Pros and cons
the Bologna process for military higher education in Kazakhstan
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The experience of the European Union

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- Why the Bologna process in the military higher education (MHE)?
- How?
- Some conclusions; what can we learn from these European experiences?
The **basic** education of the officers of the 27 Member States of the EU is always “**higher education**”:

- **University-level** education
- **Names** do not matter: university of defence, defence college, academy, military school, etc.
- Two “pillars”: **academic** and **vocational**
- Usual acceptance: **before the first posting** and at least the Bachelor
Why Bologna in the MHE?

For the European higher education in general:
- **Mobility**, exchanges, benefiting from excellence
- Benchmarking, quality, showing excellence (incl. research)
- Integration of the European higher education: **harmonisation** (formal) without standardisation (of the content, e.g.)
Why Bologna in the MHE?

For the military HE, in particular:
- Historical factor: end of Cold War (no more need for **big manpower**)
- Strategic factor: impossible to **act alone** on international stage
- Tactical factor: modernised **equipments**
- Societal factor: “stupid military”, no **legitimacy**
- Economical factor: **downsizing** the armies (reconversion)
- Political factor: European integration, **CSDP** (no more “purely military” mission)
- “National” factor: preservation of **identity**
Why Bologna in the MHE?

If:
- A military elite must be an intellectual elite, an elite soldier and a strategic actor

Diagram:
- Superior officers
- Young officer
- Troops
- Population
Why Bologna in the MHE?

It:
- Highlights the importance of **academic** (Bachelor in a first place) education for further education and training
- Suggests that MHE must be **open** to and **compatible** with other forms of education (military but also civilian)

Then:
*Bologna process is highly relevant for MHE!*
« How » Bologna in the MHE?

Implemented (from 2001) on a purely voluntary basis by the European MHEIs
- Sometimes in connection or under the guidance of the civilian ministries
- One MS (+2) has not (yet) implemented the BP

Preliminary statement: no obstacle due to military specificity, only “challenges”
« How » Bologna in the MHE?

The different aspects of the BP – observations:
- Cycles: diversity (Ba, Ba+Ma, no Ba-Ma, PhD)
- Recognition of prior education: OK
- Recognition of foreign experiences: trust is difficult to gain, case-by-case
- Credit transfer: Yes (with differences) in academic, ongoing in vocational
- Qualification-based thinking: diversity, ongoing project
Common CSDP module, AFA Spain 2010
« How » Bologna in the MHE?

- Diploma supplement: OK
- Access of foreigners: yes for mobility (also in vocational), full-curricula
- Combined education/training: slowly developing
- **Quality assurance**: internal, external scrutiny (less with cadets participation but civilian or/and international OK) and even some military international review mechanisms!
- Obstacles to mobility: difficult but actual (promotion, e.g.)
Some conclusions:

What can we learn from these experiences by the EU MHEIs?

- Military specificity is not challenged by the BP (harmonisation, not standardisation): preserving military cultures
- Cooperation is easier (international, but also with civilians): benefiting from and sharing excellence (teachers, cadets, managers)
- Bachelor is a key for future learning of an officer (value recognised by other HEs)
Common CSDP module, Portugal, 2009
European MHEIs saw more “challenges” than “cons”...

And these challenges are compensated by the importance of the objective: the access to other sources of knowledge, skills and competences.
Thank you for your attention

Questions? Open fire...
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