



## EUROPEAN EDUCATION AND TRAINING FOR YOUNG OFFICERS

THE EUROPEAN INITIATIVE FOR THE EXCHANGE  
OF YOUNG OFFICERS, INSPIRED BY ERASMUS

WRITTEN BY SYLVAIN PAILE

**Numéro de projet:** 2014.2573

**Titre:** European Education and Training for Young Officers.  
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Version linguistique	Numéro de catalogue	ISBN	DOI
EN	QW-04-14-168-EN-C	978-92-95201-01-9	10.2855/12912

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written by

Sylvain Paile

Brussels, March 2014

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**Imprint:**

Publication of the European Security and Defence College (ESDC)  
ER 02/10, EEAS/ESDC  
1046 Brussels, Belgium

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Photo credits of the front page:  
Air Force Academy of Spain, Austrian Armed Forces/Theresan Military Academy, European Union Naval Force,  
Military Academy of Portugal, Naval School of France

Layout:  
Axel Scala, Armed Forces Printing Centre, Vienna

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Printed and bound by:  
Federal Ministry of Defence and Sports  
Armed Forces Printing Centre, Vienna/Austria  
BMLVS 0763/14



Printed according to the Austrian Ecolabel for printed matter,  
Austrian Federal Ministry of Defence and Sports/  
Armed Forces Printing Centre, UW-Nr. 943

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# FOREWORD



*Hans-Bernhard Weissert*  
*Head of the European Security and Defence College*

In November 2008, the EU Ministers of Defence adopted the European Initiative which is intended to strengthen the interoperability of the armed forces of the EU Member States and to promote a European security and defence culture through an enhancement of the exchange of young officers during the initial phase of their officer training.

Since then many good results have been achieved thanks to the efforts of many Member States and thanks to the successful support provided by the ESDC structures, in particular the Implementation Group. The Initiative is not just about teaching on Europe but focuses on exchange programmes in the context of training and education, thus helping to spread a European security and defence culture among our young officers. Many Member States have fully embraced the added value of the Initiative and more should actively engage so that they too can benefit. The Initiative remains a longer-term project necessitating continued effort, ideally by all Member States.

In my view it has to be seen also in the context of the longer-term objective defined in the Treaty of the European Union, Article 42 of which provides for the Common Security and Defence Policy (CSDP) to include the progressive framing of a common Union defence policy which might lead to a common European defence. Starting efforts in support of this objective at the time of the initial training of our young European officers is an excellent project.

This information booklet is intended to enhance the visibility of this important project, to provide detailed information about the aims, objectives, different work strands and the planned way ahead and about how to engage actively in the implementation.

The second part of the booklet provides guidance on how to engage in conducting specific CSDP-related training activities and shows where interested academies can acquire the necessary expertise and support. The ESDC Secretariat located in Brussels in the premises of the European External Action Service is committed to playing an important role in this regard and can provide in particular those engaging in this endeavour for the first time with the necessary expertise and support to prepare and conduct such training activities successfully.

We are looking forward to your request for support, in particular from newcomers to this Initiative or any other academy already engaged and who are also willing to further enhance their efforts in cooperation with other interested Member States and academies.

Finally, I would like to thank, Mr Sylvain Paile, not only for the elaboration of this information booklet but in particular for his very valuable contributions to the development and implementation of this initiative since the very beginning.

# FOREWORD

*Lieutenant-Colonel Dirk Dubois  
Chair of the Implementation Group  
European Initiative for the Exchange of Young Officers,  
Inspired by Erasmus*



Any advance in human society starts out as a dream. Half a century ago, a handful of European statesmen had the dream of rendering war on the European continent impossible. The result of that dream is the European Union, with all its achievements and shortcomings. One of the ways these statesmen had identified back in the fifties of the previous century was the creation of a single European army. This idea however, was sacrificed on the altar of national hubris.

Still, the decrease of the European continent's relative weight on the world forum forces us to work ever more closely together if we want to be heard. For many people, a single European army is still a bridge too far and for some it is even a threat to other international organisations. Reality nevertheless condemns us to work more closely together than ever before. The decisions on these matters are not so much the realm of the military, they are and should remain the responsibility of our political class. What is our responsibility is to be prepared to work together if and when we are told to do so.

'To be prepared' can be used in two ways: the first sense is that of being ready to do something or in military terms to be trained for a mission. Over the last two decades, military operations have been characterised by multinational expeditionary forces. By definition this means that the number of participants from a single country, especially for smaller ones, in any given operation is reduced. Young officers in the beginning of their careers are more and more out in the

field, working with their colleagues from other countries. For that, they need to know a minimum about how the other person works and thinks. The second meaning of 'to be prepared' is to be willing to work with somebody else. This requires an understanding of the environment in which the young officer is working and therefore on the European level, a good understanding of how the EU works. On the other hand, it also requires a certain level of cultural openness and self-assuredness on behalf of the young officer. The initiative for the exchange of young officers brings an answer to both of these aspects by organising common training opportunities for young officers or in other words by pooling and sharing – to use a buzz word – training opportunities.

Moreover, the initiative also aims at a better integration of the officer's training in the overall European Higher Education Area (EHEA). If the degrees that the different military academies and university deliver to their students, are recognised as equivalent to civilian degrees, it not only makes a military career more attractive for young people, it gives them more flexibility and credibility for a life after their military career.

In short, the European initiative for the exchange of young officers enhances the interoperability of our future military elite from the Member States. The term interoperability is used here not so much in the traditional sense of exchangeable weapon system components, but in the sense of people who are prepared, in both ways described above, to work together on the success of the EU's military operations.

# INTRODUCTION

## **Stressing the benefits and potential of European integration for the education and training of future military officers**

In November 2008, the European young officers' exchange scheme, modelled on Erasmus, was formally launched by the Ministers of Defence of the European Union. Also known as 'the European initiative for the exchange of young officers, inspired by Erasmus', and rather less appropriately as 'the military Erasmus', this initiative marked the European Union's first involvement in the framework of its Common Security and Defence Policy (CSDP) in the education of the Member States' future military officers.

The work of a European military officer is now necessarily and increasingly international in scope. The security and defence of the European Union Member States relies more and more on international cooperation and coordination beyond the confines of national borders. The effectiveness of European security depends on the ability of our future military elites to understand and address common challenges, enhance the interoperability of national responses to potential threats and coordinate military instruments with the civilian ones. Multilateralism is a need and a challenge for modern security, the CSDP is one of the available tools. Accordingly, this European initiative is designed to make young officers in training familiar with the role they are expected to play in a future European common defence.

This is the first initiative within an international organisation to address the basic education and training of officers, i.e. before cadets are commissioned as officers and get their first operational posting in their national armed forces. However, the initiative builds on the foundations of existing basic education and training systems and their institutions and on their respective individual and collective achievements. Indeed, before 2008 some academies used to meet in

individual service forums outside the CSDP context. In addition, the basic education and training of an officer is higher education in almost every European Union Member State, i.e. leading to a university-equivalent diploma, and most European academies have engaged in the Bologna Process with their civilian counterparts. The aim of this Process, launched in 1999, is to formally harmonise the organisation of higher education studies and encourage the emergence of a European Higher Education Area.

In reinforcing European integration through this initiative, the European Union's CSDP and the military higher education sector are engaged in a win-win process. In this process, the CSDP has shown itself to be a worthwhile instrument in creating propitious conditions for the pooling and exchange of European know-how and for giving military education a reputation for excellence. It has done this while preserving the autonomy of the Member States and their individual traditions of military education and training. The active engagement of basic education and training institutes, in turn, feeds into the initiative and thereby paves the way for the emergence of a European security and defence culture in their national armed forces.

This booklet, published five years after the launch of the initiative, is designed to raise awareness of these aspects and to trigger the active engagement of more European stakeholders in the implementation of the initiative.

It will not dwell on the lessons learnt but will describe and explain the factors driving this relationship: what European coordination brings to military education and what training institutes do in turn to further develop integration, and how the future military elites can be familiarised with the CSDP thanks to this European initiative.

# **1 THE EUROPEAN INITIATIVE FOR THE EXCHANGE OF YOUNG OFFICERS, INSPIRED BY ERASMUS**



# THE FOUNDATIONS OF THE INITIATIVE

The initiative is rooted at the 'initial' or 'basic' level of the education and training path, as opposed to the 'advanced' level corresponding to training over the course of an officer's career: 'The officer's training/education starts after recruitment and includes vocational training and academic training up to and including master's degrees (if included in the initial training)' (Council conclusions on the ESDP, *Statement on the European Young Officers Exchange Scheme, Modelled on Erasmus*, Brussels 10 and 11 November 2008).

The basic education and training of a military officer usually has two components: academic education, which provides him or her with theoretical knowledge, and vocational training, which includes military practice, training tailored to the professional environment and physical training. Future military officers in training are called 'students', 'student officers' or 'cadets'. Similarly, the institutes providing basic education and/or training go under different names from one Member State to another: 'academies', 'universities of defence', 'colleges', 'schools', 'training centres', etc. However, a common characteristic of all officers' initial education and training curricula in the European Union is that they provide higher education. All young European officers are recruited for initial education and training after having successfully completed secondary education.

In all Member States that have chosen to add an academic component to their curricula, train-

*... They seek to be recognised as legitimate and dynamic actors of the European Higher Education Area ...*

ing institutions are legally authorised to award diplomas that are equivalent to those delivered by their civilian, university-level counterparts. In awarding diplomas they seek to be recognised as legitimate and dynamic actors of the European Higher Education Area created by the Bologna Process.

The Bologna Process began in 1999 with the signature by 29 European Ministers for Higher Education of a declaration (Joint Declaration of the European Ministers of Education of 19 June 1999) stating their commitment to reform their higher education systems in order to coordinate their policies and create a 'Europe of knowledge'. It contained a first set of measures aimed at harmonising these policies and creating the conditions for a European area in which knowledge in the person of students and academic and scientific personnel could be more easily exchanged and whose quality of education would be recognised and promoted worldwide. The Declaration gradually became a process involving all actors of higher education: ministries, institutions, student unions, etc. Enlarged to embrace many continental European countries since 1999, the Bologna Process has produced a number of actions, including:



Source: Council of the European Union

**Press briefing, Council on External Relations, 10 and 11 November 2008**

- implementation of a system to compare national diplomas;
- implementation of a higher education system based on two main study cycles (bachelor's and master's), plus a third (doctorate);
- use of a credit system, such as the European Credit Accumulation and Transfer System (ECTS), for the recognition of the equivalence of studies;
- promotion of the mobility of students and academic and scientific personnel;
- promotion of co-operation in the field of quality assurance.

Early in the process, the officers' education institutions involved voluntarily decided to implement these measures in their education policies, clearly demonstrating their intention to have the excellence of their education recognised at European level. Most of these institutions, in order to gain 'visibility' on the European educational market, also chose to complete the procedures for taking part in the European Union's Erasmus exchange programme with their civilian counterparts. However, it was

observed prior to the initiative that the institutions felt it was difficult to use the programme in practice and it was never used for exchanges between military institutions (General Secretariat of the Council, *Stocktaking of existing exchanges and exchange programmes of national military officers during their initial education and training*, Brussels, 3 July 2008).

Exchanges of personnel and young officers in basic education and training were already taking place before the initiative; they may even be considered a tradition in the bilateral relations of some European Member States. Besides bilateral mobility projects, there have been efforts to organise the networking of cadets and, first and foremost, the heads of military institutions: the Conference of Superintendents of naval academies, the European Air Force Academies (EUAFAs), and the European Military Academy Commanders' Seminar (EMACS) for the land forces' academies. In these forums there has been extensive discussion about ways of developing exchanges and the importance of creating the necessary con-

ditions for such mobility. Since none of these fora met in a purely 'European Union' configuration, i.e. just CSDP countries, and since NATO did not engage in coordinated action in this field, an initiative to create such a configuration focusing on basic officers' training and education in all services remained a desirable and necessary aim.

Most of the exchanges before 2008 did not involve any proper exchange of knowledge and know-how, indeed, they were limited to courtesy visits of commandants, staff or students. Most mobility events concerned academic education rather than the vocational training because of the perceived differences between training cultures and the lack of any European harmonising measures such as the Bologna Process in this area. Mobility, it was assumed, could be increased by finding ways of developing exchanges in vocational training and transforming all exchanges into real exchanges of knowledge, skills and competences.

*Mobility, it was assumed, could be increased by finding ways of developing exchanges in vocational training and transforming all exchanges into real exchanges of knowledge, skills and competences.*

Member States also lacked confidence in what was done in other States: any education or training abroad was mostly done as an addition and not an alternative to national training. Mutual recognition of the education and training done abroad remained problematic; it was commonplace to consider military education as an area of higher education in which national traditions and programmes were sovereign and took precedence. The initiative aimed first to pool this knowledge, with view to sharing it more easily.



Source: European Union Naval Force (eunavfor.eu)

## European Union Naval Force (EUNAVFOR) Somalia – Operation Atalanta

# THE OBJECTIVES

## EXPECTATIONS

Facilitating exchanges of officers in their initial education between training institutes and between them and their civilian counterparts, like universities, is the primary goal of the European initiative for the exchange of young officers, inspired by Erasmus. Greater mobility is expected to be of direct benefit to all stakeholders in the education and training of future officers.

### At an individual level

It is assumed that the acquisition of new knowledge, both theoretical and practical, will greatly contribute to the professional development and open-mindedness of the future officer. The exchanges will foster the interpersonal

*The trainee is expected to be better able to assimilate the ethics and values which go into building Europe.*

and intercultural skills and competences that come with the experience of a different learning and living environment: the ability to communicate, to use foreign languages, to acquire autonomy in learning, etc. With such experience a trainee is expected to be better able to assimilate the ethics and values which go into building Europe, and both exchange students and the host institution's own students will benefit from the social interaction. The work of scientists, academics and teachers also benefits from interaction with new ways of thinking and doing. For military institutions it is an opportunity to show the excellence of their education, to demonstrate their commitment and to gain visibility in the European Higher Education Area.

*The armed forces will be better able to work with foreign partners and allies.*

### At a political level

Indirect benefits can be expected for the Member States and the European Union. Member States will be able to draw on the know-how of these experts in both CSDP and multilateral contexts. Their armed forces will be better able to work with partners and allies. Finally, the European Union can only benefit from future military leaders' first experience of interoperability, experience which can then be applied in any multilateral operations it may engage in, as these exchanges are likely to be these future leaders' first contact with and training for the realities and challenges of developing the CSDP. The training institutes must prepare their cadets to face these possible configurations in their working environments and to be flexible enough to act efficiently and coherently and to fulfil their roles. The academic and the vocational components of the officers' education have an equal role to play: the academic learning process provides the theoretical tools for understanding a given environment; the vocational training provides the skills and competences required for more practical flexibility. Hence, the exchange of knowledge, skills and competences are keys to preparing the European armed forces for modern security.

*... Contributing to the emergence of European common culture in the field of security and defence ...*

### At a cultural level

Once the exchange students reach strategic positions in their armed forces, a long-term benefit for the European Union and its CSDP would be for the initiative to prove its worth by

contributing to the emergence of a common European culture in the field of security and defence, fostering awareness of a shared single identity and objective.

## MEASURES

The Ministerial Declaration (Council conclusions on the ESDP, Statement on the European Young Officers Exchange Scheme, Modelled on Erasmus, Brussels 10 and 11 November 2008) expressly provides that the initiative should develop interoperability in initial officer training, with due regard for specific national characteristics and traditions. The measures recommended should therefore not be seen as an attempt to standardise curricula, but only as a way of reducing the differences that might impede the mobility of students and teaching staff. Three avenues were singled out for achieving this goal.

*The Declaration recommends developing training modules on the CSDP and international security-related issues ...*

### At European level

The first part of the recommendations deals with measures to be taken at European level. Measures common to both academic and vocational training include comparing the skills required of cadets in national curricula, creating a database containing the curricula of military colleges and offers of and requests for places on exchanges, and identifying obstacles to these exchanges. On the more specifically academic aspects, the Declaration recommends developing training modules on the CSDP and international security-related issues to be made available to military institutions, and facilitating access to internet-based distance learning in order to expand the range of courses offered by the institutions, notably in the field of CSDP





### ***Fight against Piracy – ESDC Course, Brussels 2012***

education. The Declaration also calls for the development of credit transfer systems, such as the ECTS, on the lines of what is offered in academic education, and mechanisms for stimulating exchanges in military vocational training.

#### **At national and institutional levels**

*... Member States are asked to fully recognise the education received in other Member States.*

The second part of the recommendations concerns the Member States and their military institutions. They mainly relate to the implementation of the Bologna Process: Member States are asked to make full use of the instruments and measures offered by the Process and to fully recognise the education received in other Member States. Moreover, they are asked

to encourage the mobility of students and teaching staff and to promote the teaching of foreign languages and the learning of two foreign languages within the institutions.

The third part concerns arrangements for implementation of the initiative and the organisation of short-term developments.

# THE ACTORS

Promoting a European security and defence culture requires the commitment and mobilisation of all the stakeholders. The measures contained in the Ministers' Declaration therefore have to be implemented at both national and European levels, meaning that the roles and responsibilities of the various actors have to be coordinated despite different decision-making processes.

## THE SUPPORT OF THE EUROPEAN SECURITY AND DEFENCE COLLEGE

*The ESDC spreads strategic political/military information on the CFSP and CSDP through training and education.*

Implementation of the initiative at European level is in the hands of the European Security and Defence College (ESDC), which, according to the Ministerial Statement, provides assistance to the Member States in the implementation of the initiative. The ESDC was set up by a

Joint Action in 2005 that has now been replaced by a Council Decision (Council Decision 2013/189/CFSP of 22 April 2013 *establishing a European Security and Defence College (ESDC) and repealing Joint Action 2008/550/CFSP*). The main objective of the ESDC is to provide Member States and EU institutions with knowledgeable personnel able to work effectively on CSDP matters. In pursuing this objective the College makes a major contribution to a better understanding of the CSDP in the overall context of the CFSP and promotion of a 'common European security culture'. The College's activities help to build professional relations, contacts and bridges between civilians and the military at European level, and so promote a cooperative spirit and way of working at all levels.

The ESDC is a network college: a large number of national universities, academies, colleges and institutes contribute to its success. The network members are well-known national civilian and military educational and research institutions in Europe. It also includes the EU Institute for Security Studies in Paris. The College has established its own training concept tailored to personnel in the CSDP field at all levels up to decision makers. Its courses are based on 'standardised curricula' and are thus recognised by the Member



Graphic: Jochen Rehr

ESDC ACTIVITIES IN SUPPORT OF ...				
CSDP in general	Leadership	Policy Fields	Specialised Staff	Concepts/Tools/ Programmes
CSDP High Level Course CSDP Orientation Courses 'Europa Forum' CSDP Common Modules other events	CSDP High Level Course Senior Mission Leaders Course POLAD Courses LEGAD Courses Gender Courses Press, Public Information	Non-Proliferation Space Policy Cyber Security European Armaments Co-operation Anti Piracy Peace Building	Strategic Mission/ Operation Planners Security Sector Reform Capability Development Civilian Crisis Management	Civil-Military Co-ordination Pool of SSR Experts Partnerships in CSDP Exchange Programmes »Erasmus militaire«
Participation of diplomats, police, other civilians and military from Member States and relevant EU Institutions in almost all courses contributes to an efficient implementation of EU's comprehensive approach.				

States and the EU institutions. By applying the basic principle of mixed civilian and military participation in almost all ESDC courses, the College makes a significant contribution to the EU's comprehensive approach to crisis management. The College also develops and produces teaching materials for CSDP training, including the CSDP Handbook. All ESDC training courses are supported by an Internet-based distance learning system (IDL).

A governance structure has been established for the College comprising a Steering Committee, an Executive Academic Board and a Permanent Secretariat and its Head (Council Decision 2013/189/CFSP of 22 April 2013 *establishing a European Security and Defence College (ESDC)*). The Member States pilot the work of the College through the Steering Committee, where representatives meet and regularly assess the College's activities. The member institutes' representatives on the Executive Academic Board pilot and develop the course content. The permanent Secretariat is located in Brussels and embedded in the European External Action Service (EEAS). It implements the decisions taken by the Committee and the Board

and organises the activities of the College. The Executive Academic Board, which lays down academic policy, also meets in a variety of activity-oriented configurations. There is a configuration focusing on training in support of security-sector reform, configurations for the development of IDL instruments and a configuration to implement the European initiative for the exchange of young officers, inspired by Erasmus, the 'Implementation Group'.



**EXECUTIVE ACADEMIC BOARD  
– MAIN TASKS AND CURRENT NETWORKING –**

**WIDER ACADEMIC NETWORK**

including policy makers in the field of training and all types of national and international institutes involved in CSDP-related training

**EXECUTIVE ACADEMIC BOARD**

Representatives from national civilian and military institutes actively engaged in the conduct of ESDC training activities

**Main Tasks of the Board include:**

- implementation of the ESDC training concept through the annual academic programme; overall coordination of all ESDC activities
- certification of all ESDC training activities through the development, systematic evaluation, regular review and revision of course curricula
- certification of course participants
- supervision of the Internet-based Distance Learning (IDL) System
- academic advice to the Steering Committee

**Current Project-Orientated Configurations**

<b>IDL Board</b>	<b>Implementation Group</b>	<b>SSR Board</b>
Development of the IDL System	European Initiative to enhance the exchange of young officers	Particularly supports training of the EU Pool of SSR Experts

*... The ESDC designed the curriculum of a common module on the CSDP ... which it adapted to a cadet audience ...*

*Make the best use of the achievements of European higher education ...*

The 2008 Ministerial Declaration extended the College’s education and training remit to include cadets. It asked the College to make available its IDL system to training institutes providing basic officers’ education and training, to administer and keep updated a database facilitating the comparison of curricula and access to information on exchange capacities, and to act as an instrument for the coordination of the initiative. In addition, as called for in the Declaration, the ESDC designed the curriculum of a common module on the CSDP based on its CSDP Orientation Course, which it adapted to suit a cadet audience and made available to education and training institutes.

In accordance with the Declaration, a working party of representatives of European institutes offering basic education and training for military officers was set up within the framework of the ESDC in order to coordinate the activities of the initiative. It also implements the ministers’ instructions and designs any supplementary measures (*Statement on the European Young Officers Exchange Scheme, Modelled on Erasmus*, Brussels 10 and 11 November 2008). The Implementation Group fulfils these roles. It is also a forum for sharing best practices and experiences concerning exchanges of young officers; the measures it agrees on with impact at Euro-

pean level have to be endorsed by the Steering Committee. Its Chair is assisted by the ESDC Secretariat, and its members are appointed by the participating Member States or Member State institutions involved in the initial training of military officers. The Group meets at least four times a year. In order to achieve the goals of the initiative and to make the best use of the achievements of European higher education in general, the IG can invite representatives from the European Commission or Bologna process structures. Members and experts from participating institutions may, whenever necessary, meet in working groups corresponding to a specific activity of the initiative.

## SUPPORT FROM OTHER EU ACTORS

*'It is here ... that (the officers of tomorrow) must train... for their profession of officer, but it is also here that they must learn their role in the defence of Europe and in the promotion of a fairer world' (Javier Solana, High Representative for the CFSP, Royal Military Academy of Belgium, 2004)*

The initiative also receives support from the European institutions acting in the fields of security and defence and higher education, namely the Council, the Commission and Parliament. It was subsequently referred to in the 2008 report on the implementation of the European Security Strategy as an important contribution to the emergence of a security and defence culture in the European Union (European Council, *Report on the Implementation of the European Security Strategy - Providing Security in a Changing World*, Brussels, 11 December 2008). The High Representative for the Common Foreign and Security Policy also provides support by contributing to the

design of the initiative and regularly reporting to the Council on progress and achievements.

## SUPPORT AT NATIONAL LEVEL

*The military academies ... seek to create a military higher education area ...*

Implementation at national level is primarily the responsibility of the institutes providing basic officer education and training. All institutes may, if they wish, develop their own exchange policy through their education and/or training policies. With the integration of the Bologna Process acquis, while this possibility has been reinforced, the principle of mutual recognition is officially sanctioned. In principle, however, institutes may not be selective in recognising mobility experiences, although in the past their authorities imposed exchanges and conditions for political reasons.

Ministries of Defence still control the academies, formally or informally, since they are the primary customers of the basic education and training they provide. They thus express their needs, their priorities and provide their guidance to the institutes. In Member States where this education is delivered by separate institutions for the different services of the armed forces, the ministry may have a role in coordinating their activities or representing them in relations with third parties. The ministries not only drive the initiative, they are also the authority which endorses the initiative's progress and achievements at national level.

With the implementation of the Bologna Process and the management of Erasmus mobility at national level, the ministries responsible for higher education have acquired an important role in the basic education and training of offic-

ers. With view to achieving the objectives of the initiative, i.e. creating the necessary conditions for unimpeded mobility and making the best use of the existing exchange instruments and programmes, the institutions actively seek the guidance of these ministries. The military

academies, notably by means of the initiative for the exchange of young officers, seek to create a military higher education area and also to integrate it into the greater European Higher Education Area.

## **THE INSTITUTES PROVIDING THE BASIC EDUCATION AND TRAINING OF YOUR OFFICERS NEED THE INITIATIVE, AND THE INITIATIVE NEEDS THE EXPERTISE AND EXPERIENCE OF YOUR INSTITUTIONS.**

The development of the mobility of future military officers and their trainers is supported by the commitment and contributions of the Member States and their military institutions in a bottom-up approach.

### **HOW CAN A NATIONAL ACADEMY CONCRETELY ENGAGE?**

To participate in the initiative, any willing institute may:

1. with the agreement of its national authorities, and after informing the ESDC Secretariat, send representatives to the Implementation Group;
2. appoint a contact person(s) who will join the contact network of the institutions taking part to the initiative, thereby easing direct communication;
3. in general, stay informed and take part to any activity designed and organised in the framework of the initiative;
4. in particular, engage actively in the conduct of common modules, particularly the CSDP Common Module, and inviting cadets/young officers from other Member states to participate (see checklist on page 32-33);
5. propose new ways of achieving the objectives of the initiative.

# IMPLEMENTATION

## FROM 'QUICK WINS' ...

The Implementation Group met for the first time in February 2009 and decided to focus its initial efforts on 'quick wins' with view to developing exchanges between education and training institutions.

A working group worked on the creation of teaching materials for the CSDP module for young officers designed by the ESDC.

In order to exchange information on the different curricula and on the offers of and requests for student and staff mobility, a website ([www.emilyo.eu](http://www.emilyo.eu)) was created. It disseminates data communicated by the Member States and their institutes on their training systems and includes a forum for discussion between members of the different sub-groups. The data it contains are mainly facts and figures obtained from scientific investigations into military higher education in the European States.

*... Facilitate the use of the existing mobility programmes...*

In order to facilitate the use of existing mobility programmes, such as Erasmus, by military educational institutions and to create additional opportunities for short-term exchanges, the Implementation Group has adopted a framework agreement. This model agreement takes into consideration for exchanges between institutes the specific nature of the military, such as discipline, the responsibilities of hosting or the right to carry weapons, and it complements the agreements concluded by partner institutions exchanges. The agreement has been endorsed by several Member States.

Other thematic modules modelled on the CSDP module are proposed by the Implementa-

tion Group to the Member States and their institutes. They last a minimum of one week and are created by the Group or are courses which institutes decided to open to European participation. Modules of interest to cadets are thus proposed on topics such as the law of armed conflict, maritime leadership, peace-support operations and media communication. New modules are regularly introduced.

## ... TO 'LINES OF DEVELOPMENT'

Following in-depth scientific investigations into European military higher education (Sylvain Paile, *European Military Higher Education Stock-taking Report*), the Implementation Group established a new set of 'lines of development' for its efforts to achieve unimpeded mobility. These lines implement or supplement the measures expressly set out in the Ministerial Declaration.

The Implementation Group first emphasised the need to create a system of credits to recognise the outcomes of officers' vocational training exchanges, even though practices differed from one Member State to another or from one institution to another. A working group issued intermediary guidance for such recognition, based on the cadets' workload (Harald Gell, *Users' Guide for Workloads' Calculation of Non-Academic Basic Officer Education*). The long-term aim, however, is to standardise the use of a regular credit system, such as the ECTS, which encourages consideration of training outcomes as a second, additional factor to workload.

Another line of development was to define the qualifications offered by military education and training and their operational implementation in terms of learning outcomes. To allow comparison between the different curricula of potential partners, a common European vocab-



**Meeting of the Implementation Group under the aegis of the Polish Presidency, Warsaw 2011**

ulary to describe the desired results of the basic education and training was needed. This instrument of common understanding will take the form of a sectoral 'basic officers' education and training' qualification framework.

The Implementation Group also announced its intention of converting the database on the initiative's website into an actual platform of information on education systems, institutions and their education and mobility policies. This platform is meant to become an important instrument for the day-to-day development of the exchanges and for information on European military higher education.

In order to promote efforts to remove obstacles to mobility, obtain the maximum political and operational support, and match the supply of and demand for exchanges, the initiative itself needed to be publicised. Steps have been taken to promote the initiative to the public through the media and to target experts and practitioners in the field of the military mobility through specific actions. A newsletter (*Mobility Newsletter*) has been created for distribution to military institutes and a compendium has been

drawn up to provide information on the different military higher education systems that exist in Europe (Sylvain Paile (Ed.), *Europe for the Future Officers, Officers for the Future Europe – Compendium of the European Military Officers Basic Education*).

Working groups also meet and investigate the best use of existing mobility programmes in the European higher education system and what administrative support is needed for the practical implementation of exchanges, within or outside these programmes.

*Common curricula on issues of mutual interest to the European armed forces are being developed ...*

Meanwhile, common curricula on issues of mutual interest to Europe's armed forces are being developed and new teaching materials are continually produced. National institutes also regularly open up, or adapt, their existing learning modules to European participation.

# NEW WAYS OF CONCEIVING BASIC OFFICERS' EDUCATION AND TRAINING

The goal of the initiative is not limited to an expected increase in the number, duration and quality of the exchanges between military institutions. It has helped to profoundly change military higher education, both internally and externally. Its impact, however, will be clearer in the long term. The initiative's contribution to a European security and defence culture will become noticeable as the young trainees of today become the strategists of tomorrow. Nonetheless, some effects of these radical changes are observable in the shorter term.

## RECOGNISING TRAINING ABROAD

*... To reduce duplication of training efforts...*

The initiative encourages changes in attitudes and thinking both within higher education and with regard to the recognition of foreign experiences. In encouraging military higher education institutions to implement the Bologna Process *acquis* and so reduce the duplication of training efforts, the initiative has transformed the perception of cadets' mobility. Mobility traditionally was mainly for purposes of protocol. The national programme was considered to be the only path for educating and training an officer and there was therefore little need to incorporate any international experience outside that programme in the officers' curriculum. Gen-

erally speaking, exchanges were recognised as part of regular education or training only if the content of the national programme and the exchange programme matched. Timetabling and the nature of these programmes considerably limited the possibilities for European exchanges.

By basing itself on the *acquis* of the Bologna Process the initiative requires higher education and training institutions to automatically recognise experience abroad as a contribution to an officer's curriculum in the same way as the national programme, even where they do not fully match. The initiative is based on the assumption that only by recognising that other forms of education and training can give similar learning outcomes and only by introducing flexibility in the way these outcomes are achieved – on the lines of civilian higher education – can training institutions create a military higher education area. The national cultures and traditions will be preserved but the expected outcomes of the curricula need to be clearly defined.

## THE LIFELONG DIMENSION OF OFFICERS' EDUCATION AND TRAINING

The initiative also has an external aspect: military education is considered beyond the confines of officers' basic education and training. While focusing on the cadet level, the initiative promotes the integration of the entire military education, i.e. also at junior and senior officer levels. The education and training of a military





***Sport competition for participants in a European CSDP module***

*The education and training of a military officer ... is a lifelong path ...*

officer is a lifelong path, since in the course of their career junior and, later, senior officers will need training based on their own experience of the profession and their individual physical and intellectual capacities; it must also be tailored to the operational and/or strategic needs of the armed forces. In the course of his or her lifelong apprenticeship, an officer may be mobilised in civilian education as well as within European or international military education environments. European officers must form an intellectual elite whose education is also recognised by civilian society, especially if they join the civilian labour market at a later stage of their career. This can only be done if the entire military education system has the same standards as the

civilian one. The initiative encourages mobility and a form of European integration of military curricula at all levels, beyond the mere limits of the basic training. It has inspired similar education and training initiatives for border police management and judicial police officers.

The basic education and training of an officer is only the first part of a lifelong curriculum. However, it must provide future leaders with the necessary tools for acting in their immediate working environment and carrying out their duties. The Common Security and Defence Policy and, more broadly, European cooperation on defence are an increasingly important part of this environment.

# **2 MAKING FUTURE OFFICERS FAMILIAR WITH DEVELOPMENTS TOWARDS A COMMON EUROPEAN DEFENCE**



# THE CSDP MODULE, A FLAGSHIP ACHIEVEMENT OF THE INITIATIVE

The European initiative for the exchange of young officers, inspired by Erasmus, aims at familiarising future European military elites with their role in the future defence of Europe and the envisaged common European defence. It is thus a tool of the CSDP for spreading knowledge about the CSDP; too few of the cadets were aware of the structures, roles and policies of the European Union, especially in the security and defence areas (General Secretariat of the Council, *Stocktaking of existing exchanges and exchange programmes of national military officers during their initial education and training*, Brussels, 3 July 2008). As called for in the 2008 Ministerial Declaration (Council conclusions on the ESDP, *Statement on the European Young Officers Exchange Scheme, Modelled on Erasmus*, Brussels 10 and 11 November 2008), the creation of a common CSDP module was made a priority.

The ESDC's first step in creating a standard curriculum for the CSDP module was to adapt the curriculum of its Orientation Course to a cadet-level public (European Security and Defence College, *CSDP Common Module 'Standard' Curriculum*, 17 February 2010). It thereby hoped to reproduce the success of its courses, which lies in a mix of making the best use of the academic expertise, contacts and experience of its network members, and bringing to the courses the practical knowledge of specialists from the European institutions working on a day-to-day basis on important CSDP issues. The module it designed proposes an overview of the European Union and its policies

and of the functioning, achievements and future prospects of the CSDP.

As soon as the Implementation Group started meeting it worked on a set of material to support the curriculum and made it available to any institution willing to organise a CSDP module. The curriculum does not prevent potential organisers from adapting the module. Although it can be held over several weeks, a semester or even an academic year, the Member States and their institutions usually run the module in one week. The organisers also remain in principle free to adapt the programme to issues they may feel are relevant for learning about and understanding European defence. Conceptually, the module has gradually evolved in the light of different organisational experiences.

... learn how to act as an officer of the European Union.

As it has evolved, the module not only teaches the participants about the CSDP as a topic but also gives them their first experience of a CSDP environment where they learn how to act as an officer of the European Union. It merges the two fundamental objectives of the initiative: spreading knowledge about the CSDP and creating a European environment for the education and training of future officers. Hence, it is the flagship of the initiative for the exchange of young officers, inspired by Erasmus.

# DEVELOPMENT OF THE CSDP MODULE



Source: Military Academy of Portugal

**Participants in the first CSDP module, Lisbon 2009**

On average, 125 future European officers are trained in the CSDP every year through the common module.

*...‘Learning Europe’... needed to be completed by ‘tasting and smelling Europe’.*

The module was first held in 2009, jointly organised by the three Portuguese academies (army navy and air force). The primary objective of the organisers was for participants to learn about the ESDP/CSDP through a selection of the most relevant topics dealing with its history, functioning and future perspectives. However, they exploited the opportunity of running a module on Europe to make it a ‘European’

seminar that went beyond the passive presence of foreign cadets. ‘Learning Europe’ in their project needed to be completed by ‘tasting and smelling Europe’. The organisers wanted the future military officers to have their first experience of Europe by studying together and living together, namely sharing daily life and interacting in formal and informal social events, as they might be called to do in their later careers in the field. It was observed that European cadets are generally curious about Europe and its defence and that, as regards the format, a one-week configuration was sufficient for creating a European learning environment.

*... Participants ... Gain ownership for their learning ...*



Source: Air Force Academy of Spain

***A ceremony with European cadets during a CSDP module, Spain 2010***

In 2010, under the aegis of the Presidency of the Council of the European Union, the three Spanish academies, army, navy and air force, ran three modules in parallel, stressing the importance of the CSDP for each branch of these armed forces. To enable all participants to take ownership of their learning, the organisers also organised self-learning periods alongside the lectures. Roundtables on EU missions and operations were organised which allowed interaction and debate among the cadets and with the speakers; there were also workshops for just the participants for preparing or debriefing a lecture. It demonstrated that interaction is not only social but also cognitive. In addition, the organisers proposed vocational training time-slots which helped create an esprit de corps among the participants.

The Hellenic Air Force Academy then organised the module, attracting a large number of participants from a number of Member States. The international environment was an asset for the learning process, but proved itself to be

a logistical challenge for the expression of the participants' viewpoints.

The Austrian Military Academy was the first education and training institution to make the module a full and permanent component of the curriculum of its future officers. Its first experience of running the module in 2010 demonstrated the importance of international participation for the desired learning environment and, consequently, the success of the module itself. Since then the module has become a regular part of the Academy's programme and the cadets are expected to show the same level of commitment and achievement in this learning path as for any other course.

The main innovation when the module was run in 2011 in Austria was to foster the students' ownership of the European environment by asking the host cadets not only to accompany their fellow foreign participants in their daily lives at the Academy but also to be individually responsible for the organisation and running of aspects of the seminar—e.g. logistics, organisa-



Source: Austrian Armed Forces/Theresian Military Academy

***A workshop during a CSDP module, Austria 2012***

tion of events, leading syndicate groups – thus becoming organisers themselves.

The main innovation of the 2012 module in Austria was certainly the successful decision to let syndicate groups meet in workshops before the lectures, thus allowing them to explore the topic, its content and challenges together. In this way they acquired an understanding of the topic and formed opinions that were then confronted and debated with the expert invited. This process reinforced ownership as a driving principle of the module.

Most CSDP modules are evaluated externally in order to assess the quality of the European training experience, highlight the lessons learnt and single out best practices for future organisers. An evaluator will usually attend lectures, hold discussions with the stakeholders, make observations in the field and collect data from the participants and the organisers. Inspired by Kirkpatrick's model for the evaluation of training and vocational training modules (Donald L. Kirkpatrick & James D. Kirkpatrick, *Evaluating*

*Training Programs: The Four Levels*, San Francisco: Berrett-Koehler, 1998), four levels are investigated: the satisfaction of the participants, the acquisition of knowledge by taking part in the module, the new knowledge gained by the participants for the work they perform after the module, and the outcomes for the organisation that sent its students to take part in the module.



# DEVELOPMENTS IN THE CSDP MODULE

In the framework of the initiative the CSDP module has served as a laboratory of ideas and its success has inspired other ideas and achievements. Outside the scope of the CSDP itself, many outcomes of this experience have universal value for the students: cultural awareness, greater awareness of their own strengths and skills in managing international concepts, ownership of their learning path, improvements in language knowledge and debating skills, etc.

The implementation of this early initiative thus inspired the creation of new common modules in topics the Member States and their institutions wanted their officers trained in. Common modules on the law of armed conflict, communication in the media, maritime leadership, peace-support operations, just to mention a few, have been designed by the Implementa-

*The CSDP module has served as a laboratory of ideas*

tion Group either on the basis of one institution's or Member State's know-how or a programme that an institution has made available to share. Eventually all these modules are made available to European officers' basic education and training institutes and opened up to European participation. Since the values and know-how disseminated with these topics are generally shared by the EU Member States, they may be seen as bricks in the construction of a European security and defence culture.

However, the most direct outcome of the CSDP module has been the creation of the



*First CSDP Olympiad, Cyprus 2012*

Source: Ministry of Defence of Cyprus



Source: Naval School of France

***Common module on Maritime Leadership, practical exercise 'Opération Espadon', France 2012***

'CSDP Olympiad' module, which was organised for the first time in September 2012 by Cyprus. The Olympiad is designed as a short – three days – series of competitions between selected European cadets to do with European defence in general and the CSDP in particular. As a first challenge, the participants are asked to prepare papers on a topic of importance for the CSDP and, if they score well, are invited to present their work in front of a panel of judges and their fellow cadets during a residential phase. A separate competition is organised on factual knowledge of the CSDP. Another competition is to design the cover of the proceedings' publication.

The CSDP module not only inspired the Olympiad but also helped to define the topics a cadet may be expected to know about. More generally, it inspired the decision to create a European environment for these different mod-

ules, while new ones are regularly developed on the initiative of one or more Member States and enrich the European military higher education.

# THE OUTCOMES OF THE CSDP COMMON TRAINING FOR MILITARY HIGHER EDUCATION



Source: Austrian Armed Forces/Theresian Military Academy

## ***Graduation ceremony after a CSDP module, Austria 2012***

The CSDP module did not only help launch the other common modules designed in the framework of the initiative for the exchange of young officers, inspired by Erasmus. It also constituted an innovation in European military higher education, being one of the first examples of combined training, i.e. a common academic training aimed at a multinational public. Taking the combined vocational exercises which are commonplace for the European armed forces

*The CSDP module ... constitutes an achievement of the European integration.*

as a model, the basic education and training institutes agreed on a set of knowledge, skills and competences needed by a future officer and the means for acquiring them. The CSDP module, and the common modules in general, therefore constitute an achievement of European integration. In turn, an integrated military higher education infused with European values and with a European security and defence culture is the springboard for achieving the common defence provided for in the Treaty on European Union.

This integration is, however, an on-going process. The experience of running the CSDP common module for young officers in basic education and training also reveals the limits of trust between institutes and the resultant challenges for the initiative. Only a few effectively recognise the value for the curriculum of the experience and qualifications gained by their exchange students. Although the outcomes of all the modules are shared and clearly defined and verified, some institutions and Member States are reluctant to attribute the same value to foreign study periods as the training they themselves provide. It is a challenge not only for the CSDP module but for all kinds of combined education or training, and indeed for the whole initiative. The development of exchanges can be successful only if there is a genuine trust between the different actors in the European military higher education area.



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



**CERTIFICATE**

**Mr Marco CIOCCA**

attended the

**Common Security and Defence  
Policy Common Module**

**Torino, 16 - 20 December 2013**

Catherine ASHTON  
High Representative of the Union for  
Foreign Affairs and Security Policy



# A CHECKLIST FOR THE ORGANISATION OF A CSDP MODULE

Based on analysis of various experiences and practices, a checklist for the preparation of a CSDP module has been drawn up.

What to consider?	How?	When?
<b>Information</b>	For any information or support, send inquiries to the ESDC Secretariat (SECRETARIAT-ESDC@eeas.europa.eu), the Implementation Group, European counterparts, etc.	Any time
<b>Planning</b>	When is the best period for organising such a module (in relation to national programmes, international partners' agendas and own events, etc.)?	To be thought about the year before the module
	What are the budgetary implications? Does the budget of the institute allow such event to take place?	
	Is a mobility programme (e.g. Erasmus) expected to fund the organisation of the event (lecturers, participants, etc.)?	February, the year before the module
<b>Announcement</b>	Communicating the intention of organising the event (bilateral or multilateral announcement)?	June, the year before the module
<b>Duration</b>	How long? In one week? Spread over a semester or a year? Combination with other common modules?	More than 4 months before the module
	Budget available?	
<b>Target audience</b>	Academic level of the target public (e.g. bachelor's, master's, etc.)?	
	Number of participants / capacity of the module?	
	International participation: How many? Who? Academic level expected of foreign participants?	
<b>Organising team</b>	Who are the managers/course directors (academics, international relations managers, etc.)? What support can they obtain from the ESDC?	
	Are the responsibilities clearly defined?	
	Level of investment of the host cadets (social activities, learning and living environment, logistics, etc.)?	
<b>Hosting arrangements</b>	Location and internal hosting capacity?	
	Use of international agreements (accommodation, rules, discipline, etc.): Erasmus? Framework Agreement? Ad hoc (e.g. Status Of Forces Agreement)?	
<b>Learning and teaching</b>	How to foster ownership of learning: Lectures? Round tables (with a lecturer)? Workshops (without lecturer)? Other?	
	Relative importance of individual and group work? Composition of the working groups?	
	Prior preparation of questions, cases, scenarios?	
	Interaction in the classroom: Discussion? Debates? Q&A?	
	Use of teaching aids (media)? Will they be provided in advance?	
	Distribution of training material? What support can be obtained by the ESDC?	

What to consider?	How?	When?	
<b>Lecturers</b>	What is the balance between internal and external resources?	More than 4 months before the module	
	Are international viewpoints and cultures represented (e.g. use of the initiative's database for identifying lecturers)?		
	Desired backgrounds (e.g. civilian, military, academic, practitioner) and quality (dynamic pedagogy, level of language, etc.)?		
	Presence of 'key note' speakers - of what level?		
	Involving the lecturers in the preparation of the programme?		
<b>Programme</b>	Does the CSDP module fulfil the internal regulations for an educational module (2 ECTS)?		
	The ESDC 'outline curriculum' as a foundation: which can be topped up (topical issues, national viewpoint, other academic modules, vocational training, etc.); and adapted (sequence, duration of the lectures, etc.).		
	Outside the lecture room (e.g. visits, conferences)?		
	After-class social activities?		
<b>Assessment</b>	Do we want to assess the knowledge, skills and competences acquired?		
	How to assess them (examination)?		
	Assess international participants too?		
	Consequences of failure to test (ECTS, additional diploma, etc.)?		
<b>Completion</b>	Award the ESDC certificate, signed by the High Representative for completion of module?		
	Is an additional diploma delivered by the organising academy?		
	Will the event be promoted with view to full recognition by the sending institutes?		
<b>Side activities</b>	Academic activities: Visits? Conferences?		
	Social activities: Student events? Free time?		
	Vocational activities (e.g. sport, military ceremonies)?		
<b>IDL and the ESDC support</b>	How many IDL Autonomous Knowledge Units provides by the ESDC?	4 months before the module	
	Arrangements made with the ESDC Secretariat for registration (ENLIST system) and follow-up (ILIAS platform)?		
	Have the lecturers taken note of the content of the AKU?		
<b>Invitation of foreign participants</b>	Level of the invitation (ministerial, military staff, institutions' points of contact)?		
	Communicating the conditions to partner institutions (e.g. through the Mobility Newsletter)?		
	Clear deadlines for registering for the course? For registering for the IDL?		
	Clear responsibilities for travel arrangements and costs?		
	Availability of a network of points of contact for direct communication?		
<b>Logistics</b>	Effective availability of accommodation, rooms, training material, etc.?		2 months before the module
	Transportation arrangements for the various activities?		
<b>Evaluation</b>	Internal evaluation of the running of the CSDP module planned?		4 months before the module
	External evaluation?		
	How to distribute the results of the evaluations?		

# FOR MORE INFORMATION

## WEBSITES

- European Security and Defence College: [www.eeas.europa.eu/esdc](http://www.eeas.europa.eu/esdc)
- European initiative for the exchange of young officers, inspired by Erasmus: [www.emilyo.eu/](http://www.emilyo.eu/)

## DOCUMENTS

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- Mobility Newsletter (Four issues per year, available: [www.emilyo.eu/](http://www.emilyo.eu/))
- CSDP modules evaluation reports (available: [www.emilyo.eu/](http://www.emilyo.eu/))
  - Sylvain Paile, **Common Security and Defence Policy Modules 2012 - External Evaluation Report**, Armis et Litteris 28, Austrian Armed Forces/Theresan Military Academy, Wiener Neustadt, 2013, 80p.
  - Sylvain Paile, **Common Security and Defence Policy Modules 2011 External Evaluation Report**, Armis et Litteris 27, Austrian Armed Forces/Theresan Military Academy, Wiener Neustadt, 2012, 79p.
  - Hellenic Air Force Academy, External Evaluation Hellenic Common Security and Defence Policy Seminar, November 2010, 19p.
  - Sylvain Paile, **External Evaluation Report Über Die Common Security and Defence Policy Modules**, Armis et Litteris 25, Austrian Armed Forces, Theresan Military Academy, Wiener Neustadt, 2011, 69p.
  - Sylvain Paile, **Common Security and Defence Policy Modules – Spain 1-5 March 2010 – External Evaluation Report**, April 2010, 48p.
  - Sylvain Paile, **External evaluation of the Lisbon European Security and Defence Seminar**, September 2009, 36p.



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European Initiative for the exchange of young officers inspired by Erasmus ('military Erasmus') and published several forefront studies in this area, such as the *European Military Higher Education Stocktaking Report* (Council of the EU, DG F Press, 2010) and the *Compendium of the European Military Officers Basic Education* (Ministry of Defence of the Republic of Poland, 2011).