

## **European Initiative for the Exchange of Young Officers**

**Subject: Comparison of courses based on competences (LoD 2)**

### **Aim and purpose of the paper**

1. The purpose of this paper is to present the results of the subgroup responsible for LoD2 to the IG for endorsement.
2. Subsequently it will be forwarded to the ESDC Steering Committee for taking note and for adoption of the recommendations therein.

### **Original task**

3. In the 2010 Implementation Group (IG) Work Plan (Doc IG/2010/009 dated 9 April 2010), the expected outcome for LoD 2 was defined as follows: "The subgroup will develop a system of descriptors for learning outcomes of vocational training (the academic part of training will continue to be described according to the national qualification frameworks, compatible with the EQF). These descriptors will minimally be used for the modules that are offered for exchanges. ...."

### **Working method**

4. Based on information received from the Member States concerning the learning outcomes of the vocational part of their training, the approach taken was to establish a Sectoral Qualification Framework. The first step was to develop a 'competence tree' containing different areas in which an officer needs to be qualified. 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.
5. The proposed competence tree consists of 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
6. Starting from the information delivered by the Member States, the LoD 2 subgroup developed a list of descriptors (see Annex A) for the tree of competences. This list was finalised in a meeting with training specialists from eight Member States. In Annex A there are overlaps between different descriptors in separate branches of the competence tree.

7. The European Qualification Framework is a cascading system that starts from very generic competence levels and moves to more and more specific descriptors in national qualification frameworks, national sectoral qualification frameworks, etc. In view of this and taking into account the mandate of the IG as a 'joint' group, the subgroup decided to develop a sectoral qualification framework that is applicable to all services. Given the single service specificities, the IG recognises that it is probably necessary to develop qualification frameworks for the single services as well. As the IG aims not to duplicate the efforts of the Single-Service Conferences of Commandant (EMACS, EUAFA, Conference of Superintendents, etc.), preference should be given to those Conferences for developing the single-service qualification frameworks. However, if these Conferences prefer, the IG could also serve as a forum for developing the single-service frameworks.
8. At the same time, the IG - in view of its mandate and composition - only looked at the vocational competences<sup>1</sup> at the end of the initial education/training of a young officer. In line with the EQF descriptors, this level of knowledge was deemed to be at level 6 of the EQF for most Member States. Benchmarking with Frontex's work on its sectoral qualification framework for border guards showed that other levels would also need to be addressed. The IG proposes that a complete military qualification framework should cover levels 4 to 7 or 8 of the EQF. The development of the other levels is outside the mandate of the IG, but the IG strongly recommends that a military sectoral qualification framework covering these levels should be developed. The IG would of course be ready to support this further development with its expertise and experience.
9. The IG also recommends that an equivalence table is established between the military sectoral qualification framework and NATO's Depth of Knowledge system. The main advantage of this table would be to link the professional qualifications of military personnel directly and unequivocally to both the EQF and NATO systems, avoiding duplication and confusion - as is currently the case - for the equivalence between NATO SLP and CEFR systems for language proficiency.

## **Recommendations**

10. The IG recommends that the ESDC Steering Committee endorse the competence tree and the descriptors in Annex A. Once this has been endorsed it can then serve as a basis for the development of a full SQF (see below).
11. The IG also recommends that a full SQF at levels 4 to 7 (or 8) for the military profession be developed as an implementation of the EQF, based on the work done by the IG, and that the SQF be further cascaded down to the single-service level. To this end the IG recommends that the ESDC secretariat together with EU military structures investigate how this task could best be achieved.
12. The IG further recommends that an equivalence table be developed between EQF and the military SQF on the one hand and NATO's Depth of Knowledge system on the other.
13. The IG recommends that the Member States develop a national sectoral qualification framework on a voluntary basis in line with the one at EU level.

---

<sup>1</sup> An officer's education and training usually consist of an academic part and a vocational, military part. In those MS that deliver an academic degree, this academic part might very well be of a higher level in the EQF scale than the level in vocational training. The EQF system does not make a differentiation between these two types of training. At national level, this differentiation is made in the NQF of some MS.

LIST OF DESCRIPTORS

KNOWLEDGE	SKILLS	COMPETENCE
<b>SQF-text</b>		
<b>SQF level 6 generic descriptor</b>		
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
<b>A MILITARY SERVICEMAN</b>		
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
<b>A MILITARY TECHNICIAN</b>		
Knows the basics of technology and science which	Uses the necessary combat and command equipment in	Understands and is able to use modern command, control,

are necessary to work with weapons and communication systems	his/her duties and knows how to maintain them and as appropriate to identify and remedy a fault	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
<b>A LEADER AND A DECISION MAKER</b>		
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.	
<b>A COMBAT-READY ROLE MODEL</b>		
	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

<b>A LEARNER AND A TEACHER/COACH</b>		
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.

Knows the main concepts of pedagogical psychology, military pedagogy and didactics	Is capable of independently planning, preparing, executing and evaluating the education and training of a platoon (or equivalent) and give relevant feedback	Is able to analyse and apply different purposeful teaching and evaluation methods of other individuals and groups
--	--	---

<b>A COMMUNICATOR</b>		
Recognizes how to communicate to a good standard both orally and in writing in his/her mother tongue to audiences in different circumstances	Develops interpersonal communication skills and cultural open mindedness within a group in situations of work or in an external environment	
Developing professional communication abilities, including negotiation and mediation techniques, and the necessary terminologies allowing him/her to express opinion, arguments, orders and feedbacks in an appropriate manner	Is able to communicate in a first foreign language consistent with his/her professional duties (transmitting opinions, orders, feedbacks, etc.)	
	Has a working level in the operational language used in his AOR (e.g. English or French) (minimum CERF B1 or SLP 2222).	Is capable of communicating and interacting at an international level both in national language(s) and at least one foreign language
	Has basic knowledge of a second foreign language	Actively searches to improve his/her the language skills

**AN INTERNATIONAL SECURITY/DIPLOMACY ACTOR**

<p>Has a general knowledge of the functioning of the EU, NATO and of their decision making procedures concerning security issues in particular (e.g. CSDP)</p>	<p>Can communicate effectively with international organisations or Non-governmental organisation deployed in the AOR</p>	<p>Contributes to a genuine Civ-Mil approach to the issues in his AOR</p>
<p>Understands the national, European and international actors and their connections with particular reference to crisis / conflict conditions and military operations abroad</p>		