

Harald Gell
Sylvain Paile-Calvo
Symeon Zambas

EUROPEAN EDUCATION AND TRAINING FOR YOUNG OFFICERS

European Initiative for the Exchange
of young Officers, inspired by Erasmus

2nd Edition



WIR SCHÜTZEN ÖSTERREICH.

   [bundesheer.at](https://www.bundesheer.at)



UNSER HEER

European Education and Training for young Officers

**European Initiative for the Exchange
of young Officers, inspired by Erasmus**

Harald Gell – Sylvain Paile-Calvo – Symeon Zambas

2nd Edition

Imprint:

Publication of the Republic of Austria/Federal Minister of Defence

Medium Owner and Producer:

Republic of Austria, Federal Minister of Defence
Rossauer Lände 1, 1090 Vienna/Austria

Published by:

Theresan Military Academy, Wiener Neustadt/Austria

Authors:

Col Assoc. Prof. Harald Gell, PhD, MSc, MSD, MBA - Theresan Military Academy
Dr. Sylvain Paile-Calvo - University of Liège, National Military University of Bulgaria
LtCol Symeon Zambas - European Security and Defence College

Layout:

WO I Reinhard Rauch - Theresan Military Academy

Sources of the pictures for the cover page and the forewords:

- Austrian Theresan Military Academy (LtCol Lampersberger and WO I Seeger).
- Cypriot Ministry of Defence.
- European External Action Service. Available from https://eeas.europa.eu/delegations/china/15663/high-representative-union-foreign-affairs-and-security-policy-vice-president-european_en.
- European Security and Defence College. Available from https://eeas.europa.eu/headquarters/headquarters-homepage/34091/dirk-dubois-presents-new-esdc-booklet-september-2017-february-2018_en.
- European Union Operation EUNAVFOR Somalia "Atalanta".
- Irish Defence Forces Training Centre.
- Slovakian Armed Forces Academy of General M. R. Štefánik.

Printed and bound by:

Armed Forces Printing Centre, Vienna/Austria

18-02175

All rights reserved. The authors are solely responsible for the content.
Any kind of duplication, even in part, is prohibited by law.

ISBN: 978-3-9503699-7-7



AT/028/048



Printed according to the
Austrian Ecolabel for printed matter,
UW-Nr. 943

Acknowledgement

The authors express their gratitude to the Federal Ministry of Defence of the Republic of Austria for the publication of this booklet.

Their thanks go to the High Representative for the Common Foreign and Security Policy of the European Union, Ms. Federica Mogherini, and the Head of the European Security and Defence College, Mr. Dirk Dubois, for their support to this publication and to the Military Erasmus along these years.

For their testimonies, the following contributors shall be acknowledged:

Martin Aringer, Nicholas Bakker, Marcin Bielewicz, Grzegorz Bieniek, Artur Chrusciel, Valeria D'Amico, Isabel Elias da Costa, Figan Adrian Florin, Dawid Ganczak, Karol Gasior, Nina Gemvik, Mariusz Gontarczyk, Tomasz Heitzman, Federico Izzo, Damian Kolakowski, Christian Kurz, Nathan Lanneau, Sebastian Lech, Emmanouil Manolis, Ernest Markowski, Cadet Marzzalek, Elin Norman, Piotr Pietrakowski, Antonio Riemma, Piotr Rozinski, Stefan Schindl, Aleksandra Skora, Gianluigi Sollo, Enrico Spinello, Weronika Tabaka, Tomasz Trzak, Raphael Vermeer, Raffaele Villano, Marten Wicander, Anna Zamiar-Ziółkowska.

And their institutes:

European Union Military Committee (European Union), Theresan Military Academy (Austria), Royal Military Academy (Belgium), Hellenic Army Academy (Greece), National University of Public Service (Hungary), School of Applied Studies of the Italian Army (Italy), Italian Air Force Academy (Italy), Military Academy of General Jonas Žemaitis (Lithuania), The Hague University of Applied Sciences (The Netherlands), General Tadeusz Kosciuszko Military University of Land Forces (Poland), Military University of Technology (Poland), Ministry of Defence (Portugal), “Nicolae Balcescu” Land Forces Academy (Romania), Armed Forces Academy of General Milan Rastislav Štefánik (Slovakia), Air Force Academy (Spain), Swedish Defence University (Sweden).

By and for all the actors of the Military Erasmus who have made it a reality and will continue making it a successful initiative.

Abstract

In 2014, the European Security and Defence College published the first edition of a booklet presenting the European initiative for the exchange of young officers, inspired by Erasmus (Military Erasmus).¹ The objective was to summarize the information about the initiative (history, objectives, areas of implementation, e.g.) for its stakeholders, notably the European military academies and their representatives at the steering instances of the initiative, as well as for the public.

In 2018, its actors will celebrate the 10th anniversary of the Military Erasmus and its contribution to the formation of a European strategic culture supporting the Common Security and Defence Policy.

Owing to its development in terms of partners and activities, the reporting on experiences by students and managers of the training, the growing support to its objectives formulated at the highest national and European political levels, the renewed ambition to propose new forms of collaboration between the basic military officers education and training systems, and the success of the first edition, the Military Erasmus “Implementation Group” and the ESDC are working together on the edition of a second edition of the booklet at the occasion of the 10th anniversary.

Keywords in alphabetical order:

Basic officer education, common security and defence culture, Common Security and Defence Policy, EMILYO, Erasmus Militaire, European Initiative for the exchange of young officers inspired by Erasmus, European Security and Defence College, harmonisation, Implementation Group, interoperability, Military Erasmus.

1 Paile-Calvo, S. (2014). European Education and Training for Young Officers – The European Initiative for the Exchange of Young Officers, Inspired by Erasmus. Brussels. P. 38. Publication of the European Security and Defence College. ISBN 978-92-95201-01-9 Available: http://www.emilyo.eu/sites/default/files/Gell%20Scientific%20Publications/2014%20Paile%20Erasmus%20Booklet_0.pdf.

1. Table of Content

Imprint	5
Acknowledgement	6
Abstract	7
1. Table of Content	8
2. Foreword by the High Representative for the CFSP Ms. Federica Mogherini.....	11
3. Foreword by the Head of the European Security and Defence College Mr. Dirk Dubois	13
4. Introduction: Where are we in the Initiative after 10 Years?.....	15
4.1 The beginning	15
4.2 Conferences dedicated to the Implementation Group's goals	16
4.3 Events linked to the European Presidency and the Implementation Group	17
4.4 International semesters	18
4.5 Lines of development	19
4.6 Networks	19
4.7 Summary of outcomes	20
5. Benefits and Potential of European Integration for the Education and Training of future military Officers	21
5.1 Motivation for a research project	21
5.2 Introduction of the research project	21
5.2.1 Comparison of grades	21
5.2.2 Comparison of metabolic data.....	23
5.2.3 Internationalisation at home.....	25
5.3 Summary of the outcomes.....	26
6. Benefits and Potential of European Integration of Education and Training of future military Officers for the CSDP's Development	29
6.1 General remarks	29
6.2 The EU Military Committee and the EU Military Training Group	29
6.3 EUMC SQF for all levels of a military career.....	30
6.4 EU Maritime Security Strategy Action Plan	32
6.5 The 2014 EU Cyber Defence Policy Framework	35
6.6 Conclusions	36

7. The European Initiative for the Exchange of young Officers, inspired by Erasmus	39
7.1 The Foundations of Military Erasmus	39
7.2 The measures	41
7.3 The actors	42
7.3.1 Support of the European Security and Defence College	42
7.3.2 Support from other EU actors	45
7.3.3 Support at national level	46
7.4 Implementation: From “quick wins” to “lines of development”	47
8. The Lines of Development (LoDs)	49
8.1 LoD 1 – system of equivalences	49
8.2 LoD 2 – comparison of courses based on competences	50
8.3 LoD 3 – development of e-learning	51
8.4 LoD 4 – IT-platform	53
8.5 LoD 5 – supporting develop mechanism/framework	54
8.6 LoD 6 – national implementation of the programme	55
8.7 LoD 7 – lifelong learning	56
8.8 LoD 8 – common modules	57
9. Future Projects for the Basic Officer Education and Training	59
9.1 The strategic goals	59
9.2 Future projects	60
9.3 Conclusions	62
10. Annexes	63
10.1 List of abbreviations	63
10.2 For more information	65
10.2.1 Websites	65
10.2.2 Official references	65
10.2.3 Publications	66
10.2.4 Reports	67
10.3 Council Conclusions on the ESDP	68
10.4 Practical implementation measures	69
10.5 List of descriptors (line of development 2)	71
10.6 Framework (line of development 5)	75
10.7 iMAF Agreement	82
10.8 About the authors	85

2. Foreword by the High Representative for the Common Foreign and Security Policy (CFSP)

HR/VP Federica Mogherini



In the last couple of years, we have advanced towards a European Union of security and defence more than ever before. We have set up new tools that will allow the European Union's Member States to invest together in defence capabilities, research together, act together on the field. But our work on defence is not just about assets and capabilities: it is also about creating a common strategic culture within our Union. It has become more and more vital that our military personnel have the opportunity to enjoy a truly European training and education.

The European initiative for the exchange of young officers, inspired by Erasmus, is even more important today than it was at the time it was launched, ten years ago. Since then, the “Military Erasmus” has become an essential resource for our military personnel, and thousands of military officers have benefited from the programme.

The variety of our military traditions – 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. As highlighted throughout this booklet, the Military Erasmus adequately demonstrates that 'interoperability' begins with mutual understanding, shared know-how and good personal relations.

Today, our Common Security and Defence Policy already reaps the benefits of Military Erasmus on the theatres of operations, with young leaders trained to work together. We see the practical benefits of a common military culture.

This is why we have decided to invest more and more on common European training opportunities for our military personnel. Over the last year we opened the first European training centres, from hybrid threats to tactical airlift. Some projects in the Permanent Structured Cooperation on defence – set up by 25 Member States – are also focusing on training. And more investments will come in common trainings and exercises.

The Military Erasmus has spearheaded much of this work. Just like the Erasmus programme has shaped generations of European citizens, the military Erasmus is shaping a new generation of European servicemen and women. It is shaping a European strategic culture for the Europe of defence.

Federica Mogherini

3. Foreword by the Head of the European Security and Defence College (ESDC)

Mr. Dirk Dubois



As I am writing this, it is almost to the day 10 years ago that I started working on the European initiative for the exchange of young officer in the run up to the French Presidency of 2008. The idea itself was not completely new, but work had finally started. With an initial stocktaking exercise, we identified the main challenges and we managed to find ways around them. The results? You can read about them in this publication. When we held the first meeting of the Implementation group in 2009, I said that it would take 10 years for the Initiative to have some success. Well, we are now ten years later and thanks to the combined efforts by enthusiasts from Member States and the ESDC Secretariat, we achieved success even beyond what I dreamt to be possible.

But anniversaries should not only be used to look back, they also must be used to look ahead, to ask 'where do we go from here, what is it that we want to achieve'? The so-called human interoperability was always one of the cornerstones of the Initiative. But does that mean that we must create a 'one size fits all' officer? Is there only one way to educate and train the perfect future commander? The answer to that must be no! Throughout history, strategic and operational success was achieved by the general who was able to combine the strengths of the different units in his army (read now: armed forces), whilst compensating for their weak points.

Solving this dichotomy between the requirement to have common core knowledge, skills and autonomy/responsibility on the one side and national education and training choices on the other, is the real challenge of the Initiative. By solving on this riddle, inevitably we will grow closer to each other. The end goal must be to reduce the time necessary to train people from different EU Member States preparing to deploy together, because they already have a good background in common. A large part of that time saving can only be achieved if you trust each other. Being educated and trained, having practiced, faced and overcome challenges together is probably the best and most enduring way of creating trust between young people. This is after all the approach taken one way or another in all military training and education.

Creating common modules, international semesters or joint master programmes are not an end by themselves. They are tools to help create this trust, they are a means to educate and train the future military leaders so that they can more easily work together. And since they are tools, they should not all be identical, but they should all serve the same purpose. They are not the final solution, but need to be constantly evaluated, updated and fine-tuned to meet new challenges. This is why the Initiative in ten years will still need work and will still not be finished. It will by then very likely be as much evolved from the current situation as it has evolved in the last ten years.

Dirk Dubois

4. Introduction

Where are we in the Initiative after 10 years?

4.1 The beginning

Because of security threats and challenges to the European Union (EU), the European Security Strategy (ESS) was adopted in December 2003.² Five years later, on 11 December 2008, the Report on the Implementation of the European Security Strategy (ESS) was issued.³ Within this report, the necessity of a common training on Basic Officer Education level was stressed to prepare young officers for managing their future challenges, which they may face when working within an international frame after graduation.⁴

Almost at the same time in 2008, all EU Ministers of Defence approved a document launching the European young officers exchange scheme, modelled on Erasmus. The aim was to develop exchanges between officers in their initial training phase, in order to reinforce the ability of the European armed forces to work together and the interoperability of forces. This Initiative – which should facilitate exchanges between national training institutions – should be implemented on a national and voluntary basis, with assistance from the European Security and Defence College (ESDC).^{5, 6}

In February 2009, during the first meeting, the Implementation Group (IG) had to find its way how to fulfil the mandate of the EU Ministers of Defence. According to the official name – European Initiative for the exchange of young officers inspired by Erasmus – from the very beginning the IG Chairman stressed the need for merging existing programmes, such as Erasmus and other external funding, with the goals of the Initiative. Very soon also five so-called “Quick-Wins (QW)” were defined – among them the implementation of a common module on ESDP.⁷ The other four QWs were “Provision of internet access to raw data of detailed stocktaking”, “Creation of a dedicated forum for the exchange programme”, “Creation of a framework agreement for administrative and legal challenges linked to the Initiative” and “Development of other common training modules”. At a later stage, the QWs were re-named to “Lines of Development (LoDs)” and new problem areas were defined in order to be solved for facilitating exchanges on Basic Officer Education level.

2 Cf.: Council of the European Union (2003). European Security Strategy – A Secure Europe in a better World. Brussels. ISBN 978-92-824-2421-6. Passim.

3 Cf.: Council of the European Union (2008). Report on the Implementation of the European Security Strategy – Providing Security in a Changing World. Brussels. Document S407/08. Passim.

4 Cf.: Gell, H. (2015). Europeanising the initial Officers’ Curriculum. Some Challenges – many Opportunities (Visions from the operational Aspect). Zagreb. Publication for a RACVIAC compendium – Centre for Security Cooperation. P. 3-11

5 Cf.: Council of the European Union (2008). 2903rd meeting of the Council – General Affairs and External Relations. Council Decision. Document 15396/08. Brussels. P. 5.

6 Cf.: Gell, H. (2015). Increase of Students’ personal Development by Internationalisation. Habilitation Thesis. Brno. P. 29-30.

7 Remark of the author: With the Treaty of Lisbon’s ratification the term “ESDP” was re-named to the term “CSDP”.



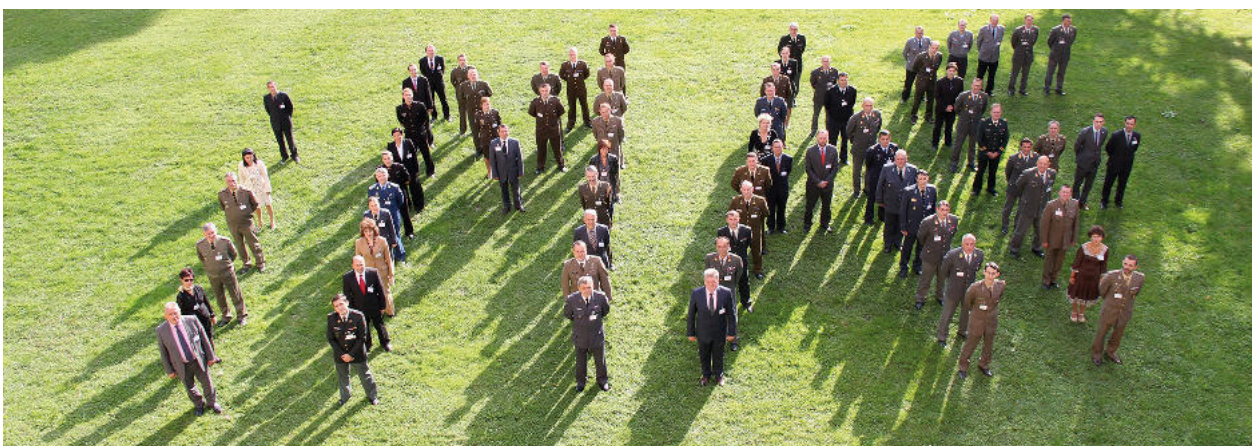
**The participants of the first IG meeting in Brussels on 19 February 2009.
Source: European Security and Defence College.**

Also other names – besides the official one – appeared which were “Military Erasmus”, “Erasmus Militaire”, “EMILYO” (Exchange of MILitary Young Officers) or just in short “The Initiative”.

4.2 Conferences dedicated to the Implementation Group’s goals

To fulfil the comprehensive goals, the Implementation Group decided to conduct meetings on a quarterly basis. On the other hand, it turned out that for detailed elaborations more time is necessary, that is why in 2009 two bigger conferences were held in Brno and in Stockholm during the EU presidency of these countries. In 2011, Poland followed with a conference in Warsaw.

A big step forward was made in 2013, when five Basic Officer Education Institutions (BOEIs) decided to conduct annual one-week conferences following a rotation principle. Per contract, the conference topics were dedicated to solve challenges of the Implementation Group.⁸ In 2013, the first so-called “international Military Academic Forum (iMAF)” was held in Austria, followed by Romania, Poland, Czech Republic, and Hungary in 2018.



**The 70 Participants of the first iMAF in Reichenau/Austria in September 2013.
Source: Theresan Military Academy**

⁸ Remark of the authors: The iMAF agreement can be found in chapter 10.7.

Outcomes of the iMAFs were new Common Modules, the first steps for an international semester, how to finance the IG's goals by using external funding, evaluation of existing Common Modules and the international semester, and new topics which should be implemented in the Basic Officer education based on new threats and challenges.

4.3 Events linked to the European Presidency and the Implementation Group

One of the common modules – developed within the Implementation Group – is the CSDP Olympiad, which is conducted every two years in a country, which holds the EU Presidency. The first module took place in Cyprus in 2012, followed by Greece, Slovakia, and finally Bulgaria in 2018. Officer Cadets from EU Member States are to compete in different disciplines, such as writing essays, knowledge competition, and creating cover pages for the later publication in order to strengthen a deeper understanding for the European security and defence culture.



Numerous participants of the 3rd CSDP Olympiad in Slovakia in 2016.
Source: Armed Forces Academy of General Milan Rastislav Štefánik in Liptovský Mikuláš.

The annual European Military Academies Commandants' Seminar (EMACS) is also more and more linked to the Initiative. Taking place in a country, which holds the EU Presidency, the (Rector-) Commandants are informed about the latest developments and elaborations of the Implementation Group and the European Security and Defence College (ESDC). Starting with 2018, all Rectors, (Rector-) Commandants, and Superintendents from all services were invited in order to create a platform for the entire European Union Basic Officer Education (BOE).

4.4 International semesters

Based on a document authored by the Special Adviser to the President of the European Commission – which requested a “European Semester on Defence”⁹– the iMAF partners started to develop such an international semester in 2015 within the frame of a two-year ERASMUS+ Strategic Partnership Project.

The international semester consists of 11 modules, some of them already had the status of “common”, and the Implementation Group approved some of them with this status during the project phase. All the common modules of this international semester are listed in the table hereinafter:

Name	ECTS
Basic Military English	2
Comprehensive Approach	4
Cross Cultural Communication	2
Cultural Awareness	2
Cyber Security	2
Electronic Warfare	2
Interoperability	6
Law of Armed Conflict	2
Military Leadership A (tactics)	2
Military Leadership B (leadership training)	2
Military Leadership C (sports leadership)	4
Total	30

For all the common modules e-books, e-learning and other didactic materials were elaborated and – following a certain procedure – can be downloaded from a server at the Polish Military University of Land Forces in Wrocław. In 2018 Greece, Poland, and Romania implemented this international semester in their national curricula as such, other Member States took elaborated modules according to their needs.

Since the elaborated international semester focuses more onto Land Forces rather than to other services, the Implementation Group decided to prolong its quarterly meetings for one day,

*“I have increased my language skills”
(Sebastian Lech, Officer Cadet)*

the second day is dedicated to mainly Air Force, Medical, Naval, and Technical BOEIs in order to bring them more and more on board. The first steps for developing international semesters also for other than Land Forces were initiated during such meetings in 2017.

⁹ Cf.: Barnier, M. (2015). In Defence of Europe – Defence Integration as a Response to Europe’s Strategic Moment. Brussels. EPSC Strategic Notes. Issue 5/2015. P. 8.

4.5 Lines of development

The challenges and the necessary elaborations of the Implementation Group were clustered in so-called lines of development (LoDs). Detailed LoD descriptions can be found in chapter 8, the following table gives just a short overview about the different topics:

LoD No.	LoD Name	solved (s)/ongoing (o)
1	System of Equivalences	s
2	Development of Competences	s
3	Development of IDL (e-learning)	s + o
4	Create an IT-Platform	s + o
5	Supporting Develop Mechanism/ Framework	s + o
6	National Implementation of the Programme	s + o
7	Lifelong Learning	s + o
8	Common Modules	s + o

4.6 Networks

Due to the regular IG meetings, iMAF and other conferences and regular ERASMUS+ meetings the Implementation Group could create a network of European education experts in the field of BOE. When it comes to fulfilling the IG's mandate such networks should not be underestimated, because it speeds up all the elaborations and international activities. It also helps to inform decision makers fast.



**ERASMUS+ contracts signed in Cyprus under the auspices of the Minister of Defence in 2017.
Source: Ministry of Defence, Cyprus.**

4.7 Summary of outcomes

Within ten years of work, the Implementation Group could achieve a lot. Just as an example, in 2009 during the first common modules on ESDP, 39 national and international participants could be welcomed – as a comparison – in the study year 2016/2017 some 1,500 Officer Cadets and students participated in common modules, and the tendency is increasing from year to year.

Regular conferences at experts' and decision makers' levels provide a regular information flow to the persons who need it, and provide excellent opportunities to elaborate details.

*“I had the chance to meet long-lasting friends that made me participate in many of the country's traditions and cultural activities”
(Marten Wicander, Officer Cadet)*

All the lines of development are on a winning track, by the end of 2017 – for example – 35 common modules with 103 ECTS in total were developed, and a lot of them are conducted on a regular basis.

The implementation of the international semester at various BOEIs is a great leap forward. At a single stroke, 11 common modules are implemented and all the institutions offer the semester also for international participation.

With all the efforts, the Implementation Group shall never forget its main goal: To facilitate the constant improvement of European officers' education in order to increase Europe's security.

5. Benefits and Potential of European Integration for the Education and Training of future military Officers

5.1 Motivation for a research project

When the IG for the “Military Erasmus” started its work in 2009, not everybody was convinced that the elaborations could be beneficial for the education and training of future military officers.

The main arguments against increased Officer Cadet exchanges between the European BOEs were:

- Necessity for financial investments; where to get the money from?
- Increased exchanges cause increased administration work.
- Difficulties of many different official languages within the EU.
- Difficulties of mutual recognition of learning outcomes because of different education-systems.
- Where can all the complex information be found?
- Does it make sense at all if we tear out cadets from ongoing study programmes and send them abroad? Cadets may miss parts of education at home and the danger of not finalising the education at home is high.

For most of the arguments – mentioned above – the IG created so-called “LoDs” to manage these challenges. The last mentioned counter-argument – do Cadets benefit from exchanges at all – motivated the author to conduct a huge research study in order to falsify or verify the statements.

*“I can participate in projects focused on developing cadets skills and competences”
(Anna Zamiar-Ziółkowska,
Implementation Group member)*

5.2 Introduction of the research project

To guarantee a high quality of the research project, it was embedded into the highest possible academic process, the Habilitation proceeding. A look from different angles with different research methods onto the exchanges should avoid criticism. The three main research pillars are introduced within the sub-chapters hereinafter.

5.2.1 Comparison of grades

Within the BOE system, which was researched, the grades express not only the Officer Cadets’ special knowledge but also the other parts of the learning outcomes, which are skills and competences. The study concentrated onto the development of achieved grades of future leaders

who spend mobility periods abroad in comparison to those one who just stayed at the home institution.¹⁰

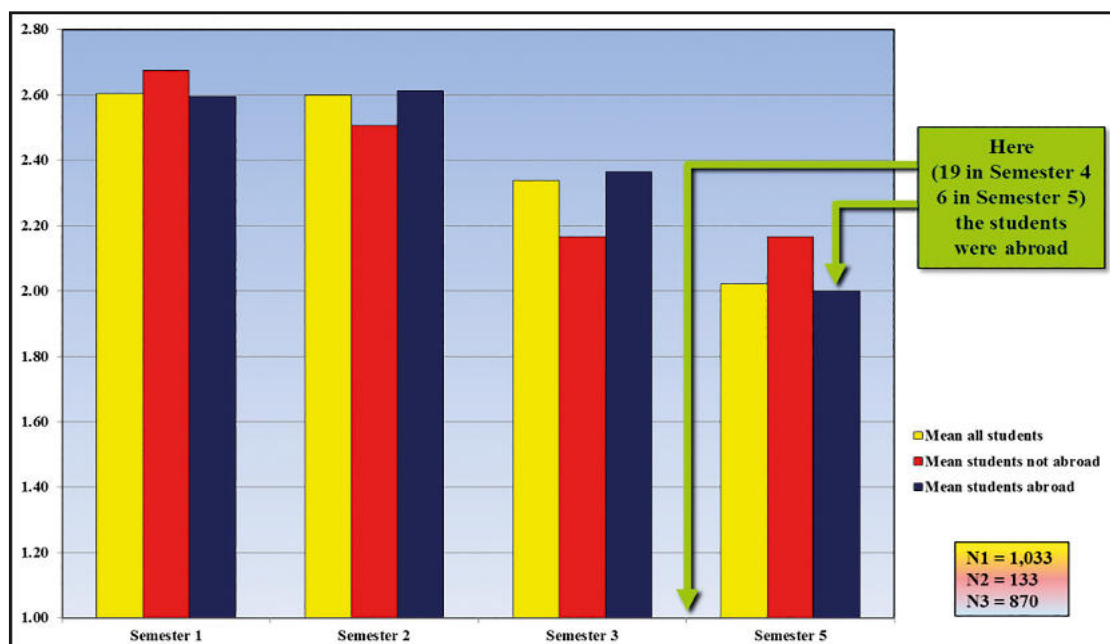
Based on 22,371 grades, which were compared, the outcome was astonishing; all mobility

“I always receive positive energy from students who participate in the mobility exchange programme”
 (Enrico Spinello,
 Implementation Group member)

Officer Cadets achieved better grades after their return in comparison with non-mobility Officer Cadets. In some cases, even those ones who had worse grades before their mobility periods in comparison to others could achieve better ones afterwards. Therefore – based on this research – the conclusion can be drawn that internationalisation has a positive effect

onto the development of skills and competences of future leaders.

To visualise the statements above, a figure is included as an example hereinafter. It shows the development of grades during a study period of the latest class which was researched by the author. The ordinate expresses the grades; grade 1 is the best, grade 5 is the worst. The abscissa expresses the respective semester. The yellow pillar (left) is the arithmetic mean of all grades – including mobility and non-mobility Officer Cadets. The red pillar (middle) is the arithmetic mean of non-mobility Officer Cadets whereas the blue pillar (right) expresses the arithmetic mean of mobility Officer Cadets. We can see that before the mobility period the mobility Officer Cadets had in most cases poorer grades than the others – but after the mobility period they were better.¹¹



Development of grades before and after mobility periods.
Source: Database of grades; figure created by the author.

¹⁰ Gell, H. (2016). Increase of Military Leadership Skills and Competences of future Leaders by Internationalisation. University of Defence in Brno. Scientific Journal Economics & Management 2/2016. ISSN 1802-3975.

¹¹ Ibid.

If all means of all researched classes were compared, the result was that in any case mobility Officer Cadets' means of grades were better than non-mobility Officer Cadets. The table hereinafter shows the respective differences. Negative figures express better grades, because the more the grades move towards the figure 1, the better it is.

graduation class	entire class			mobility students	
	best mean	worst mean	difference	difference of mobility students' mean after mobility period	percentage of better grades of mobility students
2010	1.67	2.48	0.81	-0.24	-29.41
2011	1.64	2.46	0.82	-0.32	-39.16
2012	1.61	2.66	1.04	-0.84	-80.00
2013	1.95	2.68	0.73	-0.32	-44.09
2014	1.92	2.64	0.72	-0.11	-15.26
2015	2.00	3.03	1.03	-0.17	-16.13

Comparison of grades' means of all researched classes.
Source: Database of grades; calculations and table created by the author.

The astonishing outcome of this research pillar was that not a single Officer Cadet had difficulties to achieve the learning outcomes during the post-mobility semesters. Therefore, it can be stated that mobility periods – in this case with duration of one semester – have positive effects onto achieving learning outcomes.

5.2.2 Comparison of metabolic data

During research projects with a specialist, a check system was developed which objectively quantifies the amount of mental arousal, determined by a change in metabolic blood parameters.

“From the military education point of view, the Erasmus stage was the best thing I’ve done and I’m sure it will impact all my future service”
(Tomasz Heitzman, Officer Cadet)

The blood is analysed by a device from the intensive medicine, which is linked to specific software on a computer being able to identify the composition of the blood within three minutes.¹²

¹² Remark of the author: This method is called “Clinical Stress Assessment (CSA)”, invented by Univ.-Prof. Porta Sepp, PhD, an Austrian stress researcher.

The simple rationale consists of the knowledge, that adrenaline-increase proportionally influences parameters of breathing, such as

- $p\text{CO}_2$ decrease and $p\text{O}_2$ increase,¹³
- buffer potential, this may be considered as compensatory power,
- lactate and glucose changes, characterising the state of carbohydrate metabolism, and
- changes of blood electrolytes like sodium (Na), potassium (K), calcium (Ca) and magnesium (Mg), all of them are shifted in and out of body tissues in proportion to the intensity of mental load.¹⁴

Especially the changing interrelationships between the above-mentioned parameters are sensible instruments to measure not only the quantity of a mental load but also the individual stress capability. In other words: Mental arousal triggers adrenaline secretion; adrenaline increases impacts upon metabolic parameters that is why the precise quantity of mental arousal is detectable from the change of those metabolic parameters. If now the mental arousal of mobility Officer Cadets is lower than of non-mobility Officer Cadets, it can be deduced that mobility Officer Cadets increased their personal development – as such – during their stay abroad.

“I was attracted by this module because it is proposing a very actual theme that is not usually discussed in our institution”
(Figan Adrian Florin, Officer Cadet)

Within the research project, mobility and non-mobility Officer Cadets were tested in measuring their metabolic status, after returning from a mobility period or without having been abroad. To achieve a valid result, group averages were calculated and compared. The approach was to compare those metabolic data of mobility Officer Cadets with non-mobility ones, which allow drawing conclusions about their mental arousals. The following table comprises group averages of non-mobility and mobility Officer Cadets’ metabolic basal data after the mobility period.¹⁵

13 Remark of the author: $p\text{CO}_2$ is the partial pressure of carbon dioxide; $p\text{O}_2$ is the partial pressure of oxygen.

14 Gell, H. (2015). Increase of Students’ personal Development by Internationalisation. University of Defence Brno – Faculty of Military Leadership. Habilitation Thesis. P. 66ff.

15 Cf.: Ibid.

Mobility Officer Cadets	pH	pCO₂	BE¹⁶	HCO₃¹⁷	pO₂	O₂sat¹⁸	Na	Ca	Mg	K	BG¹⁹
Unit	value	mmHg²⁰	mmol/l²¹	mmol/l	mmHg	%	mmol/l	mmol/l	mmol/l	mmol/l	mg/dl
Mean	7.423	35.175	-1.475	23.188	71.213	94.300	144.425	1.115	0.504	4.528	103.125
SD	0.027	2.909	1.798	1.656	6.546	1.872	2.456	0.076	0.028	0.242	7.492
SEM	0.009	1.029	0.636	0.585	2.315	0.662	0.868	0.027	0.010	0.086	2.649
Non-mobility Officer Cadets	pH	pCO₂	BE	HCO₃	pO₂	O₂sat	Na	Ca	Mg	K	BG
Unit	value	mmHg	mmol/l	mmol/l	mmHg	%	mmol/l	mmol/l	mmol/l	mmol/l	mg/dl
Mean	7.411	34.770	-2.550	22.270	73.450	94.660	143.760	1.055	0.501	2.992	104.500
SD	0.017	2.577	1.059	1.140	6.332	1.388	1.165	0.031	0.025	0.267	15.565
SEM	0.006	0.911	0.374	0.403	2.239	0.491	0.412	0.011	0.009	0.094	5.503

**Metabolic basal-data of non-mobility and mobility Officer Cadets after the mobility period.
Source: Database of Cadets' metabolic data; calculations created by Univ.-Prof. Porta's CSA.**

The comparison of these basal metabolism data showed that

- non-mobility Officer Cadets had an increased basal metabolism (BE, Ca, K),
- non-mobility Officer Cadets had an increased (lower) pH-value. This effect binds more O₂, which was being withheld from tissues like muscles, heart and brain,
- non-mobility Officer Cadets needed about double amount of CO₂-loss to induce the same pH-change as mobility Officer Cadets, and
- mobility Officer Cadets' pH/pO₂ relation is similar to the non-mobility one, but the slope – increasingly bound O₂ – is about 65 percent less! Consequently, basal metabolism of tissues is provided with much more O₂.

As a conclusion of the calculations and interpretations of Officer Cadets metabolic data it can be stated that mobility Officer Cadets – after their mobility period – benefitted from their better oxygen transfer in comparison with non-mobility Officer Cadets. As a consequence, going abroad for longer periods – such as one semester – increased mobility Officer Cadets' personal development because the chances to manage challenges better and their resilience are increased.²²

16 Remark of the author: Base excess (BE) expresses the amount of acid or alkaline which is necessary to restore an acid alkaline balance according to the normal pH-value of the body.

17 Remark of the author: Hydrogen Carbonate (HCO₃) acts in bodies as blood buffer system to restore an acid alkaline balance.

18 Remark of the author: Oxygen saturation (O₂sat) is a relative measure of the amount of oxygen that is dissolved or carried in a given medium.

19 Remark of the author: Millimetre of Mercury (mmHg) is a unit to express the blood pressure or other body fluids.

20 Remark of the author: A mole is a unit of measurement for the amount of a substance. It describes as many atoms as there are in 12 grams of pure carbon. As a figure it expresses 6.022 x 10²³ parts. A millimole per litre (mmol/l) expresses the thousandth part of it within 1 litre.

21 Remark of the author: A mole is a unit of measurement for the amount of a substance. It describes as many atoms as there are in 12 grams of pure carbon. As a figure it expresses 6.022 x 10²³ parts. A millimole per litre (mmol/l) expresses the thousandth part of it within 1 litre.

22 Cf.: Gell, H. (2015). Habilitation Thesis. Op. cit. P. 71ff.

5.2.3 Internationalisation at home

The third pillar of the research study should identify if international events, which are organised at the home institution, have a positive effect onto the Officer Cadets or not. Based on 23,104 data – which were collected from external evaluation reports for common modules – the author identified which data were significantly common to draw conclusions concerning the benefits.²³

The analyses' outcome was that even short modules with international participation increase skills and competences of future military leaders. The most important results are listed hereinafter:

- Different academic levels of participants (Bachelor, Master, and PhD students) increase learning outcomes through interaction.
- Even 5-day-modules improve English skills.
- Increased interaction among the students as such increases learning outcomes. Just teacher-centred teaching is counterproductive.
- The most important factor is the international presence; the more international presence – the better are the learning outcomes.



**One of the common modules, during which the data for the research were collected.
Source: Theresan Military Academy, Austria.**

23 Cf.: Gell, H. (2016). Increase of Military Leadership Skills and Competences of future Leaders by Internationalisation. Op. cit. P. 21ff.

5.3 Summary of the outcomes

The research study proofed evidence from different angles, by using different methods, that Officer Cadets benefit from international exchanges. These benefits reach from better grades via better basal metabolism – when sending Officer Cadets for a semester abroad – to better learning outcomes when organising international events at the home institution.

Even if there are restrictions concerning internationalisation – such as financial means, recognition issues, bureaucracy, different levels of pre-education, willing to modularise education parts and language pre-conditions – it can be stated that at the present time internationalisation has its place within the education programmes of BOEIs to increase future leaders' skills and competences. The question is just how to organise mobility events in the most efficient and effective way?²⁴ That is why the Implementation Group for the "Military Erasmus" was founded: To elaborate solutions in order to propose measures to enhance the education of our future military leaders.

*“(...) they showed us several forms of leadership and by using case studies, we could find out for ourselves which form of leadership fits us best”
(Nathan Lanneau, Officer Cadet)*

²⁴ Ibid.

6. Benefits and Potential of European Integration of Education and Training of future military Officers for the CSDP's Development

6.1 General remarks

Undoubtedly education and training play an essential role in the move towards a more coherent and efficient CSDP, and it is the most basic way to promote a European security and defence culture. The mandate from the EU Ministers of Defence²⁵ goes back to 2008, but remains relevant and still guides our actions today in the context of Military Erasmus. It has recently become clear, in the light of the EU Global Strategy, its Implementation Plan and the relevant Council conclusions and high-level statements, that we must accelerate and reinforce the procedure.

“EU foreign and defence ministers meeting jointly today all gave a very clear message: we are progressing steadily towards strengthened defence cooperation and we will continue to do more. This is about protecting our citizens. The European Union has unique tools to help Europeans to take more responsibility for their own security, and to do more effectively. This is what we are doing with our work in security and defence”.

(F. Mogherini, High Representative/Vice President, Council on Security and Defence, 6 March 2017)

The background history and the substantial achievements of the Military Erasmus are extensively presented in other chapters of this edition. In this chapter we would like to focus more on the importance of this endeavour for the CSDP's development and its relevance for other EU actors.

Recognising the paramount importance of training in the context of the CSDP, Military and Civilian Training groups – as the CSDP-recognised training requirements authorities – are an essential part of the work of various institutions and structures at EU level. As the ESDC is embedded in the European External Action Service (EEAS), and run by the Member States, it receives tasks from many EU actors and is invited to participate in their meetings. A closer look at these different groups and tasks reveals why the Military Erasmus is so essential for any further development of the CSDP and especially for the strengthening of its defence component.

6.2 The EU Military Committee and the EU Military Training Group

On 30 April 2014, the EU Military Committee (EUMC) agreed on the terms of reference for the EU Military Training Group (EUMTG) as the recognised body for defining military training requirements in CSDP. The aim of the EUMTG is to use a standardised approach to identify the EU's

²⁵ Council conclusions on the ESDP. Statement on the European Young Officers Exchange Scheme, modelled on Erasmus. Brussels. 10 and 11 November 2010.

military training requirements for certain military disciplines in which the EU may decide to play a specific role, or for those which are particularly relevant to the CSDP.



**EU Military Committee plenary meeting in Brussels.
Source: EU Military Committee Chairman's Cabinet.**

The EUMTG meets regularly to discuss EU military training and education issues and validate the training requirements proposed by the discipline leaders – through Training Requirements Analysis Reports (TRAs) – for subsequent approval by the EUMC. The ESDC IG is invited to these

*“It also nurtures tolerance and understanding for other cultures”
(Elin Norrman, Officer Cadet)*

meetings to report to the group on EMILYO achievements so that these can be included in the relevant discipline leaders' TRAs. Usually, the BOE level is considered as the starting point and is of paramount importance because any Military Erasmus common module covers a

curriculum agreed by the Member States (MSs), which is then supplemented and further developed. The IG has also decided to consider creating new common modules related to the 21 EUMTG disciplines.

6.3 EUMC SQF for all levels of a military career

On 6 July 2016, the EUMC approved the EU Military Training and Education Annual Report of 2015. The CSDP Reference Curriculum for Officers, included in the report, aims to develop a standard curriculum composed of programmes or modules that should be implemented in the national military training and education systems.

Based on the above, the EUMC Chairman, General Kostarakos, in his letter of 19 July 2016, invited the ESDC to consider the finalisation, with support of the EUMS, of the Sectional Qualification Framework (SQF) for all levels of military career – from junior officer ranks up to Lieutenant Colonel – as a continuation of the SQF for Officer Cadets and young officers developed by the IG.

A comprehensive SQF will

- enable the harmonisation of national qualifications,
- promote the development of new educational programmes,
- facilitate the development of the CSDP Reference Curriculum,
- help to guarantee a high level of interoperability among the armed forces of the MSs,
- facilitate quality assurance,
- spread the EU security culture through all levels of military career, and
- guide relevant work strands of the EUMTG and discipline leaders.



**The EU Military Committee Chairman, General Mikhail Kostarakos.
Source: EU Military Committee Chairman's Cabinet.**

*“In these times of speed, the importance of having solid foundations is more important than ever. The role of ESDC in building these foundations is paramount. Its work must be further supported, presented and promoted. From my side, I can only commit myself in doing all that is possible to this end”
(General Mikhail Kostarakos, the EU Military Committee Chairman, March 2018)*

The ESDC has already initiated the creation of an *ad hoc* Working Group of MSs' representatives with a view to

- creating a community of interests,
- consolidating and discussing national inputs,
- defining descriptors for all levels of officer careers,
- validating the SQF against national/Bologna requirements,
- implementing the SQF within the national systems, and
- considering existing work of the EU (FRONTEX) and NATO.

6.4 EU Maritime Security Strategy Action Plan²⁶

This Action Plan puts the European Union Maritime Security Strategy (EUMSS) – dated 24 June 2014 – into practice. It is based on the following four principles: cross sectoral approach, functional integrity, respect for rules and principles, and maritime multilateralism – including the decision-making autonomy of the EU – as defined by the European Union Maritime Security Strategy. These principles are enshrined in every measure detailed in the Action Plan. The Strategy brings together both internal and external aspects of the Union's maritime security and to this end, the Action Plan contains actions and sub-actions in each work strand.²⁷

“These events lay the foundation for future cooperation in worldwide missions abroad”
(Raphael Vermeer, Officer cadet)

In Work Strand 5, which is the Maritime Security Research and Innovation, Education and Training, the Member States, Commission, External Action Service (MSs, COM, EEAS), amongst others, are tasked to

- establish new and further develop existing networks for knowledge and competence development in the field of maritime security for civilian and military educational institutes, centres and academies,
- create an inventory of existing networks for knowledge and competence development in the area of maritime security and use this, taking into account the ESDC's contribution, to develop a European Maritime Academy Network between navy and marine academies, maritime chairs of universities and coastguard functions, and
- explore exchanges and academic competitions among civil-military officers from Member States, inter alia, through strategic partnerships under Erasmus+.

The IG took immediate action and, based on an ESDC curriculum on maritime security, the development of a similar curriculum was initiated by the Hellenic Naval Academy (HNA) for Officer Cadets and junior officers in the context of the Military Erasmus. A pilot course organised in Athens in 2016 with 40 participants from MSs was also opened up to civilian students and junior

26 Homepage of the European Commission. Sub-page for Maritime Affairs. URL: https://ec.europa.eu/maritimeaffairs/sites/maritimeaffairs/files/docs/body/20141216-action-plan_en.pdf. [19-4-18].

27 Ibid.

staff members of other relevant civilian services, including the coastguard. Since then, the same course has been offered by the HNA every April.



**The 40 participants of the 2nd Pilot Maritime Security Common Module in Piraeus, Greece in April 2017.
Source: Hellenic Naval Academy.**

Moreover, in line with the above tasks of the Action Plan, the IG introduced maritime security as one of 10 thesis topics in the context of the biannual CSDP Olympiads in 2014, 2016 and 2018. The best thesis of the 2nd Olympiad was on *“The Importance of a European Maritime Security Strategy for the EU”*.

*“I have the satisfaction of building a common educational programme
in the frame of the EU security”
(Piotr Pietrakowski, Implementation Group member)*

Finally, the IG launched a procedure to set up strategic partnerships under Erasmus+ between naval academies, inviting MSs’ naval academies to dedicated meetings since December 2016. Six academies from Bulgaria, Estonia, Greece, Italy, Poland, Romania and Sweden have already presented programmes expressing their interest.



The Spanish Officer Cadet receiving his award for the best thesis during the 2nd CSDP Olympiad in Athens, Greece in May 2014.

Source: Hellenic Army Academy.



The numerous participants of the 2nd CSDP Olympiad in Athens, Greece in May 2014.

Source: Hellenic Army Academy.

*“Such international initiatives become a key element for maintaining stability and security in our common European regions”
(Ernest Markowski, Officer cadet)*

*“I could learn how do their structures look like and become familiar with the equipment they use”
(Dawid Ganczak, Officer cadet)*

6.5 The 2014 EU Cyber Defence Policy Framework

Cyberspace is often described as the fifth domain of military activity, equally critical to the implementation of the EU's CSDP as the domains of land, sea, air, and space. The successful implementation of the CSDP has become increasingly dependent on the availability of, and access to, a secure cyberspace. Robust and resilient cyber defence capabilities are now required to support CSDP structures and CSDP missions and operations. The November 2013 European Council Conclusions on the CSDP, together with the November 2013 Council Conclusions on the CSDP, called for the development of an EU Cyber Defence Policy Framework, on the basis of a proposal by the High Representative, in cooperation with the European Commission and the European Defence Agency (EDA)²⁸.

The related requirements of the 2014 EU Cyber Defence Policy Framework are to:

- *“Follow the established ESDC certification mechanisms for the training programmes in close cooperation with the relevant services in the EU institutions, based on existing standards and knowledge.*
- *Consider the possibility of setting up cyber specific modules in the framework of the Military Erasmus initiative”.*

In addition, the European Parliament Committee on Foreign Affairs 2018/2004(INI) Draft Report on cyber defence *“strongly supports the Military Erasmus initiative aimed at enhancing the interoperability of the armed forces of the Member States through an increased exchange of young officers; stresses that there is a need for more experts in the cyber defence domain; calls on the military academies to pay more attention to, and create more possibilities in, the field of cyber defence education.”*²⁹

Furthermore, six BOEIs signed an ERASMUS+ agreement with the Open University of Cyprus to foster excellence in Cyber Security training.

In view of the above requirements and recommendations, the IG delivered and is actively promoting cyber security and defence training in the context of Military Erasmus. As a first quick reaction to the 2014 EU Cyber Defence Policy Framework, an EU module on cyber defence was conducted as a pilot activity by France in November 2015, with the support of Portugal and Belgium. A second one was organised in November

“I believe that in the age of globalization, the idea of partnership and broadening of horizons between young officers is a key element that will allow effective cooperation at decision-making levels in the future”
(Tomasz Trzak, Officer cadet)

28 Homepage of the European Parliament. URL: http://www.europarl.europa.eu/meetdocs/2014_2019/documents/sede/dv/sede160315eucyberdefencepolicyframework_/sede160315eucyberdefencepolicyframework_en.pdf. [19-4-18].

29 Homepage of the European Parliament. URL: <http://www.europarl.europa.eu/sides/getDoc.do?type=COMPARL&reference=PE618.310&format=PDF&language=EN&secondRef=01>. [19-4-18].



Security and Defence (SEDE) meeting room.
Source: Homepage of European Parliament Committees.³⁰

2016. Additionally, a draft curriculum for a new common module on cyber security and defence was developed by the Budapest National University of Public Services. Finally a cyber security module has also been integrated into the international semester which is offered by military academies either partly or as a whole.

6.6 Conclusions

From all the above it is obvious that the ESDC/IG is a beneficial endeavour for the CSDP's development. It is well informed of the different EU policies and strategies and various education and training actors and is successfully and efficiently responding to the tasks required of it. In the

same way, the various EU actors are well aware of Military Erasmus, they respect and trust it, and assign additional tasks to it.

"I resolved problems connected to real problems occurring during war and danger situations"
(Marzzalek, Officer cadet)

Some of the above actors are focusing on the deliverables of the Military Erasmus as they consider them to provide the foundations for the further development of education and training

at more advanced levels. This is demonstrated by the EUMC's request to the ESDC and the European Union Military Staff (EUMS) to develop SQF for all levels of military career as a continua-

³⁰ Homepage of European Parliament Committees. URL: <http://www.europarl.europa.eu/committees/en/sede/home.html>. SEDE meeting room June 2015.jpg © European Union 2015. [19-4-18].

tion of the SQF for cadets and basic officers developed by the IG, and by the fact that the EUMTG's Discipline Leaders have used the Military Erasmus as a starting point for the further development of any common modules related to their discipline. This makes the Group's work even more important for the CSDP development; however, the inclusion of the IG's output into the curricula of the EU BOEIs, e.g. SQF, 31 common modules, and the international semester, is necessary

for other actors' work to have the expected impact. In other words, if only we implement the work that the IG has already delivered, we will have a common starting point to work on.

*"I think now I can
better understand our allies"*
(Karol Gasior, Officer cadet)

7. The European Initiative for the Exchange of young Officers, inspired by Erasmus

7.1 The foundations of Military Erasmus

Military Erasmus is rooted at the “initial” or “basic” level of the education and training path, as opposed to the “advanced” level corresponding to training over the course of an officer's career: *“The officer's training/education starts after recruitment and includes vocational training and academic training up to and including master's degrees (if included in the initial training)”*.³¹



**Press briefing, Council on External Relations, 10 and 11 November 2008.
Source: Council of the European Union.**

The basic education and training of a military officer usually has two components: academic education, which provides him or her with theoretical knowledge, and vocational training, which includes military practice, training tailored to the professional environment and physical training. Future military officers in training are called “students”, “student officers” or “Officer Cadets”. Similarly, the institutes providing basic education and/or training go under different names from one Member State to another: “Academies”, “universities of defence”, “colleges”, “schools”,

³¹ Council conclusions on the ESDP. Statement on the European Young Officers Exchange Scheme, Modelled on Erasmus. Brussels. 10 and 11 November 2008.

“training centres”, etc. however, a common characteristic of all officers’ initial education and training curricula in the European Union is that they provide higher education. All young European officers are recruited for initial education and training after having successfully completed secondary education.

In all Member States that have chosen to add an academic component to their curricula, training institutions are legally authorised to award diplomas that are equivalent to those delivered by

their civilian university-level counterparts. In awarding diplomas, they are recognised as legitimate and dynamic actors of the European Higher Education Area (EHEA) created by the Bologna Process.

“... our work on defence is about assets and capabilities, but it is also about creating a common strategic culture within our Union. It is becoming more and more vital that our military personnel have the opportunity to enjoy a truly European training and education. We already have set up a military Erasmus...”

(Federica Mogherini, High Representative/Vice President, “Building on vision, forward to action: delivering on EU security and defence” event, Brussels, 2017)

Early in the Process, voluntary BOEIs decided to implement these measures in their education policies, clearly demonstrating their intention to have the excellence of their education recognised at European level. Most of these institutions, in order to gain “visibility” on the European educational market, also chose to complete the procedures for taking part in the European Union's

Erasmus exchange programme with their civilian counterparts. Prior to the initiative, the institutions reported they felt it was difficult to use the programme in practice and it was, in fact, never used for exchanges between military institutions.³²

Exchanges of personnel and young officers in basic education and training were already taking place before Military Erasmus; they could even be considered a tradition in the bilateral relations of some European Member States. Besides bilateral mobility projects, there had been efforts to organise the networking of cadets and, first and foremost, the heads of military institutions: the Conference of Superintendents of naval academies, the European Air Force Academies (EUAFAs), and the European Military Academy Commanders' Seminar (EMACS) for the land forces' academies. In these forums, extensive discussions take place about ways of developing exchanges and the importance of creating the necessary conditions for such mobility. Since none of these forums met in a purely “European Union” configuration, and since NATO did not engage in coordinated action in this field, an initiative to create such a configuration focusing on basic officers' training and education in all services remained a desirable and necessary aim.

Before 2008, Member States also lacked confidence in what was done in other States: any education or training abroad was mostly done as an addition and not an alternative to national training. Mutual recognition of the education and training done abroad remained problematic; it

32 General Secretariat of the Council. Stocktaking of existing exchanges and exchange programmes of national military officers during their initial education and training. Brussels. 3 July 2008.

was commonplace to consider military education as an area of higher education in which national traditions and programmes were sovereign and hence they took precedence.

Military Erasmus aimed first to pool the knowledge, skills and competences with view to sharing them more easily through mobility. Facilitating exchanges of officers in their initial education between training institutes and between them and their civilian counterparts, like universities, is the benefit of the Military Erasmus. Greater mobility is expected to be of direct benefit to all stakeholders in the education and training of future officers.

7.2 The measures

The Ministerial Declaration³³ expressly provides that Military Erasmus should develop interoperability in initial officer training, with due regard for specific national characteristics and traditions. The measures recommended should therefore not be seen as an attempt to standardise curricula, but only as a way of reducing the differences that might impede the mobility of students and teaching staff. Three avenues were singled out for achieving this goal.

“It is here... that (the officers of tomorrow) must train... for their profession of officer, but it is also here that they must learn their role in the defence of Europe and in the promotion of a fairer world”
(Javier Solana,
High Representative for the CFSP at the Royal Military Academy of Belgium, 2004)

At European level

The first part of the recommendations deals with measures to be taken at European level. Measures common to both academic and vocational training include

- comparing the skills required of cadets in national curricula,
- creating a database containing the curricula of military colleges and offers of and requests for places on exchanges, and
- identifying obstacles to these exchanges.

On the more specifically academic aspects, the Declaration recommends

- developing training modules on the CSDP and international security-related issues to be made available to military institutions, and
- facilitating access to internet-based distance learning in order to expand the range of courses offered by the institutions, notably in the field of CSDP education.

On the more specifically vocational aspects, the Declaration also calls for

- the development of credit transfer systems, such as the ECTS, on the lines of what is offered in academic education, and
- the enhancement of mechanisms for stimulating exchanges in training.

³³ Council conclusions on the ESDP. Op. cit.

At national and institutional levels

The second part of the recommendations concerns the Member States and their military institutions. They mainly relate to the implementation of the Bologna Process. Member States are asked

- to make full use of the instruments and measures offered by the Process, and
- to fully recognise the education received in other Member States.

Moreover, they are asked to encourage the mobility of students and teaching staff and to promote the teaching of foreign languages and the learning of two foreign languages within the institutions.

Implementation of Military Erasmus

The third part concerns arrangements for implementation of Military Erasmus and the organisation of short-term developments.

7.3 The actors

Promoting a European security and defence culture requires the commitment and mobilisation of all the stakeholders. The roles and responsibilities of the various actors have to be coordinated despite different decision-making processes at national and European levels.

7.3.1 Support of the European Security and Defence College

Implementation of Military Erasmus at European level is in the hands of the European Security and Defence College (ESDC), which, according to the Ministerial Statement, provides assistance to the Member States. The ESDC was set up by a Joint Action in 2005 that has now been replaced

“You get inspiration and ideas as well to develop our own officer’s programme which is necessary”
(Nina Gemvik,
Implementation Group member).

by a Council Decision,³⁴ which expressly gives competence to the College for promoting Military Erasmus. The main objective of the ESDC is to provide Member States and EU institutions with knowledgeable personnel able to work effectively on CSDP matters and to “develop and promote a culture of excellence, a common understanding of CSDP among civilian and military personnel and to identify and disseminate, (...) best practice in relation to various CSDP issues”.³⁵ It has consequently established its own training model tailored to personnel in the CSDP field at all levels up to decision makers.

34 Council Decision 2016/2382/CFSP of 21 December 2016 establishing a European Security and Defence College (ESDC) and repealing Decision 2013/189/CFSP.

35 Council of the European Union (2017). EU Policy for Training for CSDP. Brussels.



ESDC Training Concept



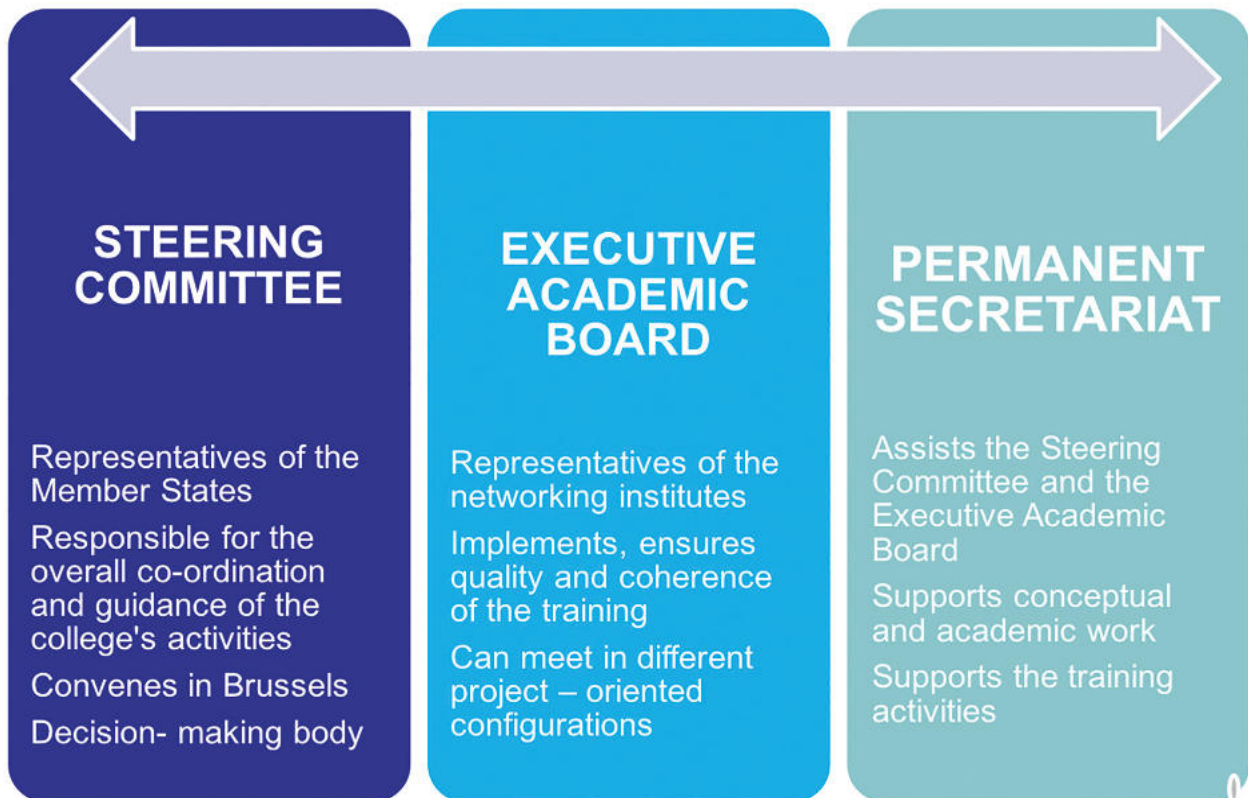
European Security and Defence College's training concept.
Source: European Security and Defence College Secretariat.

The ESDC is a network college: A large number of national universities, academies, colleges, and institutes contribute to its success. The network members are well-known national civilian and military educational and research institutions in Europe. A governance structure has been established comprising a Steering Committee, an Executive Academic Board, a Permanent Secretariat and its Head. The Member States pilot the work of the College through the Steering Committee, where representatives meet and regularly assess the College's teaching. The member institutes' representatives on the Executive Academic Board provide guidance on the courses' contents. The permanent Secretariat is located in Brussels and embedded in the European External Action Service (EEAS). It implements the decisions taken by the Committee and the Board and organises the activities of the College. The Executive Academic Board, which lays down academic policy, also meets in a variety of activity-oriented configurations, among which is one for implementing Military Erasmus: The "Implementation Group".

"(...) a lifetime opportunity, not only to study in a different country but also to create a network within a foreign state's armed forces. This can be beneficial during future international missions or other assignments"
(Martin Aringer, Officer cadet)

established comprising a Steering Committee, an Executive Academic Board, a Permanent Secretariat and its Head. The Member States pilot the work of the College through the Steering Committee, where representatives meet and regularly assess the College's teaching. The member institutes' representatives on the Executive Academic Board provide guidance on the courses' contents. The permanent Secretariat is located in Brussels and embedded in the European

External Action Service (EEAS). It implements the decisions taken by the Committee and the Board and organises the activities of the College. The Executive Academic Board, which lays down academic policy, also meets in a variety of activity-oriented configurations, among which is one for implementing Military Erasmus: The "Implementation Group".



The ESDC three-tier governance structure.
Source: European Security and Defence College Secretariat.

The 2008 Ministerial Declaration extended the College's education and training remit to include cadets. It asked the College to make available its IDL system to training institutes providing basic officers' education and training, to administer and keep updated a database facilitating the comparison of curricula and access to information on exchange capacities, and to act as an instrument for the coordination of the initiative. In addition, as called for in the Declaration, the ESDC designed the curriculum of a common module on the CSDP based on its CSDP Orientation Course, which it adapted to suit a cadet audience.

"I think it is very important to create self-evidence to work with armies of other countries and to create a common feeling for multinational defence policy"
(Stefan Schindl, Officer Cadet).

comparison of curricula and access to information on exchange capacities, and to act as an instrument for the coordination of the initiative. In addition, as called for in the Declaration, the ESDC designed the curriculum of a common module on the CSDP based on its CSDP Orientation Course, which it adapted to suit a cadet audience.

In accordance with the Declaration, a working party of representatives of European institutes offering basic education and training for military officers was set up within the framework of the ESDC in order to coordinate the activities of the initiative. It also implements the ministers' instructions and designs any supplementary measures.³⁶ The Implementation Group fulfils these roles. It is also a forum for sharing best practices and experiences concerning exchanges of young officers; the measures it agrees on with impact at European level have to be endorsed by the

³⁶ Statement on the European Young Officers Exchange Scheme. Op. cit.

Steering Committee. The ESDC Secretariat assist its Chair, and the participating Member States or Member State institutions involved in the initial training of military officers appoint its members. The Group meets at least four times a year. In order to achieve the goals of the initiative and to make the best use of the achievements of European higher education in general, the IG can invite representatives from the European Commission or EHEA's governing structures. Members and experts from participating institutions may meet in working groups corresponding to an activity of Military Erasmus, whenever necessary.



**Meeting of the Implementation Group under the aegis of the Polish Presidency in Warsaw in 2011.
Source: Ministry of Defence of Poland.**

7.3.2 Support from other EU actors

Military Erasmus also receives support from the European institutions acting in the fields of security and defence and higher education, namely the Commission, the Council and Parliament. It was subsequently referred to in the 2008 report on the implementation of the European Security Strategy as an important contribution to the emergence of a security and defence culture in the European Union.³⁷

The High Representative for the Common Foreign and Security Policy, the military and civilian governance structures of the CSDP also provide support by contributing to the design of Military Erasmus and underlining its importance for the European security and defence culture.

*“I have met people who have good will, initiative, and perseverance to make ideas of exchange working the way that tangibly support European Security and Defence Culture”
(Mariusz Gontarczyk, Implementation Group member).*

³⁷ European Council (2008). Report on the Implementation of the European Security Strategy – Providing Security in a Changing World. Brussels. 11 December 2008.

7.3.3 Support at national level

Implementation at national level is primarily the responsibility of the institutes providing basic officer education and training. All institutes may, if they wish, develop their own exchange policy through their education and/or training policies. With the integration of the EHEA, in principle, institutes may not be selective in recognising mobility experiences, although in the past their authorities imposed exchanges and conditions for political reasons.

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

With the formal adhesion to the EHEA and the management of ERASMUS+ mobility at national level, the ministries responsible for higher education have acquired an important role in the basic education and training of officers. With view to achieving the objectives of the initiative, i.e. creating the necessary conditions for unimpeded mobility and making the best use of the existing exchange instruments and programmes, the institutions actively seek the guidance of these ministries.

The institutes providing the basic education and training of your officers need Military Erasmus, and Military Erasmus needs the expertise and experience of your institutions.

The development of the mobility of future military officers and their trainers is supported by the commitment and contributions of the Member States and their military institutions in a bottom-up approach.

How can you concretely engage?

To participate in Military Erasmus, any willing institute may

1. with the agreement of its national authorities, and after informing the ESDC Secretariat, send representatives to the Implementation Group,
2. appoint a contact person(s) who will join the contact network of the institutions taking part to Military Erasmus, thereby easing direct communication,
3. stay informed and take part to any activity designed and organised in the framework of Military Erasmus, and
4. propose new ways of achieving the objectives of Military Erasmus.

7.4 Implementation: From “quick wins” to “lines of development”

In February 2009, the Implementation Group met for the first time and decided to focus its initial efforts on “quick wins” with view to quantitatively and qualitatively developing, notably in terms of duration, exchanges between education and training institutions.

A working group worked on the creation of teaching materials for the CSDP module for young officers designed by the ESDC on the model of its Orientation Course. This module is open to the participation of all Member States and all services of the armed forces and allow for the Officer Cadets to learn Europe in a European environment.

In order to exchange information on the different curricula and to pool the offers of and requests for student and staff mobility, a website (www.emilyo.eu) was created. It disseminates data and information communicated by the member institutions on their training and education model and mobility opportunities.

In order to facilitate the use of existing mobility programmes, such as ERASMUS+, by military educational institutions and to create additional opportunities for short-term exchanges, the Implementation Group adopted a framework agreement.³⁸ This model agreement takes into consideration for exchanges between institutes the specific nature of the military, such as discipline, the responsibilities of hosting or the right to carry weapons, and it complements the agreements concluded by partner institutions for exchanges. The agreement has been endorsed by several Member States.

Other thematic modules modelled on the CSDP module are proposed by the Implementation Group to the Member States and their institutes. They last a minimum of one week and are created by the Group or are courses which institutes decided to open to European participation. Modules on a wide range of topics – for which a European learning environment is considered an added value – are proposed to the member institutions. New modules are introduced regularly.

Following in-depth scientific investigations into European military higher education aimed at identifying further opportunities for enhancing the exchanges,³⁹ the Implementation Group established new set of “lines of development” for its efforts to achieve unimpeded mobility. These lines implement or supplement the measures expressly set out in the Ministerial Declaration.

“Mobility, it was assumed, could be increased by finding ways of developing exchanges in vocational training and transforming all exchanges into real exchanges of knowledge, skills and competences”
(Sylvain Paile-Calvo,
Implementation Group member)

38 Remark of the authors: Detailed information about the framework is provided in chapter 8.5.

39 Paile-Calvo, S, (2010). The European Military Higher Education Stocktaking Report. Brussels. ISBN 978-92-824-2525-1. doi:10.2860/23460. Passim.

8. The Lines of Development (LoDs)

8.1 LoD 1 – system of equivalences

All the different types of BOE within the European Union aim at the same goal: To educate and prepare Officer Cadets for their first position(s) after graduation.

The education systems are organised in various ways. It may occur, that a certain similar type of education is embedded in one EU Member State's academic programme, whereas in another EU Member State it may be organised within the non-academic, vocational frame – depending on the national legislation for higher education.

If an EU BOEI recognises workloads – which are acquired abroad within the vocational frame – for its own academic education, it will always be home institutions' responsibility according to national rules. A proposal – how such a vocational part of education can be recognised with which workload – is described in the LoD 1 document “Users' Guide for Workloads' Calculation of Non-Academic Basic Officer Education”.⁴⁰ It provides guidelines for implementation and use of workloads' calculation of non-academic basic officer education.

Following the calculations of this Users' Guide it will give a better overview for comparison of workloads of military or vocational training held during the basic or initial officer training outside of academic systems. The calculations express the workload of a certain module. Additional to the workload there shall be expressed: Prerequisites for trainers and trainees, knowledge, skills and competences of a module using a certain form. In doing so, mutual recognition and integration into national systems shall be facilitated.



Vocational training in French Guiana, which is recognised with ECTS as part of the French international semester at some EU BOEIs.

Source: Les Ecoles de Saint-Cyr Coëtquidan.

40 Gell, H. (2010). Users' Guide for Workloads' Calculation of Non-Academic Basic Officer Education. Brussels. Adopted by the European Security and Defence College – Steering Committee. Decision SC 2010/1 as of 24 February 2010.

8.2 LoD 2 – comparison of courses based on competences

Within the European Higher Education Area (EHEA) there are regulations existing, which provide guidance how to describe the learning outcomes for a certain module or class. Following the European Qualifications Framework (EQF) the institutions have to break down these descriptors

“(...) it allowed me to gain insights in the military, strategic and working cultures of my European peers”
(Nicholas Bakker, Officer Cadet)

according to the national qualifications framework (NQF). This should be the standard for the military higher education institutions for their academic programmes.

For the vocational training and education such guidelines did not exist and caused difficulties concerning mutual recognition of learning outcomes. Therefore, based on information

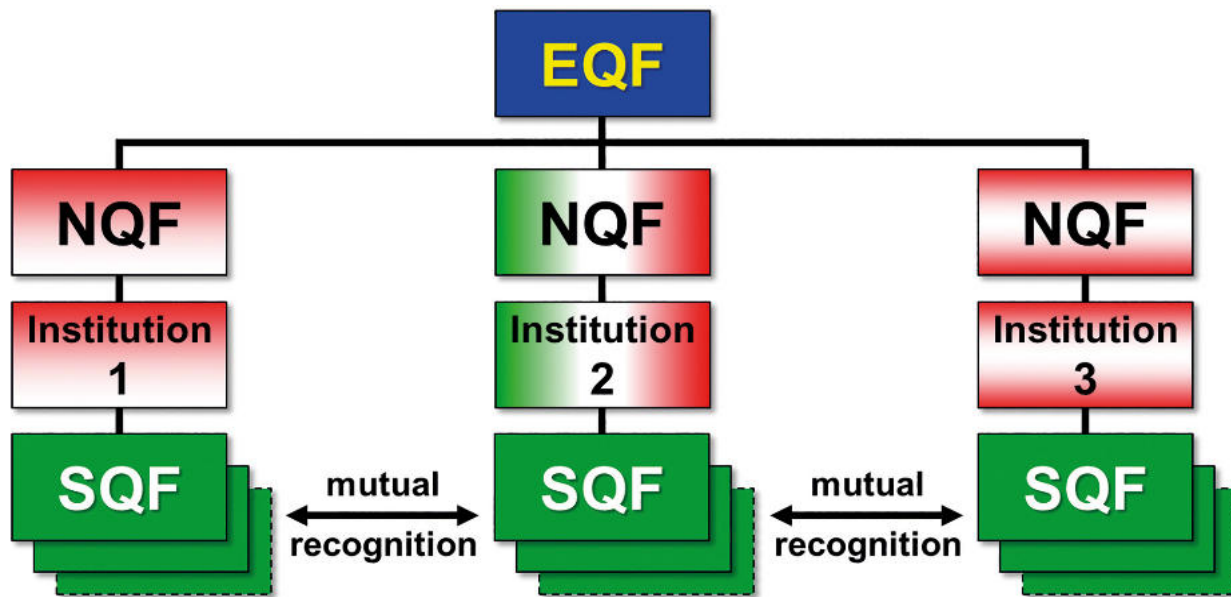
received from the EU Member States concerning the learning outcomes of the vocational part of their training, the approach taken was to establish a sectoral qualifications framework (SQF). The first step was to develop a “competence tree” containing different areas which an officer needs to be qualified in. Benchmarking this competence tree against the NATO PfP’s Generic Officer Professional Military Education Reference Curriculum validated this competence tree, apart from the absence of the international security aspect. As a result, this branch was added to the tree as presented below, bearing in mind that this aspect will probably become more important in later stages of an officer's career.⁴¹

The LoD document comprises descriptors for knowledge, skills, and competences for the following areas:

- a) A military serviceman
- b) A military technician.
- c) A leader and a decision maker.
- d) A combat-ready role model.
- e) A communicator
- f) A learner and a teacher/coach.
- g) A critical thinker and researcher.
- h) An international security/diplomacy actor.

By using the descriptors of the LoD 2 document, it should be ascertained that the same education in different EU Member States is described with the same vocabulary. In doing so, mutual recognition of learning outcomes is facilitated. It turned out that the use of the descriptors for military academic modules and classes causes benefits for mutual recognition as well; this can be done because the SQF is in line with the NQF and EQF. The following sketch describes how it is foreseen.

⁴¹ Cf.: Implementation Group (2014). Comparison of courses based on competences (LoD 2). Brussels. Document IG/2014/002 (Rev 4) as of 24 September 2014. P. 1.



System of mutual recognition by using SQF.⁴²

8.3 LoD 3 – development of e-learning

E-learning phases provide either the same knowledge of module-participants prior to the residential phase, or intensify and deepen the knowledge during self-study periods. Since e-learning focuses onto the special knowledge mainly, it is rarely foreseen to replace the residential phase of a module, which should also provide the other parts of learning outcomes – skills and competences.

The European Security and Defence College (ESDC) developed about 30 e-learning modules, which are named Autonomous Knowledge Units (AKUs). They extend from “History and Context of ESDP/CSDP development” to “Cyber Security: Threats” and can be used by EU Higher Education Institutions (HEIs) upon request.⁴³

“I can influence progress of integration of basic officer education process in the EU”
 (Marcin Bielewicz,
 Implementation Group member)

⁴² Sketch created by the author.

⁴³ Cf.: European Security and Defence College. Overview of the state of the Autonomous Knowledge Units in the ESDC eLearning system as of January 2018. URL: <http://www.emilyo.eu/node/978>. [12-5-18].

Within the frame of an ERASMUS+ Strategic Partnership Project (SPP), which aimed at developing an international semester, also e-learning parts for the respective common modules were created. In particular the following topics are available:

Common Module	E-learning part		Hours
Basic Military English	<ul style="list-style-type: none"> Military ranks, arms and vehicles. 	<ul style="list-style-type: none"> Oral presentations and military briefings. 	8
Comprehensive Approach (CA)	<ul style="list-style-type: none"> Basic understanding of CA. Operationalizing CA at the tactical level. 	<ul style="list-style-type: none"> Understanding the environment. Negotiation in a multicultural environment. 	12
Cross-Cultural Communication	<ul style="list-style-type: none"> Communication. 	<ul style="list-style-type: none"> Verbal and non-verbal communication. 	6
Cultural Awareness	<ul style="list-style-type: none"> Fundamentals of Cultural Awareness. Intercultural communication. 	<ul style="list-style-type: none"> Cultural impacts to operational effectiveness. 	12
Cyber Security	<ul style="list-style-type: none"> Threats and challenges of information society. Cyber attacks. Complex cyber security. 	<ul style="list-style-type: none"> National and international cyber security strategies. Cyber Security organisations and standards. 	13
Electronic Warfare	<ul style="list-style-type: none"> Electromagnetic environment. Electronic Warfare terms and definitions. 	<ul style="list-style-type: none"> Threats. Electronic Warfare actions and measures. 	11
Interoperability	<ul style="list-style-type: none"> The nature and scope (division) of NATO, EU and UN Operations. Command and Control principles and the system. 	<ul style="list-style-type: none"> The TLP steps and their content. Form of orders and reports. Joint military symbols and task verbs. 	10
Law of Armed Conflict	<ul style="list-style-type: none"> Basic principles of the LOAC. Definitions in LOAC. 	<ul style="list-style-type: none"> International Criminal Justice. 	10
Military Leadership (A)	<ul style="list-style-type: none"> Characteristics and Capabilities of Land Forces. Operational principles of Combat Troops and Combat Support Troops. Fundamental chapters of a "Common MDMP" – senses, processing and cognitions. 	<ul style="list-style-type: none"> Task organisation part 1 – friendly forces & part 2 – opposing forces. UTM-Grid system. Military terms and task verbs Used formats – marching order, terrain brief with tactical reference, operations brief. 	7
Military Leadership (B)	<ul style="list-style-type: none"> Military principles on the example of attack operations. 		8

The e-learning parts mentioned in the table above are available for all EU Basic Officer Education Institutions upon request. How to request can be identified on the EMI-LYO homepage.

"(...) thanks to the interviews and the working groups I learnt to interact to other people in a foreign language"
(Valeria D'Amico, Officer Cadet)

8.4 LoD 4 – IT platform

The 2008 Council Conclusions on CSDP gave the task to create an IT platform “containing national military colleges’ training curricula, for ease of identification and comparison of training” and “allowing national military training colleges to offer and request places on officer exchanges”.⁴⁴

Following the task mentioned above, an IT platform was created with support of the Hellenic Naval Academy and the “Vassil Levski” National Military University of Bulgaria, where the homepage is hosted.

*“As a civilian, I also learnt to look at problems from a different point of view, thanks to the military environment that I experienced”
(Antonio Riemma, student)*

Known as the “EMILYO homepage” with its URL “www.emilyo.eu”, it provides information about the activities of the Implementation Group (IG) to all stakeholders. The responsibility to update the homepage is mainly with the IG Chairman based on contributions of all IG members. In particular, the homepage provides the following folders:⁴⁵

Folder	Contents	
Home	<ul style="list-style-type: none"> News. Important links. 	<ul style="list-style-type: none"> Upcoming events.
About the Initiative	<ul style="list-style-type: none"> History. Scientific Publications. 	<ul style="list-style-type: none"> Exchange Experience.
Lines of Development	<ul style="list-style-type: none"> All LoDs with the respective documents. 	
Documents	<ul style="list-style-type: none"> Approved Meeting Minutes. Other Documents and Reports. 	<ul style="list-style-type: none"> Temporary Documents. Pictures. Logos.
BOEI in EU	<ul style="list-style-type: none"> Fiches 	<ul style="list-style-type: none"> Presentations of BOEI.
Mobility Offers & Multiplier Events	<ul style="list-style-type: none"> All events (exchange offers and conferences with a linkage to the Initiative) are listed according to the date. 	
Calendar	<ul style="list-style-type: none"> Events according to a calendar. 	<ul style="list-style-type: none"> Time-frame of EU-BOEIs’ academic semesters.
IG’s Honorary Members	<ul style="list-style-type: none"> The Honorary IG Members are listed. 	
Pool of Lecturers (password protected)	<ul style="list-style-type: none"> Lists of instructors are available to facilitate lecturer exchanges. 	

44 Council of the European Union (2008). Council conclusions on the ESDP. Brussels. Doc. 15465/08 – ANNEX III. Approved by the Council on 10 November 2008. P. 25.

45 Cf.: Homepage of the „European Initiative for the exchange of young officers inspired by Erasmus”. URL: <http://www.emilyo.eu>. [12-5-18].

8.5 LoD 5 – supporting develop mechanism/framework

Based on a decision by the ESDC Steering Committee as of 2010 and updated in 2015, a framework agreement aims to provide concrete modalities for exchanges of trainees and teachers between training institutions and, thus, to promote shared approaches regarding education and training of Member States' young officers, in particular in the field of the Common Security and

*“All the experiences are useful for my current studies and are most likely to be used in the future. It all helped me to become better soldier and person in future to come”
(Artur Chrusciel, Officer Cadet)*

Defence Policy (CSDP). This framework should be used by the Member States participating in the Initiative on a voluntary basis for their mutual exchanges.⁴⁶

The framework establishes the general conditions of Military Erasmus, dealing with the exchange of trainees and teachers between training institutions. It describes the principles of an exchange, financial liabilities, remarks about the tutoring staff, how the subordination and discipline should be handled, and other administrative issues. In principle, the framework states that Officer Cadets from another EU Member State should be treated in the same way as the national ones.



An exchange of a Spanish Officer Cadet under the umbrella of the LoD 5 framework.

Source: Theresan Military Academy.

46 Cf.: ESDC Steering Committee (2010). Adopting the Framework regarding the European initiative on the exchange of young officers, modelled on Erasmus and adopting the MECTS Users' Guide. Brussels. Decision SC 2010/1 as of 24 February 2010. Updated by Gell, H. (2015). FRAMEWORK regarding the European initiative for the exchange of young officers inspired by Erasmus. Article 2 (2).

To make use of the framework, an EU Member State has to opt in, which can be done by a verbal announcement during a Steering Committee or Executive Academic Board meeting or by a letter or e-mail to the ESDC. So far, the following EU Member States have opted in:

- Austria.
- Belgium.
- Cyprus.
- Estonia.
- Greece.
- Italy.
- Poland.
- Spain.
- On bilateral basis: France and Sweden.

The use of the LoD 5 framework facilitates exchanges, mainly referring to administrative issues. In this booklet's chapter 10.6 the framework agreement is attached.

8.6 LoD 6 – national implementation of the programme

In spite of the Council Decision by the Ministers of Defence in 2008, which issued a mandate for the European Initiative for the exchange of young officers inspired by Erasmus, the challenge for the Implementation Group has always been to inform and to convince the decision makers to fulfil its goals. For that purpose different avenues of approach were established. One of the main tools is the LoD 4 EMILYO homepage, but decision makers have to be indicated how to find the correct information there.

Other approaches to promote Military Erasmus consist in making recourse of Wikipedia⁴⁷ in different languages or conferences and seminars, such as the annual European Military Academies Commandants' Seminar (EMACS) or the international Military Academic Forum (iMAF), where updated information about Military Erasmus has always a prominent place.

On an annual basis, the IG Chairman sends letters to all Rectors, (Rector-) Commandants, and Superintendents of all EU BOEIs to inform them about latest Military Erasmus' achievements. The last years during meetings of the European Union Military Committee (EUMC) the Chiefs of Defence Staff have been informed as well.

"I had the possibility to meet people from all around the world that share my same values, like Honour, Valour, Allegiance and Excellence"
(Federico Izzo, Officer Cadet)

The quarterly IG meetings remain the main information and elaboration platform. To fulfil the tasks, it is of paramount importance that the BOEIs send their education experts to these meetings regularly – only then the IG is able to achieve the goals.

47 Cf.: Homepage of Wikipedia. URL: https://en.wikipedia.org/wiki/European_initiative_for_the_exchange_of_young_officers_inspired_by_Erasmus or https://cs.wikipedia.org/wiki/Evropsk%C3%A1_iniciativapro_v%C3%BDm%C4%9Bnu_mlad%C3%BDch_d%C5%AFstojn%C3%ADk%C5%AF_inspirovan%C3%A1_programem_Erasmus or https://fr.wikipedia.org/wiki/Initiative_europ%C3%A9enne_pour_les_%C3%A9changes_de_jeunes_officiers,_inspir%C3%A9e_d%27Erasmus or https://it.wikipedia.org/wiki/Iniziativa_europea_per_lo_scambio_di_giovani_ufficiali. [12-5-18].



37th Implementation Group meeting in Brussels in February 2018.
Source: European Security and Defence College Secretariat.

8.7 LoD 7 – lifelong learning

This line of development was initiated by the University of Defence in Brno during the Czech Presidency of the Council of the European Union in 2009. The main objective is to identify external funding for the Military Erasmus' goals – such as the ERASMUS+ funding.

Since almost all the EU BOEIs own the ERASMUS+ Charter, this programme of the European Commission provides excellent (co-) financing, not only for staff-, lecturer-, and student exchanges, but also for other attempts, such as the Strategic Partnership Projects.

Under the umbrella of this LoD 7, the international Military Academic Forum 2016 (iMAF 2016) in Wrocław, Poland was dedicated to “Modelling new forms of cooperation with the use of external funds”.⁴⁸ It turned out that a lot of other external funding than ERASMUS+ may be used to support exchange activities. Further details can be found within the iMAF 2016 book.⁴⁹

The LoD 7 IG's subgroup organises also annual meetings, during which new possibilities of funding are discussed and identified. It turned out, that this meeting is also useful to prepare upcoming iMAFs concerning topics and desired achievements. All IG members are invited to these meetings.

48 Smal, T. & Bielewicz, M. (2016). Modelling new forms of cooperation with the use of external funds – iMAF book 2016. Wrocław. The General Tadeusz Kosciuszko Military Academy of Land Forces. ISBN 978-83-65422-53-8. Passim.

49 Ibid. Available from URL: <http://www.emilyo.eu/node/1025>. [13-5-18].



**Line of Development 7 meeting at the University of Defence in Brno, Czech Republic.
Source: University of Defence Brno.**

8.8 LoD 8 – common modules

A common module is a BOE's segment, which is seen to be important for all Officer Cadets of the European Union; they may be divided into modules for different services. An IG member, a BOEI, or a group of institutions may propose – according to a certain format and procedure following the rules for the higher education area – such a module to the IG. After a pre-check by the IG Chairperson, the module description is sent to approximately 300 education experts in the 28 EU Member States. If everybody agrees, then the status of “common” can be issued by the IG unanimously. This approval provides a strong argument towards accreditation agencies when BOEIs want to implement common modules into their national academic curricula.

*“I think and feel more as a European”
(Christian Kurz, Officer Cadet)*

As a next step as many as possible BOEIs should implement the common module(s) into their national curricula. In doing so, the European curricula as such are harmonised gradually. If then an Officer Cadet is sent to another institution to the same module, the recognition process is not needed any more.

The following table provides an overview about the existing common modules; the respective module descriptions are available on the EMILYO homepage.⁵⁰

Common Module	ECTS	Common Module	ECTS
Advanced Technologies in Borders Surveillance	2	English for Aviation Security Personnel	3
Aviation English for ICAO LPR	3	How to meet the Media	2
Aviation English P1	3	Individual Personal Development and Meta-Communication	2
Aviation English P2	3	Interoperability	6
Basic Military English	2	Irregular Warfare	3
Battle Physical, Mental and Survival Training	3	Law of Armed Conflict	2
Common Operating Environment	3	Leadership & Agility in Complex Environments	2
Common Security and Defence Policy	2	Maritime Leadership	2
Comprehensive Approach	4	Maritime Security	2
CMO/PSO (4 Sub-Modules)	12	Military Instructor Training	3
Cross Cultural Communication	2	Military Ethics (A)	2
CSDP-Olympiad	2	Military Ethics (B)	2
Cultural Awareness	2	Military Leadership (A)	2
Cyber Security	2	Military Leadership (B)	2
Defence and Security Economics	4	Military Leadership (C)	4
Electronic Warfare	2	Military Strategy and Security in the Baltic Sea Region	3
English for Aircraft Maintenance SET P1	3	Small Unit Tactics	4
English for Aircraft Maintenance SET P2	3	Space Applications for Security and Defence	2
English for Aircraft Maintenance SET P3	3	Total: 37	108

⁵⁰ Cf.: EMILYO homepage. URL: <http://www.emilyo.eu/node/988>. [13-5-18].

9. Future Projects for the Basic Officer Education and Training

9.1 The strategic goals

According to its mandate, the overall goal of the Implementation Group is to harmonise the EU BOE and to increase interoperability, thus to increase Europe's security. The term "harmonisation" should not be misunderstood: It does not mean "standardisation". Over the years some BOEIs developed excellent specialisations – for example in cyber security – and this expertise should be maintained and sustained because Europe needs also specialisations to manage future challenges. Therefore, the IG's activities aim always at a qualified balance between "generalisation" and "specialisation".

Within all its activities the IG shall promote a European security and defence culture, in terms of spreading the idea among the Officer Cadets and students participating in the BOE, that current and future challenges can only be managed together; for example, if the IG is able to convince Officer Cadets and students from Northern Europe that they consider threats to Southern Europe as their own ones, then the mission is accomplished. This avenue of approach goes hand in hand with an education for the Union's Common Security and Defence Policy.

To achieve the IG's goals it is indispensable that the BOEIs send their representatives and education experts to the regular IG meetings. Only if all EU Member States with all their institutions act jointly, the mandate can be fulfilled.



37th Implementation Group meeting in Brussels in February 2018.
Source: European Security and Defence College Secretariat.

9.2 Future projects

Other meetings, conferences and projects are linked to the IG's elaborations as well, in order to achieve the goals faster. The European Union Global Strategy (EUGS)⁵¹ defines threats and challenges which definitely have their effect onto the BOE. That is why in 2018 many of conferences have been dedicated to potential new threats and – as a consequence – the need for implementation of new education modules to succeed in dealing with these threats. Just an example: The IG considers it advisable to educate the future military leaders in the specifics of desert warfare, because future deployments may take place under these climate conditions. Therefore, every year, at the end of summer one common module takes place in Cyprus to familiarise Officer Cadets with these special leadership circumstances.

“(...) the exchange allowed me to get to know different approaches to given problems”
(Damian Kolakowski, Officer Cadet)



Familiarisation with desert warfare leadership: Common Module in Cyprus in September.
Source: Cypriot National Guard.

51 Cf.: European External Action Service (2016). Shared Vision, Common Action: A Stronger Europe – A Global Strategy for the European Union's Foreign And Security Policy. Brussels. Passim.

Within the near future the IG designated the following fields to elaborate on in order to fulfil the goals:

- Encouraging Member States to engage more actively in the activities of the IG.
- Implementation of more common modules, especially of those included in the curriculum of the still developed and future international semesters.
- Encouraging BOEIs to adopt the entire international semester(s) in their curricula.
- Based on the experience of the already developed international semester, the IG will promote the creation of such an international semester for other services – such as Air Force, Naval, Military Technical and Military Medical BOEIs.
- Promotion and support the development of joint study programmes on Bachelor level – within the ERASMUS+ frame – in order to strengthen (regional) cooperation among the EU BOEIs.
- Organising and promoting postings of teaching staff at an EU BOEI abroad for duration of one or two semesters.
- Linked to the IG's goals is the development of an Interdisciplinary Joint Master Study Programme in Common Security and Defence Policy (IJMSP CSDP). Three EU HEIs found together to elaborate onto the implementation.
- A mid- or long-term goal could be the establishment of “EU-combined service academies” as already proposed by the Special Adviser on European Defence Policy to the President of the European Commission in 2015.⁵² This does not mean the closure of the existing national BOEIs – as described above we need their expertise – but obviously European approaches can be implemented by European institutions in a more effectively and more efficiently manner. The idea could be to complete one or two semesters at these EU academies, based on the national BOE.

“I benefit from the work of the Implementation Group because I am learning a lot about the EU Member-States different models of education and training, and also how to transform and adapt our internal system to the challenges of internationalization. I admire the dynamics of some countries/Academies, which lead to the approval of so many common modules, and I hope that the progress achieved will in the short term persuade the Portuguese Academies. Finally, I stress the Chairman´s competence, as well as the Secretariat, following all these activities”

(Isabel Elias da Costa, Implementation Group member)

52 Cf.: Barnier, M. (2015). In Defence of Europe – Defence Integration as a Response to Europe's Strategic Moment. Op. cit. P. 8.

9.3 Conclusions

The IG can look back at many years of active life. Within almost 10 years a lot of challenges – linked to the BOE, to the academic accreditation, to financial restrictions, etc. – were addressed and managed.

On the one hand most of the “technical” problems were solved. In particular, how to transfer the workload between academic and vocational education, how to describe learning outcomes, e-learning modules were developed, a homepage for the exchange of all the necessary information was established, the administrative processes are described, how to advertise Military Erasmus turned to an on-going process, how to gain financial support, and –

“The Implementation Group has opened new roads for creating a common security and defence culture between the youngest members of the EU Military”
(Emmanouil Manolis,
Implementation Group member)

step by step – how to create and implement common modules in order to harmonise the EU BOE.

On the other hand – addressing the benefits of Military Erasmus – scientific researches proved evidence that exchanges on Officer Cadets’ level increase their competences, which are needed on a later stage when acting as Officers; that is why the IG’s goals can be considered as being on the right track.

At present time some institutions implement and offer common modules, some of the institutions even offer entire academic semesters. In spite of that more of these common modules and semesters could be developed and implemented to speed-up the interoperability and the harmonisation between the EU BOE. The creation of international semesters for different services – for example for Air Force, Naval, technical or medical BOEIs – is one of the actual priorities.

A new LoD – aiming at quality assurance – is worth considering, because it is not only the goal to keep the standards, but also to increase them.

In the future new ideas which are in line with the IG’s objectives – for example the Permanent Structured Cooperation (PESCO) – are always welcome and should be introduced to the IG, as long as referring to the BOE. Then because of its long-time experiences the implementation of new ideas will take place better and faster in order to increase the European security and defence culture – thus – to contribute to the European Security and Defence Policy.

10. Annexes

10.1 List of abbreviations

AKU	Autonomous Knowledge Unit
AOR	Area of Responsibility
BE	Base Excess
BG	Blood Glucose
BOE	Basic Officer Education
BOEI	Basic Officer Education Institution
BOEIs	Basic Officer Education Institutions
Ca	Calcium
CA	Comprehensive Approach
CFSP	Common Foreign and Security Policy
CO ₂	Carbon Dioxide
COM	Commission
CS	Combat Support
CSA	Clinical Stress Assessment
CSDP	Common Security and Defence Policy
CSS	Combat Service Support
ECTS	European Credit Transfer and Accumulation System
EDA	European Defence Agency
EEAS	European External Action Service
EHEA	European Higher Education Area
EMACS	European Military Academies Commandants' Seminar
EMILYO	Exchange of MILitary Young Officers
EPSC	European Political Strategy Centre
EPSC	European Political Strategy Centre
ESDC	European Security and Defence College
EQF	European Qualifications Framework
ESS	European Security Strategy
EU	European Union
EUAFA	European Air Force Academies
EU-BOE	European Union Basic Officer Education
EUGS	European Union Global Strategy
EUMC	EU Military Committee
EUMS	European Union Military Staff
EUMSS	European Union Maritime Security Strategy
EUMTG	EU Military Training Group
EUNAVFOR	European Union Naval Force
FRONTEX	Frontières Extérieures

GAREA	General Annual Report on ESDC Activities
HCO ₃	Hydrogen Carbonate
HEI	Higher Education Institutions
HNA	Hellenic Naval Academy
HR/VP	High Representative/Vice President
IDL	Internet-Distance Learning
IG	Implementation Group
IHL	International Humanitarian Law
IJMSP CSDP	Interdisciplinary Joint Master Study Programme in Common Security and Defence Policy
iMAF	international Military Academic Forum
K	Potassium
LOAC	Law of Armed Conflict
LoD	Line of Development
LoDs	Lines of Development
MDMP	Military Decision Making Process
Mg	Magnesium
mg/dl	Milligram per Decilitre
mmHg	Millimetre of Mercury
mmol/l	Millimole per Litre
MS	Member State
MSs	Member States
Na	Sodium
NATO	North Atlantic Treaty Organisation
NQF	National Qualifications Framework
O ₂	Oxygen
O ₂ sat	Oxygen Saturation
PESCO	Permanent Structured Cooperation
PfP	Partnership for Peace
pH	Potential of Hydrogen
pCO ₂	partial Pressure of Carbon Dioxide
pO ₂	partial Pressure of Oxygen
PSC	Political and Security Committee
QWs	Quick-Wins
RACVIAC	Regional Arms Control Verification and Implementation Assistance Centre
RoE	Rules of Engagement
SD	Standard Deviation
SEDE	Security and Defence
SEM	Standard Error of Mean
SOFA	Status of Forces Agreement
SQF	Sectoral Qualifications Framework

TLP	Troop Leading Procedure
TRA	Training Requirements Analysis Report
TTP	Tactics, Techniques and Procedures
UN	United Nations
UTM	Universal Transverse Mercator

10.2 For more information

10.2.1 Websites

- 01 “Erasmus +” – European Commission:
https://ec.europa.eu/programmes/erasmus-plus/node_en
- 02 European Air Force Academies (EUAFAs):
<http://www.euafa.eu/EUAFAs/>
- 03 European initiative for the exchange of young officers inspired by Erasmus (Emilyo platform): <http://www.emilyo.eu/>
- 04 European Security and Defence College – European External Action Service:
https://eeas.europa.eu/headquarters/headquarters-homepage/4369/european-security-and-defence-college-esdc_en
- 04 Homepage of Wikipedia. URL: https://en.wikipedia.org/wiki/European_initiative_for_the_exchange_of_young_officers_inspired_by_Erasmus.

10.2.2 Official references

- 01 Council Decision 2016/2382/CFSP of 21 December 2016 establishing a European Security and Defence College (ESDC) and repealing Decision 2013/189/CFSP:
<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32016D2382>
- 02 Council of the European Union (press), “Towards a European security and defence culture: The European Initiative for the exchange of young officers, inspired by Erasmus, picks up speed”, Brussels, 11 March 2010: http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/esdp/113308.pdf
- 03 Council of the European Union, EU Policy on Training for CSDP (2017):
<http://data.consilium.europa.eu/doc/document/ST-7838-2017-INIT/en/pdf>
- 04 European Council, Report on the Implementation of the European Security Strategy - Providing Security in a Changing World, Brussels, 11 December 2008:
<https://europa.eu/globalstrategy/fr/node/12>

- 05 Council of the European Union. Council conclusions on the ESDP. Brussels. Doc. 15465/08 – ANNEX III. Approved by the Council on 10 November 2008.f
- 06 ESDC Steering Committee. Adopting the Framework regarding the European initiative on the exchange of young officers, modelled on Erasmus and adopting the MECTS Users' Guide. Brussels. Decision SC 2010/1 as of 24 February 2010. Updated by Gell, H. (2015). FRAMEWORK regarding the European initiative for the exchange of young officers inspired by Erasmus.

10.2.3 Publications

- 01 Dubois Dirk, "Comparison of courses based on competences (LoD 2)". Brussels. Document IG/2014/002 (Rev 4) as of 24 September 2014.
- 02 Ferreira da Silva Pedro, Paile Sylvain, "A Small Step for Capability, A Significant Leap for Military Erasmus", Nação e Defesa No. 125, Lisbon, Instituto da Defesa Nacional, May 2010.
- 03 Gell Harald, "Europeanising Basic Officer Education" in Armis et Litteris 33, Theresianische Militärakademie - Wiener Neustadt, 2015, pp. 1-22. Available: http://www.emilyo.eu/scientific_publications
- 04 Gell Harald, "Increase of Military Leadership Skill and Competences of future Leaders by Internationalisation", Brno, Economics and Management, February 2017 Available: http://www.emilyo.eu/scientific_publications
- 05 Gell Harald. "Users' Guide for Workloads' Calculation of Non-Academic Basic Officer Education". Brussels. Adopted by the European Security and Defence College – Steering Committee. Decision SC 2010/1 as of 24 February 2010.
- 06 Gell Harald, Paile Sylvain (Eds.), iMAF2014 - Lessons Learnt from the International Military Academies Forum 2014, Vienna, Federal Ministry of Defence and Sports of the Republic of Austria, 2014, 212 p. Available: http://maf-reichenau.at/iMAF2014/Sites/Photos_Films_iMAF.php
- 07 Moustakas Athanasios (Ed.), The 2nd Common Security and Defence Policy Olympiad, Athens, Hellenic National Defence General Staff, 2016, 171 p, 176 p. Available: http://www.emilyo.eu/scientific_publications
- 08 Paile Sylvain (Ed.), Europe for the Future Officers, Officers for the Future Europe – Compendium of the European Military Officers Basic Education, Polish Ministry of National Defence, Department of Science and Military Education, Warsaw, September 2011, 226 p. Available: http://www.emilyo.eu/scientific_publications
- 09 Paile Sylvain, European Education and Training for Young Officers – The European Initiative for the Exchange of Young Officers, Inspired by Erasmus, Brussels, Publications of the European Security and Defence College, 2014, 38 p. Available: http://www.emilyo.eu/images/Uploaded_Documents/EU_Academies/erasmus_booklet_fin.pdf

- 10 Paile Sylvain, European Military Higher Education Stocktaking Report, Brussels, DG F Press, Council of the European Union, May 2010, 180 p. Available: http://www.emilyo.eu/scientific_publications
- 11 Paile Sylvain, Gell Harald (Eds.), 5 years of the European Initiative for the Exchange of Young Officers Inspired by Erasmus, Lessons Learnt from the International Military Academies Forum 2013, Vienna, Federal Ministry of Defence and Sports of the Republic of Austria, 2013, 120 p. Available: <http://www.miles.ac.at/campus/iep/pdf/2013/2013-11-iMAF-Book.pdf>
- 12 Paile Sylvain, "Erasmus militaire : européaniser la formation, former à l'européanisation" ("Military Erasmus: Europeanising the training, training to the Europeanization") in Revue Défense Nationale, "Où va l'Europe militaire ?", Summer 2013, pp. 145-152.
- 13 Paile-Calvo Sylvain, From European Mobility to Military Interoperability – Exchanging Young Officers, Knowledge and Know-How, Luxembourg, Publications Office of the European Union, 2016, 316 p. Available: https://eeas.europa.eu/topics/common-security-and-defence-policy-csdp/10727-from-european-mobility-to-military-interoperability_en
- 14 Smal Tomasz, Bielewicz Marcin (Eds.), iMAF 2016 – Modelling new forms of cooperation with the use of external funds, Wrocław, General Tadeusz Kosciuszko Military Academy of Land Forces, 2017. Available: http://www.emilyo.eu/scientific_publications
- 15 Vitovska Jana (Ed.), The 3rd Common Security and Defence Policy Olympiad, Liptovsky Mikulas, The Armed Forces Academy of General Milan Rastislav Štefánik, 2017, 225 p. Available: http://www.emilyo.eu/scientific_publications
- 16 Zambas Symeon (Ed.), The 1st Common Security and Defence Policy Olympiad, Brussels, Ministry of Defence of the Republic of Cyprus, 2013. Available: http://www.emilyo.eu/scientific_publications

10.2.4 Reports

- 01 Gell Harald, "Increase of Students' personal Development by Internationalisation", University of Defence, Brno, Habilitation thesis, September 2015. Available: http://www.emilyo.eu/scientific_publications
- 02 General Secretariat of the Council, Stocktaking of existing exchanges and exchange programmes of national military officers during their initial education and training, Brussels, 3 July 2008 (not published)
- 03 Paile Sylvain, "Common Security and Defence Policy Module" in Armis et Litteris 33, Theresianische Militärakademie - Wiener Neustadt, 2015, pp. 23-96. Available: http://www.emilyo.eu/scientific_publications

- 04 Paile Sylvain, “Common Security and Defence Policy Modules – Spain 1-5 March 2010 - External Evaluation Report”, April 2010. Available: http://www.emilyo.eu/scientific_publications
- 05 Paile Sylvain, “External evaluation of the Lisbon European Security and Defence Seminar”, September 2009. Available: http://www.emilyo.eu/scientific_publications
- 06 Stratikis Nikolaos, “Common Security and Defence Policy Common Module, 15-19 May 2017 – External Evaluation Report”, Athens, Hellenic Air Force Academy, 2017. Available: http://www.emilyo.eu/scientific_publications

10.3 Council Conclusions on the ESDP

Statement on the European Young Officers Exchange Scheme, Modelled on Erasmus, Brussels 10 and 11 November 2008 (Annex).

- The Council has agreed to adopt the European young officers exchange scheme, modelled on Erasmus.⁵³
- The scheme is intended to strengthen the interoperability of the armed forces and promote a European security and defence culture.
- The ability of the European armed forces to work together has become a determining factor in preparing and conducting increasingly complex multinational military operations. It entails increased cooperation between Member States in the field of officer training.
- The scheme will provide European officers with an opportunity to undergo part of their training, from the initial training stage, in another Member State. It will thus promote the mobility of students and teaching staff of military training colleges and facilitate shared approaches to the training of young European officers, in particular in the field of the ESDP.
- The Member States have therefore agreed on a number of practical measures, set out in the Annex hereto, for encouraging and facilitating exchanges between their national training colleges, with assistance from the European Security and Defence College. These measures will be implemented at both European and national level. They will be based on existing bilateral and multilateral exchanges.
- The European young officers exchange scheme, modelled on Erasmus, will be implemented on a national and voluntary basis, with due regard for each Member State's decision-making autonomy and specific characteristics in the field of training.
- The Secretary-General/High Representative will draw up a report on the implementation of the scheme and will submit it to the Council as soon as possible in 2009.

⁵³ Authors' remark: Erasmus is the strand of the European Union Lifelong Learning Programme devoted to higher education.

10.4 Practical implementation measures

I. Measures at European level

- 1) Measures common to the three components of initial officer training (academic education, “basic military training” and professional training).⁵⁴
 - a. Compare the training offered by the various colleges on the basis of national indicative lists of skills.
 - b. Create an IT platform:
 - Containing national military colleges' training curricula, for ease of identification and comparison of training.
 - Allowing national military training colleges to offer and request places on officer exchanges.
 - c. Identify ways of dealing with administrative, legal and other obstacles to exchanges.

- 2) Academic component of initial officer training
 - d. Develop training modules on international issues (academic component of officer training). A training module on the EDSP is now available. Training modules should be developed in other areas relating to international security. These training modules will be made available to national military colleges.
 - e. Make it easier for national military colleges to access and use the Internet-Based Advanced Distance Learning (IDL) system, which is being developed by the European Security and Defence College (ESDC), to enlarge the scope of available teaching material.

- 3) “Basic military training” and professional components of initial officer training
 - f. Develop an equivalence system for the military components of initial officer training. The implementing working party will examine the possibility of using the European Credit Transfer System (ECTS) which also covers the academic component of initial officer training.
 - g. Draw on the Erasmus programme to establish mechanisms to promote officer exchanges.

⁵⁴ Authors' remark: “The officer's training/education starts after recruitment and includes vocational training and academic training up to and including Master's Degrees (if included in the initial training)”. Statement according to the Stocktaking of existing exchanges and exchange programmes of national military officers during their initial education and training. Document 12843/08. 9 September 2008.

II. Measures at national level

- a. Encourage Member States and their national military training colleges to make full use of the instruments and measures offered by the Bologna process.
- b. Encourage national military training colleges to increase the mobility of military students and teaching staff among the Member States.
- c. Encourage Member States to recognise the training which their officers have received at establishments in other EU Member States.
- d. Encourage the teaching of EU languages, in particular the teaching of a second foreign language, in order to extend the range of potential exchanges.

III. Implementation of measures

- a. A working party will be set up to implement the measures at European level and contribute to the implementation of measures at national level. That working party will also contribute, more generally, to promoting exchanges of officers during initial training within the European Union. It may supplement the measures set out in this document.
- b. The working party will base its proceedings on the principles set out in the Ministerial Statement. This implementing working party will comprise representatives appointed by the Member States wishing to take part in it.
- c. The implementing working party will meet within the framework of the Executive Academic Board of the ESDC in order to benefit from the network already established within that framework.
- d. The database will be administered by the ESDC Secretariat and receive input from the Member States and their training colleges.
- e. Implementation of the measures will begin after the adoption by the Council (Ministers for Defence), on 10 November 2008, of the Statement officially adopting the European young officers exchange scheme, modelled on Erasmus.

10.5 List of descriptors (line of development 2)

KNOWLEDGE	SKILLS	COMPETENCES
SQF-text SQF level 6 generic descriptor		
Possesses comprehensive and advanced knowledge of his/her field, involving a critical understanding and appraisal of theories, key concepts, methods and principles	Possesses advanced cognitive and practical skills, demonstrating mastery of the issues, the ability to apply knowledge and develop creative solutions and applications required in a specialised professional or scientific field to solve complex or unpredictable problems	Is capable of managing complex professional activities or projects or is capable of working independently in expert duties in the field
A MILITARY SERVICEMAN		
Masters the Tactics, Techniques and Procedures (TTP) to ensure own force protection and the protection of the forces deployed in his/her AOR	In all circumstances, develops a plan to maximise force protection	
Masters the TTP specific to his service and branch	Conducts a sound military decision making process (MDMP) adapted to his service and/or branch, to find a suitable solution in a complex and potentially dangerous environment, to find a tactical solution to complete the mission	Understands the course of action of the higher command level and takes the necessary initiative to contribute to its success
Knows the possibilities of the different combat, CS and CSS elements deployed in his AOR	Integrates all force multipliers in his MDMP appreciation	Willing to accept the limitations of his own forces and those friendly forces in his AOR
Knows the Laws of Armed Conflict, International Humanitarian Law and the rules of engagement applicable to his AOR		Actively enforces and promotes the respect of LOAC and IHL and respects the RoE

A MILITARY TECHNICIAN		
Knows the basics of technology and science which are necessary to work with weapons and communication systems	Uses the necessary combat and command equipment in his/her duties and knows how to maintain them and as appropriate to identify and remedy a fault	Understands and is able to use modern command, control, information and communication technologies
Knows capabilities of the weapon systems and equipment used by his/her unit and is familiar with the material storage regulations	Is able to maintain, safely operate and manage the weapon systems and equipment used by his/her unit	Enforces all safety regulations applicable either in operations or in peace-time facilities
A LEADER AND A DECISION MAKER		
Knows the main aspects of modern warfare and tactics and is subsequently able to organise the work of the unit	Is capable of managing complex professional activities or projects or is capable of working independently in expert duties in the field	Demonstrates ability to optimise human potential like steadiness, determination, work anticipation, organisation, sense of liability and integrates gender-awareness in his/her decisions
	Assumes planning and control of military in writing and comprehending military files, giving and translating orders to his/her level as part of a military structure	Is capable of making decisions in an unpredictable, potentially life-threatening operating environment
	Has the necessary organisational and administrative skills for managing resources of the armed forces	Solves problems and deals with the widest range of tasks based on his/her updated knowledge, methods acquired, experience and interaction skills
Has a basic knowledge on leadership theories	Is able to lead a group	Performs activities and roles specific to the team work on different responsibilities
	Carries out professional tasks in accordance with specified objectives, being integrated in a work group and allocates specific tasks to subordinate levels using communication and dialog, co-operation, positive thinking and mutual respect and using feed-back to improve personal activity	Exercises commandment of his/her unit and the subordinate ones in every situation (wartime, peacetime, international operations, etc.)

	Performs activities and roles specific to the team work on different responsibilities	Assumes responsibilities of the leader, based on modern means of Leadership
Knows the techniques to identify and manage stress in a group	Actively manages stress situations in the group for which he is responsible	
A COMBAT-READY ROLE MODEL		
	Carries out his/her professional tasks in accordance with the national and international rules, with the applicable Rules of Engagement (RoE)	Behaves in accordance with orders, has good manners, knows the military culture and respects the spirit and traditions of his/her armed force's branch and the general conduct becoming an officer
	Operates in accordance with the constitutional and societal values and legal system, law of armed conflict and the Armed Forces' principles, to acquire skills in ethical commitment to defend them through his/her commandment	Is highly responsible, loyal to their country and to the International Organisations that he/she represents and dutifully and eagerly serves the armed forces
Knows adequately the basics of job-related risks which are necessary to work and is ready to undertake the responsibilities of the profession of arms	Acts as a member of a group according to the rules and regulations and his/her authority in his/her branch assignment	Promotes and forges one's action ethic and acts decisively against any infractions committed by those under his/her command
Recognizes the influence of different cultures and gender related issues on the execution of his mission	Acts according to the ethical principles of the Armed Forces and the values of officer education	Is able to deal with different people in learning and working communities and other groups and networks, taking account of communal and ethical considerations
	Endures intensive, continued and long efforts through simple physical military and sport activities	Maintains the physical and psychological fitness that is required for enduring all situations a military leader must face
	Improves his/her performance and makes best use of the knowledge, skills and competences of those people who work with him/her	

A CRITICAL THINKER AND RESEARCHER		
Has the basic knowledge in social sciences, humanities and/or applied science and technologies and has specialist knowledge in his/her field of specialty	Has the basic skills for continuing his/her general education and specialization through research	Applies and analyses the available information in his/her MDMP
	Solves problems by using interaction, personal experiences and adopted methods	
Has a basic understanding of the international security and defence structure as well as of the Law of Armed Conflicts	Is able to analyze, synthesize, evaluate and make sound judgments with initiative and creativity	Analyses the trends and policies of the countries/ parties involved in a conflict
Knows the research and analysis methods, is able to collect relevant data based on a research problem and objective, can analyse the collected data using modern data processing instruments and make relevant conclusions, including in foreign languages	Manages the information available, being able to make interdisciplinary connections and develops systematic approaches	Understands the extent and boundaries of professional functions and/or disciplines
Has an intellectual foundation which will generate an awareness and appreciation of the economic, political, historical, social and cultural aspects of the society in which the Defence Forces' function	Is able to interpreting, applying and contributing to the development of the principles and procedures of the services, potentially contained in manuals and publications	
	Is able to detect dangerous situations affecting security and independently solving these situations	Adapts to various types of conflicts, dynamics, environments and military actions, based on his/her knowledge
A LEARNER AND A TEACHER/COACH		
Has the necessary knowledge for continuing his/her education through lifelong learning processes	Has the necessary skills for continuing his/her education through lifelong learning processes	Possesses the capability for continuous learning
Has the necessary knowledge for self-development of the technical and tactical fundamentals through continuous training	Has the necessary skills for self-development of the technical and tactical fundamentals through continuous training	Is capable of taking responsibility for self-development, as well as for assessment and development of his/her own competence

10.6 Framework agreement (line of development 5)

Considering the General Affairs and External Relations Council's conclusions of 11 November 2008 and particularly the declaration on the European initiative on the exchange of young officers, modelled on Erasmus;

Considering the European Council's conclusions of 12 December 2008;

Desiring to improve the interoperability of the Member States' armed forces in order to realise, amongst others, the EU missions and operations;

Wishing to promote the European security and defence culture;

Agreed upon the following provisions:

ARTICLE 1) DEFINITIONS

The following definitions apply to this Decision:

- a. «ESDC»: European Security and Defence College;
- b. «Exchange»: Movement of one or several trainees or one or several teachers from a training institution A to a training institution B in exchange for a movement of one or several trainees or one or several teachers from a training institution B to a training institution A in accordance with this Decision;
- c. «Training institution»: any institution located on the territory of a Member State recognised by the Ministry of Defence of that Member State as providing initial military or vocational training and/or academic education for young officers and depending from this Ministry of Defence of that Member State or from any other competent governmental institution. If a training institution does not have legal capacity, its commitments under the present Decision are borne by the competent body of its Member State;
- d. «Sending institution»: training institution to which the trainee or the teacher belongs to;
- e. «Sending State»: Member State to which the Sending institution belongs to;
- f. «Receiving institution»: training institution in which the trainee or the teacher is sent within the framework of this Decision;
- g. «Receiving State»: Member State to which the Receiving institution belongs to;
- h. «Teacher»: staff delivering military or vocational training and/or academic education in a training institution;
- i. «Trainee»: any cadet or young officer of a training institution, as defined in the General Affairs and External Relations Council Conclusions 15465/08 of 10 November 2008;
- j. «Exchange trainee»: trainee participating in the exchange;
- k. «Exchange teacher»: teacher participating in the exchange;
- l. «Member State»: Member State of the European Union;
- m. «Tutor»: staff of the Receiving institution in charge of assisting and advising exchange trainees or exchange teachers both on academic and administrative issues;

- n. «Implementing arrangement»: text to be signed on a bilateral or trilateral basis, if applicable, between training institutions at the appropriate level, in accordance with this Decision and the law in force in the Sending State, in the Receiving State, and, if applicable, in the Member State which does not possess a training institution eligible in the framework of this initiative, in order to set the implementation of the exchange.

ARTICLE 2) AIM OF THE INITIATIVE

1. The aim of the "European initiative for the exchange of young officers inspired by Erasmus" (herein after the "initiative") is to strengthen the interoperability of the armed forces of the Member States and promote a European Security and Defence Culture.

2. In accordance with the Member States' notice on the means allowing to attain this purpose, this Framework aims to provide concrete modalities for exchanges of trainees and teachers between training institutions and, thus, to promote shared approaches regarding education and training of Member States' young officers, in particular in the field of the Common Security and Defence Policy (CSDP). This Framework should be used by the Member States participating in the initiative on a voluntary basis for their mutual exchanges.

ARTICLE 3) PURPOSE OF THE DECISION

This framework establishes the general conditions of the initiative, dealing with the exchange of trainees and teachers between training institutions.

ARTICLE 4) SCOPE OF APPLICATION

This Decision applies to the exchange of trainees and teachers from a training institution.

ARTICLE 5) PRINCIPLES OF THE EXCHANGE

1. Member State wishing to participate in the initiative according to the conditions defined in this decision shall opt in by sending a declaration to the ESDC Secretariat, in order for this framework to be an option for the training institutions.

2. Whenever possible the Sending and Receiving institutions shall use external funding for exchanges – such as the ERASMUS+ programme.

3. The initiative is based on the exchange of trainees and/or teachers between training institutions according to the principle of reciprocity defined in article 1) b. However, the Receiving institution, with the Sending institution's consent, may decide to accept exchange trainees or exchange teachers under the conditions of this Decision without any reciprocity of the Sending institution.

4. The Sending institution and the Receiving institution agree on the conditions of recognition of the education provided to its exchange trainees in the Receiving institution and on the conditions

to accredit them with full equivalence. If possible, credit transfer systems such as European Credit Transfer and Accumulation System (ECTS) or the Users' Guide for Workloads' Calculation of Non-Academic Basic Officer Education should be used.

5. Exchange trainees and exchange teachers shall only carry out the missions agreed upon by the Sending and Receiving institution in the implementing arrangements.

6. Every exchange trainee or exchange teacher is a representative of his or her Member State.

7. If the exchange concerns a trainee or a teacher, citizen of a Member State which does not possess a training institution eligible in the framework of this initiative, the exchange shall be arranged in accordance with the will of this Member State:

- a. Either by a trilateral arrangement at the appropriate level between this Member State, the Sending institution, and the Receiving institution;
- b. Or by informing this Member State of the arrangements taken between the Sending institution and the Receiving institution.

This Member State will bear all costs listed in article 6, unless otherwise provided for.

ARTICLE 6) FINANCIAL LIABILITIES

1. The Sending institution, in accordance with the law in force in its Member State, shall take care of the following during the entire period of the exchange, unless otherwise provided for:

- a. The pay and cash compensations owed to exchange trainees or exchange teachers;
- b. Any charges resulting from the transfer from the Sending State to the Receiving State and vice-versa as well as specific travelling compensations for any trip made on behalf of the Sending institution;
- c. Charges resulting from repatriation of exchange trainees or exchange teachers for health or disciplinary reasons;
- d. Funeral expenses and transport of corpses as well as any other charges to bear in case any exchange trainee's or exchange teacher's death would occur;
- e. Potential expenses linked to any specific service provided during the exchange on demand of the Sending institution;
- f. Emergency or basic medical care, not borne by the healthcare services of the Receiving institution for its own trainees and teachers;
- g. Ensuring that exchange trainees and exchange teachers are in possession of a civil liability insurance, valid during the entire exchange, covering them on the territory of the Receiving State.

2. The Receiving institution, in accordance with the law in force in its Member State, shall take care of the following during the entire period of the exchange, unless otherwise provided for:

- a. The expenses linked to education (particularly tuition, registration, and examination fees, as well as training facilities and sport facilities expenses) under the same conditions as those provided to trainees or teachers of the Receiving institution;
- b. The supply of class material, documentation, computer equipment, access to documentation, laboratories, and Internet for educational purposes and research activities under the same conditions as those provided to trainees or teachers of the Receiving institution. Before their departure, the exchange trainees and exchange teachers shall return all computer equipment and manuals owned by the Receiving institution. The exchange trainee or exchange teacher who failed to return these equipment and manuals is exposed to an injunction to pay the price of these equipment and manuals, in accordance with the regulatory provisions of the Receiving State with the assistance of the Sending State;
- c. The supply of accommodation, food, and access to social activities under the same conditions as those provided to trainees or teachers of the Receiving institution;
- d. Transportation within the territory of the Receiving State for educational purposes under the same conditions as those provided to trainees or teachers of the Receiving institution;
- e. The costs linked to possible national language courses of the Receiving State within the Receiving institution, if the latter decides to provide such course;
- f. Emergency medical care, under the same conditions as those provided to trainees or teachers of the Receiving institution;
- g. Access to military associations, to officers' clubs and their sport facilities and other services under the same conditions as those provided to trainees or teachers of the Receiving institution.

3. The costs linked to potential loss and damage of personal belongings, clothes and individual equipment, provided by the Sending institution, are borne by the exchange trainee and exchange teachers in accordance with the rules in force in the Sending institution.

4. There shall be no resource implications, financial or otherwise, for a Member State not participating in the initiative.

ARTICLE 7) TUTORING STAFF

1. For day to day administrative issues, the Receiving institution shall appoint a representative, who shall have the position of « tutor », for liaison with the Sending institution. This tutor shall be responsible for coordinating academic and disciplinary issues that may arise during an exchange.

2. The tutor is in charge of informing the exchange trainees or exchange teachers of the Receiving institution's regulations, orders, instructions and customs, at their arrival, as well as assisting and advising them during the exchange period. The tutor deals with the requests for leave of absence.

3. The tutor takes the responsibility for informing the Sending institution on all the above-mentioned duties.

**ARTICLE 8)
SUBORDINATION - DISCIPLINE**

1. During the training period in the Receiving institution, exchange trainees or exchange teachers shall follow the instructions of the Receiving institution's director or commandant.
2. Exchange trainees or exchange teachers shall follow the Receiving institution's regulations, orders, and instructions. In case of incompatibility, the Sending institution and Receiving institution shall find an agreement on the most appropriate solution.
3. The Receiving institution is not authorised to take disciplinary measures towards exchange trainees or exchange teachers. Any breach of discipline involving an exchange trainee or an exchange teacher shall be brought to the attention of his/her relevant national authorities without delay. Sending institution and Receiving institution shall cooperate in the carrying out of the necessary disciplinary or administrative measures, ordered by the Sending institution. In the impossibility to do so, Sending institution and Receiving institution will cooperate on the repatriation of the exchange trainee or the exchange teacher.
4. Under the responsibility of the Receiving institution after the consent of the Sending Institution, exchange trainees or exchange teachers may be designated to carry out command duties within the framework of their training, and to this regard, may be subject to the same obligations as their counterparts of the Receiving institution carrying out the same duties. Exchange trainees or exchange teachers may be entitled with disciplinary power towards the Receiving institution's personnel thus under their command, if the Receiving institution, in accordance with the Sending institution, deems it necessary and if this is permissible under the national law of both the Receiving State and the Sending State.
5. The Receiving institution shall officially inform the Sending institution of any medal, distinction, reward awarded to the exchange trainee or exchange teacher.

**ARTICLE 9)
COMMON DENOMINATOR: COURSE ON COMMON FOREIGN AND SECURITY POLICY
(CFSP)**

Every exchange trainee should attend, if possible, one course on CFSP during his/her exchange.

**ARTICLE 10)
WORKING TIMETABLE – LEAVE OF ABSENCE**

1. The working timetable that exchange trainees or exchange teachers shall adopt during their activity is the one in force in the Receiving institution.
2. Exchange trainees or exchange teachers may take a leave of absence and stay away from their duty in accordance with the provisions in force in their Receiving institution. The requests for leave of absence shall be presented to the tutor in the Receiving institution for approval by the appro-

priate person within the Receiving institution in close coordination with the chain of command of the Sending institution.

3. Exchange trainees or exchange teachers may benefit from the public holiday regulation in force in the Receiving State. The Receiving institution's director or commandant may also grant leave of absence to exchange trainees or exchange teachers for public holiday of the Sending State or a Member State referred to in article 5.5, if applicable. These leaves of absence do not constitute a right.

ARTICLE 11) REPORTS

1. Individual reports drafted by exchange trainees or exchange teachers, on their own initiative, or by order of their Sending or Receiving institution shall be transmitted to the Sending institution and/or to the relevant national authority. The latter is in charge of their possible transmission to the Receiving institution.

2. The Receiving institution shall draft an individual evaluation report to the Sending institution for every exchange trainee or exchange teacher at the end of the exchange period, if required by the Sending institution.

3. The Receiving institution shall draft an annual general evaluation report on the different exchanges that took place in that Receiving institution to be send to the ESDC secretariat by a date determined by the Chairman of the Implementation Group.

4. The ESDC shall report to the Political and Security Committee (PSC) once a year on progress achieved in the implementation of the initiative as part of the GAREA.

ARTICLE 12) CAREER SYSTEM

Rank promotion of exchange trainees or exchange teachers shall take place exclusively according to the Sending State's career system.

ARTICLE 13) IDENTIFICATION

The Receiving institution shall provide a valid identification document for the time of the exchange, in order to allow normal access to authorised facilities based on this Decision.

ARTICLE 14) IMPLEMENTING ARRANGEMENTS

1. Member States wishing to participate in the initiative agree to establish, at the appropriate level, implementing arrangements as necessary.

2. Implementing arrangements, agreed upon at the appropriate level according to national law, specify the exact conditions of each exchange and make reference to the present framework.

3. Amongst those conditions may appear, in particular, the terms and conditions of selection, the number of exchange trainees or exchange teachers, the duration of the exchange, the disciplines taught, the teaching language, the applicable status of forces agreement (SOFA), the jurisdiction, and the security clearance.

**ARTICLE 15)
JURISDICTION**

Jurisdiction about exchange trainee's and exchange teacher's liability during the exchange shall be provided for in the implementing arrangement. It may be based on a SOFA.

**ARTICLE 16)
DISPUTE SETTLEMENT**

1. Any dispute regarding the application or interpretation of this Framework Decision shall be resolved by means of negotiation between the Member States concerned.

2. The Member States concerned shall inform the ESDC secretariat of the disagreement in order to constitute a return of experience on the implementation of this Decision.

**ARTICLE 17)
HANDLING OF WEAPONS**

The handling of weapons by exchange trainees or exchange teachers shall be governed by relevant national law and if appropriate included in the implementing arrangement.

**ARTICLE 18)
STATUS OF FORCES**

The implementing arrangement identifies the SOFA applicable to the exchanges taking place within the scope of this Decision.

**ARTICLE 19)
SECURITY CLEARANCE**

The exchange trainees and exchange teachers shall benefit from a security clearance adapted to the needs of the training, followed and given in accordance with the law of the Receiving State.

**ARTICLE 20)
REVIEW**

This Framework may be reviewed and revised as appropriate at any time on request of a Member State or the ESDC Secretariat and discussed within the Implementation Group, in particular in the light of the institutional evolution.

10.7 iMAF Agreement



Agreement about planning, organising and conducting the future “International Military Academic Forum (iMAF)” starting with iMAF-2014, in a multinational cooperation among following officer education institutes:

General Tadeusz Kosciuszko Military Academy of the Land Forces Wroclaw – Poland

National University of Public Service Budapest – Hungary

Nicolae Balcescu Land Forces Academy Sibiu – Romania

Theresan Military Academy Wiener Neustadt – Austria

University of Defence Brno – Czech Republic

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

§ 1 Aim and purpose of iMAF

§ 1 (1) iMAF, as a scientific military forum shall be an institutional annual discussion and working platform among officers` education and training, for the organising institutions and for invited partner institutions, military academies, military universities and organisations dealing with officers` education.

§ 1 (2) 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.

§ 1 (3) 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.

§ 2 Guidelines and principals for organising iMAF

§ 2 (1) The name “International Military Academic Forum” with the abbreviation “iMAF” and the main slogan “Towards a European Security and Defence Culture” shall remain as a meanwhile known “trademark”.

§ 2 (2) iMAF shall be an annual event in spring/summer, hosted and led by one of the above mentioned partners, planned, organised and conducted in close cooperation and focused directly on the above mentioned aim and purpose.

§ 2 (3) At the end of the current iMAF the leading and hosting institution for the following iMAF as well as the period of time shall be announced.

§ 2 (4) iMAF shall be focused on bringing together the working level of institutions dealing with officer education.

§ 2 (5) The content and “subtitle” for the next iMAF shall be negotiated and decided by the partners latest until the Line of Development 7 (LoD 7) meeting in Brno in autumn the year before.

§ 2 (6) A temporary cooperation partner for planning, organising and conducting iMAF is up to the decision of the leading and hosting institution; the other partners shall be informed about that as early as possible. An enlargement of permanently cooperation partners has to be negotiated and agreed among the signing partner institutions.

§ 2 (7) The duration of iMAF shall ensure the funding by e.g. Erasmus for those members and participants who hold an Erasmus Charta and shall therefore always take care of that.

§ 2 (8) To ensure the aim and purpose, iMAF shall be open for the invitation and participation of partner institutions, military academies, military universities and organisations dealing with officers` education. The number of invited participants depends on the general conditions of the location where iMAF takes place. The aim shall be the participation of about 80 participants.

§ 2 (9) iMAF shall not be overloaded with programme it shall provide periods and space for bilateral negotiation and coordination.

§ 2 (10) Hand over/take-over of the web based iMAF-platform shall be negotiated between the previous and following iMAF leading and hosting institution.

§ 2 (11) iMAF side events shall create agreeable conditions for coming together. Each of these events shall have a national character and shall therefore be hosted by the respective cooperation partner.


§ 2 (12) If possible, officer cadets and/or students with mobility/exchange experiences shall be included into iMAF.


For the
General Tadeusz Kosciuszko Military Academy of the Land Forces Wrocław – Poland
The Rector-Commandant:


.....
(Col, Prof. Mariusz WIATR, Ph.D.)



For the
National University of Public Service Budapest – Hungary
The Rector:


.....
(Prof Dr Andras Patyi)



For the
Nicolae Balcescu Land Forces Academy Sibiu – Romania
The Rector-Commandant:


.....
(BrigGen Prof. Ing. Ghiță BÂRSAN, Ph.D.)




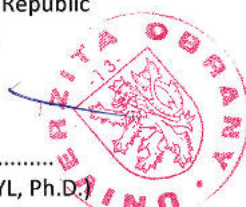
For the
Theresan Military Academy Wiener Neustadt – Austria
The Deputy Head Institute for Basic Officer Education:


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



For the
University of Defence Brno – Czech Republic
The Rector-Commandant:


.....
(BrigGen. Prof. Ing. Bohuslav PŘIKRYL, Ph.D.)



10.8 About the authors

Harald Gell (Colonel, Assoc. Prof., PhD) is the Chairman of the “Military Erasmus” Implementation Group and the Head of International Office & Senior Lecturer at the Theresan Military Academy in Austria. Among other projects, he combined in 95 publications, in 18 scholar books & several module descriptions and in 61 international conference-presentations the findings of years long stress research projects with findings of international exchanges to propose effective and efficient increasing of military leadership skills and competences. With his Habilitation proceeding in Military Management he proofed evidence that international exchanges have a very positive effect onto Officer Cadets’ developments.



Sylvain Paile-Calvo (Dr.) is a Senior Researcher in European Studies at the University of Liège (Belgium) and is a member of the Implementation Group representing the National Military University of Bulgaria. Being at the foundation of the “Military Erasmus” Initiative, he has, since then, accompanied its development in making scientific researches and studies on the European military officers’ initial education and training systems and the possible enhancement of their exchanges. He published a number of books (From European Mobility to Military Interoperability – Exchanging Young Officers, Knowledge and Know-How, Publications Office of the European Union, 2016), articles (“L’Erasmus militaire entre dans sa dixieme annee: un elan, des relances”, Revue Defense Nationale, 2018) and communications at conferences on these topics.



Symeon Zambas (Cyprus Air Force Lieutenant Colonel) is the Military Training Manager of the ESDC since 2014 and in this capacity he coordinates Military Erasmus and Initiative and the CSDP Doctoral School. Before his appointment to his current position he has been a member of the Implementation Group, since 2009. He designed the CSDP Olympiad and organised the first CSDP Olympiad in Cyprus in 2012. He was also appointed as a chairperson of the Strategic Communication group and editor of the Newsletter on Military Erasmus from 2012 to 2014.





Theresan
Military Academy



European Security and Defence College
Implementation Group

ISBN: 978-3-9503699-7-7