



*Common Security and Defence Policy module
Hellenic Air Force Academy
Dekelia, 4-8/4/2016*



Common Security & Defence Policy Module



Hellenic Air Force Academy
Dekelia, 4-8/4/2016

External Evaluation Report

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0. Table of Abbreviations & Acronyms

AKU	<i>Autonomous Knowledge Unit</i>
CFSP	<i>Common Foreign and Security Policy</i>
CMO	<i>Crisis Management Operations</i>
CSDP	<i>Common Security and Defence Policy</i>
CY	<i>Κυπριακή Δημοκρατία (Republic of Cyprus)</i>
ECTS	<i>European Credit Transfer System</i>
EDA	<i>European Defence Agency www.eda.europa.eu</i>
EER	<i>External Evaluation Report</i>
EL	<i>Ελληνική Δημοκρατία (Hellenic Republic)</i>
EMILYO	<i>European Initiative for the Exchange of Military Young Officers, inspired by ERASMUS http://www.emilyo.eu/</i>
ESDC	<i>European Security and Defence College http://eeas.europa.eu/csdp/structures-instruments-agencies/european-security-defence-college/index_en.htm</i>
ESS	<i>European Security Strategy</i>
EU	<i>European Union www.europa.eu</i>
FR	<i>République Française (Republic of France)</i>
H2020	<i>Horizon2020 https://ec.europa.eu/programmes/horizon2020/</i>
HAA	<i>Hellenic Army Academy www.sse.army.gr</i>
HAF	<i>Hellenic Air Force www.haf.gr</i>
HAFA	<i>Hellenic Air Force Academy https://www.haf.gr/en/career/academies/haf-academy/</i>
HFEFP	<i>Hellenic Foundation for European and Foreign Policy www.eliamep.gr</i>
HMOD	<i>Hellenic Ministry of Defence www.mod.mil.gr</i>
HN	<i>Hellenic Navy www.hellenicnavy.gr</i>
HNA	<i>Hellenic Naval Academy http://www.hna.gr/en/</i>
HNDGS	<i>Hellenic National Defence General Staff www.geetha.mil.gr</i>
HR	<i>High-Representative</i>
ICE	<i>Individual Courses' Evaluation questionnaire</i>
IDL	<i>Internet Distance Learning</i>
IG	<i>Implementation Group</i>
IRTEA	<i>Institute of Research and Training on European Affairs www.irtea.gr</i>
FAF	<i>French Air Force http://www.defense.gouv.fr/air</i>
FFA	<i>Fire-Fighting Academy https://academy.fireservice.gr/</i>
LoAC	<i>Law of Armed Conflicts</i>
MFA	<i>Ministry of Foreign Affairs www.mfa.gr</i>
MS	<i>Member States</i>
NKUA	<i>National and Kapodistrian University of Athens www.nkua.gr</i>
PA	<i>Police Academy http://www.astynomia.gr</i>
PC	<i>Programme Committee</i>
PLAF	<i>Polish Air Force http://en.mon.gov.pl/</i>
PL	<i>Rzeczpospolita Polska (Republic of Poland)</i>
PU	<i>Panteion University of Social and Political Sciences www.panteion.gr</i>
R&D	<i>Research and Development</i>
UNIPI	<i>University of Piraeus www.unipi.gr</i>
VP	<i>Vice-President</i>
WEU	<i>Western European Union</i>



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“A great experience, very well organized”





Acknowledgments:

In order to ensure continuity among EMILYO activities, mainly in terms of CSDP general information and EMILYO background and structure, this External Evaluation Report is based on the corresponding Report evaluating the Common Modules, organised by the Hellenic Military Academies, between 4-8 May 2015, prepared by Mr Sylvain Paile Calvo, (European Studies Unit – University of Liege). The high-quality background offered by his work to the preparation of this document is, thus, gratefully acknowledged.



1. Executive Summary

Within the frame of the European initiative for the exchange of young officers in their initial education, inspired by Erasmus, the Hellenic Air Force Academy, under the auspices of the European Security and Defence College, organised the Common Security and Defence Policy module. The CSDP module consisted in an e-Learning part, which was a prerequisite for the following residential session, held in Greece, at the seat of the Hellenic Air Force Academy in Dekelia Air Base, from 4-8/4/2016. The main objective of this module was to provide the participants with a general overview on the civilian and military aspects of European Security and Defence Policy, as an integral part of the Common Foreign and Security Policy of the European Union.

Fifty one (51) participants, coming from the military institutions and security corps colleges of four (4) Member States (CY, EL, FR, PL), as well as from the Law School of the National and Kapodistrian University and the Panteion University of Athens, attended the CSDP module and received two (2) European Credit Transfer and Accumulation Transfer credits for their successful completion of the course.

The CSDP module has overall met the success in providing knowledge, skills and competences to its participants and full satisfaction regarding organisation of both the academic and the social events, related to its implementation.

As the CSDP module has fulfilled the defined objectives related to academic, social and organizational / logistics support issues, ten (10) points have been identified, as analyzed in detail within this External Evaluation Report, which should be less considered as remarks but more as suggestions for future events, focusing on:

- *Appropriately preparing lectures and extensively using multimedia tools.*
- *Achieving international participation to the module to the maximum possible extent.*
- *Increasing the number of group works performed (e.g. simulation exercises).*
- *Adapting lectures to the specific profile of CSDP module students.*
- *Distinguishing by lecturers between presentations in conferences and in seminars.*
- *Inviting professionals with real operational experience in CSDP missions.*
- *Further optimizing the combined use of the e-Learning tool with the residential session.*
- *Distributing more learning material to students via the IDL.*
- *Ensuring appropriate knowledge of the English language by all participants.*
- *Focusing on the extensive combination of civilian and military participants.*

The CSDP module does not only intend to spread knowledge, but also to raise skills and competences, which will contribute in building a common European spirit and future EU capabilities. Therefore, the closing remark to this document is taken from the Individual Evaluation Reports where several participants, synthetically and clearly, commented that the CSDP module implemented by the Hellenic Air Force Academy was...

“A great experience, very well organized”!



2. Introduction

The profession of military officer is, by essence, an international activity. It requires not only an understanding of the complexity of the theatre of operation, but also respect among the partners in the mission and positive attitudes toward internationalisation in the responses to the threats. In addition to his / 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, last but not least, interoperability with the civilian actors in view to act comprehensively for the security and defence of the European Union and its Member States. As 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. An Implementation Group (IG) was tasked to define the main actions to be taken by the responsible institutions for the education and training of the future military leaders. In the context of an ever-developing CSDP, this group started to work on the definition of the main axis of this “Europeanization” of the military higher education, with the particular objective of stimulating a common culture of security and defence, proper to ensure the continuation of the progress made. Two main directions were particularly emphasized: the education and training of the young officers to the CSDP and, in a larger way, the “Europeanization” 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, on the other hand. There is, however, a third line for action, which has been progressively developed by the Group, intended to combine these two aspects: the common training of European military students to the concepts that feed the European approach to security and defence.

As soon as December 2008, the European Security and Defence College (ESDC) prepared a version of its *Orientation Course* adapted to a cadets’ audience. The EMILYO Implementation Group (IG), 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 in the creation of common values and a common culture in the European Union of security and defence. Therefore, it endorsed as “Common Module” a course 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 by Portugal, in 2009 for the first time, and afterwards Spain and Greece (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.



By the second semester 2013, Greece elaborated a proposition in the framework of the EMILYO 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 within the frame of its presidency of the Council of the EU, during the first semester 2014 and was welcomed by many other Member States (MS). As a first step towards 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. As a follow up to this successful organization, another course, based on the CSDP Module, has been implemented by the Hellenic Armed Forces Academy in 2016, which is the subject of this report.

In order to ensure the quality of the training to be provided with regard to the general objectives defined under the EMILYO, the organising academy requested support from an external evaluator during the preparation and implementation phases of the module. Consequently, this “External Evaluation Report” (EER) focuses on the CSDP module organized by HAFA (Dekelia, Greece) between 4-8/4/2016. The evaluation was conducted by an external to HAFA Evaluator, namely Lt. Colonel (HAF) Georgios Kanterakis, PhD who is currently appointed as EL National Representative to the H2020/Secure Societies Programme Committee. The Evaluator has been involved in the introductory phase of the module, prepared and collected appropriate evaluation questionnaires, attended the lectures, discussed extensively with all participants (organizers, students and lecturers) and witnessed in general the overall module implementation. Therefore, the evaluation was based on actual observations from the field and the collection of concrete data from the participating cadets, the lecturers and the organisers themselves.

The main areas included into this evaluation and the corresponding “evaluation tools” are listed below:

- Evaluation of the acquisition of knowledge enabled by students’ attendance of the module, through completion twice (i.e. before and after the module) of the same pre-formatted general knowledge questionnaire.
- Evaluation of the lectures, the lecturers and the overall syllabus, through completion of the pre-formatted and free-text “Individual Course’s Evaluation - ICE” specially prepared questionnaire.
- Evaluation of the overall satisfaction of the participants, through private / group discussions and free-text questionnaires.
- Evaluation of the overall organization, the administrative arrangements and the support provided to the students, through private / group discussions and free-text questionnaires.

Focusing on the ICE, it is noted that the cadets have been requested to quantify their evaluation by scoring at a scale ranging from 1 (corresponding to a negative assessment / “no”) to 6 (corresponding to a positive assessment / “yes”). Responses to ICE represent an important part of the observations and conclusions presented in this report, with the objective of providing suggestions for future organisers of the CSDP or other similar modules, addressing young officers.



3. Main aspects of the CSDP Module

Within this Chapter the main aspects of the CSDP module, as implemented by HAFA between 4-8/4/2016, will be presented.

a. Overview:

The CSDP module may be seen as the flagship realisation of the modules organized by the EUSDC, 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 implementation of the module by HAFA, which successfully managed to provide a European learning environment for a European topic and to bring its stone to the module itself.

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. HAFA, following the Course Curriculum agreed by the IG of the European initiative for the exchange of young officers in December 2011 - see Annex I to this report, offered 2 ECTS credits to the European participants for having completed the learning path (IDL and attendance of the residential phase of the module).

In order to attain the objectives set in the learning outcomes' description through the conduct of the module, the organisers largely complied with the 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 (IDL), using the means of the ESDC network. Then, they were invited to attend at the HAFA, in Dekelia, the residential part of the seminar, following a predefined programme, as included in Annex II attached to this report.

b. Sequence of Events

At the beginning of the residential phase, an opening ceremony was organized by HAFA to welcome the participants.





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The HAFA Commandant, on behalf of all the students and the faculty personnel, welcomed the participants and stated the main objective of the CSDP module, which is to provide a general overview on the civilian and military aspects of the CSDP. Moreover, he underlined that the seminar was also an opportunity for civilian students to gain experience and work in an international environment with military cadets, in order to build up a better understanding of each other. The ceremony took place at the main HAFA auditorium. Before starting the individual courses, the students were invited to complete for the first time the CSDP questionnaire.



Starting Monday 4/4 and finishing Friday 8/4, the academic lectures took place at this auditorium, while the CSDP simulation exercise was held at HAFA library. During the last day, i.e. after the end of all academic sessions and re-completion of the CSDP questionnaire, a hot wash-up of the seminar was performed by the External Evaluator, highlighting the main findings and results, once again in the main HAFA auditorium.





To conclude this CSDP module residential phase, the HAFA Commandant awarded the certificates of attendance, provided by the ESDC and signed by the HR for the CFSP of the EU and VP of the EC, Mrs. Federica Mogherini, to all the contributors of the module, together with the corresponding HAFA certificates of attendance. Examples of such certificates are presented in Annex III, attached to this report.



A closing ceremony, including a small reception, was then organized by the hosting institute and “family photos” were taken.



c. The lecturing team:

In order to provide a clear picture of the module, a brief presentation of the knowledge providers, i.e. the lecturers and the tutors (i.e. personnel implementing the simulation exercise), would be required. The background of the different speakers can greatly assist in understanding the comments deriving from the participants, as depicted in the IERs.



The lecturing team was composed of twelve (12) lecturers - tutors, with proven and relevant experience in the CSDP, thus providing the broadest picture of the policy, including:

- Two (2) HAFA Professors.
- Five (5) Hellenic Ministry of Defence (HMOD) military / civilian personnel.
- Two (2) HAF military personnel.
- Three (3) “external” speakers originating from the Hellenic Ministry of Foreign Affairs (MFA), the Hellenic Foundation for European and Foreign Policy (HFEFP) and the University of Piraeus (UNIPI).

d. The organising team:

The Course Director of the CSDP module is simultaneously a representative of Greece at the EMILYO IG. As such, 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 has followed, the “train-the-trainers” seminar organised by the ESDC 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.

He was supported in his tasks by the Hellenic Air Force Academy personnel, which provided logistics 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 mainly the responsibility of the Course Director.

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. Considering the workload that 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.

An alphabetically ordered list of all involved personnel in the preparation and implementation of the CSDP module is included in Annex IV attached hereto.

e. The Participants:

Fifty one (51) trainees coming from the military institutions and security corps colleges of four (4) Member States (CY, EL, FR, PL), as well as from the Law School of the National and Kapodistrian University of Athens (NKUA) and the Panteion University (PU) accepted taking part to this challenge and received two (2) European Credit Transfer and Accumulation Transfer (ECTS) credits for their successful completion of the course. The number of participants per originating entity, including their nationality/ies, is presented in Annex IV attached hereto.

Reviewing this Table, it can be summarized that 41 of the participants (80%) were cadets in their first cycle curriculum (bachelor level), while 10 (20%) were either officers or post-graduate students, having obtained their degree. In a similar manner, 42 participants (82%) had a military/security background, while 9 of them (18%) have been studying social sciences. Finally, out of military/security cadets and officers attending this seminar, 37 students (86%) originated from Armed Forces and 6 participants (14%) from Security corps. This diversity of backgrounds was the source of a great variety of questions, which further enriched the transversal character of the module.



(1) International dimension of the course:

The international participation (CY, FR, PL) amounted to approximately 16% of the audience, which could be considered adequate for such kind of seminars. International representation is one of the key issues for the success of such courses. Therefore an adequate communication of 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 a higher level of international participation. More specifically, according to the organizers, the international participation could have been further increased, if it wasn't for the recent terrorist attack in Brussels, combined to the fact that the seminar took place shortly after the Catholic Easter.

(2) Transversal dimension of the course:

In the same way, it must be noted that the breakdown in terms of Armed Forces' branches showed an excellent balance, as HAFA invited not only participants from other MS but also from the other Hellenic Armed Forces Academies (namely HAA and HNA) as well as from other services of the Greek public security area, such as cadets from the Police and Fire-fighting Academies. This allowed for concrete exchanges of experiences on the challenges faced by officers in their profession and insights on services' interoperability challenges.

(3) Societal dimension of the course:

Eight (8) graduate / post-graduate students of the Law School of the National and Kapodistrian University of Athens (NKUA) and the Panteion University (PU) attended the course, amounting to approximately 16% of the total participants, which is considered satisfactory. Through their active participation in the course and their interaction with military personnel, an excellent exchange of experiences, including (but not limited to) differences in approaches and perspectives on CSDP related issues, has been performed.

f. Administration and Support

The organisers provided the participants at the beginning of the residential phase 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). In addition to the educational programme, three (3) equally important "social" events were formally organised, which were followed by free time in Athens, so that the hosting cadets could offer to their European counterparts and colleagues a view of the "Athenian life", in a more "informal" way:

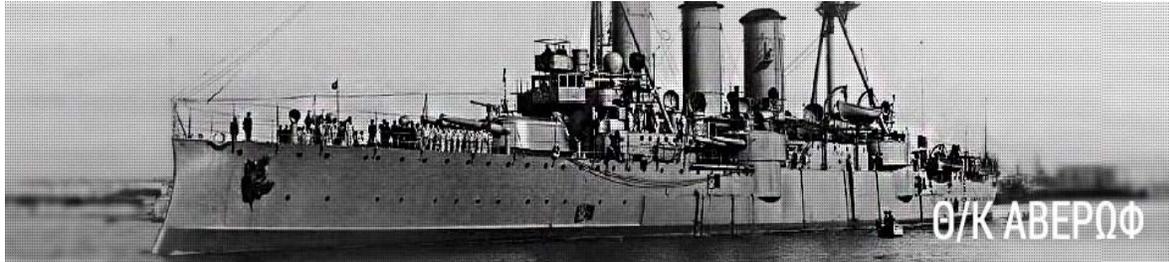
(1) Visit to the Hellenic Air Force Museum



[\(https://www.haf.gr/en/history/museum/\)](https://www.haf.gr/en/history/museum/)



(2) Visit to the Naval History Museum – HN Battleship “Averof”



<http://www.hellenicnavy.gr/en/history-tradition/floating-naval-museum>

(3) Visit to the New Acropolis Museum



<http://www.theacropolismuseum.gr/>



4. Academic Aspects of the CSDP module

As already discussed, the CSDP module participants were offered with the possibility to get an introductory overview of the CSDP through the completion of an Internet Distance Learning module (IDL), using the means of the ESDC network. Then, they were invited to attend the residential part of the seminar at the Hellenic Air Force Academy, in Dekelia, which included both academic lectures and a simulation exercise. These main constituents of the module are now analyzed, mainly from an academic point of view.

a. The IDL: a self-introduction to CSDP

The Hellenic Air Force Academy, as it is the practice in the CSDP modules set in the framework of the EMILYO, opted for introducing the cadets to CSDP through IDL studies, using the ESDC resources. The IDL preparatory module was made available on an ILIAS Learning Management System administered by the ESDC, provided by the Romanian National Defence University. The cadets had to complete this module, opened five weeks before the arrival of the participants at the Academy, as an integral condition for completing the course and obtain the ECTS credits. Usually two (2) sections of the ESDC IDL course, called “Autonomous Knowledge Units” (AKUs), are proposed to the participants in the CSDP modules. For this specific module the organisers decided to open four (4) of these AKUs, as follows:

(1) “*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 Western European Union, the European co-operation, the shaping of the CFSP) to the developments of the CSDP (foundation and links with the CFSP);

(2) “*European Security Strategy*” (AKU2), starting from before the European Security Strategy (ESS), then going through the adoption of ESS, its content, main characteristics, role and impact, and finishing with the ESS revision prospects;

(3) “*Role of the EU institutions in the field of CFSP/CSDP*” (AKU3), detailing the main institutions of the European 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;

(4) “*EU mutual assistance clause*” (AKU25), dealing with the Treaties of the EU offering the possibility to request aid and assistance from partners (e.g. Article 22, “solidarity clause”), aiming into the creation of solidarity for preventive action and consequence management in case of natural / man-made disaster and terrorist attacks.

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 use by the ESDC in its different activities, in cooperation with highly recognised standards scientific societies, such as the Geneva Centre for Security Policy (AKU1), the Egmont Institute for International Relations (AKU2), the National Defence Academy of Austria (AKU3) and the Austrian Institute for European & Security Policy together with the Egmont Royal Institute for International Relations (AKU25). Therefore, it does not belong to this evaluation to review the content of the corresponding IDL modules, but only the level of its contribution, as an integral part of the CSDP 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 were not made available to them, because they do not give relevant information regarding the evolution of their knowledge. They had to succeed in the AKU1, AKU2, AKU3 and AKU25 tests successively, after as many attempts as necessary, before being granted access to the CSDP 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. A forum was also accessible to the participants, 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. All participants had successfully and in time (i.e. before the beginning of the residential phase) completed the IDL phase.

b. The Residential Phase of the CSDP Module - Courses

Even though the core of the programme of the CSDP module 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, 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 titles of the courses proposed by the Hellenic Air Force Academy for the CSDP module organized between 4-8/4/2016 are presented in the following Table:

CSDP Module Implemented Courses
- European Union: History - Pillar Structures
- European Union: Institutions - CFSP Development
- Eurostrategic Issues in time & in space, the strategies of big European states and the variables that influence European defence & security in the post Cold-world era *
- International organizations & relations with EU
- CSDP & Space: "Lessons learnt from EU missions operations"
- EU Security Strategy: "A secure Europe in a better world"
- EU missions and operations: "A comprehensive approach"
- European Union: "Lessons learnt from recent operations"
- Civil law aspects in CSDP
- Trends in EU military capabilities in the face of security challenges in Europe's Easter & southern neighborhoods
- Sustainability in Defence: Environmental awareness in Armed Forces
- Military Energy and Carbon Management programme in the Hellenic Armed Forces
- CSDP related Research and Development *

(*): Two courses, titled "*European Defence Agency: An enabler for European defence cooperation*" and "*CSDP & Crisis Management: Challenges & opportunities for EU in changing environment*" were initially scheduled to be performed by Mr. Vassilis Tsiamis (EDA) and First Counselor Daskalopoulos (MFA), respectively, who were finally unable to participate, as a consequence of transportation difficulties resulted from the recent terrorist attack in Brussels. As a back-up solution, the "*Eurostrategic Issues in time & in space*" and "*CSDP related R&D*" courses were performed instead by Professor Panagiotis Ifaistos and Lt. Colonel (HAF) Georgios Kanterakis, PhD, respectively.



The lectures had different durations (from 45 to 90 minutes), depending on their subject, and were completed by formal and informal interaction between the participants with the lecturers and among themselves. The lectures in plenary group, which provide the basic knowledge under this approach, were completed by group works, in the form of a simulation exercise.

As it became apparent during the course, the availability of lecturers for the CSDP module remains a challenge and can lead to difficulties in organising the sequence of the lectures or avoiding duplications of contents between the lectures. To this end, a “pool” of lecturers shall be sustained in order to prevent 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.

c. The Residential Phase of the CSDP Module - The simulation exercise

The Hellenic Air Force Academy brought for a second time a really interesting interactive compound into the CSDP module, in proposing to the participants to take part into a simulation exercise in the form of a role play, under the title “*Launching an EU CSDP operation*”. The preparation of the simulation exercise was performed by specifically assigned HMOD and HAFA personnel (Tutors), following a similar, equally successful organization last year by the Institute of Research and Training on European Affairs (IRTEA). The IRTEA is an institute funded and based in Greece, which aims in spreading knowledge on the EU, its policies and functioning, which has cooperated in the past with the Hellenic Air Force Academy in the organisation of simulation exercises on political and strategic affairs.

The exercise itself was conducted on the third day of the module, when the participants had acquired a contextual knowledge of the CSDP topics. The “*Launching an EU CSDP operation*” simulation focused on EU ESDP Operations, Crisis Management and Decision making processes, through addressing the assembly of a «*European Union Naval Force EAST Mediterranean (EUNAVFOR), also known as “Operation SPARTI” [Fictitious]*”. The scenario involved:

- *BLUELAND, a member state of the EU, is a coastal state of the Mediterranean Sea, located in its east side. It has an extreme long coast line, mainly because of its 2550 large and small island formations spread around the whole maritime area of East Mediterranean.*

- *REDLAND a costal state also located to East Mediterranean, mainly continental. It has a few sovereign island territories, which are located strictly within 3 miles distance from its sea coast. From its west side, REDLAND is a neighbour state to BLUELAND, but is not a member to the EU. From its south-eastern neighbourhood, REDLAND has common borders with SYRINIA, a Middle East state which is currently under a grave armed conflict situation lasting for the last 3 years.*

The aim of this new operation EUNAVFOR EastMed Operation SPARTI, launched by EU under CSDP, is to undertake systematic efforts to identify, capture and dispose of vessels as well as enabling assets used or suspected of being used by migrant smugglers or traffickers. The European Commission, in particular the HR/VP Federica Mogherini, views this operation as a fundamental contribution to fighting instability in the region and as a way to reduce the loss of lives at sea and increase the security of European citizens.



EUNAVFOR EastMed Operation “SPARTI” will operate in accordance with the political, strategic and politico-military objectives set out in order to Contribute disrupt the business model of human smuggling and trafficking networks in the East Mediterranean and prevent the further loss of life at sea.

EUNAVFOR EastMed “SPARTI” will be conducted in sequential phases and in full compliance with international law, including humanitarian, refugee, and Human rights.

*- The **first phase** focuses on surveillance and assessment of human smuggling and trafficking networks in the East Mediterranean.*

*- The **second stage** of the operation provides for the search and, if necessary, diversion of suspicious vessels.*

*- The **third phase** would allow the disposal of vessels and related assets, preferably before use, and to apprehend traffickers and smugglers.*

EU NAVFOR EastMed “SPARTI“ is based on Decisions by the Council of the European Union in accordance with relevant United Nations Security Council Resolutions (UNSCR) and International Law.

The students were divided into seven (7) Groups and the simulation tasking was to agree (among Groups 1, 2, 3, 4, 5 and 6) the draft and present it to the Military Erasmus training audience, as well as to thoroughly support in public (Group 7 and Military Erasmus Tutors), a comprehensive, informative, operationally accurate and legally well founded report on the establishment, initial (Phase 1) and full operational (Phases 2 and 3) deployment of the *Operation EU NAVFOR EASTMED “SPARTI“*.

The Tutors briefed the participants about the objectives and the specificities of the simulation, as well as on the roles they were invited to play individually during the exercise and the rules / 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 support to their individual preparations and background information about the scenarios they were called to deal with, which were related to “Launching an EU CSDP Operation”.

In addition, the Tutors presented the questions on which the participants were asked to work and prepare as representatives of EU Member States or stakeholder of a security crisis international organisation, at the European Council or other institutions. 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, which are requested for managing such crisis at the EU level. The simulation started on the third and was continued during the fourth day of the CSDP module, when representatives of the students presented the outcome of their efforts in front of the Tutors and the rest of the seminar participants.



5. CSDP Module Evaluation

The CSDP Module evaluation contains comments and suggestions concerning three parts, namely the overall syllabus, the individual courses (including the simulation) and the organisational aspects of the residential phase of the seminar organized by HAFA. The information to perform this evaluation comes from the following sources:

- Questionnaire on CSDP issues, conducted both at the beginning and at the end of the residential phase.

- The “Individual Courses’ Evaluation” questionnaire, completed by all students.

- Interaction and discussions of the External Evaluator with the Course Director, the lecturers and the students before, during and after the completion of the course.

a. Overall CSDP knowledge.

In order to assess their progresses along the CSDP module, an investigation on the global level of knowledge on CSDP issues was conducted at the beginning and at the end of the residential phase. The questions and the multiple answers (4 per questions) proposed were the same for the two rounds. In order for the reader of this document to have a better understanding of the CSDP areas covered, the questions included in the CSDP questionnaire are presented in the following Table.

CSDP Questionnaire	
Q1	Describe the hierarchy of needs in space-based supporting EU missions and operations.
Q2	Influential and active great and regional powers in the Mediterranean and the Middle East include:
Q3	Define the main actors in space in Europe.
Q4	The decision making in the Foreign Affairs Council is made:
Q5	Define the three major pillars of Sustainable Development
Q6	What are the main current and emerging challenges for European security?
Q7	You have information about enemy combatants hidden in a thickly - wooden terrain. You decide to use cluster bombs:
Q8	How NATO takes decisions in the context of crisis management?
Q9	The High Representative of the Union for Foreign Affairs & Security Policy & Vice President of the Commission (HR/VP) is the Head of....
Q10	The chair of the Foreign Affairs Council holds

The results to those questionnaires are presented in the following Tables, in a form that facilitates their further statistical processing. It appears from the results of the first round of evaluation (Initial Results) that the participants to the module had gained important prior knowledge on CSDP in general, through their successful participation to the IDL (Average of 5.8 correct questions out of 10, corresponding to 58%). However, this suggested that, even though the students had already completed the IDL phase, there was room for further improvement, so as to be better prepared for the residential phase.



Common Security and Defence Policy module
Hellenic Air Force Academy
Dekelia, 4-8/4/2016



Initial Results (i.e. before the start of the course) of the CSDP Questionnaire												Final Results (i.e. after the end of the course) of the CSDP Questionnaire												
Student	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Score	Student	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Score	
S1	1	1	0	1	1	1	1	0	0	0	6	S1	0	1	1	1	1	1	1	0	1	8		
S2	1	0	1	1	1	0	1	0	0	1	6	S2	0	1	1	1	1	1	1	0	0	1	7	
S3	1	1	1	0	0	1	0	1	0	1	6	S3	0	1	0	1	1	1	1	1	1	1	8	
S4	0	1	1	1	0	1	1	0	0	1	6	S4	0	1	0	1	0	1	1	1	1	0	1	6
S5	0	0	0	0	0	0	0	0	0	0	0	S5	1	1	1	1	1	0	1	0	0	1	7	
S6	0	1	1	0	1	1	0	1	1	1	7	S6	0	1	0	1	1	1	1	1	1	1	8	
S7	1	1	1	1	0	1	1	1	0	0	7	S7	0	0	1	1	1	1	1	1	0	0	1	6
S8	0	1	1	1	0	1	0	1	1	1	7	S8	0	1	0	1	1	1	1	1	1	1	8	
S9	1	1	0	0	0	1	1	0	0	0	4	S9	0	1	0	1	1	1	1	1	1	1	8	
S10	1	1	0	1	1	0	1	0	1	0	6	S10	0	1	1	1	1	1	1	1	1	1	9	
S11	0	0	0	1	1	0	1	0	1	1	5	S11	1	1	1	1	1	1	1	0	1	1	9	
S12	1	0	1	0	1	0	1	0	0	0	4	S12	0	1	1	1	1	1	1	1	1	1	9	
S13	0	0	0	1	0	0	1	0	0	1	3	S13	0	0	0	0	0	0	0	0	0	0	0	0
S14	1	1	0	0	1	1	1	0	0	0	5	S14	0	1	0	1	1	1	1	1	1	1	8	
S15	0	0	1	0	1	1	1	0	1	0	5	S15	0	0	0	0	0	0	1	1	0	1	3	
S16	1	0	1	0	0	1	1	0	1	1	6	S16	0	1	1	1	1	1	1	1	1	1	9	
S17	0	0	1	0	1	1	1	0	1	0	5	S17	0	0	0	0	0	0	1	1	0	1	3	
S18	1	1	0	0	0	1	1	0	0	1	5	S18	0	1	0	1	1	1	1	1	1	1	8	
S19	1	1	1	0	0	1	0	1	0	1	6	S19	1	1	1	0	0	1	1	0	0	0	5	
S20	0	1	1	1	1	1	1	1	0	1	8	S20	0	1	1	1	1	1	1	1	1	1	9	
S21	1	1	0	0	1	0	1	1	0	1	6	S21	1	1	1	1	1	1	1	0	0	1	8	
S22	1	1	1	0	0	1	0	0	1	1	6	S22	1	1	1	0	0	1	1	0	0	1	6	
S23	1	0	1	0	1	0	0	1	0	1	5	S23	1	1	1	0	1	1	1	0	0	1	7	
S24	1	1	1	0	0	1	0	1	0	1	6	S24	1	1	1	0	0	1	1	0	0	1	6	
S25	1	0	1	1	1	1	1	0	1	1	8	S25	0	0	0	0	0	0	0	0	0	0	0	0
S26	1	1	0	1	0	1	1	0	0	1	6	S26	0	1	1	1	1	1	1	1	1	1	9	
S27	1	1	1	1	0	1	1	0	0	1	7	S27	0	1	1	1	1	1	1	1	1	1	9	
S28	0	1	1	0	0	1	0	1	1	1	6	S28	0	1	0	1	1	1	1	0	1	1	7	
S29	1	1	0	1	1	1	0	1	0	0	6	S29	0	1	1	1	1	1	1	0	0	1	7	
S30	1	1	1	1	1	1	0	1	0	1	8	S30	0	1	1	1	1	1	1	0	0	1	7	
S31	1	1	1	0	0	1	1	0	0	1	6	S31	0	0	1	1	1	1	1	0	0	1	6	
S32	0	1	1	1	0	1	1	0	1	1	7	S32	0	1	0	1	1	1	1	1	1	1	8	
S33	1	1	0	0	1	0	1	1	0	1	6	S33	1	1	0	1	1	1	1	0	0	1	7	
S34	0	1	1	0	0	1	1	1	1	1	6	S34	0	1	0	1	1	1	1	0	1	1	7	
S35	1	0	1	1	1	1	0	1	1	1	8	S35	0	0	1	0	1	1	1	1	1	1	7	
S36	1	0	1	1	1	1	1	0	1	1	8	S36	0	0	0	1	0	0	1	1	0	1	4	
S37	0	0	1	0	1	1	1	0	0	0	4	S37	0	0	0	0	0	0	1	1	0	1	3	
S38	1	1	1	0	0	1	0	1	0	0	5	S38	1	1	1	0	0	1	1	0	0	1	6	
S39	0	0	1	0	1	1	1	0	1	0	5	S39	0	0	0	0	0	0	1	1	0	1	3	
S40	1	1	0	1	1	0	1	0	0	0	5	S40	0	1	1	1	1	1	1	1	1	0	8	
S41	1	1	0	0	1	0	1	0	0	0	4	S41	0	1	1	1	1	1	1	1	1	1	9	
S42	1	1	0	0	1	0	1	1	0	1	6	S42	0	1	0	1	1	1	1	0	0	1	6	
S43	1	0	1	1	1	1	0	0	0	1	6	S43	1	1	1	0	1	1	1	0	0	1	7	
S44	1	0	1	1	1	1	1	0	1	0	7	S44	0	0	0	1	1	1	0	1	1	1	6	
S45	1	0	0	0	1	0	1	0	1	1	5	S45	0	1	0	1	1	1	0	0	1	1	6	
S46	0	1	1	1	0	1	1	0	1	0	6	S46	0	0	0	1	1	1	1	1	1	1	7	
S47	0	0	0	0	0	0	0	0	0	0	0	S47	1	1	1	1	1	1	1	1	1	1	10	
S48	1	1	1	0	0	0	0	0	0	1	4	S48	0	0	0	1	1	1	1	1	1	1	7	
S49	0	1	1	1	1	0	1	0	0	1	6	S49	1	1	1	1	1	1	1	1	1	1	10	
S50	0	1	1	1	1	0	1	0	0	1	6	S50	0	0	0	1	1	1	1	1	1	1	7	
S51	0	0	0	1	0	0	1	0	0	1	3	S51	0	1	0	1	1	1	1	0	1	1	7	
Success Rate	65%	65%	67%	49%	57%	65%	71%	35%	37%	67%	5,80	Success Rate	24%	76%	53%	78%	80%	88%	96%	57%	57%	96%	7,04	

Success Rate	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Average Score
Initial	65%	65%	67%	49%	57%	65%	71%	35%	37%	67%	5,80
Final	24%	76%	53%	78%	80%	88%	96%	57%	57%	96%	7,04
Evolution	-41%	10%	-14%	29%	22%	22%	24%	22%	20%	29%	1,24

Explanatory Notes

Question Number: Q1-Q10

Student ID: S1 – S51

Correct / Wrong Answer: 1 / 0

Score per Student: No of correct answers per student, out of ten (10) questions.

Success Rate per Question: Percentage of correct answers, against total valid answers.

Total Average Score: Average of participating students' scores.





The grades obtained during the second completion of the CSDP Questionnaire (Final Results), presented an average of 7.04 correct answers out of 10 questions, corresponding to 70.4%. This demonstrates a remarkable improvement, which could have been even greater, considering the fact that correct responses against two questions have presented a significant decrease (namely Q1 from 65% to 24% and Q3 from 67% to 53%). On the other hand, looking at the display of the results per question, as presented in the tables, CSDP issues related to Q7 and Q10 appear to have been thoroughly comprehended by students, as the success rate in their answers reached 96%!

As these questions were designed in cooperation between the organizing team and the lecturers, these tendencies may be explained either by a confusion brought during the thematic lecture or by the absence of any focused 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 interaction with the lecturers, notably in verifying with them that the contents and the questions designed adequately match each other. Moreover, additional care on the thorough explanation of CSDP issues related to those specific areas should be provided, in the course of the seminar.

Finally, it is noticed that 32 students have increased their scores, 5 remained unchanged and 10 students managed to complete less correct answers at the final questionnaire, compared to the initial one. This may be partly explained by the fact that the evaluation was not used as an official examination, which would have conditioned the successful completion of the module and the award of the 2 ECTS.

b. “Individual Courses’ Evaluation”

In order to assess the real effect that the lectures had among participants, an “Individual Courses’ Evaluation” questionnaire has been prepared and distributed, which was completed by all students, requesting them to score between 1 (Low appreciation) and 6 (High-appreciation) for each of the lectures performed during the CSDP module, against the following criteria:

Overall Interest Level	Course Relevance to CSDP	Individual Course Duration	Quality of presentation / slides / videos	Course’s Subject Coverage	Individual Course should be:
<i>Limited: 1</i>	<i>Limited: 1</i>	<i>Inadequate: 1</i>	<i>Low: 1</i>	<i>Low: 1</i>	<i>Cancelled: 1</i>
<i>High: 6</i>	<i>High: 6</i>	<i>Adequate: 6</i>	<i>High: 6</i>	<i>High: 6</i>	<i>Retained: 6</i>

Apart from scoring against the pre-formatted questions, the participants were additionally invited to share their views for further and future improvements, through free-text suggestions. Naturally, both the “Individual Courses’ Evaluation” and the suggestions were requested anonymously. Despite the diversity of the audience and even though responses were almost never unanimous, reliable conclusions could be drawn, reflecting the opinion of the majority of participants, thanks to the significant number of students participating to this survey.

The results of the questionnaires collected have been statistically processed and the average values obtained per lecture and per criterion are presented in the following Table. To facilitate review of the Table, average scores above 5 (High-appreciation) are marked in green and average scores below 4 (Low appreciation) are marked in red. An average on Criteria 1,2,4,5 & 6 (i.e. excluding course duration) is also included at the last column of the table, as an overall index of appreciation for each lecture / lecturer.



CSDP Course	Overall Interest Level	Course Relevance to CSDP	Individual Course Duration	Quality of presentations / slides / videos	Courses' subject coverage	Individual course should be :	AVG 1,2,4,5,6
	Limited: 1	Limited: 1	Inadequate: 1	Low: 1	Low: 1	Cancelled: 1	
	High: 6	High: 6	Adequate: 6	High: 6	High: 6	Retained: 6	
European Union: History / Pillar Structures	4,35	4,59	4,41	4,02	4,35	4,54	4,37
European Union Institutions - CFSP Development	4,37	4,72	4,26	3,89	4,39	4,50	4,37
Eurostrategic Issues in time & in space, the strategies ... in the post Cold-world era	4,72	4,78	4,37	3,98	4,52	4,48	4,50
International organizations & relations with EU	4,72	4,54	4,41	4,50	4,61	4,85	4,64
CSDP & Space "Lessons learnt from EU missions operations"	4,93	4,85	4,76	5,17	4,72	4,93	4,92
EU Security Strategy "A secure Europe in a better world"	4,48	5,02	4,70	3,89	4,39	4,61	4,48
EU missions and operations "A comprehensive approach"	4,63	4,70	4,59	3,87	4,48	4,61	4,46
European Union "Lessons learnt from recent operations"	4,63	4,67	4,02	3,11	4,17	4,57	4,23
Civil law aspects in CSDP	3,80	4,46	4,35	3,28	3,83	3,61	3,80
Trends in EU military capabilities in the face of security challenges	5,49	5,40	5,16	5,29	5,29	5,44	5,38
Sustainability in Defence Environmental awareness in Armed Forces	4,07	3,47	4,64	4,80	4,71	3,91	4,19
Military Energy and Carbon Management programme in the Hellenic Armed Forces	4,33	3,72	4,61	4,98	4,83	4,02	4,37
CSDP related Research and Development	5,36	5,34	5,14	5,48	5,41	5,48	5,41

Concerning the overall method used for teaching CSDP, the participants' satisfaction can be judged as very good. Their comments showed that they were globally and highly satisfied with the level of expertise of the lectures and the lecturers selected.

Reviewing in detail the above mentioned results and further to discussions with the Course Director, the lecturers and the students, the following conclusions – suggestions can be drawn:

- Most of the lectures were really relevant to CSDP and were of increased interest to the students, who considered that the course's subject has been adequately covered.
- The individual course duration has been judged appropriate, practically in all cases.
- The use of appropriately prepared presentations, slides and videos is of paramount importance in order to keep the audience interested, especially when young people are involved, which was the case for this seminar.
- Lecturers should be notified about the profile of the seminar participants (background, interests etc.) well in advance and adapt, to the maximum possible extent, their lectures to the audience needs.
- The difference between a lecture in a conference and in a seminar should be always reminded to speakers, who are not professionally involved in academic issues.
- Overall, the quality of the lecturers was very high and was really appreciated by students.
- It has been a common request that a professional with operational experience in CSDP missions should be invited to give a lecture in future courses, in order to provide students with a realistic point of view on such operations.



- The initial lectures about European Union History, Pillars, Institutions and CSDP development have been identified by some participants as “repetition” of the IDL provided knowledge and suggested their partial replacement or combination with more practical examples.

- 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.

- Even though English language has been a restrictive factor for a limited number of students, more international participation of lecturers’ was suggested by the majority.

- More lectures focusing on EU relations with third countries and Research and Development supporting CSDP were requested to be included in future CSDP modules.

- A clear request for more interactive presentations was unanimously performed by students.

- The combination of civilian and military lecturers and their availability for discussing on CSDP issues was highly appreciated by the participants.

c. CSDP simulation exercise.

The comments collected during the CSDP simulation exercise demonstrated that students were globally highly satisfied with the level of expertise of the tutors selected and the work in groups performed. They feel that more time should be devoted to these group works, as they improve their competences, notably with regard to interpersonal and professional communication.

The timing of the exercises in the CSDP module can be considered appropriate as the participants received the background knowledge for playing their roles and, finally, provided the outcomes of discussions in a single document. They effectively interacted for the benefit of their own learning, discovered the negotiating processes and briefly experienced the realities of negotiations in Brussels, while having the chance to apply CSDP concepts for illustrating the knowledge they acquired. The experience was a real success, therefore.

Moreover, the combination of civilian and military tutors was highly appreciated by the participants during their work in groups for the simulation exercise. In addition, some participants suggested having more preparatory lectures prior to 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, was undoubtedly a highlight of the CSDP module.

It could be suggested, however, to focus this kind of exercise more on operational concerns than on political ones, keeping in mind the immediate concerns of the majority of cadets, to whom this module is primarily addressed, i.e. the missions and operations they may be called to act in as military leaders after their commissioning.

Consequently, an increased focus on the operational aspects of the CSDP could be suggested, together with considering the postponement of 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. Moreover:



- More time for the simulation exercise, potentially involving two instead of only one exercise, was requested by several students.

- Broader international participation would definitely have assisted in further fulfilling the simulation's objectives.

- More detailed information and advising on the responsibilities of the involved EU institutions would have been appreciated.

Concluding, taking part to this simulation has been a source of undoubted improvement. Students reported that they advanced 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.

d. CSDP Seminar Organizational issues

The formal administrative aspects of the CSDP module, as they were organised by the Hellenic Air Force Academy, have met the full satisfaction of the students. The comments provided by the participants stressed the excellent organisation and working environment (including infrastructure) that was provided, as well as the Greek hospitality highlighting the role of the hosting cadets.

As the CSDP modules are not only aimed at “learning CSDP” but also at “living CSDP”, through international participation, their purpose is to provide the participants with an insight of the interoperable environment they will live in when sent to an international or EU operation, through 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. This immersion into the European diversity was again successfully implemented by the Hellenic Air Force Academy, as the afternoon part of the programme was of a “social” nature, including both “formal” and “informal” activities after the working hours, with the participation of most students...





The participants expressed their satisfaction with all these activities and the free time they could use for getting to know each other.



In addition, the comments added by the participants in the evaluation forms 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 one of the most important gain of the module. Students would expect 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.

Consequently, international participation remains a key issue for the success of the CSDP module in the context of the European initiative for the exchange of young officers, inspired by Erasmus. As already discussed, despite efforts of the organizers to communicate the event well in advance, it was difficult to meet extensive international participation, for various reasons. Such issues should be promptly addressed by the IG, favouring the creation of efficient synergies among participating MS or by addressing recommendations at national level, towards increasing international participation in future CSDP modules.



6. Conclusions – Suggestions

The External Evaluator has formed his opinion on the CSDP module, which took place at the HAFA between 4-8/4/2016, by reviewing the CDSP and ICE Questionnaires, as well as through extensive interaction and discussions with the Course Director, the lecturers and the students before, during and after the completion of the course. The main conclusion is that:

The CSDP module organised by the Hellenic Air Force Academy has fulfilled the defined objectives related to academic, social and organizational / logistics support issues.

Evidently, this opinion was fully shared by all participants. Therefore, the following points should be less considered as remarks from the seminar's implementation and more as suggestions for future events, focusing on ten (10) critical organizational points:

- *The use of appropriately prepared presentations, slides and videos by lecturers is of paramount importance in order to keep the audience interested. “Interaction” is the keyword!*
- *International participation remains an important element for the success of the seminar.*
- *Group works (e.g. in the form of simulation exercises) must be placed at the heart of the methodology used for spreading CSDP knowledge and know-how.*
- *Lecturers should be notified about the profile of the CSDP module participants well in advance and adapt, to the maximum possible extent, their lectures to the audience specificities.*
- *The difference between a lecture in a conference and in a seminar should be always reminded to lecturers, who are not professionally involved in academic issues.*
- *Professionals with operational experience in CSDP missions should be invited to give lectures in future courses.*
- *Initial CSDP “background” lectures, already covered through IDL, could be replaced by more practical examples of how CSDP is actually applied among EU institutions.*
- *IDL could be used for distributing more learning material to students (e.g. CSDP Module's presentations etc.)*
- *Appropriate knowledge of the English language (by both lecturers and students) is a definite prerequisite for the implementation of the course.*
- *The extensive combination of civilian and military students and lecturers is another key issue to the success of the CSDP module.*

The CSDP module does not only intend to spread knowledge, but also to raise skills and competences, which will contribute in building a common European spirit and future EU capabilities. Therefore, the closing remark to this document is taken from the Individual Evaluation Reports where several participants, synthetically and clearly, commented that the CSDP module implemented by the Hellenic Air Force Academy was...

“A great experience, very well organized”!



Annex I CSDP Course Curriculum

Country Greece	Institution Hellenic Air Force Academy	Module Common Module on CSDP	Amount of ECTS 2
Level All services	<p>Minimum Qualification for Lecturers</p> <ul style="list-style-type: none"> Officers/Lecturers: <ul style="list-style-type: none"> English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3, Relevant expertise on CSDP, International experience. Civilians/Lecturers: <ul style="list-style-type: none"> English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3, Expertise on relevant topics, Relevant academic publications. 		
Language English			
<p>Prerequisites for international participants</p> <ul style="list-style-type: none"> 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). 		<p>Goal of the Module</p> <p>Standardized familiarization of officer students with CSDP with a view to Europeanization of officer training</p>	
Learning outcomes	Knowledge	<ul style="list-style-type: none"> Europeanization of officer training Security concepts History Institutions Pillar structures Achievements CFSP CSDP European security strategy Civilian and military crisis management Decision-making process 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Syndicate work on CSDP matters with subsequent discussions. 	
	Competences	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • History • Institutional framework. • Pillar structures • Achievements • CFSP
CSDP	8	<ul style="list-style-type: none"> • Structures • European Security Strategy • Crisis management • Decision-making process • CSDP and the Lisbon Treaty • Future developments incl. EMILYO
EU missions and operations	4	<ul style="list-style-type: none"> • Comprehensive approach • Capabilities • Berlin+ agreement • Lessons learned
EU and partners	4	<ul style="list-style-type: none"> • UN • NATO • OSCE • AU • ASEAN • Regional aspects and neighbourhood policy
Horizontal issues	3	<ul style="list-style-type: none"> • human rights • gender issues • child protection • legal aspects
Private studies	25	<ul style="list-style-type: none"> • separate hours per day for in-depth-studies on an as-required basis including IDL in advance (AKU 1 and AKU 2).
Total	50	



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**Annex II
CSDP Course Programme**

Monday, 4/4/2016	Tuesday, 5/4/2016	Wednesday, 6/4/2016	Thursday, 7/4/2016	Friday, 8/4/2016
08:30 – 10:00 Opening Ceremony Administrative instructions Host speech Presentation of Academy	08:30-10:00 (2) “International organizations & relations with EU”	08:30-10:00 (2) Civil law aspects in CSDP	08:30-10:00 (2) Working groups Presentations	08:30-10:00 (2) CSDP related to Research and Development
10:00-10:30 Coffee break	10:00-10:30 Coffee break	10:00-10:30 Coffee break	10:00-10:30 Coffee break	10:00-10:30 Coffee break
10:30 - 11:15 (1) “European Union” -History/Pillar structures	10:30- 12:00 (2) CSDP & Space “Lessons learned from EU missions operations”	10:30- 12:00 (2) Simulation Crisis Management “Launching an EU CSDP operation”	10:30- 12:00 (2) “Trends in European military capabilities in the face of security challenges in Europe’s Eastern & southern neighborhoods”	10:30- 11:15 (45’) Final examination / Evaluation
11:30 - 12:00 (30’) Evaluation				
12:15-13:15 Lunch	12:15-13:15 Lunch	12:15-13:15 Lunch	12:15-13:15 Lunch	11:30-12:00 Host speech Diploma giving ceremony
13:15-14:45 (2) “European Union” -Institutions -CFSP development	13:15-14:00 (1) European Security Strategy “A secure Europe in a better world”	13:15-16:00 (3) Simulation Crisis Management “Launching an EU CSDP operation”	13:15-14:00 (1) -“Sustainability in Defence” -“Environmental awareness in Armed Forces”	12:00-12:45 Closing Ceremony
15:00-16:30 (2) “Eurostrategic issues in time & in space, the strategies of big European states and the variables that influence European defence & security in the post-Cold War era.”	14:15-15:00 (1) EU missions& operations “A comprehensive approach” 15:15-15:45 (30’) European Union: “Lessons learned from recent operations”		14:15-15:00 (1) “Military energy and Carbon Management Program in the Hellenic Armed Forces”	Departures





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Monday, 4/4/2016	Tuesday, 5/4/2016	Wednesday, 6/4/2016	Thursday, 7/4/2016	Friday, 8/4/2016
<u>16:30-18:00</u> Free time	<u>16:00-18:00</u> Free time	<u>16:00-18:00</u> Free time	<u>15:30-18:00</u> Free time	
<u>18:00-18:30</u> Dinner	<u>18:00-18:30</u> Dinner	<u>18:00-18:30</u> Dinner	<u>18:00-18:30</u> Dinner	
<u>18:45-20:00</u> Visit to the Hellenic Air Force Museum	<u>19:00-20:30</u> Visit to the Naval History Museum – Battleship “Averof”	<u>19:00-20:30</u> Visit to the Acropolis Museum	<u>19:00-22:45</u> Free time in Athens	
<u>20:00-22:45</u> Free time in Athens	<u>20:00-22:45</u> Free time in Athens	<u>20:30-22:45</u> Free time in Athens		



Annex III
Examples of delivered Certificates





*Common Security and Defence Policy module
Hellenic Air Force Academy
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Hellenic Air Force Academy

AWARD CERTIFICATE

*of 2 ECTS for participating and successfully
completing the courses of the
Common Security and Defence Policy
Athens, 4 - 8 April 2016*

Nikodem Ziemecki

**Thomas Chatziathanasiou
Major General**





Annex IV CSDP Module Involved Personnel

CSDP Module - Implementing Personnel (In alphabetical order)

Name	Title	Assignment	Organization
ANEPSIOU Georgios	Colonel	Lecturer, Tutor	HMOD
BAKOPOULOS Dimosthenis	Professor	Lecturer, Tutor	HAFA
DOKOS Thanos	Dr.	Lecturer	HFEFP
DROSOS Georgios	Colonel	Lecturer	HMOD
IFAISTOS Panagiotis	Professor	Lecturer	UNIPI
KANTERAKIS Georgios	Lt. Colonel, PhD	Lecturer, Evaluator	HAF
KOLOVOS Alexandros	Professor, Brig. General (ret)	Lecturer	HAFA
MAKRIS Ilias	Major	Course Director, Tutor	HAF
MANTZILA Alexandra	First Counsellor	Lecturer	MFA
MANOLIS Ilias	Lt. Colonel	Lecturer	HMOD
PAPASTAVROU Dimosthenis	Mr	Lecturer, Tutor	HMOD
ZAMPAKOLAS Petros	Major	Lecturer, Tutor	HMOD

CSDP Module – Entities of Students' origin (In No of participants decreasing order)

Entity of Students' Origin	Acronym	No of Participants	Nationalities
Hellenic Air Force Academy	HAFA	17	EL
National and Kapodistrian University of Athens	NKUA	7	EL
Hellenic Army Academy	HAA	5	CY, EL
Hellenic Naval Academy	HNA	5	CY, EL
Hellenic Army	HA	3	EL
Fire-Fighting Academy	FFA	3	EL
Police Academy	PA	3	EL
Hellenic Navy	HN	2	EL
French Air Force Academy	FAF	2	FR
Hellenic National Defence General Staff	HNDGS	1	EL
Hellenic Ministry of Defence	HMOD	1	EL
Panteion University	PU	1	EL
Polish Air Force Academy	PLAF	1	PL
	Total:	51	