



## Culture and security sector reform: political, strategic and military culture in transitional states

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« Military cultures and education: harmonizing or  
standardizing Europe? »

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*“I fully support this French Presidency's initiative to explore the possibilities for improving the exchange of officers during their basic training. I consider it an important contribution to increasing the interoperability of the European armed forces and to providing full knowledge of EU instruments and EU objectives to ensure the comprehensive approach towards crisis management that we want to promote.”*

Javier Solana, High Representative – Secretary General of the CFSP,  
Document S309/08, Brussels, November 10<sup>th</sup>, 2008.

## I. The European initiative for enhancing a common defence culture

### I.1 Military education in the EU: a mosaic of national traditions

- Are national educational systems open to the European dimension of security and defence challenges?
- European stocktaking: improvements needed
- Shape of the exchanges between military institutions nowadays
- The Bologna process in military education: a global *acquis*
- Expectation for a combined education to the European dimension of S&D

*A European coordination of the efforts is globally expected*

## I.2 The initiative for the exchange of young officers during their basic education, inspired from Erasmus

-Preparation (09/2007-10/2008): French Presidency of the EU

-The 27 Ministers political declaration:

- ☐ Measures at the EU level: academic/vocational, academic, vocational

- ☐ Measures at the national and institutional levels: Bologna, mobility, languages

- ☐ The follow-up of the initiative: continuous assessment

## I.3 Fostering a common culture of security and defence through exchanges

Benefits expected for the actors of military education:

- Individuals: professional development and broadmindedness, self-learning of values and ethics of the EU, social interaction, new know-how for teaching and instructing staff
- Military institutions: excellence of their education, visibility
- Member States: improved capacities for multilateral missions, interoperability
- The EU: interoperability for its future missions, growth of the ESDP

## Instruments for stimulating this European culture:

- Formal direction: raising a conscience, Europeanizing defence education for a « European culture of defence »
- Normative direction: acquiring knowledge of the EU, educating to the Europeanization of defence for a « European defence culture »
- « Crossover »: providing a European environment for the learning of European knoweldge

## II. The EU and its emerging role as a security culture actor

### II.1 Efficiency of the EU in being a cultural stimulator

- EU is not a S&D forum
- NATO, WEO and EU: most probable instrument for enhancing culture
- EU progressively taking importance related to S&D issues

## The EU and its security:

- The European Security Strategy: identified threats
- Diplomacy remaining the first instrument to be used
- In practice: pragmatic ESDP
- « Softer » than NATO

*EU has a cultural individuality regarding S&D*



The EU, a cultural area of education:

- All the 27 Member States taking part to the Bologna process and the European Higher Education Area (EHEA)
- Prior to the Bologna process: Erasmus mobility programme for knowledge, students and staff
- As a consequence, the « military Erasmus » initiative will try first to make a substantial use of them

*EU is a cultural stimulator: needs are now to connect this experience to the education of military elites*

## II.2 Its means: harmonizing without standardizing

European commonalities: Bologna, Erasmus... But why?

- New security environment: loss of the « enemy »
- new missions: OTWs, civil-military instruments
- new officers: too numerous, socially unadapted

*Choice of intellectual education, model of civilian education*

Military education specificity is to be preserved:

- Bologna leaves room for differences in the study-cycles organisation
- ECTS is the only element of standardization
- The initiative is not constraining the institutions in the choice of their mobility/partners

*Initiative = closer to Bologna process in spirit than Erasmus whilst being about lifting the barriers of military knowledge in general.*

Harmonizing in preserving Member States' specificities:

- Principle of subsidiarity: best action at most adapted level of competence
- Military specificity: preserving the characteristics of Army, Navy, Air Force, Gendarmerie. Giving the tools to their respective educational fora.

One element of relative standardization: a proposed common module about ESDP

Meant to ultimately return to the cadets (website, forum): EU as a promoter of cultural « soft-governance ».

## Conclusions:

- Autonomy of the national systems preserved;
- In line with the European Security and Defence Policy;
- The initiative « military Erasmus » is about gathering the resources for allowing exchanges to take place;
- It will take time to meet this expected cultural conscience;
- But it is necessary for the future of the common defence as it revealed greatly helpful to civilian higher education;

And it might certainly impede this to happen...



Thank you for your attention...