



*“Common Security and Defence Policy” Common Module
Hellenic Air Force Academy
Dekelia Air Base, 15-19 May 2017*



Common Security & Defence Policy Common Module



Hellenic Air Force Academy
Dekelia Air Base, 15-19 May 2017

External Evaluation Report



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Table of Contents

0. Table of Abbreviations & Acronyms.....	3
1. Executive Summary.....	6
2. Introduction.....	7
3. Main aspects of the CSDP Common Module.....	9
4. Academic Aspects of the CSDP Common Module.....	16
5. CSDP Module Evaluation.....	21
6. Conclusions.....	29

List of Annexes:

Annex I: CSDP Course Curriculum.....	30
Annex II: CSDP Course Programme.....	32
Annex III: Example of delivered Certificates.....	34
Annex IV: CSDP Common Module Involved Personnel.....	36



0. Table of Abbreviations & Acronyms

AKU	<i>Autonomous Knowledge Unit</i>
AUEB	<i>Athens University of Economics and Business</i>
CFSP	<i>Common Foreign and Security Policy</i>
CMO	<i>Crisis Management Operations</i>
CMPD	<i>Crisis Management and Planning Directorate</i>
CSDP	<i>Common Security and Defence Policy</i>
EEAS	<i>European External Action Service</i>
ECTS	<i>European Credit Transfer System</i>
EDA	<i>European Defence Agency</i>
EL EU OHQ	<i>Hellenic European Union Operational Headquarters</i>
EMILYO	<i>European Initiative for the Exchange of Military Young Officers, inspired by ERASMUS</i>
ESDC	<i>European Security and Defence College</i>
EU	<i>European Union</i>
EUMS	<i>European Union Military Staff</i>
FAFA	<i>French Air Force Academy</i>
HAA	<i>Hellenic Army Academy</i>
HAFGS	<i>Hellenic Air Force General Staff</i>
HAFA	<i>Hellenic Air Force Academy</i>
HFEFP	<i>Hellenic Foundation for European and Foreign Policy</i>
HMoD	<i>Hellenic Ministry of Defence</i>
HNA	<i>Hellenic Naval Academy</i>
HOCA	<i>Hellenic Officers’ Corps Academy</i>
IATS	<i>Italian Army Training School</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</i>
FFA	<i>Fire-Fighting Academy</i>
LoAC	<i>Law of Armed Conflicts</i>
MS	<i>Member States</i>
NKUA	<i>National and Kapodistrian University of Athens</i>
NMU	<i>National Military University (Bulgarian)</i>
PA	<i>Police Academy</i>
PAFA	<i>Polish Air Force Academy</i>
PU	<i>Panteion University of Social and Political Sciences</i>
UNIPE	<i>University of Peloponnese</i>
UNIPI	<i>University of Piraeus</i>
	NATIONALITIES
AL	<i>Albanian</i>
BG	<i>Bulgarian</i>
EL	<i>Hellenic (Greek)</i>
FR	<i>France</i>
IT	<i>Italian</i>
PL	<i>Polish</i>

The above mentioned abbreviations/acronyms solely serve the needs of this document and do not indicate any official abbreviation/acronym of the referred institutions, nationalities, etc



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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), and the respective Report evaluating the Common Module on CSDP organised by the HAFA between 4-8 April 2016, prepared by Col (HE AF) Dr. Kanterakis. The high-quality background offered by their 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, HAFA, under the auspices of the ESDC, organised the CSDP 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 HAFA in Dekelia Air Base, from 15-19 May 2017. 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 CFSP of the EU.

Sixty three (63) participants, coming from the different military institutions and security corps colleges of five (5) MS (BG, EL, FR, IT, PL), as well as from the NKUA, the PU, the AUEB, the UNIPi and the UNIPE attended the CSDP module and received two (2) ECTS 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 Common Module has fulfilled the defined objectives related to academic, social and organizational / logistics support issues, ten (10) points have been identified, as analysed 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 Common 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 Common Module implemented by the HAFA was a quite well organised unique experience.



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 EU, 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 EU 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 CSDP, as a frame for action.

In a political declaration of 10 November 2008, the (then) 27 Ministers of Defence of the EU agreed on the shapes of an initiative for the exchanges of young officers in the course of their initial education, inspired by Erasmus. An 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 ESDC prepared a version of its *Orientation Course* adapted to a cadets’ audience. The EMILYO 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 EU of security and defence. Therefore, it endorsed as “Common Module” a course on LoAC and one on the Basics of CMO, all adapted to a cadet audience.

The CSDP Common Module was organised by Portugal, in 2009 for the first time, and afterwards Spain and Greece (HAFA). 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 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 Common Module, has been implemented by the HAFA in 2016, as well as in 2017, 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 Common Module organized by HAFA (Dekelia, Greece) between 15-19 May 2017. The evaluation was conducted by me, Major (HE AF) Nikolaos STRATIKIS, currently appointed as Staff Officer at the Department of International Relations of the Hellenic Ministry of National Defence. I have been involved in the introductory phase of the Common Module, prepared and collected appropriate evaluation questionnaires, attended the lectures, discussed extensively with all participants (organizers, cadets/students and lecturers) and witnessed in general the overall Common Module implementation. Therefore, the evaluation was based on actual observations from the field and the collection of concrete data from the participating cadets/students, 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 cadets’/students’ attendance of the Common 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 Common Module

Within this Chapter the main aspects of the CSDP Common Module, as implemented by HAFA between 15-19 May 2017, will be presented.

a. Overview:

The CSDP Common Module may be seen as the flagship realisation of the modules organized by the ESDC, as it has been organised in more countries and more often than the other modules. The lessons learned 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 Common Modules that were organised in Portugal, Spain, Greece, Austria and Italy, an objective of the Greek organising team has been that this second (the first was held last year) 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 EMILYO 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 IDL module, 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.





*“Common Security and Defence Policy” Common Module
Hellenic Air Force Academy
Dekelia Air Base, 15-19 May 2017*



The Hafa Vice Commandant, on behalf of all the cadets and the faculty personnel, welcomed the participants and stated the main objective of the CSDP Common 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.





*“Common Security and Defence Policy” Common Module
Hellenic Air Force Academy
Dekelia Air Base, 15-19 May 2017*



Starting Monday 15/5 and finishing Friday 19/5, the academic lectures took place at this auditorium, while the CSDP simulation exercise was held at different lecture/study rooms in HAFA. 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 ESDC Training Manager, highlighting the main findings and results, once again in the main HAFA auditorium.



To conclude this CSDP Common Module residential phase, the HAFA Commandant awarded the certificates of attendance, provided by the ESDC and signed by the High Representative of the EU for Foreign Affairs and Security Policy and Vice-President of the European Commission (HR/VP), 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 ICES.

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
- One (1) HMoD officer
- One (1) HAFGS officer
- Two (2) EL EU OHQ officers
- Two (2) EEAS officers
- Three (3) “external” speakers originating from the HFEFP, the IRTEA and the Egmont Royal Institute for International Relations

d. The organising team:

The current Course Director of the CSDP Common Module, Major (HE AF) Ilias MAKRIS, 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 EU. In addition, he has followed, the “train-the-trainers” seminar organised by the ESDC in June 2015, and organised the previous CSDP Common Module, held at HAFA on 4-8 April 2016. He, thus, had not only the experience of the CSDP Common Module, but also the technical expertise on CSDP and on the organisation of the international events.

He was supported in his tasks by the HAFA 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 Common Module is included in Annex IV attached hereto.

e. The Participants:



Sixty three (63) trainees coming from the different military institutions and security corps colleges of five (5) Member States (BG, EL, FR, IT, PL), as well as from the NKUA, the PU, the AUEB, the UNIPI and the UNIPE attended the CSDP Common Module and received two (2) 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 49 participants (77,8%) had a military/security background, while 14 of them (22,2%) have been studying social sciences. Finally, out of military/security cadets and officers attending this seminar, 39 students (79,6%) originated from Armed Forces and 10 participants (20,4%) 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 (BG, EL, FR, IT, PL) amounted to approximately 19% (12 out of 63) 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. In comparison with last year's statistics, there was an increase of Greek participants, as well as diversity of the originating institutions, which could be considered as a victory for HAFA. All Greek universities located in Athens were participating, and there was also, for the first time, participation from HOCA, Thessaloniki. On the other hand, the participation of more foreign military institutions (not only from Air Force, but also from Army and Navy) would be a challenge for next year's module.

(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 PA and the FFA. This allowed a concrete exchange of experiences on the challenges faced by officers in their profession and insights on services' interoperability challenges.

(3) Societal dimension of the course:

Fourteen (14) graduate/post-graduate students of the NKUA, the PU, the UNIPI, the AUEB and the UNIPE attended the course, amounting to approximately 22,2% (14 out of 63) 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, four (4) 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



(2) City of Kifisia – Tour



(3) City of Athens (Monastiraki – Acropolis)



(4) Visit to the New Acropolis Museum





4. Academic Aspects of the CSDP Common Module

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

a. The IDL: a self-introduction to CSDP

The HAFA, as it is the practice in the CSDP Common 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/students had to complete this module, opened five (5) 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 AKUs, are proposed to the participants in the CSDP modules. For this specific module the organisers decided to open three (3) 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 Union Global 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;

(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 of 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), 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 Common Module.



The cadets/students 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 and AKU25 tests successively, after as many attempts as necessary, before being granted access to the CSDP Common Module. For the support of the cadets/students in their learning, a series of links towards 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 HAFA for the CSDP Common Module organized between 15-19 May 2017 are presented in the following Table:

CSDP Module Implemented Courses
- The European Union History, Bodies & Institutional framework CSDP achievements
- The EU Global Strategy: Europe, the Great Powers and its Neighbours
- EEAS and Crisis Management Structures/EU CSDP Decision Making Process
- The Military Implications of the EU Global Strategy
- International Humanitarian Law (IHL)-International Law of Armed Conflicts (iLoAC) with emphasis on criminal law aspects
- EU missions and operations: “A comprehensive approach”
- EUMS Structures & Military CSDP Missions and Operations
- EU military capabilities/Rapid Deployment
- Trends in European military capabilities in the face of security challenges in Europe’s Eastern & Southern neighborhoods
- CSDP & Space: “Lessons learned from EU missions operations”
- International Organizations & relations with EU
- European Defence Agency “Promoting defence cooperation in Europe”*
- EL EU OHQ. Who we are, what we do and future perspectives. EU military Operation EUFOR RCA in the frame of CSDP

(*): The course titled «*European Defence Agency “Promoting defence cooperation in Europe”*» was initially scheduled to be performed by Mr. TSIAMIS (EDA) who was finally unable to participate. As a back-up solution, the *IRTEA working group* was extended to one additional hour.



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 and the lecturers as well as 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, that the last year’s request for more lecturers from EU institutions came into effect. The Course Director avoided duplications of contents between the lectures and the quality of the lecturers was unquestioned. Nonetheless, a “pool” of lecturers shall be sustained in order to prevent possible future inconveniences. Ideally, it should be made available to any potential organiser of the CSDP Common Module, bearing in mind that a CSDP-related expertise may be desirable for other Common Modules, or simply for other courses. The alternation of the lecturers from time to time remains also a challenge.

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

The Hafa brought for a third time an interactive compound into the CSDP Common Module, in proposing to the participants to take part into a simulation exercise in the form of a role play, under the title “Crisis Module Scenario”. The preparation of the simulation exercise was performed 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 Hafa in the organisation of simulation exercises on political and strategic affairs, as well as last year’s CSDP Common Module.



The exercise itself was conducted on the fourth day of the module, when the participants had acquired a contextual knowledge of the CSDP topics. The “Crisis Module Scenario” simulation was focused on EEAS Crisis and Response System, and the main task was that the different functions of the Crisis platform to come up with a proposal to manage the emerging crisis. The fictitious scenario involved:

After the failure of the EU-Turkey agreement president Erdogan moved to an unexpected decision by opening the borders between Turkey and Greece allowing the refugees massively flow to the EU territory. At the same time, the tension between Syria and Israel is escalating, after the



latest bombings of Israeli forces to Syria and an armed conflict between the two countries is about to begin.

A total of 4,000 refugees and immigrants arrived in Lesbos and Chios islands, the closest to the Hellenic-Turkish sea borders over the last two days. Of these, 3,150 arrived in Lesbos and 850 in Chios. According to the General Police Directorate of the northern Aegean, as of today, there are a total of 8,600 migrants on the islands, in camps and other structures.

The high amount of incoming refugees and immigrants has forced the Hellenic authorities to request the rapid response of the European Union, since they are not capable of hosting those persons either at the already established Refugee Camps or even to register them as asylum seekers, while many of the refugees do not even have any official documentation.

Moreover, the high increase of flows is directly affecting also Cyprus, where the latest two days more than 2,000 refugees and immigrants crossed illegally the Cypriot borders. The Cypriot government has also requested the rapid response of the EU to this –above all- humanitarian crisis and has requested the cooperation of the Turkish government, calling them to negotiate and reach a common solution with the EU.

Turkey threatens with armed forces intervention, of FRONTEX, NATO or the Greek authorities undertake rescue or relocation mission in its soil.

EUROPOL informs that among the current flows, are suspicions that several ISIS’ terrorists will try to interfere in Central Europe with the purpose of a terrorist attack. What is more, ISIS has officially threatened through social media with mass attacks within the following days in France, Brussels, the Netherlands and Germany.

There is visible threat for EU’s citizens and the refugee’s safety and for a huge social crisis in Europe. Moreover, Member States fear of an upcoming terrorist attack.

The Crisis Platform should come up with a proposal to manage this emerging crisis, within the following 7 hours.

The students were divided into three (3) Groups and ten (10) sub-groups (e.x. European Union Military Staff, Crisis Management and Planning Directorate, Commission, Civilian Planning and Contact Capability, EU Intelligence Analysis Centre, EEAS Executive Secretary General, EEAS Managing Director for Crisis Response) and the simulation tasking was to agree the draft and present it to the Military Erasmus training audience, as well as to the “Managing Director” of the module, who was the tutor.

The tutor 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 “Crisis Module Scenario”.

In addition, the tutor 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 representatives of the cadets/students presented the outcome of their efforts in



*“Common Security and Defence Policy” Common Module
Hellenic Air Force Academy
Dekelia Air Base, 15-19 May 2017*



front of the tutor and the rest of the seminar participants. After that they concluded to a draft proposal which was adopted by all participants.





5. CSDP Common Module Evaluation

The CSDP Common 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 progress along the CSDP Common Module, a test 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 or 5 per question) 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 & 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	Regarding European defence capabilities, the EU needs more (you can choose more than one):
Q6	What are the main current and emerging challenges for European security?
Q7	You have information about enemy combatants hidden in a thickly - wooded 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 Common Module had gained important prior knowledge on CSDP in general, through their successful participation to the IDL (Average of 7.14 correct questions out of 10, corresponding to 71,4%). However, this suggested that, even



"Common Security and Defence Policy" Common Module
Hellenic Air Force Academy
Dekelia Air Base, 15-19 May 2017



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.

STUDENT ID	SCORE (initial test)	SCORE (final test)	difference	STUDENT ID	SCORE (initial test)	SCORE (final test)	difference
S1	7	4	-3	S33	6	6	0
S2	6	5	-1	S34	9	6	-3
S3	8	9	1	S35	9	6	-3
S4	7	9	2	S36	8	9	1
S5	7	8	1	S37	6	8	2
S6	5	8	3	S38	7	7	0
S7	7	8	1	S39	8	10	2
S8	4	6	2	S40	6	10	4
S9	7	8	1	S41	7	9	2
S10	7	9	2	S42	7	6	-1
S11	8	8	0	S43	7	7	0
S12	8	8	0	S44	7	8	1
S13	6	9	3	S45	7	7	0
S14	7	9	2	S46	9	5	-4
S15	8	8	0	S47	8	5	-3
S16	8	9	1	S48	6	7	1
S17	7	9	2	S49	8	7	-1
S18	7	8	1	S50	4	6	2
S19	8	7	-1	S51	7	5	-2
S20	8	7	-1	S52	8	5	-3
S21	8	7	-1	S53	7	5	-2
S22	7	7	0	S54	7	4	-3
S23	6	10	4	S55	8	9	1
S24	7	8	1	S56	8	9	1
S25	5	8	3	S57	8	8	0
S26	8	8	0	S58	7	9	2
S27	7	9	2	S59	7	9	2
S28	6	9	3	S60	7	9	2
S29	7	8	1	S61	7	5	-2
S30	6	10	4	S62	8	7	-1
S31	9	6	-3	S63	8	8	0
S32	7	6	-1	AVERAGE	7.13	7.51	

Explanatory Notes

Student ID: S1 – S63

Score per Student: Number of correct answers per student, out of ten (10) questions.

Average: Average score of participating individual cadets'/students' scores.



The scores obtained during the second completion of the CSDP Questionnaire (Final Results), presented an average of 7.51 correct answers out of 10 questions, corresponding to 75.1%. This demonstrates a slight improvement, which could have been bigger, if 19 out of 65 cadets/students haven't succeeded less correct answers at the final test, in comparison with the initial test. Nevertheless, apart from the overall result, it can be said that a great amount of participants achieved better results (33 in total that stands for 52,4%) during the final test, 11 remained unchanged (17,5%) and 19 students (30,1%) 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.

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 Common 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.

b. "Individual Courses' Evaluation (ICE)"

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 Common 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>High:6</i>	<i>Limited: 1</i> <i>High:6</i>	<i>Inadequate:1</i> <i>Adequate: 6</i>	<i>Low: 1</i> <i>High:6</i>	<i>Low: 1</i> <i>High:6</i>	<i>Cancelled:1</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 ICE 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 all Criteria is also included at the last column of the table, as an overall index of appreciation for each lecture / lecturer.



*“Common Security and Defence Policy” Common Module
Hellenic Air Force Academy
Dekelia Air Base, 15-19 May 2017*



CSDP Course	Overall Interest Level	Course Relevance to CSDP	Individual Course Duration	Quality of presentations / slides / videos	Courses' subject coverage	Individual course should be :	Remarks	AVG 1 to 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		
The EU History: Bodies & Institutional framework, CSDP achievements	4.47	4.96	4.43	3.94	4.71	4.65		4.53
The EUGS: Europe, the Great Powers and its Neighbours	5.14	5.22	4.92	4.61	5.12	5.29		5.05
EEAS and Crisis Management structures/ EU CSDP Decision Making Process	4.98	5.22	4.86	5.12	5.27	5.35		5.13
The military implications of the EUGS	5.02	5.15	4.83	4.54	4.90	5.13		4.93
IHL-ILOAC with emphasis on criminal law aspects	4.90	4.84	4.65	4.02	4.84	4.69		4.66
EU Missions and Operations: "A comprehensive approach"	5.04	5.14	5.04	4.94	5.14	5.23		5.09
EUMS structures & Military CSDP Missions and Operations	4.98	5.29	4.98	4.79	5.08	5.11		5.04
EU Military capabilities/Rapid Deployment	4.92	5.23	4.87	4.71	5.04	4.91		4.95
Trends in European military capabilities in the face of security challenges in Europe's Eastern & Southern neighborhoods	5.29	5.21	5.04	5.19	5.25	5.28		5.21
CSDP & Space " Lesson Learned from the EU missions operations"	3.88	4.15	3.46	3.94	4.35	4.64		4.07
IOs & relations with EU	4.65	4.89	4.78	4.98	5.07	4.93		4.88
IRTEA	4.81	4.86	4.73	4.59	4.89	4.86		4.79
EL EU OHQ: Who we are, what we do and future perspective, "EU Military Operation EUFOR RCA in the frame of CSDP"	4.85	5.19	5.08	5.15	5.21	5.07		5.09

Concerning the overall method used for teaching CSDP, the participants' satisfaction can be judged as almost excellent. Their comments showed that they were overall 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 cadets/students, the following conclusions – suggestions can be drawn:

- Most of the lectures were really relevant to CSDP and were of increased interest to the cadets/students, who considered that the course's subject has been adequately covered.
- 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.



- 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.
- The initial lectures about EU 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.
- A clear request for more interactive presentations was unanimously performed by the participants.
- The combination of civilian and military lecturers and their availability for discussing on CSDP issues was highly appreciated by the participants.
- The participants expressed less interest about the space related topic and requested more information about the connection/cooperation between space and CSDP

c. CSDP simulation exercise.

The comments (oral and written) collected during the CSDP simulation exercise demonstrated that most of the students were satisfied with the level of expertise of the tutor and the work in groups performed. They feel that the given time for the groups to work was satisfactory, as they improve their competences, notably with regard to interpersonal and professional communication. Although, an internet connection was a must for this exercise and students seemed to have a problem connecting to the internet.

The timing of the exercises (fourth day) in the CSDP Common 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. Therefore, the experience was satisfactory.

Last year, the combination of civilian and military tutors was highly appreciated by the participants during their work in groups for the simulation exercise. This year, the presence of a civilian tutor gave a professional expertise in the whole simulation. Nevertheless, a combination of civilian and military tutors might bring the best result. 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 a good practice for the use and usage of the instruments of the EU.

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. Therefore, a presence of a military personnel alongside a civilian tutor might bring the perfect balance.

Consequently, an increased focus on the operational aspects of the CSDP could be suggested, 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 or three “smaller” instead of one “big” exercise, would be the case.
- 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.
- More “diversed” groups is also a challenge (no “national” groups, no group containing more than one cadet/student from the same institution, if possible/applicable).
- WLAN (wifi) or cable internet connection is essential for the success of the simulation and the lack of it was noticed by everyone.

Concluding, taking part to this simulation has been a source of undoubted improvement. The participants 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 Common Module, as they were organised by the HAFA, have met the satisfaction of the cadets/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 Common 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 HAFA, 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 (both in oral and written form, in the margins of the lectures) 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 EU 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.





*“Common Security and Defence Policy” Common Module
Hellenic Air Force Academy
Dekelia Air Base, 15-19 May 2017*



Consequently, international participation, as long as civilian/military engagement remains a key issue for the success of the CSDP Common Module in the context of the EMILYO. As already discussed, despite efforts of the organizers to communicate the event well in advance, it was difficult to meet extensive international and civilian 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 and civilian participation in future CSDP Common Modules.



6. Conclusions – Suggestions

I formed my opinion on the CSDP Common Module, which took place at the HAFA between 15-19 May 2017, by reviewing the CDSP and ICE Questionnaires, as well as through extensive interaction and discussions with the Commander Major General (HE AF) Ioannis Gontikoulis, the Course Director, Major (HE AF) Ilias Makris, the lecturers and the cadets/students before, during and after the completion of the course. The main conclusion is that:

The CSDP module organised by the HAFA 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 nine (9) 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.
- 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 Common 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 Common Module implemented by the Hellenic Air Force Academy was a unique experience, excellent organised.



Annex I
CSDP Course Curriculum

Country Greece	Institution Hellenic Air Force Academy	Module Common Module on CSDP	Amount of ECTS 2
Level All services	Minimum Qualification for Lecturers		
Language English	<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. 		
Prerequisites for international participants <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, AKU 2 and AKU 25). 		Goal of the Module Standardized familiarization of officer students with CSDP with a view to Europeanization of officer training	
Learning outcomes	Knowledge	<ul style="list-style-type: none"> • Europeanization of officer training • Security concepts • History • Institutions • Pillar structures • Achievements • CFSP • CSDP • EU Global 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 Union Global 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	



"Common Security and Defence Policy" Common Module
Hellenic Air Force Academy
Dekelia Air Base, 15-19 May 2017



Annex II
CSDP Course Programme

Monday, 15/5/2017	Tuesday, 16/5/2017	Wednesday, 17/5/2017	Thursday, 18/5/2017	Friday, 19/5/2017
<u>08:30 – 09:30</u> Opening Ceremony Administrative instructions Host speech Presentation of Academy	<u>08:15-10:00</u> The Military Implications of the EU Global Strategy	<u>08:30-10:00</u> EU military capabilities / Rapid Deployment	<u>08:15-10:00</u> Working group	<u>08:15-09:15</u> EL EU OHQ. Who we are, what we do and future perspectives. EU Military Operation EUFOR RCA in the frame of CSDP
<u>9:30-10:00</u> Coffee break	<u>10:00-10:30</u> Coffee break	<u>10:00-10:30</u> Coffee break	<u>10:00-10:30</u> Coffee break	<u>09:30-10:15</u> Future of CSDP
<u>10:00 - 11:30</u> The European Union, History, Bodies & institutional framework CSDP achievements	<u>10:30- 12:00</u> International Humanitarian Law (IHL)- International Law of Armed Conflict (ILoAC) with emphasis on criminal law aspects	<u>10:30- 12:00</u> Trends in European military capabilities in the face of security challenges in Europe's Eastern & Southern neighborhoods	<u>10:30- 12:00</u> Working group	<u>10:30- 11:00</u> Final Test
<u>11:30 - 12:00</u> Entrance test				
<u>12:00-13:00</u> Lunch	<u>12:00-13:00</u> Lunch	<u>12:00-13:00</u> Lunch	<u>12:00-13:00</u> Lunch	<u>11:15-12:00</u> Final Ceremony
<u>13:00-14:30</u> The EU Global Strategy: Europe, the Great Powers and its Neighbours	<u>13:00-14:00</u> EU Missions & Operations "A comprehensive approach"	<u>13:00-14:30</u> CSDP & Space: "Lessons learned from EU missions and operations"	<u>13:00-14:00</u> European Defence Agency "Promoting defence cooperation in Europe" (cancelled)	<u>12:00-</u> Outprocessing according to reported departure time
<u>14:45-16:15</u> EEAS and Crisis Management Structures/EU CSDP Decision Making Process	<u>14:15-15:45</u> EUMS Structures and Military CSDP Mission and Operations	<u>14:45-16:15</u> International Organizations & relations with EU	<u>14:15-15:45</u> Working Group Presentations	





“Common Security and Defence Policy” Common Module
Hellenic Air Force Academy
Dekelia Air Base, 15-19 May 2017



Monday, 15/5/2017	Tuesday, 16/5/2017	Wednesday, 17/5/2017	Thursday, 18/5/2017	Friday, 19/5/2017
<u>16:15-17:00</u> Free time	<u>15:45-17:00</u> Free time	<u>16:15-17:15</u> Free time	<u>16:00-17:00</u> Working Group Presentations	
<u>17:00-18:00</u> Visit to the Hellenic Air Force Museum	<u>17:00-19:30</u> City of Athens (Monastiraki-Acropolis) Tour	<u>17:15-19:30</u> Visit to Acropolis Museum	<u>17:00-19:30</u> Free time in Athens	
<u>18:00-19:30</u> City of Kifisia Tour	<u>19:30-20:30</u> Dinner	<u>19:30-20:30</u> Dinner	<u>19:30-20:30</u> Dinner	
<u>19:30-20:30</u> Dinner	<u>20:30-21:00</u> Free time in Athens	<u>20:30-22:00</u> Free time in Athens	<u>20:30-21:00</u> Free time in Athens	
<u>20:30-21:00</u> Free time in Athens				



Annex III
Example of delivered Certificates





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



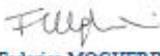
CERTIFICATE

SOTIRIOS PETROU

attended the

Common Module on CSDP

Tatoi, Greece, 15 - 19 May 2017


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



Annex IV

CSDP Common Module Involved Personnel

CSDP Module - Implementing Personnel

(In alphabetical order)

Name	Title	Assignment	Organization
ANEPSIOU Georgios	Colonel (HE AF)	Lecturer	HAFGS
BAKOPOULOS Dimosthenis	Professor	Lecturer	HAFA
BISCOP Sven	Dr.	Lecturer	Egmont Royal Institute for IR
DOKOS Thanos	Dr.	Lecturer	HFEFP
DUBOIS Dirk	Mr.	Head	EEAS/ESDC
KALLES Eletherios	Lt. Colonel (HE A)	Lecturer	EL EU OHQ
KOLOVOS Alexandros	Professor, Brig. General (ret)	Lecturer	HAFA
LAVINE Florent	Lt. Colonel	Lecturer	EEAS/EUMS
MAKRIS Ilias	Major (HE AF)	Course Director, Tutor	HAFA
MORENO Fernando	Colonel	Lecturer	EEAS/CMPD
PAPADAKI Despina	Ms.	Tutor	IRTEA
PETROULAKIS Stavros	Major (HE A)	Lecturer	EL EU OHQ
STRATIKIS Nikolaos	Major (HE AF)	External Evaluator	HMoD
ZAMBAS Symeon	Mr.	Training Manager	EEAS/ESDC
ZAMPAKOLAS Petros	Major (HE A)	Lecturer	HMoD

CSDP Module – Entities of Students' origin

[In Number (no) of participants, decreasing order]

Entity of Students' Origin	Acronym	no of Participants	Nationality
Hellenic Air Force Academy	HAFA	17	EL
Police Academy	PA	5	EL
Hellenic Naval Academy	HNA	5	EL
Fire-Fighting Academy	FFA	5	EL
Hellenic Army Academy	HAA	4	EL
Polish Air Force Academy	PAFA	4	PL
University of Piraeus	UNIPI	4	EL
Bulgarian Military University	BMU	4	BG
National and Kapodistrian University of Athens	NKUA	3	EL
Panteion University	PU	3	EL
French Air Force Academy	FAFA	2	FR
Italian Army Training School	IATS	2	IT
University of Peloponnese	UNIFE	2	AL, EL
Hellenic Officers' Corps Academy	HOCA	1	EL
Athens University of Economics and Business	AUEB	1	EL
Institute of Research and Training on European Affairs	IRTEA	1	EL
Total		63	