Common Modules Organised by the Greek Military Academies, 2015

External Evaluation Report

Hellenic Military Academy
Hellenic Naval Academy
Hellenic Air Force Academy

Greece, 4-8May 2015

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ΣΤΡΑΤΙΩΤΙΚΗ ΣΧΟΛΗ ΕΥΕΛΠΙΔΩΝ

ΕΚΔΟΣΗ Σ.Σ.Ε.

Contents:

7

8

Executive summary:

In the context of the European initiative for the exchange of young officers in their initial education, inspired by Erasmus, the European Union (EU) Member States want to promote a European culture of security and defence during the initial education and training of the future national military elites. As a first step in this direction, the Implementation Group of the Initiative established within the European Security and Defence College (ESDC) structureand supported by its Secretariat, prepared training modules that address the cadets and that are aimed at making them familiar with the concepts, mechanisms and challenges of the security and defence of the EU. Starting in 2009, officers' basic education and training institutions across the Union began organising these modules in their curricula and proposed them to European participation. In May 2015, Greece and its 3 academies, the Hellenic Naval Academy, the Hellenic Military Academy and the Hellenic Air Force Academy, proposed to organise 3 of these modules, on the Common Security and Defence Policy, on the Law of Armed Conflicts and on the Basics of Crisis Management Operations, in parallel in the same week.

361 trainees coming from the military institutions of 10 Member States accepted taking part to this challenge and received 2 ECTS credits for their successful completion of the course.

The three modules met the success in providing knowledge, skills and competences to these future European military elites, and satisfaction as regards the choices they made for designing and organising these events, inside and outside the classrooms.

"Interaction" has not only been the engine of these events. It has also been a social reality of the training, thanks to the international participation especially, and a major contribution to their success. Friendships were created, which undoubtedly are the seeds of a culture of interoperability.

All these observations and their analysis, conducted through this external evaluation and presented in the present report, produced lessons which are expected to be used as sources for the future evolutions of these modules in the context of the European initiative for the exchange of young officers inspired by Erasmus. They also permitted to formulate recommendations for reaching again this success in the project of "European Month" in 2016, in which these modules are projected to be organised again; this time consecutively.

Introduction**:**

The profession of military officer is, by essence, one of the most internationalised professions. It requires not only an understanding of the complexity of the theatre of operation but also a mutual respect between the partners in the mission and positive attitudes toward internationalisation in the responses to the threats. In addition to his or her chiefs and subordinates, a modern military leader must cope with new partners – notably civilian – and stakeholders – *e.g.* the local population and the media – for ensuring the success of the mission. In the context of the European Union, the common approach to security and defence is not only a search for efficiency but also an incentive for reaching a common European identity. The European developments in the area require from the officers to be familiar with the principle of interoperability and its multiple aspects. Interoperability of the national armed forces for a European action, interoperability of the services, given that complex missions require complex responses, and interoperability with the civilian actors with view to act comprehensively for the security and defence of the Union and its Member States. As a matter of fact, the young commissioned officers may be called, soon after their commissioning, to lead soldiers in multinational operations. These multi-fold objectives make it highly necessary to train the future officers, as soon as possible in the course of their training, to their role and responsibilities in the cohesion and effectiveness of the Common Security and Defence Policy (CSDP) as a frame for action.

In a political declaration of 10 November 2008, the (then) 27 Ministers of Defence of the European Union agreed on the shapes of an initiative for the exchanges of young officers in the course of their initial education, inspired by Erasmus[1]. An implementation group was tasked to define the main actions to be taken by the responsible institutions for the education and training of the future military elites. In the context of an ever-developing CSDP, this group started to work on the definition of the main axis of this Europeanisation of the military higher education with the particular objective of stimulating a common culture of security and defence proper to

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[1]   Hereafter called it "Initiative".

insure the continuation of the progress made. Two main directions were particularly emphasised: the education and training of the young officers to the CSDP and in a larger way the Europeanisation of security and defence, on the one hand, and the provision of a European environment in the different aspects of the initial education and training in the other hand. There is, however, a third lines for action that has been progressively developed by the Group, which is intended to combine these two aspects: the common training of European military students[2] to the concepts that feed the European approach to security and defence. As soon as December 2008, the European Security and Defence College (ESDC) had prepared a version of its *Orientation Course* adapted to a cadets' audience. The Implementation group of the Initiative, which started to work at the beginning of 2009, formally adopted it as a "common module" to be offered to any willing institution. It then continued working on the elaboration of other modules on important topics related to and contributing to the creation of common values and a common culture in the European Union of security and defence. It endorsed as common modules one on the Law of Armed Conflicts (LoAC) and one on the Basics of Crisis Management Operations (CMO), all adapted to a cadet audience.

The CSDP module was organised punctually by Portugal, in 2009 for the first time, and then Spain and the Hellenic Air Force Academy. It was then fully integrated into the curricula of the Austrian officers and the Italian Army officers as a part of their education. The LoAC module, which was first proposed by the French Air Force Academy and endorsed by the Implementation Group as a common module under the Initiative, is also an integral component of the curricula of the Austrian officers and the Italian Army officers but was not organised outside these institutions before 2015. The CMO module, which was first proposed by the Theresan Military Academy of Austria and also endorsed by the Implementation Group, was only proposed by this academy before 2015.

As soon as the second semester 2013, Greece elaborated a proposition in the framework of the Initiative that was aimed at creating a "European month" during which willing institutions could exchange students and teaching and training staff on the basis of the common modules designed and adopted. This proposition of a first organisation in 2016 was presented by Greece during its presidency of the Council of the EU, during the first semester

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[2]   Hereafter called "students" or "cadets".

2014 and was welcomed by many other Member States. As a first step toward implementation and with view to investigate the contents and conditions under which a full month of exchanges could be realised, Greece proposed to organise already in May 2015 three different modules.

In order to insure the quality of the training to be provided with regard to the general objectives defined under the Initiative, the organising academies asked support for an external evaluation of the conduct of the module, which is hereby provided in collaboration with the European Studies Unit of the University of Liege. The evaluation was conducted by an external evaluator[3], attending lectures on the field, discussing with participants, lecturers and, more generally, witnessing the life of the modules. Therefore, the evaluation was based on observations from the field and the collection of data from the participating cadets and the organisers themselves. The method that was used for collecting the insights is inspired by the Kirkpatrick's model for the evaluation of training and professional modules[4], followed by the ESDC for the evaluation of its activities, and its four stages:

- Evaluation of the satisfaction of the participants (level 1 subjective outcomes);
- Evaluation of the acquisition of knowledge through the taking part to the modules (level 2, objective differential between similar general knowledge questionnaires administered before and after the modules);
- Evaluation of the outcomes of the new *acquis* regarding the work performed by the participants after the modules (level 3);
- And the possible evaluation of the outcomes for the organisation that required from its human resource to undertake the training (level 4)[5].

Using this method, and on the basis of questionnaires prepared by the evaluator and the organisers and using a 1 (corresponding to a negative assessment / "no") to 6 (corresponding to a positive assessment / "yes") scale, satisfaction assessments were made. They represent an important part of the observations presented in this report. Furthermore, following the

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[3] The external evaluator was also the external evaluator for CSDP modules organised previously in other Member States.

[4] Donald L. Kirkpatrick & James D. Kirkpatrick, *Evaluating Training Programs: The Four Levels,* San Francisco: Berrett-Koehler, 1998.

[5] The level 4 investigations may be conducted later at the end of the academic year 2014-2015 in order, for the sending institutions, to be able to "measure" to the possible extent the impact of the seminar.

chronological logic of this initiative, teachings from this experience were drawn with the objective of providing resources for future organisers of similar modules, separately or in the context of a European month, or other common modules for young officers.

Although these modules had different contents and were conducted separately in the three academies, the organisation was, to a large extent, common as the three Course Directors acted as a team. In addition, the connection of these events with the project of "European month" to be implemented a year after, and supported by Greece at the highest political level, explains why the present report analyses the modules in one document but emphasises the specificities of the single events in different chapters. However, this report is, in no way intended to strictly compare the respective strengths and weaknesses of the different experiences. The modules, even if they were conducted in other academies, have their own logics. Therefore, even if lessons learnt from previous experiences will be taken into due consideration, the main object of this evaluation is to highlight the quality of the choices operated for these modules specifically.

The modules held in Greece in May 2015 issued their own lessons and will become, for possible future organisations and the perspective of a European month in 2016, a precedent. Furthermore, in the context of the Initiative, other seminars on different topics of interest for the European cadets will be soon or again organised. Some of the lessons learnt from this Greek experience on CSDP, LoAC and CMO modules, when relevant, can possibly be used as a source for inspiration for the Member States or their educational institutions which would be willing to organise these courses.

The Common Security and Defence Policy Module

The CSDP module may be seen as the flagship realisation of the Initiative as it has been organised in more countries and more often than the other modules. The lessons learnt from these previous experiences were adequately considered for the organisation of the module by the Hellenic Naval Academy, which successfully managed to provide a European learning environment for a European topic and to bring its stone to the module itself.

The shape and actors of the module

The shape of the module

Similar to the previous CSDP modules that were organised in Portugal, Spain, Greece, Austria and Italy, an objective of the Greek organising team has been that this first contact with CSDP is recognised as a valuable experience in the training of the participants. The Hellenic Naval Academy, following the Course Curriculum[6] agreed by the Implementation Group of the European initiative for the exchange of young officers in December 2011, offered 2 ECTS credits to all the European participants for having completed the learning path. The award of the 2 ECTS credits was not conditioned to the successful completion of an examination. When looking at the strict calculation of the number of ECTS in terms of students' workload[7], however, it may be asserted that 2 is a correct estimate. In average, students need 3 hours for completing one IDL unit[8], and the programme of the residential phase of the module amounts slightly more than 30 hours of contact with the CSDP topic.

In order to attain the objectives set in the learning outcomes' description through the conduct of the module, the organisers complied with the – now

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[6] The Course Curriculum of the module is reproduced in Annex 1.
[7] In the European Higher Education Area, the numbers of ECTS are usually calculated on the basis of students' workload (between 25 and 30 for 1 ECTS) and learning outcomes.
[8] See Sylvain Paile, "Common Security and Defence Policy Modules 2012 External Evaluation Report", Armis et Litteris 28, Theresianische Militärakademie - Wiener Neustadt, 2013, 80 p.

15

classical – model set in the Course Curriculum. First, the cadets were offered the possibility to get an introductory overview of the CSDP through the completion of an internet-distance learning module, using the means of the ESDC network. Then, they were invited to attend at the Hellenic Naval Academy, in Athens, the residential part of the seminar, following a predefined programme[9].

At the end of the residential phase, the Hellenic Naval Academy awarded certificates of attendance, provided by the ESDC and signed by the High-Representative for the Common Foreign and Security Policy of the European Union and Vice-President of the European Commission, Mrs. Federica Mogherini[10], to all the contributors of the module (including the lecturers)but no diploma supplement emanating from the Academy's authorities, which would have described the objectives and content of the module and the number of ECTS attached to it.

Handing of the certificates at the end of the module:

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[9]   The programme of the residential module is attached in Annex 2 to this report.
[10] An example of these certificates is shown in Annex III.

The actors of the module

<u>The lecturing team:</u>

It is necessary, in order to give a clear picture of the module, to present briefly the knowledge providers, *i.e.* the lecturers. Indeed, the backgrounds of the different speakers can help understanding comments from the participants. Therefore, it is possible to evaluate them as a whole, *a priori*. The team was composed of 8 lecturers. 2 of them were European, 6 Greek and 3 of them were military personnel, although 5 were civilian lecturers with proven and relevant experience in the CSDP, thus providing the broadest picture of the policy. The comments provided by the participants showed they acknowledged the relevance of this diversity of backgrounds. This team was completed by the participation of tutoring officers of the Academy during the workgroup sessions and the team of the Institute of Research and Training on European Affairs (IRTEA)[11], which proposed and animated the simulation exercise.

<u>A panel of lecturers:</u>

The availability of lecturers for common modules in general remains a challenge for the organisers for their planning and programming and can lead to difficulties in organising the sequence of the lectures or avoiding duplications of contents between the lectures. In the case of the CSDP

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[11] For more information on the Institute: http://www.irtea.gr/?lang=en.

module the organisers managed to exchange with lecturers on a bilateral basis, notably in relation with the presentations to be delivered or the design of the level 2 questionnaire or the topics to be proposed for group works. Nevertheless, a "pool" of lecturers shall still be sustained in order to prevent these possible inconveniences. Ideally, it should be made available to any potential organiser of the CSDP module, bearing in mind that a CSDP-related expertise may be desirable for other common modules, or simply for other courses. In the framework of the Initiative, a database of volunteers was created and includes also experts from outside the education and training institutions, such as the European bodies. It is important for both the substance and the shape of these modules that such database is regularly fed and updated.

The organising team:

The Course Director of the CSDP module was also a representative of Greece at the Implementation Group of the Initiative. As such, therefore, he was highly familiar with the expected outcomes and "best practices" designed along the different rounds of organisation of the module across Europe. In addition, he followed, together with the other Course Directors of the LoAC and CMO modules, the "train-the-trainers" seminar organised by the European Security and Defence College in June 2015.He had thus not only the experience of the CSDP module but also the technical expertise on CSDP and on the organisation of the international events.

Introductory speech by the Course Director:

18

He was supported, in his tasks, by the Hellenic Naval Academy Command and the General Staff, which provided logistical support and supporting personnel for the conduct of the residential phase. The operational choices in relation with the design and organisation of the module, which represent a very important amount of work for a single person, were the responsibility of the Course Director alone, nonetheless.

The hosting cadets, themselves, took a share in the conduct of the residential phase in accompanying the guest participants and providing them with a friendly and learning-prone environment. Owing the workload such organisation represents, it could be envisaged to increase this share with view to future events, in order to support the organisers and take responsibility for aspects of the module… And learning from their possible mistakes, eventually.

The participants:

60 cadets[12] from 8 Member States[13] of the European Union took part to the CSDP module organised by the Hellenic Naval Academy. The international participation amounted a bit more than 33 per cent of the audience, which can be considered a high level.

The group of participants in the lecture hall:

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[12] This number including some civilian students, these ones will nonetheless be hereafter be referred to as belonging to the group of "cadets" for reasons of convenience.

[13] Greece, Bulgaria, Cyprus, Germany, Italy, the Netherlands, Poland and Romania.

In the same way, it must be noted that the breakdown in terms of armed forces' branches showed a relative balance, as demonstrated by the following figure. This must be connected to the fact that the Hellenic Naval Academy invited not only participants from other Member States but also from the other Greek academies and from other services of the Greek public security area, such as police and fire department officers. In addition it invited commissioned officers to take part to the module, together with cadets in their basic education and training. This allowed for concrete exchanges of experiences on the challenges faced by officers in their profession and insights of services' interoperability challenges.
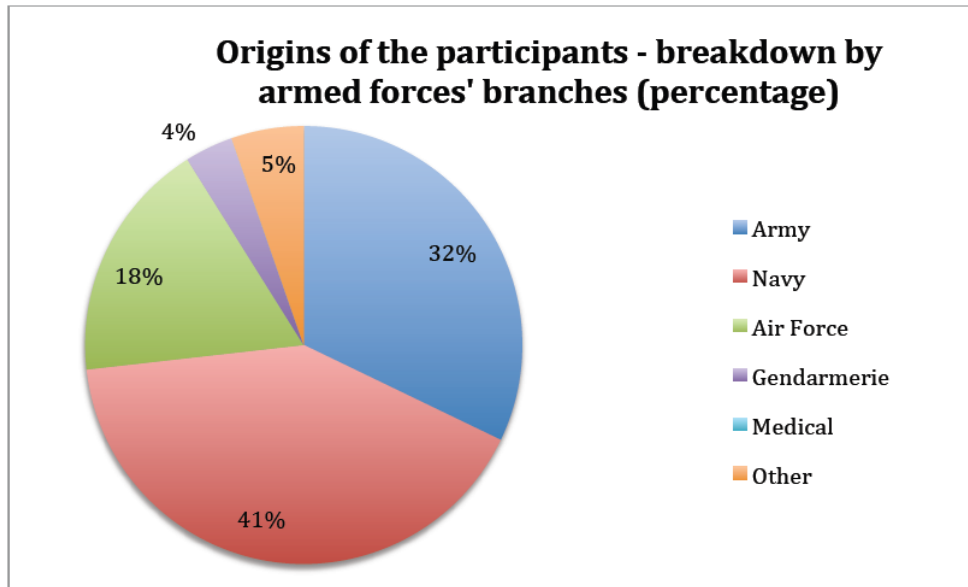
As will be illustrated hereafter, international representation is one of the keys for the success of the common modules, the CSDP one in the first place. Therefore, an adequate communication on these events, long before they take place, is fundamental. To this regard, it must be stressed that the organisers of the module reported difficulties for reaching an expectable level of international participation, despite the fact that there initiative was taking place in a more global one – the project of "European month" –, which was itself supported and promoted at the highest level in the European Union.

37 of the participants were cadets in their first cycle curriculum (bachelor level). 21 were studying or had obtained their degree at the level of the

second cycle (master level). 1 was studying at the third cycle level (doctorate). In the same way, 27 were regularly studying technical sciences, mainly, although 24 social sciences. This diversity of backgrounds is potentially the source of questions for some participants of the most adequate expertise or level for following such module as CSDP touches on strategic issues young cadets are not always familiar with and these ones may even wonder if they are "need-to-know" for all future leaders at the level of a military platoon, for instance.

As seen from the graph below, these participants generally considered that they were unfamiliar with the CSDP before the module, as they rarely had the opportunity to approach this topic during their higher education. The average grade self-awarded to their prior knowledge was 2,7 out of 6[14]. As observed on the field, notably from the discussions held on the first days of the residential phases and the simulation, the participants had effectively little prior knowledge of the European Union (its mechanisms, the relations between its institutions and the Member States and policies) and the CSDP but showed curiosity and interest for these topics, especially with regard to technical aspects such as the missions, capability development and the link between the CSDP and the internal security issues.

Self-assessment of prior knowledge about CSDP

Number of participants (60 respondents)

Grade	1	2	3	4	5	6
Count	11	22	9	9	8	1

Grades from 1 to 6 (out of 6)

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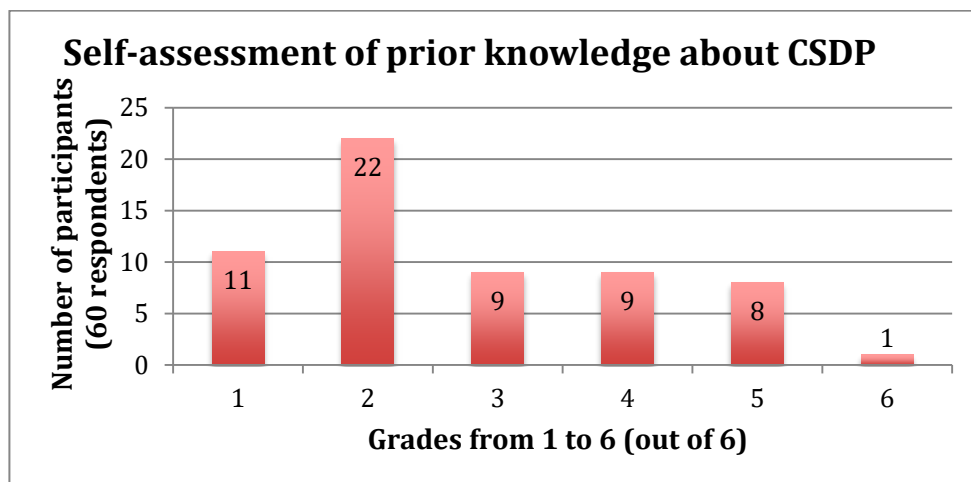
[14] All along the external evaluation processes, as introduced earlier, the participants were invited to answer to questionnaires using a 1 to 6 scale, 1 being the weakest/"no", 6 being the level of certainty/"yes".

21

A source of knowledge

The IDL: a self-introduction to CSDP

The Hellenic Naval Academy, as it is the practice in the CSDP modules set in the framework of he Initiative, opted for introducing the cadets to CSDP through internet-based distance learning (IDL) studies, using the ESDC IDL resource. The IDL preparatory module was made available on an ILIAS Learning Management System administered by the ESDC and provided by the Romanian National Defence University. As stated, the cadets had to complete this module, opened 6 weeks before the arrival of the participants at the Academy, as an integral condition for completing the course and obtain the ECTS credits. Most often in the CSDP modules, 2 sections of the ESDC IDL course, called "Autonomous Knowledge Units" (AKUs), are proposed to the participants. For this module the organisers decided to open 4 of these:

- "History and context of the CSDP development" (AKU1) containing explanations and illustrative documents related to the evolution from the origins of the cooperation (the birth of the WEU, the European co-operation, the shaping of the CFSP) to the developments of the CSDP (foundation and links with the CFSP);
- "European Security Strategy" (AKU2) starting from before the ESS, then going through the adoption of ESS, its content, main characteristics, role and impact, and finishing with the ESS revision prospects;
- "Role of the EU institutions in the field of CFSP/CSDP" (AKU3) detailing the main institutions of the Union which play a role in the conduct of the security and defence policy as well as the main questions attached to the financing of the CSDP;
- "Impact of Lisbon Treaty on CSDP" (AKU7) commenting on the elaboration and added value of the Treaty for the integration of security and defence at the Union's level.

The AKUs consist in synthetic texts presenting the topic and recommended reading, usually short essential documents, illustrating and explaining a subject area. They were prepared, for a use by the European Security and Defence College in its different activities, in cooperation with highly recognised standards scientific societies, such as the Geneva Centre for Security Policy for AKU1, the Egmont Institute for International Relations for AKU2, the National Defence Academy of Austria for AKU3 and the

Military Academy of Portugal for AKU7. Therefore, it does not belong to this evaluation to review the content of the IDL module but only the *bien-fondé* of its contribution as an integral part of the modules on the CSDP for the European cadets. It should be noted, however, that the content and level of these training materials was specific to ESDC course audiences, different in some respects from the cadets taking part in the CSDP modules. Almost all participants completed the IDL phase in time an all had completed it before the end of the module.

The cadets went through the AKUs, fulfilling a short knowledge test at the end of each of them, in order to confirm they achieved the learning objectives. The results from these tests will not be made available because they do not give relevant information regarding the evolution of their knowledge. They had to succeed in the AKU1 test, after as many attempts as necessary, before acceding AKU2, and successively AKU3 and AKU7 tests in order to complete the module. For the support of the cadets in their learning, a series of links toward relevant institutions or scientific societies' websites and of videos and web documentaries were made available on the IDL platform. Moreover, some learning material was made available to the participants already on the ILIAS platform: the CSDP Handbook, reedited in 2013 and prepared by the ESDC Secretariat and the Austrian Armed Forces, and an extract of the "EU Acronyms and Definitions" prepared by the EU Military Staff and aimed at providing learners with vocabulary of the CSDP. A forum was also accessible to the participants if they want to report on technical aspects or communicate on administration, technical support or on the content of the AKUs. It is operated and moderated by the ESDC.

In previous editions of the CSDP modules, the IDL path ended with a satisfaction questionnaire (level 1 of Kirkpatrick's model of evaluation) distributed by the ESDC and to be filled online. Since 2012, this instrument is not included in the platform anymore and the comments provided in the final satisfaction questionnaire for the entire module did not specifically highlight the role and quality of the IDL in the learning path. It could be suggested to include this survey again for future modules since it may contribute to updating and improving the IDL phase as proposed to these young participants. To this end, a reference to it in the final satisfaction questionnaire would be a first step. Most participants, indeed, had completed the IDL long enough before the end of the module but a

reference in the final questionnaire may give indications on the satisfaction with this way of spreading knowledge.

In order to assess their progresses along the different stages of the modules, as already presented, investigations on the global level of knowledge on CSDP issues (level 2 in the Kirkpatrick's model of evaluation) were conducted at the beginning of the residential phase and at the end of this phase. The questions and the answers proposed were the same for the two rounds.

It appears from the results of the first round of evaluation that the participants to the module had effectively little prior knowledge on CSDP in general. The average grade obtained was 50 per cent. This suggested that, even though the students had already completed the IDL phase, there were rooms for improvements, and that the expectations *vis-à-vis* the residential phase, consequently, could legitimately be important.

The programme:

Even though the core of the programme of the CSDP modules has been defined as early as November 2008 when the ESDC adapted its Orientation Course to a cadets' audience, it is interesting to note that the practice of these modules in Portugal, Spain, Greece (in 2010), Austria and Italy left space, nonetheless, for creativity and innovation in the choice of additional or alternative topics that give a particular highlight to these modules.
The themes proposed by the Hellenic Naval Academy were:
- The CSDP operations (EU NAVFOR Atlanta);
- The European Union (history, institutions, etc.);
- The European Security Strategy;
- CSDP and the Lisbon Treaty;
- CSDP and crisis management
- EU missions and operations (including the comprehensive approach);
- EU relations to third parties;
- CSDP and human rights.

Eventually, the core of this programme appears to be now a "classical" one for the CSDP module. Differently from previous modules, however, the organisers made deliberately the choice of a more restricted number of themes to be developed, but to develop them more in-depth with a pedagogic combined approach. The lectures in plenary group, which provide the basic knowledge under this approach, were completed by group works and, for the first time, a simulation exercise.

It does not belong to the evaluator to assess the content and pedagogy used by the lecturers for providing the knowledge as this one is specific and expert, but it can be stated that the sequencing of the lecturers was adequate for the purpose of training young cadets. The organisers notably decided to open the residential phase with a lecture on a concrete case of CSDP (naval) operation, which "illustrates" the *raison d'être* of the CSDP in the eyes of the young participants, and to continue with the basics of the functioning of the EU, thus providing them with an overview of the actors and political and legal mechanisms at play in the CSDP. The lectures, besides, had different durations (from 45 to 85 minutes), which resulted in adapting the programme to the most immediate needs – operational and not only strategic – of a newly commissioned officer. Although they constitute formal learning processed, the lectures were completed by formal and informal times for interaction between the participants with the lecturers and between themselves.

In addition to the lectures, the organisers decided to dedicate 2 timeslots during the week to work in 5 small groups mixing nationalities and backgrounds, each of the group being tutored by a Greek officer in order to "guide" the discussions if necessary, on a specific topic. The first session

25

focused on the CSDP in the context of crisis management in general and the second one on the EU missions and operations. The groupworks were aimed at completing the lecture through self-learning and the application of the knowledge acquired to "real-size" cases prepared by the lecturers. After the discussions, the groups were invited to shortly present in 5 to 10 minutes their outcomes in front of the plenary group of participants, followed by a questions and answers session. From the observations and the comments made on these experiences, these adequately stimulated the commitment of the students for their own learning and met their satisfaction.

Group work session:

A presentation from a workgroup:

Finally, the Hellenic Naval Academy brought an original compound into the CSDP module in proposing to the participants to take part to a simulation exercise in the form of a role play. The preparation of the simulation exercise was outsourced as it was designed and led by the Institute of Research and Training on European Affairs (IRTEA). The IRTEA is an institute funded and based in Greece which aims at spreading knowledge on the European Union, its policies and its functioning. As of 2015, it had cooperated for 3 years already with the Hellenic Naval Academy and also the Hellenic Air Force Academy in the organisation of simulation exercises on political and strategic affairs. The Hellenic Naval Academy and IRTEA engaged in a non-profit relationship as the Greek Armed Forces also provide visibility and pedagogic support to IRTEA activities. Although the exercise itself was conducted on the third day of the module, when the participants had acquired a contextual knowledge of the CSDP topics, IRTEA briefed the participants on the very first day about the objectives and the objects of the simulation, as well as the roles they were invited to play individually during the exercise and the rules of procedures to be applied in the different configurations of meeting. They also distributed a booklet which contained basic information and legal provisions related to CSDP as a support for their individual preparations and background information about the scenarios they were called to deal with, which happened to take place in the Middle East and the ISIS threat context. The IRTEA staff presented the questions on which the participants were asked to work and prepare as representatives of a EU Member State or stakeholder of a security crisis (international organisation) at the European Council or at the Council. Each participant had to work and act as a representative and apply the knowledge, skills and competences and rules of procedures of their respective institutions that are requested for managing such crisis at the EU level. On the third day of the module, the European Council and the Council met for full-day meetings with view to propose a consensual solution to the crisis, playing their respective roles.

The simulation exercise:

The timing of the exercises in the module can be considered adequate as the participants received the background knowledge for playing their roles and, finally, providing the outcomes of the – often very intense –discussions in a single document. As it was felt to be a bit long by some participants, as they played the same role for the entire day without switching, they mostly demonstrate enthusiasm and the experience met the highest levels of satisfaction. They effectively interacted for the benefit of their own learning, discovered the negotiating processes and briefly experienced the realities of negotiations in Brussels and they had the chance to apply CSDP concepts for illustrating the knowledge they acquired. The experience was a real success, therefore.

It could be suggested, however, to focus this kind of exercise more on operational concerns than on political ones. The object of the simulation, indeed, was perhaps, as stressed by some comments from the participants themselves, too political and strategic for a cadet audience. The participants were invited to express an opinion on the strategic commitment of the EU, notably in a European Council configuration which, in the conduct of the CSDP itself, does not play the greater role. Frequently, the discussions at the negotiation tables focused on internal security aspects and the CSDP focus was somehow lost. Keeping in mind the immediate concerns of cadets, to which this module primarily addresses, *i.e.* the missions and operations they may be called to act in as a military leader after their commissioning, it could be suggested to re-centre the focus on the operational dimension of the policy, for instance in proposing them to submit documents that organise

28

the main aspects of a CSDP military operation or civilian mission or a combined mission to be designed from a Council or EU Military Committee configuration.

Finally, the organisers provided at the beginning of the residential phase the participants with a welcome package containing information and material for their stay in Athens (such as cultural booklets, an academy's guide, city maps and information, a folder and a notebook) but also supporting material for their learning process in the form of hardcopies of the CSDP Handbook. They provided them also with the publication made out of the first CSDP Olympiad[15], which is another common module designed under the Initiative and was organised for the first time in 2014 at the Hellenic Military Academy.

In addition to the educational programme, more "social" events were formally or informally organised. The Hellenic Naval Academy organised an ice-breaking evening on the historical battleship "Averoff", a visit to the Acropolis Museum and a formal dinner at the Officers' Club… And the hosting cadets guided their European counterparts and colleagues through the nightlife of Athens in a more "informal" way.

Visit of the Acropolis Museum:

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[15]   Available on the Initiative's website: emilyo.eu.

Formal dinner at the Officers' Club:

Visit of the battleship "Averoff":

The organisational aspects of the residential phase:

The formal administrative aspects of the CSDP module, as they were organised by the Hellenic Naval Academy, have met the satisfaction of the participants. As showed by the graph below, the grades they awarded to these administrative aspects (organisation, logistics, working spaces) are objectively excellent. The comments provided by the participants stressed the excellent organisation and working environment that was provided, the

Greek hospitality including the role of the hosting cadets, and, for once but totally understandable, the quality of the food... They stated also that the intensity of the modules in terms of time organisation – notably in respect to the number and length of lectures – can be seen as the main but relative drawback.

Satisfaction with the administrative aspects of the modules

Category	Average grade
Working spaces	5,4
Logistics	5,5
Organisation	5,6

Average grades awarded (out of 6)
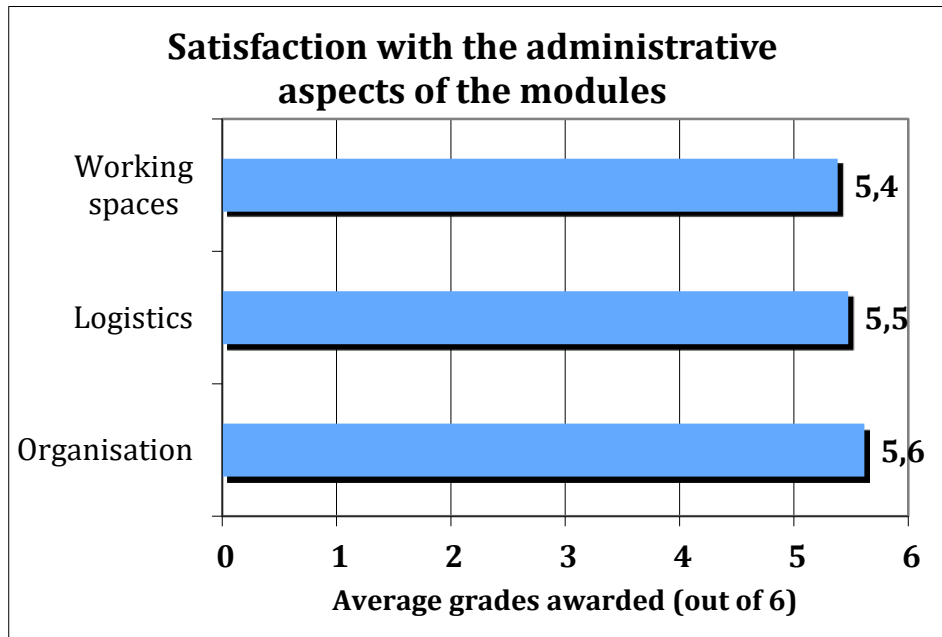
The following graph has an important place in an external evaluation of CSDP modules because it describes the feeling of the participants related to the organisation of their learning process and more particularly with regard to the content's relevance and utility, the methodology and the learning material. All these ratings correspond to levels that are similar to the highest ratings in previous editions of the CSDP modules.
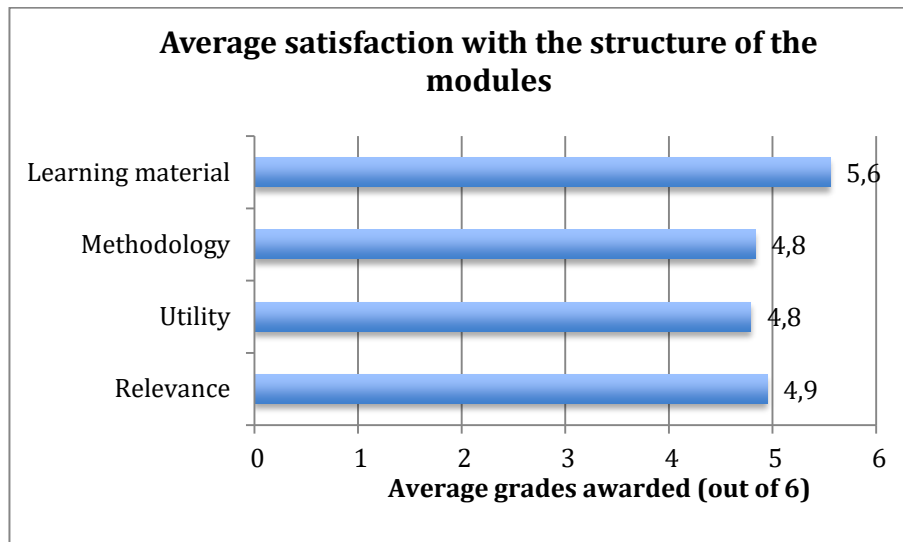
Average satisfaction with the structure of the modules

Category	Average grade
Learning material	5,6
Methodology	4,8
Utility	4,8
Relevance	4,9

Average grades awarded (out of 6)

In their comments, the participants expressed claims for receiving more learning material like the presentations made during the module, notably via the IDL instrument or an internet platform for the course (such as a Moodle platform).

On the method used for teaching CSDP, the participants' satisfaction can be seen as very good. Their comments showed that they were globally and highly satisfied with the level of expertise of the lecturers selected and the work in groups and the simulation exercise. Most of the suggestions concern the (ever)-further increase of the importance they feel shall be given to these group works on and in the lectures, as they improve their competences, notably with regard to interpersonal and professional communication.

A lecture (left) and the simulation exercise (right):

As regards the method the combination of civilian and military lecturers and their availability for interacting were highly appreciated by the participants as well as the work in groups and the simulation exercise. Some asked for more interactive methods in the pedagogic approach of the lecturers and other stressed some duplications in the contents. As regards the simulation exercise, more particularly, some participants suggested to have more preparatory lectures prior the participation to the simulation in order to make full use of the contextual and procedural knowledge it requires. The simulation exercise in general, although it was considered too long by some, is undoubtedly a highlight of this event.

From their comments, the participants appreciated also the relevance of the programme they were proposed, which offered them "a comprehensive view on the topic". The content of the programme received the average grade of 5,2 and the delivery the grade of 4,8 out of 6, which are among the highest ever collected. Nonetheless, some shared their feeling that the theoretical and strategic aspects on the one hand and the operational aspects, on the other hand, were insufficiently balanced for a cadet audience, which undoubtedly prefers the second one and will always claim for more.

The technical outcomes of this learning process

Knowledge

In order to measure the progresses of knowledge of the participants in relation with the CSDP, a second round of level 2 evaluation was conducted at the end of the residential phase in Athens. The grades obtained have been objectively low, the average one amounting 54 per cent of correct answers,

although 50 at the first round. This may be partly explained by the fact that the evaluation was not used as an examination that would have conditioned the successful completion of the module and the award of the 2 ECTS.

When looking at the display of these results per question, as shown in the following graph, no particular area seems to have known a major increase. Questions 3 and 11, which are those for which the increase is relatively the most important, dealt with the EU functioning in general and the comprehensive approach, respectively. Question 6, which remained obviously the weakest point of the participants, dealt with the institutional context of the Lisbon Treaty.
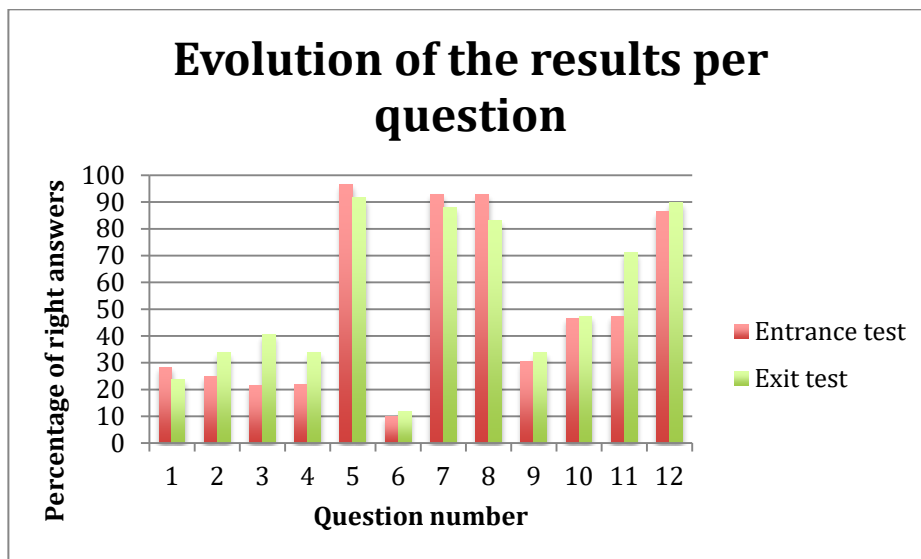
As these questions were designed in cooperation between the organising team and the lecturers, these tendencies may be explained either by a confusion brought during the thematic lecture or by the absence of any treatment of the question during the lecture. These effects, which do not impact in this case on the successful completion of the module by the participants, may be prevented by more exchanges between and with the lecturers, notably in verifying with them that the contents and the questions that were designed match.

Skills, competences and attitudes

The CSDP modules do not only intend to spread knowledge, which may soon or later fade away, but also to raise skills and competences which support the education of a future military elite on the long-term and contribute at a larger scale to building the future EU capabilities. These qualifications, together with the knowledge acquired, enter into the calculation and allocation of ECTS to a learning process such as the module. Inspired from the Kirkpatrick's model of evaluation [16], the level 3 questionnaire has attempted to monitor the outcomes of the modules with regard to progresses in terms of qualifications other than knowledge. However, it is not the role of this evaluation to define what qualifications an "ideal European officer" shall have. Therefore, the few qualifications approached by the level 3 questionnaire shall only be taken as a sample of (the most logical) qualifications any officer should have, ideally, when starting his/her career in the international security area and possibly sent to a European mission. Furthermore, it would take too long to the participants to take part to an objective survey, like the level 2, on the progresses regarding these outcomes. It was thus chosen to ask the participants to rate their perception of their improvements. The average grades are illustrated by the graph below.

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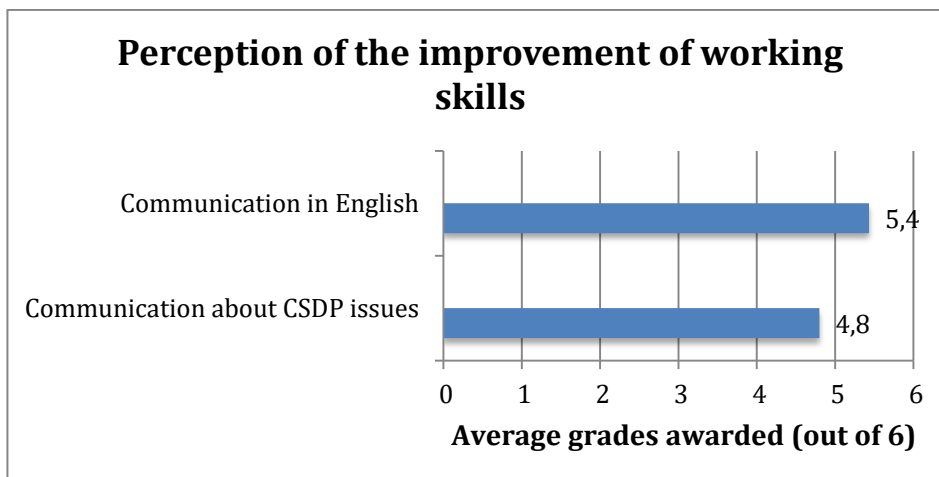
[16] In the Kirkpatrick's model, level 3 measures the progresses "on the job" of the trainee. In the case of CSDP modules, the participants do not go back to a job, but to another and more global educational process.

The comments made for the self-assessment of the progresses in communicating in English stressed that taking part to this module has been a source of undoubted improvement. They reported also that they improved their communication skills in general and in CSDP in particular. The role of the simulation exercise, which enabled them to play the role of representatives and to express their views in public and negotiate, is to be particularly highlighted in this respect.

Similar investigations were conducted on the self-assessment of progresses on a sample of competences. Competences, in this context relate to the ability of the student to continue his or her learning process on his or her own. The display for the module was as follows.

Perception of the improvement of competences

Abilty to undertake researches on CSDP	4,6
Ability to undertake further studies about EU in general	4,8
Ability to find information about CSDP for further studies	4,7
Intention to undertake researches on CSDP	4,5

0 1 2 3 4 5 6

Average grades awarded (out of 6)
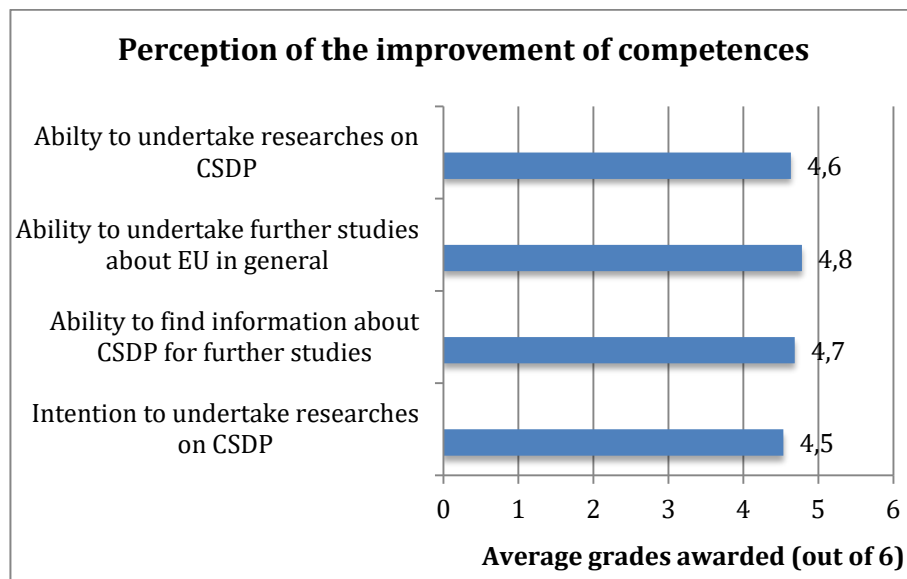
The ratings from the participants on the abilities to undertake further researches on CSDP and EU and to effectively continue studying these areas comfort the idea that the CSDP module is an adequate introduction to a specialised knowledge.

Finally, the participants were asked to self-evaluate their attitudes with regard to the need for a CSDP for the European Union before and after their participation to the module. The breakdown of answers is as follows and demonstrates that their position, which is expected to be a long-term gain,

has obviously and positively evolved thanks to their participation to this event. One may argue that such modules most certainly have a "propaganda effect" on the participants since the whole week is focused on this theme. All along the week and the different lectures, however, the debate on the positive and negative aspects of the policy, of the European construction in general, has been taking place on a fair basis. The basic question of the raison d'être of the CSDP has been in the minds of the participants during the entire week. The different speakers, it was generally felt by the participants, balanced both positive and negative arguments *vis-à-vis* the perspectives of development of the CSDP. The comments provided by the participants in the satisfaction questionnaires demonstrated that they were aware of the current weaknesses but also the strengths of the policy and the European "project". These positive changes in the attitudes can thus be seen as genuine.

Perception of the need for a CSDP for Europe

Number of participants — Grades awarded (out of 6)

■ Before the module   ■ After the module
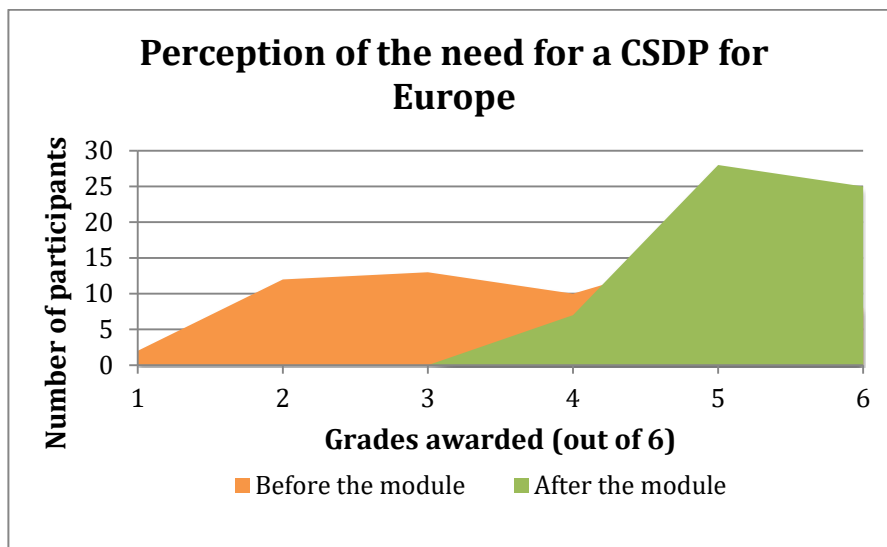
Social outcomes

The CSDP modules are not only aimed at "learning CSDP" but also at "living CSDP". The modules, as it was again the case in Greece, therefore, are open to and even keen on international participation. The purpose is to provide the participants with an insight of the interoperable environment they will live in when sent to an international or European operation in sharing their cultures, their visions on the conduct of operations, the traditions of their educational systems and, more concretely, sharing time and a common living environment.

37

This immersion into the European diversity was again successfully proposed by the Hellenic Naval Academy. Parts of the programmes of a vocational or purely social nature were either formally dedicated to the emerging of a European *esprit-de-corps*, or "collateral" in the configuration of the workgroups and simulation groups, or totally informal – also named "Athens' side events" by some participants – after the working hours…

As expected, the participants expressed their satisfaction with all these activities and the free time they could use for getting to know each other. Some regretted the lack of time for sport activities in a too intense schedule.

Considering that social abilities are as much important for a future actor of the CSDP than the technical ones, the same investigation on the self-assessment of progresses on key abilities was made through the level 3 questionnaire. The display of answers is reproduced in the graph below.

Perception of the improvement of social abilities

Category	Average grade
Exchanges about the curricula (programmes,…	4,8
Perception of the national views on CSDP	5,0
Communication in English	5,4
Contact with foreign cadets	5,6

Average grades awarded (out of 6)
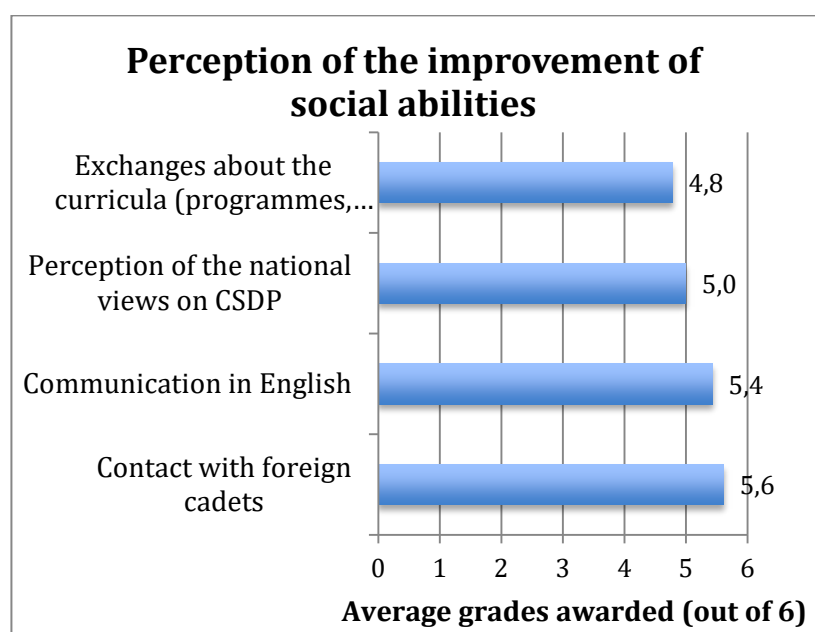
The comments added by the participants in the evaluation form stressed the fact that the module gave them the opportunity to open their minds to other cultural perceptions, also on the CSDP itself, and confront experiences of their cadet's life and traditions. The contact with foreign cadets and making

new friendships across Europe appears nonetheless as the most important gain of the module.

International participation, therefore, remains key for the success of the CSDP module, and presumably for all common modules designed in the context of the European initiative for the exchange of young officers, inspired by Erasmus. As the organisers reported, despite all the efforts made for communicating on the event long in advance and in different *fora*, it remains difficult to meet international participation. Many reasons can be found, which are mostly related to the internal policy and capacities of the education and training institutions. Some may nonetheless be addressed at the European level, in the context of the Initiative, as to improve and enhance cadets' mobility. Some are related to the administrative constraints that exist in the schools: paperwork load, lack of a point of contact for the international relations or the decision to send or not students, for example. Some are financial. All of them can and should be addressed by the Implementation Group of the Initiative, either in favouring synergies (*e.g.* creating unique documents or maintaining up-to-date a base of contact points) or in addressing recommendations at the national levels.

The final word would thus be from a participant who synthetically but clearly commented that… "A great experience"!

Meeting the success

Finally, the participants were invited, in the frame of the level 1 investigations, to share their suggestions for further and future improvements. Naturally, these comments were never unanimously shared but they reflect the internal diversity of the audience.

They – classically – suggest that, in order to decrease the intensity of the module and continue the exchange with their European counterparts and the discovery of the Greek culture, more time is dedicated to the residential phase of the module. One must note that, if the "European month" is organised as scheduled by the Greek academies as a block of several common modules, this will be so.

As regards the pedagogic approach, participants suggested to have even more learning material distributed prior the module and dedicate even more time to work in groups, thus confirming the quality of the choices made by

the organisers. As for the simulation exercise, some suggested that it would be organised on a more "pragmatic basis", *i.e.* in guiding more the discussion of a final draft document, and that more information is provided to the participants on the roles they have to play individually prior the exercise. To this, the external examiner adds the suggestion of an increased focus on the operational aspects of the CSDP, possibly in postponing the exercise to the last days of the module, once a more extensive knowledge on the mechanisms and realities of the CSDP is provided to the students.

As it could be expected also, they hope in ever more participation from their European counterparts for the future and, for their personal future, to have the opportunity to take part to more of these experiences.

All in all, these comments showed that the CSDP module organised by the Hellenic Naval Academy fully fulfilled the objectives it was assigned and that the participants asserted this success. As shown by the last graph below, the module met a very high level of satisfaction. The average grades awarded for the module amounted 5,2 out of 6, which is among the highest rates of satisfaction met for the CSDP modules. The feeling of general satisfaction, furthermore, is objectively comforted by the observation that almost 85 per cent of the participants rated this module with a 5 or a 6 out of 6 and that no grade was awarded below 4.

Chart: **General level of satisfaction of the participants with the module - display** — Number of participants (y-axis, 0 to 30) vs. Grades awarded (out of 6) (x-axis, 1 to 6). Grade 4: 10; Grade 5: 25; Grade 6: 24.
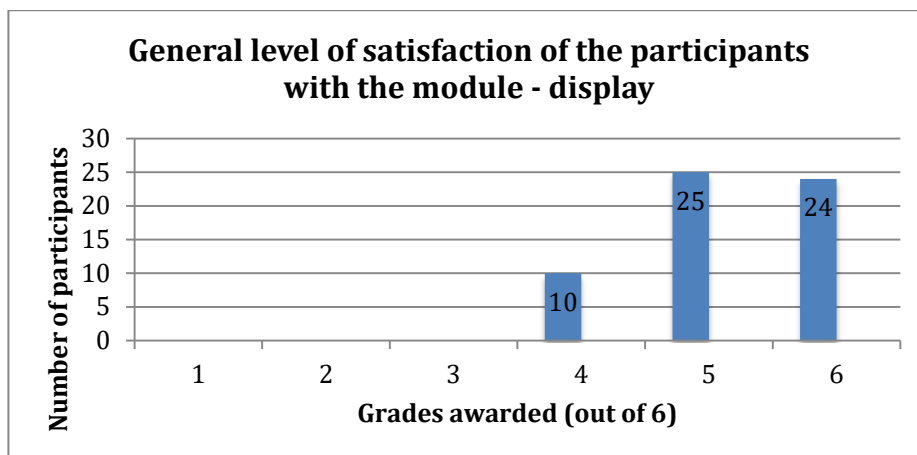
The Law of Armed Conflicts Module

The LoAC module is the second most organised module of those created or endorsed in the framework of the Initiative. It is part of the regular curriculum of future officers of 2 European countries, in Austria and Italy. However, it is the first time with this Greek experience that the conduct of a LoAC module is externally evaluated with view to assess and inform about the quality of the choices that have been made for its organisation and implementation. Hence, the lessons learnt from this experience are presumably important for the continued development of the module itself.

The shape and actors of the module

The shape of the module

Similar to the CSDP module and all the other common modules conducted in the framework of the Initiative, the objective of the Greek organising team has been that this first contact with LoAC is recognised as a valuable experience in the training of the participants. The Hellenic Military Academy, following the Course Curriculum[17] agreed by the Implementation Group of the European initiative for the exchange of young officers in 2010, offered 2 ECTS credits to all the European participants for having completed the learning path. When looking at the strict calculation of the number of ECTS in terms of students' workload[18], it may be asserted that 2 is a correct estimate. The programme of the residential phase of the module, taking into account lecturing and group working times, amounted more than 35 hours of contact with the LoAC topic.

In the absence of internet-distance learning (IDL) specific content made available by the ESDC network of the LoAC-related topic, the organisers had to limit the module to a single residential phase taking place on the basis of a predefined programme[19]. Because of the importance of the audience, the group of participants was divided in 2. A group C1 was

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[17] The Course Curriculum of the module is reproduced in Annex 1.
[18] In the European Higher Education Area, the numbers of ECTS are usually calculated on the basis of students' workload (between 25 and 30 for 1 ECTS) and learning outcomes.
[19] The programme of the residential module is attached in Annex 2 to this report.

composed of Greek, Cypriot[20] and other European participants. A group C2 was composed of Greek and Cypriot cadets[21] only.

At the end of the residential phase, the Hellenic Military Academy awarded certificates of attendance, designed and emanating from the Academy's authorities and describing the number of ECTS attached to it[22] but not the objectives and content of the module. In line with the philosophy of the Bologna process, the Greek organising team decided to condition the award of the 2 ECTS to the successful completion of an examination. Only the Greek and European students who had both attended and succeed to the examination were entitled to "validate" the credits and receive the diploma supplement.

The examination was aimed at assessing the knowledge acquired by the participants, as well as their progresses in understanding the LoAC topics and their articulation. The instrument used for the examination was the level 2 questionnaire, designed in cooperation between the organisers and the lecturers and uploaded on the online Moodle platform of the Academy. At the beginning of the residential phase, the participants were asked to answer 17 multiple-choice questions following a sequence prepared randomly by the computer. The participants thus had the test with different sequencing. At the end of the module, the same 17 questions were asked again in different sequences. The Course Director was consequently able to look at the progresses of all participants between the beginning of the residential phase and the end of the module.

The actors of the module

The lecturing team:

It is necessary, in order to give a clear picture of the module, to present briefly the knowledge providers, *i.e.* the lecturers. Indeed, the backgrounds of the different speakers can help understanding comments from the participants. Therefore, it is possible to evaluate them as a whole, *a priori*. The team was composed of 8 lecturers. All of them were Greek and 3 of

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[20] Cypriot officers are trained in the Greek military academies for their basic education and training.
[21] Including foreign resident cadets of the Hellenic Military Academy.
[22] An example of this certificate is presented in Annex 3.

them were civilian with proven and relevant expertise in the law of armed conflicts, from the Academy and from other higher education institutions, thus providing the broadest picture of the policy. The comments provided by the participants showed they acknowledged the relevance of this diversity of backgrounds.

The availability of lecturers for common modules in general remains a challenge for the organisers for their planning and programming and can lead to difficulties in organising the sequence of the lectures or avoiding duplications of contents between the lectures. In the case of the LoAC module the organisers managed to exchange with lecturers on a bilateral basis, notably in relation with the presentations to be delivered or the design of the level 2 questionnaire or the tasks to be proposed for group works. Nevertheless, a "pool" of lecturers shall still be sustained in order to prevent these possible inconveniences. Ideally, it should be made available to any potential organiser of the CSDP module, bearing in mind that a LoAC-related expertise may be desirable for other common modules, or simply for other courses. In the framework of the Initiative, a database of volunteers was created and includes also experts from outside the education and training institutions, such as the European bodies. It is important for both the substance and the shape of these modules that such database is regularly fed and updated.

A lecture:

The organising team:

The Course Director of the LoAC module was also a newly-appointed – though his predecessor was also one and worked with him on the organisation of the module – representative of Greece at the Implementation

Group of the Initiative. As such, therefore, he was familiar with the expected outcomes and "best practices" designed along the different rounds of organisation of the module across Europe.

He was supported, in his tasks, by the Hellenic Military Academy's Command and the General Staff, which provided online technical support, logistical support and supporting personnel for the conduct of the residential phase. The operational choices in relation with the design and organisation of the module, which represent a very important amount of work for a single person, were the responsibility of the Course Director alone, nonetheless.

Greeting of the Commandant to the participants:

The hosting cadets, themselves, took a share in the conduct of the residential phase in accompanying the guest participants and providing them with a friendly and learning-prone environment. Owing the workload such organisation represents, it could be envisaged to increase this share with view to future events, in order to support the organisers and take responsibility for aspects of the module… And learning from their possible mistakes, eventually.

The participants:

240 cadets from 4 Member States[23] of the European Union took part to the CSDP module organised by the Hellenic Military Academy. The

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[23] Greece, Cyprus, Italy, and Poland.

international participation[24]was limited to the C1 group and amounted a bit more than 12 per cent of its audience, which is somewhat low for a common module.

The participants during a lecture:

In the same way, it must be noted that the breakdown in terms of armed forces' branches is misbalanced, as demonstrated by the following figure. This must be relativized by the fact that the Hellenic Naval Academy invited not only participants from other Member States but also from the other two Greek academies, the Hellenic National Defence general Staff and the Foreign Affairs Ministry to join the C1 "international" group. The C1 group, however, accounted for 48 participants although the C2 group for 192. In addition it invited commissioned officers to take part to the module, together with cadets in their basic education and training. This allowed for concrete exchanges of experiences on the challenges faced by officers in their profession in relation to the implementation of the law of armed conflicts and insights of services' interoperability challenges.

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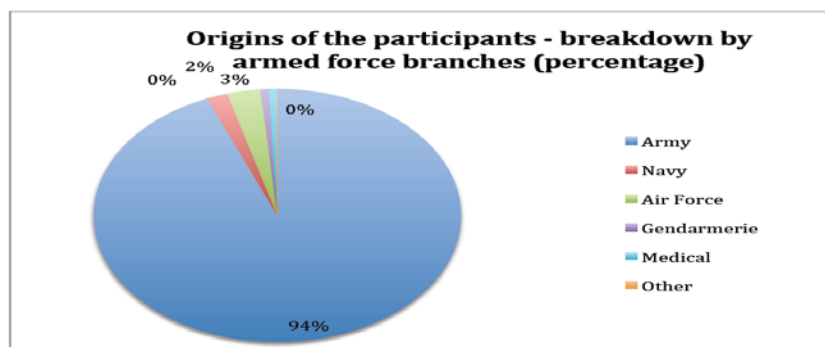
[24] Notwithstanding the participation of Cypriot and EU third States' cadets regularly residing and training at the Academy.

<u>The participants, coming from different branches:</u>

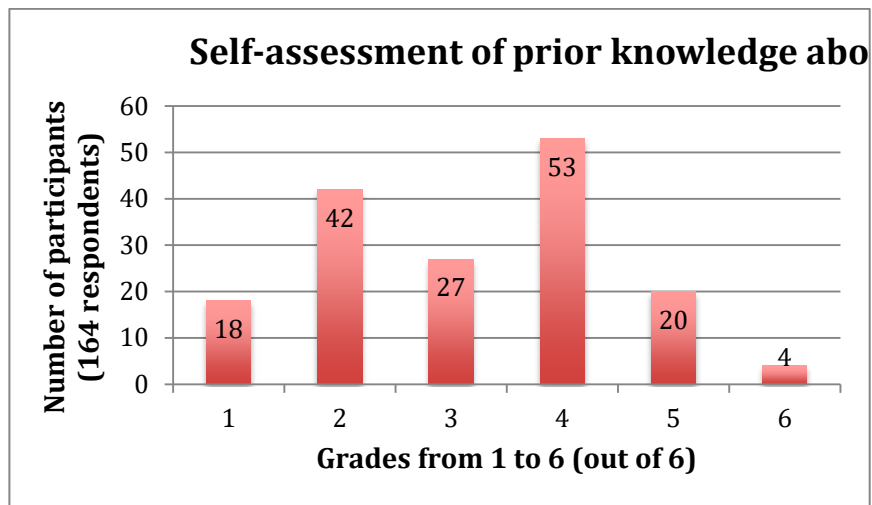As will be illustrated hereafter, international representation is one of the keys for the success of all the common modules. Therefore, an adequate communication on these events, long before they take place, is fundamental. To this regard, it must be stressed that the organisers of the module reported difficulties for reaching an expectable level of international participation despite their efforts and the fact that there initiative was taking place in a more global one – the project of "European month" –, which was itself supported and promoted at the highest level in the European Union.

140 of the participants reported they were cadets in their first cycle curriculum (bachelor level). 22 were studying or had obtained their degree at the level of the second cycle (master level). 74 replying participants reported they were specialising in technical sciences although 88 in social sciences. These numbers have to be relativized due to the fact that not all participants replied to this part of the questionnaire but the diversity of backgrounds that is effectively reported is potentially the source of questions for some participants of the most adequate level for following such module as LoAC touches on legal and strategic issues young cadets are not always familiar with and these ones may even wonder if they are "need-to-know" for a future leader at the level of a military platoon, for instance.

As seen from the graph below, these participants considered that they were relatively unfamiliar with the law of armed conflicts before the module, as they rarely had the opportunity to approach this topic during their higher education, especially if their background is technical sciences. The average

46

grade self-awarded to their prior knowledge was 3,2 out of 6[25]. Presumably, the participants had effectively little prior knowledge of the legal mechanisms at play, in general, but had some general opinions and views about the rights and obligations of the use of force in the conduct of the international relations and the military operations in particular.

Self-assessment of prior knowledge abo

Number of participants (164 respondents)

Grades from 1 to 6 (out of 6)	
1	18
2	42
3	27
4	53
5	20
6	4

Source of knowledge

For the LOAC common module, the Basic Curriculum designed and agreed by the Initiative's Implementation Group does not contain any obligation of internet-based learning prior the residential phase. Contrary to the CSDP module, indeed, no AKU is made available by the ESDC because the College has for mission only to support learning in CSDP-related knowledge. The LOAC topic, excepting when it is specifically in relation with the CSDP context, does not fall within its competence. Considering the quality of the support of the IDL material to the CSDP module and the success it meets with the participants, it would coherent not only with regard to the context but also with the students' workload and the crediting of the module that IDL is also prepared and proposed for the LOAC module, even if not formally hosted by the ESDC. The AKU(s), nonetheless, remain to be designed and approved in connection with the module's objectives and learning outcomes. A specific line of development in the Initiative is

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[25] All along the external evaluation processes, as introduced earlier, the participants were invited to answer to questionnaires using a 1 to 6 scale, 1 being the weakest/"no", 6 being the level of certainty/"yes".

foreseen but it has not yet been activated. The Greek experience of the LOAC module can be seen as an encouragement for activating it with view to support all the common modules formalised under the Initiative and made available to every European officers' basic education and training institution.

Even though the core of the programme of the LOAC modules has been outlined in its Basic Curriculum and similar to the CSDP module, one must note that the organisers are not strictly constrained by it and may decide to adapt this programme to the objectives of their event. The main themes proposed by the Hellenic Military Academy were:
- The basic principles of the LOAC (definition and types of armed conflicts, basic principles of International Humanitarian Law);
- The legal context of military operations: the rules of engagement (RoE);
- The violations of the LoAC in terms of State and individual responsibility;
- The international criminal justice;
- Topical issues of the LOAC (energy security, piracy, cultural property, etc.)
- LOAC and the CSDP.

Inside these main themes, different topics were individually addressed, as shown in the programme. This programme generally followed the lines of the Basic Curriculum with some original additions, such as the presentations made on topical issues of the LOAC such as energy security, piracy and the protection of cultural property, which go somewhat beyond the classical acceptance of the mission of the armed forces. As regards the pedagogy and similar to the other common modules organised during this same week by the other Greek military academies, the organisers made the choice of a pedagogic combined approach. The lectures in plenary group, which provide the basic knowledge, were everyday completed by group works.

A key note lecture:

It does not belong to the evaluator to assess the content and pedagogy used by the lecturers for providing the knowledge as this one is specific and expert, but it can be stated that the sequencing of the lecturers was adequate for the purpose of training young cadets. The organisers notably decided to open the module with the basic definitions that were needed by the participants before going into the specifics of the legal theoretical and then practical aspects and finishing with topical issues and, finally, connecting the newly acquired knowledge with the European context they evolve in. Each lecture, which provided the basic knowledge, lasted for 45 minutes but were completed by formal and informal times for interaction between the participants with the lecturers and between themselves. One must note that the C2 group, composed of Hellenic Military Academy students only, received the same lectures but in different order and in Greek language, excepting few presentations that were made available by videoconference to the two groups at the same time. Although meeting some technical difficulties, it allowed the C2 group to attend a couple of lectures in English.

In addition to the lectures and for the C1 group only, the organisers decided to dedicate the afternoons to work in 6 small groups, mixing nationalities and backgrounds. The C2 group continued with its regular learning curriculum at the Academy. The 6 working groups were invited to work on cases, scenarios or guiding questions prepared by the responsible lecturer of the topic in the afternoon and to present their outcomes in the morning after in front of the plenary group and the lecturer. Each topic was investigated by 2 groups. Their presentations were then discussed, debated and completed with the observations made by the lecturer. From the observations and the comments made on these experiences, these adequately

49

stimulated the commitment of the students for their own learning and met their satisfaction.
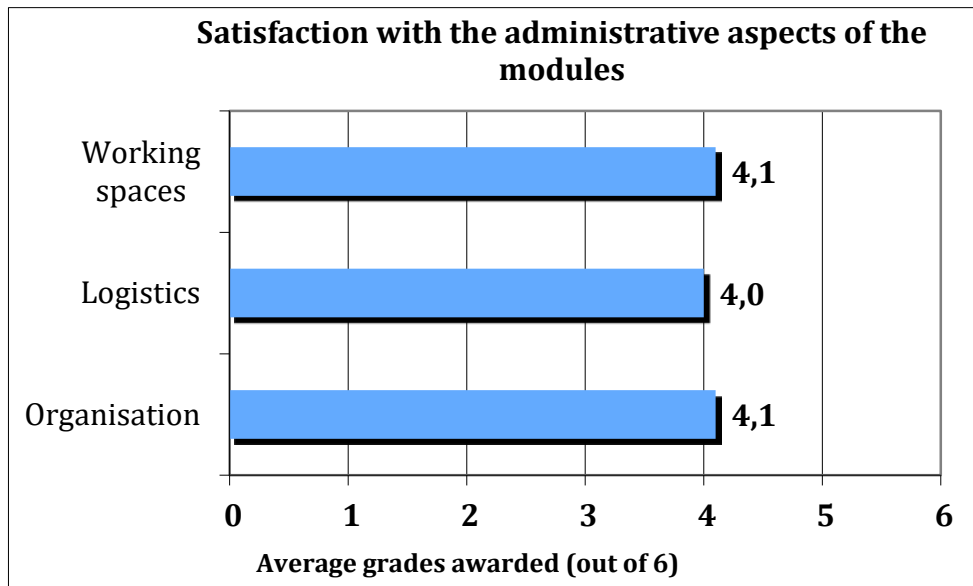
The organisers also provided the participants with a welcome package containing information and material for their stay in Athens (such as cultural booklets, an academy's guide, city maps and information), which was essentially "logistical". However, they made available on the Moodle platform of the Academy, accessible to all participants with a login and password, most of the learning material for the different lectures and workshops at the beginning of the module. It consisted in a very supportive and adequate range of documents using a wide diversity of supports, such as topical documents, links to the most important sources of information and articles. Most of the presentations made by the lecturers were made available for downloading through this instrument but not all of them were uploaded at the beginning of the module. One can only encourage to continue this initiative by uploading all the presentations and different learning supports used by the different contributors of the module.

In addition to the educational programme, more "social" events were formally or informally organised in order to create cohesion in the group of participants. The Hellenic Military Academy, similar to the other common modules' organising academies, organised an evening on the historical battleship "Averoff" and a visit to the Acropolis Museum… And the hosting cadets again guided their European counterparts and colleagues through the nightlife of Athens in a more "informal" way.

The organisational aspects of the residential phase:

The formal administrative aspects of the LOAC module, as they were organised by the Hellenic Military Academy, have met the satisfaction of the participants. As showed by the graph below, the grades they awarded to these administrative aspects (organisation, logistics, working spaces) are good. One must indeed relativize these grades of satisfaction against the fact that all the participants filled in the L1-L3 survey whereas only one group, a minor one in number, had experienced the "benefits" of a European working and living environment. The comments provided by the participants stressed the excellent organisation and working environment that was provided, the Greek hospitality including the role of the hosting cadets as notably the rooms and the everyday life of the C1 group Greek cadets were reorganised for welcoming their European counterparts in a friendly environment. On

50

the contrary, some formulated negative comments about the lecture rooms and lecturing supports. Participants stated also that the intensity of the modules in terms of time organisation – notably in respect to the number and length of lectures – can be seen as a drawback and so is the fact that only one group could be international.

Satisfaction with the administrative aspects of the modules

Working spaces	4,1
Logistics	4,0
Organisation	4,1

Average grades awarded (out of 6)

The following describes the feeling of the participants related to the organisation of their learning process and more particularly with regard to the content's relevance and utility, the methodology and the learning material. Considering all these ratings, one must again take into due account that the European learning environment is the key asset of the common modules and their perception by the students, and that only a minority of respondents had experienced such environment during this week.

Average satisfaction with the structure of the modules

Learning material	4,1
Methodology	4,1
Utility	4,2
Relevance	4,1

0 1 2 3 4 5 6

Average grades awarded (out of 6)
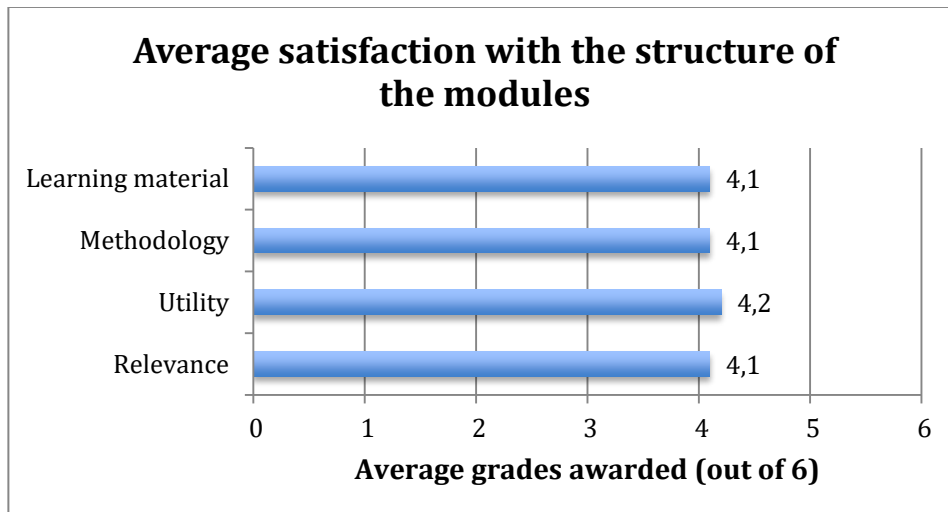
The comments, nonetheless, are highly positive. The participants expressed claims for receiving even more learning material through the Moodle platform or an earlier access to this platform prior to the course, thus showing the relevance of such tool.

On the method used for teaching LOAC, the participants' satisfaction can be seen as very good. Their comments showed that they were globally and highly satisfied with the level of expertise of the lecturers selected and their availability for exchanging with the audience. Some reported that the lectures were sometimes too long, duplicating each other or not lively enough or that the time allowed was not respected, or that the English of some lecturers made it difficult to follow. It does not belong to the external evaluator to review the individual teaching methods. They also expressed their general satisfaction, in the C1 group, with the possibility to practically apply their knowledge in work groups. Some found it difficult to follow the module in English, notably with respect to the technical vocabulary although other welcomed this possibility they were offered for improving their English.

From their comments, the participants appreciated also the relevance of the programme they were proposed, which offered them "a comprehensive view on the topic" and fit "the duty of a young officer". The content of the programme received the average grade of 4,1 and the delivery the grade of 3,9 out of 6, which can be seen as normal owing the configurations of the 2 groups of participants-respondents. Some – though representing a minority

of comments – shared their feeling that the theoretical and strategic aspects on the one hand and the operational aspects, on the other hand, were insufficiently balanced for a cadet audience and made it a difficult topic. For these participants, it should focus more on the commander's responsibilities, although other students highlighted the operational aspects as an actual element of success of this experience. Finally, some participants shared their feeling that the topics developed through the lectures lacked variety.

The technical outcomes of this learning process

Knowledge

In order to measure the progresses of knowledge of the participants in relation with the LOAC, a second round of level 2 evaluation was conducted at the end of the module in Athens. The grades obtained have been objectively good and showed an increase. For the C1 group, which benefited from international participation and had the chance to familiarise with the technical vocabulary in English, the average grade amounted 76 per cent of correct answers, although 45 at the first round. For the C2 group, the average grade amounted 52 per cent although 42 at the first round. The effect of a European working environment can be presumed already from this observation of major differences in the extent of the increases.

When looking at the display of these results per question, as shown in the following graphs, the increase of knowledge seems to affect globally all areas investigated through the level 2 questionnaire[26]. The improvements, therefore, are actual and general.

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[26] Excepting for questions 9, 11 and 17 in the C2 group. Even there, the decrease is relatively minor.

Evolution of the results per question - C1

Evolution of the results per question - C2
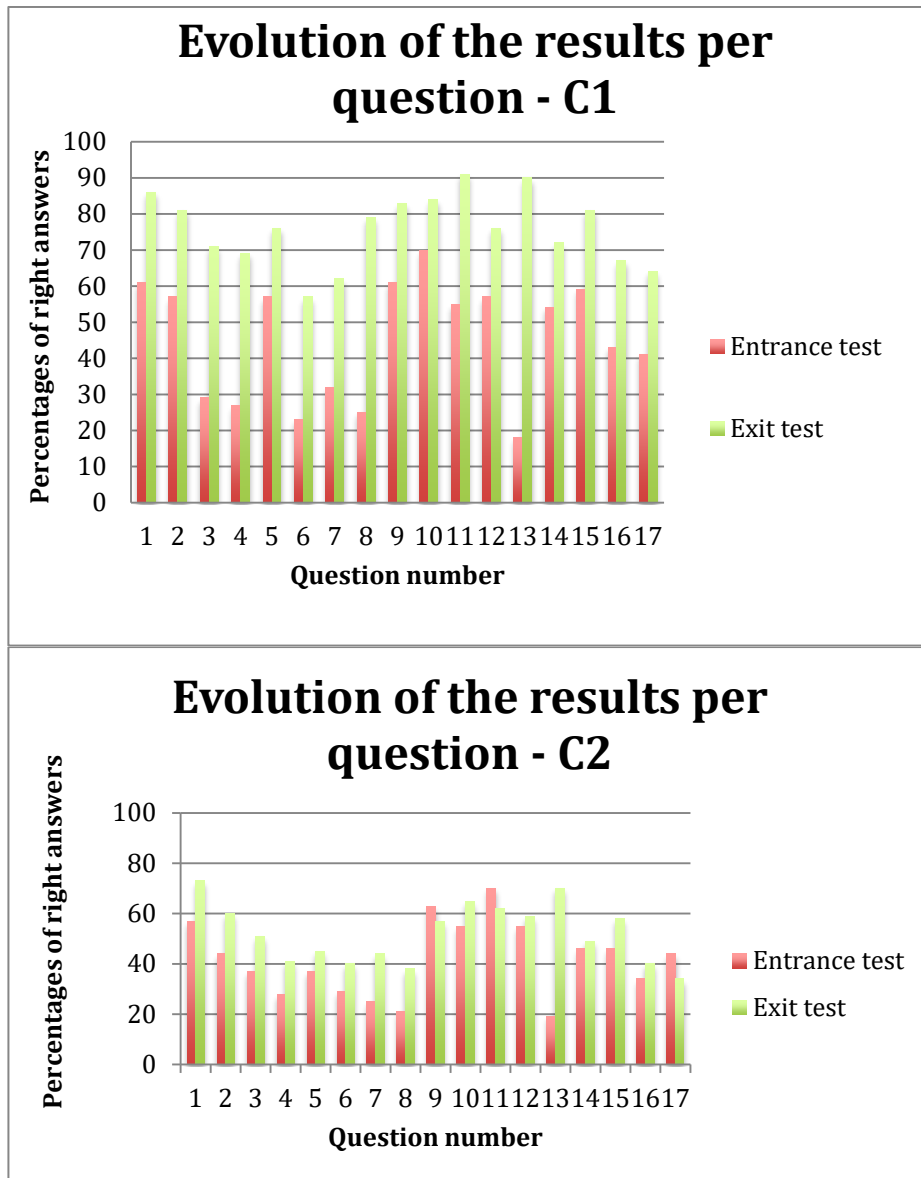
Skills, competences and attitudes

The LOAC module does not only intend to spread knowledge, which may soon or later fade away, but also to raise skills and competences which support the education of a future military elite on the long-term and contribute at a larger scale to building the future EU capabilities. These qualifications, together with the knowledge acquired, enter into the

54

calculation and allocation of ECTS to a learning process such as the module. Inspired from the Kirkpatrick's model of evaluation [27], the level 3 questionnaire has attempted to monitor the outcomes of the modules with regard to progresses in terms of qualifications other than knowledge. However, it is not the role of this evaluation to define what qualifications an "ideal officer" shall have. Therefore, the few qualifications approached by the level 3 questionnaire shall only be taken as a sample of (the most logical) qualifications any officer should have, ideally, when starting his/her career in the international security area and possibly sent to a mission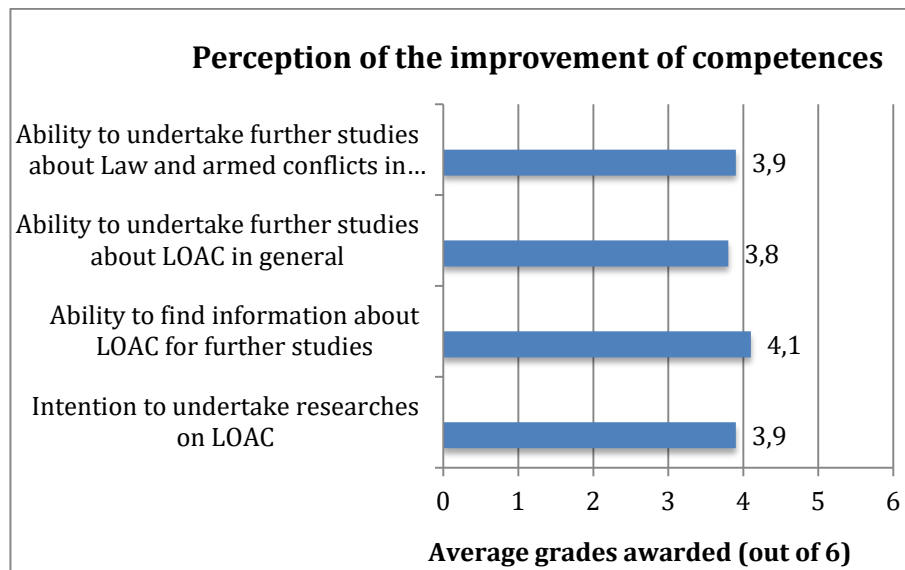 abroad. Furthermore, it would take too long to the participants to take part to an objective survey, like the level 2, on the progresses regarding these outcomes. It was thus chosen to ask the participants to rate their perception of their improvements. The average grades are illustrated by the graph below.

Perception of the improvement of working skills

Communication in working English — 4,0
Communication about LOAC issues — 4,1

Average grades awarded (out of 6)

These rates, which are relatively low, must be read in the light of the configuration of the module in 2 groups. Indeed, the C2 group, which accounted for a majority of respondents, had only a few lectures in English, and its members did not primarily interact with international participants and did not have the opportunity to work in small groups. It can be assumed that if the survey was conducted only on the C1 group, the rates would have been remarkably higher. The comments made by participants – most probably from C1 group respondents – highlighted particularly the benefits of the module on their English skills.

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[27] In the Kirkpatrick's model, level 3 measures the progresses "on the job" of the trainee. In the case of CSDP modules, the participants do not go back to a job, but to another and more global educational process.

Similar investigations were conducted on the self-assessment of progresses on a sample of competences. Competences, in this context relate to the ability of the student to continue his or her learning process on his or her own. The display for the module was as follows.

Perception of the improvement of competences

Ability to undertake further studies about Law and armed conflicts in...	3,9
Ability to undertake further studies about LOAC in general	3,8
Ability to find information about LOAC for further studies	4,1
Intention to undertake researches on LOAC	3,9

Average grades awarded (out of 6)

The ratings from the participants on the abilities to undertake further researches on LOAC, the armed conflicts in general and to effectively continue studying these areas comfort the idea that the LOAC module is an adequate introduction to a specialised knowledge. The effective continuation of researches on the topic, naturally, depends on the specialty the participants have for regular curriculum.

Finally, the participants were asked to self-evaluate their attitudes with regard to the need for Law in order to frame the armed conflicts' managementbefore and after their participation to the module. The breakdown of answers is as follows and demonstrates that their position, which is expected to be a long-term gain, has positively evolved thanks to their participation to this event. One may argue that such modules most certainly have a "propaganda effect" on the participants since the whole week is focused on this theme. All along the week and the different lectures, however, the debate on the positive and negative aspects of the legal

56

frameworks and their actual implementation has been taking place on a fair basis. The basic question of the *raison d'être* of the Law of Armed Conflicts and International Humanitarian Law has been in the minds of the participants during the entire week. The different speakers, it was generally felt by the participants, balanced both positive and negative arguments *vis-à-vis* the existence, the importance and the development of these legal areas. The comments provided by the participants in the satisfaction questionnaires demonstrated that they were aware of the need for a young military leader to be familiar with these realities. These positive changes in the attitudes can thus be seen as genuine.

Perception of the need for Law of armed conflicts
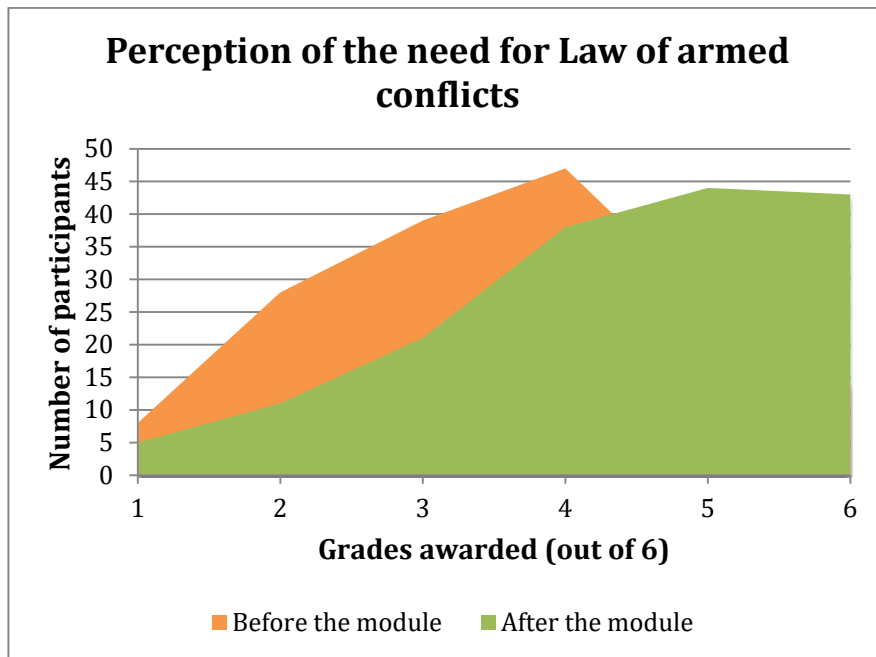
Social outcomes

The LOAC common module is no not only aimed at "learning LOAC" but also at making the participants familiar with an international working environment. This common module, as it was the case in Greece, therefore, is open to and even keen on international participation. The purpose is to provide the participants with an insight of the interoperable environment they will live in when sent to an international or European operation in sharing their cultures, their visions on the conduct of operations, the

57

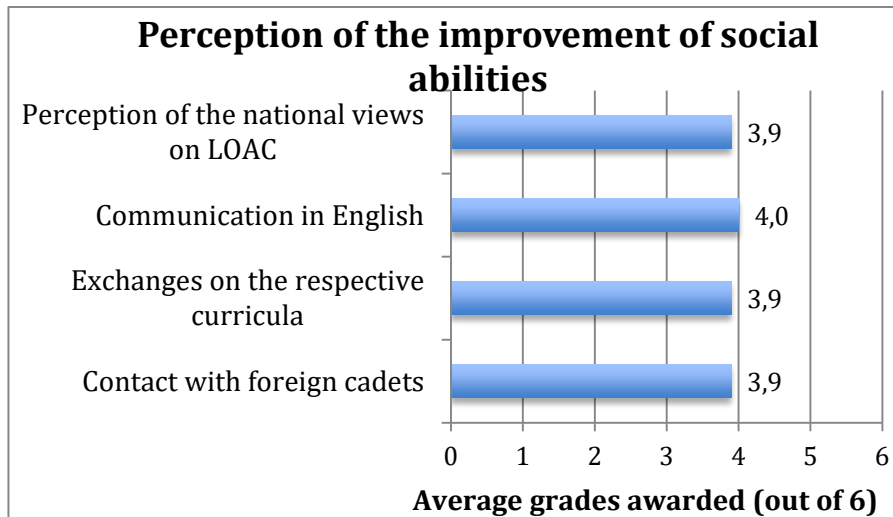traditions of their educational systems and, more concretely, sharing time and a common living environment.

This immersion into the international security was again successfully proposed by the Hellenic Military Academy. Parts of the programmes of a vocational or purely social nature were either formally dedicated to the emerging of a European *esprit-de-corps*, or "collateral" in the configuration of the workgroups, or totally informal – but reportedly always to short – after the working hours…

Participants:

As expected, the participants expressed their satisfaction with all these activities, the discovery of the Greek culture (for the international participants, obviously) and the free time they could use for getting to know each other. Some regretted the lack of time for sport activities in a too intense schedule.

Considering that social abilities are as much important for future military leaders than the technical ones, the same investigation on the self-assessment of progresses on key abilities was made through the level 3 questionnaire. The display of answers is reproduced in the graph below but the reader must again keep in mind that the international experience was limited to a minority of the respondents.

Perception of the improvement of social abilities

Category	Average grade
Perception of the national views on LOAC	3,9
Communication in English	4,0
Exchanges on the respective curricula	3,9
Contact with foreign cadets	3,9

Average grades awarded (out of 6)

The comments added by participants in the evaluation form stressed the fact that the module gave them the opportunity to meet not only with other officers but also with other cultures and to exchange about the characteristics and traditions of their different curricula and academies. Some suggested that a timeframe be dedicated during the week for allowing the international guests to present their national cultures and practice of the Law of Armed Conflicts in order to go further in the exchange of knowledge and know-how.

International participation, therefore and like for the CSDP module, is also a key for the success of the LOAC module. In the case of the event organised by the Hellenic Military Academy, the added value of this participation on the benefits the student can obtain from their learning path is obvious and somehow quantifiable.

As the organisers reported, despite all the efforts made for communicating on the event long in advance and in different *fora*, it remains difficult to meet international participation. Many reasons can be found, which are mostly related to the internal policy and capacities of the education and training institutions. Some may nonetheless be addressed at the European level, in the context of the Initiative, as to improve and enhance cadets' mobility. Some are related to the administrative constraints that exist in the schools: paperwork load, lack of a point of contact for the international relations or the decision to send or not students, for example. Some are financial. All of them can and should be addressed by the Implementation Group of the Initiative, either in favouring synergies (*e.g.* creating unique

documents or maintaining up-to-date a base of contact points) or in addressing recommendations at the national levels.

Though it seems that there would never be too much international participation according to the comments formulated by the participants in all common modules, it is definitely necessary for assuring the complete success of a common module.

Meeting the success

Finally, the participants were invited, in the frame of the level 1 investigations, to share their suggestions for further and future improvements. Naturally, these comments were never unanimously shared but they reflect the internal diversity of the audience.

They – classically – suggest that, in order to decrease the intensity of the module and continue the exchange with their European counterparts and the discovery of the Greek and the Greek military cultures, more time is dedicated to the residential phase of the module. One must note that, if the "European month" is organised as scheduled by the Greek academies as a block of several common modules, this will be so.

As regards the pedagogic approach, participants suggested to have even more time to work in groups, thus confirming the quality of the choices made by the organisers, and to have exercises in the form of simulations. Considering the previous comments that were formulated, it could be suggested to study the possibility to develop a an exercise of practice of the role of a commander in operation.

Some suggested that the module could include more topics, notably with regard to topical issues such as cyber security and the LOAC. The external examiner would suggest extending also the contents to the aspects of relation between ethics and the LOAC and International Humanitarian Law, which an officer may be dealing with. The officer in operation may for instance be confronted to realities, such as trafficking and corruption, he or she needs to be prepared to and possibly ready to act on.

As it could be expected also, they hope in ever more participation from their European counterparts for the future and, for their personal future, to have the opportunity to take part to more of these experiences. To this end, it must be kept in mind that it is the international participation, as asserted by

the results of the evaluation of the 2 groups of participants, which makes the module a truly original experience and an insight of the international dimension of security and defence.

All in all, these comments showed that the LOAC module organised by the Hellenic Military Academy fully fulfilled the objectives it was assigned and that the participants asserted this success. As shown by the last graph below, the module met a high level of satisfaction in the two groups combined. The average grades awarded for the module amounted 4,1 out of 6, which demonstrate a good level of satisfaction for a common module, even though all did not share the international aspect of the experience. The feeling of general satisfaction, furthermore, is objectively comforted by the observation that 40 per cent of the participants rated this module with a 5 or a 6 out of 6.

General level of satisfaction of the participants with the module - display
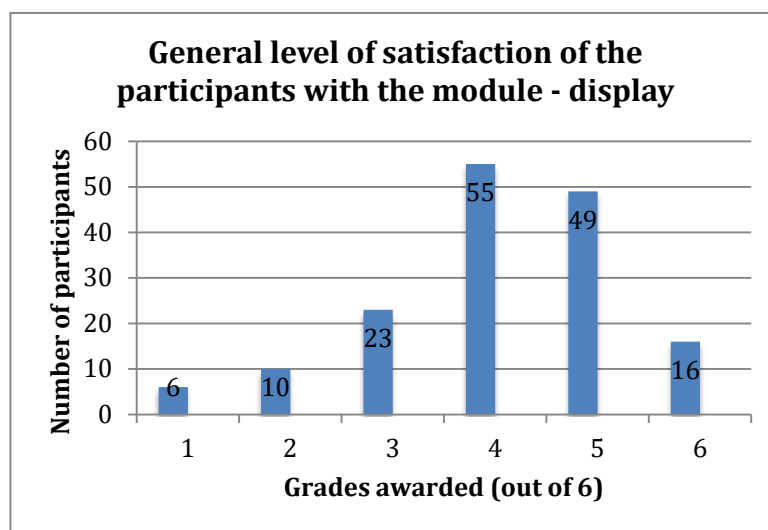
The Basics for Crisis Management Operations Module

The Basics for CMO ("CMO") module is the third module which was the organisers of this first event selected. This common module is less widespread than the other two in the European area as it is only a regular component of the officers' curriculum in one country only, Austria, which designed it and proposed it to be endorsed by the Initiative's implementation group. It is, here again, the first time that the module is offered the opportunity of an external evaluation. One of the main challenge for the organisers, to this regard, has certainly been that crisis management is not only the core of the officers' basic education and training curriculum but also, to some extent, its *raison d'être*. It touches on the heart of the profession of the officer. All cadets, therefore, are made familiar through their curricula, but in different ways according to the national culture and to the focus of the curricula, with the concept, challenges, aspects and techniques of the management of crises. One can thus expect that the lessons learnt from this original experience will be important for the further development of the module itself and give an impulse to its organisation in other EU countries.

The shape and actors of the module

The shape of the module

Similar to the CSDP, LoAC and all the other common modules conducted in the framework of the Initiative, the objective of the Greek organising team has been that this form of apprenticeship of crisis management is recognised as a valuable experience in the training of the participants. The Hellenic Air Force Academy, following the Course Curriculum[28] agreed by the Implementation Group of the European initiative for the exchange of young officers in 2010, offered 2 ECTS credits[29] to all the European participants for having completed the learning path. When looking at the strict calculation of the number of ECTS in terms of students' workload[30], it may be asserted that 2 is a correct estimate. The programme of the

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[28] The Course Curriculum of the module is reproduced in Annex 1.
[29] In the Course Curriculum, the number of ECTS offered amounts to 3 but for a different workload estimate.
[30] In the European Higher Education Area, the numbers of ECTS are usually calculated on the basis of students' workload (between 25 and 30 for 1 ECTS) and learning outcomes.

residential phase of the module, taking into account lecturing and group working times, amounted a bit more than 30 hours of contact with the topic.

In the absence of internet-distance learning (IDL) specific content made available by the ESDC network of the LoAC-related topic, the organisers had to limit the module to a single residential phase taking place on the basis of a predefined programme[31].

At the end of the residential phase, the Hellenic Air Force Academy awarded certificates emanating from the Academy's authorities and describing the number of ECTS attached to it[32], but not the objectives and content of the module. The award of the ECTS was not conditioned to an assessment of the knowledge gained through a test.

The actors of the module

<u>The lecturing team:</u>

It is necessary, in order to give a clear picture of the module, to present briefly the knowledge providers, *i.e.* the lecturers. Indeed, the backgrounds of the different speakers can help understanding comments from the participants. Therefore, it is possible to evaluate them as a whole, *a priori*. The team was composed of 11 lecturers, to which shall be added a presentation made by a hosting cadet and a speech of the Commandant of the Academy. All of them were Greek and 3 of them only were military personnel. The 8 other lecturers were civilian teachers from the Academy and other Greek higher education institutions or public bodies with proven and relevant expertise in crisis management aspects, thus providing the broadest picture of the policy and reflecting the different approaches to the topic that exist. The comments provided by the participants showed they acknowledged the relevance of this diversity of backgrounds. To this team shall be added the personnel of IRTEA which, in the CMO module too, provided support in organising simulations based on cases and supervised group works.

The availability of lecturers for common modules in general remains a challenge for the organisers for their planning and programming and can

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[31] The programme of the residential module is attached in Annex 2 to this report.
[32] An example of this certificate is presented in Annex 3.

lead to difficulties in organising the lectures and their sequence or avoiding duplications of contents between the lectures. In the case of the CMO module, the organiser managed to exchange with lecturers on a bilateral basis, notably with regard to the framing of the respective contents or the design of the level 2 questionnaire or the tasks to be proposed for group works. Nevertheless, a "pool" of lecturers shall still be sustained in order to prevent these possible inconveniences. Ideally, it should be made available to any potential organiser of the CSDP module, bearing in mind that a LoAC-related expertise may be desirable for other common modules, or simply for other courses. In the framework of the Initiative, a database of volunteers was created and includes also experts from outside the education and training institutions, such as the European bodies. It is important for both the substance and the shape of these modules that such database is regularly fed and updated.

The Commandant's host speech:

The organising team:

The Course Director of the CMO module was also a representative of Greece at the Implementation Group. He had to make himself familiar with the expected outcomes and "best practices" designed along the different rounds of organisation of the module across Europe, despite the fact that the CMO module was not previously organised outside the country which designed it.

He was supported, in his tasks, by the Hellenic Air Force Academy's Command and the General Staff, which provided online technical support and logistical support for the conduct of the residential phase. The operational choices in relation with the design and organisation of the

module, which represent a very important amount of work for a single person, were the responsibility of the Course Director alone, nonetheless. The 3 Course Directors of the three modules, from the 3 academies, adequately coordinated their efforts and benefited from some synergies in the use of the – limited – resources available to them. They acted as a team *vis-à-vis* the external stakeholders, notably the Implementation Group, and exchanged between them best practices with view to reach the highest degrees of efficiency in the organisation of the event(s).

The hosting cadets, themselves, took a share in the conduct of the residential phase in accompanying the guest participants and providing them with a friendly and learning-prone environment. Owing the workload such organisation represents, it should be envisaged to increase this share with view to future events, in order to support the organisers and take responsibility for aspects of the module… And learning from their possible mistakes, eventually.

The participants:

61 cadets from 5 Member States[33] of the European Union took part to the CMO module organised by the Hellenic Air Force Academy. The international participation (12 cadets) amounted almost 20 per cent of its audience, which is a good level for a common module.
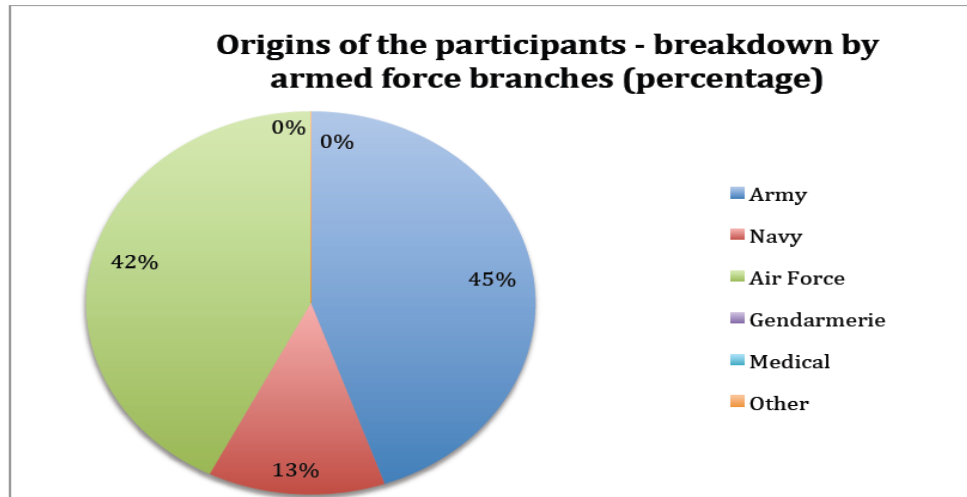
A group of participants:

In the same way, it must be noted that the breakdown in terms of armed forces' branches is relatively balanced, as demonstrated by the following figure. This may be explained by the fact that the Hellenic Air Force Academy invited not only participants from other Member States but also

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[33] Greece, Austria, Italy, Spain and Poland.

from the other Greek academies and from other services of the Greek armed forces to join audience. In addition it invited commissioned officers to take part to the module, together with cadets in their basic education and training. This allowed for concrete exchanges of experiences on the challenges faced by officers in their profession in relation to crisis management and the importance of interoperable approaches in this area.

Origins of the participants - breakdown by armed force branches (percentage)

- Army
- Navy
- Air Force
- Gendarmerie
- Medical
- Other

0%
0%
42%
45%
13%

As will be commentedin more details, international participation and interaction is one of the keys for the success of all the common modules. Therefore, an adequate communication on these events, long before they take place, is fundamental. To this regard, it must be stressed that the organisers of this module, similar to their counterparts of the other modules, reported difficulties for reaching an expectable level of international participation despite their efforts and the fact that there initiative was taking place in a more global one – the project of "European month" –, which was itself supported and promoted at the highest level in the European Union.

47 of the participants reported they were cadets in their first cycle curriculum (bachelor level). 14 were studying or had obtained their degree at the level of the second cycle (master level). 27 replying participants reported they were specialising in technical sciences although 21 in social sciences. These numbers have to be relativized due to the fact that not all participants replied to this part of the questionnaire but the diversity of backgrounds that is effectively reported is potentially the source of questions for some participants of the most adequate level for following such module because the knowledge one can have of crisis management

procedures and techniques is presumably different at the level of the cadets and commissioned officers, for instance.

As seen from the graph below, these participants considered that they were relatively unfamiliar with the aspects of crisis management that were covered by the module and its programme. The average grade self-awarded to their prior knowledge was 2,4 out of 6[34]. Presumably, the participants had effectively little prior knowledge of these aspects as the organisers designed the content of programme as a connection between the LoAC and the CSDP modules. The legal mechanisms at play in the management of crisis as well as the European approach to this form of management were particular emphasis of the CMO module, which did not stick to theoretical considerations or national know-how.
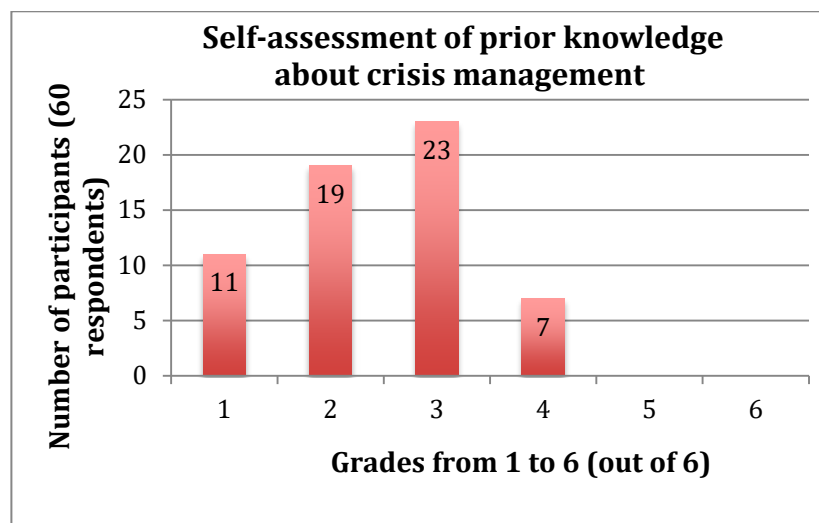
Source of knowledge

For the CMO common module, the Basic Curriculum that serves the reference for the organisation of it does not contain any obligation of internet-based learning prior the residential phase. Contrary to the CSDP module, indeed, no AKU is made available by the ESDC because the College has for mission only to support learning in CSDP-related

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[34] All along the external evaluation processes, as introduced earlier, the participants were invited to answer to questionnaires using a 1 to 6 scale, 1 being the weakest/"no", 6 being the level of certainty/"yes".

knowledge. The CMO topic, excepting when it is specifically in relation with the CSDP context, does not fall within its competence. Considering the quality of the support of the IDL material to the CSDP module, the interdisciplinary nature of the CMO studies and the success it meets with the participants, it would be coherent not only with regard to the context but also with the students' workload and the crediting of the module that IDL is also prepared and proposed for the CMO module, even if not formally hosted by the ESDC. The AKU(s), nonetheless, have yet to be designed and approved in connection with the module's objectives and learning outcomes. A specific line of development in the Initiative is foreseen but it has not yet been activated. The Greek experience of the CMO module, possibly reinforcing the feeling of stakeholders of other CMO modules organised in the past, can be seen as an encouragement for activating it with view to support all the common modules formalised under the Initiative and made available to every European officers' basic education and training institution.

Although a core programme for the CMO modules has been outlined in its Basic Curriculum and similar to the other common modules, one must note that the organisers are not strictly constrained by it and may decide to adapt this programme to the objectives of their event. At the Hellenic Air Force Academy, the organisers made use of this flexibility. The main themes proposed were:
- The international organisations acting in crisis management;
- The International Humanitarian Law, the LOAC: legal aspects;
- Lessons learnt from EU operation;
- The European Union (institutions and functioning);
- The CFSP-CSDP structures and procedures;
- The global security environment;
- The use of force in the CSDP framework.

This programme generally fit the Basic Curriculum in its legal emphasis although this one stresses more the operational aspects – in the course details and learning outcomes description – than the programme proposed by the Hellenic Air Force Academy. These differences may be explained by the intention of the organisers to propose the Greek CMO module as a course making a compromise between the CSDP and LOAC contexts of crisis management. This intention is effectively reflected in the programme proposed. As regards the pedagogy and similar to the other common modules organised during this same week by the other Greek military academies, the organisers made the choice of a pedagogic combined approach. The lectures in plenary group, which provide the basic knowledge,

were followed by formal and informal interaction with the lecturers and between the participants themselves.

A lecture:

It does not belong to the evaluator to assess the content and pedagogy used by the lecturers for providing the knowledge as this one is specific and expert, but it can be stated that the sequencing of the lecturers was globally adequate for the purpose of training young cadets. The organisers notably decided to open the module with the global context of the crisis management topic before going into the specifics. It can be noticed thatthe legal emphasis, notably with the presentations of the International Humanitarian Law and LOAC, could have been "packed" as a single block of connected lectures, in order to make the sequencing more coherent, but this naturally depends on the availability of the lecturers at an appropriate time.

In addition to the lectures, the organisers decided to dedicate 3 afternoons to work in5 groups of &é participants, mixing nationalities and backgrounds. The working groups were invited to work on cases, scenarios or guiding questions prepared by the responsible lecturer of the topic in the afternoon and to present their outcomes and discuss them in the morning after in front of the plenary group. From the observations and the comments made on these experiences, these adequately stimulated the commitment of the students for their own learning and met their satisfaction.

Similar to the Hellenic Naval Academy for the CSDP module and in line with the Basic Curriculum, which foresees a practical learning aspect, the Hellenic Air Force Academy proposed to the participants to take part to a simulation exercise in the form of a role play on the second day of the module. The preparation of the simulation exercise was also outsourced, as it was designed and led by the Institute of Research and Training on European Affairs (IRTEA). The IRTEA is an institute funded and based in Greece which aims at spreading knowledge on the European Union, its policies and its functioning. It had already cooperated with the Hellenic Air Force Academy in the organisation of simulation exercises on political and strategic affairs. The Hellenic Air Force Academy and IRTEA engaged in a non-profit relationship as the Greek Armed Forces also provide visibility and pedagogic support to IRTEA activities. On the second day of the module, after the participants received an overview of the crisis management context, IRTEA briefed the participants about the objectives and the objects of the simulation, as well as the roles they were invited to play individually during the exercise and the rules of procedures to be applied in the different configurations of meeting. The IRTEA staff presented the questions on which the participants were asked to work and prepare as representatives of a EU Member State or stakeholder of a security crisis (international organisations and third countries) at the European Council or at the Council. Each participant had to work and act as a representative and apply the knowledge, skills and competences and rules of procedures of their respective institutions that are requested for managing such crisis at the EU level. In the afternoon, the European Council, the Council and other stakeholders met for separate meetings with view to propose options for managing the crisis, playing their respective roles. The timing of the exercises in the module can be considered adequate as the participants received some background knowledge for playing their roles. They demonstrated enthusiasm and the experience met the highest levels of satisfaction. They effectively interacted for the benefit of their own learning, discovered the negotiating processes and briefly experienced the realities of international high-level negotiations and they had the chance to "taste" crisis management concepts. The experience was a real success, therefore. The participants were invited to express an opinion on the management of a crisis in the Middle East with security threats on the European Union from four different configurations: the European Council, the European Union Military Committee, the civil society and the Syrian Government. To some extent, it was therefore more connected to strategic commitment of the EU and its Member States, notably in a European Council configuration which, in the conduct of the crisis management itself, does not play the greater role,

but the operational aspects were also considered. Keeping in mind the immediate concerns of cadets, to which this module primarily addresses, *i.e.* the missions and operations they may be called to act in as a military leader after their commissioning, it could be suggested to favour this focus on the operational concerns of crisis management, for instance in proposing them to submit documents that organise the main aspects of a military operation.

The simulation exercise:

Finally, the organisers completed the wide diversity of teaching methods with the organisation, for the final discussion at the end of the module, of a round-table of several lecturers for "wrapping up" the information acquired during the module, thus allowing different viewpoints to express and making the link between the different areas covered by the module. This "cemented" adequately the dual nature of the module with the two contexts of the CSDP and the LOAC it dealt with.
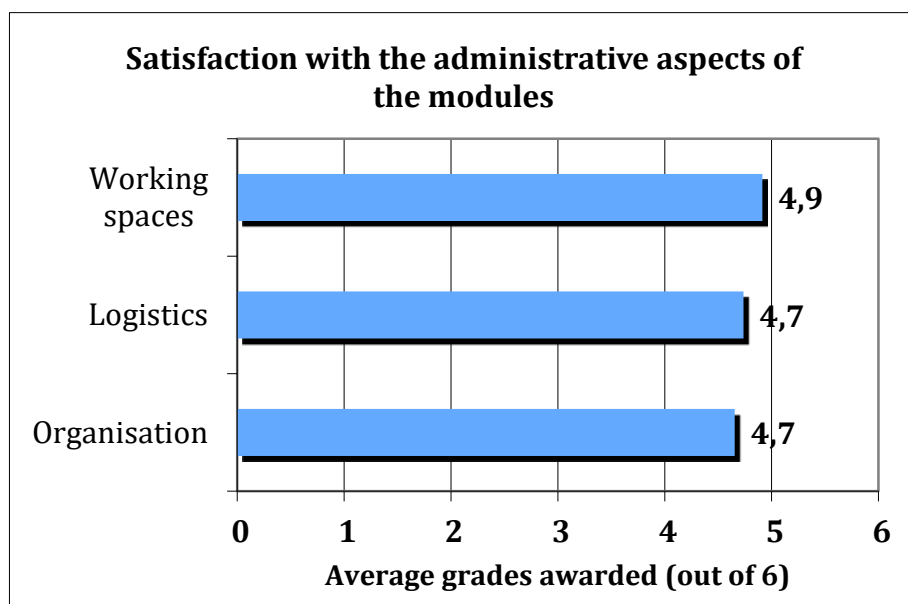
The organisers also provided the participants with a welcome package containing information and material for their stay in Athens (such as cultural booklets, an academy's guide, city maps and information and a customized folder of the module and notebook), which was essentially "logistical". However, they also made available the presentations to the participants.

In addition to the educational programme, more "social" events were formally or informally organised in order to create cohesion in the group of participants. The Hellenic Air Force Academy, similar to the other common modules' organising academies, organised an evening on the historical

battleship "Averoff" and a visit to the Acropolis Museum… And the hosting cadets decided to organise an informal ice-breaking event and, again, guided their European counterparts and colleagues through the nightlife of Athens when they had the opportunity.
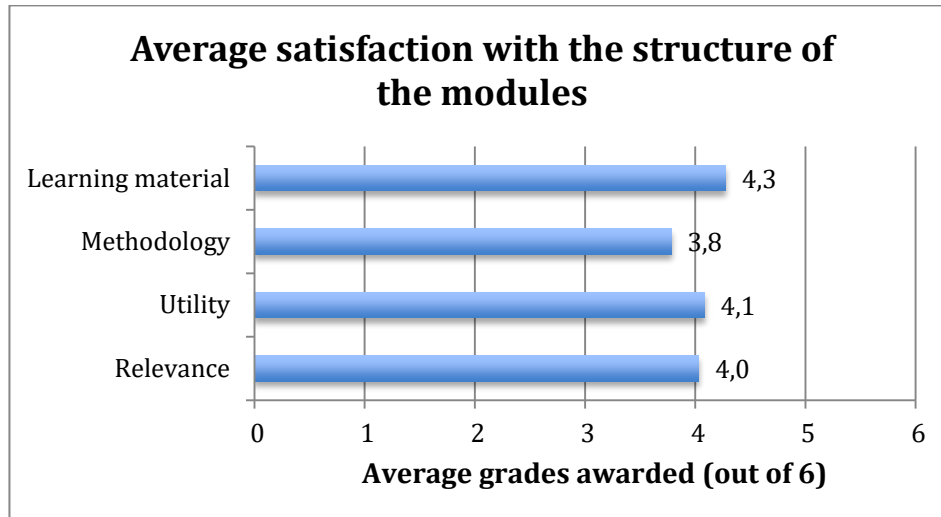
The organisational aspects of the module:

The formal administrative aspects of the CMO module, as they were organised by the Hellenic Air Force Academy, have met the satisfaction of the participants. As showed by the graph below, the grades they awarded to these administrative aspects (organisation, logistics, working spaces) are very good. In their comments, the participants stressed the excellent organisation and working environment that was provided, the Greek hospitality including the role of the hosting cadets and the Course Director in the successful organisation and running of the module. Participants stated also that the intensity of the modules in terms of time organisation – notably in respect to the number and length of lectures – can be seen as a main but relative drawback.

Satisfaction with the administrative aspects of the modules

	Average grades awarded (out of 6)
Working spaces	4,9
Logistics	4,7
Organisation	4,7

The following graph describes the feeling of the participants related to the organisation of their learning process and more particularly with regard to

the content's relevance and utility, the methodology and the learning material.

Average satisfaction with the structure of the modules

Category	Average grade
Learning material	4,3
Methodology	3,8
Utility	4,1
Relevance	4,0

Average grades awarded (out of 6)

The comments reflected highly positive feelings as regards the module. Some participants expressed claims for receiving more learning material, notably in the form of printouts, as support to their learning path. It could be suggested to make use of electronic instruments for doing so and allow for the students themselves to select what they wish to print.

On the method used for teaching CMO, the participants' satisfaction can be seen as good although the comments show the rating is affected by pedagogy-related considerations. The reports from the participants, indeed, assert that highly satisfied with the level of expertise of the lecturers selected, the combination of civilian and military lecturers and their availability for exchanging with the audience. However, they often reported that lectures were too long, not lively enough, sometimes duplicating each other or not respecting the time allowed. It does not belong to the external evaluator to review the individual teaching methods. Some found it difficult to follow the module entirely in English although other welcomed this possibility they were offered for improving their skills. In a general way, the students reported that the module was very (too?) intense but that they highly appreciated the sessions dedicated to their self-learning in workgroups and in particular during the simulation exercise. These undoubtedly were highlights of their experience of the CMO module.

73

From their comments, the participants appreciated also the relevance of the programme they were proposed, which offered them the possibility of "getting familiar with issues only seen on TV". Some reported however that they felt the module was too strategically focused and should concentrate more on the operational aspects of the CMO as it is the priority centre of interest of future young military leaders possibly posted in crisis management operations.
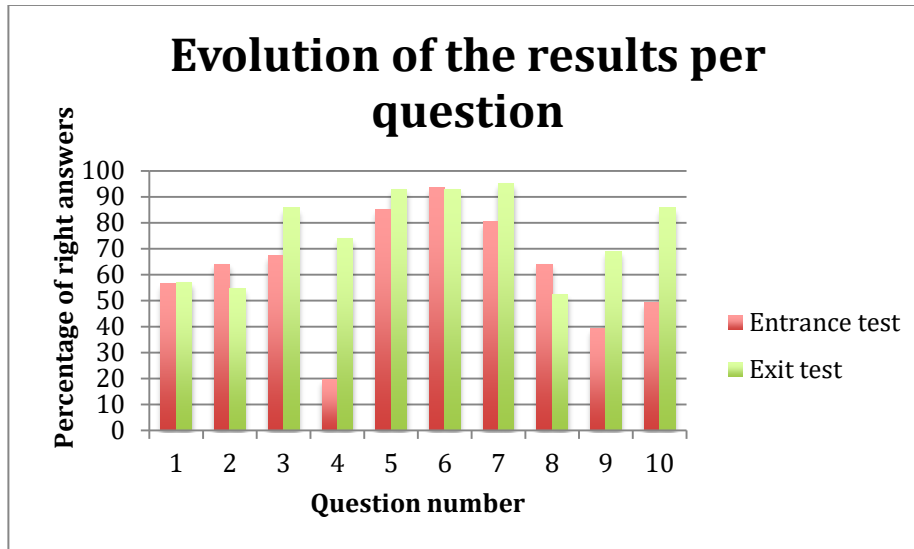
The technical outcomes of this learning process

Knowledge

In order to measure the progresses of knowledge of the participants in relation with CMO, a second round of level 2 evaluation was conducted at the end of the module in Athens. The grades obtained have been objectively good and showed an increase. The average grade amounted 76 per cent of correct answers, although 62 at the first round.

When looking at the display of these results per question, as shown in the following graphs, the increase of knowledge seems to affect globally all areas investigated through the level 2 questionnaire[35]. The improvements, therefore, are actual and general.

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[35] Excepting for questions 2 and 8, which were dealing with geopolitics and NATO decision-making process, respectively.

Evolution of the results per question

Percentage of right answers — Question number
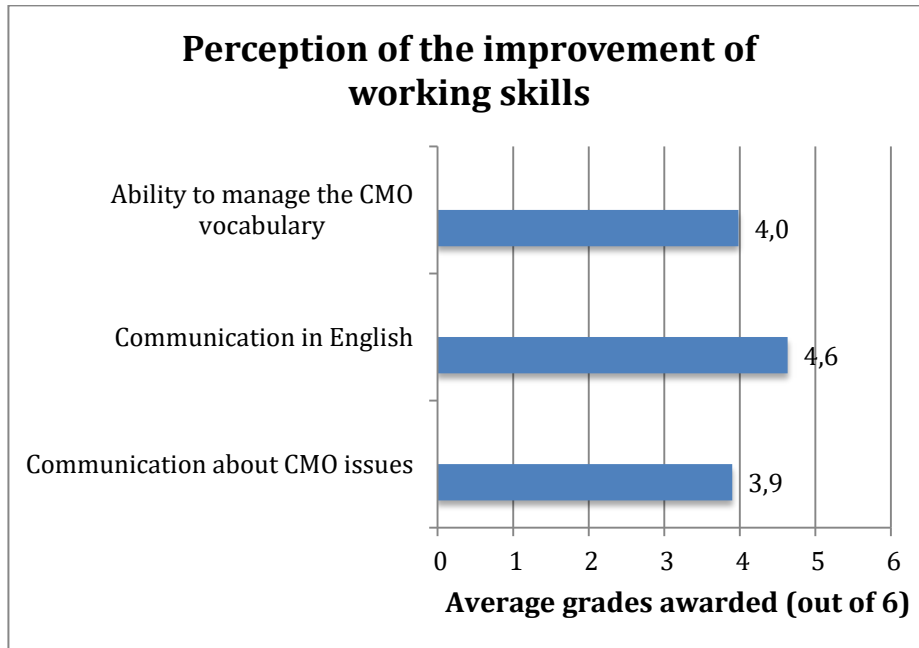
Entrance test (red), Exit test (green)

Skills, competences and attitudes

The CMO module, as a common one in the Initiative, does not only intend to spread knowledge, which may soon or later fade away, but also to raise skills and competences which support the education of a future military elite on the long-term and contribute at a larger scale to building the future EU capabilities. These qualifications, together with the knowledge acquired, enter into the calculation and allocation of ECTS to a learning process such as the module. Inspired from the Kirkpatrick's model of evaluation[36], the level 3 questionnaire has attempted to monitor the outcomes of the modules with regard to progresses in terms of qualifications other than knowledge. However, it is not the role of this evaluation to define what qualifications an "ideal officer" shall have. Therefore, the few qualifications approached by the level 3 questionnaire shall only be taken as a sample of (the most logical) qualifications any officer should have, ideally, when starting his/her career in the international security area and possibly sent to a mission abroad. Furthermore, it would take too long to the participants to take part to an objective survey, like the level 2, on the progresses regarding these outcomes. It was thus chosen to ask the participants to rate their perception
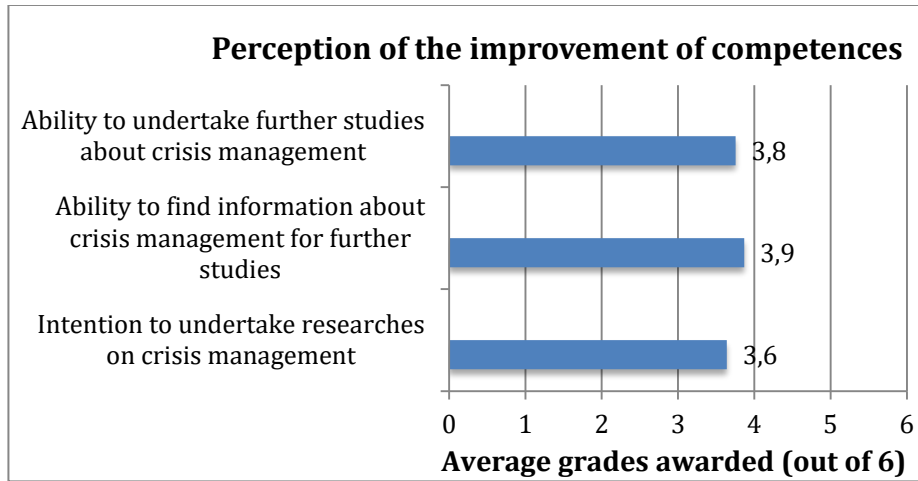
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[36] In the Kirkpatrick's model, level 3 measures the progresses "on the job" of the trainee. In the case of CSDP modules, the participants do not go back to a job, but to another and more global educational process.

75

of their improvements. The average grades are illustrated by the graph below.

Perception of the improvement of working skills

Skill	Average grade
Ability to manage the CMO vocabulary	4,0
Communication in English	4,6
Communication about CMO issues	3,9

Average grades awarded (out of 6)

These rates are relatively good for common modules. The comments made by participants highlighted particularly the benefits of the module on their English skills but it seems that it fostered also their ability to formulate an expert opinion on issues they had only knowledge from the media.

Similar investigations were conducted on the self-assessment of progresses on a sample of competences. Competences, in this context relate to the ability of the student to continue his or her learning process on his or her own. The display for the module was as follows.

76

Perception of the improvement of competences

Ability to undertake further studies about crisis management	3,8
Ability to find information about crisis management for further studies	3,9
Intention to undertake researches on crisis management	3,6

Average grades awarded (out of 6)

0 1 2 3 4 5 6

These ratings can be seen as low in absolute numbers but they must be relativized against the nature of the topic and the way it was treated in this module. The management of crisis and CMO are wide scientific areas the boundaries of which are not limited to one or several disciplines. In addition, the intent of the organisers was to make the link between this topic, the Law of Armed Conflicts and the CSDP. The CMO, contrary to the CSDP and the LOAC therefore, may not be seen by the students as a scientific "area" in which they could push further their scientific curiosity and studies.

In the same line, the management of crisis in general and CM operations in particular are not a "topic" in the education and training of a future officer. They are the object of this education and training as they are the "core business" of the officer's profession, its *raison d'être*. Hence, a future military leader, being a trained manager of crisis, does not need to be convinced of the *bien fondé* of managing crisis and, in principle, there is no change of attitude regarding CMO which needs to be particularly assessed.

Social outcomes

The CMO common module is no not only aimed at "learning CMO" but also at making the participants familiar with an international working environment. This common module, as it was the case in Greece, therefore, is open to and even keen on international participation. The purpose is to provide the participants with an insight of the interoperable environment they will live in when sent to an international or European operation in sharing their cultures, their visions on the management of crisis, the

77

traditions of their educational systems and, more concretely, sharing time and a common living environment.
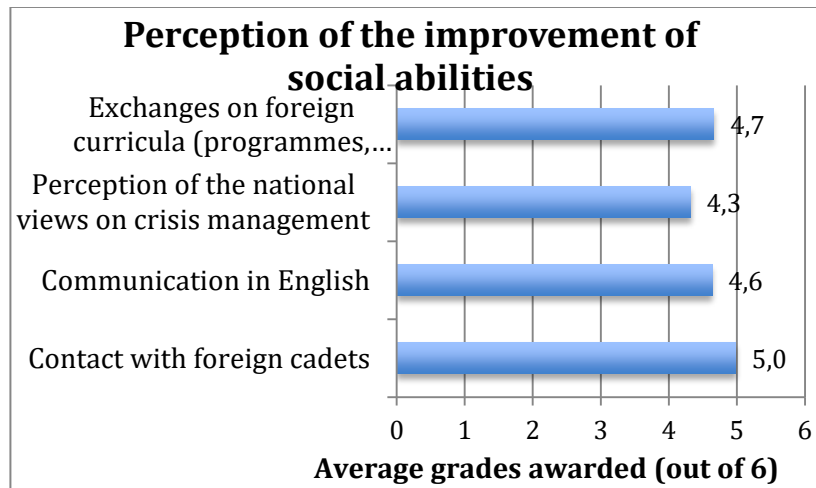
Participants to the CMO module:

This immersion into the international security was successfully proposed by the Hellenic Air Force Academy. Parts of the programmes of a vocational or purely social nature were either formally dedicated to the emerging of a European *esprit-de-corps*, or "collateral" in the configuration of the workgroups, or totally informal – but reportedly always to short – after the working hours…

As expected, the participants expressed their satisfaction with all these activities, the discovery of the Greek culture and the free time they could use for getting to know each other. Some regretted the lack of time for sport activities in a too busy schedule.

Considering that social abilities are as much important for future military leaders than the technical ones, the same investigation on the self-assessment of progresses on key abilities was made through the level 3 questionnaire. The display of answers is reproduced in the graph below.

Perception of the improvement of social abilities

Category	Average grade
Exchanges on foreign curricula (programmes,…)	4,7
Perception of the national views on crisis management	4,3
Communication in English	4,6
Contact with foreign cadets	5,0

Average grades awarded (out of 6)

The comments added by participants in the evaluation form stressed the fact that the module gave them the opportunity to meet not only with other officers but also with other cultures and to learn about foreign education and training systems and traditions. The module, in this respect, had reportedly allowed for "incredible relationships" and true friendship between future leaders in CMO to be created.

International participation, therefore and like for the CSDP and the LOAC modules, is also a key for the success of the CMO module. As the organisers reported, despite all the efforts made for communicating on the event long in advance and in different *fora*, it remains difficult to meet international participation. Many reasons can be found, which are mostly related to the internal policy and capacities of the education and training institutions. Some may nonetheless be addressed at the European level, in the context of the Initiative, as to improve and enhance cadets' mobility. Some are related to the administrative constraints that exist in the schools: paperwork load, lack of a point of contact for the international relations or the decision to send or not students, for example. Some are financial. All of them can and should be addressed by the Implementation Group of the Initiative, either in favouring synergies (*e.g.* creating unique documents or maintaining up-to-date a base of contact points) or in addressing recommendations at the national levels.

Though it has been a reality in the CMO module, international participation must always be treated as key challenge for the success of this experience.

79

Meeting the success

Finally, the participants were invited, in the frame of the level 1 investigations, to share their suggestions for further and future improvements. Naturally, these – few – comments were never unanimously shared but they reflect the internal diversity of the audience.

They – classically – suggest that, in order to decrease the intensity of the module and continue the exchange with their European counterparts and the discovery of the Greek culture and Athens, more time is dedicated to the residential phase of the module. One must note that, if the "European month" is organised as scheduled by the Greek academies as a block of several common modules, this will be so.

As regards the pedagogic approach, participants suggested to have even more time to work in groups, thus confirming the quality of the choices made by the organiser: "the workshops were really helpful, as they gave us the opportunity to engage with case studies (…) and exercise the skills acquired during the course".

As it could be positively expected also, they hope in having the opportunity to take part to more of these experiences.

All in all, these comments showed that the CMO module adapted and organised by the Hellenic Air Force Academy fully fulfilled the objectives it assigned itself and that the participants asserted this success. As shown by

the last graph below, the module met a very high level of satisfaction for a common module. The average grades awarded for the module amounted 4,8 out of 6. The feeling of general satisfaction, furthermore, is objectively comforted by the observation that 50 per cent of the participants rated this module with a 5 or a 6 out of 6.

General level of satisfaction of the participants with the module - display
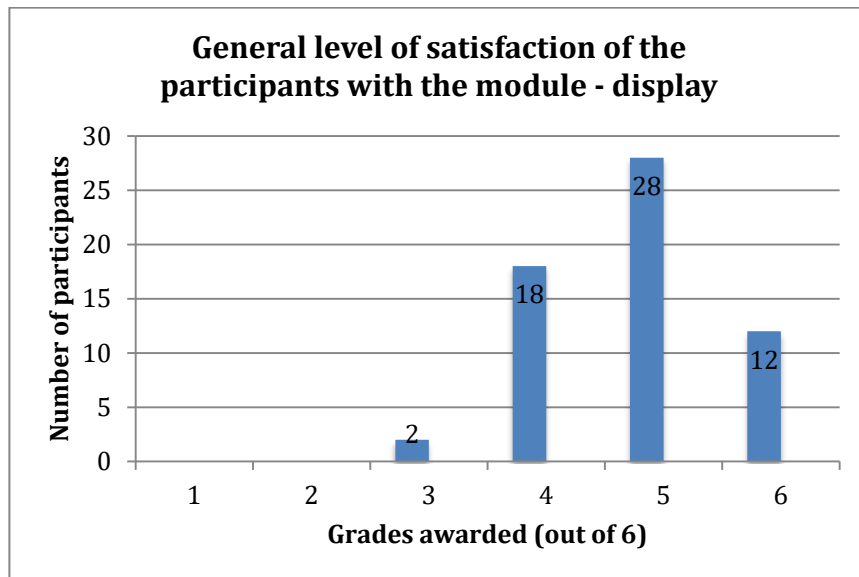
Common conclusions: toward the "European Month"

The CSDP, LOAC and CMO modules organised in parallel in May 2015 by the Hellenic Naval Academy, the Hellenic Military Academy and the Hellenic Air Force Academy, respectively, had been successes not only from the satisfaction aspect but also in terms of outcomes. The participants from Greece and many other European Union Member States have been trained to realities and challenges that are expecting them in the profession they selected and the command they will soon exercise. The external evaluation provided through this report attempted to measure these outcomes but does not pretend to have made an exhaustive list of them.

These three modules, as common modules designed or adapted in the framework of the European initiative for the exchange of young officers, inspired by Erasmus, will continue to grow in the future for answering the needs of the European Union, the armed forces, the profession of officer and the individuals. It is undoubted, nonetheless, that their organisations by the three Greek academies in 2015 has marked an important step in their evolution.

These events have made lessons emerged, which can and shall be used as sources for further improvements by the Implementation Group, the Member States and the organising academies themselves.

The internet-distance learning path, which only exists for the CSDP module at the time being, shall be generalised to all the common modules, to the possible extent, as to provide the students with the most basic information on the topics prior the residential phase. To this end, the line of development 3 of the Initiative shall be activated and convene experts with view to design new autonomous knowledge units and make them available to all the potential organisers of the corresponding modules.

Interactive learning is a key to the commitment of the participants to their own learning process. Group works, in the form of workshops for instance, and simulation exercises must be placed at the heart of the methodology used for spreading this knowledge and know-how. It is crucial that the students practice these gains and practice them in considering an operational context. Insights of the strategic and political levels are desirable in order to contextualise the knowledge and know-how acquired, but the preparation of future officers to their profession requires, as they themselves express the

wish, that they are first able to practice technics. The approach of the design and organisation of the modules in terms of learning outcomes, and not only in terms of knowledge, is also a major step in this direction.

International participation remains, as was notably observed in the LOAC module, the most important key for the success of these events. It is a need and a challenge which must be addressed by all the stakeholders of the mobility of the future European officers in a coordinated way. Exchanges and communication at multilateral and bilateral levels must be sustained to this aim.

Finally, with view to the implementation of the project of a European month to be organised by the three Greek academies in 2016, the external review of these first experiences allowed for formulating suggestions. Nothing seems to prevent the consecutive organisation – instead of a parallel one – of these three modules, from a formal viewpoint, as well as additional modules; such as the module on Maritime Security that is currently being designed by the Hellenic Naval Academy with this purpose. As regards the substance, however, it may be suggested to re-adapt the contents of the CMO module, as this one in its current configuration would be duplicating teachings provided in the other two modules. Two options can then be proposed. A first one could consist in going chronologically from the most global to the most specific module in terms of concepts and scope of application, *i.e.* from the CMO to the LOAC and finally the CSDP. In this case, the CMO could be philosophically adapted to become an introduction of the main concepts of crisis management. This would not prevent from organising practical exercises. A second one would consist in sequencing the modules according to their level of practice, *i.e.* from the LOAC to the CSDP and finally the CMO. In this case the CMO module could be re-adapted to dedicate an essential part to the practice of all the concepts and skills developed along the three modules. This latter option would perhaps be more in line with the learning outcomes designed for the CMO module and contained in its Basic Curriculum.

Annex 1: The basic curricula of the modules

CSDP Module Description (source: Austrian Military Academy)

Module	Amount of ECTS
Common Module on CSDP	**2**

Level	Minimum Qualification for Lecturers

Sophomore and higher	• **Officers/Lecturers:**
	   o English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3,
	   o Relevant expertise on CSDP,
	   o International experience.

Language
English
	• **Civilians/Lecturers:**
	   o English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3,
	   o Expertise on relevant topics,
	   o Relevant academic publications.

Prerequisites for international participants	**Goal of the Module**
• English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2, • at least 2 years of national military education, • basic knowledge of International Politics, EU, CFSP, CSDP, preferably via the ESDC IDL (AKU 1 and AKU 2).	Standardized familiarization of officer students with CSDP with a view to Europeanisation of officer training

Learning outcomes	Knowledge	• Europeanization of officer training • Security concepts • History • Institutions • Pillar structures • Achievements • CFSP • CSDP • European security strategy • Civilian and military crisis management • Decision-making process	• Capabilities development • Decision-making process • EU missions and operations • Comprehensive approach • EU and partners UN, NATO, OSCE, AU, ASEAN • Regional aspects and neighbourhood policy • Human rights • Gender issues • Child protection • Legal aspects • The way ahead
	Skills	• Syndicate work on CSDP matters with subsequent discussions.	
	Competences	• Act as a truly European military leader in CMOs.	

Evaluation of learning outcomes

- Observation:
  - Throughout the seminar officer students are to be observed and evaluated on their understanding to allow for remedial action if need be.
- Discussion:
  - Throughout the seminar officer students are to discuss given topics in syndicates and in the plenary to allow for reflexions and in-depth understanding.
- Test:
  - At the beginning and at the end of the Module a standardized test is to pass to find out the increase of the learning outcomes.
- Organisational skills:
  - National students are being responsible for the organisation of parts of the Module. Goals to be achieved are issued and evaluated by the Course Director.

Course Details		
Topic	**Working Hours**	**Details**
The European Union	6	• History • Institutional framework. • Pillar structures • Achievements • CFSP
CSDP	8	• Structures • European Security Strategy • Crisis management • Decision-making process • CSDP and the Lisbon Treaty • Future developments incl. EMILYO
EU missions and operations	4	• Comprehensive approach • Capabilities • Berlin+ agreement • Lessons learned
EU and partners	4	• UN • NATO • OSCE • AU • ASEAN • Regional aspects and neighbourhood policy
Horizontal issues	3	• human rights • gender issues • child protection • legal aspects
Private studies	25	• separate hours per day for in-depth-studies on an as-required basis including IDL in advance (AKU 1 and AKU 2).
Total	**50**	

LOAC Module Description (source: Austrian Military Academy)

Module	Amount of ECTS
Law of Armed Conflict	**2.0**

	Minimum Qualification for Lecturers
Level **All services**	**• Officers or civilian Lecturers:**
	o English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG 6001 Level 3.
Languages **English, French**[37]	o Thorough knowledge of the LOAC.
	o Adequate knowledge of international relations issues.
	o Thorough knowledge of the topic taught.

Prerequisites for international participants	Goal of the Module
• English: Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2, • at least 1 year of national (military) higher education, • <u>basic</u> knowledge of National (constitutional) Law and International Law.	• Discover and understand basic LOAC texts. • Be aware of responsibilities in terms of LOAC implementation. • Deepen knowledge of the LOAC. • Learn about international implementation of the LOAC. • Learn about particular issues related to the LOAC.

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

Learning outcomes	Know-ledge	• Basic knowledge of the LOAC and related issues. • Basic knowledge of the legal context of military operations.
	Skills	• Analyse, anticipate and lead operations efficiently. • Advise superiors and inform subordinates about the key aspects of the LOAC. • Advise superiors and inform subordinates about the issues related to LOAC. • Explain the spectrum of armed conflict and how LOAC applies at each point on the spectrum. • Describe Human Rights Law in the operational context. • Explain the means and methods of warfare, including the prohibition against the use of certain weapons. • Apply the Rules of Engagement on the level being responsible after graduation. • Explain the consequences of disobeying LOAC and the obligation to report via lotions of LOAC.
	Compe-tences	• Understand rights and duties when it comes to use of force. • Understand the global legal context of military operations. • Enable students to apply the LOAC appropriate to their future first position after graduation.

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

Module details		
Main Topic	**Recommended Working Hours [38]**	**Details**
Basic Principles of the LOAC	5	• Definition of Armed Conflict. • Types of Armed Conflict. • Application of Law. • Basic Principles of IHL. • Human Rights Law (e.g. European Convention on Human Rights - ECHR). • Protection of Cultural Property.
Definitions in IHL	2	• Forbidden Means and Methods of Warfare, Military Objectives, Combatants, Prisoners of War, Civilians, Wounded, sick and shipwrecked.
Legal Context of Military Operations	2	• International Law in Military Operations (e.g.: UN Charter, Chapter VI and Chapter VII). • Rules of Engagement (ROE). • Status of Forces Agreement (SOFA).
International Criminal Justice	2	• International Criminal Tribunals. • Command Responsibility.

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[38] Remark: Detailed working hours are up to the Module Director. The total amount of hours has to fit to the national law concerning working hours for 2 ECTS.

Additional hours to increase the learning outcomes [3]		
Syndicate Work [3]	9	• To increase the understanding of the LOAC's principles. • To increase the understanding of the context of definitions in IHL on the basis of specific examples.
Case studies and Discussions [39]	8	• To illustrate the basic rules (Geneva Conventions and their Additional Protocols). • Each case study comprises a description of a situation followed by questions.
Self-study [3]	22	• Preparation for the upcoming lessons and for exam(s). • Reflection of the topics issued. • If IDL is developed it may be counted to these hours.
Total	**50** [2]	

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

CMO Module Description (source: Austrian Military Academy)

Module	Amount of ECTS
Basics for Crisis Management Operations (Module A)	**3.0**

Level	Minimum Qualification of Instructors
All	• **Officers/Instructors/Teachers**
	o English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3,
	o completed studies for those lecturers who are teaching specific topics (law, history, …),
Language	o practical military experiences for respective echelons,
English	o teaching/instructing experiences.

Prerequisites for international participants	Goal of the Module
• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2, • basic knowledge of participants' national military law and humanitarian law, • at least 1 year of national military education.	To acquire basic knowledge of specific topics (legal bases) for following PSO Sub-Modules (B, C, D) with main effort onto creation of Soldiers' Card embedded into the Scenario.

Learning outcomes	Know-ledge	• Legal bases for military forces in multinational operations, implementation of Rules of Engagement (ROE) in specific missions (incl. protection of cultural property), • Cooperation with IOs, NGOs and local authorities, • Specifics of multinational operations (incl. attack, defence, delay, FIBUA, CRC), • CIMIC and Force Protection, • International Logistics.
	Skills	• Advanced skills in using International Humanitarian Law (IHL), Law of Armed Conflict (LOAC) and Human Rights Law (ECHR).
	Compe-tences	• Additional application of law basics in specific case studies (examples taken from ongoing missions).

Verification of learning outcomes
• Observation:
o   Students are to be observed during the whole Module and are to be evaluated during practical execution of in advance theoretical learned topics.
• Examination:
o   Students have to present their syndicate-solutions referring to specific case studies.

Course details		
Topic	Working Hours	Details
Law	20	• Protection of Cultural Property, • International Humanitarian Law, • Basics and creation of Rules of Engagement, • Creation of a Soldiers' Card, • Law of Armed Conflicts.
International Organizations	4	• UN, EU, NATO, OSCE, AU, • CMO Techniques.
Logistics	3	• International Logistics and Host Nation Support, • Status of Forces Agreement (SOFA).
Scenario	1,5	• Presentation of Road to Conflict and Scenario which is used for all Sub-Modules (A, B, C, D).
CIMIC & Force Protection	1,5	• Basics of CIMIC and Force Protection (in parts referring to Scenario).
Specifics	3	• Specifics of multinational operations (incl. attack, defence, delay, FIBUA, CRC), • Acquisition of information (possibilities).
Private studies	40	• For in-depth-studies referring to daily topics.
Administration	2	• Welcome and closing ceremony.
Total	**75**	

Annex 2: The programmes of the modules

HELLENIC NAVAL ACADEMY
CSDP Module

Monday, 04/05/15	Tuesday, 05/05/15	Wednesday, 06/05/15	Thursday, 07/05/15	Friday, 08/05/15
0830 – 0845 Opening ceremony Host speech............Superintendent HNA	**0815 – 0940 (2)** CSDP & Lisbon Treaty o Immigration and security: Is it a threat to security? *Associate Prof. BOSSI Merry*	**0815 - 0900** Simulation	**0815 - 1030 (3)** Workgroups Presentations *(panel)* CSDP & Crisis Management *Dr. DROUGOS / Dr. Fiis / Training Team*	**0815 - 1030 (3)** Workgroups Presentations *(panel)* EU Missions & Operations *Dr. DROUGOS / Training Team*
0845 – 0930 (1) CSDP / Operation "ATALANTA" *Rear Admiral HN (Ret) PAPAIOANNOU*	**0950 – 1110 (2)** CSDP & Crisis Management o EU as Global player *Dr. DOKOS Thanos*	**0915 - 1245 (4)** Simulation o Crisis Management o Decision-making process *IRTEA*	**1040 – 1140 (1)** EU relations & parteners o EU Neighbourhood policy *Research Director Dr. Fiis*	**1040 – 1200 (2)** CSDP and Human rights o legal issues *Perrakis / Tsitsoma / Liakouras / Sergis*
0930 – 0945 Photography session				
0945 – 1000 Evaluation			**1150 - 1245 (1)** EU relations & parteners o UN o NATO *Research Director Dr. Fiis*	**1215 – 1245** Final Exam / Evaluation
1000 – 1120 (2) The European Union o History / CFSP Development *Assistant Prof. MPLAVOUKOS Spyros*	**1120 - 1245 (2)** EU Missions & Operations o Comprehensive approach *Colonel Dr. GELL Harald*			**1300-1330** Closing ceremony Hot wash-up............... ESDC/Secretariat Host speech..............Superintendent HNA Diploma giving ceremony
1130 –1245 (2) The European Union o EU institutions and Achievments *Assistant Prof. MPLAVOUKOS Spyros*				
1245-1330 Lunch	**1245-1330** Lunch	**1245-1330** Lunch	**1245-1330** Lunch	**1330 - 1430** Closing ceremony / Lunch
1330 – 1415 (1) CSDP & ESS "A secure Europe in a Better World" *LtCdr HN CHRYSOCHOU Georgios PhD*	**1330-1630 (2)** Workgroups CSDP & Crisis Management Case studies *Training Team*	**1330-1630 (2)** Simulation o Decision-making process o Crisis Management *IRTEA*	**1330-1630 (2)** Workgroups EU Missions & Operations Case studies *Training Team*	Departures
1415-1630 Simulation guidelines Role-playing characters *IRTEA*				
1630-1800 Free – time	**1630-1730** Free – time	**1630-1800** Free – time	**1630-1800** Free – time	
1800-2000 Visit to Naval Tradition Park	**1730-2000** Visit to Acropolis Museum	**1800-1830** Dinner	**1800-1830** Dinner	
2000-2300 Icebreaking on Battleship AVEROF	**2000-2130** Dinner to Officers 'Club (ΛΑΕΔ)	**1830-2345** Free-time	**1830-2345** Free-time	
	2130-2330 Free-time			

LOAC Module, Hellenic Military Academy

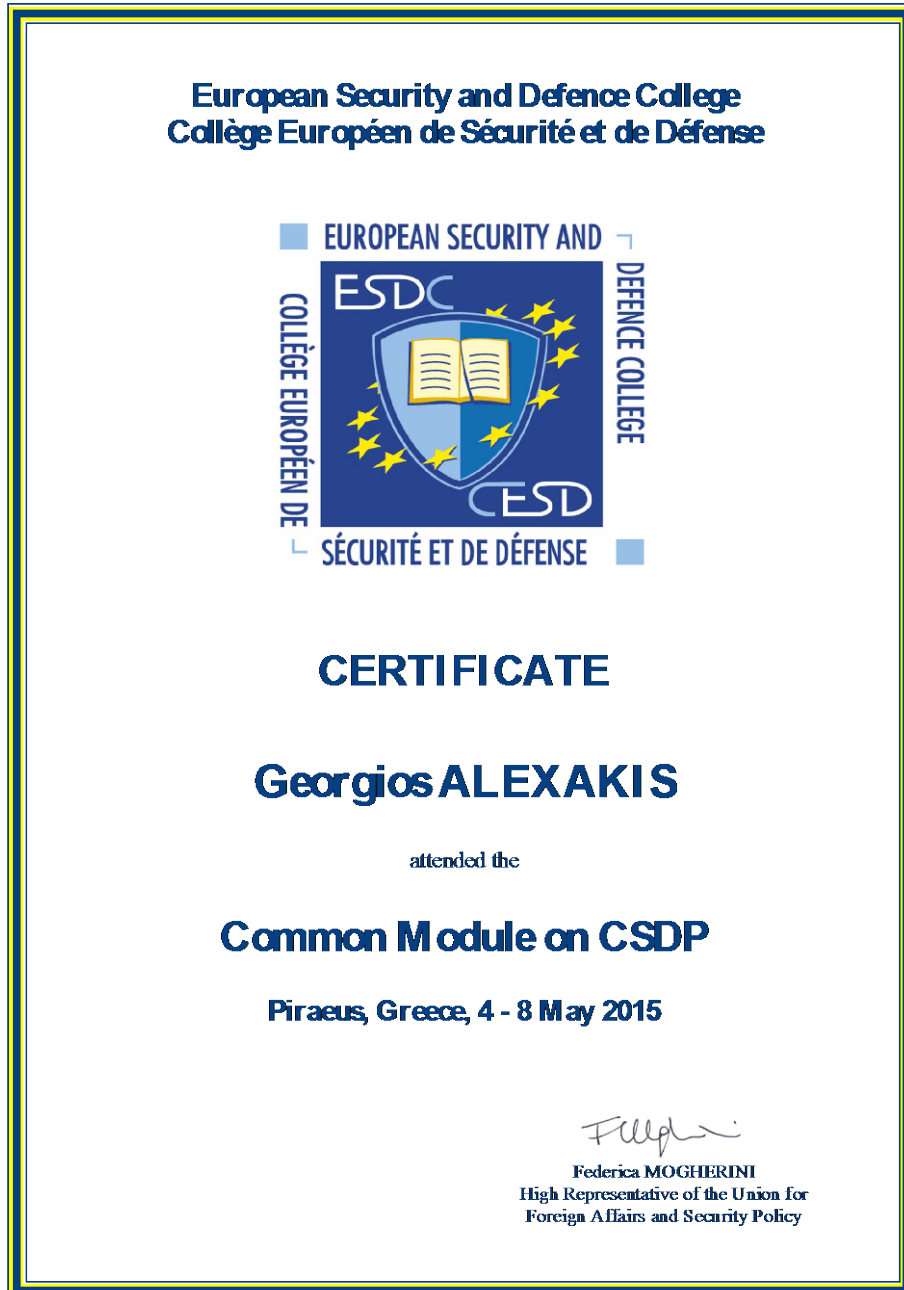| Day	Hour	C1 Lesson	C1 Professor	C1 Teaching Method	Hour	C2 Lesson	C2 Professor	C2 Teaching Method
Monday	1 (08:30-09:15)	Icebreaking - Opening ceremony - 1st Evaluation			1	Program Details	Tsimaras & Course Officers	
	2 (09:15-10:00)	Definition of Armed Conflict	Ragies	Presentation	2	1st Evaluation		
	3 (10:15-11:00)	Types of Armed Conflict	Ragies	Presentation	3	Basic principles of IHL	Micha	Presentation
	4 (11:00-11:45)	Basic principles of IHL	Micha	Presentation	4	Definition of Armed Conflict	Ragies	Presentation
	5 (12:00-12:45)	Workgroup details	Tsimaras & Manolis		5	Types of Armed Conflict	Ragies	Presentation
	6 (12:45-13:30)		Marouda	Key note Speech	6		Marouda	Key note Speech
Tuesday	1 (08:30-09:15)	Geneva Conventions and the additional protocols	Maniatis	Presentation	1	Geneva Conventions and the additional protocols	Maniatis	Link with C1
	2 (09:15-10:00)	Geneva Conventions and the additional protocols	Maniatis	Presentation	2	Geneva Conventions and the additional protocols	Maniatis	Link with C1
	3 (10:15-11:00)	Legal Context of Military Operations : Rules of Engagement (ROE)	Wgroup 3-4 & Anepsiou	Workgroups	3	Violations of the LoAC, State - Individual responsibility	Dimitroulis	Presentation
	4 (11:00-11:45)	Violations of the LoAC, State - Individual responsibility	Wgroup 5-6 & Micha	Workgroups	4	Definitions in IHL: Forbidden Means and Methods of Warfare, Military Objectives, Combatants, Prisoners of War, Civilians, Wounded, sick and shipwrecked.	Kiriakidis	Presentation
	5 (12:00-12:45)	Definitions in IHL: Forbidden Means and Methods of Warfare, Military Objectives, Combatants, Prisoners of War, Civilians, Wounded, sick and shipwrecked.	Wgroup 1-2 & Kiriakidis	Workgroups	5	Legal Context of Military Operations : Rules of Engagement (ROE)	Anepsiou	Presentation
	6 (12:45-13:30)	Human Rights and International Humanitarian Law	Perrakis	Key note Speech	6	Human Rights and International Humanitarian Law	Perrakis	Key note Speech

HELLENIC AIR FORCE ACADEMY

BASICS FOR CRISIS MANAGEMENT OPERATIONS

Monday 4/5/2015	Tuesday 5/5/2015	Wednesday 6/5/2015	Thursday 7/5/2015	Friday 8/5/2015
08:30 – 09:30 Welcome – Opening Ceremony Host speech **Commandant** Presentation of Academy	08:15-09:45 The European Union Institutions and functions **(Mr. D. Papadamwou, MGeN/DGMPEADS)**	08:15-09:45 Working groups' presentations – Panel **IRTEA (IEKEO)**	08:15-09:45 Working groups' presentations – Panel **(BAKOPOULOS)**	08:15-09:45 Working groups' presentations – Panel **(COL ANEPSIOU)**
09:30 – 11:00 Introduction: International Organizations: An overview in the light of the context of global Crisis Management **(MAJ P. ZAMPAKOLAS, MGeN/DGMPEADS)**	09:45-10:15 Coffee Break	09:45-10:15 Coffee Break	09:45-10:15 Coffee Break	09:45-10:15 Coffee Break
11:00 - 11:15 Cadets' 1st evaluation (Questionnaires)	10:15 - 11:45 EU CFSP – CSDP structures and procedures A' **(Mr. D. Papadamwou, MGeN/DGMPEADS)**	10:15 - 11:45 International Humanitarian Law (IHL) - International Law of Armed Conflict (ILoAC) **(BAKOPOULOS)**	10:15 - 11:45 EU Crisis Management Procedures **(COL ANEPSIOU)**	10:15 - 10:30 Cadets' final exam - evaluation
11:15 - 11:30 Coffee Break				10:15-11:45 Final discussions, wrap up and conclusions
11:30-13:00 IHL - ILoAC: Criminal Law aspects in CMO (deaths, injuries, etc.) - Civil Law aspects in CMO (accidents etc.) **(BAKOPOULOS)**	12:00-12:45 Lunch Break	12:00-12:45 Lunch Break	12:00-12:45 Lunch Break	11:45-12:45 Closing Ceremony
13:15-14:30 Lunch Break	13:00-14:30 EU CFSP – CSDP structures and procedures B' **(COL DIMOPOULOS, HMOGSDA)**	13:00-14:30 The global security environment: trends, challenges and flashpoints **(Dr. Th. Dokos, ELIAMEP)**	13:00-14:30 The legal framework of the Use of Force in CSDP military operations/missions **(COL ANEPSIOU)**	12:45-14:00 Lunch
14:45-16:15 The Daedalus development of Space in CSDP: Lessons Learned from EU operations **(KOLOVOS)**	14:45-16:30 Working Groups **IRTEA (IEKEO)**	14:45-16:30 Working Groups **(BAKOPOULOS)**	14:45-16:30 Working Groups **(COL ANEPSIOU)**	

Annex 3: Examples of award certificates delivered by the Hellenic academies

European Security and Defence College
Collège Européen de Sécurité et de Défense

CERTIFICATE

Georgios ALEXAKIS

attended the

Common Module on CSDP

Piraeus, Greece, 4 - 8 May 2015

Federica MOGHERINI
High Representative of the Union for
Foreign Affairs and Security Policy

Hellenic Air Force Academy

AWARD CERTIFICATE

of 2 ECTS for participating and successfully completing the courses of the

Basics for Crisis Management Operations

Athens, 4 – 8 May 2015

Prassas Evanggelos

Pantelis Sapantzoglou
Major General

ΔΙΜΕΣ ΔΕ Γ'ΕΣΣΟΜΕΘΑ ΠΟΛΛΩ ΚΑΡΡΟΝΕΣ

HELLENIC ARMY
MILITARY ACADEMY

CERTIFICATE

for participating and successfully completing
the common module (2 ECTS).

"Law of Armed Conflict"
Athens, 4-8 May 2015

Cadet Theofilos Kyriakidis

Major General Dimitrios REXXOS
Commandant

105