

Presidencia Española *eu* 2010.es



Academia General del Aire
San Javier



MINISTERIO
DE DEFENSA



Common Security and Defence Policy Modules *Spain, 1-5 March 2010*

External evaluation report

Sylvain Paile
European Studies Unit, University of Liege



Acknowledgement:

The author thanks the Spanish Ministry of Defence, the Army Academy of Zaragoza, the Naval Academy of Marin, the Air Force Academy of Murcia, the European Security and Defence College and the organising team of the seminars.

More particularly, the author thanks the members of the evaluation team which have been the witnesses of their success and the critical eyes on the field:

Captain (Navy) Jose Maria Verdial Fernandez, Major (Army) Juan Jesus Pavon Coton, Major (MoD) Juan Luis Zarate, Captain (Air Force) Juan M. Chomon Perez, Lt-Col (Army) Francisco José Andrés Carretero, Lt-Cdr (French Navy) Emmanuel Rouve, Major (Air Force) Francisco J. Calleja Pinilla, Major (Air Force) Marcos M. Diez Estévez, Major (Army) Francisco Javier Martin Martinez.

Finally, the author thanks the lecturers which gave him the opportunity to have different but always positive visions on these experiences and Laurence for her patient and helpful review of the text.

Content:

Executive Summary:.....	4
The organising team: centralising for efficiency.....	9
The programmes and target audiences.....	12
The IDL module: a first step into CSDP.....	18
The residential module: learning Europe, being European.....	23
The acquisition of technical qualifications connected to CSDP.....	23
<i>Acquiring knowledge</i>	23
<i>Acquiring necessary qualifications for future CSDP actors</i>	30
Living in a European environment.....	32
General lessons learnt.....	35
Sustainability of the seminars on a long term.....	38
Conclusions:.....	40
Annex One: The programmes of the three residential modules.....	41
Annex Two: the CSDP knowledge evaluation questionnaire.....	44
References:.....	48

Executive Summary:

In the context of the European initiative for the exchange of young officers in their initial education, inspired by Erasmus, the EU Member States want to promote a European culture of security and defence during the first education and training of the future national military elites. As a first and concrete step in this direction, the Implementation Group of the Initiative established within the European Security and Defence College (ESDC), with the support of the Secretariat of the ESDC, prepared training modules to be addressed to the cadets and aimed at introducing them to the concepts, mechanisms and challenges of the Common Security and Defence Policy (CSDP). During the first semester 2010, the Spanish EU Presidency decided to follow an earlier Portuguese initiative taken in autumn 2009 in organising such modules in the three Spanish military academies and inviting cadets from all the Member States to take part in this training and share their lifestyles, cultures and opinions about the CSDP in a European environment.

86 trainees coming from the military institutions of 14 Member States accepted this invitation. In order to obtain ECTS credits that can be recognised in their home institutions as a part of their curriculum, the participants had to complete the two stages of a learning path defined by the organising team composed of members of the three hosting academies. First, they had to go through the high standards content of an internet-distance learning module made available by the ESDC. This phase was successfully completed by a majority of the participants, which found in it a relevant and adequate introduction into a topic they were rarely familiar with.

Following the completion of this phase, the cadets met in the three academies according to their armed forces' branch for a one-week residential module, held from 1st to 5th of March 2010. During these modules, the cadets attended lectures and participated in round tables and workshops given by civilian and military scientists, academics and professionals working in the field of the CSDP coming from Spain and other EU Member States. The detailed programme of the module covered the main aspects of the evolution of the CSDP, including the study of its latest missions and operations. However, the provision of knowledge has only been a part of the success. Necessary skills and competence for a future actor in the framework of this policy were also an objective pursued by these seminars because these qualifications, such as the ability to communicate in a foreign language, are meant to sustain the knowledge and curiosity that were enhanced in Spain. Once again, the participants expressed their high level of satisfaction with the form and content of this training and formulated suggestions, notably regarding the interactivity of the lectures, for future organisation of similar seminars.

“Interaction” has not only been the centre of gravity of the CSDP training. It has also been a social reality of the seminars and a major contribution to their success. Participants were invited to Spain to share their lives and cultures with other nationals. Finally, they reported unanimously that they very much enjoyed Spain and Europe with friends.

As a global conclusion, then, it can be stated that the seminars organised by Spain not only attained a high level of satisfaction but also reached their objectives of spreading knowledge of the CSDP and conscience of the European constructive diversity. In the context of the initiative for the exchange of young officers, this

success is undoubtedly a good step towards more ambitious achievements in the future. Member States and their institutions should continue to organise similar seminars in order to give the opportunity to a larger number of military students to become efficient actors within the European Union in general and its Common Security and Defence Policy in particular.

Introduction:

Multilateralism is a key word for the action of the modern European armed forces. As the threats become global, the answer of the European Union progressively becomes global too. The profession of military officer is now, by essence, one of the most international. It requires not only an understanding of the complexity of the operation's field but also a mutual respect between the partners in the mission. Therefore, in the context of the European Union, the Common Security and Defence Policy (CSDP) represents not only a search for efficiency but also an incentive in the search for a common European identity. These two aspects made 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 of the CSDP.

In a political declaration of November 10th 2008, the 27 Ministers of Defence of the European Union agreed on the shapes of an initiative for the exchanges of young officers in the course of their initial education, inspired by Erasmus¹. An implementation group was tasked to define the main actions to be taken by the responsible institutions for the education and training of the future military elites. In the context of an ever-developing CSDP, this group started to work on the definition of the main axis of this Europeanization of the military higher education with the particular objective of stimulating a common culture of security and defence proper to insure the continuation of the progress made. Two main directions were particularly emphasized: the education and training of the young officers to the CSDP and the provision of a European environment in the different aspects of the initial education and training. There is however a third line for action that has been progressively developed by the group, which is intended to combine these two aspects: the common training of European military students² to the concepts of the CSDP. As soon as December 2008, the European Security and Defence College had prepared a version of its *Orientation Course* adapted to a cadets' audience. The Implementation group of the Initiative, which started to work at the beginning of 2009, prepared the needed material for allowing the willing institutions to use it in the organisation of their own CSDP modules.

Such training already took place in the past, notably under the aegis of French military schools³ but their impact on students, due to a short duration of the seminars, might have been limited. As a first remarkable realisation of the Initiative, the Ministry of Defence of Portugal and the three military academies of Navy, Army and Air Force organised the first one-week seminar entirely dedicated to the learning of the European Security and Defence Policy (ESDP/CSDP) in September 2009. In order to provide also an adequate learning environment, Portugal convened military students from all European Union Member States to participate to this training and share their views on the CSDP with their Portuguese counterparts. The forthcoming EU Spanish Presidency, on the basis of this first success and the lessons learnt from the Portuguese precedent, declared its intention to organise similar events in Spain in March 2010. However, the Spanish project was ambitious in the sense that three

¹ Hereafter called the "Initiative".

² Hereafter called "students", "cadets" or "trainees".

³ Saint-Cyr Schools (France) in December 2008 (1 day) and, regularly, in the Brest Naval School (France) for the "European Day" (1 day).

seminars were to be held in the same week in parallel with the three military academies of Army, Navy and Air Force. With the support of the European Security and Defence College, the Spanish academies then started to prepare the organisation of this module. First the possibility to get an introductory overview of the ESDP through the completion of an internet-distance learning module, using the instruments of the ESDC, was offered to the cadets. Then, they were invited to come to one of the organising academies for the residential part of the seminar following predefined programmes⁴.

In order to insure the quality of the training to be provided with regard to the general objectives defined by the Initiative, the Spanish Ministry of Defence and the military academies asked the ESDC support for an external evaluation of the conduct of the seminars, which is hereby provided in collaboration with the European Studies Unit of the University of Liege. The evaluation was conducted by a team composed of the external evaluator and personnel from the academies attending the lectures on the field and, more generally, witnessing the life of the seminars. Therefore, the evaluation was based on observations from the field and the collection of data from the participating cadets and the organisers themselves. The method that was used for collecting the insights is inspired by the Kirkpatrick's model for the evaluation of training and professional modules⁵, followed by the ESDC for the evaluation of its activities, and its four stages:

- Evaluation of the satisfaction of the participants (level 1 subjective outcomes);
- Evaluation of the acquisition of knowledge through the taking part to the module (level 2 objective differential between similar general knowledge questionnaires administered before and after the seminar);
- Evaluation of the outcomes of the new *acquis* regarding the work performed by the participants after the module (level 3);
- And the evaluation of the outcomes for the organisation that required from its human resource to undertake the training (level 4)⁶.

Using this method, and on the basis of questionnaires prepared by the evaluators and the organisers, satisfaction assessments were made. They represent an important part of the observations presented in this present report. Furthermore, following the chronological logic of this unique initiative, teachings from this experience were drawn with the objective of providing resources for future organisers of similar seminars for young officers. As already mentioned, it was not the first time CSDP seminars were organised for cadets. However, this report is, in no way intended to strictly compare the respective strengths and weaknesses of the different experiences. The configuration chosen by the Spanish organising team for the seminars, held from 1st to 5th of March 2010, is original through many aspects. Therefore, even if lessons learnt from previous experience will be taken into due consideration, the main object of this evaluation is to highlight the quality of these choices. Indeed, these seminars issue their own lessons and will become, for possible future organisations, a precedent. Furthermore, in the broader context of the Initiative, other seminars on different topics of interest for the European cadets will be

⁴ The programmes of the residential modules are attached in annex 1 to this report.

⁵ Donald L. Kirkpatrick & James D. Kirkpatrick, *Evaluating Training Programs: The Four Levels*, San Francisco: Berrett-Koehler, 1998.

⁶ The level 4 investigations will be conducted later in the academic year in order, for the sending institutions, to be able to measure the impact of the seminars.

soon organised. Some of the lessons learnt from this Spanish experience, when relevant, can possibly be used as a source for inspiration for the Member States or their educational institutions which would be willing to organise these training.

The organising team: centralising for efficiency

The three Spanish CSDP seminars proposed to European cadets are first the fruit of a political impulse from the Spanish EU Presidency in the first semester of 2010. Spain has, from the beginning of the Initiative, strongly supported the European approach for dealing with the obstacles to training officers' mobility⁷. As a consequence, it wanted to bring another stone to the building by giving the possibility to a large number of European cadets to become more familiar with their potential field of action. At the time when the pilot seminar was held in Lisbon, the forthcoming Spanish EU Presidency already thought about the organisation of this round of seminars with similar purposes in Spain and it could naturally benefit from the lessons learnt from this first Portuguese experience. According to the calendar of the Presidency, invitation letters to these seminars were sent to the European military educational institutions as soon as the first semester of the academic year 2009-2010 in order to allow them to identify interested students. 14 Member States answered positively to this invitation.

As the Presidency became effective in January 2010, the Spanish Ministry of Defence launched the preparation phase of the seminars. Three referents from each military academy were appointed to become part of the *ad hoc* organising team within the structure of the General Direction for Military Education (DIGEREM) in Madrid. The creation of a specific team dedicated to this task had many advantages with regard to the Spanish chain of command. Firstly, it allowed the team to share the work in the organisation of logistics needed by the seminars taking place the same week in three different locations of the country. Secondly, from a pedagogical point of view, it allowed the organising team to have a direct interface, while working in the same office, when discussing the programmes to be established for the seminars and to harmonise somewhat their views on the learning objectives and means. Thirdly, it is worth to mention that this coordination allowed increasing the diplomatic visibility of the seminars. The defence attachés of the EU Member States were informed about the three seminars and their objectives, through one channel only (instead of three) and closely associated to the organisation. Finally, from an administrative point of view, it rationalised the organisation of the seminars as being the object of only one "contact office" and avoided going through three different chains of command (one per armed force's branch) in parallel for a same object. Besides, the Ministry of Defence provided the support of communication services for the definition of a strategy of communication with media, notably, and sent protocol officers to some of the academies for welcoming the personalities and help in the running of the seminars. Centralising the organisation of the seminars for each institute in Madrid proved, at the end, to be very efficient.

Nevertheless, as a natural assumption, the hosting military academies were not excluded from the organisation process. The appointed points of contacts in Madrid were indeed in constant liaison with the academies and their Commandants for the implementation on the ground and provided them with guidance. The

⁷ See for example of the support from the Congreso de los Diputados (Spanish Parliament): *Boletín oficial de las Cortes Generales, Congreso de los Diputados* (IX Legislatura, Num. 303, 3 December 2009, p.10).

realisation of the seminars, notably with regard to the learning environment, is a major realisation of the Zaragoza (Army), Marin (Navy) and Murcia (Air Force) Academies. However, due to the current state of the reforms of military education in Spain, currently standing in a phase of implementation of the Bologna process, it must be said that the award of European Credit Transfer Systems (ECTS)⁸ to the participants for the completion of the seminar might have been problematic. The three military academies are not yet fully accredited with the Bologna process and do not yet fully deliver ECTS to their own students. As a consequence, the organising team decided to indicate only, in the diploma supplement, that the level of qualifications reached by the participation to the seminars can be considered as equivalent to 3 ECTS: 1,5 credit for the completion of the IDL part and 1,5 credits for the completion of the residential one. Therefore, it is expected that the sending institutions, in spite of being bound by a decision of a foreign counterpart, will recognise this training in the curricula of their participants with this amount of ECTS.

Support came also from across the borders. In each of the European military academy that positively replied to the Spanish invitation, an informal point of contact was consulted for all logistical matters related to the transfer of the participants. In some cases, he or she was also an invited lecturer but the role of this point of contact, generally, was not to support the seminars pedagogically.

Finally, in connection with the Implementation group of the Initiative, the European Security and Defence College - its Secretariat, Academic Board and Steering Committee - brought its full support to the organisation of these seminars in providing its internet-distance learning module (IDL), advice regarding the learning programmes, which are inspired by the adaptation of the ESDC Orientation Course for this specific audience, and communication channels.

From this quick description of the organising team and their main supports, the question might be asked whether the organisation of such seminars addressed to cadets could not be improved by a more “bottom-up” approach. In the Spanish case, as it was also for the Portuguese pilot seminar in 2009, the impulse to the organisation of the CSDP seminars was political. The calendars, also, were politically driven in a first place. The schools have the main responsibility in implementing this impulse, in translating it into facts, although they are expected to take the lead on the enhancement of European mobility in the context of the Initiative for the exchange of young officers. From the observations we made in this first part, we may state that it is not an obstacle to the rise of a European area of mobility for the future military elites, on the contrary. The solution of an organising team working from the MoD structures – sort of top-down approach, eventually – has undoubtedly been a condition for success, together with some sense of improvisation from the members of the team, of the organisation regarding the tight deadlines it was assigned to⁹. Furthermore, educational institutes generally face important constraints when looking for space in their schedules for implementing new teachings. In Spain, more specifically, the implementation of the Bologna process and its waves of reforms come in addition to these challenges. Besides, the tight budgets allocated to the

⁸ The credit transfer and accumulation system at the basis of the ECTS allows recognising the equivalence of a learning experience abroad for a higher education institution that exchanged a student.

⁹ They started to work as a team only a month before the arrival of the cadets in Spain.

schools make an institution's initiative unlikely. Therefore, these political support and impulse are necessary for the realisation of the outcomes of the Initiative. They are even desirable because they create the future needs in terms of CSDP training to cadets. The successes of the first seminars, made possible by the political support, sustain the possibility that this training become part of all European cadets' curricula on the long term.

The programmes and target audiences

Before entering the subject of the conduct of the seminar, it is necessary to introduce elements of the context, such as the programmes, the pedagogical contributors and the audience, which are the specificities of the Spanish experience and are likely to clarify observations that will be made along this report.

As was already stated earlier, the Spanish experience was very ambitious in the way that three seminars should be conducted in three different locations, geographically far from each other, during the same week. The programmes and lecture resources could not be duplicated. Therefore, three different learning programmes, sensibly different from what was followed in Lisbon previously, were set. They each gave a particular colour to the experience.

The core of the programme was common to the three seminars. It is the model of CSDP module as it was adapted by the ESDC from its own Orientation Course, which has been given since the creation of the ESDC in 2005. The core themes proposed were:

- EU history and institutions;
- EU in the world, geopolitical characterisation;
- European Security Strategy;
- ESDP/CSDP institutional framework;
- CSDP decision-making process;
- CSDP capabilities (possibly including civilian capabilities);
- Capabilities development;
- EU neighbourhood policy;
- CSDP missions and operations;
- EU partners (UN, NATO, etc.);
- ESDP/CSDP and the Lisbon treaty;
- Future developments of CSDP.

In addition to this list, the Spanish organisation team, acting in the context of the EU Presidency, decided to propose in all its residential modules a last teaching about Spain and the CSDP, inspired by the success of the “*Portugal and the ESDP*” theme proposed in Lisbon. This model of programme was chronologically followed in Army and Air Force academies, but in the Naval academy the organisation switched the learning units “*EU neighbourhood policy*” with “*EU in the world: geopolitical characterisation*”. Although it could be a surprise at first sight, it makes also sense in the way that the neighbouring policy of the EU is not primarily a military matter and it may then be given also within a EU generalities “package”, on the one hand. On the other hand, geopolitical characterisation can also be useful to students when given just before the presentation of the missions and operations.

However, the specificities of the Spanish experiences do not stop at this point. The organisation team took into account the success and lessons learnt from the Portuguese precedent. In Lisbon, lectures were ended by discussions with the students, with time dedicated to Q&A sessions. At the Naval and Air Force academies, the organisation decided to present the EU missions and operations through a round table lasting for a whole morning. The round table configuration was intended to push forward the interaction of the students with the topics discussed and

with the speakers, as the participants to the Lisbon seminar formulated the wish¹⁰. Furthermore, at the Air Force Academy the organisation added as a social event after the lecturing sessions a sport activities evening which is proper to enhance a vocational cohesion in the group of participants and favour the creation of an *esprit de corps*. Finally, at the Army academy, other means were chosen for enhancing greater interaction between the participants themselves and foster their personal thinking: workshops. Three workshops were organised in the programme: one about the European Security Strategy, one about CSDP capabilities (including development process) and one about the EU values. The latter one was organised before the sessions on the future of the CSDP. Taking the example of the European Security Strategy workshop, it was divided into stages. First, after they have completed the IDL autonomous knowledge unit on the Strategy and a week before their arrival in Spain, the students were invited to read texts about the EU and the Strategy and to go through their own national strategies. In Zaragoza, a lecturer presented a comparison between the ESS and the National Security Strategy of the United-States of America, as an example. Then, the students interacted in small groups on the basis of a list of guiding questions concerning the ESS and they were invited to think about ways to build a European strategic culture. Finally, the groups met and presented their views before debating them with their colleagues. This option chosen for the Army academy not only favours the discussion among the participants but also stimulate groups' debates, as the participants to the Lisbon seminar stressed the need. In addition to these pedagogical initiatives, the Army academy also proposed two physical training slots in the course of the seminar, which reinforce the military dimension of the seminar and undoubtedly contribute to the social cohesion of the seminars¹¹. Therefore, two main originalities – the search for a greater implication of the participants in the academic process and the first elements of a cohesion from a vocational aspect - must be taken into due account when the outcomes of the seminars will be analysed.

For having completed one of these programmes, the Spanish organisation team agreed to award 1,5 ECTS to the participants. They based their calculation of the number of ECTS on the criterion usually used in the context of the Bologna process, *i.e.* an amount of 25 to 30 hours of students' workload, including not only contact hours between students and lecturers but also personal work. Besides, the expected outcomes for the students, which are the second criterion for an ECTS estimate, were also taken into account. These two criteria were eventually described in the diploma supplement awarded to the participants by his or her hosting academy, for which the Spanish academies used the model followed by the

¹⁰ Regarding the content of this discussion, it shall be noted that the organisers at the Naval Academy did not limit the debate to the maritime operations. This was only a first half of the discussion. The second one, indeed, focused on the land operations, thus stressing the need for interoperability in the EU forces and suggesting that a maritime mission, to completely achieve its objectives, needs to be continued on land. One example of this idea is the preparation of a mission EUTM Somalia as a continuation of the EUNAVFOR Atalanta mission, to fight on the land the roots of the piracy at sea.

¹¹ At the Naval Academy, slots were not especially reserved for physical training. However, the participants had free access to the training facilities of the Academy.

European higher education institutions in their normal activities¹². Finally, the cadets received a certificate of attendance. It shall be stated, at this point, that no examination of the knowledge was set in order to assess the expected outcomes. In the IDL, as will be developed in the next section, a test conditions the access to the next step of the learning path. No test¹³ conditioned the success or failure to the residential module and consequently the award of the ECTS for the seminar. However, the evaluation investigations that are reported here intend to assess the quality of this learning process.

It is also necessary, in order to give a clear picture of the Spanish seminars, to present briefly the pedagogical contributors to the residential module, *i.e.* the lecturers. Indeed, the backgrounds of the different speakers can help us to understand the comments of the participants. In Spain, a total of 40 lecturers were invited. Among them, some gave several lectures and one gave lectures in two academies. It was undoubtedly a great challenge for the organisers to find three different lecturing teams, because of the geographic distance between the different academies. However, it could benefit from the support of the CESEDEN¹⁴. The breakdown of contributors, for the three seminars, is shown in the table below:

	Militaries	Civilians	Total:
Nationals	21	7	28
Foreigners	7	5	12
Total:	28	12	40

At first glance, it can logically be noted that the share of civilian or foreign lecturers in the total is inferior to the share of military or Spanish lecturers, respectively. It is natural, indeed, and logistically coherent to have more Spanish guest lecturers: they are better known from the organising team, accessible and they represent the face of Spain in a EU Spanish Presidency event. In the same line, the event is addressed to military cadets and the organising team was composed of militaries. Logically again, more military lecturers are found in this table. It shall be stated also that the organisers, when they asked the European educational institutes to designate their participants, also asked for lecturers. However, at this period of the academic year, *i.e.* the beginning of the second semester, the availability of teachers in general has certainly been limited. Due to the profound nature of the CSDP, being an intergovernmental policy, the representation of national security cultures is of fundamental importance in the context of such seminars. In order to support the Member States and institutions that would be willing to organise similar training, it seems necessary to create a European contact base of the lecturers and speakers,

¹² This diploma supplement contains information on the organising institution, the expected learning outcomes, the learning path (both IDL and residential), the learning language, the access requirements and the programme followed by the participants.

¹³ In the evaluation based on Kirkpatrick’s model level 2, questionnaires were drafted by the evaluation team. These questionnaires were meant to assess the general level of knowledge of the cadets regarding CSDP at different step of the learning process. The questions were not related to the content of the lectures but to CSDP in general, even if it could be expected that the lectures would provide the students with the answers, and shall therefore not be considered as a test.

¹⁴ The CESEDEN is a Spanish advanced education institute giving courses about security and defence at a high level. It belongs to the ESDC network of institutions.

allowing quick identification of potential contributors for the organisers. Nevertheless, in Spain, this proportion of two “less accessible” categories of speakers was at the end fairly balanced: about one third of the total for each of them.

We must also note that at the scale of the seminars individually taken, this proportion was more or less respected (between one fourth and one third) regarding the international lecturers. However, the differences were more important concerning civilian lecturers (between one tenth and one half).

Finally, the number of lecturers, taking into account the fact that some of them intervened in several themes, might seem little. In the three residential modules, indeed, the choice was made to invite only one speaker for presenting and discussing the subject with the participants¹⁵. It will be highly interesting to observe the opinion of the participants regarding this formula in the next sections of this report. The risk, indeed, is for the students to have only one opinion expressed and that the topic is not understood if the participants do not understand the pedagogical approach. Finally, in order to avoid possible duplications between the lectures, even though there are thematic, the organising team set upstream mechanisms. It provided the lecturers with the instructions given to the students and the content of the IDL module, in order to help them delimiting the content of their interventions. It also asked the lecturers to provide a summary of their lectures before the residential phase of the seminars in order to make sure there was no duplication with another lecture. If the organisation team had reasons to think that there was a risk, they gave the lecturers the opportunity to discuss between them.

The 86 participants were future officers in their initial training¹⁶ coming from 14 Member States and the three main armed forces’ branches: Army, Navy, Air Force. Even if Spain naturally remains the most represented country, more than half of the participants were “foreigners”. Among these participants, only 7 female cadets were designated by their institutions to take part in this training; which represents less than 10% of the participants.

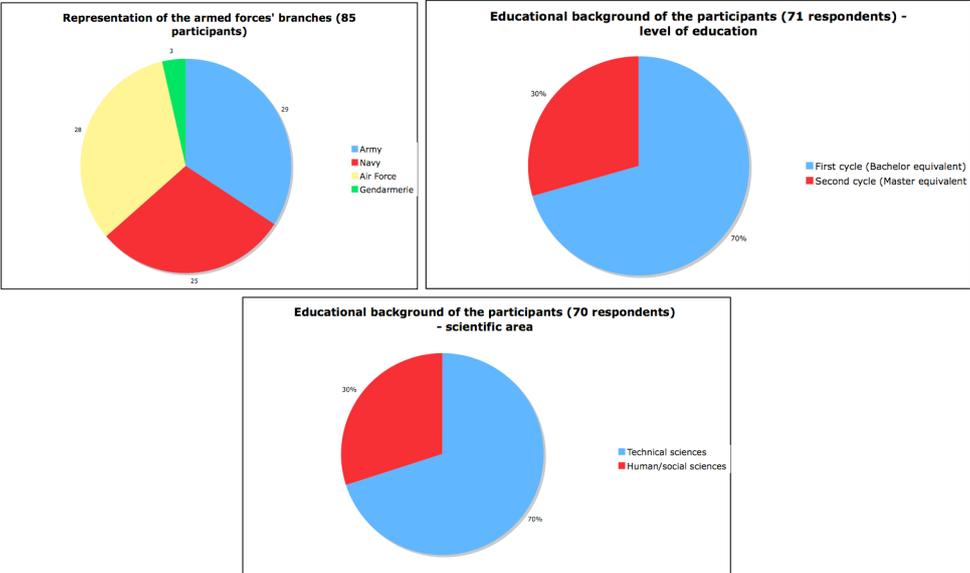
The limited number of countries represented can be explained by the timeframe chosen for the seminars, as already briefly mentioned earlier. The first week of March is, for many institutions, the beginning of the second semester of the academic year and it might be uneasy for the institutions to allow their students out because of intense schedules. In this context, the number of participants and countries represented can be regarded as good.

As illustrated in the graphs below, the diversity of European military higher education was adequately represented in the Spanish seminars. The four main branches of the armed forces were represented and gathered in the corresponding academies in Spain. This fact is important in the way that the seminars thus organised were in position to enhance a real *esprit de corps*: cadets with similar interests and belonging could meet in a specific configuration and experience the daily life of their Spanish

¹⁵ As a point for comparison, several lecturers were invited in the Lisbon pilot seminar for expressing their views, although presenting different aspects of the issue, on a given theme.

¹⁶ Which we will call indifferently “cadets”, “students”, “participants” or “trainees” in this report for easing the reading.

counterparts¹⁷. Regarding the educational background of the participants, it may be observed from the graphs that most of them are following a first cycle (bachelor equivalent) curriculum in their sending institutions, despite the fact that CSDP is a very technical area which would, a priori, require that the students be at least familiar with national policies of defence. However, this majority of first cycle students can be explained by the fact that, in the European Union, military initial education is often equivalent to civilian first cycle. Therefore, these shares of first and second cycle students obey to the European realities. Finally, it was observed that a majority of the participants are students in technical sciences (including engineering) although CSDP is usually a topic for human sciences. This may be explained by the characteristics of the different branches of the armed forces. Traditionally, Navy and Air Force are technical branches in which so-called “hard sciences” are important. This first thought is confirmed by the data of the seminars, individually taken: a majority of participants in Marin and Murcia studies technical sciences although a majority of participant in Zaragoza studies human sciences in their regular curriculum. Therefore, the diversity in the group of participants in the seminars is only the natural representation of the diversity which exists in the European military higher education.

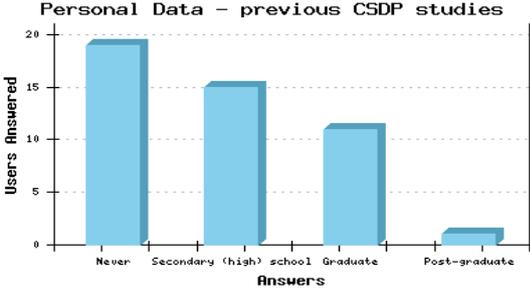
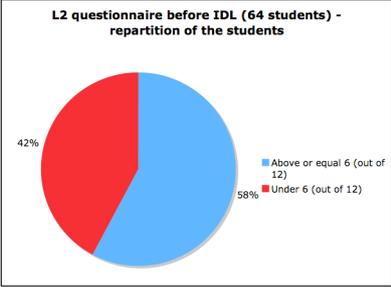


Regarding the general knowledge the participants had about the ESDP/CSDP before starting their learning path, the level can be considered as low at first sight. This topic is globally unknown by most of the cadets in their initial training, as it is asserted from the graph below¹⁸ (right-hand side). Most of them never had any “higher education experience” in learning on these topics. However, the second graph (left-hand side), showing the breakdown of the cadets at the initial level 2 questionnaire with regard to the “half-way” mark of 6 out of 12, suggests that the cadets are already familiar with some ESDP/CSDP issues. The average mark, at this

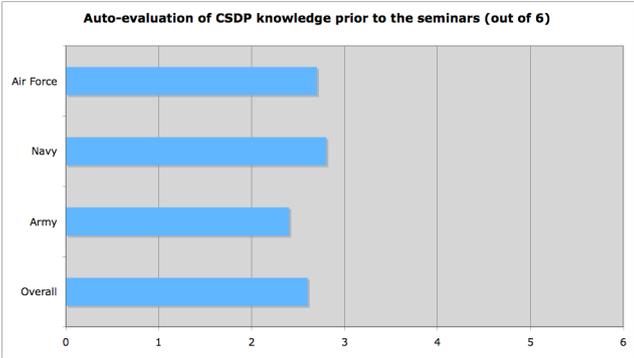
¹⁷ In addition, 3 cadets of the Gendarmerie component took part to the seminars. They were invited to come to the Spanish Army Academy, because of the strong link existing between Army and this component.

¹⁸ This graph is drawn from the answers to the satisfaction questionnaire linked to the IDL part of the seminar.

questionnaire amounted 6 out of 12, which is good and suggests that, despite the lack of academic guidance, they had personal curiosity in ESDP/CSDP issues.



In a general way, the participants themselves estimated that their knowledge in CSDP issues was limited, as shown in the graph below. In their comments, they stressed this reality and mentioned that some of them might have had only a short introduction to CSDP in the course of their studies or that it is a subject proposed by their institutions at a higher level than their own, at master level for example. They also highlighted in their comments the adequacy of the introduction to CSDP by the IDL module proposed in the seminars.



The IDL module: a first step into CSDP

The organisers opted for introducing the cadets to ESDP/CSDP through internet-based distance learning (IDL) study, using the ESDC IDL resource. The IDL preparatory module was made available on an ILIAS Learning Management System administered by the ESDC and provided by the RO National Defence University. As stated, the cadets had to complete this module, opened for three weeks, before their arrival in Spain, as a condition for the award of 1,5 ECTS-equivalent credit and the mention in the diploma supplement. Two sections of the ESDC IDL course, called “Autonomous Knowledge Units” (AKUs), were chosen:

- “History and context of the ESDP development” (AKU1) containing explanations and illustrative documents related to the evolution from the origins of the cooperation (the birth of the WEU, the European co-operation, the shaping of the CFSP) to the developments of the ESDP (foundation and links with the CFSP);
- “European Security Strategy” (AKU2) starting from before the ESS, then going through the adoption of ESS, its content, main characteristics, role and impact, and finishing with the ESS revision prospects.

The AKUs consist in synthetic texts presenting the topic and recommended reading, usually short essential documents, illustrating and explaining a subject area. They were prepared, for a use by the European Security and Defence College in its different activities, in cooperation with highly recognised scientific societies, such as the Geneva Center for Security Policy for AKU1 and the Egmont Institute for International Relations for AKU2. Therefore, it does not belong to this evaluation to review the content of the IDL module of the seminars but only the *bien-fondé* of its contribution as an integral part of the seminars on the CSDP for the European cadets. It should be noted, however, that the content and level of these training materials was specific to ESDC course audiences, different in some respects from the cadets taking part in the CSDP Seminars.

It shall be mentioned, however, that difficulties occurred with regard to the participation or completion of the IDL by some cadets. Out of 88 cadets designated by their Member States and institutions to take part in the seminars, only 73 fully complied with the requirements¹⁹ and completed their IDL module. It seems also that the ENLIST system is not yet totally managed by all the institutions and Member States, which still often resort to other means for registering their participants. Furthermore, the fact that some of them did not achieve the learning path suggests that there is a lack of guidance for those cadets.

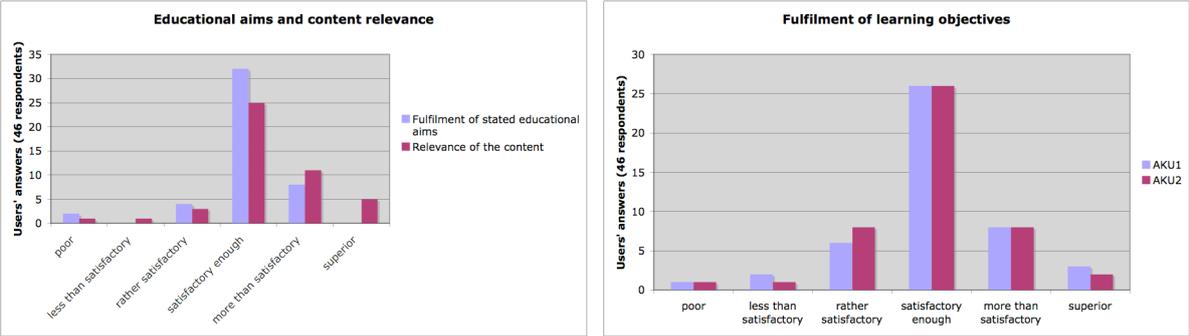
In connection with what was stated earlier about the identification and request for pedagogical contributors to the seminars, it appears that the creation of a contact base of potential lecturers, stating their respective scientific specialisations and availabilities, is highly necessary. It would not only support the organisers in the preparation of the seminars but it would also be a resource for guidance for the students attending the IDL module, in asking teachers which are familiar with the seminars to support and monitor the learning of the participants from their own

¹⁹ 12 did not complete the learning path and 5 did not register on the ILIAS platform.

institutions or Member States, for example. The benefit of such a contact database would supersede the boundaries of the CSDP seminars, because it could support the organisation of any other common module created in the context of the Initiative, such as seminars on humanitarian law and law of armed conflicts.

The cadets went through the AKUs, fulfilling a short knowledge test at the end of each of them, in order to confirm they achieved the learning objectives. The results from these tests will not be made available because they do not give relevant information regarding the evolution of their knowledge. They had to succeed in the AKU1 test, after as many attempts as necessary, before acceding AKU2, and succeed in AKU2 test in order to complete the module. For the support of the cadets in their learning, a CSDP/ESDP knowledge-base (CSDP K-base) containing a collection of documents with CSDP interests²⁰ and a series of links toward relevant institutions or scientific societies' websites were made available on the IDL platform. Moreover, a forum is accessible to the participants if they want to report on technical aspects or communicate on administration, technical support or on the content of the AKUs. It is operated and moderated by the ESDC. After having completed their IDL learning path, the participating cadets were asked to answer a satisfaction questionnaire (level 1 of Kirkpatrick's model of evaluation) distributed by the ESDC.

As shown by the graphs below, the IDL module of the seminars was again a success according to the students. It fulfilled the educational aims the ESDC assigned to it and its content was considered as being highly relevant for the two topics it deals with. Individually also, the two AKUs have been considered as fulfilling their learning objectives. Besides, the participants, for those that resorted to it, expressed their high level of satisfaction with the technical and faculty supports provided on the ILIAS platform.

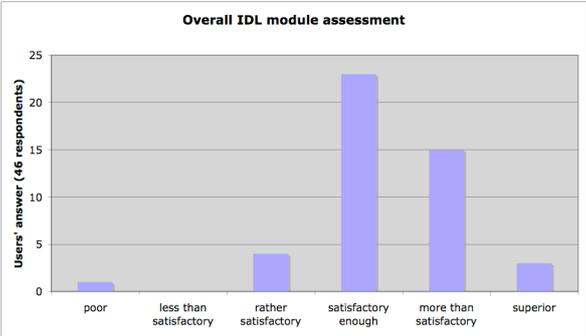


The answers of the participants to the assessment of the content and level of details of the two AKUs demonstrate the same level of satisfaction. When asked about possible improvements of the AKU1, the additional comments made suggest that the information contained in AKU 1 (European history and ESDP context) might be too detailed and should focus more on the CSDP. However, a majority of comments called for more interactivity in this AKU in integrating more media support, such as pictures, videos or summarizing timelines. Regarding AKU 2, the few additional comments provided called for more illustrative examples of the

²⁰ "European history", "Security environment", "Actors and processes", "Operations", "Capabilities". The documents are written texts, spreadsheets, slides, videos, links, or of other nature and can be downloaded by the students.

implementation of the European Security Strategy, notably regarding the position of the Member States *vis-à-vis* the Strategy. The content can be adapted to answer these suggestions but the adaptation shall be a project for academics which are familiar with cadets' audiences, which is not the case in a first place of the two drafters of the AKUs. The contact base this evaluation calls for could be an instrument for triggering this effort of adaptation and the ESDC would be ready to bring its support to this demarche.

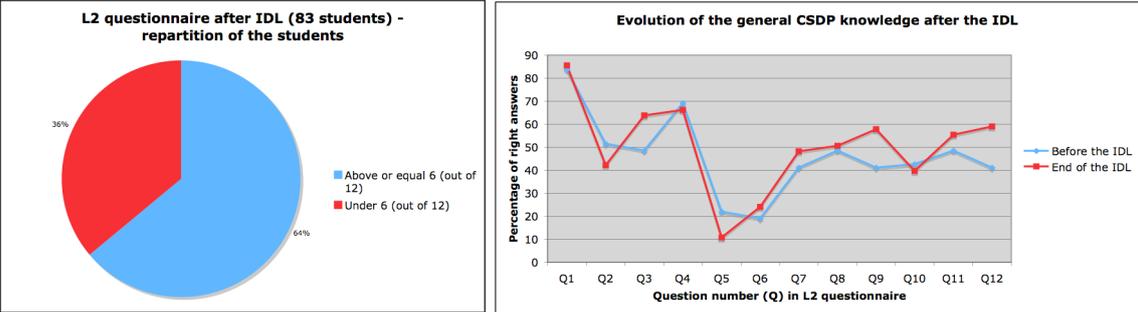
Overall, it seems that the participants consider the IDL phase of the seminars as an excellent introduction to the CSDP and its related issues, as demonstrated by the graph below. The very few comments insisted on the need for illustrating diagrams, in order to clarify and summarize the contents of the AKUs, and suggested that it would require more than three weeks, especially because of the other courses they have to follow in their home institutions. However, if the timeframe chosen for the organisation of the seminar was delicate with regard to the educational schedules of the institutions, there is a need to assure the continuation of the learning process of the participants. To this respect, extending the timeframe of the IDL phase can also be in position to challenge the knowledge acquired by the students which completed the path in the early days of the distance learning.



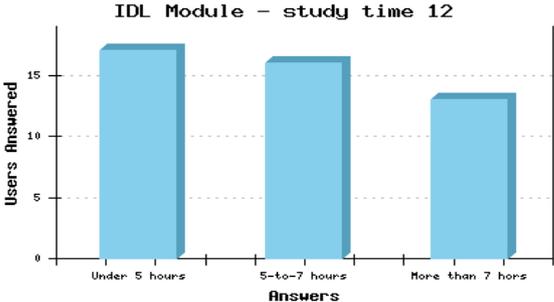
In order to monitor the gains in terms of general CSDP knowledge acquired during the IDL module, a second level 2 (L2) questionnaire was circulated during the first day of the residential part of the seminars and compared to the results at the beginning of the IDL module. The average grade obtained by the participants amounted, again, at around 6 out of 12. However, under this average progress was noted on subjects covered by the IDL content AKU1 and AKU2 (questions 1, 7, 8, 9, and 12). Moreover, it shall be noted that 83 participants took part to this second evaluation instead of 64 for the first round of L2 questionnaires²¹. 19 students did not complete the IDL. This can explain why the average grade did not increase overall as it could be expected. Nonetheless, the repartition under and above the grade of 6 improved, as shown from the graph below (left-hand side). In order to get a picture of the impact of the IDL teaching on the cadets' knowledge, the second graph below (right-hand side) proposes to compare the percentages of right answers to the questions individually taken. Keeping in mind that students having not completed the

²¹ In between the two sessions, the questions remained unchanged but the order was modified in order to prevent any "mechanical" answer. The same was done for the third session.

IDL were, here again, taken into account²² and that only questions 1 and 9²³ could find a direct answer in the IDL content, the results are globally positive.



The IDL experience is methodologically and substantially an important contributor to the acquisition of knowledge related to ESDP/CSDP by the students. It is, from the words of the students, a necessary first introduction to these scientific areas. Adaptations, of course, should be done in order to better fit a cadets' audience, which is specific because generally unfamiliar with these topics, but it has all its importance in the frame of the CSDP seminars. In the frame of the Initiative, the Member States and their institutions shall start collecting information about potential contributors as a "quick win" for these seminars. Finally, a last open question can be formulated from the Spanish experience. Indeed, the completion of the IDL phase was estimated to be equivalent to 1,5 ECTS by the Spanish organising team and the ESDC. However, when asked about the time they spent studying the IDL content and completing the tests, the participants answered as illustrated by the following graph.



If the objective criteria of an estimate of 25 to 30 hours of workload is retained for defining the equivalence of the module in ECTS, it can only be concluded that the reality is far from these expectations. However, awarding separate ECTS-equivalent credits for the completion of the IDL is undoubtedly reinforcing and promoting the necessity of this part of the seminars. The question is thus pending whether or not cutting the number of ECTS given to the IDL but, as a matter of fact, 0,5 credits awarded separately may be difficult to recognise for some institutions. The external evaluator would tend to say that this estimate, due to the fact that the module trains

²² The L2 questionnaires were anonymous. Therefore no distinction could be made between the students which took part to the IDL and those which did not.

²³ The full questionnaire is reproduced in annex 2 of this report. It might be added, also, that answers could be found for questions 7, 8 and 12 through the IDL learning path if students used the tools made available, such as the ESDP K-base, or in following the links they were indicated.

cadets to technical and specific vocabulary but also that it fosters English skills²⁴, may be kept as it was proposed by the Spanish organising team for future similar events using the IDL as a pedagogical tool. The curriculum for the Common Module should in that case be adapted to reflect the number of ECTS as mentioned above, instead of the current 1.5 ECTS.

²⁴ Outcomes, as mentioned earlier, are the second criteria established by the Bologna process for defining the amount of ECTS corresponding to a learning unit.

The residential module: learning Europe, being European.

The residential module of the seminars is not only a second phase of the learning path of the participants with CSDP but is also very specific and symbolic in the sense that it gives the opportunity to cadets to live in a European environment and experience the European cohesion. This second aspect, nevertheless, exceeds the merely symbolic dimension and is undoubtedly supporting the acquisition of qualifications in connection with CSDP.

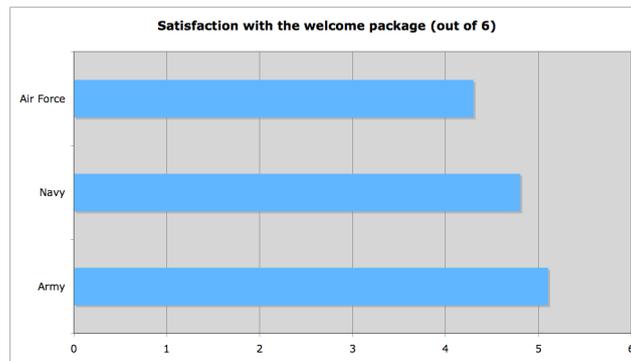
The acquisition of technical qualifications connected to CSDP

Acquiring knowledge

At their arrival in the Spanish academies, the participants received a welcome package containing bags, pencils, notebooks stamped with the logo of the Spanish EU presidency, a DVD on Spanish Defence and folders containing information about their hosting academies, the regions and a map of the surroundings²⁵. As symbolic as may seem at first sight, these elements aim at making the participants comfortable with their environment for the duration of the seminar and are signs of their belonging to a certain temporary “community”. The intention of the organisers was more to make this package a “welcome” package than a “pedagogical” one. Indeed, no additional learning material was given in Marin and Murcia. The organisers thought that further material, such as publications on CSDP, would somehow break the chain of learning of the cadets. They had to “digest” the information contained in the AKUs and they were about to receive again an important mass of information. Therefore, it made sense not to add further reading that could possibly divert the attention of the participants from the lectures.

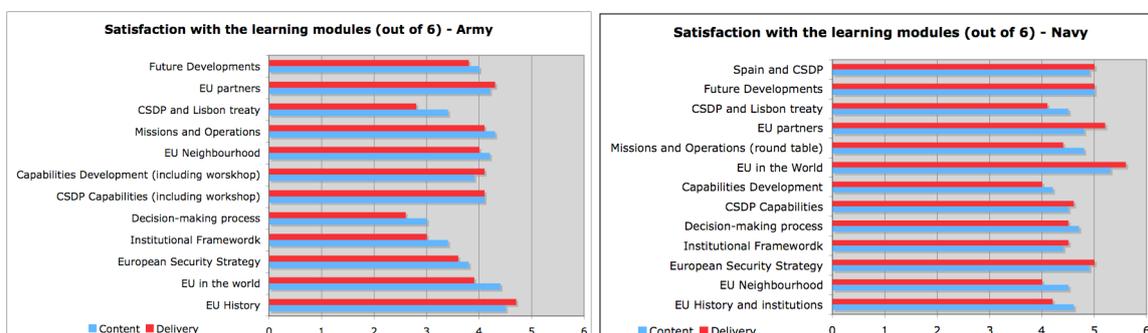
However, at the Army Academy, a booklet was prepared with the summaries of the lectures - provided by the lecturers themselves with advice on complementary reading - to be given during the residential week and parts of the content of two AKUs that were not included in the IDL learning path made available to the students: AKU3 on the role of EU institutions in CFSP/ESDP and AKU4 on the decision-making process in ESDP/CSDP. Therefore, this booklet can be considered as supportive to the acquisition of knowledge related to CSDP. It shall be reminded, at this point, that all three academies asked their lecturers for similar summaries, in order to prevent any duplication that might occur between the thematic lectures. However, the outcome largely depends on the lecturers, which sometimes may not be in position to provide these summaries before the seminars. Finally, at the end of the courses, every cadet was given a memory stick or a CD containing the presentations he or she attended. Therefore, they obtained a permanent access to the information they received during this week.

²⁵ At the Air Force Academy, this package also contained a T-shirt.



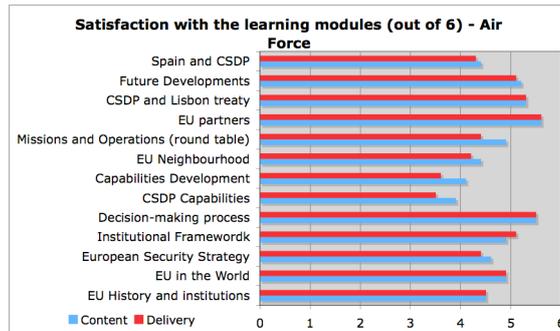
As shown by the graph above, the participants were globally very satisfied with the welcome package they were given at their arrival. The few comments that were added reinforce this impression while it was considered as a useful and complete set. Some comments stressed the fact, however, that the DVD was only available in Spanish, which was in fact an agenda of the organisers willing to promote the Spanish language²⁶. Others stated that having the support of the lectures at the beginning of the residential module rather than the end would have been helpful. This last comment may certainly be asserted with the observation made from the graph. The satisfaction was higher in the academy that was in position to provide the summaries of the lectures inside the package.

The collection of data through satisfaction questionnaires (level 1 in Kirkpatrick's model of evaluation), demonstrated that, globally, the participants were satisfied with the themes retained for presentation and the learning modules (lectures, round tables and workshops). Most of them were awarded a grade superior to 4 out of 6. The graphs below show the breakdown of these evaluations by the participants themselves in the three residential modules²⁷. Two criteria were assessed: the content of the learning module, or theme, and the delivery of the knowledge for this theme.



²⁶ Spanish is indeed a widespread second foreign language proposed in many European military institutions.

²⁷ The residential courses, due to the differences in their organisations and audiences as previously mentioned, cannot and shall not be compared. Therefore, their assessments by the students are presented separately. It must be said, also, that the grades awarded by the students must not be compared between the different seminars. Participants' satisfaction is often expressed relatively to the modules they preferred.



It can be observed from these data and the comments that were formulated, that pedagogy is extremely important in the transmission of knowledge related to CSDP, an area cadets are rarely familiar with before attending the seminars. *A priori*, complex issues such as the CSDP decision-making process or the themes connected to capabilities can be a “trap” on the learning path because they can be seen as a far future for the cadets or too high level. It was not always the case in the three Spanish seminars and good lectures and lecturers often succeeded in keeping the attention of the cadets focused on these topics. In a general way, the participants commented almost exclusively on the pedagogy but rarely on the topic itself. When it came to this latter point, the comments stressed the facts that the sum of information contained in the topic was too important for the short time it was assigned for its presentation or, more positively, that the topic was highly interesting. It must be noted that the students formulated comments not only to mark their dissatisfaction about the delivery, but also their satisfaction. Another evidence of this fairness is the fact that, even when they expressed their dissatisfaction with the delivery of a learning module - often linked to the tone of the lecturer, the English level and the lack of interaction with the lecturers - they disconnected it from the relevance of the content in the general frame of the seminars. For the few learning modules that met less satisfaction, they considered that the topic was important for their knowledge about CSDP all the same. The choice of the themes and structure of the three seminars, was thus most relevant at first sight.

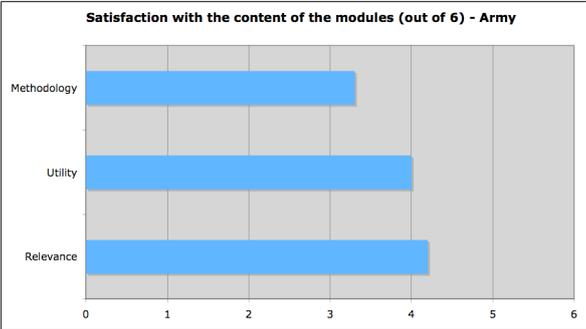
As a particular focus on the two major “innovations” that were presented earlier, i.e. the round table and the workshops, the outcome is very positive. Concerning the round table about the CSDP missions and operations organised in Marin and Murcia, even if the grades given by the participants are not the highest, the comments showed the particular enthusiasm of the cadets for the topic and the lecturers. In the form, however, we might think about improvements. The round table took place late in the week of seminar and the participants were thus used to having limited interaction with the lecturers. Multiplying the round tables and organising one at the beginning of the seminar would certainly trigger the need for the participants to ask questions and interact with the speakers²⁸. Furthermore, it must be said that at the Naval Academy all the Spanish cadets were also attending the discussions and the participants might have felt intimidated with new rules of a new “game”. It can therefore be proposed to multiply the number of round tables in a seminar in order, for the participants, to make them their “own”. On the content of the discussion about

²⁸ Besides, the round table configuration presents the advantage of avoiding duplications between the lectures while all the different speakers attend the learning module and react in function according to what was said before them.

missions and operations, it seems that the two-fold round table in Marin (first part on naval operations and second one on land operations) has been a success. Some participants even called for a more “maritime” approach.

Regarding the European Security Strategy and EU values workshops in Zaragoza, as they were described earlier, an estimate in numbers could not be obtained from the participants. Estimate could be done only for the workshop on CSDP capabilities (including development process) and, as seen from the graph, the results were most positive. Nonetheless, the comments about the organisation of the seminar, in a general way, left no doubt, as will be seen later in this report: it was a full success, both from the eyes of the students and from the eyes of the lecturers which lead the workshops.

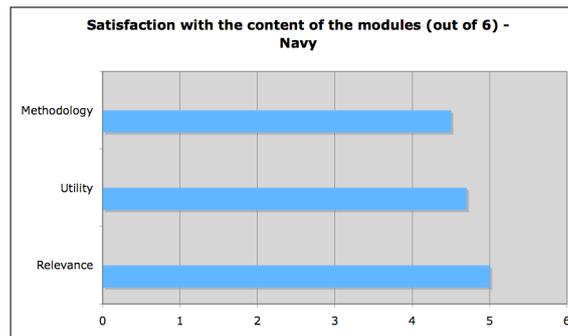
When looking at the assessment by the participant of the content of the modules in general, expressed by the graphs below, the importance of pedagogy, *i.e.* the delivery means of knowledge, is again emphasized. The satisfaction regarding relevance and utility of the learning themes is, in the three academies, higher than the methodology used.



The participants to the seminar in Zaragoza stressed the fact that they appreciated the residential module because it gave them the opportunity to enhance cooperation and mutual understanding between European cadets but they are more divided on the utility. Some of them, indeed, consider that this level of CSDP knowledge is not necessary for cadets on a short-term basis although others reported that acquiring this knowledge is important for a future officer. In between these two positions, some participants suggested that the level of the training was perhaps too high for a cadets’ audience. On the methodology, more specifically, they often stated in their comments that the lectures were too numerous, or too long. However, if the negative comments focused on the intensity of the residential module, they also saluted the structure that was adopted for delivering this knowledge as well as the experience of the workshops.



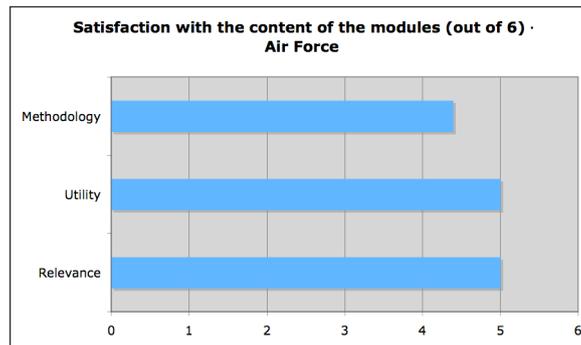
Third workshop on EU values in Zaragoza



In Marin, the participants discussed the level of the knowledge provided as an issue of relevance. Again, some of them shared the view that the level was too high for cadets although others stressed that the structure chosen was adapted to them. Regarding utility, however, comments were most positive: taking part to this seminar allowed the participants to prepare to work together in the future and on the field – or at sea in this particular case – and having a good insight of CSDP. From a methodological point of view, the students mentioned the fact that duplications were noticed between lectures on different topics, despite the preventive mechanisms set by the organising team, but that, in general, they appreciated the balance in the lectures between theoretical and practical aspects of the CSDP.



Cadets attending a lecture in Marin

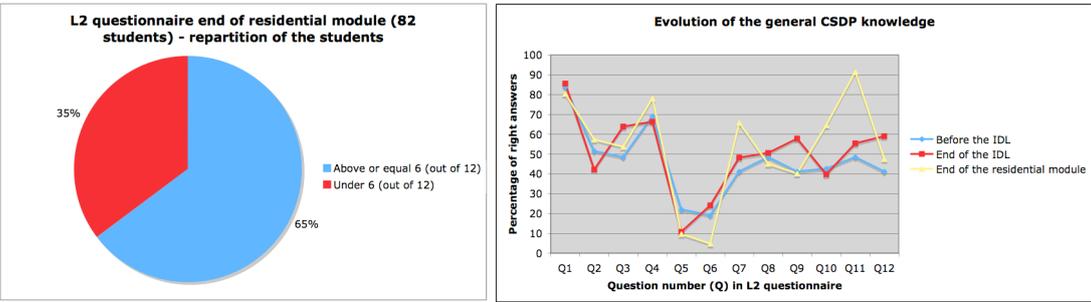


In Murcia, the participants also shared the view that taking part to this seminar was useful for future officers. The knowledge acquired during this short training is a gain on the long term but they formulated the wish to have more practical examples as an illustration of the theories presented. They mentioned also the fact that it provides them with a useful overview of the European Union and its policies in general. Finally, regarding methodology, they share the same opinion on the number of lectures, and thus on the intensity of the week, than their counterparts of other branches and suggest that the lectures should favour interaction between trainees and lecturers with the implementation of round tables, for example.



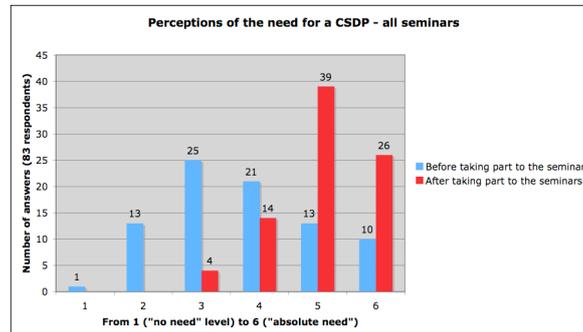
Cadets attending a lecture in Murcia

In order to measure the acquisition of CSDP knowledge, the L2 questionnaires were, one last time, distributed to the participants. Surprisingly, at first sight, the general knowledge did not increase as it could be expected. From 6 out of 12 at the beginning of the residential module (and the same grade before the IDL), the average grade attained 6,4 out of 12. From 64% of students having obtained grades above or equal 6 before the residential module, the proportion only reached 65% at the end (left-hand side graph). When looking individually at the themes investigated in the questionnaire, there is no logic appearing. For some questions, the percentage of right answers is even inferior to the situation before the IDL. One notable exception is the question that is directly related to the ESDP/CSDP missions and operations, which is the most practical theme. However, it seems hardly possible to explain these decreases with the quality of the lectures and lecturers. As a first source of explanation, it must be said that the questionnaire at the basis of this level 2 investigations, which was delivered by the evaluator, has not been fundamentally modified between the Lisbon seminar and the seminars held in Spain. Therefore, although it was adapted to the shape and programme of the Lisbon seminars, while drafted by the Portuguese organisers in collaboration with the ESDC, it might have been inadequate for different programmes and lectures. The lecturers in Spain themselves have not been informed, while the questionnaires were not drafted with the collaboration of the Spanish organisation team, of the content of this questionnaire and were thus not in position to specifically emphasise the information required for answering this questionnaire. For future organisation of similar event, therefore, the level 2 questionnaires shall be redrafted with the guidance of the organisers in order to fit the specificities of the programme. As a second source of explanation and as was even stressed by the students themselves, the schedules of the residential module have been very intense and the participants had a late and informal “social event” before the last day the questionnaires were distributed and had their mind focused on departure arrangements. The lack of pressure from the results of this round of questionnaires on the award of their diploma has certainly been the last but not the least decisive contributor to this failure. For future organisation of similar events, a particular attention shall be paid to the moment when this last evaluation will take place, either late in the day before or in the morning before leave, for example.



Nonetheless, the impact of CSDP seminars in general is not only measurable in terms of technical knowledge but also in terms of interest triggered in CSDP areas. To this end, the data collected from the assessment by the participants are most remarkable. As shown from the graph below, the ideological attachment to CSDP and its *raison d'être* increased positively. The participants reported that their feelings about the necessity of a CSDP for the European Union were mixed before attending

the seminars (average grade of 3,7 out of 6) although they declared themselves being more convinced of this necessity at the end of the seminar (average grade of 5 out of 6). The CSDP seminars, therefore, also have an ideological impact on the participants, which might consider taking more into account the European realities in the perspectives of their own professional futures.



Acquiring necessary qualifications for future CSDP actors

In European higher education, qualifications, which are used for defining the value of a learning in ECTS credits notably, are not limited to knowledge. They encompass also, as set by the European Qualifications Framework (EQF), skills and competences. According to the EQF, skills “*means the ability to apply knowledge and use know-how to complete tasks and solve problems*”²⁹. They are described as “*cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)*”. Competence “*means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development*”³⁰. It is described “*in terms of responsibility and autonomy*”. However, it is not convenient to use directly the wording of the EQF for the assessment of the CSDP seminars because the EQF is a framework of generic qualifications, *i.e.* they are related to a study degree like bachelor or master. It would not be detailed enough for a thematic training such as the seminars and no specific framework exists for this purpose³¹. Besides, following the Kirkpatrick’s model of evaluation, level 3 is meant to assess the impact of the training evaluated on the daily job of the trainee. However, in the present case, the trainee is not going back to operations but to training. Therefore, level 3, cannot literally apply as such to this evaluation. Abstractedly, it was decided to consider in the preparation of the evaluation the qualifications that a European cadet shall have if he or she was sent to a CSDP operation after the training. The evaluation thus inspired the Kirkpatrick’s

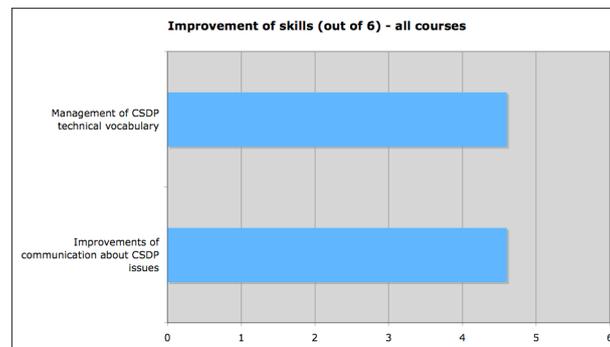
²⁹ Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01) Official Journal of the European Union, 6 May 2008.

³⁰ *Idem.*

³¹ In the context of the Initiative for the exchange of young officers, the group of implementation started its work, in January 2010, on the definition of qualifications applicable to European cadets in their initial education.

level 3 model and defined some technical qualifications, apart from knowledge, that would be useful to such cadet.

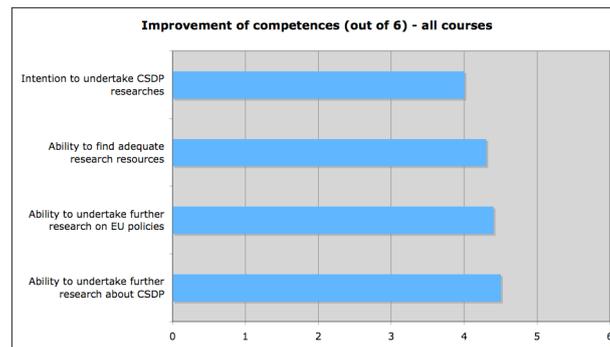
Regarding skills, it was chosen to investigate two directions the evaluator considered as relevant for a future actor in the CSDP: the management of the technical vocabulary of the CSDP and the ability to report and communicate about European defence matters. The participants, when asked to auto-evaluate their progress, estimated that the seminars had been very supportive in the acquisition of these skills, as shown in the graph below.



On communication about CSDP matters, the comments formulated by the participants comfort us in the idea that the seminars achieved their objectives. They declared they feel able to explain the general framework of CSDP but also the concepts that are linked to this policy. Therefore, their understanding had not been limited only to an abstract level but encompassed also the guiding principles of the CSDP. On the management of the CSDP technical vocabulary, however, the participants added comments that may be seen as constructive for the future of the CSDP seminars addressed to young officers. They felt, indeed, that despite their progress, the multiplicity of concepts, acronyms and the mass of information they received during this training made it difficult for them to be sure that they assimilated the technical vocabulary. This comment is shared by an important number of participants independently from the residential module they took part in. Therefore, some of them suggested that a summarizing sheet be distributed at the beginning of the residential module, containing short definitions of the most important concepts and acronyms. From the evaluator's point of view, such a support would indeed be useful for the participants and it could even be distributed, due to the fact that similar comments were formulated in the satisfaction questionnaire distributed after the IDL phase, on the IDL platform. Such glossary or dictionary – depending on the relevant extent and content – could be prepared with the support of the ESDC or can even be proposed to the students themselves as a study work.

Regarding competences, or long term sustainability of knowledge and skills acquired through the seminars, the evaluator identified and investigated three directions that can be regarded as basics for a future European military elite: the ability to undertake further researches on CSDP, the ability to undertake further researches on EU policies in general and the ability to find the adequate research resources. The outcome of the auto-evaluation by the participants was, once again, very positive as demonstrated below. In addition, the participants were asked

whether they would intend in the near future, *i.e.* in the course of their curriculum for their study thesis for example, to undertake researches on CSDP.



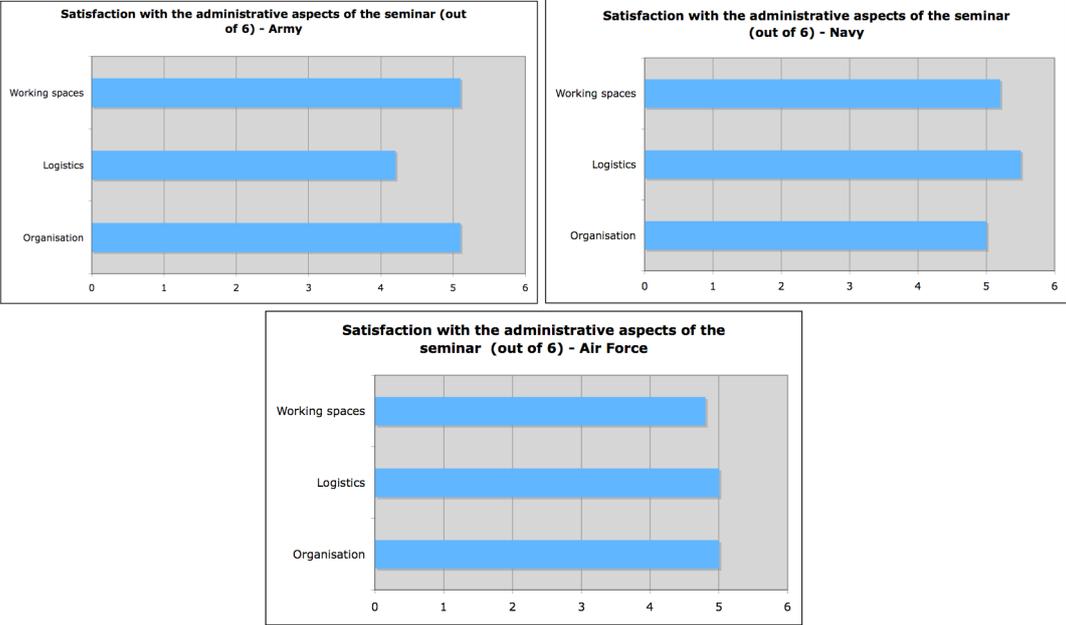
These auto-evaluations were, again, commented by the participants. They considered that taking part to the seminars improved their ability to undertake further researches about CSDP notably thanks to the clarifications they brought on the concepts, and the contacts with lecturers, which very often were professionals of the CSDP. The contacts of the lecturers were distributed at the end of the seminars. They also noted the positive role played by the material they were given, such as the DVD. Regarding their ability to undertake further researches on EU policies in general, which was not the primary objective of the seminars, the participants were again very positive. They saw the seminars as a good starting point and as an interest-raiser on EU issues in general, notably thanks to the historical insight they had of the European Union and, for some of them, the pedagogical material they were given. It might have been interesting, in the evaluation, to ask the participants about the evolution of their opinion with regard to the EU in general, as it was done for CSDP, but this specific auto-evaluation gives us a first and positive indication. Regarding their ability to find the adequate resources for possible researches connected to these topics, the participants again stressed the possibilities they had to find new channels of information through the lecturers of the seminars and the supporting material they were given.

Finally, when asked about their intention to undertake effectively researches on EU in general or CSDP in particular, the answers were mixed: some clearly answered “no”, some clearly “yes”. As it was described earlier, most of the participants to the seminars have a technical sciences’ background, which means that their curricula, and thus their possible study thesis, will certainly not be focused primarily on these scientific areas, which are usually studied in human sciences. Their decision does not depend only on their will. However, the general trend highlighted in the graph below suggests that they were convinced of the interest and utility of researching in this area.

Living in a European environment

The aim of the CSDP seminars is not only to introduce, often for the first time, the cadets to the technical complexity of the CSDP. It is also about introducing the cadets to a common living and to European culture in its broad meaning. To this regard, also, the Spanish seminars can be qualified as a success. They succeeded in

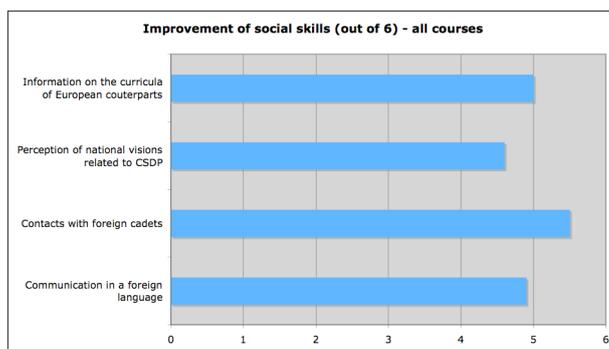
providing the cadets, which for a majority of them had only the experience of their national military life, with the adequate environment for learning and living CSDP. The shapes of these seminars undoubtedly support the acquisition of technical knowledge, skills and competence, but the object of this section is to assess their contributions to the “comfort” of the cadets with their one-week environment. The organisational options retained were evaluated by the participants and the breakdown is expressed by the following graphs.



The comments that were added to the grades unanimously saluted the organisation of the seminars, the hospitality of the academies, the social events that were organised after the lectures and mentioned the active role played by the Spanish cadets in welcoming and hosting their European counterparts. The working spaces were also most adequate, as well as the logistics. As an evidence of a growing European culture, nonetheless, it must be noted that if the participants appreciated their incursion in the Spanish cuisine, the comments were less enthusiast regarding the Spanish habits in terms of lunchtime...

In the same way as it was done for technical skills, a set of “social skills” were proposed to the participants’ self-assessment in the questionnaire inspired by the Kirkpatrick’s level 3 model. The skills that were thought of for supporting the professional leadership of a future officer in a CSDP mission were the following: communication in a foreign language (here English), the ability to interact with foreign cadets, the ability to perceive differences between national visions on CSDP and the ability to collect information about the curricula of their European counterparts³². As seen from the graph below, the participants generally felt that taking part to these seminars allowed a remarkable increase of these skills.

³² It must be reminded, at this stage, that a work has started on the definition of a qualification framework for the European initial military education in the context of the Initiative for the exchange of young officers.



The participants commented these grades in reporting that the increase of their ability to communicate in English had been one of the most significant progress they felt and that they acquired an important amount of vocabulary, not only on CSDP. However, the “gold medal” comes to their perception of the contacts they made with foreign cadets and the friendships they created. They stressed the fact that daily life aspects, such as sharing dormitories with foreign students, the organisation of cultural and social activities, as well as the always-too-short free times outside the Academy with their Spanish colleagues remarkably contributed to this social networking. Here, it must be added that the sport activities that were proposed in Zaragoza and Murcia were very much appreciated and undoubtedly contributed to the enhancement of an *esprit de corps*. It is even more interesting to note that these activities were introduced by the participants themselves. In Zaragoza, for example, one of the participants improvised - as evidence that the social conduct of the seminar worked according to natural process - a training on fighting techniques with his comrades. In Murcia, collective sport activities in teams were organised.

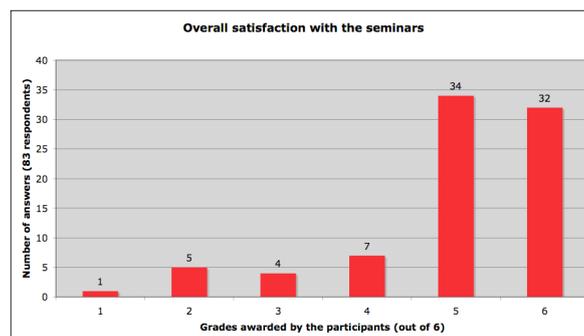
As a consequence of the success of the social aspect, cadets said that the seminars helped them exchanging about their national systems of military education and, therefore, contributed to mutual understanding and being more interested by the military lives of their counterparts in general. However, they said they would have needed more time to continue their discussions. About their ability to perceive the differences between the national visions on CSDP, the participants’ comments again highlighted the fact that more interaction among them or between them and the lecturers would be needed, such as round tables. Furthermore, the participants suggested that the success would be even more complete if more EU Member States could be represented in the seminars.

The social aspect of the seminars was thus, once again, a complete success in Spain and the participants unanimously ask for more: more time, more discussions, more social events, more participants. In order to continue these friendships created, the organisers did not intend to push the dynamic against natural growth, for example in creating alumni, but they provided them with the lists and contacts of the participants. Friendships will very certainly find the way to meet again in the future, perhaps in CSDP missions.

General lessons learnt

As a first conclusion to the evaluation of the CSDP seminars addressed to European cadets and organised by Spain, this section focuses on the comments made by the participants with regard to the seminars in general. While the questionnaires were distributed at the end of the residential module (level 2 in the Kirkpatrick's model of evaluation), the participants focused their comments on the residential part and did not take into account the IDL phase for which a specific questionnaire was distributed and analysed earlier in this report.

The general satisfaction for the seminars amounted the grade of 5 out of 6, independently from the seminars. It illustrates the success of the Spanish organising team and the academies in this project and, as shown by the graph below, 80% of the participants awarded grades of 5 or 6 out of 6.



When asked to comment on these grades, the participants mentioned the following points, which had already been developed in the previous sections, they regarded as the strongest point of the seminars:

- Sharing daily life with foreign cadets;
- Making new friendships;
- Exchanging ideas and cultures;
- The hospitality of their hosts and the Spanish cadets and the organisation of the seminars;
- Discovering the Spanish culture through visits;
- The social events;
- The sport activities;
- Improving their English;
- The workshops in Zaragoza;
- Improving their knowledge about CSDP and EU;
- The high level and quality of the lecturers, in general.

When asked to share their views on the points they regarded as a source for improvement, they mentioned the following points:

- The intensity of the seminars (too many lectures);
- The level that was sometimes considered too high;
- The lack of interaction between the participants and between the participants and the speakers during the lectures due to time restrictions;
- The English level of some lecturers;

Besides, two additional and somehow “expected” points were raised: the early time of the curfew and the Spanish lunch timetables.

Finally, the participants were invited to formulate their suggestions for future organisation of similar CSDP seminars on the basis of their own experience. Their comments were most constructive and could be categorised in several themes.

Regarding the “search for interaction” in the learning process, the participants suggest that more workshops and round tables be organised during the residential module in a first place. In the same idea of more interactive lectures, some of them proposed that the students make a short presentation after the lecturers on the theme that is presented. This suggestion implies that a preparation would be required and it is thus close to the spirit of the workshops, which was very much appreciated by the participants. However, it has been reported also that some of the participants could not complete the IDL module because of time constraints. Such a preparation phase could also be an additional burden for them. Some students also suggest making the seminars longer, certainly in line with the intensity as it was mentioned earlier. It could be thought about extending the seminars in continuing the learning process, indeed. However, due to the means that need to be engaged in the adventure of the seminars’ organisation, it would be more realistic to extend it in a non-residential way, in order to sustain this new born interest and qualifications in CSDP subjects. Perhaps, it could be envisaged to ask the students to continue their learning path after the IDL and residential phases in working in small groups on a project, such as a thematic study work, to be valued as a part of their CSDP training. It could be even thought about organising the publication of these works after the lecturers and the organising academies have reviewed them. Besides, the remarks about the intensity of the lectures suggest that having two presentations by two lecturers for a given theme would not be perceived as a gain for efficiency.

Regarding the “lecturers’ assignments”, the participants raised points which were already mentioned earlier but seem to be fundamental in the context of training addressed to cadets: the level of English, the wish for more civilian lecturers, a better coordination between the lecturers in order to avoid duplications between the lectures and the wish for more practical and illustrative examples in the lectures. Of course, these characteristics depend on the lecturer and, as it was stated earlier, the choice of the lecturers depends to a large extent on the opportunities the organisers have when preparing the seminars. Therefore, a contact database of the potential lecturers, with their respective field of specialisation, appears as a necessity. On the long term, this idea could even lead to the implementation of “mobile training teams” as it already exists in the North-Atlantic Treaty Organisation (NATO). In the same idea of improving the comfort of the cadets with the lectures, some participants formulated again in this section the necessity to have at least a glossary of the most useful terms and acronyms.

Finally, in a theme that we could name “European military education”, some cadets proposed to let the future participants making a short briefing, during the residential module, on their own military educational systems in order to have a better information on the educational cultures of their counterparts. It was even suggested to add in the programme a lecture about European officers’ education and the impact of the Bologna process. In the same idea of bringing the national military educational systems closer in a European context, the students formulated again the

wish that more Member States be represented in next seminars and draw the attention of the Initiative's implementation group on the necessity to make longer exchanges – and not only one-week exchanges - possible. It is indeed the commitment of the Initiative and success such as it was attained by the Spanish seminars can only reinforce the feeling that mobility is more than ever needed and desirable.

Sustainability of the seminars on a long term

In this last section, two directions for ensuring the sustainability of the CSDP seminars for cadets are analysed. The first one is the media coverage of the Spanish seminars, which is in position to support these seminars and their repetition in the future. The second one is the impact of the Spanish seminars on the “train-the-trainers” seminar that are proposed in the context of the Initiative for the exchange of young officers.

Regarding the Spanish seminars, the media coverage shall be qualified as complete. Indeed, the promotion of the three seminars was provided, at all levels, before, during and after the residential phase. At the level of the military academies, the internal publications or the publications connected to universities with which the academies have strong connections reproduced articles that promoted the seminars and the Initiative in which they take place, thus creating ambitions to take part in future similar events, perhaps.

At the level of the regions (*Comunidades autónomas*) where the academies are located, local newspapers also spread the information and often reinforced the visibility of the seminars in publishing pictures taken during this week.

At national level, publications of the Ministry of Defence but also specialised support in defence information, both virtual and paper, did the same. Major national media, such as Noticias or ABC (virtual), reproduced articles about this Spanish initiative. It must be noted that some articles that were reproduced³³ made the link between the organisation of the seminars and the current reforms of the Spanish educational system, thus replacing them in the context of the Europeanization of the national military education.

Abroad, the organisation of these events was also reported in specialised media³⁴ but the main support is undoubtedly the webpage of the Spanish EU Presidency, which promoted the events as taking place in the context of the Presidency and gave them a European-wide and official shine.

Regarding the impact of the Spanish realisations on the “train-the-trainers” seminars that are organised for potential organisers of similar events, several suggestions can be formulated. Firstly, this seminar had been organised only one time, almost a year ago. A member of the Spanish organising team had the opportunity to take part in this seminar but the other members of the team did not know, at this time, that this task would be assigned to them. Due to the success of the two first CSDP seminars in Portugal and in Spain, many other Member States might be willing, as Greece and Austria already made their intention known, to organise also such seminars. It may be necessary, as a consequence, to organise an other “train-the-trainers” seminar in 2010.

Secondly, the Spanish participant to the first seminar, like his Portuguese counterparts before him, considered that the “train-the-trainers” had been helpful in the organisation of some aspects of the CSDP seminars but not all. Although he

³³ “Las academias de oficiales españolas inauguran el programa "ERASMUS militar" 2010”, Noticias (electronic version), 26 February 2010.

³⁴ Nicolas Gros-Verheyde, “Erasmus militaire: 2 étapes franchies par l’UE. l’Espagne vire en tête...”, Bruxelles2.over-blog (information blog), 12 March 2010.

mentioned the fact that the contacts made during the first one in Brussels, in June 2009, had been maintained and that it was helpful in the update of his own ESDP knowledge, improvisation has been a considerable inspiration for the organisation on the field. On the basis of two previous – and successful – experiences, the next “train-the-trainers” shall maybe give more time to a collective thinking on organisational issues for CSDP seminars proposed to international participation. A possible outcome of this “train-the-trainers” could even be an “organisation package” listing and addressing all the main obstacles met by the Portuguese and Spanish organisers. In the mean time, it shall also remain a necessary update of the CSDP knowledge of the potential lecturers and an introduction to the ESDC tools, such as the IDL.

Conclusions:

The CSDP seminars addressed to cadets and organised by Spain from 1st to 5th March in the three academies of Army, Navy and Air Force were undoubtedly successful. The project the organisers had was ambitious and original to many aspects but the challenge of making 86 future military elites familiar with the Europeanization of Defence, its concepts, mechanisms and achievements had been addressed.

The use of the internet-distance learning tools of the ESDC is, according to the participants themselves, a necessary introduction to the CSDP for an audience which rarely had the opportunity to approach the European realities in the course of their national curricula. The continuation of this learning path through residential lectures where cadets from EU Member States meet is not only the opportunity for them to study together, but also to live together, share their cultures, values and create friendships in an environment which becomes European for a week.

The Spanish seminars have created knowledge, skills and competence that are necessary for future actors of the CSDP, but they have also raised interests and curiosity in the mind of cadets. A key word of the Spanish seminars has been "interactivity". The organisers made this training on CSDP interactive in choosing adequate lecturers and in initiating new forms of learning such as the round tables and workshops. However, interactivity is a constant demand of the cadets and the solutions proposed in the Spanish seminars must continue. Increasing the responsibility of the cadets in their own learning path shall remain a line of development of the CSDP seminars. In the context of the European initiative for the exchange of young officers, inspired by Erasmus, the Member States, their military institutes and the ESDC can support the future organisers of similar events in creating, for example, a contact base of potential lecturers, militaries and civilians, available for guiding these young officers in the CSDP.

In the end, the satisfaction expressed by the Spanish organisers, the pedagogical contributors and the students makes these seminars a valuable experience which deserves to be recognised as a full part of the national educational offer and that three ECTS credits be awarded for it and paves the way for other common training modules created in the frame of the Initiative. CSDP, as all the actors and participants in these seminars could experience, is not only a scientific area but also a fundamental contribution to the leadership of the future European military elites.

Annex One: The programmes of the three residential modules

Army Academy (Zaragoza):

Monday 1 March	Tuesday 2 March	Wednesday 3 March	Thursday 3 March	Friday 5 March
	EU in the World: Geopolitical Characterization	CSDP Capabilities	CSDP Missions and Operations + Civilian Missions and Operations	Future Developments of CSDP
Guided visit through the Academy	European Security Strategy	Capabilities Development + workshop	CSDP and the Lisbon Treaty	Spain and the CSDP
Opening Ceremony and initial lecture	CSDP Institutional Framework and Decision-making Process + <i>Physical training</i>	EU Neighbourhood Policy	EU Partners	Closing Ceremony
EU History and Institutions	European Security Strategy workshop	<i>Physical training</i>	EU Values workshop	
<i>Tour in Zaragoza</i>	<i>Free time in Zaragoza</i>	<i>Tour in Zaragoza</i>	<i>Free time in Zaragoza and host nation dinner</i>	

Naval Academy (Marin):

Monday 1 March	Tuesday 2 March	Wednesday 3 March	Thursday 3 March	Friday 5 March
Opening Ceremony + guided visit through the Academy + inaugural speech	European Security Strategy	CSDP Capabilities	EU Missions and Operations (round table) Panel 1 on Maritime Operations	CSDP and the Lisbon Treaty
EU History and Institutions	CSDP Institutional Framework	Capabilities Development Process	EU Missions and Operations (round table) Panel 2 on Land Operations (including civilian crisis management)	Future Developments of CSDP
EU Neighbourhood Policy	CSDP Decision-making Process	EU in the Word: Geopolitical Characterization	EU Partners – Special focus EU-NATO	Spain and the CSDP
<i>Evening at Aguete Maritime Club</i>	<i>Free time in Pontevedra</i>	<i>Guided tour in Santiago de Compostela and evening event</i>	<i>Tour in Tuy and dinner</i>	Closing Ceremony

Air Force Academy (Murcia):

Monday 1 March	Tuesday 2 March	Wednesday 3 March	Thursday 3 March	Friday 5 March
Opening Ceremony + guided visit through the Academy + initial conference	European Security Strategy	CSDP Capabilities	CSDP Missions and Operations (round table)	Future Developments of CSDP
EU History and Institutions	CSDP Institutional Framework	Capabilities Development Process	EU Partners	Spain and the CSDP
EU in the Word: Geopolitical characterization	CSDP Decision-making Process	EU Neighbourhood Policy	ESDP and the Lisbon Treaty	Closing Ceremony
<i>Evening at C.D.S. Ruiz de Alda</i>	<i>Sports activities</i>	<i>Tour in Cartagena</i>	<i>Boat trip around Mar Menor and evening event at C.D.S. Ruiz de Alda</i>	

Annex Two: the CSDP knowledge evaluation questionnaire

CSDP Seminar
March 1-5
Spain, 2010

EVALUATION of EFFECTIVENESS

<u>Purpose:</u>	This questionnaire is intended to ascertain the effectiveness of the course, in order to improve the CSDP Seminar in the future. This questionnaire is anonymous and <u>does not</u> intend to assess the knowledge of individual participants.
<u>Instructions:</u>	Please write in the upper right corner the <i>llias</i> username used for IDL module. For each question, please tick the box you think that is true (only one is right).

1) The **Common Foreign and Security Policy (CFSP)** was established as the second of the three pillars of the European Union in:

- the Single European Act of 1986
- the Maastricht Treaty of 1992
- the Amsterdam Treaty of 1999
- the Nice Treaty of 2000

2) Which of the following roles **does not belong** to the European Parliament in the field of the CFSP/ESDP?

- it can ask questions and formulate recommendations to the Council but it has no direct part of the decision making process
- once a year, holds a debate on progress in implementing the CFSP
- it takes part in the Troika-meetings with third states and the meetings of the Council and its preparatory bodies such as the PSC
- as part of its budgetary authority, together with the Council, it approves the general budget of the EU where the CFSP budget is included.

3) The European Commission is:

- Fully engaged in all CSDP activities
- Financing all CSDP activities
- Closely associated with the CSDP activities
- Not participating in CSDP activities

4) Which of the following bodies provide political control and strategic direction to an EU mission/operation:

- The General Affairs and External Relations Council (GAERC)
- The Political and Security Committee (PSC)
- The EU Military Committee (EUMC)
- The Committee of Contributors (CoC)

5) Regarding the EU Crisis Management Procedures (CMP), what is the sequence of planning documents under normal conditions leading to the launch of an EU mission / operation:

- Crisis Management Concept - Civilian and/or Military Strategic Options - Initiating Military Directive - Concept of Operations - Operation Plan;
- Civilian and/or Military Strategic Options - Crisis Management Concept - Concept of Operations - Initiating Military Directive - Operation Plan;
- Civilian and/or Military Strategic Options - Crisis Management Concept - Initiating Military Directive - Concept of Operations - Operation Plan;
- Crisis Management Concept - Concept of Operations - Initiating Military Directive - Civilian and/or Military Strategic Options - Operation Plan.

6) From a capability oriented approach EU-NATO relations may be assessed through the following existing instruments:

- Headline Goal Task Force Plus (HTF+), Berlin Plus Agreements, EU Cell at SHAPE;
- EU-NATO Capability Group, Headline Goal Task Force Plus (HTF+), Berlin Plus Agreements;
- Berlin Plus Agreements, NATO Permanent Liaison Cell at the EUMS, EU Cell at SHAPE;
- NATO Permanent Liaison Cell at the EUMS, EU-NATO Capability Group, Berlin Plus Agreements.

7) The European Union has decided to develop the civilian aspects of crisis management in the following priority areas defined by the Feira European Council (in June 2000):

- police, security sector reform, strengthening rule of law and civilian administration;
- police, industry development, strengthening civilian administration and civil protection;
- police, strengthening of the rule of law, strengthening civilian administration and civil protection;
- police, human rights, strengthening civilian administration and security sector reform.

8) According to Article 43 of the Treaty on European Union, the tasks covered by the Common Security and Defence Policy are:

- humanitarian and rescue tasks, peacekeeping, tasks of combat forces in crisis management including peacemaking, joint disarmament operations, support for Third countries in combating terrorism, security reform operations;
- evacuation operations, counter terrorism operations, embargo operations, quick response operations to support diplomacy as required;
- joint disarmament operations, humanitarian and rescue tasks, military advice and assistance tasks, conflict prevention and peace-keeping tasks, tasks of combat forces in crisis management including peacemaking and post-conflict stabilisation;
- joint disarmament operations, evacuations operations, disaster management, counterterrorism operations, embargo operations, crisis response and initial entry operations.

9) According to the *European Security Strategy*, the Strategic Objectives are:

- to be more active, to be more capable, to be more coherent and to work with partners
- countering the threats, building security in the Neighbourhood and International Order based on Effective Multilateralism
- development of a strategic culture, ability to sustain several operations simultaneously, international cooperation and develop closer relations with strategic partnership
- to provide one of the indispensable foundations for a stable security environment in Europe, based on the growth of democratic institutions and commitment to the peaceful resolution of disputes

10) The Capability Development Plan is:

- a 'Force Plan' for all EU Member States
- 'Overall strategic tool', driving R&T, Armaments and Industry
- covering Art. 346 Treaty on the Functioning of the European Union (exempting common market rules)
- innovating Concepts and Emerging Technologies in all EU Member States.

11) Regarding EU Missions and Operations, witch one is the EU not undertaking:

- EU NAVFOR ATALANTA
- EULEX / Kosovo
- EU NAVCO
- EU ALTHEA.

12) With the Lisbon Treaty, the Permanent Structured Cooperation will be established by:

- All EU Member States
- Decision of the European Council, by unanimity
- Decision of the High Representative
- Decision of the Council, by qualified majority vote

Thank you for your co-operation!

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