



iMAF 2015

Ghiță Bârsan, Vasile Căruțașu, Marioara Pateșan

**Creating an International Semester –
the next step in a Common Education
for the European Officer**

iMAF 2015

Ghiță BÂRSAN, Vasile CĂRUȚAȘU, Marioara PATEȘAN (Coord.)

Creating an International Semester –
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I. Bârsan, Ghiță (coord.)

II. Căruțașu, Vasile (coord.)

III. Pateșan, Marioara (coord.)

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Academia Forțelor Terestre „Nicolae Bălcescu”

Adresa: str. Revoluției, nr. 3-5, Sibiu

Tel.: 0269/432990

Fax: 0269/215554

E-mail: office@armyacademy.ro

E-mail: editura@armyacademy.ro

Web: www.armyacademy.ro

Web: www.armyacademy.ro/editura

“Our future is not in the stars but in our own minds and hearts. Creative leadership and liberal education, which in fact go together, are the first requirements for a hopeful future for humankind. Fostering these – leadership, learning, and empathy between cultures – was and remains the purpose of the international () program ...”

(J. William Fulbright, *The Price of Empire*)

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Authors

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Coordinators



Brig Gen Prof Eng
Ghiță BÂRSAN, PhD



Col Prof
Vasile CĂRUȚAȘU, PhD



Prof
Marioara PATEȘAN, PhD

Brig Gen Prof Eng Ghiță BÂRSAN, PhD

The Commandant (Rector) of The “Nicolae Bălcescu” Land Forces Academy, author of more than 30 books, numerous articles, scientific papers published in different journals and proceedings of conferences and coordinator or member in more than 20 research projects. He is particularly interested in “Defence Modelling and Simulation” and “Mechanical Engineering”. Along his career of an officer and educator he was awarded with several orders and merit badges.

Col Prof Vasile CĂRUȚAȘU, PhD

The Vice Rector for Research of The “Nicolae Bălcescu” Land Forces Academy, author of more than 20 books, numerous articles, scientific papers published in different journals and proceedings of conferences and coordinator or member of the team in over 12 research projects.

Prof. Marioara PATEȘAN, PhD

The Vice Dean for Academics of the Faculty of Military Sciences, author of more than 20 publications, numerous articles, scientific papers published in different journals and proceedings of national and international conferences and member of professional societies as well as coordinator or member of a team in different research projects. Along her career of an educator she was awarded national and international diplomas.

Forewords



Col (GS) Mag
Karl-Heinz WIEDNER



Lt Col (GS)
Dirk DUBOIS

***Col (GS) Mag* Karl-Heinz WIEDNER**

He had various positions among which we mention: head of the Military Leadership Department of the Fachhochschul-Bachelor Programme Military Leadership at the Theresian Military Academy, Deputy Head of the Institute for Basic Officer Education, lecturer for Basic Officer Education. He is the permanent Austrian representative in the Implementation Group.

His publications are mainly concerned with the internationalization of the Basic Officer Education and the European Security and Defence Culture.

He is also a member of the Council “International Relations of the Austrian Studies for Applied Sciences (FHK)”.

He also successfully accomplished a mission in Kosovo as National Contingent Commander.

***Lt Col (GS)* Dirk DUBOIS**

He started working on the European Initiative for the Exchange of Young officers, inspired by Erasmus since its inception under the French presidency of the Council of the European Union in 2008. He was the Secretary of its Implementation Group (IG) from February 2009 until May 2012. In 2013 he became the Chair of the IG. In April 2015 he was appointed as the Head of the European Security and Defence College.

Forewords

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3. Foreword

3.1 Foreword by Col (GS) Karl-Heinz WIEDNER

From the “outcome of iMAF 2014” to the “aim of iMAF 2015”

International Military Academic Forum 2014 “- the outcomes -”

From the 23rd to 27th of June 2014, the international Military Academic Forum (iMAF) was conducted for the first time in Reichenau an der Rax (Austria) in a multinational cooperation between five Military Academies and/or Universities:

- General Tadeusz Kosciuszko Military Academy of the Land Forces, Wrocław – Poland;
- National University of Public Service, Budapest – Hungary;
- “Nicolae Bălcescu” Land Forces Academy, Sibiu – Romania;
- Theresan Military Academy, Wiener Neustadt – Austria;
- University of Defence, Brno – Czech Republic.



*iMAF 2014
(Reichenau an der Rax, Foto: TMA)*

According to the aim and purpose of iMAF, written down in § 1 of the iMAF Agreement:

...iMAF shall be focused on creating and deepening a “European Security and Defence Culture”, as well as assuring the best achievable level of education and training for officer cadets, young officers and officers for dealing with future challenges.

In doing so, iMAF therefore shall promote and support the “ERASMUS Lifelong learning circle” in officers` education and training as well as the "European initiative for the exchange of young officers inspired by Erasmus", - an efficient cooperation in education of our future elites, for the realisation and consolidation of the Common Security and Defence Policy (CSDP) regardless of their nationality or their armed forces.¹

With iMAF 2014 the idea of **common modules**, an idea that was first to be found in the “European Initiative for the exchange of young officers inspired by Erasmus”, was revived.

So far, the following common modules have been developed by the “Implementation Group” of the „European Initiative for the exchange of young officers inspired by Erasmus”:

	Name of the Module	Service	ECTS Credits
1	Basic Military English (BME)	All Services	2
2	Common Security and Defence Policy (CSDP)	All Services	2
3	CSDP Olympiad	All Services	2
4	How to meet the Media	All Services	2
5	Law of Armed Conflicts (LoAC)	All Services	2
6	Crises Management Operations (CMO) consisting of 4 Sub-Modules	Army	12
7	Maritime Leadership	Navy	2
	Total		24 ECTS

During the iMAF 2014 in Reichenau an der Rax 110 experts (dealing with officer education), from 17 countries, representing 29 different institutions, worked on elaborating which additional Modules (“knowledge, skills and competences”) might be relevant for an officer in Europe.²

At the end of the day in total nine new modules were agreed within the group and described in knowledge, skills and competences, according to the description that was elaborated within the "European initiative for the exchange of young officers inspired by Erasmus" and this is also covered by the Bologna Process.³

¹ Agreement about planning, organising and conducting the future “International Military Academic Forum (iMAF)”; published on <http://www.maf-reichenau.at/iMAF2014/Sites/Agreement.php> [23.02.2015]

² Ref.: Gell, Paile: iMAF 2014, Vienna/BMLVS 2014, P. 128

³ Ref.: Gell, Paile: iMAF 2014, Vienna/BMLVS 2014, P. 34

	Name of the Module	Service	ECTS Credits
1	Battle Physical, Mental and Survival Training	All-Services	3
2	Common Operating Environment	All-Services	3
3	Comprehensive Approach	All-Services	4
4	Cultural Awareness	All-Services	2
5	Defence and Security Economics	All-Services	4
6	Individual Personal Development and Meta-Communication	All-Services	2
7	Leadership & Agility in Complex Environments	All-Services	2
8	Military Instructor Training	All-Services	3
9	Small Unit Tactics	Army	4
	Total		27 ECTS

With those modules, in total with 51 ECTS, it should be possible, if they will be implemented in the officer education curricula in as many military academies as possible, even if not all can be accepted in each country as academic, to create a full semester for exchanges.

And, of course in times of shrinking budgets it is also important, that then such a semester can be supported by ERASMUS+ money.

The full description of all modules can be found in GELL, PAILE, iMAF 2014, Vienna/BMLVS 2014, ISBN 978-3-9503699-1-5 or as a download under

http://www.maf-reichenau.at/iMAF2014/Album/Book/iMAF_Book-2014.pdf

Reaching the status as a common module

Mr. Paile stated in his conclusion to iMAF 2014:

After the iMAF... Action!

After this successful exercise of designing new common modules in Reichenau, ways forward can be suggested.

Some or all of these modules shall be proposed to the Implementation Group for further work with view to make them "common modules" under the Initiative.⁴

⁴ Silvan PAILE, Conclusion... For Now, in: iMAF 2014, Vienna/BMLVS 2014, P. 124

The Austrian representative to the implementation Group of the “European Initiative for the exchange of young officers inspired by Erasmus” presented all during iMAF 2014 developed modules on the 23rd IG meeting. After discussion of the nine modules’ curricula within the IG they were sent to all member states for additional notes and adoption under silence procedure. As there were no further notes, these modules reached the status as a common module with the 10th Oct. 2014.

It will now be up to the member states and the institutions to implement them into their national officer education curricula according the national regulations.

The way to the aim of iMAF 2015

At the end of iMAF 2014 a date and venue of iMAF 2015 was announced to the participants: iMAF 2015 will take place in Romania from the 9th to 13th of June, 2015 and will be hosted by the “Nicolae Bălcescu” Land Forces Academy, Sibiu.

A first planning conference therefore took place during the LoD 7 meeting at the 30th of September 2014 at the University of Defence in Brno – Czech Republic.



*LoD 7 meeting BRNO
(Foto: UoD)*

The common decision was taken that the general goal for iMAF 2015 shall be the development of an “international semester” for students’/cadets’ exchanges with the additional benefit, that such a semester in the future can be also supported and covered by the ERASMUS+ programme.

It was also agreed that iMAF 2016 will be conducted in Poland and will be hosted by the General Tadeusz Kosciuszko Military Academy of the Land Forces, Wrocław.

A working plan for iMAF 2015 was established and as the main conference for detailed planning a meeting from 28th to 30th of January, 2015 hosted by National University of Public Service, Budapest – Hungary was fixed.

The aim of iMAF 2015

The planning conference of the iMAF cooperation partners at the National University of Public Service in Budapest was chaired by Col Prof Vasile Căruțașu, PhD, Vice-Rector, Deputy Commandant for Scientific Research, "Nicolae Bălcescu" Land Forces Academy who is in charge of the organisation of iMAF 2015.

After a discussion within the iMAF cooperation partners following aims for iMAF 2015 as a guideline for the hosting organisation were decided.

The main goal **development of an “international semester” for students’/cadets’ exchanges** as it was fixed in Brno on 30th of September 2014, remains.

Therefore, in a first step during iMAF 2015, the participants shall work out in syndicate groups what the institutions (military academies and universities) expect as learning outcomes from the participants whom they send to an international semester abroad. The description shall be done according to the Bologna criteria in knowledge, skills and competences.

To ensure that the participants will be familiar with the subject and for the iMAF 2015 publication the participating institutions shall be invited to write an article about the subject in advance.

The outcome of the syndicate work will be summarized by the scientific committee for the next working step.

Out of the result of step one, again in a syndicate work, there is to elaborate which knowledge, skills and competences are pre-conditions to participate in an international semester, to ensure that the learning outcomes of the semester can be reached successfully by the participants, let`s say finding the definition of the “collection point”.

In a third step, the expectation of the learning outcome of an international semester shall be overlapped with the learning outcome of the existing common modules. As a result of

that step we will either see that there are some shortfalls and there will be the necessity of creating additional common modules, or that only one or the other adaption in the learning outcome of an existing common module has to be done.

As a last step during iMAF 2015, the participants shall work out which period would fit best for such a developed international semester according to their existing study programmes.

With the answers to all four steps, each institution will be able to take these aspects into consideration when the next national accreditation circle will take place. Those who are willing in fully acknowledged semester exchanges, without losing time or wasting money, moreover can be supported for those exchanges by the ERASMUS+ programme; can adapt their national curricula for officer education.

The more institutions dealing with officer education do so, the more exchange opportunities we can offer to students and cadets and a further step to a harmonised officer education is done.



iMAF 2014
(Foto: TMA)

Just remind that this is fully in line with the aim why iMAF was founded⁵:

.... iMAF shall be focused on creating and deepening a “European Security and Defence Culture”, as well as assuring the best achievable level of education and training for officer cadets, young officers and officers for dealing with future challenges...

....an efficient cooperation in education of our future elites, for the realisation and consolidation of the Common Security and Defence Policy (CSDP) regardless of their nationality or their armed forces....

⁵ Agreement about planning, organising and conducting the future “International Military Academic Forum (iMAF)”; published on <http://www.maf-reichenau.at/iMAF2014/Sites/Agreement.php> [23.02.2015]

3.2 Foreword by LtCol (GS) Dirk DUBOIS

Do we improve international cooperation by creating an international semester?

The European initiative for the exchange of young officers has come a very long way since it started in 2008. One of the latest initiatives, inspired by the Greek Presidency of the Council of the European Union, was the creation of a European Semester. A big step for an initiative that started out by just creating some short term exchange opportunities, because Member States thought that long term exchanges were too challenging and would not have much success.



*Lt Col (GS) Dubois at iMAF 2015
(Photo: LFA, Sibiu)*

The first thing that we should examine is whether this project is even covered by the mandate given to the European Security and Defence College back in 2008. Next we would need to examine what are the benefits for the different parties concerned in the exchanges. Why would a student wish to participate in such a semester, why should a Member State send one of its future military elite to study in another country during his initial training and what are the benefits for the Member State that hosts such a student. Finally we need of course to ask ourselves the question that forms the title of the foreword. By organising this semester do we contribute to better cooperation in the field of Defence between the different Member States of the European Union (and even beyond)?

Let's start to see if this international semester is indeed a valid part of the Initiative. For that we have to look at the initial declaration by the (then 27) Ministers of Defence during the 2903rd meeting of the Council, General Affairs and External Relations on 10 November

2008 (Council of the European Union document 15465/08). The first thing we have to note that an international semester was not mentioned in the text, nor was it even hinted at. So a very first conclusion could be to say that such a semester shouldn't fall under the initiative. Further analysis of the text however brings to forefront three different points.

The first is that the Initiative is set up amongst others to draw on the Erasmus programme to establish mechanisms to promote officer exchanges. Under the conditions of the Erasmus programme, short term exchanges that form the basis for 'Military' Erasmus are not eligible for financing. It therefore makes complete sense that military higher education institutes seek to be able to apply for the Erasmus programme under the same conditions as their civilian counterparts. Consequently, those Member States that feel inclined to cooperate more closely can look at an international semester to make this possible. The second argument to be found in the text of the declaration by the Ministers of Defence is that the under the initiative, we should encourage national military training colleges to increase the mobility of military students and teaching staff among the Member States. Creating an international semester brings a quantum leap in the possibilities to the mobility of young officers. And finally of course, there is always the escape clause that the 'working party will also contribute, more generally, to promoting exchanges of officers during initial training within the European Union. It may supplement the measures set out in this document'. The working party referred to in the text is better known as the Implementation Group, one of the project oriented configurations of the ESDC's Executive Academic Board. This Group can basically take all necessary steps to further enhance the exchanges during the initial training of the young officers for those Member States that want to participate in the programme.



*Students at iMAF 2015
(Photo: LFA, Sibiu)*

If you want to get a commission as an officer in one of the Member States, why should you want to go follow part of your training in another Member State? Are you not jeopardising the first part of your career? Will you not miss some skills and knowledge to start your work in a unit? It is true that some countries do not recognise the added value of the experience brought in by following training outside his own organisation. In some cases, this would lead to the young officer having to do a part of his training again in his own country and arrive later in his first post. Or he risks getting poor evaluations as he might lack some knowledge that he should have received in his national training. In that case, the only added value is in the personal experience for the young cadet. However, such a conservative attitude is directly opposed to what we see in civilian society, where more and more employers, especially from companies working on an international level, cherish any international experience such as an Erasmus exchange as a big added value for youngsters applying for a job. Isn't the openness to other experiences, language skills, and cultural awareness, knowledge about how other countries function and operate a unique added value for both the cadet and his country? Doesn't it put him in exactly the right position to be able to embrace international cooperation in future generations? Or do we want to remain stuck with officers that never look beyond the confines of their barracks in which they enclose themselves, even when they are deployed?

Obviously, what is an advantage for the student is to a large extent also an advantage for the sending country. On top of the already stated advantages, careful selection of the topics for such an international semester could also bring or maintain the knowledge and skill about certain subjects in the armed forces of a country without having to organise a course in the country itself. The advantages of scale can play a big role, especially for small or medium-sized Member States. Take for instance the possibility to follow a master degree in engineering in the military academy of another country, instead of doing it in a civilian university. The cost is comparable, but the huge benefit for the sending county is that at the same time, the student will continue to be in a military environment learning the values, skills and competences that are at the basis of our profession and learn things that are more specific to the military profession, like ballistics.

Then why would a Member State want to host student from another country? Well, of course it flatters the vanity of that country if another country finds its courses good enough to send a student to it. It is also quite often part of the good relations between different countries. But the best reason has to be found in the argument that they hope that the other countries will reciprocate and offer some compensation for the effort. The best form, in the way that it is at a European level the most cost-effective, is to open its courses in other specialties or to even completely merge different national training facilities, as is the case for the Dutch and Belgian Navies.

Finally, we also have to take into consideration that it becomes more and more difficult to retain the highly skilled academic and vocational staff in the military academies. The pressure on the Defence budgets of the Member States have made it difficult to invest in the training of the cadets. At the same time, the operational branches have requested to reduce the training time, so that the young people arrive in the operational units as soon as possible, so that they can be employed and deployed. International cooperation and specialisation can be a part of the answer to that problem.

Now that we have discussed the potential interests and challenges for the different parties involved in an exchange program, let's focus again on the core question: does the creation of an international semester improve international cooperation. On a quantitative level, the answer has to be yes! It is self-evident that an event that is organised by different countries increases the number of international cooperation. Remains the question if it also increases the quality or reduces the cost for a similar quality? Careful selection of the topics and duration of the different modules selected for the international semester should ensure that the participating Member States put their best teachers on the topics. It would allow staying at the very leading edge of academic and vocational military training, even for smaller Member States. The result should be better educated and better trained young officers that are open to new experiences and well aware that there is valuable stuff to be learnt beyond the confines of the own organisation.

But is this semester enough? What can or should we look for in the future? Already new ideas are floating around. Should we expand the trimester to a full-fledged master program, preferably co-organised in a strategic partnership between different defence academies/colleges? Should we create a European security PhD program? These questions are being studied further in detail and are being bounced around. It is up to those Member States that want to pick up the ball and cooperate ever more closely in the field of Defence education to decide if they want to go that far.

As the situation on the international scene is rapidly shifting from a Europe that was never so prosperous, so secure and so free to a Europe that is being threatened both from the inside and from the outside, a world where the very existence of our societies is again faced with threats which we do not seem to be able to defeat, we need a new generation of military officers who are well educated and trained. People who respect each other across the borders of our society, leaders that are able and willing to stand side to side with other Europeans to safeguard our way of life, our values. International cooperation is not a given, it is as so many other things something you have to build up from the base and training people together over a longer period is one way of achieving this, maybe even the best way!

Remarks about iMAF 2015

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4. Remarks about IMAF 2015

The iMAF 2015 in Sibiu/Romania – a Review

Col Dr. Harald Gell, MSc, MSD, MBA

In 2012 the Austrian Theresan Military Academy decided to dedicate future iMAFs to topics supporting the “European Initiative for the exchange of young officers inspired by Erasmus”. The first iMAF in the spirit of the Initiative took place in Reichenau/Austria with the subject “Common European Security & Defence Culture”. One year later the symposium was dedicated to the “5 years of the Initiative”. In the same year 5 Basic Officer Education Institutions from Austria, Czech Republic, Hungary, Poland and Romania got together to organise future iMAFs in cooperation to share the costs following the idea of “pooling & sharing”. Finally, the first combined iMAF was conducted – again in Reichenau/Austria – to create more Common Modules for the European Basic Officer Education. The outcome of nine new Modules – later adopted as Common Modules within the Implementation Group – shows the efficiency and importance of this event.

According to the agreed rotation-principle the first iMAF outside Austria took place at the “Nicolae Bălcescu” Land Forces Academy in Sibiu/Romania from 9th to 14th of June, 2015. The goal was to create an international semester which shall be implemented at the European Basic Officer Institutions. Additionally, the entrance level for Cadets/Students foreseen to participate in such a semester was defined.



*iMAF-2015 Participants
(Photo: LFA Sibiu)*

Some 80 education experts as well as 25 cadets/students from 15 EU Member States representing 23 Officer Education Institutions and from the United States of America were to elaborate the details. The following table shows in short the modules and the workload of the new international semester:

Module	ECTS
Common Module Basic Military English	2
Common Module Comprehensive Approach	4
Common Module Law of Armed Conflict	2
Common Module Cultural Awareness & Module Cross Cultural Communication	2 + 2
Module Cyber Security & Common Module Electronic Warfare ⁶	2 + 2
Module Interoperability	6
Module Military Leadership	4
Module Physical Training	4
Total	30

The composition of the international semester elaborated during iMAF 2015.⁷



*iMAF-2015 Working Session of the Scientific Committee.
(Photo: LFA Sibiu)*

The following module descriptions show in detail the mainly non-Common Modules⁸ as well as the prerequisites for participation. All the details were elaborated by 5 syndicates and coordinated by the Scientific Committee.

⁶ Remark of the author: The module “Electronic Warfare” was adopted as a Common Module after iMAF 2015.

⁷ Table created by the author.

⁸ Remark of the author: Common Modules are still described following certain rules. All the existing Common Modules are listed with their description in iMAF book 2014. The listed comments should be seen as additional elaborations. The abbreviations “TBD” stands for “to be defined” and “acc. to CM” stands for “according to the description of the Common Module”.

Module	Common Module Basic Military English	ECTS	2
Remarks	According to the description of the Common Module and English language competences [focus on practical/ professional use of the language, specific terminology].		
Knowledge	Interpreting certain set of English language terminology [area to be defined, e.g. problem solving/decision making].		
Skills	Applying [adequately] given set of English language terminology when performing prospective job related tasks.		
Competences	Enhancing fluency of using professional English language.		
Prerequisites for Participation	English: Common European Framework of Reference for Languages (CEFR) Level B1 (B2) or NATO STANAG 6001 SLP 2222.		

Module	Common Module Comprehensive Approach	ECTS	4
Remarks	According to the description of the Common Module.		
Knowledge	Basic understanding of comprehensive approach (UN, EU, NATO). Basic understanding of PMESII factors analysis. Operational Environment.		
Skills	Interpersonal communication and negotiation in multicultural environment. Solving problems by using interaction and personal experiences. Ability to analyse, synthesize, evaluate and make sound judgments with initiative and creativity. Ability to communicate effectively with IOs and NGOs deployed at the tactical level.		
Competences	Contributes to a genuine comprehensive approach to the issues in his/her AOR.		
Prerequisites for Participation	According to the description of the Common Module.		

Module	Common Module Law of Armed Conflict	ECTS	2
Remarks	According to the description of the Common Module and ability to clearly understand the tasks. Ability to understand the background and the circumstances of RoEs. Ability to simplify complex tasks. Good knowledge of International Humanitarian Law combined with responsibility of commanders and individuals. Good knowledge of international organisations (i.e. UN, EU, OSCE, NATO, etc.), and ways of cooperation with them. Good knowledge of different countries' armed forces.		
Knowledge	According to the description of the Common Module.		
Skills	According to the description of the Common Module.		
Competences	Understanding the course of action and restrictions in fulfilling the task (RoE). Understanding the international law, organisations, and structures (including the army-s).		
Prerequisites for Participation	According to the description of the Common Module.		

Module	Common Module Cultural Awareness & Module Cross Cultural Communication	ECTS	2 + 2
Remarks	Cultural awareness [ability to operate in culturally different/diverse environment].		
Knowledge	Identifying differences in effective verbal and non-verbal communication and behaviour, reflecting different situations in intl. environment and cultural areas.		
Skills	Applying knowledge of leadership theories with particular focus on international teams.		
Competences	Enhancing ability to develop self-awareness of cultural matters aimed at understanding potential consequences of his/her interaction in intl. environment.		
Prerequisites for Participation	According to the description of the Common Module and awareness of his/her own culture and ability to explain his/her traditions and Openness to intercultural dialogue.		

Module	Module Cyber Security & Common Module Electronic Warfare⁹	ECTS	2 + 2
Remarks	According to the description of the Common Module.		
Knowledge	Norms and principles for responsible behaviour in cyberspace. Cyber hygiene guidelines.		
Skills	Using cyberspace responsibly. Identifying possible threats and attacks.		
Competences	Is able to act with situational awareness when using IT.		
Prerequisites for Participation	According to the description of the Common Module and ECDL (without Access) or equivalent knowledge. Basic knowledge of Social Media. Basic knowledge of military rules and regulations referring to e.g. voice procedure.		

Module	Module Interoperability	ECTS	6
Remarks	Comparative interoperability [ability to adapt, communicate, operate and lead teams in international teams, distinguishing differences in intl. military systems operation].		
Knowledge	Distinguishing specific approaches and techniques applicable to leading international teams.		
Skills	Selecting and applying adequate communication techniques and behaviour that reflects particularities of given situation in intl. environment/cultural area, and communicating/explaining these particularities to superior/ subordinates/others.		
Competences	Developing mutual understanding and trust [confidence] among international counterparts, their professional networking.		
Prerequisites for Participation	Basic managerial and leadership competences. Basic communication and presentation competences. Awareness of respective national armed forces [organization, mission, C2 etc.] – this includes basic knowledge on roles and capabilities of national military equipment and weapon systems. Basic Instructor and Leadership skills.		

⁹ Remark of the author: The module “Electronic Warfare” was adopted as a Common Module after iMAF 2015.

Module	Module Military Leadership	ECTS	4
Remarks	Different creative military problem solving techniques. Problem solving with a group and individually. Ability to quickly adapt to the changing environment.		
Knowledge	To be defined.		
Skills	Has the necessary organisational and administrative skills for managing resources of the armed forces.		
Competences	Solves problems and deals with the widest range of tasks based on his/her updated knowledge, methods acquired, experience and interaction skills.		
Prerequisites for Participation	Basic managerial and leadership; competences, focused on basic tactical level [platoon or equivalent]. Understanding platoon level tactics and knows national military decision making process. Basic negotiation and problem solving skills. Ability to plan, organise and accept responsibility.		

Module	Module Physical Training	ECTS	4
Remarks	The cadets/students should lead the sport hours under supervision of instructors.		
Knowledge	To be defined.		
Skills	To be defined.		
Competences	Maintaining/developing physical fitness and lead sport hours.		
Prerequisites for Participation	Fulfilling respective national physical standards. Medical certificate.		

Way ahead:

In June 2015 – exactly at the same time as the iMAF took place in Sibiu – Mr. Michel Barnier, the Special Adviser on European Defence and Security Policy to the President of the European Commission, Jean-Claude Juncker, stated in an article that “... *Member States could introduce a ‘European Semester on Defence’* ...”¹⁰ Also because of this statement we can be sure to be on the right track.

It is foreseen that within the Implementation Group those modules which do not have the status of “Common” at the moment will be elaborated on. For example, there is the possibility that – based on a pilot project conducted in Cyprus in August 2015 – the frame for the module “Military Leadership” will be elaborated by Austria and Cyprus.

10 Barnier, M. (2015). In Defence of Europe – Defence Integration as a Response to Europe’s Strategic Moment. European Commission Brussels. EPSC Strategic Notes as of 15 June 2015. Issue 5 / 2015. Page 8.



*Pilot project “Military Leadership” in Cyprus in August 2015
which could create the frame for the same module within the international semester.
(Photo: MOD Cyprus).*

During the LOD-7 meeting in Brno end of September 2015 the idea was born to integrate more electives into the international semester – also for the purpose to fulfil accreditation requirements.

Moreover, the 5 iMAF-institutions created within the Erasmus-frame the so-called “Strategic Partnership”. The application of the project was passed by the Military Academy of Land Forces in Wroclaw to the Polish National Erasmus Agency and received in summer 2015 the approval. The topic of this strategic partnership is to create and conduct an international semester. Of course the first elaboration done in Sibiu during iMAF 2015 as well as in the Implementation Group will be taken to continue the work.

With its excellent organisation the LFA Sibiu gave also the frame for bilateral discussions in order to increase exchange possibilities among the EU Member States.

Looking forward to the iMAF 2016 which will take place in Wroclaw/Poland from 20th to 22nd of June 2016 the participants concluded that iMAF 2015 was again a success for the Initiative and in doing so to increase Europe’s security within the defence sector. One day – when the European Basic Officer Education Institutions will implement an international semester – they will state that *“the roots were created in Sibiu during iMAF 2015.”*

Contributions from iMAF's participants

5

5. Contributions from iMAF participants

5.1 Contribution from Austria

Colonel of General Staff Karl-Heinz Wiedner, Mag
Theresan Military Academy

1) Main mission goal of basic officer education:

The development of military leadership competence is and also in the future will be the main mission goal of basic officer education. By the Implementation Group of the “European Initiative for the Exchange of Young Officers inspired by ERASMUS” a “Sectoral Qualification Framework” was established (so called 'competence tree') containing different areas in which an officer needs to be qualified including also a list of descriptors to describe the learning outcomes in knowledge, skills and competences according to the European Qualification Framework.

Most of these defined areas such as military serviceman, military technician, leader and a decision maker, combat-ready role model and communicator refer directly to military leadership performance.¹¹

2) Principal aspects of Military Leadership:

The principal aspects of the officer as a military leader and the accoutrement of military leadership which we also have to take into consideration in the education process of the cadets have been described so often that libraries can be filled with it. A short and precise essay by Mandache Radu-Adrian and Cosma Mircea, both from “Nicolae Bălcescu” Land Forces Academy Sibiu (Romania), summarises them.

Some aspects I want to stress out:

First: military leadership takes place in an environment that is “*highly changeable, hard to predict, dangerous and often deadly, and it requires an increased forecasting and creative side and the adaptability of whole military structure – officer and his subordinates, military leader and his followers, to new conditions and situations..... often the failure is measured in death.*”¹²

¹¹ European Initiative for the Exchange of Young Officers (2014), IG, Doc.: IG/2014/002 (Rev 4), Brussels, p. 1

¹² Mandache Radu-Adrian, Cosma Mircea (2014), The officer’s competence as a military leader and the combat power of his military, Sibiu, p.1-2

Second: mission accomplished is the overall guideline for military leadership, leading subordinate leaders and men into and in a dangerous situation, but not as the outcome of an own decision, it is the outcome by a given task, because this decision was taken by superiors.

Effective military leadership can be described as “motivating, directing and enabling others to accomplish a military mission in a dangerous environment where the failure is measured in death, professionally and ethically, while developing or improving capabilities that contribute to mission success.”

Third: today military leadership for European young officers takes place in a European, international (I would argue cross-cultural) environment, in missions & operations as well as during peacetime and in training for missions & operations.

- *“No single country is able to tackle today’s complex problems on its own”¹³*
- *“..none of the new threats is purely military; nor can any be tackled by purely military means”¹⁴*

3) Requirements for “Military Leadership” performance of young Officers:

Knowing the mission goal of officer education we have to analyse the requirements we have to fulfil in the education process of cadets to young military leaders of character.

Following the argumentation of Dale E. Zand written in “The Leadership Triade”¹⁵ and adapting it to the necessities of military leadership we can define four boxes of leadership requirements.

Three boxes in an “inner circle” which are strongly connected and interdependent:

- professional (military) knowledge and skills,
- (self) confidence and trust,
- mental and physical power.

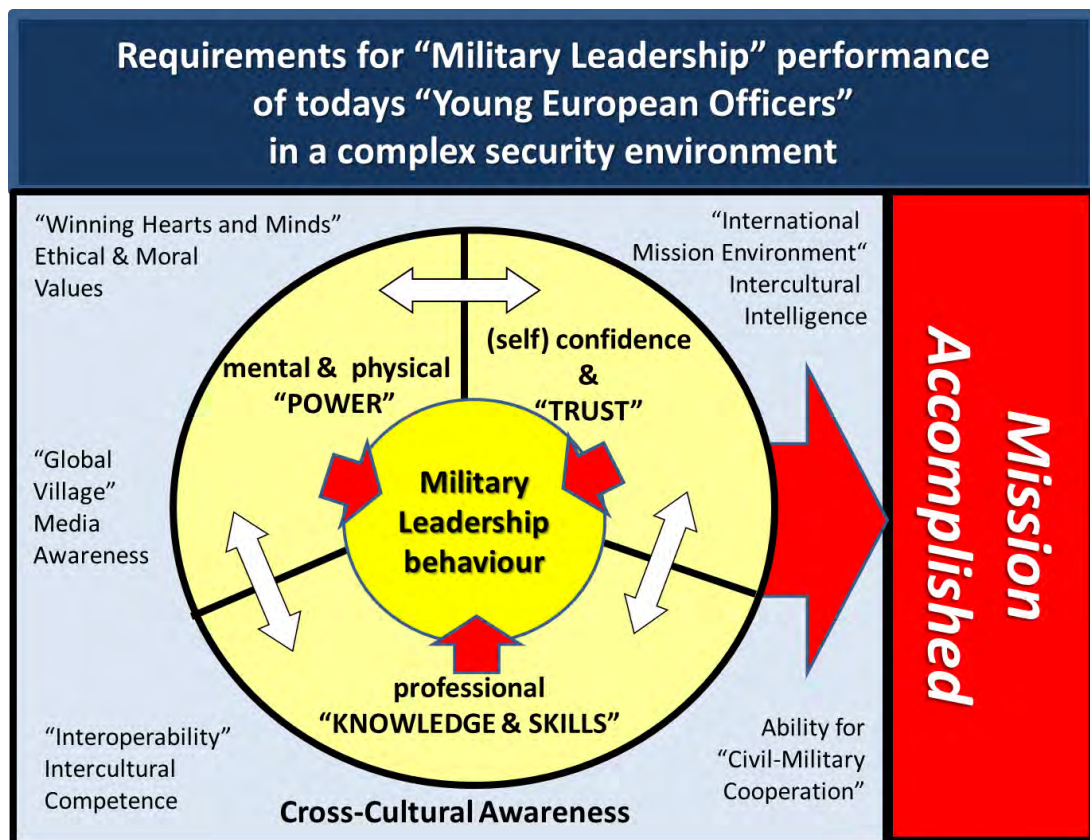
Because of what stated before, military leadership and mission accomplished always takes place in a European, international cross-cultural environment today, these three boxes are embedded in the fourth box, which we can call the box of cross-cultural awareness.

The model of requirements for military leadership performance of today’s young European officers in a complex cross-cultural security environment with the overall aim of mission accomplished is shown in the following figure.

¹³ European Union (2003), European Security Strategy (ESS), Brussels p. 1

¹⁴ European Union (2003), European Security Strategy (ESS), Brussels p. 2

¹⁵ Dale E. Zand (1997), The Leadership Triade, Oxford University press. New York/Oxford



*Requirements for “Military Leadership” performance of today’s “Young European Officer’s” in a complex security environment
(Source: Col(GS) Wiedner)*

All officer’s values (integrity, responsibility, loyalty, duty, honour, patriotism, courage, respect and self-service), all skills and all attributes – so far stated in other publications to the topic military leadership performance – can be – and have to be – integrated in one of the boxes.

This leads to the internal structure of the box which I will demonstrate by the example of trust that is often called the clue of the performance of military teams and units.

Trust can be divided in different characteristics. Those different steps of trust follow a logical sequence.

It starts with each of us personally (self-trust). Without self-trust the will to lead will never arise and leadership will not take place at all.

Self-trust is followed with our relationships (relationship-trust). Relationship in military terms refers to the direct subordinates or superiors. Just a simple question; how can I give a subordinate leader a mission goal from which fulfilment also my life is dependent if I do not trust him personally and professionally?

Relationship-trust expands into the organization we are a part of (organizational-trust). When I do not trust the organization military as a whole or the armed forces and their respective military leaders and commanders, will I then risk my life, the life of my subordinates to accomplish a mission?

Organization-trust is followed by the so called market place relationship (market-trust) and finally our global society (societal-trust).

Just remember the international environment military leadership performance today is happening. Maybe I am dependent on my left adjacent unit coming from Poland. I have to trust that they fulfil their mission and cover my open flank so that I am able with my subordinates to accomplish the mission. I will trust them if I know them, know their professionalism and their integrity, but therefore first I have to make experiences during my education and training which will lead me to such a trust.

Without fulfilling the underlying level of the sequence it is not possible to reach the next step or level of trust.

So each box itself inside also follows an own logical system.

There is one essential statement that has to be mentioned:

If the performance in ONE box is zero, military leadership performance in total is unavailable. Deficits in one box cannot be replaced or compensated by other boxes.

4) Expected outcome of an international semester:

The overall question is, which requirements and boxes will fit best to be fulfilled in an international semester abroad.

Surely, **cross-cultural awareness** combined with **(self) confidence and trust** will fit totally to an international semester. An international semester can create something like “laboratory conditions”. Fulfilling tasks (reaching learning outcomes) under new and challenging conditions in a new strange environment (abroad), embedded in a multinational team of other cadets with whom together one has to reach mission accomplished, is essential.

Therefore some preconditions are necessary:

- the international semester has to take place after a first education period in military leadership at the home university or academy,
- within the international semester integration into multinational cadets’ teams takes place and most given tasks have to be fulfilled via teamwork,
- sufficient language skills by the cadet (normally English).

In doing so, there will not only be a personal development by the cadet (organisational skills, cooperation skills, language skills), there will also be an increase of self-trust by successful reaching the education aims. Reaching a given goal under difficult circumstances will furthermore have an effect on the future in relation to new challenging tasks by strengthen the confidence of the participant. Last but not least, in working together successfully in a multinational team, living successfully internationalisation, will strengthen the trust also in multinational cooperation (organizational and market trust).

Looking at the box **mental and physical power**, of course also in an international semester the physical fitness has to be maintained and the other way round sport can be used for international teambuilding. All challenges a cadet has to face during a semester abroad will have an impact onto his mental power. Each surmounted difficulty and accomplished goal based on given tasks has an impact to the strengthening of mental power.

The question remains, which **professional military knowledge and skills** can or shall be the expected outcome of an international semester?

No matter which military topics will be part of the curriculum within the semester, they will give an increase of participants professional military knowledge and skills, but the more important outcome of a semester abroad is located in the boxes cross-cultural awareness combined with (self) confidence and trust and personal development. Those benefits one also can expect in a semester without integrated military subjects, e.g. the in-depth studies of the 4th Semester (abroad) of the Austrian Officer Education in economics or information and communication technology.

What professional military knowledge and skills shall or can be a part of the curriculum and what shall be the expected learning outcome (knowledge, skills and competences) of these is answered easily. They shall be picked out of the so far developed and by the European Member States confirmed Common Modules. They are listed in iMAF-book 2014.

Additionally, during a semester abroad the participants also shall get into contact with the local culture and the surrounding of the hosting country as a part of not only creating a common security and defence culture but also to become a more experienced European.

A technical information: please specify the beginning/end of winter/summer semesters in your institution.

	Beginning	End
Winter Semester	Week 40 (end of September)	Week 6 of next year (Beginning of February)
Summer Semester	Week 14 (Beginning of April)	Week 29 (mid of July)

5.2 Contribution from Bulgaria

Colonel Assoc. Prof. Stefanov Svilen, PhD,
“Vasil Levski” National Military University

1) Features of cadets training

One of the most important features of the training of cadets at “Vasil Levski” National Military University in the city of Veliko Tarnovo, Bulgaria, is that they acquire two bachelor's degrees within five years of their studies. It is done in a uniform curriculum, which clearly distinguishes military and civil specialties and intersection area between the two. After completing their training, the young officers are awarded a single diploma.

2) Specialties

Legislation in the Republic of Bulgaria sets a minimum amount of hours and credits to acquire ACS 'Bachelor'. For civil specialties the requirement is 2200 hours, and for the military - 3400 hours, and both are awarded 240 credits. In order to provide the required amount of hours and credits for both specialties, an intersection area has been created. The disciplines that it comprises are included in both specialties with the appropriate amount of credits. In practice, the disciplines include language training, physical training and others.

Civil specialties are selected in such a way that they provide maximum support to military training. In order to use effectively the capabilities of the faculty and the facilities, the National Military University conducts education of civilian students in selected civilian specialties. In practice, the two categories (cadets and students) study together in mixed groups.

3) Training scheme

Blended learning requires some specific features in the organization of the study process within an year. The following training scheme has been adopted by “Vasil Levski” National Military University (NMU):

- The academic year of the cadets begins in mid-August. Winter semester ends in January with an exam session. Summer semester starts from the beginning of March and ends in late June;
- The academic year of the cadets begins six weeks earlier than the academic year of the students. In the period until the beginning of October the cadets study mainly their military disciplines;

- From early October, cadets and students start their civil specialty studies. In their free days and classes, the cadets have supporting classes in their military subjects;
- Similarly, the end of the academic year for the civilian students is in May, while the cadets continue their military training until the end of June;
- At the end of the fourth year, both cadets and students take state examinations that finalize their civil specialty training. Students receive their diplomas and cadets continue their education for another year. During that time they study only military specialty subjects. After that, they graduate and receive their first officer rank.

Obviously, within these four years of joint training, military training periods are relatively short. This determines the fact that the main specialized military knowledge and skills the cadets receive during the final academic year.

The general scheme of acquiring military qualifications during the years of training is:

- In the first year, cadets go through a basic military training, which gives them knowledge and skills at the level of a soldier;
- By the end of the second year, they are prepared at the level of soldier- specialist;
- By the end of the third year, they reach the level of a section commander;
- Fourth and fifth year provide a platoon commander level of qualifications.

4) Conclusions and Proposals

Imposing the examined schemes on the proposed tree of competences within the European Qualifications Framework, it becomes clear that the only convenient option for participation of Bulgarian cadets in the program iMAF is the winter (first) semester of their 5th year of study for the following reasons:

- The level of military training of cadets before the 5th year is lower than that in the descriptors of level of competence 6;
- Participation of cadets in an international semester before the 5th year of military training would disrupt their preparation for the civil specialties;
- The last semester of the 5th year ends in July with state exams in their military specialty. Under the Bulgarian law, without passing any of them, the cadets cannot be awarded a diploma and first officer rank. According to the requirements of the international semester, its duration is 6 months, i.e. if it begins in March, the semester finishes in August.

The proposed qualification groups can be combined in an appropriate manner to meet the requirements for the preparation of the Bulgarian cadets for their military specialties. We also believe that it is appropriate to prepare a group of descriptors specifying the qualifications needed for officers dealing with the logistics in the army.

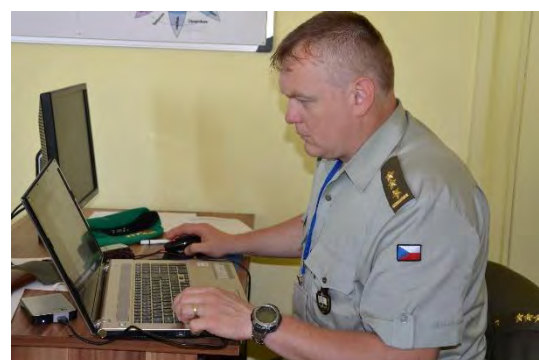
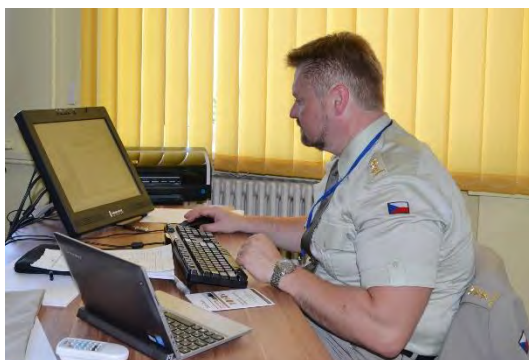
5.3 Contribution from Czech Republic

Colonel Assoc. Prof. Ing. Vladan Holcner, PhD
Colonel Ing. Jaroslav Kozůbek, PhD
University of Defence

Possible Structure of Military Education International Semester

Introduction

Today, internationalization of professional military education represents an element in training and education of future military officers of steadily increasing importance. The growing complexity, dynamics and globalization of international security change and tighten requirements put on competences required for young military officers in European countries. Most importantly, European young officers are expected to operate effectively within international teams, often under conditions of culturally different and/or diverse environment. This requires mutual understanding and trust among officers representing different national military cultures. So far, a number of European military academies and universities have managed to organize mutual mobility of military students/cadets in a form of semester exchanges and short-term exercises, courses and competitions. In this regard, establishment of a balanced and standardized Military Education International Semester (MEIS), which would enable for joint education and training of all military students/cadets representing a variety of European military academies and universities, becomes a substantial step forward. A step enabling these students/cadets to transit their national level oriented competence to the international one.



*Col. Assoc. Prof. Eng. Vladan Holcner and Col. Eng. Jaroslav Kozůbek
working on iMAF 2015 Syndicates
(Photo: LFA, Sibiu)*

Learning Outcomes

The aim of the MEIS, as proposed by the Faculty of Military Leadership of the Czech Republic University of Defence is to develop general competences that can be viewed as a necessary outcome of education and training of young European military officer. For this reason, these proposed competences reflect recommendations on learning outcomes included in the NATO PfP Generic Officer Professional Military Reference Curriculum¹⁶. The competences/learning outcomes proposed for the MEIS are those where development under conditions of international environment has a potential of strong contribution to enhancement of mutual understanding, development common or compatible procedures and contribution to mutual trust among international students/cadets for their future joint operations. In general, the learning outcomes can be divided into three blocks:

- a) comprehensive understanding of complex security environment:
 - explaining historical basis, principles of international relation in the context of national and international dimension of security and defense policy,
 - explaining basis, purpose and instruments of ESDP in relation to NATO policy and respective national policies,
 - presenting mechanisms and problems of global economy as a source and basis of defense and security issues, incl. distributions of wealth across the globe,
 - discussing key relations between economy and security/defense and economic principles of national and international provision of defense,
 - interpreting and applying principles of international humanitarian law;
- b) leadership and effective decision-making:
 - discussing principles of decision-making and managing small to medium-size organizations characterized by international environment,
 - distinguishing and reflecting in own behavior and verbal contact of differences across different situations and cultural areas,
 - discussing principles of small unit tactics and practically apply principles of troop leading procedure followed by the phase of leading the fight (combat engagement) at platoon level;

¹⁶ Emelifeonwu, D. C. *Generic Officer Professional Military Reference Curriculum*. Kingston: Canadian Defence Academy, 2011. 96 p.

c) cross-sectional competences:

- applying adequate terminology and enhancing fluency of professional English language use,
- maintaining/developing of physical fitness.

Contents and Structure

Based on the learning outcomes outlined above, the following structure of courses to be included in the Military Education International Semester, covering 30 ECTS, can be derived:

a) block of security studies:

- Security and Defense Policy (4 ECTS),
- Global Economics (3 ECTS),
- Defense and Security Economics (4 ECTS),
- International Humanitarian Law (3 ECTS);

b) block of leadership and management:

- Leadership – Rhetoric's (2 ECTS),
- Managerial Decision Making (4 ECTS),
- Field Training (2 ECTS);

c) block of cross-sectional competences:

- Physical Training (2 ECTS),
- English Language (2 ECTS).

In reality, all the courses listed above are those that shape the backbone of the Faculty of Military Leadership, newly accredited MSC degree program named Armed Forces Management and Employment. It is expected that each course subject will be modified to be fully suitable for international education as the part of MEIS (i.e. fulfilling the role of transiting national level oriented competences to international level).

The Field Training course belongs to the set of the key courses at the Faculty of Military Leadership due to their focus on application of theoretical knowledge to simulated or real-life practice. This set of courses has been designed to gain and enhanced knowledge and skills of both individuals (as soldiers) and infantry squad basic combat drills, further troop leading procedures on platoon level, small unit tactics in four basic activities as are deployment at assembly area and its guarding, movement, attack and defense. The needs of MEIS require several changes in the Field training course. These can be characterized as follows:

- Modified to one semester course focused on planning and leading missions at platoon level (2 ECTS; 42 teaching hours and at minimum 14 self-study hours),
- Designed as 10 days intensive course (4-6 hours per day) divided on two phases in which the first phase is focused on theory and map exercises and the second phase is focused on two computer assisted exercises with using the virtual simulation training tools. For this purpose is utilized tactical virtual simulator Virtual Battlespace (VBS).
- Create E-learning (Moodle) Knowledge Course for potential participants in which they will familiarize with basic knowledge of tactics, troop leading procedure and infantry squad and platoon organization (if necessary). Another purpose of this Moodle course is training and verification of military English terminology.
- Define detailed course study prerequisites which will be examined by Moodle Knowledge Course final test.
- Define detailed obligatory conditions required to successfully meet study requirements (detailed learning outcomes verification).

It is worth to mention that the Field Training course will integrate selected contents of the “Small Unit Tactics” Common Module designed within the iMAF 2014 initiative.

Timing and Prerequisites

To ensure a comparable starting point necessity to achieve the declared level of output competences, all international students/cadets entering the MEIS are to meet prerequisites in following areas:

- Language proficiency;
- Professional military competences;
- Study experience.

Further prerequisites can be defined with regards to specifics of individual courses included in the MEIS. Obviously, due to differences in individual national military degree program, a high level of flexibility can be required. E-learning platforms (pre-reading and pre-testing) can represent an effective tool helping to bring students entering the MEIS to the identical level of input competences or close to it.

First, ability of students to effectively communicate in the English language can be seen the first and obligatory requirement. Therefore, English language proficiency at the level of SLP 2222 according to NATO STANAG 6001 (or equivalent) represents the minimum ensuring minimum threshold enabling for mutual understanding among students and fulfillment of prescribed learning outcomes.

Second, to be able to develop professional military competences of future officers at international level, it is necessary to master – at least at the essential level – professional military competences at basic tactical level within respective national context. For future officers – platoon leaders and equivalents, this means mastering basic principles, procedures and equipment related to leading military unit (squad/platoon) in respective national armed forces.

Third, to ensure achievement of declared learning outcomes, it seems to be advantageous to involve students/cadets in the MEIS who have already proved their study abilities and study results. So, rather senior (experienced) students/cadets are expected to be nominated, if possible representing 5th or higher semester of study. The Faculty of Military Leadership of the Czech Republic University of Defence expects to nominate students of the 3rd class/5th semester of study within its 5-years MSc. continuous Degree program.

The considered structure of the MEIS as suggested by the Faculty of Military Leadership will keep the division of all offered course into three blocks.

The first block “Security Studies” consisting of four courses and including 14 ECTS will be organized as the first from the beginning of international semester. The study hours (lectures, exercises and seminars) of each of these four courses will be regularly dispersed during whole period.

The second block “Leadership and Management”, which consists of three courses including 8 ECTS will be organized as the second (last) after the first block. These courses will be designed as intensive courses one following upon the other. One specific relates to the Leadership – Rhetoric course – a part of the topics of the course Leadership – Rhetoric will be integrated along with topics covered within the Field Training course.

The third block “Cross Sectional Competences”, which consist of two courses including 4 ECTS will be organized thought all international semester by 4 study hours in each week.

A more detailed view of the structure of the MEIS is shown in the chart below.

Course	Week													
	-4 to -2	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
Security and Defense Policy	Moodle Knowledge Course	Study	Study	Study	Study	Study	Study	Study	Study	Study	Christmas Vacation			
Global Economics		Study	Study	Study	Study	Study	Study	Study	Study	Study				
Defense and Security Economics		Study	Study	Study	Study	Study	Study	Study	Study	Study				
International Humanitarian Law		Study	Study	Study	Study	Study	Study	Study	Study	Study				
Managerial Decision Making		Study	Study	Study	Study	Study	Study	Study	Study	Study		Study	Study	Study
Leadership – Rhetoric’s		Study	Study	Study	Study	Study	Study	Study	Study	Study		Study	Study	Study
Field Training		Study	Study	Study	Study	Study	Study	Study	Study	Study		Study	Study	Study
English Language		Study	Study	Study	Study	Study	Study	Study	Study	Study		Study	Study	Study
Physical Training		Study	Study	Study	Study	Study	Study	Study	Study	Study		Study	Study	Study

Possible Solution of the International Semester Structure at the Faculty of Military Leadership

Legend:

- Study period
- Testing period

Conclusion

The proposal of the Military Education International Semester, as described within this paper represents a possible solution of increasing the potential of internationalization within education and training of future young European military officers. Individual recommendations and particularities, e.g. structure, contents and timing reflects point of view of the Faculty for military leadership of the Czech Republic University of Defence. Therefore, it is expected that this proposal will become subject of further discussions among European military educational institutions resulting in a vital and compromising solution. Authors of this paper believe this solution will be feasible and viable when reflecting main aim of the MEIS idea, i.e. creating further step in military education internationalization as a way towards upgrade of students’/cadets’ national-level oriented competences to international level.



5.4 Contribution from Estonia

1LT lecturer Juhan Aus
Estonian National Defence Academy

According to the new face of war, the development of tactics, technical evolution and the new generation of more individualistic and globalized soldiers joining the army. There is a higher need for young officers to be flexible, with high adaptability and human centered. Therefore, we need to develop cadets action competences (critical thinking-, problem solving-, social skills, realistic and positive self-knowledge etc.) and cognitive skills. As developing these skills is a holistic challenge for all countries, so it would be good to develop them on an international co-operation level by creating the mutual understanding and competences for the future service and interoperability.

The Estonian National Defence College proposes four competences to be developed for the Basic Officer Education for all services. The proposed modules do not cover the whole semester (30ECTS). There are overlaps between the competencies and outcomes of these modules. Our study-year is divided into two semesters: autumn-semester lasts from September to December and spring-semester from January to August (incl. 1month vacation). The December volume of the whole study-year is 60 ECTS).

1) A learner and a teacher/coach

Competence: Is capable of taking responsibility for self-development, as well as for assessment and

Developing of leadership skills is a life-long process that consists of theory, skills and postures/ attitudes. These are all learnable and the main focus in this process is a responsibility of the cadet. A course can only provide a structure and a good environment to do that. The aim of the course is: The student has made a development plan to develop his/her leadership skills. This module should be the first module of the semester and could be looked over during every other module to specify the goals if some of them have been fulfilled or to add some goals if new weaknesses/strengths appear during the semester.

The expected outcomes could be:

1. Knows a “good” leaders/ officers competencies
2. Recognises his/ her own strengths and weaknesses.
3. Knows how to develop weaknesses, fortifying strengths
4. Is able to compile a personal development plan
5. Knows the principles of coaching/ mentoring/ counselling

2) A combat ready role model

Competence: Is able to deal with different people in learning and working communities and other groups and networks, taking account of communal and ethical considerations.

Based on the competence we propose secondly a common module Ethical leadership. The aim of the module is to put the students in a situation where they have to develop their leadership skills from an ethical point of view. The expected outcomes should be:

1. Knows the theory of Ethical leadership
2. Explores Ethical and moral dilemmas
3. Is able to deal with complex issues in leadership
4. Identifies rules and traditions that affect ethical decision making (cultural differences)
5. Knows how to build courage to follow moral principles
6. Is able to manage and mediate conflicts between people
7. Is able to deal with xenophobia

3) A military Serviceman, A leader and a Decision maker

Competence 1: Understands the course of action of the higher command level and takes the necessary initiative to contribute to its success.

Competence 2: Is capable of making decisions in an unpredictable, potentially life threatening, operating environment.

Based on these competences we propose a common module: **Tactical Decision Games on a platoon and company level**. The aim of the course is to develop students decision making skills through tactical decision games on platoon and company level.

1. Knows the aim and principles of Tactical Decision Games
2. Knows problem solving models, and decision making models (analytical, intuition)
3. Develops agility and creativity
4. Knows how to hold and participate in after action reviews
5. Is able to hold TDG-s to small groups
6. Is able to analyse his/ her decisions
7. Develops her/ his platoon and company level tactical decision making skills

5.5 Contribution from Greece

Captain MB Emmanouil Manolis
Hellenic Army Academy (HAA)

Which competences/qualifications should be acquired by the students participating in an international semester abroad, taking into account the competences/ qualifications they should have?

Competencies and Qualifications

The participation of cadets/young officers in exchange programs should be based on certain prerequisites, which are related to the needs of the courses planned. First and foremost is the English speaking and writing ability level of the cadets, that has to be at least in level B2, including efficient use of military terminology.

Cadets should also be able to accomplish the physical training test limits of every hosting institution, in order to be able to comply with the requirements. This is essential for the cadets/young officers in order to participate equally and competitively in every activity organised.

All those who are going to follow a semester in an institution abroad should be acquainted with basic information related to cultural awareness issues that will become a necessary part of their daily life. This knowledge will also provide them with the ability to adjust and integrate themselves more easily into social groups, which is one of the goals set by the Initiative contributing to mutual understanding.

A technical information: please specify the beginning/end of winter/summer semesters in your institution.

Winter semester starts at early October and lasts till the end of January.

Spring semester starts at the end of February and lasts till mid of June.

1) The Opportunity

The European Semester, to be organised by the Academies, is a great challenge, as it will help promote mutual understanding and will create a common view on international issues, which are of concern to the European Union member-states. This opportunity should be in line with the needs of the European Union, more specifically, in the field of external action and foreign policy. Most of all, it has to take into account the special characteristics of the Armed Forces of each country.

The final aim is the ability to cooperate and to understand each other before even meeting in the field or in their capacity as staff officers. This is the moment where all countries contribute greatly by mutually understanding each other in order for European Integration to succeed, bearing in mind that Europe has to deal with new threats and problems that were not directly present in the past, such as terrorism and refugees. Young officers are the future of EU's security and defence and those who will be called upon to deal with even more serious problems, bearing in mind that the international community has undergone a lot of changes demanding international cooperation at all levels. This is the reason why the European Initiative for the Exchange of Young Military Officers is bound to be met with success.

The starting point, were the Common Modules. These led the way to plan the future which, for now, is the European Semester.

2) The strengths of the European Semester

The European Semester was originally planned to lead the National Armed Forces to European Integration, which means that it is responding to a de facto good cause to which all member-states have been committed. Looking deeper into the way in which the European Semester will be implemented as compared to the Common Modules, which were formerly the only way to exchange young officers, we find a number of strengths that relate to the above-mentioned good cause. First of all, young officers will have the opportunity to be exposed to diverse ways of thinking and attitudes to specific issues.

This is the only way to make mutual understanding functional in practice. Mutual understanding is key to unlocking the way towards European Integration of Armed Forces, and, as a result, the Initiative will be successful only when young officers manage to accept each other's needs. The more time young officers will have to deal and cooperate with each other, the higher the level of mutual understanding they will achieve. The duration of exchanges combined with the number of officers who will participate will decrease the time needed to achieve this understanding and will help officers in the field to cooperate effectively.

Another aspect that will be affected are the teaching methods used by the Academies to train their cadets/young officers. The exchange will provide the circumstances for those participating to observe best practices in terms of teaching methods employed. In this way, they could introduce new teaching methods, which could improve the effectiveness of the learning process as well as the level of knowledge assimilation achieved. This process could be even more successful through the exchange of teaching or administrative staff, military or civilian personnel.

Cross-cultural education could also contribute in tandem with mutual understanding, since culture is one of the most important aspects of identity that a person carries with him/her abroad, when participating in exchanges or serving in external action or multinational missions. Coming into contact with different cultures and ways of behavior is an opportunity to try to understand the way other people think, in this case, the way in which military personnel think and act in order to achieve the same goal. Culture is a way of communicating and motivating mutual understanding through exploring each other's behavior and habits.

3) Difficulties towards the European Semester

The main goal of the European Semester is better and more productive cooperation between young officers. Nevertheless, there are some difficulties that institutions will have to deal with. First of all, the Academies will have to change their curriculum, which in some cases is difficult, as some institutions rely on a specific programme, which has proven to be successful. This means that they will need time to comply with the European semester since they will have to move courses across semesters or, even harder, they will have to introduce new courses, for which they may have to hire teaching staff. As mentioned above, introducing new courses may be the most difficult part of all, since this procedure may be complicated for some countries for financial or administrative reasons. Thus, in order to move the initiative forward, the institutions will have to deal with organisational matters successfully.

Another important difficulty is that some countries' Armed Forces have a different type of mission to fulfil, since they have to deal with threats relating to their national security, and as a result to European security. When these threats are not perceived as a European issue, but they are left to be addressed unilaterally as a national issue, a deviation could be caused to the effort for European Integration, since these countries mainly focus on safeguarding their national territory. This could be an issue that could be addressed multi-laterally by sharing each other's concerns.

4) The need for implementing the Initiative

The Initiative is the first and most important effort that is taking place towards European Integration with respect to the EU's Security and Defence Policy in the field of Armed Forces. All member-states share this common value and have to work hard to fulfill it. This goal will be achieved only by overcoming domestic problems at national or European level. The European Semester is an excellent opportunity for Europe to cooperate in the field of Armed Forces through young officers, who are those who are going to deal with future needs and new challenges. The Academies are the institutions that are going to make it happen successfully, through cooperation and sharing of the same cultural and ethical values of EU member-states.

5.6 Contributions from Hungary

Lieutenant Colonel László Ujházy, PhD,¹⁷

*Institute of Military Leadership Training of the National University of Public Service,
Faculty of Military Sciences and Officer Training*

Suggested Pre-conditions for Participation in an “International Semester” in Basic Officer Education

The world has changed dramatically since the end of the Cold War. Our security environment has become far more complex. One of the most apparent challenges of the 21st century is globalisation. Although mankind has interacted over long distances since the beginnings, advanced technology, transportation, electronic communications, predominantly mobile phones and the Internet have made the world a much smaller place recently.

Global challenges require global answers. As the former Secretary General of NATO Anders Fogh Rasmussen said in a speech in 2010: “[...] *one thing is clear: security in the 21st century will be cooperative security. Security threats have become trans-national. That’s why we need effective cooperation on a global scale.*”¹⁸

This approach is clearly reflected in the many changes that had occurred in NATO.¹⁹ The number of member states in the alliance has increased immensely since the end of the Cold War. Equally important is the way an alliance once set up for collective defence is now focusing more on crisis response (mainly peace support operations). To meet new challenges, new and more flexible force structures were invented, starting with the Combined Joint Task Force (CJTF) concept which was inspired by experience gained during the First Gulf War and NATO operations in the Balkans. One of the main features of the CJTF concept, launched in 1994, was its “combined-ness”, its multinational character, the fact that not only NATO member states, but also (non-NATO) allies can participate in NATO-

¹⁷ Lieutenant Colonel László Ujházy is an Associate Professor and the head of the Department of Military Leadership and General Subjects at the Institute of Military Leadership Training of the National University of Public Service, Faculty of Military Sciences and Officer Training. He has a wide range of international experience. Between 2001–2005 and 2010–2013 he was the vice-president of the Interallied Confederation of Reserve Officers (CIOR). In 2012 he served as Policy and Plans Officer at the EUFOR HQ in Sarajevo for six months. He has been active in staff officer’s preparation for NATO/PfP/MD students since 2005 and has taken part in the Erasmus programme, both as a lecturer and thesis consultant for foreign cadets. He has published several articles on military and security issues. Lieutenant Colonel Ujházy has an M.A. in History and English and a Ph.D. in Security Studies.

¹⁸ "NATO – Managing Security in a Globalised World" Speech by Secretary General of NATO Anders Fogh Rasmussen at the Catholic University of Lisbon, Portugal, 2 July 2010 http://www.nato.int/cps/en/natolive/opinions_64814.htm (Entry: 28 Nov 2015)

¹⁹ *NATO in the 21st Century*. Brussels, NATO Public Diplomacy Division, 2004, pp. 3–23

led operations.²⁰ Similar tendencies occurred in the European Union and after a slightly confused period, the EU and NATO jointly clarified the relationship between the two organisations in 2002 under a number of major headings including partnership, mutual cooperation and consultation, equality and due regard for the autonomy of both organisations, plus reinforcing and developing the military capability of the EU and NATO. The so called “Berlin Plus Agreement” of March 2003 allows the EU to use NATO structures to support military operations that do not fall within the scope of NATO responsibilities. There is broad exchange of information between the two organisations and there are EU/NATO liaison cells located in the headquarters of both organisations too. Since quite a lot of states are members of the EU and also NATO, the same forces are often assigned to both EU and NATO operations.²¹

In this scenario, the human element of interoperability – human interoperability, has become increasingly important. The need for human interoperability is not at all a new phenomenon. Armed Forces of various nations had been operating side by side for a long time, but this level (even subunit) of multinational cooperation started after the Second World War with the first United Nations (UN) peacekeeping operations (1948–1949). NATO members also started to achieve interoperability through decades of joint planning, training and exercises since 1949, when the organisation was brought about, but as the alliance launched the Partnership for Peace (PfP) programme²² and the Mediterranean Dialogue (MD)²³ in 1994²⁴ and started a new enlargement policy resulting in the full membership of 12 new (former PfP) countries, more emphasis was placed on this question.²⁵

In a military context interoperability refers to the ability of different military organisations to conduct joint operations. These organisations can be of different nationalities or different services (land, maritime and air) or both. Human interoperability means that forces, units or systems can operate together. It requires them to share common doctrine

²⁰ Ujházy, László: Allied Joint Force Command Headquarters Brunssum’s Deployed Joint Forces Headquarters Training. *AARMS*, 2008/3, p. 445

²¹ Ujházy, László: Some Thoughts on the Command Structure of EUFOR Operation ALTHEA. *Műszaki Katonai Közlöny (Online)*, 2013 Special Issue, pp. 11–12

²² The PfP programme was launched in January 1994, along with the Mediterranean Dialogue. It serves as the basis for cooperation between NATO and Partner countries, most of who formerly belonged to the Warsaw Treaty Organisation, or neutral countries like Austria, Finland, Ireland, Sweden and Switzerland. The most important aims of the PfP are to increase transparency in national defence planning and military budgeting, to ensure democratic control of national armed forces, and to help develop Partner country forces that are interoperable with those of NATO member states, mainly in the field of crisis response operations. NATO also consults with the PfP countries on security issues and enables Partner countries to participate in NATO-led operations. The Programme can also be used as a vehicle to full membership in the alliance.

²³ The Mediterranean Dialogue (MD) initiative was launched by NATO in 1994, recognising that the security of the European Continent is heavily dependent on that of the Mediterranean Region. Currently Algeria, Egypt, Israel, Jordan, Mauritania, Morocco and Tunisia participate in the MD.

²⁴ *NATO Handbook*. Brussels, Public Diplomacy Division, 2006, pp. 193–201

²⁵ *Security through Partnership*. Brussels, NATO Public Diplomacy Division, 2005, 4–36

and procedures, and to be able to communicate with each other. Communication is not only a language issue; it is also about mindset and cross-cultural interoperability.²⁶ This does not necessarily require common military equipment (although it may be interesting to note that countries like Hungary were slightly “spoiled” in the Warsaw Treaty Organisation²⁷ in this area, because in a heavily centralised organisation even most of the equipment was common). Today, however, most experts agree that the most important aspect of interoperability is the human element.²⁸ Human interoperability should therefore be the top priority of an “International Semester” in basic officer education. In order to profit as much as possible cadets should predominantly have a very good language proficiency level of the working language – in this case English –, as a minimum. I would say, ideally this should be a professional level (STANAG 3.3.3.3.) or at least LEVEL 2+ (FUNCTIONAL +) “[...] “Plus level” proficiency is understood [...] as language proficiency that is more than halfway between two base levels. “Plus level” proficiency substantially exceeds the base skill level but does not fully or consistently meet all of the criteria for the next higher base level.”²⁹ Let’s be honest, we very often see that at a national level our cadets have difficulties acquiring all that is necessary to become an officer well prepared for the challenges of our times, even though they are using their own mother tongue! Imagine what would be the case if language problems were to make the situation worse. On the one hand, of course, a STANAG 3.3.3.3. proficiency level in English may seem a very high pre-condition, but if you consider the fact, that the entry requirement in most of the countries participating in the project is B2 level, roughly STANAG 2.2.2.2. without the

²⁶ Ujházy, László: New Force Structures – Human Interoperability – Capacity-Building and Training. *EUFOR Forum*, August/September 2012, pp. 18–19. See also *Interoperability for Joint Operations*. Brussels, NATO Public Diplomacy Division, 2006, pp. 1–9

²⁷ The Warsaw Treaty Organisation officially named the Warsaw Treaty of Friendship, Cooperation and Mutual Assistance (Russian: Dogovor o družbe, sotrudnichestve i vzaimnoy pomoshchi), also known as the Warsaw Pact was a political and military alliance established on 14 May 1955 between the Soviet Union and several Eastern European countries. The original founders of the Warsaw Treaty Organisation were the Soviet Union, Albania, Poland, Czechoslovakia, Hungary, Bulgaria, Romania, and the German Democratic Republic. Although the members of the Warsaw Pact pledged to defend each other if one or more of them came under attack, emphasized non-interference in the internal affairs of its members, and supposedly organised itself around collective decision-making, the Soviet Union ultimately controlled most of the Pact’s decisions. The Soviet Union also used the Pact to contain popular dissent in its European satellites, for example in Hungary in 1956, in Czechoslovakia in 1968, and in Poland in 1981. By the 1980s, the Warsaw Treaty Organisation was beset by problems related to the economic slowdown in all Eastern European countries. By the late 1980s, political changes in most of the member states made the Pact virtually ineffectual. Albania had already left in 1968. In September 1990, East Germany left the Pact in preparation for reunification with West Germany. By October, Czechoslovakia, Hungary, and Poland had withdrawn from all Warsaw Pact military exercises. The Warsaw Pact officially disbanded in March and July of 1991 following the dissolution of the Soviet Union.

²⁸ Palfrey, John Gorham – Gasser, Urs: *Interop: The Promise and Perils of Highly Interconnected Systems*. New York, Basic Books, 2012, p. 45.

²⁹ NATO STANAG 6001 – NATO Language Proficiency Levels (Edition 3) Military Committee Joint Standardization Board, 20 February 2009, p. 15

military continent, it may be only fair to demand a STANAG 3.3.3.3. proficiency level of those cadets, who after approximately two years of studying English during their national basic officer education, would like to enter this “elite club” who are given the opportunity of participating in an “International Semester.” At the same time, fortunately experience shows, that more and more cadets in Hungary – and I am convinced this is the situation in other countries of the region – enter national basic officer education with a LEVEL 2+ proficiency in English. In all fairness, cadets may also profit a lot (their linguistic skills will improve, they will learn to work in an international environment etc.) without a professional proficiency level of the working language, but I am convinced that in order to make the semester truly beneficial, thus cost-effective the most important pre-condition should be a STANAG 3.3.3.3. proficiency level in English. Closely linked to the STANAG 3.3.3.3. examination as a requirement is the next most important pre-condition: a fairly high understanding of the security environment of the 21st century! This presupposes a reasonable knowledge of military history and security studies. The reason why I said this is closely linked to the STANAG 3.3.3.3. proficiency level is, that in order to pass this examination, one needs to have quite an elaborate knowledge of security studies. Our STANAG 3.3.3.3. level military topics in Hungary include: international relations, defence policy, defence planning, non-military security challenges, armed conflicts, military transformation, Geneva Conventions, war crimes, military and society.³⁰ I’m sure these topics are quite similar in the other countries involved in this project.



*COL Dr. László Kovács presents the comparison of the courses based on competences, during iMAF 2015
(Photo: LFA, Sibiu)*

³⁰ NATO STANAG 6001 katonai szaknyelvi nyelvvizsga, Katonai szaknyelvi témakörök <http://uni-nke.hu/oktatas/nyelvvizsgaztatas/nato-stanag-6001-nyelvvizsgarendszer/stanag-katonai-szaknyelvi-temakorok> (Entry: 28 Nov 2015)

The timing of such an “International Semester” is also an issue of “strategic” importance. Needless to say, it shouldn’t be at the very beginning, or the very end of basic officer education. At the beginning cadets will lack the basic knowledge of military rules, the awareness of national armed forces, military history, security studies, platoon level tactics and national MDMP, basic competencies in leadership. They will also be in the process of accepting responsibility. Although, because these generations represent the computer age, they shall be far more computer literate, than previous generations, they still need to acquire some computer skills that are specifically needed in the armed forces. By the time they enter an “International Semester” they should ideally have a European Computer Driving Licence (ECDL) certification. At the end of basic officer education cadets will be focusing on their graduation and their future career. The “International Semester” should therefore be somewhere during the second half of basic officer education, closer to the end, but not at the very end. By this time the best cadets will have the above mentioned knowledge, competencies and skills they lacked at the beginning of their studies and could also be motivated to beef up their B2 proficiency level in English to a STANAG 3.3.3.3. level.

* * *

In a globalised world an “International Semester” in basic officer education is truly the way ahead. In order to make as much use of it as possible, human interoperability should be the most important pre-condition. This means cadets should share common doctrine and procedures, and should be able to communicate well with each other. Although communication is not only a language issue; it does begin with the language aspect. For this very reason, the selected cadets should predominantly have a very good language proficiency level of English! I would say, ideally this should be a professional level (STANAG 3.3.3.3.). The STANAG 3.3.3.3. exam is also some kind of guarantee that the individual has an elaborate understanding of security issues and is able to communicate this in English. This way the participants can take out the most from this semester, and become well prepared for the complex challenges of today and tomorrow.

5.7 Contribution from Ireland

Captain Eóin McGeeney
Registrar's Office, Training and Education Branch (J7)

An Overview of Accreditation and Professional Competencies within the Irish Defence Forces

Introduction

The Irish Defence Forces mission is: *'To contribute to the security of the State by providing for the military defence of its territorial integrity and to fulfil all roles assigned by Government, through the deployment of well-motivated and effective Defence Forces.'* When not actively engaged in operations, the objective is to train in order to achieve the degree of operational effectiveness, which our ethos and our assigned roles demand. The complexity of today's international climate requires a considered and structured approach to training and education in order to introduce and develop the competencies of military leaders from early formative training, continuously enhancing them through experience and career progression.

The Irish Defence Forces through the provision of lifelong and career long learning pathways could be recognised as one of the largest training and education providers in Ireland. The provision of accredited training and education to personnel starts during the basic training of new entrants. This training is incorporated within a progressive accredited career learning environment. As such, the Irish Defence Forces recognises the lifelong learning of its personnel and provides them with the opportunity for personal development and associated professional experience in order to realise their full potential during their service.

Accreditation of learning is available through career specific military courses across the spectrum of the Irish National Framework of Qualifications at levels 6-9. When converted to the European Qualifications Framework (EQF) this equates to levels 5-7.

The expertise conveyed through institutional training and education, complemented with operational practice, must be achieved earlier in a leader's career progression. (Col Jon H. Moline, US Army 2002)

A constructive alignment model to training and education allows the embedding of core competencies from the initial stages of training carrying them through and developing them to a full competency framework for senior commissioned and enlisted ranks.

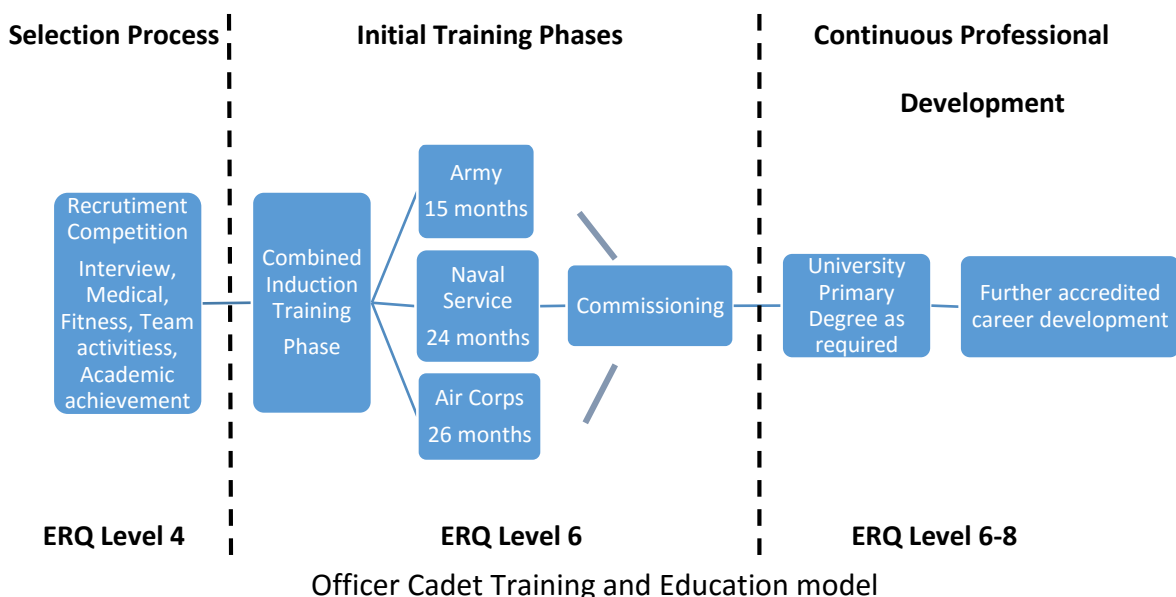
This short paper will outline accreditation and competencies within Cadet Training and Education. To achieve this it will be necessary to examine the structure of Cadet Courses across the Services.

Structure of Irish Defence Forces and Officer Cadet Training

The Irish Defence Forces comprises 9,500 permanent personnel of which 1,250 are officers. The three services of the Irish Defence Forces: Army, Naval Service, and Air Corps conduct their own entrance level training for enlisted personnel while officer cadet training is combined and centralised during the induction training in the first term. This phase lasts for three months and is conducted at the Cadet School, Military College located in the Defence Forces Training Centre in county Kildare. Following this phase, Naval Cadets relocate to the Officer Training School at the Naval College to complete the military training. Air Corps Cadets remain with their Army counterparts for a total of nine months training before qualifying as Section/Squad Commanders prior to departing for wings training at the Flight Training School, Air Corps College.

Accredited learning is available to all Defence Forces personnel through collaborative arrangements with external Higher Education Institutions, where programmes combine military training and education. Awards are conferred to those who have completed military courses which qualify them for promotion. The three arms of service each have separate accreditation for their cadets/ junior officers reflective of the specialised skills required in each service.

A diagram of the basic officer accreditation model can be seen in figure below. A similar model exists for enlisted personnel up to ERQ level 6. Such models promote personal and professional development through career engagement with core competencies.





Army Commissioning Ceremony, Defence Forces Training Centre

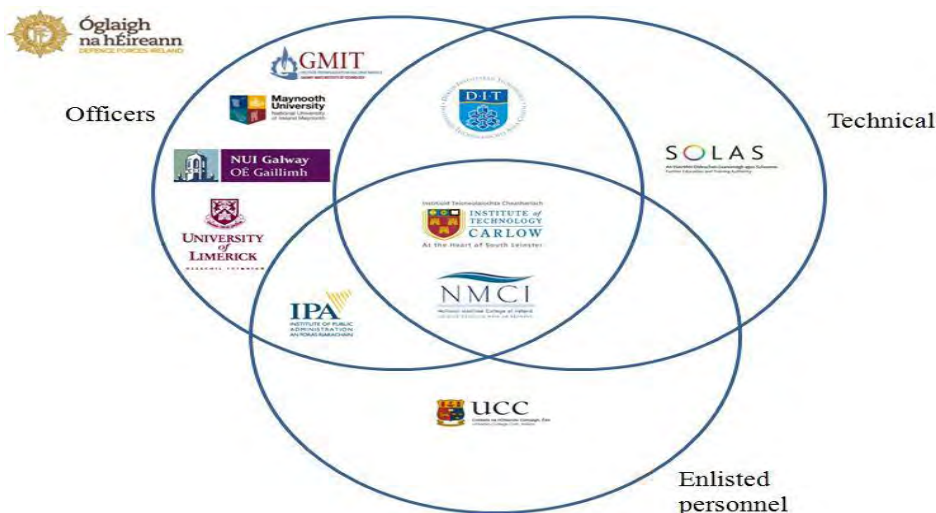


Newly commissioned officers graduation at Maynooth University

Historically, Defence Forces Officer Cadets have been recruited from graduates of second level education or EQF 5. However, more recently, there has been a trend towards third level graduates embarking on cadet training allowing immediate availability for full Military Service on commissioning. Up to 80 percent of Officer Cadets in training have completed Higher Education to EQF 6. As well as the academic requirements candidates must comply with medical, physical and psychological standards during the selection process.

Accreditation and Collaboration

Under Quality and Qualifications Ireland (QQI) policies the Defence Forces are recognised as a provider and has developed a variety of collaborative arrangements with Higher Education institutions to confer awards which conform to Irish Quality Assurance procedures. These relationships have developed from training needs analysis that identified that specific skill sets and broader competences that are a requirement from both line and specialised technical personnel. The variety of Higher Education Institutions with which the Irish Defence Forces engages, is illustrated in figure below:



Irish Defence Forces Collaborative Arrangements for Accreditation

There are a variety of accredited programmes available to all ranks representing the varied skill sets of a modern military. There are three main accredited programmes which map full military career progression from junior to senior ranks and introduce and develop competencies at the various levels of command. These are outlined in the table below.

	Programme Title	Service	Ranks	Collaborative Partner	NFQ Level	EFQ Level
1	Leadership Management and Defence Studies	Army & Air Corps	Enlisted	Institute of Technology Carlow	6-7	5-6
2	Leadership Management and Maritime Studies	Naval Service	Enlisted	National Maritime College	6-7	5-6
3	Leadership Management and Contemporary Security Studies	Army, Naval Service & Air Corps	Commissioned	Maynooth University	7-9	6-7

Competencies in Action

Values

Competencies should not to be considered in isolation; rather the Irish Defence Forces views an overall package of attributes, values and competencies as necessary to develop our future leaders. Six values form the foundation on which competencies are built and evaluated within the Irish Defence.

These are;

1. Respect
2. Loyalty
3. Selflessness
4. Physical Courage
5. Moral Courage
6. Integrity



OP deployment EUFOR tChad 2009

Core Competencies

By continuously recognising the need to review and develop policies regarding professional development, the Irish Defence Forces are adopting a new Integrated Competency Framework (ICF) in early 2016. The framework will be based on the existing four recognised competencies pillars. These will be expanded to map the competencies within each level of rank. The Irish Defence Forces core pillars of competencies are collectively referred to as 'IDEA', representing;

1. Influencing
2. Developing
3. Evaluation
4. Achieving

These 4 competencies align with military career courses where learning outcomes are weighted toward the development of current and future leaders.

Performance Appraisal

Competencies in personnel are supported and monitored through appraisal systems. These are captured through a personal narrative on completion of a career course and through individual annual appraisals. They serve to map career progression and support career planning and development through the identification of strengths and weaknesses relevant to competencies. Appraisals are prepared and delivered on course conclusion and at the conclusion of each year through private meeting.



Irish Naval Service during recent rescue/ transfer operations as part of Operation PONTUS in the Mediterranean Sea



Air Corps flight training over the Irish countryside

Conclusion

Collective and individual training and education is the cornerstone of military life. Range, breadth and intensity of training, dictates the operational capacity and effectiveness on both national and international platforms for the Irish Defence Forces. Training and operational readiness are interlinked with the competences of our military leaders and the Irish Defence Forces seeks to develop competent warrior leaders who are equally comfortable in the role of diplomat and scholar. The outcome of the constructive alignment approach to Irish Defence Forces training and education will be shortly matched with an ICF. This will set the platform to launch enlightened leadership in every more complex and demanding military appointments at home and overseas.

5.8 Contribution from Italy

Lieutenant Colonel Enrico Spinello

Education and Training Command and School of Applied Military Studies - Turin

First of all, in order to explain which competences/qualifications should be acquired by military students we have to clarify that European students may take part to an international semester during the first cycle (Bachelor Degree level) or the second cycle (Master Degree level) in accordance with the Bologna Process. For this reason, working for both levels could be useful in order to include all the institutions and enhance the possibilities to increase the exchange of young officers in the next future.

MD level is what we consider more suitable for an exchange in accordance with our specific University program.

At the end of their studies (MD) our students should be able to act as Platoon Leader (it is a consolidation of a level that is achieved at 3rd year) and as Company Deputy Commander with a specific qualification in his/her branch/speciality at the end of the entire education program.

For this reason, their preparation has to be round and completed with a wide range of knowledge in different areas. Their cultural preparation requires knowledge in different areas such as juridical, sociological, anthropological, historical, geographical, political and economical disciplines.

In accordance with the list of descriptors developed within the “Tree of competences” the following items are what we expect from an International semester exchange:

- International Relations with a special focus on International Organizations (EU, NATO, UN and OSCE) and the Influence of economical, social and cultural environment on military activities;
- International Law with a focal point on Laws of Armed Conflict, International Humanitarian Law and Role of Engagement;
- Basic knowledge of leadership theory with practical training (team building and team leading) and Military Sociology;
- History of Europe and Military History (analysis of conflicts);
- Intercultural Communication skills and Cultural Awareness;
- Cyber Defence;
- Media training and sociological aspects related to the media;

- Comprehensive approach;
- TTPs on CROs and basic of MDMP.



*LtCol Enrico Spinello during iMAF Syndicates
(Photo: LFA, Sibiu)*

Modularization could be the easiest way to organize the semester. Some Common Modules developed within the initiative cover part of the topics mentioned above. The build-up of the semester may include CM in accordance with the expected learning outcomes and as well the semester could be offered to additional students who want to attend some CMs.

Physical training and military preparation, including practical activities, should be part of this international semester. A certain number of ECTS (4-8) must be included in the total number of ECTS for the semester (30).

In consideration that a good knowledge of English language is mandatory for taking part to the exchange, a second foreign language could be part of the program, especially if it is accompanied by the acquisition of a certified level in accordance with the Common European Framework of Reference (CEFR) for Languages. A technical information: please specify the beginning/end of winter/summer semesters in your institution.

1st year MD is divided in two semesters. Autumn Semester starts in September and ends in December while Spring Semester starts in January and ends in April. After that an intensive course of English is planned in order to achieve an operational Standard Language Profile (3333) and a practical military training period concludes the annual program.

2nd year MD is divided in two semesters but the first one is purely military oriented. Each group of officers is trained for a tailored program related to the specific branch/speciality.

The university semesters starts in January and ends in the first part of June. An internship in an operative regiment completes the preparation before the conclusion of the entire cycle of studies with thesis discussion.

However, we can accept some modification in beginning/end of semesters and it is also possible an overlap to the regular scheduled program.

The most suitable period for the exchange for our organization is the 1st MD year Autumn Semester (4th year of military education program for our military students).

5.9 Contribution from Poland

Aneta Kazanecka, PhD³¹
Colonel Assoc. Prof. Tomasz Smal, PhD
Major Marcin Bielewicz, PhD
Major Piotr Pietrakowski, PhD
General Tadeusz Kosciuszko Military Academy of Land Forces

Competences and qualifications to be achieved in an international semester abroad

Introduction

Referring to the most popular definition of the Cultural Awareness we can conclude that it is “the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Why do we do things in that way? How do we see the world? Why do we react in that particular way?” (Quappe and Cantatore, 2007). Adding to this we can refer to approach adopted by the National Center for Cultural Competence (part of Georgetown University) which, referring to Goode, defines cultural awareness as “being cognizant, observant, and conscious of similarities and differences among and between cultural groups” (Goode, 2001, revised 2006). That basically means – in the security context – the increased ability to act more professionally (using emotional intelligence) when providing security and confronting the Other (leveraging Carl Schmitt’s division of the political). In the context of military cooperation the Other can be an Enemy, but also Civilian, Refugee and... an unknown Ally from different cultural background.

What needs to be understood here is that theoretical knowledge of different cultures is by far insufficient in successful training of military staff. Being a soldier is all about practical knowledge and the need to confront the theory with the practice. Thus, international semester creates an useful framework to test existing cultural awareness and brings it to the next level of cultural competences. Indirectly this influences – in a positive way – security environment in which our military cooperation is formed.

Key trends to take into account when thinking about cultural awareness

There are three basic trends that make the need for increased cultural awareness among military staff. The first one is the increased drive towards the internationalization of military

³¹ Corresponding author: Aneta KAZANECKA PhD, The General Tadeusz Kosciuszko Military Academy of Land Forces Czajkowskiego Street 109, 51-150 Wrocław, Poland. Email: a.kazanecka@wso.wroc.pl

service in the 21st century. This is different from the old times of national armies, focused mainly on national capabilities without the increased interoperability (defined as the “ability of different military organisations to conduct joint operations” – NATO, 2006) drive. Of course, one can argue that military alliances and cooperation in the battlefield was known in the past, yet it is only phenomenon of last decades that organizations like NATO are constantly cooperating and training also during peace time, aiming at increased efficiency different from short term alliances created shortly before a conflict and dissolved soon afterwards. In order to sustain the feeling of real partnership among NATO members, we need to enhance the common cultural background and allow for better recognition of allies. From Central and East European countries that for decades were members of Warsaw Pact being hostile to NATO and were not linked with the Western colleagues, this perspective is even more important.

The second trend is that military staff from Europe is increasingly taking part in global operations out of area type (starting from Yugoslavian conflict through Afghanistan and Iraq, to name the most important). This creates challenges both with regards for cooperation with Allies and establishing relations on the ground with local citizens. Cultural awareness is important here with regards to the soft skills needed. In this context soft skills (ability to contextualize the Other, to communicate effectively, to achieve goals through persuasion) are as important in the world of insecurity as hard skills. Transferring it to international relations context we can say that they are indispensable condition to have ‘soft power’, which is as important as ‘hard power’. In 2004 Joseph Nye Jr., who coined the term, argued that “The United States cannot confront the new threat of terrorism without the cooperation of other countries. Of course, other governments will often cooperate out of self-interest. But the extent of their cooperation often depends on the attractiveness of the United States. (...) Above all, Americans will have to become more aware of cultural differences (...) To communicate effectively, Americans must first learn to listen” (Nye, 2004, my underline). For that, exposure to international environment through education is a step in very good direction.

The third trend is global media presence and its (negative) influence on cultural awareness. Mass media (especially digital media portals, targeting wide audience to have increased gains from advertisement) – by their very nature and drive to popularity are focused increasingly on stereotypes lacking objective information on context. This creates a serious challenge for security as military staff is constantly exposed to this simplified news coverage. International semester abroad is a step in good direction allowing to immune the military staff against such information and making them less vulnerable to low quality world views.

What is worth understanding in this context is that contemporary soldier (and officer in particular) is not only the efficient user of all kinds of weapons, but is also increasingly an representative (we can even say an ambassador) of his/her country and military group (NATO, EU forces), as well as cultural/civilizational area (European or Euro-Atlantic). Thus,

he/she has to be well equipped in the right cultural toolbox allowing him/her to achieve long term goals of military operations – that is, provide stability and sound conditions for restoration of peace and well-being of civil population. Studying abroad creates an important opportunity to achieve this goal.

Sources for differences and the need to boost cultural awareness

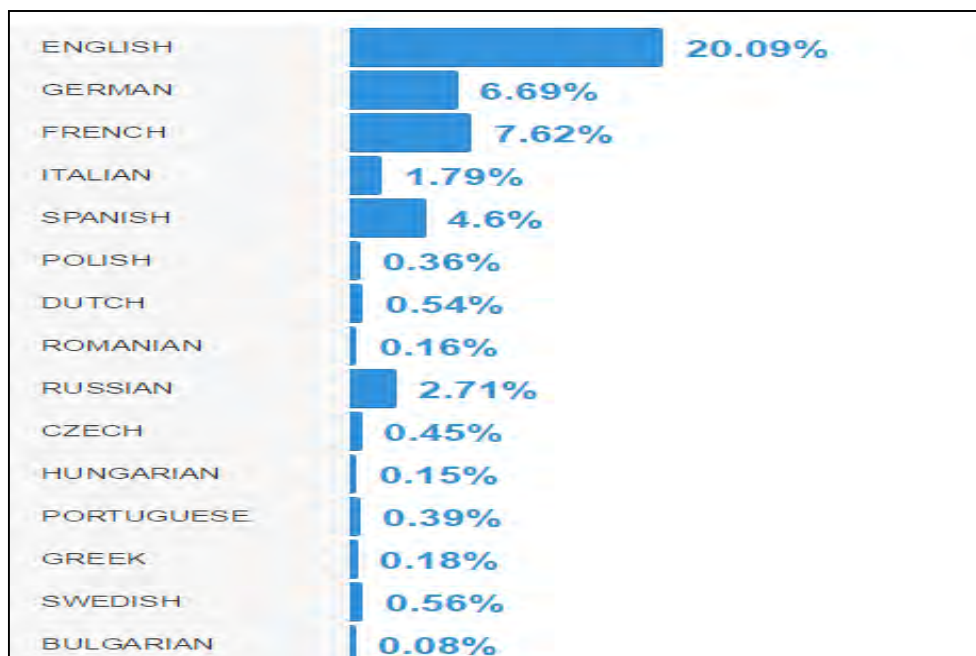
Therefore, taking the above into consideration, we can claim that in the 2nd decade of the 21st century it is of crucial importance to possess well developed understanding of cultural differences in the world. The differences between different nationals may arise from many areas, which can be broadly divided into the following categories:

1. History – each nation has its own way of narration of history, and military history plays an important part of it. Given the complexity of historical experience for each of the European nations it is important to expose officers to different perspective – see through the same lenses as the colleagues from other countries, with which one can cooperate with in real military conditions. What is worth underlining is that each contemporary military service has also memory of past achievements and is based on its individual tradition. International semester is a good opportunity to understand this better for the participants.
2. Culture – each nation has its own system of beliefs, traditions, habits and norms that constitute the way security is taught, how security threats are conceptualized, what is the communication process during military education. Exposure to culture of our partners creates a good platform to understand each other – simply to bring our cultural awareness to the next level.
3. Language – each nation has a different way of communication with verbal one being the easiest to level. English is the lingua franca of any security dialogue in Euro-Atlantic area, and it is through that language that the overwhelming majority of communication – both in learning and security dialogues – takes place. For majority of NATO partners English is not a native language; hence the everyday practice during semester abroad creates excellent environment to practice it in everyday life. In addition to that, stay abroad makes it possible to observe and learn at least some non-verbal communication techniques that would later might transfer into better communication in the training – and in the battlefield, saving lives in extreme cases.

All this, in connection of unique opportunity to explore the new reality of everyday life from participants' perspective, creates a valid reason to further expand the fields of learning cooperation.

Competences / qualifications that should be learnt before going abroad

Of course, in order to maximize the effectiveness of international learning programme, it is advisable to prepare the prospective participants to that. First and most important tool, that is a necessary condition of any effective participation, is the very good command of English – both in active communication and in studying. Without that the value of stay decreases significantly. According to Special Eurobarometer 386 Report published by the European Commission (2012), only one fifth of EU27 citizens speaks English as a learnt language. This creates space for extra effort in the domain, even though in the same report 28 percent of young people (aged 18-25) declares speaking English as learnt language (figure below).



*Percentage of adults in EU27 who speak the languages below as a learned language
(Source: Languageknowledge.eu, a visualization of language knowledge in Europe, based on 386
Special Eurobarometer report Europeans and Their Languages, 2012)*

Thus, the first logic step in preparation is the stress on enhancing knowledge of English – as a learning language, commanding and building social relations.

Second step is preparatory course (or even whole module) on how to study abroad, which would be a pre-condition for any international semester for those going for the first time. Such course would have a goal of creating awareness of studying abroad – especially from cultural perspective, to minimize the shock of different experience and facilitate adaptation to new conditions without creating prejudices for unprepared students. Interesting example is the Intensive Programme organized in the general Tadeusz Kosciuszko Military

Academy of Land Forces in Wroclaw (Pietrakowski, Smal, Zieliński, Rzepecka, 2014). The main goals of the Intensive Programme included: increasing participant's knowledge and skills in the frame of Peace Support Operations, training participant's ability to cooperate in international environment, training participant's English communication skills, developing new methods of exchanging military students in the framework of Erasmus Programme, developing common program of education in the field of Peace Support Operations, developing educational materials (website, manual), increasing cooperation between institutions. The three-week-course consisted of 127 hours of theoretical activities (lectures, workshops, syndicate work) as well as the practical outdoor activities (pictures below).

The second example is the course developed within Security Studies module at National Defense University in Warsaw "Security and Defense Culture. Theory and Practice" (Soboń, 2014). However, this is a proposition of an academic course focused on detailed field of knowledge rather than preparatory course aimed at increasing cultural awareness in general.



*The Intensive Programme participants – 2013
(Photo: MALF Wroclaw)*

Desired competences / qualifications to be achieved in an international semester abroad

The list of potential gains after completed an international semester abroad can be long, but they can be broadly considered from the two basic perspectives: participant's and hosting institution's.

From the participant's perspectives the following areas of skills should be mentioned:

- 1) Professional knowledge skills – increased knowledge based on new information, new resources, new ways of learning; experience of studying in an international environment;
- 2) Communication skills – enhanced knowledge of foreign languages (especially English as a study language, but also local language) as well as non-verbal communication and understanding of context needed for effective communication;
- 3) Cultural awareness – which forms strong part of soft skills portfolio (together with non-verbal communication). This translates in better understanding of international cooperation (not only of hosting country, but also other international students) and paves way for effective collaboration in future trainings and military operations.

From the hosting institution's perspective we should include following areas of competences:

- 1) Teaching and training exchange – pushes the faculty to go beyond standard national perspective, add new sources and new information, develop new teaching techniques and learn from students' experience;
- 2) Promotion/branding/exposure potential – stemming from the fact, that for at least one semester hosting institutions have an opportunity to really shape the perception of international students regarding its quality, professionalism, and knowledge potential;
- 3) Growing cultural awareness among staff and students – basing on the experience of exchange and hosting international students – stimulating interaction with people from different cultures. It also forces to rethink management standards and procedures and adopt them to global needs.

Conclusion

The main idea of the article was that cultural awareness is the core skill that all military staff (including officers and regular soldiers) should possess in global volatile security environment. As it was mentioned many times, an international semester abroad is a very useful mechanism for establishing coherent military structure which would have similar understanding and perception of culture and its nuances.

However, before going to study abroad they should possess basic capabilities that would help them maximize their stay. Firstly, an international semester abroad participants should possess very good command of English. Secondly, they should complete some kind of a preparatory course in order to create awareness of studying abroad – especially from cultural perspective, to minimize the shock of different experience and facilitate adaptation to new conditions without creating prejudices for unprepared students.

After completed an international semester abroad the participants should obtained many competences and skills which can be divided into following basic areas: professional

knowledge skills, communication skills and cultural awareness. We do not have to forget as well about qualifications and competences obtained by institution's staff that providing subjects and trainings under an international semester.

To summarize, it is important to understand that increasing cultural awareness through international semester abroad is vital part of increasing overall security level through bringing security culture to the new dimension of cooperation. To the sake of sending country, to the sake of Central and Eastern Europe, to the sake of NATO and the whole world.

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5.10 Contribution from Poland

Lieutenant Colonel Andrzej SOBON, PhD,
National Defence University Warsaw

The internationalization of military universities/academies and the increase in interest in this issue has to do by the common system of transformation. In recent LLP Erasmus and present Erasmus+ Programme with the enlargement of military results have used a lot of Higher Education Institutions, also, military institutions. Conducted reforms have adapted the National Defence University in Warsaw to the requirements of “Erasmus universities” and the studies for military and civilian students led to the developing new offers adequate to new challenges. Building study programs responsive to goals of common education of military institution go ahead with the international initiative of an International Military Academic Forum. For National Defence University this process has started in 2009 when institution made first step towards excellence of high quality of international education.

Therefore, National Defence University glad to take iMAF 2015 aims on board. Since very beginning NDU Warsaw fashioned semester modules matched up to students expectations. Creating an offer for Common International Semester for the European Officer by NDU is a breeze improve own experiences, subject and abilities for military international environment. The proposals presented have general character and are more essential for the officer cadets education in all services. These proposals drive the creation of curriculum concepts and take into account both military needs as well as personal needs. Keep optimum balance going the subject matters, a European security as well as the increasing of the motilities within Erasmus+ programme National Defence University in Warsaw offers full **Common International Semester**. It is assumed that this concept will remain open, and adaptable to the specific needs of the basic educational level, the time devoted for the course, as well as organizational circumstances. The proposal of the Common International Semester is interdisciplinary and from a practical point of view, it is considered universal. The National Defence University has been dealing with this semester mainly from the educational capabilities without a military technology. In line with the EQF descriptors the National Defence University in Warsaw has proposed competence tree consists of the following areas:

1. A military serviceman: Decision making process - 2 ECTS
2. A leader and a decision maker: Leaderships - 5 ECTS
3. A combat-ready role model: Cultural Competence for the Security Sector - 5 ECTS and Terrorism and Violent Extremism - 5 ECTS
4. A communicator: Cybersecurity - 2 ECTS

5. A learner and a teacher/coach: Physical Education – 2 ECTS
6. A critical thinker and researcher: International Law of Armed Conflicts - 4 ECTS
7. An international security/diplomacy actor: Strategic Security Environment - 5 ECTS

30 ECTS points semester in a wide sense results referencing on external systems, ensuring mobility, intercultural awareness, developing personal characteristics, capabilities to team work and general knowledge about security.

Academic calendar for winter semester starts second Wednesday of October and end first Friday of February. Summer semester starts third Wednesday of February and end last Friday of May.

1. A military serviceman		
DECISION MAKING PROCESS		
2 ECTS		
KNOWLEDGE	SKILLS	COMPETENCE
<ul style="list-style-type: none"> – define decision and the decision making process – contrast programmed and nonprogrammed decision – general assumptions of game theory – decision making conditions – decision choice approaches – notion of risk and risk taking – main steps through the risk management cycle – tools supporting decision making processes 	<ul style="list-style-type: none"> – know the steps of decision making – describe the tree decision making conditions – suggest quantitative tools supporting decision making processes which when competently applied may facilitate taking risk decisions – explain how managers can make effective decision in today's world 	<ul style="list-style-type: none"> – discuss the assumptions of rational decision making – define the notion of risk through analysing the risk–uncertainty relation – present and practice the main steps through the risk management cycle – apply in practice general assumptions of decision making process

2. A leader and a decision maker:		
LEADERSHIPS		
5 ECTS		
KNOWLEDGE	SKILLS	COMPETENCE
<ul style="list-style-type: none"> – the fundamental aspects of managing and leading – basic managerial and leadership skills – the problem solving steps – the team building process and principles of motivation – the basis of decision making process – the role of organizational culture in leadership – the importance of a leading in an effective organization in today's world – theoretically ground and conceptually undergird the phenomenon of leadership – critical exploration of psychology in leadership, cross-cultural management, social sciences, as well as organizational culture 	<ul style="list-style-type: none"> – practice of several competences as openness to growth as leaders, rational/intuitive and creative thinking – observe and practice the variety of leadership situations – understand the organization's culture, bases of strategic planning, measure outcomes, making decisions – avoid the traps of leadership – motivate to develop leadership competences – solve problems and support skills and decisions 	<ul style="list-style-type: none"> – recognize the types of skills, styles of leadership – compare the similarities and differences in the roles of managers and leaders – easily communicate – solve problems in an organizational culture – motivate and build an effective team, – compare the similarities and differences in the roles of managers and leaders, – become an ethical and global leader

3. A combat-ready role model: CULTURAL COMPETENCE FOR THE SECURITY SECTOR 5 ECTS		
KNOWLEDGE	SKILLS	COMPETENCE
<ul style="list-style-type: none"> – effective functioning in contemporary multidimensional and dynamic security environment – cultural self-awareness – cultural knowledge – cultural competence 	<ul style="list-style-type: none"> – identify and analyze cultural aspects of contemporary security environment and influence on security and defence management – understand the stages of cross-cultural competence and place in security activities – recognize the possibilities of operationalization of culture for security and defence purposes 	<ul style="list-style-type: none"> – comprehend the ethical implications and controversies that result from mixing culture and security – comprehensive, interdisciplinary overview of the cross-cultural aspects of security issues – culturally self-aware and apply the knowledge in dealing with other cultures in security contexts – perform cultural analysis of security environment

3. A combat-ready role model: TERRORISM AND VIOLENT EXTREMISM 5 ECTS		
KNOWLEDGE	SKILLS	COMPETENCE
<ul style="list-style-type: none"> – knowledge about theoretical approaches to terrorist and violent extremism threats 	<ul style="list-style-type: none"> – recognize/examine terrorism threats and related counter-terrorism approaches – conduct original research and analysis on contemporary terrorism and extremism related issues – relevant knowledge and understanding of the essence and different motivation of terrorist groups 	<ul style="list-style-type: none"> – articulate and present theoretical approaches to terrorism – demonstrate knowledge of the major approaches, concepts, methods regarding terrorism and violent extremism – understanding of the different approach to terrorism and violent extremism within NATO and EU – analyze basic types of counter-terrorism and violent extremism comprising comprehensive tools and methods on national and international level

4. A communicator:		
CYBERSECURITY 2 ECTS		
KNOWLEDGE	SKILLS	COMPETENCE
<ul style="list-style-type: none"> – national and international cyberspace issues – basic notions and concepts related to cyber security and cyber defence in a different doctrinal views 	<ul style="list-style-type: none"> – understand the extensive nature of the information society we are living – recognise complexity and the different threats we are experiencing – make a research and elaborate on various sources concerning modern cyber security 	<ul style="list-style-type: none"> – specify the typology and the characteristics of contemporary cyber threats – formulate evaluation and judgments relating to cyber security issues
5. A learner and a teacher/coach:		
PHYSICAL EDUCATION 2 ECTS		
KNOWLEDGE	SKILLS	COMPETENCE
<ul style="list-style-type: none"> – healthy and active lifestyle – on health and psychophysical recuperation – developing motor features (strength, speed, endurance, suppleness, agility and motor coordination) – team sports games (volleyball, football, basketball), swimming, weight training, field athletics 	<ul style="list-style-type: none"> – maintenance and improvement fitness – understanding the importance of the influence of physical exercises on the body – achieving a good level of the motor efficiency 	<ul style="list-style-type: none"> – participation in the physical culture – preparing for the shaping positive habits for conscious and systematic performing motor exercises – make fitness tests

6. A critical thinker and researcher: INTERNATIONAL LAW OF ARMED CONFLICTS 4 ECTS		
KNOWLEDGE	SKILLS	COMPETENCE
<ul style="list-style-type: none"> – key concepts and analysing emerging problems related to terrorism – new types of weapons – international criminal law, and the interaction between humanitarian law and human rights law 	<ul style="list-style-type: none"> – authoritative overview of key topics related to the application of international law in armed conflict 	<ul style="list-style-type: none"> – examines different branches of international law, including humanitarian law, human rights law, refugee law, and the law of neutrality

7. An international security/diplomacy actor: STRATEGIC SECURITY ENVIRONMENT 5 ECTS		
KNOWLEDGE	SKILLS	COMPETENCE
<ul style="list-style-type: none"> – contemporary international security environment – means, methods and knowledge of strategic management within international relations – political, social, economic and military dimensions – visions of enrolment and gathering future 	<ul style="list-style-type: none"> – identify, understand, and recognize features of strategic security environment – knowledge of potential and existing strategic options defined by challenges, chances, risks and threats – articulate and present critique approach to international security challenges, threats, chances through the development of research 	<ul style="list-style-type: none"> – relevant knowledge and understanding of essence and different aspects of international security and strategic environment – knowledge of the major approaches, concepts, methods, and regarding international security environment – understanding of ongoing strategies and policy's – find and select appropriate theoretical and methodological tools for analysis of international security environment to apply them into research

5.11 Contribution from Romania

Assistant Professor Miron Ecaterina Liliana, PhD
Lieutenant Colonel Ene Cristian
Major Ștefănescu Daniel
"Henri Coandă" Air Force Academy

Mobility Concept of "Henri Coandă" Air Force Academy

1) Introduction

The current international conditions of peace keeping, the growing problem of terrorism with implications on the development of aerial activity, civil or military, under conditions of maximum safety are new reasons for developing the new strategy of "Henri Coandă" Air Force Academy.

Independent on technical equipment such, specific military NATO to which AFAHC must adapt, or if talking about equipment of civil airports adaptability must be the basic rule.

We have to take into account that Romania's accession to NATO and EU imposed to Romania and partner countries a correlation between specific domain techniques. This means:

- Ability of staff from this field to adapt to use techniques military systems and airports from NATO and EU member countries
- Reconversion to the labor market of area we are discussing to civil environment is necessary in case of any physical disabilities occurred.

Another identified problem consists in the variety of tuition types for specializations under discussion in project. These vary from allocated time studies (in some universities 3 years and in other 4 years) to the type of degree (engineering or management). All of these, despite the skills which, in principle, should be the same.

2) Concept of "Henri Coandă" Air Force Academy

Therefore it is necessary to bring to a consensus the programs of study based on specific skills in this branch of activity.

As a result of this need arise following requirements:

- The period of the courses studied for these skills. Years of study of these courses are different for each country participating in project, in agreement with educational systems specific national features.
- Recognition of an entire semester in student mobility programs is not always possible.

The discussion should be worn in several ways:

1. Multidimensional and multidisciplinary approach.
2. Method of teaching:

Teaching courses through the mobility of teachers / students. Benefit from these mobilities will be:

- Personal and professional development of those involved
- Development of communication skills in a language different from their native language

Henri Coandă Air Force Academy (AFAHC) entered in the mobility program in 2012. Since then AFAHC has continuously developed its international relations and the study plans, trying to adapt them to the requirements of international forums and Bologna process.

In this respect, the academy adopted a period of bachelor study for 3 years with 180 credits on the following specializations:

1. Management of anti-aircraft Systems and Artillery
2. Management in Aviation
3. Air Traffic Management

Observation: AFAHC offers specialization with strong technical component but in secondary has part of preparing graduates as leader and military serviceman.

Professional competencies that need to be acquired after 3 years of study are divided into two main categories:

1. Professional competences - to ensure best use of military technology in warfare or peacekeeping operations.

2. Transversal competences - to ensure good ethics of the profession of officer and leader in military organization.

Given these skills are imposed a minimum performance standards for each of the mentioned specializations. All these specializations attending courses mean that the future graduate must know:

1. To develop diagnostic military air force structure for achieving and maintaining technical functionality of weapon systems
2. To draw up planning documents for fulfilling a mission, using technical means for fighting and correct personal protection.
3. On the basis of the planning documents, know how to develop an operation plan with efficient use of available resources
4. To work as a team to achieve mission objectives
5. To carry out environmental works and specific military projects using language skills, identification techniques, processing and recovery of data and information at their disposal.

To obtain these skills, academy composed its educational plans with subjects such as:

University education - which means to become military technician

- learner or a teacher/coach
- critical thinker and researcher

Military training which means to become

- A leader and a decision maker
- A combat-ready role model
- An international security/diplomacy actor

All this cannot be achieved without international visibility, in two-way.

This means: the necessity of both outgoing and incoming mobilities. For incoming students the two semesters of study start at 1st of October and 1st of March. Student participation in such mobility is beneficial, first for the direct contact that students take it with organizational systems in partner countries but also with the existing technical military systems from different armies.

Participation in the theatres of operations means the ability to use various armed belonging to different armies and the participation in mobility since the undergraduate period aims to obtain faster than usually:

- The necessary skills as military technician
- The appropriate skills as military serviceman and personal able to make quick decisions in critical situations

3) Conclusion

It should be noted that the development of these skills to student need, primarily teachers adapt to these activities. The natural consequence of this requirement is to increase the mobility of teachers in each academy and the good collaboration between universities as in all fields of activity and research.

5.12 Contribution from Romania

Professor Pateșan Marioara, PhD
 Associate Professor Bumbuc Ștefania, PhD
“Nicolae Bălcescu” Land Forces Academy, Sibiu

Common disciplines and competences/qualifications acquired in an international semester abroad

In drafting the competences leaders of today must possess the *“Nicolae Bălcescu”* Land Forces Academy had in view its mission which derives from the army needs as well as from higher education standards: our graduates will be not only military leaders but also mentors, educators, servants of the country and good citizens. We consider that a great leader should also be a great soldier. It is very difficult to rank the disciplines needed to make our cadets become good leaders. That is why we will stick to two common subjects we consider essential in an international semester abroad, besides heterogeneity in the command of the English language of the students participating in a common international modules.

In our opinion, an important set of subjects of the common modules should be from the military leadership domain. The leadership literature may leave one with the impression that, in order to shape and weld a team or increase organizational performance, an organization has to hire the “right” or the “inspiring” person. Usually, that charismatic, inspiring person is expected to put the organization on the path to success. Without turning this statement into something absolute, the military organization is concerned with the continuous identification of the changing but necessary knowledge, skills, abilities, and capacities required by future military leaders. This is the starting point to properly design the curriculum of the forming process of the future officers. But in addition, in order to sustain the capitalization of these theoretical acquisitions it is mandatory to expose the military students to the innumerable tangible and intangible experiences necessary to acquire the essential competencies that future senior leaders will need.



Assoc. Prof Bumbuc Ștefania & Prof. Pateșan Marioara

During the iMAF conference it might be very important for all the contributing nations to identify their leadership specific development requirements, appropriate learning strategies, and in some extent, and, if possible to decide which is the proper period of time that the leadership training should be delivered.

The content proposed to international military students could clarify what the personality traits of effective leaders are, based on the theories and the contribution of social psychology. It may also be of interest to underline which are the categories of leader attributes that might matter for effective leadership. Specialists emphasized charisma as being important for effectiveness, along with self-confidence, power motives and social skills. More recent studies has emphasized general cognitive abilities, personality characteristics like extroversion, conscientiousness and openness, motivational needs for power, dominance, achievement, affiliation and responsibility, social intelligence and problem-solving skills or expertise. Other relevant issues for the leadership subject are the leadership typology and styles, the organizational behavior and the interpersonal relationships in the military environment.

One of the future responsibilities of contemporary military leaders is to accomplish their specific missions in an international environment and to lead international army structures. Considering that students belonging to different national and organizational cultures will learn together, the common semester should offer the opportunity to notice and to understand how the national cultures vary and how these differences influence the characteristics of leadership. For instance, one dimension on which psychologists and sociologists assess culture is the degree to which it is individualist or collectivist. These are group-level constructs analogous to individual-level constructs of idiocentrism (self-orientation) and allocentrism (other-orientation). Cooperation, competition, and the degree to which they are manifested, are important indicators of individualism or collectivism in a culture. There has been interest in understanding how individualism-collectivism relates to management and leadership practices. The techniques of negotiation and conflict- solving could be also approached with references from different national and intercultural perspectives.

In a rapid changing world full of hurdles that should be dealt with Obama's words are so true: *In the 21st century, military strength will be measured not only by the weapons our troops carry, but by the language they speak and the culture that they understand.* The next important question is: can you become a great leader without being a great communicator? As educators of the future leaders we agree that they must be able to envision the future and convince others that their vision is worth following. That is why we consider that a

module on Communication and cultural awareness is of utmost importance in shaping the future leaders.

Communications skills are the second most important competence for a leader. Those who cannot communicate effectively cannot be effective leaders. There is great truth in the axiom that says that “people don’t care how much you know until they know how much you care.” That is why leaders do not have to monologue but dialog with those who confront them, challenge them. They have to learn that it is not the opinion that matters, but rather the willingness to discuss it with an open mind and learn. Our cadets have to be taught that whenever they have a message to communicate directly, or indirectly they have to make sure that the message is true and correct, well-reasoned, and substantiated by solid logic that is specific, consistent, clear and accurate. The message must fit their audience. They must be able to speak effectively in public and in most cases they must have good writing skills as well.

They should learn that if they want to become good communicators they should first become great listeners and observers as *a very important thing in communication is hearing what isn't said*. Communicating well implies non-verbal communication too, as great communicators should be skilled at reading a person/group by sensing the moods, dynamics, attitudes, values and concerns of those being communicated with. If you want to be a great leader you have to learn about meeting the needs and the expectations of those you are communicating with, as a leader has to motivate others and lead them in new directions. As a leader you know that the choices are limited to: *lead, follow or get out of the way!*

As educators we want our students to gain exposure and valuable practice in various cultures and work environments and to provide them with a better sense of their own abilities and a keener understanding of their own learning goals and outcomes as well as to gain international knowledge and crosscultural awareness. By attending an international semester abroad students can acknowledge a better understanding of cultural differences and how those differences can impact on a common task. Interpersonal skills are also beneficial from the international placement.

In short the types of communication skills and competencies to follow during such a module are:

- Verbal/ Nonverbal Communication:

- ✓ gets messages across that instigate appropriate actions
- ✓ posses strategic communication skills and instincts
- ✓ improves interpersonal skills by understanding different people and their preferred communication styles.

- ✓ identifies listening as an active, constructive process and practices active listening.
- Written Communication:
 - ✓ writes clearly and succinctly in a variety of communication settings and styles.
- Communication Styles and Competencies:
 - ✓ is competent in a variety of styles and uses the appropriate style that suits the message and the audience
 - ✓ is able to understand individuals at various educational levels.
- Crosscultural competences:
 - ✓ is effective in an international context
 - ✓ develops intercultural communication.

The overall objective of this module should be to help students become: *clear, creative, and convincing communicators by being able to generate, develop, organize, and convey original ideas orally and in writing, using appropriate vocabulary, presentation skills, and/or other media to present those ideas clearly, confidently, and in a manner appropriate to different audiences and specific communication environments.*

We cannot conclude without mentioning the importance of ethical issues for the military profession. Military leaders strive to maintain the trust of civilian population through upholding the army ethics and abiding by desirable values, in order to accomplish their entrusted missions. The army ethics must be internalized as set of laws, values and beliefs deeply embedded in the core of the professional culture and practiced by the members of the military organization. These values motivate and guide the conduct of all the individuals that are bound together by a common moral purpose. Thereby, the army ethics is the foundation of trust and the military professionals must properly understand how it guides a trustworthy behavior. The common international module is an excellent occasion to integrate the concepts of army profession, army ethics and character development into the military educational process, the military leadership development, and the cooperation civilian-military. The legal foundation of the military actions must be completed by the moral foundation. Thus, subjects such as international humanitarian law and military ethics may be chosen to be part of the common module.



*Chief of the Romanian Land Forces Staff Major General Dumitru Scarlat
at Scientific Committee of iMAF 2015
(Photo: LFA, Sibiu)*

In the context of vocational training of students the military behavioral models offered by officers are effective insofar as they demonstrate in front of the students the connection between ideal and reality. The military students can truly understand a requirement related to leadership and appreciate its importance to their personal and professional lives only when they can figure out the concrete modality by which the officers with experience in management apply the theory into practice. Students and junior military officers do not only receive the information and experience conveyed by the senior ones, but also the essence of their personality and behavior. The behavioral model assumes leadership by example, adopting a constant and consistent behavior, and demonstrating to others the values that govern a military organization. It is not about heroic figures and characters—such as Churchill, Gandhi, and Mandela – but about ordinary people, with whom we relate everyday in the professional environment. In the army there is a great interest in introducing and harnessing positive personality models, heroes of the army, but a model is not necessary to be someone who has reached the top of the hierarchy. A model can often be a colleague or the immediate higher rank, the direct commander or a teacher.

Therefore, beyond the vision of curriculum design, beyond the way it will solve the logistical and financial problems, the success that inevitably occur during the common international semester will depend ultimately on the quality of human resources involved, the attitudes of military and civilian teaching staff, as well as the human quality of the students.

Conclusions

6

Conclusions

Brig Gen Prof Eng Ghiță BÂRSAN, PhD
Col Prof Vasile CĂRUȚAȘU, PhD
“Nicolae Bălcescu” Land Forces Academy, Sibiu

Never regard study as a duty, but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and to the profit of the community to which your later work belongs. (Albert Einstein)

In June 2015 the participants in iMAF met in Sibiu, Romania to set up an international semester based on the common modules we decided upon in the previous years. At first, it was a brilliant idea that started to materialize into common modules, then in an international semester. We had met all these years to find a right path in order to create an appropriate whole fit for all. Within the European Union there are 81 Basic Officer Education Institutions with different study programs.



*“Nicolae Bălcescu” Land Forces Academy
(Photo: LFA, Sibiu)*

Our job was not an easy one as all partners look for a qualitative educational program. The quality of education has become a matter of general interest, in recent years, the officials working to produce and promote consistent policies and procedures for quality assurance of teaching and learning in order to increase the competitiveness of higher education and facilitate the mutual recognition of diplomas and academic degrees. Each institution of higher education is responsible for the development of a culture of quality, in order to

achieve those outcomes/competencies arising from the set objectives. The quality of education is a priority for all institutions in order to create The European Space for Higher Education. Thus, The Delors Report on Education³² stated that if it is to succeed in its tasks, education must be organized around four fundamentals types of learning which in a way will be the four pillars namely: learning to know – that is acquiring the instruments of understanding; learning to do – to be able to act creatively it is linked mostly to the vocational educational, learning to live together in other words to participate and cooperate with other people in human activities and learning to be which is an essential progression that proceeds from the three previous ones, aiming at discovering the hidden talents – the treasure within. These four pillars create a whole. The contemporary society is an educational one – a society in which a person is educated from a formal point of view and therefore a valuable educational system contribute overwhelmingly to the social, economic and cultural development of the community, through appropriate education of the members of the respective communities.

This year, experts from different countries from Europe, (member as well as non-member states) put together their academic experience, effort and intelligence to set up the whole: an international semester. We thought of the benefits such an endeavor could have on our students being aware that it will help them in the personal development by increasing self-confidence, academic commitment by enhancing interest in the academic study, intercultural development by actively interacting with people from different cultures as well as career development by acquiring various skill-sets that will influence their career path. All the participants agreed that such a semester represents an enrichment on every level. Being part of an internationally diverse academic community can provide an excellent opportunity to enhance the quality of the students' learning, providing a wider spectrum of opinions and expertise, challenging them to really develop as individuals as well as to give them the chance to make new contacts and build invaluable relationships with peers from other countries. We should also mention that the language skills obtained while studying abroad will always be beneficial to the students and their home country in both the short- and long-term.

In order to come up with solid and valid results the iMAF participants were divided into 5 working syndicates consisting of academics and students as we are aware that to increase the education's quality it takes two actors: the teacher and the student, both of them having the knowledge, resources, commitment and desire for a change. We wanted the issues to be approached from two perspectives, that of the teachers and of the students.

³² Jacques Delors et al. (1996); Learning: the treasure within' – report presented within The International Commission on Education for the Twenty-first Century.

We started our syndicate-work knowing that we will have to overcome other hurdles along this path, the most difficult one being the actual implementation of such a semester. Most of the institutions involved are undergoing the reevaluation of their existing programs of study or institution. It's high time now that each institution should study the possibility of integrating this semester within the existing programs or the opportunity to design a new program that integrates this semester, (LFA totally agrees with the summer semester), having in view the national standards needed for authorization/accreditation of such a program. It is up to each partner institution to decide and choose the most appropriate solution.



*Final conclusions of the Syndicates
(Photo: LFA, Sibiu)*

Each syndicate had to decide on the proposed 9 modules, the ECTS and preconditions for start. The decisions of each syndicate were analysed by the Scientific Committee that issued the final common decisions. In Sibiu, the participants decided on the preconditions of each discipline/module needed both for the students and the teaching staff enrolled in this semester.

The syndicates suggested that certain preconditions should be fulfilled in order to attend the international semester. A general one should be: minimum one year of service in the armed forces. The next general one was considered the need of knowledge of English, either level B1 or B2 according to the Common European Framework of Reference for Languages (CEFR) or level 2222 according to NATO STANAG 6001.

The other suggested preconditions included a medical certificate (according to national regulations), national physical standards, Basic communication and presentation competencies, awareness of respective national armed forces (organization, mission, C2 etc. including basic knowledge on roles and capabilities of national military equipment and weapon systems), basic instructor and leadership skills, awareness of his/her own culture and ability to explain his/her traditions and openness to intercultural dialogue, basic managerial and leadership competences, focused on basic tactical level (platoon or equivalent), understanding platoon level tactics and knows national military decision making process, ability to plan, organise and accept responsibility, ECDL (without Access) or equivalent knowledge, basic knowledge of social media as well as basic knowledge of military rules and regulations referring to e.g. voice procedure.

All these suggestions were united into a preconditions summary issued by the Scientific Committee that says that the agreed upon preconditions are:

- English
- Physical condition
- Basic competencies in:
 - Leadership
 - Communication
- Basic knowledge of:
 - Computers (ECDL)
 - Social media
 - Military rules
- Awareness of:
 - National armed forces
 - Own culture
- Platoon level tactics and national MDMP
- Accept responsibility

On the other hand it was decided that the modules the participants will integrate into a common semester will include:

- Basic Military English with 2 ECTS
- Comprehensive Approach with 4 ECTS
- Law of Armed Conflict (LOAC) with 2 ECTS
- Cultural Awareness & Cross Cultural Communication with 2+2 ECTS
- Cyber Security & Electronic Warfare with 2+2 ECTS
- Interoperability with 6 ECTS
- Military Leadership with 4 ECTS
- Physical training with 4 ECTS

These subjects will be compulsory for each partner-higher education institution. They can add elective subjects so the maximum potential of the cadets should be developed, by enhancing their competences and skills.

It was also agreed that if decided on a modular approach the sequence should be Military English and Cultural Awareness in the beginning, Military Leadership and Interoperability to the end of the semester.

The participants agreed that the topics of each module should develop cadets' essential managerial and leadership competences, communication and presentation competences, negotiation and problem solving skills, leadership competencies, knowledge of international structures, relations and politics.

The specific details to include the semester into the study program of each institution, to issue the module descriptions as well as the supporting academic materials, the e- or text-books, will be a formidable challenge to our curriculum planners and academic implementers for the near future or even years to come.



*Summary of Elaborations presented by Col Dr. Harald Gell
(Photo: LFA, Sibiu)*

We hope that the international semester will be a catalyst for well-prepared military ready to face the challenges, obstacles, hardships and satisfactions of this noble demanding profession. By striving to set up this international semester we want to train future global leaders that are more effective, respectful of other cultures and political and economic systems, willing to take a stand for the world's welfare not only their own country, with a better understanding of their own cultural values and biases and a more sophisticated way of looking at the world, prepared to tolerate differences, recognize and appreciate diversity. We want to have an impact on the participants' lives long after their time in the academic program.

Facts about iMAF 2015

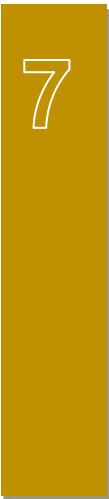


Facts about iMAF 2015

iMAF 2015 took place in Sibiu, Romania



105 participants from 15 UE countries and USA, representing 24 institutions



**international
Military Academic Forum 2015**



Creating an International Semester – the next step in a Common Education for the European Officer

iMAF 2015
managing future challenges

25 international students were involved in the discussions about setting up an international semester



Romania, the host country, organized the welcome dinner and gave the participants the opportunity to find out more about Sibiu and its traditions



7

Syndicates' participants worked to develop an international semester with a definite curriculum

Syndicate 1

Chairperson - Col. Kozůbek Jaroslav, Czech Republic



1.	ASSOC. PROF.	Svilen	Stefanov	Bulgaria
2.	MS	Atanasova	Elena	Bulgaria
3.	SENIOR OFFICER CANDIDATE	Gragert	Benedikt	Germany
4.	LTCOL	Kállai	Attila	Hungary
5.	PROF.	Gruszczak	Artur	Poland
6.	MS	Hryniewicz	Magdalena	Poland
7.	CAPT.	Jasnowski	Marcin	Poland
8.	ASSIST PROF	Badea	Dorel	Romania
9.	ASSOC PROF	Giurgiu	Luminița	Romania
10.	COL RET.	Milan	Sopóci	Slovakia
11.	MR	Jespersen	Thomas	USA
12.	WO	Hadek	Christian	Austria
13.	CADET	Stefaner	Martin	Austria
14.	CADET	Mägi	Märt	Estonia
15.	CADET	Albo	Magdalena	Poland
16.	CADET	Apostol	Denisa	Romania
17.	CADET	Beldea	Raul	Romania

Syndicate 2

Chairperson - LTCOL Sari Szabolcs, Hungary



1.	ASSOC. PROF.	Banabakova	Vanya	Bulgaria
2.	MS	Ivanova	Dimitrinka	Bulgaria
3.	CPT	Christoforou	Christoforos	Cyprus
4.	1 Lt	Aus	Juhan	Estonia
5.	CPT	Manolis	Emmanouil	Greece
6.	Ensign	Ritzke	Marcel	Germany
7.	MS	Simon	Csilla	Hungary
8.	MR	Zdanavičius	Liudas	Lithuania
9.	MS	Winiarska	Sylwia	Poland
10.	MS	Zamiar-Ziółkowska	Anna	Poland
11.	COL	Moșteanu	Dănuț	Romania
12.	PROF	Pateșan	Marioara	Romania
13.	CADET	Fuhs	Benedikt	Austria
14.	CADET	Šulák	Jiří	Czech Republic
15.	CADET	Pápai	Ádám	Hungary
16.	CADET	Timinschi	Gabriel	Romania
17.	CADET	Baciu	Daniela	Romania

Syndicate 3

Chairperson – COL Popența Marius, Romania



1.	MAJ	Zambas	Symeon	Belgium
2.	CPT	Krastev	Krastyu Ivanov	Bulgaria
3.	DR.	Sedlačík	Marek	Czech Republic
4.	LT	Riedel	Erik	Germany
5.	MS	Nyári	Éva	Hungary
6.	DR.	Smaliukiene	Rasa	Lithuania
7.	LTCOL	Sobon	Andrzej	Poland
8.	MS	Hachuła	Aleksandra	Poland
9.	MAJ	Ștefănescu	Daniel	Romania
10.	ASSOC PROF	Bumbuc	Ștefania	Romania
11.	COL	Constantin	Daniel-Sorin	Romania
12.	LT. COL (RET)	Morris	Michael "Wayne"	USA
13.	CADET	Peinhaupt	Marco	Austria
14.	CADET	Zouharová	Lucie	Czech Republic
15.	CADET	Hegedús	Ferenc	Hungary
16.	CADET	Petcu	Sorina	Romania
17.	CADET	Marița	Nicolae	Romania

Syndicate 4

Chairperson – COL Steiger Andreas, Austria



1.	MS	Ivanova	Teodora	Bulgaria
2.	LTCOL	Atanasova-Krastev	Nevena	Bulgaria
3.	MS	Vlachová	Hana	Czech Republic
4.	LTCOL	O'Callaghan	Tom	Ireland
5.	LTCOL	Spinello	Enrico	Italy
6.	PHD	Czajkowski	Marek	Poland
7.	MR	Zamiar	Zenon	Poland
8.	MS	Kazanecka	Aneta	Poland
9.	CPT	Baboș	Alexandru	Romania
10.	LTCOL	Ispas	Lucian	Romania
11.	COL VICE RECTOR	Lubomir	Matta	Slovakia
12.	DR.(COL.,RET.)	Wells	Billy	USA
13.	CADET	Kivi	Mihkel	Estonia
14.	CADET	Radzimowski	Łukasz	Poland
15.	CADET	Codreanu	Ilona	Romania
16.	CADET	Moștiuc	Alexandru	Romania
17.	CADET	Pop	Andrei-Emanuel	Romania

Syndicate 5

Chairperson – MAJ Bielewicz Marcin, Poland



1.	MR	Berger	Kurt	Austria
2.	CPT	Nikolov	Linko	Bulgaria
3.	MS	Timova	Diana	Bulgaria
4.	MR	Karadimas	Nikolaos	Greece
5.	CPT	Harstick	Philipp Andreas	Germany
6.	CAPT	McGeeney	Eoin	Ireland
7.	MAJ	Stackevicius	Mindaugas	Lithuania
8.	MR	Skrzypek	Aleksander	Poland
9.	MS	Chwiej	Edyta	Poland
10.	ASSIST PROF	Miron	Ecaterina Liliana	Romania
11.	ASSOC PROF	Dinicu	Anca	Romania
12.	ASSOC PROF	Rațiu	Aurelian	Romania
13.	CADET	Bene	Róbert	Hungary
14.	CADET	Klepáčková	Martina	Czech Republic
15.	CADET	Barwicki	Michał	Poland
16.	CADET	Covrig	Bianca	Romania
17.	CADET	Strunoiu	Sorin	Romania

Hungary organized the first topic break with tasty dishes



7

Austria offered delicious dishes and sweets typical for their country



Poland, in its capacity of future organizer of iMAF 2016, offered us an unforgettable evening



7

Visit of Sibiu



Visit of the Astra Museum of Sibiu



Bilateral discussions were also beneficial



USA & Austria



Romania & Ireland



Romania & USA



Romania & Italy



Romania & Bulgaria



The participants attended the ceremonies for the Land Forces Academy Day



Rector-Commandant Brig Gen Prof Eng Bârsan, PhD awarded as “Honorary Senators” of the “Nicolae Bălcescu” Land Forces Academy Sibiu the followings:



Brig Gen Mag Gerhard Herke,
Austria



Brig Gen Todor Dochev, PhD
Bulgaria



Brig Gen Mircea Mîndrescu, PhD
Romania



COL Dipl Eng Lubomir Matta, PhD
Slovakia



COL Gábor Boldizsár, PhD
Hungary



COL László Kovács, PhD
Hungary



LTCOL Enrico Spinello, PhD
Italy



LTCOL Andrzej Sobon, PhD
Poland



Prof Hab Eng Zenon Zamiar, PhD,
Poland

Speech of Professor Hab Eng Zenon Zamiar, PhD – next iMAF responsible person



Plaquette handing over



General Tadeusz Kosciuszko Military Academy of the Land Forces will host next iMAF in Poland from 20th-24th June, 2016



**international
Military Academic Forum 2016**

Visit of the Fortress of Alba Iulia



7

Literature and Homepages

8

8. Literature and Homepages

8.1 Literature

- European Commission, Education and Training, The Erasmus Programme and the new Erasmus for All Higher Education; Brussels 2013.
- Council of the European Union, Council Conclusions on the ESDP, 2903rd External Relations Council Meeting, Brussels 10th and 11th November, 2008.
- Wiedner & Gell, Europeanization an option or a necessity?, Federal Ministry of Defence and Sports of the Republic of Austria, Vienna 2013.
- Paile & Gell, Lessons Learnt from the international Military Academic Forum 2013, Vienna Nov. 2013, ISBN 978-3-9503699-0-8.
- Paile & Gell, Lessons Learnt from the international Military Academic Forum 2014, Vienna, Oct. 2014, ISBN 978-3-9503699-1-5.

8.2 Homepages

- European initiative for the exchange of young officers, inspired by Erasmus:
<http://www.emilyo.eu/>
- European Security and Defence College:
<http://esdc.mil-edu.be/>
- Austria – Theresan Military Academy:
<http://www.miles.ac.at/milak/sites/>
- Austria – Ministry of Defence:
<http://www.bmlv.gv.at/>
- Belgium – Royal Military Academy:
www.rma.ac.be
- Bulgaria - Vassil Levski National Military University:
www.nvu.bg
- Czech Republic – University of Defence:
<http://www.unob.cz/en/Pages/default.aspx>
- Germany – Officers' School:
www.deutschesheer.de/
- Germany – Ministry of Defence:
www.bmvg.de
- Estonia – Estonian National Defence College:
<http://www.ksk.edu.ee/en/>
- Spain – Ministry of Defence:
www.defensa.gob.es
- Croatia – Croatian Defence Academy "Dr. Franjo Tuđman":
<http://beta.cefme.eu/university/croatian-defence-academy-petar-zrinski.htm>

- Ireland – Defence Forces Education Headquarter:
<http://www.military.ie/education-hq/>
- Ireland – Institute of Technology Carlow:
<http://www.itcarlow.ie/>
- Italy – School of Applied Military Studies:
<http://www.esercito.difesa.it/>
- Italy – Air Force Academy:
<http://www.aeronautica.difesa.it/Pagine/default.aspx>
- Lithuania – General Jonas Žemaitis Military Academy of Lithuania:
<http://www.lka.lt/>
- The Netherlands – The Netherlands Defence Academy:
<https://www.defensie.nl/english/topics/netherlands-defence-academy>
- Poland – National Defence University:
<http://www.aon.edu.pl/>
- Poland - Tadeusz Kosciuszko Land Forces Academy:
<http://wso.wroc.pl/en/>
- Poland - Jagiellonian University:
http://www.uj.edu.pl/en_GB/
- Romania – Nicolae Bălcescu Land Forces Academy:
www.armyacademy.ro
- Romania – Henri Coandă Air Force Academy:
<http://www.afahc.ro>
- Slovenia – Officer Candidate School:
http://beta.cefme.eu/university_part/officer-candidate-school-ddetc.htm
- Turkey – Turkish Military Academy:
<http://www.kho.edu.tr/>
- Homepage of the European Commission; URL:
http://ec.europa.eu/programmes/erasmus-plus/index_en.htm
- Leuven/Louvain-la-Neuve Communiqué, URL.:
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/document s/leuven_louvain-la-neuve_communique_april_2009.pdf

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