequence of major R&T investments that, given the length of development cycles, were made decades ago.

Such R&T investment underpins both European competitiveness and sustainable military capabilities. More than €500 million have been invested in over 150 R&T projects by MS since the creation of the Agency in 2004. Including industrial and in-kind contributions towards these projects, this figure raises to almost €1 billion.

The aim of R&T at EDA is not only to contribute to the development of future defence capabilities but also to meet current needs and be prepared to overcome unexpected threats through innovation, technology push, and maturation of technologies and mitigation of risks. This is achieved through European cooperation among MS. Hence, R&T is an important element of the Agency's mission to develop capabilities in support of the European Common Security and Defence Policy. R&T activities are integrated with capability development industry & market activities which enables a results driven approach to R&T.

The EDA capability development plan (CDP) priorities have been agreed by MS and there has been a considerable effort to develop a clear view of the relationship between the CDP priorities and R&T. This has led to the development of the requirement for an Overarching Strategic Research Agenda (OSRA) which will provide a framework for evolution of both the CDP priorities and associated R&T requirements [12].

Research in defence related technologies is a critical area for the development of the European Defence Technological and Industrial Base and the strength and strategic autonomy of the EU Member States Armed Forces. The European Commission, in agreement with the European Council², will launch a Preparatory Action on Defence research, as foreseen in the Commission's 2013 Communication on the defence and security sector and the 2014 implementation roadmap³, which will start in 2017 and last for three years, in order to test and prepare the ground for a possible Defence research programme in the next Multiannual Financial Framework. The Pilot Project, has been introduced by the European Parliament in the EU budget (2015 and 2016), with the aim to test the conditions for Defence research in the EU framework and pave the way for the planned Preparatory Action on Defence Research. The Pilot Project has been entrusted to EDA by the European Commission through a Delegation Agreement. As a result, EDA is responsible for the execution and management of the projects. The call for proposals, the submission of proposals, the evaluation and the awarding of the grant agreement will be organized and coordinated by EDA [13].

2. POSSIBLE COOPERATION IN THE PUBLISHING AREA

For joint publishing academics from various foreign educational institutions, there are several main reasons. The main motive of the cooperation is to allow academics to share new findings and also assist each other in meeting the high requirements placed on academic and scientific staff. As concerns the suitable topics for international cooperation, the numbers of appropriate themes is very broad. In terms of published topics of military academics there is perhaps only one limitation, and it is necessity to thoroughly consider security sensitive information, which is not suitable for wider audience.

Publishing options are mainly joint international cooperation of academic workers and lecturers in the field of study textbooks, case studies and scoping study. Other publishing areas are national magazines, both issued directly by the educational military institutions, as well as other prestigious national magazines. Further opportunities for international cooperation can be arranged in joint publications in internationally recognized journals, which are usually indexed in some of the internationally recognized databases. Journals recognized only on national level, from the point of view of possible international cooperation, are not very useful. The main reason is fact that publishing outcomes are usually recognized only for authors from one country. For this reason, it is appropriate joint publication outputs directed to journals and conference proceedings, which are indexed in the international databases. These international databases, however, have one thing pitfalls. By the partial differences in the recognition of these databases that exist between individual states may differ. In the Czech Republic, the publishing outcomes are recognized by articles published in journals, respectively proceedings of conferences included in the databases Web of Science of the Thompson-Reuters Company (WoS), SCOPUS or ERIH+ databases. As concerns the WoS database with Science Citation Index, this is world-renowned and articles in it usually present high quality results of the research. Similarly, database SCOPUS or ERIH +, which is widely recognized, but not as widely as WoS. In recognition of individual databases, but there are some significant differences between countries, e.g. in Romania, there are for example recognized databases WoS, EBSO, but not SCOPUS, like in Poland. For this reason, in the joint publishing it is useful to first identify a suitable journals, which is nationally recognized for all or most of the co-authors of a joint publishing outcomes. Overall overview of nationally recognized databases absented now. It is therefore essential personal contact of academics and their common convention to cooperate within the framework of the research project and how then present the results.

CONCLUSION

The paper attempts to shortly summarize the key findings related to cooperation in the areas of scientific projects and publishing activities. This cooperation of academic workers and lecturers of military higher institutions creates suitable conditions for joint sharing best practices and knowledge. The possible scientific projects and publishing areas are identified, together with specifics aspects, which area necessary to take into account.

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MEANINGFUL PATHWAYS FOR THE EDUCATIONAL JOURNEY

Abstract

The paper presents the didactic process conducted at the University of Charleston, West Virginia. It deals with the issue of possible international cooperation in the field of program exchange and research with military higher education institutions. Besides it describes the unique leadership program of the UC..

INTRODUCTION - UNIVERSITY OF CHARLESTON

The University of Charleston (UC), a 125 year old brick and mortar school, is located in Charleston, West Virginia. The University offers bachelors, masters, and doctoral degrees as well as specialized certifications. The courses and certifications are offered in traditional, hybrid, and online formats. The University was recently granted (August 2015) a 10-year affirmation of accreditation by the Higher Learning Commission regional accreditation organization. The University's four schools (1) business and leadership, (2) arts and sciences, (3) health sciences, and (4) pharmacy offer over 30 majors.

1. OUTCOMES BASED APPROACH TO LEARNING

The highly regarded outcomes-based approach to learning at the University is driven by Liberal Learning Outcomes (LLOs) in each of the following six areas: citizenship, communication, creativity, critical thinking, ethical practice, and inquiry. The foundational and mid-levels of the outcomes are demonstrated by the student throughout the curriculum. The advanced level of the outcomes are demonstrated in an integrated-way through the University Capstone. This Capstone culminates the University's academic program. With our outcome-based approach to learning, the University recognizes that outcomes may be mastered by course completion or by formal or informal experiences; and students engage in *Learning Your Way*. The LLOs provide the structural framework for all majors to fulfil the mission of the University of Charleston: to educate each student for a lifetime of productive work, enlightened living, and community involvement.

2. MILITARY FRIENDLY INSTITUTION

The University believes in "serving those who serve our country" and is extremely proud to be designated as a Military Friendly and Yellow Ribbon institution. The University is ranked Meaningful Pathways by U.S. News and World Report as the seventh-most veteran

friendly school in the south and listed on the Military Friendly Schools List of G.I. Jobs and Military Advanced Education.

The University of Charleston accepts the GI Bill and offers military discounts and scholarships. For example, undergraduate military students pay \$250 per credit hour versus the established undergraduate rate of \$380 per credit hour. This discount places military students' tuition in line with federal tuition assistance (TA) limits. For the Master of Science in Strategic Leadership, military students receive a \$175 per credit hour scholarship, lowering the tuition cost to \$250 per credit hour, matching the Federal Tuition rate. These rates are also available to veterans and spouses of military members.

The University's commitment to current and former service personnel is reflected in the many benefits available to military students:

- **ACE Recommendations for Transfer Military Credit.** UC accepts military transfer credit based on the standards of the American Council on Education (ACE) for military training and previous college coursework.
- **Equivalency Credit Transfer.** A team of curriculum experts will review service members' transcripts (JSTs) to determine equivalency credit for military schools and experiences. The UC Leadership curriculum team will also review partner organization's programs of instruction (POI) to determine equivalency credit. These reviews are reflected in articulation agreements and/or MOUs as appropriate for the partner organization.
- **Credit by examination:**
 - o Military students and veterans may apply for credit by alternative means such as transfer credit from previous college work, and nationally standardized tests including College Level Examination Program (CLEP) and Defense Activity for Non-Traditional Education Support (DANTES), or through Prior Learning Assessment (PLA) portfolio assessment.
 - o The maximum combined credit granted by UC for CLEP, DANTES, and PLA portfolio assessment is 30 hours.
- **Affiliation with SOC, DANTES, West Virginia Higher Education Policy Commission:**
 - o UC is a member of the Service members Opportunity Colleges (SOC) Consortium and DANTES.
 - o UC also is an active participant in the WVHEPC, Veteran Education and Training Programs.
- **Re-enrolment.** The University supports students by assisting them in completing their academic studies when interruptions arise. When students re-enrol within one year of interruption, the University will make every possible effort to integrate these students back into their academic studies track as near as possible to the position the students left when mobilized/activated.

In addition to the above benefits, the university shows its understanding and commitment to our military students through our customized admission and Pathway processes, the

utilization of a single point of contact for enrolment and assistance with military benefits, and the design and delivery of its educational programs. These process and contacts serve to minimize the barriers service members often encounter in educational pursuits.

3. CUSTOMIZED ADMISSION AND PATHWAY PROCESSES

The University provides each prospective student with a personalized *Pathway to Graduation (Pathway)*. The pathway is generated based on the initial receipt of a student's unofficial transcripts from higher education institutions attended, Joint Services Transcript (JST), and/or Community College of the Air Force (CCAF) transcript. Each pathway reflects transfer credits and provides a "pathway" for each semester to degree completion.

SINGLE POINT OF CONTACT

The single point of contact facilitates the application and enrolment processes and will serve as a liaison for individualized assistance and support, as needed, across the university system. The single point of contact is reinforced by the Director of Partnerships and Military Programs for needs related to military benefits and entitlements and other financial aid, if necessary.

4. EDUCATIONAL PROGRAMS DESIGN AND DELIVERY

UC delivers courses in an 8-week accelerated format which is designed for working adults and which allows students to take one or two courses each 8-week session, as they prefer. Our model, bringing 12-15 students together in a cohort, provides intentional peer dialogue and support as well as weekly teleconferences with experienced facilitators. The University also offers Leadership courses in an independent study format on CDs for service members who do not have internet access during periods of deployment so they can continue progressing toward their degree without interruption.

Instructional activities promote collaborative learning to extend leadership theory and practice into real world application. Class times are mutually agreed upon by the cohort and the facilitator to accommodate students' schedules. All leadership facilitators have extensive experience working across multiple time zones and are responsive to the demands of adult students, including those who may be deployed across the world.

The University of Charleston offers a flexible and meaningful education platform for service members. Its outcomes-based learning challenges individuals to be creative, communicate effectively, think critically and analytically, and appreciate and practice ethical behaviour. Students work toward the shared goal of productive work, enlightened living, and community involvement.

5. *INTEGRATED LEADERSHIP DEGREES*

The University of Charleston offers degrees in Leadership at the Bachelor, Master and Doctoral level. All of the degrees are built on a theory which recognizes that leadership is developed from the inside out, is primarily relational, is needed at all levels of the organization, and requires adaptive and creative thinking for solving complex problems.

The degree programs are vertically integrated for a continuum of leadership development from the team and department level through the strategic leader to the senior and executive level (see Appendix). The Bachelor of Science in Organizational Leadership is a degree-completion program which uses a foundation of liberal education and extends prior personal, academic, and professional learning to prepare graduates for leadership at the team and departmental level. The Master of Science in Strategic Leadership is a degree to advance the careers of bachelor-level graduates from all disciplines to leadership at the strategic and action-officer level. The Doctor of Executive Leadership is a research-based, practitioner-orientated degree for those from all disciplines who want to lead organizations at the senior or executive level. At this level, the program moves from strategic leadership to leading organizations for sustainability through resourcing, collaborating, and developing leaders in complex and uncertain environments.

Each degree is horizontally integrated through an intentional curriculum and prescribed course sequence which build conceptual knowledge, judgment for addressing issues, and skills required to achieve program outcomes across the degree plan. Each course requires synthesis of prior learning with new knowledge and each program culminates with a capstone project. In a similar manner, the degree programs also continue development of the University's Liberal Learning Outcomes from foundational- through the mid- and advanced-levels.

6. *CHARACTER, CONTEXT AND LEADERSHIP*

The University of Charleston's Leadership degrees recognize the integral role of character, values and ethics for leadership in the 21st century. Through exercises designed to develop self-awareness and self-management, students' develop a personal foundation of character, values and ethics for a world which is increasingly volatile, uncertain, complex, and ambiguous. Case studies and applications across courses call for students to demonstrate character and values as they practice ethical decision-making.

Recognizing that all leadership is contextual, the curricula in for each Leadership degree program addresses technology, globalization, financial and complexity as some the most impactful contextual factors for leadership. In contrast with an approach which addresses these topics in a single course, the leadership degrees interweave analysis and evaluation of these factors throughout the courses in each program. Interleaving applications which require analysis of these factors with other course content strengthen contextual intelligence for leadership.

7. PRACTICE-ORIENTED MINORS, CONCENTRATIONS, CERTIFICATIONS, AND SPECIALIZATIONS

All Leadership degrees provide opportunities for students to develop focused skill sets which can enhance graduates' expertise and leadership in selected contexts. Certifications may be taken entirely online or in-seat; as stand-alone development options or as courses which can apply toward a degree. Certifications are available in Project Management, Lean Six Sigma Green Belt or Black Belt, and Cyber Security including: Certified Incident Handler, Certified Ethical Hacker, Licensed Penetration Tester and Security Analyst, Security Systems Certified Professional, and Certified Information Systems Security Professional. Undergraduates can earn minors in, for example, quality improvement, business administration, accounting, cyber security, or financial planning. Undergraduate concentrations are available in Healthcare Leadership, Criminal Justice/First Responder Leadership, or Non-profit Leadership and graduate specializations are available in Healthcare Management, Business management, Strategy as Practice, or Crisis Leadership. Doctoral students can focus their papers, applications, and dissertation in an area of choice to promote their interdisciplinary and transdisciplinary scholarship and practice of leadership.

INTELLECTUAL COMMUNITY AND SOCIAL RESPONSIBILITY

The University of Charleston Leadership programs encourage collaboration and service at all levels. Activities and events offered by the University regularly bring students, faculty and staff across all degree programs together outside of the classroom for dialog and exploration of leadership in practice. Extracurricular activities are also developed to model and provide opportunities for students, faculty, and staff to demonstrate social responsibility, contributing to initiatives which give back for greater social good.

FACULTY WITH ACADEMIC AND LEADERSHIP EXPERIENCE

The Faculty for Leadership programs are academically-qualified professionals who serve or have served in senior leadership roles across a wide variety of disciplines and contexts, including healthcare / medical, corporate, education, ministry, technology, non-profit, social services, government, military, homeland security, and criminal justice, to name a few. This diversity of experience mirrors the diversity of the student population and serves to provide a rich source of curriculum development and network of support for the study of leadership.

Appendix

Vertically and Horizontally Integrated Leadership Development

Tab. 1. Features of the senior/executive leader

SENIOR / EXECUTIVE LEADER	
Visioning	Flexibility
Resourcing	Problem solving
Collaborating	Leading organizations
Partnership, Alliances, Networks	Leading causes
Entrepreneurship	Developing leaders
Sustainment	Creating leadership
Leadership Development	

Tab. 2. Features of the supervisor/manager

SUPERVISOR/MANAGER	
Human capital management	Resilience
Leveraging diversity	Written communication
Conflict management	Leading people
Developing others	Leading projects
Strategic thinking	Stewardship of the discipline
Financial Management	
Creativity & Innovation	
Partnering	
Public savvy	

Tab. 3. Features of team leader/project manager

TEAM LEADER / PROJECT MANAGER	
Team building	Integrity
Customer service	Honesty
Accountability	Interpersonal skills
Decisiveness	Continual learning
Influence	Training
Motivation	Managing self
Basic Business	Managing projects
Oral communication	Leading teams
Technical capability	Global awareness

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POLISH CONSORTIUM KONSMUND - THE MOST ADVANTAGEOUS COOPERATION OF UNIFORM INSTITUTIONS

Abstract:

The European Strategy “Europe 2020” for smart, sustainable and inclusive growth is setting ambitious objectives in the field of education. In “A Budget for Europe 2020” has been provided a budget of 14,7 billion EUR from which about 3,1 billion EUR will be allocated to individual scholarships for students and staff participating in academic exchange. It triggers effects in the form of people exchanges and the transfer of knowledge. The group of Polish uniformed universities in 2014 established the Uniformed Consortium KONSMUND in order to organize education mobility effectively and use pool of mobility. KONSMUND accomplishes educational mobility of soldiers, officer cadets as well as civilian students. The National Defence University in name of Consortium applies for the extra grants related to the mobility periods. The EU budget provides to KONSMUND grants on their mobility under Erasmus+.

INTRODUCTION

The preamble of the Treaty on European Union and the Treaty on the Functioning of the European Union (2010/C 83/01) has been introduced an entry “determined to promote the development of the highest possible level of knowledge for their peoples through a wide access to education and through its continuous updating”. The sentence has a direct impact on Title XII Education, Vocational Training, Youth and Sport of mentioned treaties. Article 165 of the quoted act is about contribute to the development of education by encouraging cooperation between Member States and supporting and supplementing their action. Based on the above, European Union action aims to developing the European dimension in education, particularly through the encouraging mobility of students and teachers, also by promoting cooperation between educational establishments.

The EU's Europe 2020 strategy for smart, sustainable and inclusive growth sets out concrete targets to be achieved within the next decade. The act is setting five ambitious objectives to be reached by 2020, particularly in the field of education. In EU's communication of 29 June 2011 entitled “A Budget for Europe 2020”, called for the creation of a single programme on education, training, youth and sport [1]. The Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing Erasmus+: the Union Programme for education, training, youth and sport [2]. Thus, since 1st January 2014 has been

introduced a new era of international cooperation in the wider education. To achieve its objectives, the European Parliament and the Council has identified incentives to enhance the mobility of learners, teachers and trainers, so that the period of study abroad has become the rule, not the exception. To implement the actions during the seven years' duration of the programme has been provided a budget of 14,7 billion EUR. Particular emphasis has been placed on an international dimension, in particular with regard to the higher education. To finance the activities carried out by the higher education sector, Erasmus+ program will allocate 33.3% of its budget (~ 4.9 billion). 63% of this amount (~ 3.1 billion) will be allocated to individual scholarships for students and staff participating in academic exchange [3].

1. THE MOBILITY PROJECT OF HIGHER EDUCATION INSTITUTIONS FROM THE PERSPECTIVE OF THE NATIONAL DEFENCE UNIVERSITY

Functioning of the internationalisation at universities causes the move and the changeability of relationships among higher education institutions [4]. It triggers effects in the form of people exchanges and the transfer of knowledge and scientific and teaching results. The group of Polish uniformed universities established the Uniformed Consortium KONSMUND in order to organize education mobility effectively and use pool of mobility (negotiated with foreign partners, institutions or organizations). The Consortium of the universities was established with a view to accomplishing educational mobilities. The Consortium consists of six uniformed universities who own the Erasmus Charter for Higher Education: the National Defence University, the Military University of Technology, the Polish Naval Academy, the Military Academy of Land Forces, the Police Academy and the Main School of Fire Service. The Consortium fulfils goals of the Europe 2020 strategy since 1st of June 2014 and use potential and academic capital thanks international mobility in European security environment. Established Consortium declared readiness of handing over to the National Defence University role of coordinator of the entire aim. Simultaneously in the obvious way the universities provided about the common vision for mobility based on principles of the Erasmus+ Programme. The self-reliance of every university was not limited. Attraction of the Consortium was strengthened with international dimension of educating in safety area inside own university and is being carried out thanks to the mobility of the Erasmus+ Program. Analyzing activity of the university in the previous LLP-Erasmus programme was noticed that the uniformed universities had carried student mobility out as a part of studies but with an effort dealt the organization of the student placements with. The purpose of activity of the Consortium was admitted for increasing the mobility of students and teaching staff and increasing abilities of graduates associated with the safety.

The established Consortium adopted its purposes in the following time-frame: 2014/2015 - increasing mobility of students by undergoing placements in institutions associated with the safety; 2015/2016 - widening the mobility of students and employees; 2016/2017 – promotion of internationalisation of university on all levels of education and training. The Consortium planned that mobilities for placement and studies organised together would

increase the number of specialists of widely comprehended safety area who will know international safety issues [5].

In this way graduates constituting the Consortium universities should be able to enforce international norms and cooperate with foreign institutions in creating the safe space in Europe and in the world. Frames of the project “The Uniformed universities in the European safety environment” were jointly agreed in order to achieve the following criteria: increasing the ability to operate by participants in the area of the safety on the national and international level; strengthening the cooperation with foreign partners responsible for the safety of the European Union; increasing of the quality studies and preparing graduates for the completion of undertakings having an impact on safety of Poland; raising qualifications of teachers and employees of the university; increasing effectiveness of action to the benefit of the safety of the society; modernizing the environment of the safety of the university for the readiness for new threats of Poland and the European Union; increasing openness for cooperating with non-governmental organizations dealing with supporting the safety.

The activity of the Consortium acting on principles of the Erasmus+ Programme has an impact on development of the same universities, is contributing of improving qualifications of graduates at the labour market. The Consortium of uniformed universities is contributing to increase employability of one's graduates and facilitating them entering into labour market. Additionally creating of the Consortium of uniformed universities, being an unprecedented undertaking, is motivating remaining foreign universities to create strategic partnerships in the area of safety. In the near future the Consortium can become an entity representing common interests of uniformed universities as well as aspiring for creating a group of uniformed universities on the European level. The Consortium can more easily organize cooperation with enterprises, to provide placements for students in enterprises and placements for graduates in companies. It would be possible thanks to attracting universities dealing with the area of the safety.

The cooperation between the Consortium members was admitted to a completion in the form of coordinated activities for optimum planning, recruiting and allocation of resources between the Consortium members for I, II, III level of students mobility, teachers mobility and administrative staff mobility. In order to provide conditions for the best utilization of the potential mutual cooperation in the KONSMUND frames, the members were obliged to the permanent information exchange about the achievement of commitments in the face of the formed Consortium and the Erasmus+ programme.

2. THE CONDITIONINGS OF THE PROJECT OF UNIFORM UNIVERSITIES CONSORTIUM "KONSMUND"

The member organisations of a national mobility consortium may pool or share services related to the organisation of mobility. Joint activities may include joint administrative, contractual and financial management of mobility, joint selection and/or preparation

and mentoring of participants. Erasmus+ projects are submitted and managed by participating organisations representing the participants. An organisation from a Programme Country, applying on behalf of a national mobility consortium, must hold a valid consortium accreditation. This Certificate is awarded by the same National Agency that assesses the request of funding for a higher education mobility project. The requests for accreditation will be awarded only to those Higher Education Institutions (HEI) and organisations that are successful at the end of the accreditation process:

a) all of higher education institutions must holding a valid Erasmus Charter for Higher Education; b) each participating organisation must be established in the same country; c) a consortium must comprise minimum three eligible participating organisations, including two sending HEIs; d) consortium accreditation is validates during three consecutive annual calls and no later than 2020/2021. Coordinator of the project established by the received certificate has coordinated the consortium under the project of mobility in the field of higher education [6]. The organizations participating in the project are taking the following roles and tasks:

- consortium coordinator – National Defence University in Warsaw - in charge of applying for the mobility project, signing and managing the grant agreement and reporting.
- participant - the Military University of Technology in Warsaw, Polish Naval Academy in Gdynia, the Military Academy of Land Forces in Wroclaw, Police Academy in Szczytno, the Main School of Fire Service in Warsaw. Sending organisation in charge of selecting students/staff and sending them abroad. This also includes grant payments, preparation, monitoring and recognition related to the mobility period.

The implementation of the project of Uniform Universities Consortium KONSMUND is mainly implemented as Indirect Management, meaning that the National Agency entrusts budget implementation tasks to the consortium coordinator – the National Defence University. This approach is to bring Erasmus+ as close as possible to its beneficiaries and to adapt to the diversity of education and training. For this purpose, the National Defence University coordinates the project at the national level and act as the entity responsible for the execution of the task between the national agency and participating organizations. It is their task to: provide appropriate information on the KONSMUND; administer a fair and transparent selection process for project applications to be funded; monitor and evaluate the project; collaborate effectively with participants; ensure the visibility of the KONSMUND; promote the dissemination and exploitation of the results of an idea at local and national level.

Participants as sending organizations are responsible for: applying for the mobility project, making of agreements, preparation and implementation of mobility; preparation of learning agreements; make the selection of students / staff and sending them abroad; paying out subsidies; preparation, monitoring and recognition of mobility period; conduct its own administrative procedures; preparation of agreements and recognition of staff mobility [7].

Each sending HEI remains responsible for the quality, the contents and the recognition

of the mobility periods. Each member of the consortium is required to sign an agreement with the consortium coordinator to specify the roles and responsibilities and the administrative and financial arrangements; the modalities of cooperation shall specify matters like the mechanisms for preparation, quality assurance and follow-up of mobility periods. Furthermore, each sending HEI is responsible for signing inter-institutional agreements with HEIs that receive their students and staff [8]. An inter-institutional agreements must comprise one or more of the following activities: student mobility for studies; Student mobility for traineeships; staff mobility for teaching; staff mobility for training [9].

3. AWARD CRITERIA FOR THE KONSMUND PROJECT

A HEI may apply for grants to its National Agency via two different channels: (1) directly as an individual HEI, (2) via a consortium of which it is a member. In the case of national mobility consortia, this grant can be shared among all the national members according to rules that they will have agreed among themselves. In all cases, beneficiaries will be contractually obliged to deliver such high quality services and their performance will be monitored and checked by National Agency via Mobility Tool+.

Beneficiaries receive an EU grant as a contribution to their costs for travel and subsistence during the period of abroad. These amounts will be defined by the National Agencies to KONSMUND [10]. The EU grant provided to students is depend on their mobility flow, as follows:

- mobility towards a country with higher living costs: Denmark, Ireland, France, Italy, Austria, Finland, Sweden, United Kingdom, Liechtenstein, Norway - 500 EUR per month;
- mobility towards a country with similar living costs: Belgium, Czech Republic, Germany, Greece, Spain, Croatia, Cyprus, Luxembourg, Netherlands, Portugal, Slovenia, Iceland, Turkey - 400 EUR per month;
- mobility towards a country with lower living costs: Bulgaria, Estonia, Latvia, Lithuania, Hungary, Malta, Poland, Romania, Slovakia, former Yugoslav Republic of Macedonia – 300 EUR per month [11].

Students carrying out traineeships will receive an additional top-up from the EU grant with an amount 200 EUR per month. Students from disadvantaged backgrounds who take part in traineeships are entitled to receive the top-up for students from disadvantaged backgrounds since 2015/2016 [12].

4. DISSEMINATION OF PROJECT RESULTS

Within activity of the project “*The Uniformed universities in the European safety environment*” dissemination and exploitation of results was required at the stage of filing an application, while acting and after finishing the project. Disseminating and the exploitation of results was one of criteria of granting funding. Although a project coordinator is responsible for coordination of dissemination and exploitation of results for the entire project, all members should be responsible for implementation [13]. Every university should

be involved in dissemination actions in accordance with the needs. Dissemination of the Consortium results, coordinated by National Defence University, takes place through publications at university publishing office, on websites as well as with paper carriers made to recruitment needs of university. The goal of evaluation is to examine level of conformity of the project implementation “*The Uniformed universities in the European safety environment*” with goals put on and to concern the entire period of the duration of the project. Dissemination and the exploitation of the KONSMUND project are aims of the Consortium. Disseminating actions are: promotion and information meetings; common undertakings (e.g. Erasmus Days); sports events; international scientific conferences [14].

CONCLUSIONS

Analysis of documents, facts and happening occurrences lets for summarizing of the Consortium activity and achieved benefits which are: increasing of the number of students sent for foreign studies and foreign placements; acquiring new foreign universities; extending the offer for uniformed students; providing placements (internships) for graduates; increasing of number of the teaching staff using the mobility; creating the base of the best practices; common completion of scientific undertakings; extending the offer of mobility training for administrative staff; increasing of understanding of intercultural issues; better understanding of entrepreneurs expectations and completion of an international projects by student organizations.

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MODELING NEW FORMS OF COOPERATION WITH THE USE OF EXTERNAL FUNDS IN THE “HENRI COANDĂ” AIR FORCE ACADEMY

Abstract:

The educational process and the scientific research activity are designed, organized, and carried out in compliance with the standards imposed by the national rules and regulations in the field, the Bologna Convention, the recommendations of the Council of Europe and the European Parliament in the field of education and in-service training, as well as the educational standards promoted by the partner armed forces. The educational partnerships sealed both at a national and international level with universities and military academies bear confirmation to the institution's commitment to openness.

1. MISSION, OBJECTIVES AND EDUCATIONAL STRATEGY

The “Henri Coandă” Air Force Academy is a higher education institution of the Ministry of National Defence, whose fundamental mission is to train licentiate officers in the field of “Military Sciences and Intelligence” for the Air Force Staff, other branches of the Armed Forces, the Ministry of Internal Affairs, as well as other beneficiaries.

The “Henri Coandă” Air Force Academy in Braşov is undergoing a continuous adaptation process to the quality standards in the education field. Its aim is to progressively attain total quality management, an ideal expressed by our institution's motto: “Nostrum nomen rerum est mensura nostra!”.

The Academy's mission of higher education is carried out by means of didactic and scientific research activities, following specific elements of a military higher education institution. The Academy organizes and runs activities of academic scientific research (fundamental and applicative), technological development, design, testing-evaluating, consulting, expertise, drawing up and evaluation of standards, so as to meet the requirements of defence structures on request of economic agents, within specific contracts included in the National Plan for Research Development and Innovation and in sectorial plans, as well as national and international research programs. In relation to the international background, the Academy's mission is to train Air Force and Land Forces officers that will participate in international missions carried out in cooperation with NATO and EU member states.

In addition to its fundamental mission, the Academy's goals are, as follows:

- a) deepening knowledge through Master's and post-graduate programs for continuous professional development following the accredited Bachelor's study programs, in the specific field;
- b) performing academic scientific research and activities implying consulting expertise, drawing up and evaluation of specific military standards;
- c) fostering partnerships with national and international universities in order to improve the efficiency of the didactic and scientific research activities, as well as to obtain a greater academic prestige in the spirit of the Bologna (1999), Berlin (2003), Bergen (2005) Lisbon (2007) and Leuven-Louvain la Neuve (2009) Declarations;
- d) adjusting the military higher education to the NATO member state profile by acquiring the NATO terminology, standards, and procedures;
- e) improving the linguistic competence of the Air Force personnel and other beneficiaries, through language courses within the Main Language Learning Center, according to established standards in this respect.

The Academy can organize and run other courses, as well, due to its competences and specialization accredited by law and based on beneficiaries' approval.

The process of officers' training follows the requirements stipulated within Romania's Constitution, laws and provisions with regard to defence, public order and Romania's national security.

As a military higher education institution, the Academy has set objectives in the field of:

- didactic activity;
- scientific research;
- quality assurance of education;
- inter-academic (inter-university) cooperation;
- academic deontology;
- social protection;
- development and modernization of the logistic base.

In order to accomplish the established mission and objectives, the Academy's educational strategy consists of:

- a) integration of the Academy in the national and European system of educational management;
- b) providing an educational management in compliance with the current legislation for national higher education and with documents issued by the Ministry of National Defence, by harmoniously combining the leadership principle with the principle of university autonomy;
- c) centering the Academy's educational processes on students while assuring a completion of their studies at the level of general and specific quality standards;
- d) promoting free thinking and academic liberty, based on the professional competence of the academic community members;

- e) developing bilateral partnerships or consortiums with higher education and research institutions, both military and civilian, from Romania foreign countries;
- f) providing an adequate environment for professional development and improvement, so that it might offer equal chances of accomplishment to all members of the academic community;
- g) enforcing the current legislation for providing the Academy with a successful leadership, able to focus mainly on authentic quality of the higher education and on increasing competitiveness of study programs and of performances in the field of scientific research, technological development and innovation;
- h) participation of students at the academic community's life and their representation within the leading structures (Senate, Administration Council, Faculty Council), in compliance with the current legislation;
- i) assuring transparency and a climate of openness toward the civilian society, with regard to the educational process of the Academy.

2. ACADEMY'S EDUCATIONAL AND SCIENTIFIC RESEARCH MANAGEMENT

The educational process and scientific research of "Henri Coandă" Air Force Academy meet the requirements of national higher education system and the particularities of the military higher education.

The didactic activity is organized into daily courses, both with tuition fees and free of tuition fees, based on the Ministry of National Defence's needs and the needs of other structures holding responsibilities in the field of defence, public order and national security, as well as upon request of other beneficiaries from Romania and abroad.

Education is organized based on a modern approach and it provides:

- a) alternative learning resources for students;
- b) advanced methods for teaching and learning;
- c) individualization of learning and training;
- d) an increased level of information technology.

The didactic activity is conducted within the spirit and the objectives set by design and development of training military personnel from the structures with responsibilities in defence, public order and national security, as well as other beneficiaries.

Within "Henri Coandă" Air Force Academy, the Bachelor's and Master's studies are conducted in the fundamental field of "Military sciences and intelligence", the study programs, curricula and other top management documents drawn for each of the field of study and military specialty follow the evaluation and accreditation procedures promoted by the Romanian Agency for Quality Assurance in Higher Education.

The didactic activity has as its main objective the development of intellectual and creativity capacities of students and achievement of professional and transversal competences specified in the "Graduate model", a model drawn up by the beneficiaries.

Curricula include fundamental disciplines, basic and specialty disciplines in the military branches and complementary disciplines which are classified into mandatory, optional and facultative disciplines. The weights of disciplines are expressed by transferable credits (ECTS).

The Academy organizes the students into groups and dimensions of groups vary as follows:

- a) a study group consists of an average number of 10 students;
- b) study groups for optional and facultative disciplines consist of a number at least of 5 students.

Throughout their academic years students attend practical activities, too (flight instruction, firing sessions using specific military equipment, specialty practice in branch military units, sessions of military instruction, military camp training). The length and intervals of these activities are established for each group of students belonging to various specializations, in accordance with requirements included in curricula and training objectives.

The objectives of these practical activities, their organizational frame, the manner in which they are carried out and their logistics are established by specific methodologies, drawn up by military departments and validated by the Senate of the Academy.

The Academy organizes complementary activities (holding a professional, artistic or sports character) meant to stimulate students' involvement, for their intellectual, cultural, social, civic, artistic and physical development. Such activities include: scientific societies/circles, conferences, scientific research sessions and workshops, cultural and sports competitions, academic and entertainment tours etc.

All disciplines are completed by evaluations, as specified by curricula. Planning of didactic activities is achieved by planning and record instruments: curriculum, syllabus, schedule, the group record, transcripts of record, the group register and other specific documents.

In order to assimilate, complete, systematize and consolidate their academic knowledge, students are compelled into individual study, in completion of the academic schedule.

The Academy's students are entitled to request supplementary tuition from the teaching staff, in completion of the teaching hours planned at the level of departments.

Scientific research is a basic component of the academic activity. It is carried out based on current national laws and the academy's own regulations, specific to the requirements issued by the Ministry of National Defence and in accordance with the Senate's decisions.

The academic research is designed to include directions of study in the field of "Military sciences and intelligence".

The Senate of the Academy establishes the strategy and priority directions for scientific research following the proposals of the Faculty Council and after departments have been consulted. Strategies and priority directions take into account the current scientific potential,

valuable traditions, issues and development directions for both military and civilian environments, at national and international levels.

Scientific research is carried out by tenured teaching staff and associated ones, researchers, PhD candidates, students as well as by specialists who do not belong to the academic staff and it is designed to support education and to approach knowledge. Scientific research in the specialty field represents a fundamental duty for each member of the teaching staff who holds tenure at the Academy.

The approaches for scientific research activity include the following:

- a) participation at programs, national and international scientific research grants (collective and individual);
- b) scientific research contracts, designed to meet the requirements of the Ministry of National Defence, as well;
- c) publishing of scientific papers in specialized journals of international recognition, indexed in data bases and acknowledged by international fora;
- d) publishing of scientific papers in scientific bulletins, in the annals of prestigious universities and in specialized magazines, nationally acknowledged;
- e) organizing conferences, symposiums, national and international congresses and establishing contacts in order to promote scientific research;
- f) participation at scientific events, internal, national and international conferences and symposiums;
- g) publishing of books, anthologies, monographs, studies at publishing houses accredited by the National Council for Scientific Research in Higher Education;
- h) inter-university cooperation, international cooperation on specific aspects or holding a multi-disciplinary profile.

The teaching staff and students who obtain remarkable results in scientific research are sustained in their scientific activity through adequate financial policies.

Funds obtained from research programs are used for the development of the logistic base for research, as well as for remunerating researchers, in compliance with the current legal provisions.

The Academy can sign contracts with public institutions and other economic operators for fundamental or applicative research or for increasing the level of qualification of the specialists holding university diplomas, under the following conditions:

- a) contracts will be signed in compliance with the legislation for public acquisitions and the legislation for public finances;
- b) initiation of contracts for fundamental and applicative research programs will be at department level, at the proposal of any of the department members;
- c) initiation of contracts for increasing the qualification level of specialists holding university diplomas may be achieved on proposal from the human resources department, provided contracts are agreed by departments, in case of the teaching staff and auxiliary didactic personnel;

- d) approvals for signing contracts for fundamental and applicative research programs are granted by the Senate, by simple majority's vote, before the initiation of public acquisition procedures or, if the case is, before applying for and registering of projects, in case of financing through European funds.

The Academy promotes international scientific cooperation within its bilateral agreements with universities and within other European programs.

3. EDUCATION FINANCING

“Henri Coandă” Air Force Academy is financed by the Ministry of National Defense, through its budget, as well as by other funds, under legal provisions.

The Rector (commandant) of the Academy, is a tertiary budget manager, the funds necessary for carrying out education being allocated by the Air Force Staff of the Ministry of Defense.

The annual budget execution of the Academy is public, the rector (commandant) presenting a report in this respect, in the Senate.

Extra-budgetary funds are distinctly managed, in an identical manner with that used for resources from the state budget, and they must be spent at the level of Academy or faculty, as the Senate decided. Funds are preserved in the State Treasury.

Financing of personnel expenses is achieved based on legislation in effect and also on the Senate's decisions regarding general payment principles for the Academy's personnel.

Extra-budgetary resources of the Academy come from:

- a) scientific research contracts of the faculty and departments;
- b) funds from facilities renting or from using other material goods of the Academy;
- c) sponsorships by various foundations or commercial companies;
- d) money obtained from services provided by the Academy;
- e) money obtained from consulting and expertise;
- f) school fees paid by Master's students;
- g) administration taxes:
 - fees paid for participation at admission examinations, at all levels;
 - taxes for reenrollments;
 - taxes for a second participation at License examinations;
 - fees for re-examinations;
 - other taxes, in compliance with legal terms.
- h) other extra-budgetary funds, in compliance with legal terms.

Fees/taxes quantum is established as follows:

- a) school tuition fee for Master's programs is dimensioned at the level of budget expenses for basic financing of a budgeted student;

- b) administration taxes are dimensioned at the level of expenses needed by supplementary activities carried out by the didactic and auxiliary didactic personnel.

All taxes/fees are established, modified or cancelled by the Senate of the Academy, on proposal of the Administration Council and following existent legislation. When establishing any type of tax/fee the legal justification needs to be mentioned, as well as its level and manner of use: at the level of faculty or academy, or whether it will be used for personnel expenses or for material and capital expenses.

Funds generated by faculty and departments through research contracts are used in accordance with contract clauses. Other categories of extra-budgetary funds are used for: developing own material base, grants, payment of the teaching staff, research, organization of/participation at scientific events, publishing/buying books, in compliance with legal stipulations, on proposal of the activity's responsible person and with the rector's (commandant's) approval, as a tertiary budget manager.

Financing of international cooperation is achieved both through allocations from the state budget, following approvals of military superior echelons and from sponsorships. Financing of academic travels is achieved in the limits of the budget allocated in this respect, for an academic year. Travels whose main objective is to expand scientific and academic cooperation and specialists engaged in the academy's themes and programs of excellence hold priority for financing.

No finance is allocated to a person for his/her participation at scientific events, provided his/her name is not in the official program of the event. Expenses related to obtaining visas and travelling for obtaining visas are not financed from budget money.

The Academy allocates partial and total financings, in accordance with its current availabilities and with the efficacy of the travel. In the limits of the Academy's budget, transport, accommodation and daily allowances for up to five days are allocated. Supplementary accommodation and allowance expenses may be financed through extra-budgetary resources.

The Academy promotes student motilities in scientific and academic cooperation activities included in the international exchange programs. At the end of a mobility program, the person who benefited from financial support of the academy must write a memorandum of performed scientific and academic activities and forward it to the Chief of the Educational Management Department.

The Academy facilitates, in the limits of allocated funds, the execution of investment works and equipment acquisitions (apparatuses, devices and furniture) for carrying out education at high standards. Execution of maintenance works and repairs may be accomplished by support of tertiaries, in compliance with the legislation in effect.

Renting of available goods from the Academy's assets is possible only under legal provisions. The Academy may rent, based on contracts, some of its spaces temporarily available, without affecting education and scientific research. The Academy may rent facilities for occasional

events, without perturbing education and scientific research. Any material damage within the Academy's space is imputed to those who benefited from renting.

4. INTERNATIONAL RELATIONSHIPS

International cooperation represents a priority for "Henri Coandă" Air Force Academy, and it is proved by the strategies and programs created in compliance with Bologna Declaration of 1999, the Romanian legislation and the principles of university autonomy.

In relation to Romania's rights and duties, as a member of the European Union and the North Atlantic Treaty Organization, the academy acts permanently to strengthen its participation at the international exchange of values through international cooperation and to validate its belonging to the European Higher Education Space.

The Academy promotes the following strategic directions for developing international relationships:

- a) initiation and development of international cooperation relationships with prestigious universities and with academic international organizations;
- b) increasing the Romanian higher education prestige and the prestige of the Academy by disseminating the results achieved by the academic community;
- c) facilitating inter-university exchanges, for the teaching staff and students, at institutional and personal levels;
- d) attracting a large number of foreign students within the Bachelor's study programs carried out by the academy, both for the military environment and for civilians.

The strategic directions for international relationships development are materialized by the following cooperation forms:

- a) collaboration protocols with military and civilian higher education institutions and with accredited research institutions;
- b) participation at and organization of international academic events and/or scientific events in cotutelle;
- c) affiliations of the Academy to international scientific societies and /or higher education organizations;
- d) participation at international competitions in order to obtain study, research or development grants;
- e) development of mobility programs, mutually profitable, for students, teaching staff and specialists;
- f) organization of visits of delegations or of teaching staff from foreign universities, our partners in the educational and scientific research process;
- g) participation at European or international programs.

Inter-institutional agreements:

1. National Defence University Warsaw, POLAND
2. Theresian Military Academy Wiener Neustadt, AUSTRIA
3. Military Academy of Land Forces, Wrocław, POLAND

4. Helmut-Schmidt Universitat, Hamburg, GERMANY
5. Vasil Levski National Military University, BULGARIA
6. University of Defence, Brno, CZECH REPUBLIC
7. Polish Air Force Academy, Deblin, POLAND
8. The Armed Forces Academy General Milan Rastislav Stefanik, SLOVAKIA
9. Turkish Air Force Academy, TURKEY
10. National University of Public Service, Faculty of Military Sciences and Officers Training, Budapest, HUNGARY
11. Università Degli Studi di Bari Aldo Moro, ITALY
12. Escuela Superior Politecnica de Chimborazo, Riobamba, ECUADOR

The Academy invites specialists from other countries to its scientific events, and receives visiting-professors of the universities with which it has established cooperation relationships. Lectures, seminars and practical activities may be conducted in a foreign language. License/Dissertation examinations may be organized with mixed evaluation boards, composed of the Academy's teaching staff and professors of the universities with which the academy has signed collaboration agreements. Foreign teaching staffs who are part of evaluation boards are obliged to abide European laws and the Romanian legislation specific to higher education. License/Dissertation papers may be supervised/coordinated by two professors, from Romania and abroad, in cotutelle, based on existent collaboration protocols.

Teaching staff and student mobilities are financed through budgetary funds, planned and approved in compliance with laws in effect, military orders and instructions, as well as through extra-budgetary funds (Erasmus+). If the budget allows it, participation fees, transport, lodging and daily allowances are financed.

The ERASMUS programme has started since 2010, when the "Henri Coandă" Air Force Academy signed the ERASMUS Charter. Starting with 2012, the "Henri Coandă" Air Force Academy send its first students on ERASMUS mobility, spending a budget around 6000 Euro, and also foreign students from partner universities come. On the next years, the budget has increased, till 27.000 Euro for this academic year.

CONCLUSION

For the future, the Academy must develop the following:

- a real participation or as guest participants at inter-academic (inter-university) cooperation, through experience exchanges in the field of leadership and education;
- learning about activities and performances of other military academies and universities, by participating at scientific events, symposiums, workshops, round tables, conferences, using positive experience for developing and improving the Academy's own activity;
- participation of professors and students at national and international mobility programs in universities that run similar study programs (Erasmus+);
- improve international cooperation by developing a study program in English with Key Action 2 from Erasmus+.

REFERENCES

1. *National Education Law No.1/2011;*
2. University charter of „Henri Coanda” Air Force Academy, Academy Publisher, Brasov, 2011;
3. *Erasmus Charter for Higher Education 2014-2020;*
4. Erasmus+ Programme Guide for 2016 version 2
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BASIC AIR-ASSAULT COURSE FOR CADETS, AS IMPORTANT ISSUE, FOR PROFESSIONAL MILITARY EDUCATION.

Abstract:

The aim of the article is to present the Basic Air-Assault Course for the students and mark it's importance as an issue for the professional military education. The history of the air mobility as well as schedule of the Basic Air-Assault Course is presented. The role of Military Academy of Land Forces in organizing such courses is significant. What is more, income of the multinational cooperation is emphasized.

History of Air mobility dates back to 1930s where primary approaches were focused on air born and glider-borne troops. Therefore during World War II many assaults were performed by military gliders. Flimsy wooden glider was considered as aircraft not sufficiently safe, therefore aviation researchers constructed helicopters that replaced them. The first helicopter airmobile mission was conducted on September 13, 1951 by United States Marine Corps in "Operation Windmill I". During the Korean War the main aim of these tasks was to support one of a battalion in clearing the enemy from a series of ridges of an extinct volcano called "The Punchbowl." In these operations helicopters carried out 28 flights and delivered approximately 19,000 pounds of supplies and evacuated 74 seriously injured men⁴.

The technical and tactical capabilities of air mobility have evolved considerably in the course of 70 years, and now it is possible to perform a wide range of missions both by day and by night on an active duty in operational theatres in operations involving national security, civilian assistance and peace support operations as well. Tasks intended for helicopters nowadays include: fire support, intelligence, air assault, logistic transport, command support, counter terrorism, heliborne operations, aerial evacuation of personnel and medical support. Moreover, in every multinational military operation air mobility is one of the most important issue which gives commanders an opportunity to act in response to the danger.

⁴ A. Wolny, *Air Assaults in local conflicts, Korea, Vietnam and middle east 1945 -1973*, Military Historical Institute, Warszawa 1979, p. 310; *Air Assault - History - First Helicopter Air Assault*, Available from: http://www.liquisearch.com/air_assault/history/first_helicopter_air_assault [vid. 20.august 2016]

Not only Polish and American, but also French experience demonstrates the importance of cooperation of infantry with an aircraft, for example, during ISAF Operations (International Security Assistance Force) in Afghanistan Air support was concentrated on providing cover for infantry combat operations, especially in direct contact with the enemy. There were very high levels of integration between air units and manoeuvring ground units, not only Special Forces teams, but also as low as infantry platoon level⁵. These operations required sophisticated means of communication, tactical data transmission and exchange of information in real time to ensure the integration of aircraft in land forces manoeuvre.



Figure 1. Pick up group by helicopter on a random air field

Source: Archive of General Tadeusz Kosciuszko Military Academy of the Land Forces

Nowadays, it is hard to imagine militaries, either conventional or special, being sent into battle without combat helicopter coverage. Increasing use of helicopters, combined with rapid changes of the operational environment, has created new technical, logistical and human challenges for adaptation of this tool to actions in the field. Moreover, it is necessary for officers to be familiar with basic rules concerning cooperation with aircrafts and airmobile planning process. In this regard, General Tadeusz Kosciuszko Military Academy of Land Forces has been organizing “Basic airmobile course” since 2012. Thanks to that, cadets can not only apply theoretical, but also practical knowledge of basic rules and principles in order to cooperate with air assets.

⁵*THE FRENCH LAND DEFENCE AND SECURITY INDUSTRY ASSOCIATION*, Airmobile & Air Cavalry Operations p. 4, Available from http://www.gicat.com/wp-content/uploads/2015/11/Airmobile_2016_gicat.pdf [vid. 20.august 2016]

“Basic Air-Assault Course” consists of five days of training, when cadets obtain theoretical and practical knowledge of safety rules of deploying and redeploying from aircraft, as well as scheme of loading helicopters with cargo and procedures of medical evacuation. The first day involves transport to and accommodation in the Airmobile Training Centre in Leźnica Wielka, which is located about 250 km from Wrocław.



Figure 2. Training procedures deploy on helicopter

Source: Archive of General Tadeusz Kosciuszko Military Academy of the Land Forces

The next day, students start their airmobile education with theoretical lessons devoted to basic safety rules on airports and cooperation with aircrafts, especially on zones, which are safe and which are dangerous during approaching helicopters. Additionally, they will be provided with scheme of loading and reloading the helicopters and airmobile planning procedures, as well as special combat procedures such as: Close Combat Attack and Medevac.

Third day is time to put techniques of safety deploying and redeploying into practice to load and reload cargo on aircrafts. Fourth day is generally devoted to practical training with helicopters; each cadet should execute approximately 5-6 assaults from helicopters, but also find safe place for landing zones and pick up for MEDEVAC.



Figure 3. Training procedures redeploy from helicopter

Source: Archive of General Tadeusz Kosciuszko Military Academy of the Land Forces

Fifth day is scheduled for planning process. Consequently, cadets will be able to plan and organize airmobile missions on the basic level. Following this, sixth day includes practical exercise, which were discussed the day before. Thanks to that cadets will be acquire the ability to compare their plans with real exercises. After that, all cadets return to the academy.



Figure 4. Training procedure to pick up Medevac.

Source: Archive of General Tadeusz Kosciuszko Military Academy of the Land Forces

Thinking about air mobility we should remember about the entire system which is very essential from the point of view of multinational environment. In effect, the project to organize “Basic Air-Assault Course” on multinational ground seems to be extremely useful. It will help not only to gain the insight into NATO aviation procedures, but also to integrate cadets. Conclusions and the evaluation of the Polish “Basic Air-Assault Course” show how important is the third dimension for future officers. Each officer should feel comfortable and natural both on a present and future battlefield. Therefore as a proposal of the education common module the Polish Military Academy of Land Forces presents “Basic Air-Assault Course”.



Figure 5. Deploying from the helicopter before the attack on the enemy point.

Source: Archive of General Tadeusz Kosciuszko Military Academy of the Land Forces

Country	Institution	Non-Common Module Basic Air-Assault Course (BAAC)	ECTS 2.0
Service ALL	Minimum Qualification for Lecturers		
Language English	<ul style="list-style-type: none"> • Experience in leadership on platoon or higher level of combat branches (e.g.: Infantry, mechanized Infantry, reconnaissance branch, ...) with experience in aviation and Air-Assault techniques • At least one mission/operation abroad, preferably on platoon or higher level. • English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3. 		
Prerequisites for international participants:		Goal of the Module	
<ul style="list-style-type: none"> • English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2. • Basic managerial and leadership competences, focused on basic tactical level (platoon or equivalent). • Understanding platoon level tactics and knowledge of national military decision making process. • Ability to plan, organise and accept responsibility. 		<ul style="list-style-type: none"> • Air-Assault Techniques and Procedures. • Safety rules for cooperation with aircrafts. • Ability to planning and organizing using aircraft during Air-Assault Missions. • Act as a leader under time pressure during Air-Assault Missions . 	
Learning outcomes	Knowledge	<ul style="list-style-type: none"> • Knows the importance of military decisions and their consequences for the success of a leader. • Has the basic knowledge of air-assault planning process. • Knows critical factors for combat development and deduces pre-conditions for a leader. 	
	Skills	<ul style="list-style-type: none"> • Is capable of choosing right landing and pick-up zones for helicopters. • Has the necessary organisational and administrative skills of a leader for planning and organizing air-assault missions . 	
	Competences	<ul style="list-style-type: none"> • Has analytical competences with focus on the main outcomes of certain sequences of the MDMP and draws conclusions. • Has self-confidence to decide and represent his/her results. • Solves problems and deals with the wide range of tasks based on his/her updated knowledge, methods acquired and his/her experience. 	

Module Details		
Main Topic	Recommended Working Hours	Details
Cooperation with aircrafts	3	<ul style="list-style-type: none"> Basics principles and safety rules to cooperate with aircrafts, loading and unloading equipment and troops.
Take-off and landing.	3	<ul style="list-style-type: none"> Basics rules to landing and take-off by helicopters. Rules of chosen wright place and organizing security system on landing zones
Air-Assault planning process	3	<ul style="list-style-type: none"> Five plans in air assault operation: ground tactical plan, landing plan, air movement plan, loading plan, staging plan.
Practical Training of mounting and dismounting helicopter	6	<ul style="list-style-type: none"> Teaching of mounting and dismounting using trainers and helicopters with disabled engines.
Mounting helicopter and landing	6	<ul style="list-style-type: none"> Mounting and dismounting helicopters on prepared landing zones and in contingent area.
Practical Air-Assault missions (indoors and/or outdoors)	9	<ul style="list-style-type: none"> Scenario-based practical training (the tools are up to the Course Director and may include CAX and/or TEWT and/or real troops, etc.) The scenarios are to be used for the final evaluation. In doing so this gives a picture about participants' air-assault leadership competences which are observed and evaluated, as well as discussed in AAR.
Total	30	
Additional hours (WH) to increase the learning outcomes		
Self-Studies	15	<ul style="list-style-type: none"> For reflecting the teaching hours. Preparation of outdoor activities. Preparation for the final evaluation.
Total WH	45	

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THE HORIZON 2020

Abstract:

The aim of the short article to give an overview about European Union's HORIZON 2020 program as a possible resource for financing educational and research programs. In the same time we would like share our experience and suggestions in order to provide some assistance for the interested IMAF partners.⁶

1. WHAT IS HORIZON 2020?

In 2011 the European Commission has received the task to bring together all of the previous EU's research and innovation funding under a single common strategic framework. As a result the HORIZON 2020 was initiated, which is a comprehensive research and innovation program. It is a living part of the so called "Innovation Union", which an EU "strategy to create an innovation-friendly environment that makes it easier for great ideas to be turned into products and services that will bring our economy growth and jobs".⁷

Innovation Union is addressing the following issues:

- strengthening Europe's knowledge base;
- getting good ideas to market;
- maximizing regional and social benefits;
- pooling efforts for breakthroughs;
- collaborating internationally.

In the same time Horizon 2020 is connected to the Multiannual Financial Framework 2014-2020:

⁶ The texts shown are available on dedicated websites cited in sources.

⁷Source: http://ec.europa.eu/research/innovation-union/index_en.cfm, date of download: 01 November 2016

The Multiannual Financial Framework 2014-2020:

Key challenge: stabilise the financial and economic system while taking measures to create economic opportunities



Figure 1: Multiannual Financial Framework 2014-2020, source: European Commission

Some specifics of HORIZON 2020

- This is the largest research and innovation program of EU.
- Nearly €80 billion of funding available over 7 years (2014 to 2020).
- Main driven idea is to take great ideas from the laboratories to the market.
- It has the full political support from Europe's leaders and the Members of the European Parliament.
- By removing barriers to innovation it is expected that Europe produces world-class science.
- Horizon 2020 is open to everyone.
- The approach for creating a simple structure makes sure that new projects achieve results faster.
- There is a strong focus on international cooperation!

Budget of Horizon 2020

There is 79 billion Euros provided for Horizon 2020 projects in the period of 2014-2020. The allocation is the following:

€ 79 billion from 2014 to 2020

HORIZON 2020 BUDGET (in current prices)

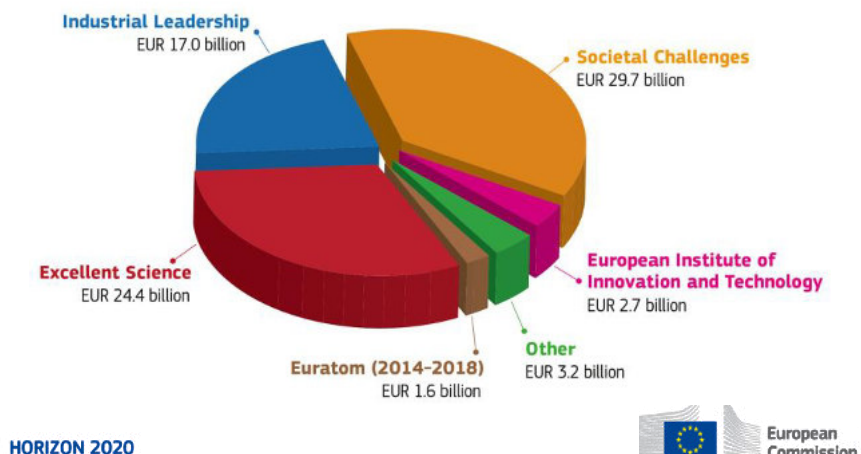


Figure 2: Multiannual Financial Framework 2014-2020, source: European Commission

2. PRIORITIES (PILLAR AIMS) OF HORIZON 2020

There are three main priorities (pillar aims) of Horizon 2020:

- *The Excellent Science:* aim to reinforce and extend the excellence of the Union's science base and to consolidate the European Research Area in order to make the Union's research and innovation system more competitive on a global scale. It contains four specific objectives: The European Research Council (ERC); future and emerging technologies; Marie Skłodowska-Curie Actions; research infrastructure.

Table 1: Funds provided for the Excellent Science objectives, source: European Commission

Specific objectives	Funds (Billions of EURO)
European Research Council <i>Frontier research by the best individual teams</i>	13.095
Future and Emerging Technologies <i>Collaborative research to open new fields of innovation</i>	2.696
Marie Skłodowska-Curie Actions <i>Opportunities for training and career development</i>	6.162
Research Infrastructures (including e-infrastructure) <i>Ensuring access to world-class facilities</i>	2.488

- *Industrial Leadership*: This pillar aims to speed up development of the technologies and innovations that will underpin tomorrow's businesses and help innovative European SMEs to grow into world-leading companies. It contains three specific objectives: "Leadership in enabling and industrial technologies"; "Access to risk finance"; and "Innovation in SMEs".

Table 2: Funds provided for the Industrial Leadership objectives, source: European Commission

Specific objectives of Industrial Leadership	Funds (Billions of EURO)
Leadership in enabling and industrial technologies <i>(ICT, nanotechnologies, materials, biotechnology, manufacturing, space)</i>	13.557
Access to risk finance <i>Leveraging private finance and venture capital for research and innovation</i>	2.842
Innovation in SMEs <i>Fostering all forms of innovation in all types of SMES</i>	616 +complemented by expected 20% of societal challenges and LEITs + 'Access to risk finance' with strong SME focus'

- *Societal challenges*: A challenge-based approach will bring together resources and knowledge across different fields, technologies and disciplines, including social sciences and the humanities. This will cover activities from research to market with a new focus on innovation-related activities, such as piloting, demonstration, test-beds, and support for public procurement and market uptake. It will include establishing links with the activities of the European Innovation Partnerships (EIP). Funding will focus on the following challenges:
 - Health, demographic change and wellbeing;
 - Food security, sustainable agriculture and forestry, marine and maritime and inland water research, and the Bioeconomy;
 - Secure, clean and efficient energy;

- Smart, green and integrated transport;
- Climate action, environment, resource efficiency and raw materials;
- Europe in a changing world - inclusive, innovative and reflective societies;
- Secure societies - protecting freedom and security of Europe and its citizens.

Specific objectives of Industrial Leadership	Funds (Billions of EURO)
Health, demographic change and wellbeing	7.472
Food security, sustainable agriculture, marine and maritime and inland water research and the bioeconomy	3.851
Secure, clean and efficient energy	5.931
Smart, green and integrated transport	6.339
Climate action, environment, resource efficiency and raw materials	3.081
Inclusive, innovative and reflective societies	1.310
Secure societies	1.695
<i>Science with and for society</i>	462
<i>Spreading excellence and widening participation</i>	816

Areas for funding

- Agriculture & Forestry
- Aquatic Resources
- Bio-based Industries
- Biotechnology
- Energy
- Environment & Climate Action
- Food & Healthy Diet
- Funding Researchers
- Health
- ICT Research & Innovation
- Innovation
- International Cooperation
- Key Enabling Technologies
- Partnerships with Industry and Member States
- Raw Materials
- Research Infrastructures
- Security
- SMEs

- Social Sciences & Humanities
- Society
- Space
- Transport

3. HOW TO GET FUNDING?

If there is a research or innovation project, which could be funded by EU via Horizon 2020 opportunities then the best way to check the European Commission's Participant Portal (<http://ec.europa.eu/research/participants/portal/desktop/en/home.html>).

On the above mentioned site there are three main fields for looking and apply for finance:

- 2014-2020 Horizon 2020 - research and innovation framework programme;
- 2007-2013 7th research framework programme (FP7) and Competitiveness & Innovation Programme (CIP);
- 3rd Health Programme, Asylum, Migration and Integration Fund, Consumer Programme, COSME, Internal Security Fund Borders, Internal Security Fund Police, Justice Programme, Promotion of Agricultural Products Programme, Rights, Equality and Citizenship Programme and Research Fund for Coal & Steel.

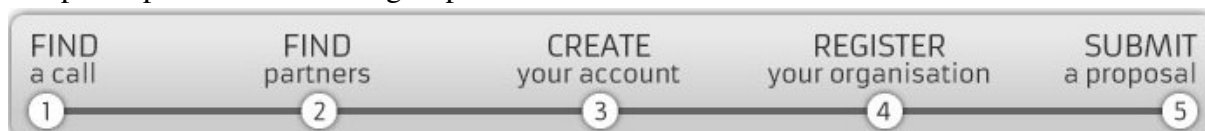
For non-registered users the following activities can be carried out:

- search for funding;
- read the H2020 Online Manual & download the legal documents;
- check if an organisation is already registered;
- contact our support services or check our FAQs.

For registered users the following activities can be carried out:

- submit your proposal;
- sign the grant;
- manage your project throughout its lifecycle;
- register as expert advising the Commission.

For participation the following steps have to be done:



- 1) *Find a call*: The Commission publishes on the Participant Portal all the Calls of its research and innovation programmes H2020, and you can search calls from previous programmes (FP7 and CIP). In addition you can find information about some additional calls in the Other Funding Opportunities section. If you apply for the first time and do not know yet the programmes, it is useful to read the H2020 Online Manual. It helps you choose the most suitable programme for your area and profile. Besides, you can search according to your research topic with key words and set filters in the calls list. Your

National Contact Point can also help you find the most suitable call for your profile. SMEs are in addition supported by the Enterprise Europe Network.

2) *Find partners:*

(a) Collaborative projects: most of the EU funded projects are collaborative projects with at least 3 organisations from different EU Member States or Associated countries. Various partner search services help you to find organisations that would like to participate in the proposals. You can also post your collaboration offers there. H2020 also aims to enhance EU international research cooperation so there are more opportunities for cooperation with and participation by researchers from non-EU countries.

(b) Individual researcher or team: It is also possible to submit your proposal as an individual researcher, team or organization. Such opportunities are mainly funded under the H2020 European Research Council (ERC) grants and the Marie Skłodowska-Curie actions (MSCA), and individual SMEs can apply to the H2020 SME instrument.

3) *Create an account:* If you already have a Participant Portal account or so-called EU Login account, you can use it for any future submissions. You only need one account for any of the Participant Portal secured services.

4) *Register your organization:* The Commission has an online register of the organisations participating in the EU research and innovation or education, audiovisual and cultural programmes. This allows consistent handling of the organisations' official data and avoids multiple requests for the same information. If you want to participate in a project proposal, your organisation needs to be registered and have a 9-digit Participant Identification Code (PIC) that is the unique identifier of your organisation and will be used as a reference by the Commission in any interactions.

5) *Submit a proposal:* To submit your project proposal, you need to go to the section Electronic Proposal Submission on a specific Topic page that belongs to a call. You need to be logged in with your Participant Portal account to start filling in standard forms and submit your proposal to the Commission.

Evaluation criteria are the excellence, the impact and the quality and efficiency of the action.

4. EXPERT PARTICIPATION

The European Commission appoints independent experts to assist with research and innovation assignments including the evaluation of proposals, monitoring of projects, and evaluation of programmes, and design of policy.

Requirements are:

- have high-level of expertise in the relevant fields of research and innovation (see call for details on types of expertise).
- can be available for occasional, short-term assignments.

Experts, as peer reviewers, assist in the:

- evaluation of proposals
- monitoring of actions

- In addition, experts assist in the: preparation, implementation or evaluation of programmes and design of policies. This includes the Horizon 2020 Advisory Groups.

Assignments mainly concern research and innovation, falling within the Horizon 2020 programme designed to address the challenges Europe is facing through funding excellent science, technology and innovation.

5. SUGGESTIONS, REMARKS

In the followings we are sharing some important remarks and suggestions in order to provide assistance for application:

- There is very important to emphasize that the new kind of information and application system provided for Horizon 2020 programs is very user friendly. Via this system the applications can be uploaded much faster and it can save a lot of printed materials. There are a lot of support and help provided by the websites and/or from the national contact points as well.
- Permanent communication is a key for success! We strongly recommend that you should involve as much departments, professors, colleagues as possible on the first stage of preparation. Based on our experience the best starting way to organize an initial meeting (workshop) inviting the representatives of the national contact points as well. The list of national agencies is available: http://ec.europa.eu/research/participants/portal/desktop/en/support/national_contact_points.html.
- Strong international commitment is very important for successful application.
- Participation as an evaluation expert would help to gain more experience on individual level but it helps your organizations to understand better the working procedures.
- Permanent evaluation and tracking is very important especially for closing the project in an effective manner!
- Colleagues from other institutional bodies (for example finance, payroll, human resources) could play crucial role for running the program! The best would be to create a dedicated team for administrative tasks! (In the same time it could mean that you need to involve additional funds for their payment.)
- Don't forget that after closing your project there could be other legal obligations as well (for example keeping up some project elements for the upcoming years)!

REFERENCES:

- European Commission, Research and Innovation, Participant Portal, in: <http://ec.europa.eu/research/participants/portal/desktop/en/experts/index.html>, date of download: 05 November 2016
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ISBN 978 - 83 - 65422 - 53 - 8