

**The contribution of military higher education in the process of
Common Security and Defence Policy**

Master Thesis

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*Twenty-five years ago,
University of Crete - Library
to my mum and dad*

Abstract and keywords in English language

In the last couple of years, the European Union has advanced towards a Union of security and defence more than ever before. New tools set up that will allow the European Union's Member States to invest together in defence capabilities, cooperative research and act together on the field.

Undoubtedly, education and training play an essential role towards a more coherent and efficient Common Security and Defence Policy, and it is the most basic way to promote a European security and defence culture. The mandate from the European Union Ministers of Defence goes back to 2008, but remains relevant and still guides actions today in the context of Military Erasmus. It has recently become clear, in the light of the European Union Global Strategy, its Implementation Plan and the relevant Council conclusions and high-level statements, that it is necessary to accelerate and reinforce the procedure.

Since 2008, numerous changes have transpired in the procedures of military education and training. The primary objective of this master thesis is to elucidate and analyse the potential that the Common Security and Defence Policy could drive from the integration of advanced procedures in higher military education.

Keywords in alphabetical order:

Basic officer education, Common Security and Defence Policy, EMILYO, European Security and Defence College, integration, interoperability, Military Erasmus, military training.

Περίληψη και λέξεις κλειδιά στην Ελληνική γλώσσα

Τα τελευταία χρόνια, η Ευρωπαϊκή Ένωση έχει προχωρήσει περισσότερο από ποτέ προς μια Ένωση άμυνας και ασφάλειας. Νέα εργαλεία έχουν δημιουργηθεί, επιτρέποντας στα κράτη μέλη της Ευρωπαϊκής Ένωσης να επενδύσουν από κοινού σε αμυντικές ικανότητες, σε συνεργατική έρευνα και να δράσουν από κοινού στο πεδίο.

Αναμφίβολα, η εκπαίδευση και η κατάρτιση διαδραματίζουν ουσιαστικό ρόλο για μια πιο συνεκτική και αποτελεσματική Κοινή Πολιτική Άμυνας και Ασφάλειας αποτελώντας κομβικό σημείο στην προώθηση της ευρωπαϊκής κουλτούρας άμυνας και ασφάλειας. Η εντολή των υπουργών Άμυνας της Ευρωπαϊκής Ένωσης χρονολογείται από το 2008, αλλά παραμένει σχετική και εξακολουθεί να καθοδηγεί τις δράσεις ακόμα και σήμερα στο πλαίσιο του Στρατιωτικού Erasmus. Πρόσφατα κατέστη σαφές, υπό το πρίσμα της συνολικής στρατηγικής της Ευρωπαϊκής Ένωσης, του σχεδίου εφαρμογής της και των σχετικών συμπερασμάτων και δηλώσεων υψηλού επιπέδου του Συμβουλίου, ότι είναι αναγκαίο να επιταχυνθεί και να ενισχυθεί η διαδικασία.

Από το 2008, έχουν γίνει πολλές αλλαγές στις διαδικασίες στρατιωτικής εκπαίδευσης και κατάρτισης. Ο πρωταρχικός στόχος της παρούσας διατριβής είναι να διευκρινιστεί και να αναλυθεί η δυναμική που θα μπορούσε να δημιουργήσει η Κοινή Πολιτική Άμυνας και Ασφάλειας από την ενσωμάτωση προηγμένων διαδικασιών στην ανώτατη στρατιωτική εκπαίδευση.

Λέξεις κλειδιά με αλφαβητική σειρά:

Βασική εκπαίδευση αξιωματικών, Κοινή Πολιτική Άμυνας και Ασφάλειας, Ευρωπαϊκό Κολλέγιο Άμυνας και Ασφάλειας, ενοποίηση, διαλειτουργικότητα, Στρατιωτικό Erasmus, στρατιωτική εκπαίδευση, EMILYO

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2. Preface¹

As the author is writing this, it is almost 8 years ago that she started working on the Common Security and Defence Policy (CSDP). The first acquaintance with the specific topic was during her bachelor studies and, more specifically, when the topic of her thesis was decided – *History and Future of CSDP with special Consideration onto EU Missions and Operations*. The author had a great opportunity to participate as a civilian in an Erasmus exchange programme at the oldest military academy in Europe – the Theresan Military Academy in Austria – and create her bachelor thesis.

Getting more familiarised with the military education and the principles of CSDP, the author realised the importance of them and the necessity of their combination. As time went by, the author was inspired to study thoroughly how the military higher education can contribute in the process of CSDP. The chance to analyse the material of the literature and the personally gained experienced appeared in the author's master thesis. Based on the "*Regulation No. 24 for authoring Bachelor and Master Theses by International Students*" the thesis was created during author's studies at the University of Crete.²

Furthermore, the author expresses her appreciation, respect and gratitude to Prof. XENAKIS Dimitris and Col Assoc. Prof. GELL Harald, PhD for their support and special remarks to this thesis. Special thanks are also presented to LtCol (AF) ZAMBAS Symeon, Maj (AF) TSANAKAS Konstantinos for their support and help in the research process.

¹ Unless noted otherwise this chapter is created by the author.

² Gell, H. (2015). *International Cooperation: Regulation No. 24 for authoring Bachelor and Master Theses by International Students*. Institute for Basic Officers Training. Fachhochschul-Bachelor Programme Military Leadership. English version as of 17-3-15.

3. Preamble

Could you imagine how officers from different countries of Europe may serve together in combined command structure? In multinational operations, officers from different countries often collaborate in multinational operations, such as peacekeeping missions, humanitarian assistance, counterterrorism operations, or coalition military interventions. These operations are usually conducted under the auspices of international organisation such as the North Atlantic Treaty Organization, the European Union, or the United Nations.

Officers working in combined command structures face a range of challenges, including issues connected to common standards and procedures, to language and cultural understanding, and to technology and information sharing. To facilitate cooperation, military officers adhere to common standards and procedures established through agreements, and treaties. These standards ensure consistency in communication, tactics, equipment usage, and operational planning among participating forces. By adhering to common standards, officers can communicate effectively, coordinate tactics, and plan operations more efficiently, contributing to overall mission success. Effective collaboration among officers from different countries also requires proficiency in a common language, usually English, and an understanding of each other's cultural norms, customs, and military traditions. Language proficiency and cultural awareness training are essential for building trust and rapport among officers from diverse backgrounds, enabling smoother communication and teamwork. Last but not least, advancements in technology enable real-time information sharing and coordination among military officers from different countries. By using common communication systems and interoperable equipment, officers can access real-time intelligence, enhance situational awareness, and make informed decisions collaboratively.

Overall, collaboration among military officers from different European countries in the field relies on effective communication, mutual respect, interoperability, and a shared commitment to achieving common objectives in support of regional and international security. The Common Security and Defence Policy common modules aim to provide cadets with a foundational understanding of various aspects of European security and defence policy. The module covers a wide range of topics, including crisis

management, conflict prevention, peacekeeping operations, and defence capabilities development. By offering a common framework for training and education, the CSDP common modules facilitate interoperability and enhance cooperation among European armed forces.

To sum up, while the direct impact of CSDP common module on cadets' studies may depends on factors such as the curriculum structure and emphasis of their educational programs, these modules can provide valuable knowledge, skills, and perspectives that contribute to their development as future military leaders within the European context.

4. Introduction

The purpose of this chapter is to describe the thesis' concept. The author chooses to divide this chapter into two sections. The first section, named "*The Concept of the Thesis*" is for presenting the main issue, which problem should be addressed and how the author would like to proceed in order to solve this problem. The second section, named "*Terms and Definitions*" is created to explain some terms and to define some concepts, which are used during the entire thesis.

4.1 The Concept of the Thesis

The main aim of this thesis is to cover all the necessary information to its readers in order for them to understand the main question. It is important to analyse the key points which will explain, step by step, the contribution of higher military education in the process of Common Security and Defence Policy. To achieve the goal and explain in the best way the definition of higher military education, examples from military academies of specific countries will be analysed in detail. Definitely, by researching on the World Wide Web one could find the basic information, however, the author wanted to provide this knowledge in a logical framework with connection to her experience and personal research. Moreover, all the information is updated which means that after finalising the thesis, it will be useful for those who try to find specific information about CSDP with connection to the military education.

Prior to initiating the examination of the thesis, the author appoints which scientific community the thesis topic addresses. It is important to know who could be the readers of this thesis and why this thesis should be read by them. It will be useful for the readers to check first the scientific community chapter in order to see the interest of continuing reading the thesis.

The Current State of Research describes the state of the art with respect to the chosen topic. The author explains which research results have been achieved so far, describing in detail the Common Security and Defence Policy and more specifically providing information about history as well as details about higher military education, especially though Military Academies in Greece and Austria.

It is vital to conduct a thorough research to avoid repetition of previous research and choosing a topic that has already been covered by another author. The Research Gap is based on the research that was made in the previous chapter. The main point of the research was to find a topic or even a question which has not been analysed before. Frankly, it is impossible to find a topic which will not be touched in any other scientific paper, book or thesis. Although the author should find a certain part of the research that is still in its infancy.

The next chapter of the thesis is the Research Question which is concentrated to create the main question which will be the guideline through the entire thesis. It should be mentioned that the research question must not be answered simply with a “yes” or “no”. Even if the research question can be answered broadly, there is no justification for extending the thesis writing process once the research gap has been adequately addressed.

The ensuing chapter - Methodology describes how the author intends to yield the result of her research. It refers to the starting point, the route of research and the finish line of it. The scientific methodology which was used to answer the research question is also mentioned in that chapter. To enhance a more comprehensive approach, the methodology is elucidated through the use of an accompanying diagram.

The Research and Results of Research is the main chapter of this thesis. It provides a detailed explanation of the resolution to the research gap. The author systematically presents results in a logical sequence, addressing specific sub-questions to comprehensively address the overarching research gap. This chapter will provide comprehensive details about the contribution of higher military education in the process of CSDP.

The subsequent chapter will analyse the ease of obtaining the results and will scrutinise whether the results are adequately addressed or not. The author examines the results from various perspectives, considering both the positive and negative aspects. Within this chapter, the research question ought to be reiterated, and the author’s discussion should distinctly provide clear answers to it.

At the Restriction of Validity chapter, the author is required to provide a lucid statement indicating the specific components and target audience for which the research is deemed valid.

The succeeding chapter – Benefit for Scientific Disciplines, bear resemblance to those found in the “Linkage to Scientific Disciplines”. It is crucial to highlight the significance of the research results for a specific scientific community, individuals, or particular subjects.

One of the most significant chapters of the thesis, the final chapter - Prospects, highlighted outcomes of the author’s research which might serve as a foundational basis for future investigation conducted by other researchers or may be explored further by the author at a PhD level.

In conclusion, a Postface chapter offers personal statements and acknowledgments that the author wishes to share with the reader, providing a reflective and appreciative conclusion to the thesis.

4.2 Terms and Definitions

Prior to initiating the thesis analysis, it is essential to provide descriptions for key terms and establish clear definitions:

European Community (EC) ³: a term that is commonly used to refer to one of the three pillars of the European Union before the EU’s restructuring under the Treaty of Lisbon. The European Community encompassed the economic and social aspects of the EU and included the European Coal and Steel Community, the European Economic Community, and the European Atomic Energy Community.

European Coal and Steel Community (ECSC) ⁴ : it was one of the precursor organisations to the EU, established in 1951 and consisting of six founding member countries with the main aim to integrate the coal and steel industries of the founding nations to prevent the resurgence of conflict, promote economic cooperation and lay the foundation for broader European integration. It ceased to exist in 2002 and its functions were integrated into the broader framework of the EU.

3 Homepage of European Union. Page History of the EU. URL: https://european-union.europa.eu/principles-countries-history/history-eu_en.html. [12-04-24].

4 Homepage of European Union. Page Treaty establishing the European Coal and Steel Community, ECSC Treaty. URL: <https://eur-lex.europa.eu/EN/legal-content/summary/treaty-establishing-the-european-coal-and-steel-community-ecsc-treaty.html>. [12-04-24].

European Union (EU)⁵: a unique economic and political union between 27 European countries. Starting its existence after the Second World War, its foundation rooted in the pursuit of economic cooperation as a means to prevent future conflicts.

Common Foreign and Security Policy (CFSP)⁶: A European Union's policy, which covers all areas of foreign policy and all questions relating to the European Union's security.

Common Security and Defence Policy (CSDP): *“is an integral part of the Common Foreign and Security Policy”*.⁷ It enables the Union to take a leading role in peace-keeping operations, conflict prevention and in the strengthening of the international security.

Western European Union (WEU)⁸ : a defence organisation founded in 1954 with primary purpose to promote defence cooperation and collective security among its member states. Playing a crucial role until 2011 when it was dissolved and its functions were integrated into CSDP.

5 Cf.: Homepage of European Union. Page EU countries. URL: https://european-union.europa.eu/principles-countries-history/eu-countries_en.html. [12-04-24].

6 Cf.: Homepage of European Commission. Page Common foreign and security policy. URL: https://fpi.ec.europa.eu/what-we-do/common-foreign-and-security-policy_en.html. [12-04-24].

7 Treaty of Lisbon (2007). Consolidated Reader-Friendly Edition of the Treaty on European Union (TEU) and the Treaty on the Functioning of the European Union (TFEU) as amended by the Treaty of Lisbon (2007). Denmark (2008). Foundation for EU Democracy. Title 5, Ch. 2, Art. 42 (1).

8 Cf.: Homepage of Luxembourg Centre for contemporary and digital history. Page The organisation of post-war defence in Europe (1948-1954). URL: <https://www.cvce.eu/en/education/unit-content/-/unit/803b2430-7d1c-4e7b-9101-47415702fc8e/6d9db05c-1e8c-487a-a6bc-ff25cf1681e0.html>. [12-04-24].

5. Linkage to scientific disciplines

The principal objective of the current chapter is to delineate the significance of the author's chosen topic for a specific scientific community. It is necessary to explain to which scientific communities this topic addresses, and who may benefit from the results of the thesis.⁹

The main question of the thesis is subdivided into two main parts. The first part referred to Common Security and Defence Policy of the European Union and the second one to higher military education. In that logical way of thinking, it could be possible to have at least two main different scientific communities that this thesis addresses. Concerning the first part of the thesis, it includes basic information about structures, history, and importance of CSDP. The scientific community includes all those who are interested in learning information about CSDP, on that stage it is not necessary to have any dedicated knowledge from the readers in order to understand the topic. On the other side, information provided for the higher military education, is more detail-oriented. Examples from Austrian and Hellenic Military Academy are presented. Due to the specialisation of the topic, it is mostly addressed to a military community. Although, the author tried to cover all the necessary basic information in order to be clear even for a reader that does not have a military background. The master thesis is also linked to cadets of the military academies, introducing them to the basic knowledge about CSDP and showing the connection between the theoretical part and the practical part that they will deal with after becoming military officers.

Combining both parts together, in order to answer the main question, the topic became more specific and distinct. Certainly, the scientific community that it is addressed to could be academics, experts of the EU foreign policy, military officers and diplomats. Furthermore, most of the scientific communities referred before are involved with a specific knowledge in their area, avoiding the specialisation on other areas. Trying to cover the gap that could appear between different specialisation areas, the author believes, that this thesis would be a great guidance for the scientific communities mentioned above.

9 Cf.: Gell, H. (2015). *Op. cit.* P. 21.

6. Current state of research

Within this chapter, the author endeavours to provide an overview of the current state of existing studies, especially basic knowledge concerning CSDP and higher military education through the examples of military academies. Both subjects have already been approached from multiple angles. However, to avoid re-inventing the wheel, the author is trying to analyse in detail the development of CFSP / CSDP, the way of integration policy of the EU and the concept of higher military education in order to present the answer to the main question of this thesis. The historical part of the analysis includes the timeline of EU development and the main structures and procedures of CSDP. The higher military education part includes general information and exchange partnership of the two higher military academies of Greece and the military academy of Austria. Therefore, all the necessary theoretical knowledge is explained in this chapter with the intention of providing the reader with better understanding of its purpose.

6.1 Common Security and Defence Policy

The Common Security and Defence Policy stands as a pivotal dimension of the European Union's collective efforts to safeguard its interests, contribute to global stability, and respond effectively to evolving security challenges.¹⁰ Established through successive treaties, beginning with the Maastricht Treaty in 1992 and evolving through the Amsterdam, Nice, and Lisbon Treaties, the CSDP represents the EU's commitment to fostering a comprehensive approach to security. Grounded in the principles of crisis management, conflict prevention, and the protection of common values, the CSDP encompasses a spectrum of civilian and military tools. The Treaty of Lisbon, in particular, solidified the institutional framework, introducing key elements such as the High Representative and the European External Action Service. As the EU continues to navigate complex geopolitical landscapes, the CSDP serves as a dynamic instrument for the Union to asset its role as a global actor in promoting peace, security, and resilience.

10 Cf.: Report on the Implementation of the European Security Strategy – Providing Security in a Changing World. Brussels (2008). European Council.

6.1.1 The Development of CSDP

The origins of the security and defence architecture can be found in the post-World War II.¹¹ In 1948, the Treaty of Brussels provided cooperation between Belgium, France, Luxembourg, the Netherlands and the United Kingdom in order to lead to the creation of an organisation known as the “Brussels Treaty Organisation” or “Western European Union”.¹² In 1951, the creation of European Coal and Steel Community (ECSC) placed for the first time the strategic resources under a supranational authority.¹³ The Paris Treaty, which established ECSC, was expired fifty years after coming into force and ECSC subsequently became part of the European Union. The vision of an “ever closer Union”, which would include security and defence aspects, was supported by important politicians, thinkers and visionaries such as Konrad Adenauer, Joseph Bech, Johan Willem Beyen, Winston Churchill, Alcide De Gasperi, Walter Hallstein, Sicco Mansholt, Jean Monnet, Robert Schuman, Paul-Henri Spaak and Altiero Spinelli.¹⁴ Their idea was manifested in the plan to establish a “European Defence Community” (EDC). Nevertheless, the treaty was never ratified by French and Italy and finally failed in 1954.

In the late 60s, the council, chaired of the Belgian Foreign Office - Étienne Davignon, proposed in his report a political cooperation between the Member States. The recommendations of the well-known Davignon report stated that the Members States should “try to speak with a single voice on international problems” in order “to deliver one message”. For the first time in history, at The Hague Summit held in 1969,

11 Cf.: Rehr, J. (2013). CSDP Handbook. The Common Security and Defence Policy of the European Union. Chapter 1.1 by Lindstrom, G. European Integration: Post World War II to CSDP. Vienna. Armed Forces Printing Centre. ISBN: 987-3-902275-34-9. P. 14.

12 Homepage of Centre Virtuel de la Connaissance sur l'Europe. Page Treaty between Belgium, France, Luxembourg, the Netherlands and the United Kingdom of Great Britain and Northern Ireland, signed at Brussels, on March 17th, 1948. URL: http://www.cvce.eu/en/obj/the_brussels_treaty_17_march_1948-en-3467de5e-9802-4b65-8076-778bc7d164d3.html. [01-04-21].

13 Cf.: Homepage of Centre Virtuel de la Connaissance sur l'Europe. Page Treaty establishing the European Coal and Steel Community. URL: http://www.cvce.eu/en/obj/treaty_establishing_the_european_coal_and_steel_community_paris_18_april_1951-en-11a21305-941e-49d7-a171-ed5be548cd58.html. [01-04-21].

14 Cf.: Rehr, J. & Glume, G. (2015). Missions and Operations Handbook – the Common Security and Defence Policy of the European Union. Chapter 1.1.1 by Rehr, J. Development of CFSP/CSDP. Vienna. Armed Forces Printing Centre. ISBN: 978-3-902275-42-4. P. 12.

European leaders introduced the idea of European Political Cooperation. Later, in 1986, the Single European Act codified European Political Cooperation which served as the foundation for the CFSP introduced in the Maastricht Treaty.¹⁵ With its entry into force in 1993, the institutional framework of the European Union was created. The second out of three pillars was Common Foreign and Security Policy. With this treaty, the goal proclaimed in 1957 of an “ever closer Union” was achieved, although not entirely as envisaged by the founding fathers, whose model of European Integration was more supranational.¹⁶ The Treaty of Maastricht retained the “Common Foreign and Security Policy” and “Justice and Home Affairs” as intergovernmental, meaning they continued to be directed by Member States. However, during that period, the fundamental concept was still encouraged by the ongoing development of a shared security and defence policy. The NATO Treaty also intended to provide mutual assistance through its obligations. While the Maastricht Treaty outlined ambitious goals in the realm of external security and defence for the EU, it was not until the late 1990s, following the wars of secession in the Balkans, that specific provisions were introduced. These provisions aimed to provide the EU with practical crisis management capabilities.

Few years later, in May 1999, the Treaty of Amsterdam entered into force. It formalized several novel frameworks and responsibilities within the European Union’s Common Foreign and Security Policy.¹⁷ While it did not establish a unified defence policy, it heightened commitments in areas such as peacekeeping and humanitarian efforts, fostering closer connections with the Western European Union.¹⁸ On the other hand, the treaty also introduced various provisions related to security and defence, including the so called Petersberg Tasks which outlined a set of military and

15 Cf.: Homepage of EUR-Lex Access to European Union Law. Page EU Law Treaties. Treaty on European Union (1992). ELI URI: <https://eur-lex.europa.eu/eli/treaty/teu/sign>. [23-01-24].

16 Cf.: Homepage of Centre Virtuel de la Connaissance sur l’Europe. Page Treaty on European Union (Maastricht, 7 February 1992).URL: http://www.cvce.eu/en/obj/treaty_on_european_union_maastricht_7_february_1992-en-2c2f2b85_14bb-4488-9ded-13f3cd04de05.html. [23-01-24].

17 Cf.: Homepage of EUR-Lex Access to European Union Law. Page EU Law Treaties. URL:<https://eur-lex.europa.eu/EN/legal-content/summary/the-amsterdam-treaty.html?fromSummary=01.html>. [25-01-24].

18 Cf.: Mousis, N. (2011). *Ευρωπαϊκή Ένωση: δίκαιο, οικονομία, πολιτικές*. (Access to European Union: law, economics, policies). Rixensart. ISBN 978-2-9601045-0-9. P. 14ff.

humanitarian tasks that the EU could undertake.¹⁹ In addition, the position of the High Representative for the Common Foreign and Security Policy was established by the Treaty of Amsterdam. This High Representative is tasked with representing the European Union in foreign and security matters. The role gained more prominence and was further development with the subsequent Treaty of Lisbon.²⁰

The next treaty was signed in 2001 and had the primary objective of restructuring the institutional framework of the EU in anticipation of its enlargement. Notably, the Treaty of Nice brought alterations to the distribution of seats within the European Parliament and the voting weight in the Council of the EU.²¹ Although its immediate impact did not directly affect the CSDP, it was a step toward adapting EU institutions for the Union's expansion.²² On the same year that the Treaty of Nice was entered into force, in 2003, the EU released its first European Security Strategy. The document titled "A Secure Europe in a Better World" provides a framework for the EU's approach to security challenges and outlines its objectives and priorities in the realm of foreign and security policy. The ESS emphasises the need for a comprehensive approach to security that combines military and civilian tools. It also highlights the importance of preventive diplomacy, conflict prevention and the promotion of good governance as means to address the root causes of insecurity. Through the ESS the EU commits to promoting effective multilateralism, cooperation with international partners and the strengthening of international institutions. Last but not least the ESS acknowledges as the worst case scenario the possibility of using force, including military means but always within the framework of international law. In 2008, a "Report on the Implementation of the European Security Strategy" updated the ESS to a certain extent, but did not replace or revise it.

19 While the Treaty of Amsterdam laid the foundation for the Petersberg Tasks, subsequent treaties, such as the Treaty of Nice and the Treaty of Lisbon, further developed and refined the EU's security and defence capabilities.

20 The post of HR was originally created in 1997 under the Amsterdam Treaty and the first holder of the post was Javier Solana, Secretary-General of the Council of the European Union. Javier Solana, former Spanish minister for Foreign Affairs and former Secretary General of NATO, held this post from 18 October 1999 until 1 December 2009 (when the Lisbon Treaty entered into force).

21 Cf.: Homepage of Centre Virtuel de la Connaissance sur l'Europe. Page Treaty of Nice. URL: http://www.cvce.eu/en/obj/treaty_of_nice_26_february_2001-en-7ceddc3f-08bb-4794-90a3-281f03540a5b.html. [12-02-24].

22 Cf.: Mousis, N. (2011). *Op. cit.* P. 18ff.

In December 2009 the Lisbon Treaty came into force. It was a cornerstone in the development of Common Security and Defence Policy due to not only introducing mutual assistance and solidarity clauses but also facilitated the establishment of the European External Action Service under the purview of the High Representative of the Union for Foreign Affairs & Security Policy / Vice – President of the European Commission. The two distinct functions of the post allow the HR/VR to enable the consolidation of all essential EU resources and the application of a “comprehensive approach” to crisis management within the EU. For the first time, at the Lisbon Treaty, a framework was presented for enhanced cooperation among EU member states in the field of security and defence.²³

The “Global Strategy for the European Union’s Foreign and Security Policy”, presented in June 2016, laid the foundation to develop CSDP further. The EU has outlined five strategic priorities for its external action. Primarily, the CFSP aims to enhance the Union’s security, focusing on combating terrorism, addressing hybrid threats, tackling climate change, and securing energy resources. The second priority involves reinforcing the resilience of states and societies in the eastern and southern neighbourhoods. Thirdly, a “comprehensive approach to conflicts and crises” relying on extensive and enduring regional and international partnerships. Furthermore, the EU intends to leverage its experience in promoting peace through integration to support regional orders globally as the fourth priority. Lastly, using the CFSP framework, the EU aims to contribute to the reform of global governance based on international law, which includes upholding human rights, sustainable development principles and ensuring lasting access to the global commons. Following the adoption of the “Global Strategy of the European Union’s Foreign and Security Policy”, the EU progressed with the establishment of Permanent Structured Cooperation in December 2017 as part of its efforts to enhance defence cooperation among its member states. A framework that provides the EU member states, already established from the Lisbon Treaty, to deepen defence cooperation, jointly develop military capabilities and contribute to the fulfilment of common security and defence objectives.²⁴

23 Kanellopoulos, P. (2010). Το Δίκαιο της Ευρωπαϊκής Ένωσης Η Συνθήκη της Λισσαβώνας. (The European Union Law The Treaty of Lisbon). Athens-Thessaloniki. Sakkoula. ISBN 978-960 445-578-2. Passim.

24 The concept of Permanent Structured Cooperation (PESCO) is outlined in the Lisbon Treaty, specifically in Article 42(6) and Protocol 10.

A year letter, the Coordinated Annual Review on Defence was launched as part of the implementation EU Global Strategy and serves as a consequential tool in taking forward the EU Strategic Compass. Historically, a persistent challenge in promoting collaboration and advancing joint capabilities within European defence has stemmed from the traditional practice of individual Ministries of Defence conducting their defence planning and procurement without substantial coordination. Recognizing the need for a more unified approach, Member States have taken steps to tackle this issue by initiated the establishment of the CARD. This review process is overseen by the European Defence Agency and closely coordinated with the European Union Military Staff, reflecting a collective effort to enhance cooperation and streamline defence planning at a European level.²⁵

The European Defence Fund was introduced by the European Commission on June 2017. This initiative aimed to fund research in military products and technology, marking a significant milestone as is represented the EU's inaugural allocation of resources specifically for military research endeavours. The establishment of the European Defence Fund aligns with the EU's broader strategy of enhancing its defence capabilities, a process that had commenced several years earlier with efforts to strengthen military capacity and cooperation within the Union.²⁶

The establishment of the European Peace Facility represents a significant enhancement in the EU's capacity to ensure security for both its citizens and partner countries.²⁷ It was launched in 2021 as a part of the EU's broader efforts to enhance its role in conflict prevention, crisis management, and peacebuilding. Through the EPF, the EU now has the capability to furnish a wide array of military equipment and security-related infrastructure to its partners. Importantly, these provisions are made in accordance with the most stringent human rights standards, underscoring the EU's commitment to upholding fundamental rights and values in its security assistance

25 Cf.: Homepage of European Defence Agency. Page Coordinated Annual Review in Defence (CARD). URL: [https://eda.europa.eu/what-we-do/EU-defence-initiatives/coordinated-annual-review-on-defence-\(card\).html](https://eda.europa.eu/what-we-do/EU-defence-initiatives/coordinated-annual-review-on-defence-(card).html). [12-02-24].

26 Cf.: Homepage of European Commission. Page EU Defence Industry. URL: https://defence-industry-space.ec.europa.eu/eu-defence-industry/european-defence-fund-edf-official-webpage-european-commission_en.html. [13-02-24].

27 Cf.: Homepage of European Council Council of the European Union. Page Policies. URL: <https://www.consilium.europa.eu/en/policies/european-peace-facility/>.html. [13-02-24].

endeavours. The European Peace Facility represents a significant step forward in the EU's commitment to promoting peace and security globally and supporting partner countries in their efforts to prevent and resolve conflicts. By providing flexible and targeted assistance, the EPF aims to contribute to stability, resilience, and sustainable peace in regions affected by conflict and insecurity.

The Strategic Compass for Security and Defence is an initiative, launched by the European Union in 2022, aimed to provide a comprehensive framework for the EU's security and defence policies. The document makes concrete and actionable proposals, with a very precise timetable for implementation, in order to improve the EU's ability to act decisively in crisis and to defend its security and its citizens. The Compass covers all the aspects of the security and defence policy and is structured around four pillars, act, invest, partner and secure.²⁸

6.2 Higher military education

Higher military education encompasses advanced educational programs and institutions designed to develop military personnel in leadership, strategy, technology, and other specialized fields essential for national defence and security. This form of education is crucial for preparing officers for senior leadership roles within the armed forces. It equips them with the comprehensive knowledge, skills, and expertise needed to tackle complex challenges in military operations, defence policy, and strategic planning. Building on foundational military training, higher military education often includes advanced degrees in disciplines such as military science, national security studies, and defence management. Furthermore, the integration of emerging technologies and the need for international collaboration are shaping the future of higher military education, highlighting its evolving role in addressing modern security challenges.

28 Cf.: Homepage of European Union External Action. Page A Strategic Compass for Security and Defence. URL: https://www.eeas.europa.eu/eeas/strategic-compass-security-and-defence-1_en.html. [13-02-24].

6.2.1 Hellenic Air Force Academy

One of the first Air Force Academies worldwide, was established in Greece on the 6th September 1931 and already commenced operations in December of the same year. Since the establishment of the first Air Force School in 1951, 23 classes of flying officers and non-commissioned officers were trained. Over the course of two decades, both within homeland and beyond its borders, the academy successfully trained over 500 pilots despite facing resource constraints. The Academy began educating its first international students in 1962, following the curriculum proposed at that time. These students hailed from various countries, predominantly from Africa and the Middle East, including Jordan, Tunisia, Libya, Senegal, Zimbabwe, Cameroon, the Central African Republic, and Botswana. In 1964, in accordance with Decree 4439/1964 (Article 5), the Air Force School officially became Higher Education Institution equivalent to all other State Institutions of Higher Education. Three years later, the curriculum was extended to a four-year course. Royal Decree 370/1967 renamed the institution to Hellenic Air Force Academy, accompanied by regulations outlining its governance and operations. The academy marked a significant milestone in 1991 with the admission of its first female cadets. In 1999, a devastating earthquake caused severe damage to the Academy's buildings and infrastructure and moved the academy to Dekeleia Air Force Base. The first female pilot cadets were admitted to the Hellenic Air Force Academy in 2002. The motto "Άμμες δε γ'εσσόμεθα πολλώ κάρρονες", which is written at the emblem of the Hellenic Air Force Academy from ancient Greek means "...we shall become much better than you ..." a meaning that accompanied the academy and especially its students during their studies and future officers during their military life.²⁹

The Hellenic Air Force Academy is dedicated to achieving several fundamental goals such as providing cadets with extensive knowledge and expertise in aviation science, technology, and the related subjects in the fields of humanities, mathematical, physical, and applied sciences. The academy aims to develop officers for the Hellenic Air Force with a high-level education and advanced social, cultural, and political skills

29 The proverb, originating from a popular ancient song's verse sung by dancing Spartan youth represents the final part of a dialogue between men of varying ages. During the discourse, the senior participants motivated by their nostalgic memories would assert "Once upon a time we were brave young men..." then the mature men would exclaim "But we are brave now, try us if you want!" while the youngest would reply "We, however, shall become much better than you!"

to formalise competent leaders, professionally and academically qualified to the highest degree. The Academy, in addition, organise postgraduate programs in collaboration with other higher education institutions and conducts research in the fields of interest to the Hellenic Air Force and the Armed Forces in general.

The year 2003 has been a landmark year in the Academy's history, as with the passing of Hellenic Law 3187/2003, the Hellenic Air Force Academy was officially established as a Higher Military Educational Institution, equivalent to all other Higher Education Institutions as postulated by the respective laws in effect at any given time (Article 1), and providing education and degrees equivalent to such Institutions.³⁰ In 2014 the Academy accredited by the Hellenic Quality Assurance & Accreditation Agency for its High Quality Academic standards and started implementing the Bologna process by applying for the Erasmus Charter of Higher Education. Since November 3rd 2016 the Academy became a member of the Erasmus+ family by receiving the Charter and commenced a wider reform process. The Hellenic Air Force Academy aims to provide high-quality academic education that includes both research and teaching methods in contemporary aviation science and technology, as well as in relevant theoretical and applied sciences. It develops and promotes military virtues and discipline in order to ensure cadets become capable officers for the Hellenic Air Force, possessing a proper military aviation mentality along with social, cultural, and political skills. These qualities enable them to become competent leaders with comprehensive professional and scientific training. It also collaborates with partner universities, co-organizing post-graduate studies programs and conducting scientific research in fields of interest to the Hellenic Air Force.³¹

According to the curriculum, the Hellenic Air Force Academy provides a four (4) years bachelor/diploma studies with 240 ECTS is provided in Aeronautics Sciences, Engineering and Air Traffic Control. Each year approximately 150 cadets are passing successfully physical and writing exams and entering the academy. Having 8 semesters during their studies, the cadets are attending summer and winter camps. Depending on the specialisation the cadets are choosing during their studies, 10 – 15 cadets each year

30 Cf.: Homepage of Hellenic Air Force Academy. Page History. URL: <https://hafa.haf.gr/en/hafa/history/html>. [13-04-24].

31 Cf.: Homepage of Hellenic Air Force Academy. Page Related Documents. URL: <https://hafa.haf.gr/en/wp-content/uploads/sites/2/2021/05/Erasmus-Charter-for-Higher-Education-2021-2027-Hellenic-Air-Force-Academy.pdf>. [13-04-24].

might spend an academic semester abroad. The concept is almost the same like the Erasmus program which takes place at universities. Pilots and air defence controller cadets of the Hellenic Air Force academy are able to attend one semester in a military academy abroad. They are totally integrated in their new environment of the foreign academy. By finalising the semester abroad, by the bologna process, all the modules that they successfully fulfil should be recognised and included in their degree. Except for the academic semester abroad, selected cadets can also participate in Common Modules provided by different military academies of the European Union. Most of the common modules take place for one week, specified on specific topic that participants from military academies might attend.

To enhance the quality of higher education, the Hellenic Air Force Academy, operating under the auspices of the European Security and Defence College, developed a strategic partnership with up to three other Air Force Academies among the European Air Force Academies. This initiative focuses on establishing strategic and mutually beneficial partnerships that will contribute to improving educational standards and fostering closer cooperation among European military institutions by creating an International Air Force Semester. Promoting and developing its international presence, HAFA is undergoing a series of reforms. The additional external funding provided by the Erasmus+ Programme has the potential to significantly assist the Academy in achieving its ambitious goals. This funding will help promote HAFA's international visibility by updating its online presence and creating new promotional materials, such as leaflets and student guides, to share with prospective partner universities and military academies. Moreover, encouraging staff participation in relevant international meetings and events, such as the International Military Academic Forum and EUAFA Working Group, is crucial for enhancing HAFA's global engagement and collaborative efforts. In that direction, HAFA recently became a member of the ESDC network and started to participate in its Implementation Group meetings as a permanent member.

Except from the cadets of the Hellenic Air Force academy that have the opportunity to study a Common Module or a semester abroad, the academy offers an International Air Force Semester for incoming cadets. *The main goal of the "International Air Force Semester" is to challenge our future officers' capacity to*

*adapt and operate successfully within the multicultural European Union environment.*³²

The semester is orientated towards Pilot and Air Defence Controller cadets, comprises of ten Common Modules and offering 24 ECTS. The entire International Air Force Semester lasts more than three months and covers the following modules: Common Security and Defence Policy, Cyber Warfare, Military Ethics, Space Applications for Security and Defence, Aviation Meteorology, Flight and Ground Safety, Aviation English, Aerial Navigation, Avionics Systems, and Propulsion Systems. In his statement, the Commandant of the HAFA Major General KARAMPITIANIS Grigorios invited the esteemed academies to nominate participants to taking part in the challenging experience in order to make the future EU's Air Force officers better than they are. In addition to the mobility of cadets, lectures are going out or coming in a case-by-case basis according to the requests of the academy. Each academic year, around 5 lecturers are going out and 10 lecturers are coming in. A procedure that certainly provides the cadets with new knowledge and a different approach on the same topic.

6.2.2 Theresan Military Academy

The training centre of the officers of the Austrian Armed Forces is the Theresan Military Academy, which was founded on 14 December 1751 by Maria Theresia with the order given to the first commandant, Field Marshal Leopold Joseph von Daun being "Make them fine officers and righteous men". The oldest active military academy in the world dedicated entirely to officer training since 1752 and located in the historic setting of the 13th Century Castle of Wiener Neustadt. Until 1751, the imperial family used the castle of Wiener Neustadt for summer holidays, the Empress Maria Theresia determined the castle as the place for the new military academy. The academy was intended for 200 officer cadets, of which 100 were noblemen and 100 were sons of deserving officers. After adaptation work, the first 191 pupils were able to move into the new training facility on November 1, 1752. In 1768, the castle was severely damaged by an

32 Cf. Homepage of European Initiative for the exchange of young officers inspired by Erasmus. Page Mobility Offers & Multiplier Events 2024. URL.: https://www.emilyo.eu/sites/default/files/Gell%20Temp%20Docs%20for%20Mobilities/2024/GR%20HAFA%20IAFS%202024%2009%2030_12%2019%20Invitation.pdf. [09-10-2024].

earthquake and rebuilt. The condition of the castle remained practically unchanged from 1777 to 1945. During World War II, the castle was repeatedly bombed and at the beginning of April 1945, the castle was set on fire and burned almost completely. During the reconstruction between 1946 and 1959, the historical form was restored and the military academy returned to its home.

The crest of the Theresan Military Academy features a Gothic-style red shield adorned with the badge of the Order of Maria Theresia. The shield is flanked by the inscription "AEIOU" and the year 1752, set against a white background. The badge of the Order signifies the importance of taking initiative. The "AEIOU" inscription links the emblem to Frederick III and the castle at Wiener Neustadt. Frederick adopted the AEIOU monogram as both a property mark and a motto with various interpretations, first using it in 1437. One of his notes explains the monogram in German and Latin as meaning "All the world is subject to Austria" (Alles Erdreich ist Österreich untertan or *Austriae est imperare orbi universo*). The academy was granted permission to use this emblem in 1985.

The Theresan Military Academy in Wiener Neustadt is considered one of the most renowned officers' schools worldwide. Since 1752, it has been preparing Austrian men—and, since 1999, women—for careers as military officers.³³ The academy's basic officer training equips future officers with the essential knowledge and skills required to carry out their responsibilities effectively. This training combines the development of military expertise with strong personal, communication, and organizational abilities, ensuring that graduates are well prepared for leadership roles, both during peacetime and in demanding national and international missions. The basic officer training at the Theresan Military Academy is carried out in collaboration with the Branch Schools and spans approximately three years. This training includes the Career Officer Training Course (Truppenoffizierslehrgang) and the University of Applied Sciences Bachelor's program in Military Leadership (Fachhochschul-Bachelorstudiengang Militärische Führung).

The Bachelor programme in Military Leadership is conducted in six semesters with a total of 180 points according to the European Credit Transfer System (ECTS).

33 Cf.: Homepage of Bundesheer. Page Fachhochschul-Bachelorstudiengang Militärische Führung. URL: <https://www.bmlv.gv.at/karriere/offizier/ausb.shtml>. [13-04-24].

This six-semester bachelor's degree is the academic component of officer training, providing a comprehensive education designed to enhance military leadership skills. Officer cadets engage with a wide range of subjects from the social sciences and humanities, including education and psychology, to understand the human aspects of leadership, as well as law and economics. Language training, particularly in English and French, prepares cadets for international missions. The program places significant emphasis on tactical training at the battalion and company levels, and it also includes certification as a state-certified instructor in general physical training. Parachute training is also included in this phase of the program. It not only teaches the technical aspects of skydiving but also serves as a test of courage, designed to prepare students for handling stressful situations. Additionally, cadets are required to spend one semester at a partner institution abroad. A six-week professional internship at an international partner institution is also part of the curriculum. The military officer-training course is further enhanced by a seventh training period, held both in winter and in summer. This includes a two-week driving school with advanced terrain training and a dance course, because an Austrian "officer and gentleman" must also be able to exist in the dance hall. Additionally, sports training is a crucial component, providing the physical conditioning needed for optimal performance. Upon completing the career officer-training course, graduates are honoured with a ceremonial graduation, marking their commissioning as 2nd lieutenants in the Austrian Armed Forces.

Since 2005, the FH-Bachelor Program in Military Leadership at the Theresan Military Academy has fostered exchanges of lecturers, staff, and students with international partners. This initiative aims to enhance interoperability and intercultural competence, equipping Officer Cadets to better manage future challenges. In 2008, the content and schedule of military officer training were adjusted to align with the Europe-wide harmonization of study programs known as the Bologna Process. As a result, the training period was reduced to three years.

International cooperation is a key focus for the Theresan Military Academy. In line with the European Union's Common Security and Defence Policy, the academy's programs designed to promote mutual European understanding and maximize security within the military domain. The basic officer education is aligned with the "European Initiative for the Exchange of Young Officers Inspired by Erasmus," a program established by EU Defence Ministers. This initiative aims to harmonize European

officer training and enhance interoperability across military forces. The entire International Semester, which fulfils the requirements for ERASMUS+ support, consists of 26 ECST and lasts more than three months.³⁴ It is mandatory for all Austrian cadets to participate in the International Semester.³⁵ Additionally, the Common Modules, as an integral part of the Austrian accreditation, are also part of the International Semester. Cadets and lecturers from various military academies may also participate in the entire semester or specific common modules. Advanced officer training at the Theresan Military Academy is centred on bilateral activities, primarily with EU Member States. These exchange programs focus on national and international staff training at the Battalion and Brigade levels, targeting ranks from 1st Lieutenant to Major. As a result, there is a strong emphasis on ensuring that teaching and learning approaches and methods are compatible across the different degree programs, with partners actively working to maintain this alignment.

Both incoming and outgoing exchanges enhance the learning outcomes for international, Austrian Officer Cadets, and students. This approach supports the European Union's strategic goal of advancing higher education and aligns with the "European Initiative for the Exchange of Young Officers Inspired by Erasmus". One of the tasks of the academy is to offer students the chance to study abroad and engage in a new academic environment, thereby enhancing their personal intercultural competencies among other skills. The Commandant of the Theresan Military Academy – Major General Karl Pronhagl has mentioned several times that "*Our officer trainees' study differently! With our modern training support, we want to enable career and reserve officers to continue their education and training in a modern way.*"³⁶

34 Cf.: Homepage of European Initiative for the exchange of young officers inspired by Erasmus. Page Mobility Offers & Multiplier Events 2024. URL: https://www.emilyo.eu/sites/default/files/Gell%20Temp%20Docs%20for%20Mobilities/2024/AT%20TMA%20Int_1%20Semester%202024%2009%2002_12%2011%20Curriculum.pdf. [09-10-2024].

35 Cf.: Ibid. URL: https://www.emilyo.eu/sites/default/files/Gell%20Temp%20Docs%20for%20Mobilities/2024/AT%20TMA%20Int_1%20Semester%20what%20to%20expect.pdf. [09-10-2024].

36 Homepage Theresan Military Academy. Page The Commandant. URL: <https://www.milak.at/en/about-us/the-commandant>. [09-06-2024].

7. Research Gap

The author contends that in addition to advancing the Common Security and Defence Policy and enhancing higher military education, other factors must also be addressed. Within the following pages, it will be analysed the relationship between higher military education and the CSDP, highlighting how these areas intersect. Furthermore, a crucial aspect of this research will be to examine the impact of their mutual contribution on overall outcomes.

In today's world, the challenges facing the European Union are increasingly complex and threatening, necessitating a unified response to maintain peace and safeguard the Union's interests. To address potential threats along its borders effectively, the EU must strengthen its Common Security and Defence Policy. This endeavour requires not only a robust theoretical framework but also practical skills among decision-makers. It's crucial to recognize that behind every decision-making process are individuals who must possess not only deep knowledge but also the ability to communicate and convey critical information effectively. Therefore, the development of these communication skills should begin early in their education, ensuring that experts are well-prepared to navigate the intricacies of security and defence.

Despite the growing emphasis on strengthening the Common Security and Defence Policy, there has been limited analysis of the benefits that effective training can bring to this field. Specifically, the positive impact of training on enhancing security policy dimensions has not been thoroughly explored. As General Mikhail Kostarakos, former EU Military Committee Chairman, highlighted, *"In these times of speed, the importance of having solid foundations is more important than ever. The role of the European Security and Defence College in building these foundations is paramount. Its work must be further supported, presented, and promoted."* Training programs designed to improve both theoretical knowledge and practical skills can significantly enhance the effectiveness of security policies. By equipping experts with advanced communication skills and a deeper understanding of strategic and operational frameworks, these programs can improve decision-making processes and policy implementation. This untapped area of research could reveal how targeted training contributes to more resilient and adaptive security strategies, ultimately leading to a more cohesive and responsive approach to emerging threats.

8. Research question(s)

The author's main point includes the sphere of the higher military education in the process of the Common Security and Defence Policy of the European Union. On one hand, it is important to define in detail the higher military education and, on the other, it is prerequisite to analyse the Common Security and Defence Policy in order to summarise the main question for this thesis:

Which is the contribution of military higher education in the process of Common Security and Defence Policy?

In order to answer the main question and to provide further clarifications of the topic, the author formulated the following sub-questions:

- Basics questions:
 1. Why Common Security and Defence Policy is important?
 2. What does higher military education encompass?
 3. How higher military education connects with Common Security and Defence Policy?

- Tools of the contribution:
 4. Which tools are available in order to help the process of the contribution?
 5. Who is involved behind the process of the contribution?
 6. How does the financing of the existing tools work?

- Outcomes of the contribution:
 7. How future military officers can benefit from the beginning of their military education?
 8. How Common Security and Defence Policy could be improved through the higher military education?

9. Methodology

The primary aim of this study is to address the main research question outlined in the previous chapter. Given the complexity of the central question, it is often necessary to decompose it into smaller, more manageable sub-questions. This approach facilitates a clearer and more comprehensive understanding of the topic, both for the researcher and the readers. In this chapter, the author will detail the key analytical methods employed to address these sub-questions, explaining the rationale behind each choice and how they collectively contribute to answering the main research question.

9.1 Methodological Approach

In this thesis, a qualitative research methodology is employed, utilizing a combination of books, personal research, and an interview. Books provide a comprehensive theoretical foundation and contextual background, while interview offers in-depth qualitative data from key informants. Personal research contributes additional insights and reflections, enhancing the understanding of the topic. This methodology is further informed by hermeneutics, focusing on the interpretation of texts and meanings, and it may incorporate elements of mixed methods if quantitative data is also used. The combined use of these methods allows for a nuanced exploration of the research questions and contributes to a deeper understanding of the subject matter.

9.2 Route of Research

The author's longstanding interest in international relations, which began during undergraduate studies in International and European Studies, has deeply influenced the approach and focus of this research. During her academic journey, she participated in the Erasmus program at the prestigious Theresan Military Academy in Austria. This experience was pivotal, culminating in her bachelor thesis on the Common Security and Defence Policy, which was highly acclaimed. The exceptional quality of this work afforded her the opportunity to present on the History of CSDP as a lecturer at notable institutions, including Theresan Military Academy, the Hellenic Air Force Academy, and the Henri Coandă Air Force Academy. These experiences have significantly shaped

her research perspective and methodology, informing the comprehensive approach detailed in the following sections. After pursuing a master's degree in Political Analysis and Political Theory while also participating in common modules at military academies supported by the European Initiative for the Exchange of Young Officers, inspired by Erasmus, the author began to question the role of military higher education in shaping the Common Security and Defence Policy. This inquiry provides a timely and relevant focus for the master's thesis.

The research was guided by the central question: What is the contribution of military higher education to the process of Common Security and Defence Policy? To systematically address this question, the author defined specific objectives and developed sub-questions that helped identify and address the research gap. The methodological framework was primarily qualitative, utilizing hermeneutics to interpret and understand the subject matter, with the potential for a mixed-methods approach to provide a more comprehensive analysis. This approach will allow for a nuanced exploration of the role and impact of military higher education on CSDP. Key articles and literature were selected based on their relevance and credibility, forming the theoretical foundation and contextual background for the research. These sources were thoroughly reviewed to ensure a solid basis for the study. In addition, interviews were conducted with participants chosen for their expertise and relevance to the topic. These interviews were recorded, transcribed, and analysed to enrich the research with practical insights. Lastly, personal research was integrated to offer additional context and perspectives, further enhancing the depth of the analysis. The data was analysed using thematic analysis, where codes and themes were systematically derived from the interview transcripts and relevant literature. Hermeneutics was applied to interpret textual data, allowing for a deeper exploration of meanings and insights. This interpretive approach provided a nuanced understanding of the contributions of military higher education to the Common Security and Defence Policy. Additionally, where applicable, quantitative data was integrated to complement and enrich the qualitative findings, offering a more comprehensive perspective on the research topic.

One of the primary challenges encountered during this research was the limited availability of official literature on the contribution of military higher education to the Common Security and Defence Policy. This scarcity of relevant and credible sources posed difficulties in establishing a robust theoretical foundation and contextual

background for the study. To address this issue, adjustments were made to the research methodology. Specifically, expert interviews were incorporated to provide valuable insights and fill the gaps left by the lack of literature. This interview offered firsthand perspectives and detailed information that complemented the existing literature and enriched the analysis. This adjustment proved effective in enhancing the depth and relevance of the research findings, ensuring a more comprehensive exploration of the topic.

The investigation into the contribution of military higher education to the Common Security and Defence Policy (CSDP) has been guided by a clear central question and supported by a carefully crafted methodological framework. Despite facing challenges such as the limited availability of official literature, the incorporation of expert interviews and personal research has significantly enriched the study. These adjustments allowed for a more nuanced and comprehensive exploration of the topic, filling gaps and providing valuable insights into the role of military higher education in shaping CSDP. The thematic and hermeneutic analyses have deepened the understanding of this dynamic field, offering a robust theoretical and contextual foundation for future research. Ultimately, this work not only advances the academic discussion on CSDP but also highlights the essential contributions of military higher education in the broader context of international security and defence policy.

10. Research and Results of Research

The objective of this chapter is to address the central question – Which is the contribution of higher military education in the process of Common Security and Defence Policy. Preceding chapters have dissected this overarching question into smaller. To provide a comprehensive response, this chapter will follow the same sequence of addressing these subsidiary questions as previously outlined.

10.1 Basics Questions

The fundamental query of this thesis encompasses the essential knowledge required for readers to grasp the topic. Initially, it highlights the significance of the Common Security and Defence Policy, followed by an exploration of military higher education. Subsequently, the thesis delves into the intricate relationship between higher military education and the CSDP.

10.1.1 The Importance of Common Security and Defence Policy

The Common Security and Defence Policy is a crucial pillar of the European Union's strategy for ensuring peace, stability, and security both within and beyond its borders. Established as part of the EU's broader Common Foreign and Security Policy, the CSDP allows EU member states to coordinate their defence efforts and collectively respond to security challenges.³⁷ The importance of the CSDP lies in its ability to unite member states under a shared defence framework, enhancing cooperation, promoting peacekeeping, and reinforcing Europe's role on the global stage.³⁸ One of the primary reasons the CSDP is so significant is its role in fostering military cooperation among EU member states. Through this policy, the EU can deploy military and civilian missions for conflict prevention, crisis management, and peace-building. These collaborative efforts help build a united response to global threats, such as terrorism, regional conflicts, and humanitarian crises. By pooling resources, capabilities, and

37 Cf.: European Union Global Strategy (EUGS) Implementation Plan on Security and Defence. Brussels (2016). Council of the European Union.

38 Cf.: A Secure Europe in a Better World: European Security Strategy (2003). Brussels (2003). Council of the European Union

expertise, the CSDP ensures that EU countries can act swiftly and efficiently in addressing security concerns that affect the continent and beyond. Additionally, the CSDP is vital for promoting interoperability among European armed forces. This involves standardizing military training, equipment, and procedures, allowing EU countries to work seamlessly together during joint missions. Interoperability is essential for ensuring the success of multinational military operations, as it allows different forces to operate in a coordinated manner, maximizing their collective effectiveness. In a rapidly evolving security landscape, where threats are increasingly complex and transnational, the ability to deploy unified and adaptable military forces is crucial.³⁹

Moreover, the CSDP significantly contributes to European crisis management. It enables the EU to take on a leading role in addressing conflicts and crises within its neighbourhood and beyond. By participating in civilian and military missions, EU member states can help stabilize fragile regions, provide humanitarian aid, and strengthen the rule of law. This capacity to manage crises not only helps to secure European interests but also reinforces the EU's commitment to global peace and security. The CSDP allows Europe to be a proactive force in safeguarding human rights, supporting democratic transitions, and preventing the escalation of conflict. Another critical aspect of the CSDP is its emphasis on solidarity and burden-sharing among EU countries. In a world where no single country can face global security challenges alone, the CSDP offers a platform for European nations to collaborate on defence initiatives. Smaller nations, which may not have the resources to independently respond to security threats, benefit from the collective defence capabilities offered by the EU. Through the CSDP, member states share the financial, military, and logistical burdens of defence, ensuring that all can contribute to and benefit from a more secure Europe. Lastly, the CSDP plays an essential role in enhancing the EU's global standing as a security actor. By undertaking joint missions, such as peacekeeping and crisis management in regions like Africa and the Middle East, the EU demonstrates its capacity to act as a force for stability on the world stage. This enhances the EU's diplomatic influence, allowing it to engage in conflict resolution and global security discussions with other major powers, such as the United States, NATO, and the United Nations. The CSDP thus strengthens the EU's position as a key player in shaping global security.

39 Cf.: Smith, Michael E. (2003). *Europe's Foreign and Security Policy. The Institutionalization of Cooperation*. Cambridge University Press.

In conclusion, the Common Security and Defence Policy is fundamental to maintaining European security, fostering international cooperation, and ensuring the EU's ability to respond to global crises. By promoting military collaboration, enhancing crisis management, and reinforcing Europe's global security role, the CSDP not only secures the EU but also contributes to global peace and stability.

10.1.2 The elements of military higher education

Military higher education plays a crucial role in preparing individuals for leadership roles within armed forces. It encompasses a multifaceted curriculum designed to equip future leaders with the necessary knowledge, skills, and experience. At the core of this education is a comprehensive academic curriculum that offers a rigorous study of subjects such as military history, international relations, defence policy, and ethics. This interdisciplinary approach integrates lessons from social sciences, engineering, and the humanities, fostering critical thinking and analytical skills essential for modern military operations. Leadership training is central to military higher education, emphasizing the development of effective leadership qualities. Programs provide both theoretical instruction and practical leadership experiences. Cadets are educated on various leadership styles and are taught to develop emotional intelligence, preparing them to lead diverse teams under pressure. This training equips them to make sound decisions and inspire subordinates in complex, dynamic environments. Physical fitness and tactical proficiency form the backbone of military training. Cadets engage in rigorous physical training to maintain peak fitness levels, essential for operational readiness. Tactical exercises simulate real-world scenarios, allowing students to apply classroom knowledge in practical settings. These exercises foster teamwork, strategic thinking, and quick decision-making in high-stress situations.

International exchange programs are another vital component of military higher education. These programs offer students opportunities to study abroad or participate in joint exercises with foreign militaries, broadening their perspectives and enhancing cultural competence. Such experiences promote global understanding, which is vital in today's interconnected world.

In summary, military higher education combines a robust academic curriculum with practical leadership training, physical conditioning, international collaboration, and

comprehensive officer development. This holistic approach prepares individuals to navigate the complexities of modern military operations and assume leadership roles within their respective forces.

10.1.3 The connection between military higher education and CSDP.

Military higher education plays a pivotal role in shaping the leadership and strategic capabilities of armed forces, particularly within the context of the European Union's Common Security and Defence Policy. This policy, designed to enhance the EU's ability to manage crises and promote security both within and outside its borders, necessitates a well-trained and educated military workforce. The intersection of military education and CSDP reflects the evolving nature of security challenges and the need for integrated approaches to defence.⁴⁰

One of the primary connections between military higher education and CSDP lies in the curriculum that prepares future military leaders to understand and implement the principles of CSDP. Academic programs often incorporate courses on international relations, European security architecture, and the legal frameworks governing military operations. This knowledge equips officers with the tools needed to navigate complex political and military landscapes while contributing to CSDP missions.

Moreover, military higher education institutions emphasize the importance of multinational cooperation, a cornerstone of CSDP. Through joint training exercises, exchange programs, and collaborative research initiatives, military academies foster relationships among future leaders from different EU member states. This emphasis on collaboration is vital, as CSDP operates through a framework that relies heavily on member states working together to address common security threats. By participating in these educational exchanges, cadets learn to appreciate diverse perspectives and develop the ability to work effectively in multinational environments.

Another crucial aspect is the focus on crisis management and conflict resolution in military education. CSDP emphasizes preventive diplomacy, crisis management, and post-conflict reconstruction as essential elements of European security. Military higher education programs often incorporate these themes, teaching students the strategies and

40 Cf.: EU Policy on Training for CSDP. (2017). Council of the European Union.

tactics needed to engage in peacekeeping, humanitarian assistance, and stabilization operations. This preparation ensures that military leaders are not only equipped for traditional combat scenarios but are also capable of responding to contemporary security challenges that require a nuanced understanding of political, social, and cultural contexts.

Furthermore, the integration of technological advancements in military higher education directly supports CSDP objectives. As the nature of warfare evolves with advancements in technology, military academies are incorporating modern technologies, cybersecurity, and information warfare into their curricula. This focus on innovation and adaptability is essential for the EU to maintain a credible and effective defence posture within the CSDP framework.

Ultimately, the alignment of military higher education with CSDP objectives is evident in the increasing emphasis on ethical decision-making and human rights considerations in military operations. The EU is committed to promoting human rights and humanitarian law, and military leaders educated within this context are better prepared to carry out operations that respect these principles. By instilling a strong ethical foundation in future military leaders, higher education institutions contribute to the legitimacy and effectiveness of CSDP missions.

In conclusion, the connection between military higher education and the Common Security and Defence Policy is significant and multifaceted. Through a curriculum that emphasizes international relations, multinational cooperation, crisis management, technological advancements, and ethical decision-making, military higher education prepares future leaders to effectively contribute to CSDP initiatives. As the EU continues to face evolving security challenges, the synergy between education and policy will be crucial for fostering a capable and responsive military force that can meet the demands of contemporary global security.

10.2 Tools of the Contributions

The role of a European military officer is becoming increasingly international in scope. The security and defence of European Union Member States are progressively reliant on international cooperation and coordination that extend beyond national borders. The effectiveness of European security rests on the capacity of future military

leaders to address shared challenges, enhance the interoperability of national responses to potential threats, and effectively integrate military operations with civilian instruments. Given the complex demands of modern security, multilateralism has become both a necessity and a challenge, with the Common Security and Defence Policy serving as one of the essential tools. In this context, the European initiative aims to equip young officers in training with the necessary knowledge and skills for their roles in a future European common defence framework. This initiative represents the first of its kind within an international organization, specifically focusing on the basic education and training of officers before they are commissioned and assume operational duties in their respective national armed forces. However, it builds upon the existing structures of basic education and training systems, as well as the cumulative achievements of their associated institutions. The officer education in most EU Member States is considered higher education, typically culminating in a university-equivalent degree. Most European academies have also embraced the Bologna Process, initiated in 1999, which aims to harmonize higher education across Europe and foster the development of a European Higher Education Area.

10.2.1 Behind the Process of the contribution

As security challenges in Europe become increasingly complex and interconnected, the need for effective collaboration and coordination among military forces across EU Member States has never been more critical. Recognizing this necessity, European nations are striving to enhance the education and training of their military officers, preparing them for a future where multinational operations and joint initiatives are the norm.

The Military Erasmus initiative emerges as a transformative program aimed at standardizing and enriching the foundational education of military officers throughout Europe. By fostering cooperation among military academies and integrating military education into the broader framework of European higher education, this initiative seeks to cultivate a new generation of leaders equipped to navigate the intricacies of modern security and defence. The basic education and training of military officers in the European Union typically consist of two key components: academic education and vocational training. The academic component equips officers with theoretical

knowledge, often leading to university-equivalent degrees, while vocational training focuses on practical military experience, physical fitness, and professional skills tailored to the military environment. These two elements together form a comprehensive curriculum that prepares future officers for the complexities of modern security and defence. Although the specific names and structures of military educational institutions differ across EU Member States—ranging from academies to universities of defence—they all share the goal of providing higher education that aligns with European standards.⁴¹ In 2008, during their 2903rd External Relations Council Meeting, the European Union Ministers of Defence decided to establish an Implementation Group. This group was tasked with harmonizing the EU Basic Officer Education, increasing interoperability, and promoting a European Security and Defence Culture among future managers in security and defence. This decision marked a pivotal step in ensuring that the education and training of officers across the EU align with national goals while supporting a shared European vision of defence and security.

A significant development in this regard has been the integration of military education into the Bologna Process, a broader initiative aimed at harmonizing academic qualifications across Europe. Many European military training institutions have voluntarily adopted this framework, which allows them to award academic diplomas equivalent to those granted by civilian universities. This alignment with the European Higher Education Area has given military academies greater visibility and recognition within Europe's educational landscape, further underscoring the ambition to provide standardized, high-quality training to young officers. Before the establishment of Military Erasmus, exchanges of personnel and cadets between European military institutions were already taking place on a bilateral basis. However, these initiatives remained largely informal and limited in scope, often confined to specific forums. Furthermore, such exchanges were not coordinated at the EU level, and there was little trust or mutual recognition of training programs between different nations. Military education remained deeply embedded in national traditions, making it difficult for countries to accept training conducted abroad as an alternative to their own systems. In

41 Cf.: Paile, S. (2014). *European Education and Training for Young Officer – The European Initiative for the Exchange of Young Officers, Inspired by Erasmus*. Publications of the European Security and defence College.

this context, the Military Erasmus initiative was introduced to break down the barriers between national military education systems and facilitate the exchange of officers in basic education and training. One of the primary goals of Military Erasmus is to pool knowledge, skills, and competencies across EU Member States, thereby enabling easier collaboration through mobility. By encouraging exchanges between military academies and even between military and civilian educational institutions, the program enhances mutual recognition of training and fosters a culture of cooperation. The benefits of increased mobility extend beyond individual officers, having a positive impact on the broader process of training future military leaders. Through this initiative, European officers are better equipped to work in an international context where interoperability between national forces is essential. This integration of academic rigor with practical military training under the Erasmus framework ensures that future officers can meet the demands of multilateralism in European security and defence.

In light of the Ministerial Declaration, the Military Erasmus initiative is specifically designed to enhance interoperability in the initial training of military officers while respecting national characteristics and traditions. Importantly, the measures recommended should not be viewed as an attempt to standardize curricula; rather, they aim to reduce differences that could hinder the mobility of students and teaching staff. To achieve these goals, three main avenues have been identified.

Firstly, at the European level, common measures for both academic and vocational training include comparing the skills required of cadets across national curricula, creating a comprehensive database that details the curricula of military colleges, and identifying barriers to student exchanges. On the academic front, the Declaration emphasizes the development of training modules focusing on the Common Security and Defence Policy and international security issues. It also advocates for facilitating internet-based distance learning to broaden course offerings, particularly in CSDP education. Secondly, the recommendations address vocational training by advocating for the establishment of credit transfer systems, similar to the European Credit Transfer and Accumulation System used in civilian education. This would enhance mechanisms that encourage exchanges in training. At the national and institutional levels, Member States are urged to fully utilize the instruments and measures offered by the Bologna Process, recognize educational achievements from other Member States, and promote foreign language learning within military

institutions. The commitment to these measures reflects a shared understanding among EU Member States that fostering interoperability and enhancing the mobility of military officers is essential for effective joint operations and collaborative defence efforts across Europe.

As the landscape of European security continues to evolve, the significance of initiatives like Military Erasmus cannot be overstated. By promoting cooperation among military academies and standardizing educational practices, this initiative not only enhances the preparedness of future military leaders but also fosters a culture of trust and collaboration among EU Member States. The successful implementation of Military Erasmus is a testament to the shared commitment of these nations to build a unified defence strategy that can effectively respond to both current and emerging threats. Promoting a European security and defence culture requires the commitment and mobilization of all stakeholders involved. The roles and responsibilities of various actors must be coordinated, despite the different decision-making processes at national and European levels.

The implementation of Military Erasmus at the European level is primarily managed by the European Security and Defence College, which provides essential assistance to Member States. Established by a Joint Action in 2005 and later formalized through a Council Decision, the ESDC is tasked with promoting Military Erasmus and fostering a culture of excellence within the context of the Common Security and Defence Policy. The main objective of the ESDC is to equip Member States and EU institutions with knowledgeable personnel capable of effectively addressing CSDP matters. This involves developing a common understanding of CSDP among both civilian and military personnel and disseminating best practices related to various CSDP issues. To achieve these objectives, the ESDC has established a network of national universities, academies, colleges, and research institutes across Europe, creating a governance structure that includes a Steering Committee, an Executive Academic Board, and a Permanent Secretariat. The Steering Committee, composed of representatives from Member States, oversees the College's activities and regularly assesses its teaching effectiveness. The Executive Academic Board provides guidance on course content and meets in various configurations, including one focused specifically on implementing Military Erasmus through an Implementation Group. This group is responsible for coordinating activities, sharing best practices, and designing

supplementary measures to enhance the initiative. It also plays a crucial role in maintaining a database that facilitates comparisons of curricula and access to information on exchange opportunities. According to the 2008 Ministerial Declaration, the ESDC's educational remit was expanded to include cadets, allowing it to make its Interactive Distance Learning system available to training institutes. Additionally, the College was tasked with designing a common module on the CSDP tailored for cadets, further integrating military training with a unified European approach.⁴²

In summary, the Military Erasmus initiative is a significant step toward creating a cohesive system of military education in Europe. By building on existing national structures and harmonizing military training with civilian academic standards, the program strengthens the ability of young officers to operate within a common European defence framework. The initiative not only facilitates the exchange of knowledge and expertise but also addresses the growing need for coordinated defence efforts in the face of shared security challenges. Through Military Erasmus, Europe is nurturing a new generation of military leaders who are equipped with the skills, knowledge, and international perspective needed to contribute to the future of European defence.

10.2.2 The financing of the contribution

The successful integration of the Common Security and Defence Policy (CSDP) into military higher education relies not only on curriculum development and pedagogical strategies but also on robust financial support. Financing is essential for ensuring the sustainability and effectiveness of educational programs that prepare future military leaders to address complex security challenges within a European framework. This section explores the various avenues through which funding is secured for the implementation and continuous enhancement of CSDP-related educational initiatives.

The European Union supports CSDP-related military education through various funding mechanisms, including the European Defence Fund and dedicated CSDP budgets. The EDF encourages collaborative defence projects among EU Member States, promoting joint research and development in military capabilities. By allocating

42 Cf.: Gell, H. & Paile, S. & Zambas, S. *European Education and Training for Young Officers*. Chapter 7.3.1 Support of the European Security and Defence College. *Theresan Military Academy*. 2nd Edition

financial resources to military higher education institutions, these funds facilitate the development of specialized training programs that align with CSDP objectives. Additionally, the CSDP budget is designated for initiatives that enhance the EU's operational capabilities in crisis management and security operations, directly benefiting educational programs aimed at cultivating skilled personnel.

In parallel, national governments contribute to financing military higher education programs. Member States allocate budgets to their military academies and institutions, ensuring that training curricula reflect the evolving requirements of the CSDP. This national support is crucial for adapting educational content to address emerging security challenges while maintaining high training standards for future military officers. Furthermore, public-private partnerships may enhance financing for these programs, with private sector investments improving the capacity of military education through collaboration on research, infrastructure development, and technological advancements.

As the security environment continues to evolve, it is essential for financing mechanisms to adapt accordingly. Investing in military higher education not only strengthens individual capabilities but also enhances the overall effectiveness of the CSDP as a strategic framework for European security. By ensuring adequate financial resources, the EU and its Member States can promote a well-prepared, capable, and collaborative military leadership, ultimately contributing to a more secure Europe.

10.3 Outcomes of the Contributions

The integration of the Common Security and Defence Policy into military higher education represents a transformative shift in how Europe prepares its future leaders for the complexities of security and defence. As Europe faces an increasingly volatile security landscape characterized by evolving threats, the emphasis on robust military education becomes paramount. The outcomes of these contributions not only enhance the knowledge and capabilities of individual military officers but also play a crucial role in shaping a cohesive European defence framework.

The incorporation of CSDP principles within military training programs has yielded significant benefits, equipping cadets with a comprehensive understanding of European security dynamics and the EU's role in fostering stability. Through the CSDP

module, future military leaders develop essential skills and competencies, enabling them to navigate intricate operational environments and collaborate effectively across borders. This section delves into the multifaceted outcomes of these contributions, examining how they enhance individual capacities, foster institutional cooperation, and ultimately strengthen the CSDP as a vital mechanism for collective European security.

In the following subsections, we will explore the specific benefits derived from the CSDP module, highlighting its impact on cadets' educational experiences and professional development. Additionally, we will analyse how military higher education has contributed to the ongoing improvement of the CSDP itself, ensuring that Europe remains resilient in the face of contemporary security challenges. By understanding these outcomes, we can appreciate the critical role that military higher education plays in fortifying European security and defence.

10.3.1 Benefits of the contribution

The Common Security and Defence Policy module represents a crucial contribution to the education of future European military officers, offering numerous benefits that enhance both individual capacities and institutional frameworks. This contribution can be understood through several interconnected dimensions, each of which highlights the broader positive effects of the CSDP module.

One of the primary advantages of the CSDP module is its ability to significantly enhance awareness and understanding of the European Union's role in security and defence. Prior to the module's implementation, many cadets lacked sufficient knowledge about the EU's structures, policies, and contributions to global security. By providing a comprehensive curriculum covering the EU's defence strategies, institutional frameworks, and future objectives, the CSDP module fills this knowledge gap. This equips cadets with essential insights, preparing them to navigate the complexities of European defence cooperation and contribute effectively to the continent's future security.

The CSDP module also plays a vital role in institution building and human capacity development, particularly when implemented in countries hosting training sessions. By engaging local personnel and institutions in the planning and execution of the module, the CSDP framework fosters collaboration between various national

ministries and agencies, which may have previously lacked close working relationships. This training environment, involving a range of EU entities, encourages cross-institutional cooperation that extends beyond the duration of the module, strengthening long-term ties among military, diplomatic, and civilian sectors. Additionally, the module contributes to human capacity building by developing well-rounded and knowledgeable personnel. Beyond the content itself, the experience of working in an international and multi-disciplinary environment equips cadets with valuable soft skills, such as networking, communication, and mediation abilities. This is particularly crucial in the context of European defence, where effective collaboration across borders and disciplines is essential.

Through the CSDP module, cadets are exposed to democratic values and intellectual diversity—core elements of the European Union’s identity. The training not only conveys technical knowledge but also fosters critical engagement with the material, encouraging cadets to question assumptions and engage in open, respectful debates. This exposure promotes a culture of critical thinking, essential for the strategic decision-making processes that military leaders will encounter in their future roles. The inclusion of trainees from diverse regional and cultural backgrounds enriches the learning environment, offering varied perspectives on security challenges. By promoting freedom of speech and academic freedom, the module encourages participants to develop their own problem-solving approaches and to appreciate the importance of differing viewpoints in complex security and defence scenarios.

Another significant benefit of the CSDP module is its role in confidence building and networking. By bringing together participants from different Member States, military and civilian sectors, and international backgrounds, the module fosters a sense of trust and collaboration critical for future joint operations. The module’s interactive components, such as role-playing exercises and discussions, help build interpersonal relationships that can enhance cooperation in real-world military and security environments. Networking is also facilitated between participants and lecturers, allowing for the exchange of ideas and ongoing dialogue. This network grows with each iteration of the CSDP module, providing cadets with valuable professional contacts across Europe, which can be instrumental in future multinational missions or diplomatic endeavours. Such connections ensure that collaboration across borders becomes not only feasible but also familiar and trusted.

A key feature of the CSDP module is its flexibility and adaptability. Institutions across Member States have the freedom to tailor the module to their specific national contexts while maintaining the core educational objectives of the CSDP. Whether delivered as an intensive one-week course or integrated into a longer academic program, this flexibility ensures that the module can be easily adapted to various training environments and institutional capacities. This approach ensures that all participants, regardless of their national background, gain a deep understanding of European defence and security issues in a manner relevant to their specific operational contexts.

The CSDP module also has a strong regional focus, allowing local actors to contribute their unique perspectives to European defence discussions. This local ownership of training ensures that the module remains relevant to specific geopolitical contexts, providing a deeper understanding of how European security policies intersect with regional security challenges. By facilitating dialogue between EU officials and regional experts, the module broadens the horizons of all participants, leading to more informed decision-making and cooperation at both the regional and European levels.

In summary, the CSDP module delivers a wide array of benefits, from enhancing cadets' knowledge of European defence structures to fostering cross-border cooperation and building institutional capacity. It equips future military leaders with not only technical expertise but also the soft skills, intellectual curiosity, and collaborative spirit necessary for their roles in safeguarding European security.

10.3.2 The Improvement of CSDP through the Military Higher Education

The evolving security landscape of Europe demands a new generation of leaders capable of navigating complex defence and crisis management environments. By embedding the principles and structures of the Common Security and Defence Policy (CSDP) within military higher education, the European Union ensures that future officers are equipped with the strategic knowledge and skills required to contribute effectively to collective European defence efforts. This section examines how military higher education plays a key role in enhancing the overall effectiveness and adaptation of the CSDP.

The inclusion of CSDP modules in military higher education serves to standardize knowledge across EU Member States. By training future military officers in the shared

structures, policies, and objectives of the CSDP, Europe is creating a generation of leaders well-versed in collaborating under a common framework. This standardization facilitates interoperability among different national forces during joint operations, significantly improving the effectiveness of multinational missions.⁴³

Military education aligned with CSDP objectives cultivates a European security culture among future officers. By fostering a common understanding of European defence objectives, values, and operational frameworks, these institutions instil a sense of shared responsibility for European security. The military officers trained under this system are not solely focused on national interests but are better equipped to collaborate across borders, contributing to a more cohesive and united European defence.

The CSDP aims to strengthen the EU's ability to manage crises both within and outside its borders. Military higher education institutions that incorporate CSDP principles provide strategic leadership training focused on handling the complexities of multinational operations. Officers are prepared to lead diverse teams, navigate political and cultural differences, and operate within joint command structures, making them highly capable of taking command in EU-led military missions and crisis management operations.

Moreover, military higher education plays a pivotal role in promoting civil-military cooperation under the CSDP framework. Officers are educated on the interconnectedness of military and civilian efforts in security and crisis management operations. This multidisciplinary approach ensures that future leaders understand how to work alongside civilian counterparts in areas such as disaster relief, peacekeeping, and post-conflict reconstruction. Integrating civilian perspectives into military training reinforces the EU's commitment to comprehensive security strategies.

Military higher education has been instrumental in adapting the CSDP to address emerging security challenges. As security threats evolve—from cyber threats to hybrid warfare—educational institutions play a crucial role in updating curricula to include these new areas of focus. By staying at the forefront of these developments, military education ensures that future officers are prepared to tackle contemporary and future security threats, making the CSDP more resilient and responsive.

43 Cf.: Paile, S. (2016). *From European Mobility to Military Interoperability – Exchanging Young Officers, Knowledge and Know – How*. Publication Office of the European Union.

One of the significant improvements to the CSDP through military higher education is the establishment of enduring networks among military officers across Europe. These networks, formed during joint educational programs and exchanges, continue beyond the classroom, facilitating smoother communication and cooperation during real-world missions. The lasting relationships between officers from different Member States foster a sense of trust and collaboration, crucial for the success of EU military missions.

In conclusion, military higher education is essential in enhancing the CSDP by producing highly trained, strategically aware, and culturally sensitive officers ready to operate within a European framework. Through the standardization of training, fostering a European security culture, and creating networks of cooperation, military higher education ensures that future EU defence leaders are prepared to face complex security challenges collectively. This has significantly contributed to the improvement of the CSDP, making it a more effective and cohesive instrument for maintaining peace and security in Europe.

11. Discussion of results (pros and cons)

This chapter critically analyses the findings regarding the contribution of military higher education to the Common Security and Defence Policy. The research questions guiding this discussion are: What is the contribution of military higher education to the Common Security and Defence Policy? How does military education influence the preparedness of future military leaders for European security challenges? This chapter will present both the advantages and disadvantages of military higher education's contribution to the CSDP, ultimately addressing these research questions.

One of the significant positive aspects of military higher education's contribution to the CSDP is the standardization of knowledge across EU Member States. This standardization facilitates interoperability during joint operations, creating a shared understanding of European security culture and improving coordination and efficiency among national forces. However, there are also challenges associated with this standardization. For instance, it risks homogenizing approaches to security, which could potentially overlook individual national interests. Additionally, some nations may resist the initiative, particularly those that prioritize their distinct military traditions.

Another crucial advantage of military higher education is its focus on developing soft skills and leadership capacities. Programs that foster critical thinking, adaptability, and resilience in military officers are essential, as they encourage collaboration and networking, which are critical for success in multinational missions. On the flip side, there is a risk that soft skills may be undervalued in favor of technical training. Furthermore, varying degrees of emphasis on soft skills across different military academies could create inconsistencies in the capabilities of future leaders.

The promotion of a European security culture among military leaders is another positive aspect of military higher education's contribution. By enhancing a sense of shared responsibility among Member States, it encourages collaboration in addressing security challenges, thereby reducing isolationist tendencies. Nevertheless, this aspect also poses challenges. For instance, national militaries may feel diminished in importance or autonomy, and there can be difficulties reconciling differing national security priorities.

Additionally, military higher education plays a significant role in adapting to emerging security threats. As educational institutions update their curricula to reflect the

evolving nature of threats—such as cyber threats and hybrid warfare—they prepare future leaders to effectively address contemporary security challenges. However, frequent curriculum changes can lead to instability and confusion among cadets, and resource constraints may limit institutions' ability to adapt quickly.

The emphasis on civil-military cooperation within the CSDP framework is also a notable benefit of military higher education. By educating military leaders on the interconnectedness of military and civilian efforts in security and crisis management operations, it strengthens partnerships between military and civilian agencies and fosters comprehensive security approaches. Yet, civil-military tensions may arise when priorities between military operations and civilian needs conflict. Moreover, the integration of civilian perspectives into military training may lead to a potential militarization of civilian roles, blurring the lines between military and humanitarian efforts.

On the other hand, resource allocation and financial constraints represent significant challenges to the contribution of military higher education to the CSDP. Insufficient funding for military higher education can hinder the delivery of necessary training programs, while disparities in funding among Member States can result in unequal training opportunities. Despite these challenges, collaborative funding initiatives can help address resource disparities, and investment in military education may lead to long-term savings by cultivating more effective leaders.

Integration challenges also pose obstacles to military higher education's effectiveness in contributing to the CSDP. The difficulties in integrating diverse educational systems and military traditions across Member States can create bureaucratic inertia, hindering timely adaptations to new challenges. However, cross-border collaborations offer opportunities to enhance the exchange of best practices, ultimately leading to a more robust European defence architecture over time.

Another concern relates to the impact of military higher education on national sovereignty. Some Member States may perceive a strong CSDP and standardization in military education as threats to their sovereignty. This situation can lead to friction between national military objectives and EU-wide security goals. Conversely, collective security arrangements can enhance overall stability and reduce vulnerabilities for

individual countries, while greater integration may strengthen national defenses through shared capabilities.

The effectiveness of the CSDP framework itself is another aspect worthy of discussion. While there are criticisms regarding the CSDP's effectiveness in addressing security threats, especially in light of recent crises, the structured approach provided by the CSDP to crisis management and security cooperation is an advantage. Additionally, the successes achieved in specific missions highlight the potential for effective collaboration among Member States.

In summary, military higher education significantly contributes to the CSDP by cultivating a knowledgeable and skilled cadre of military leaders capable of navigating the complexities of European security. The integration of CSDP principles into military education offers numerous benefits, but it also faces challenges that require careful consideration and ongoing adaptation. The interplay between the positive contributions and the challenges faced by military higher education in the context of the CSDP underscores the necessity for continuous evaluation and reform. By addressing the outlined challenges while leveraging the strengths of military higher education's contributions, the European Union can develop a more effective and cohesive defence posture.

In conclusion, the discussion of results emphasizes the multifaceted role of military higher education in shaping the future of the CSDP and, by extension, European security. Future policies should prioritize addressing the identified challenges while reinforcing the strengths of military higher education's contributions to collective security efforts.

12. Restriction of validity

In this chapter it is essential to clarify the validity of the research conducted. In previous chapters, the author has addressed the key aspects of how military higher education contributes to the Common Security and Defence Policy.

The first part brings out the European Union contracts and treaties that have been signed throughout the development of CSDP. The author focuses specifically on the articles directly to the Common Foreign and Security Policy and the CSDP. While there are many other relevant documents, the scope of this thesis necessitates a selective approach, leaving some aspects unexplored. Notably, the rules of procedures and classified information have been excluded from this historical overview of CSDP. However, a more comprehensive examination of these elements could serve as a valuable topic for future theses.

The part detailing the tools that military higher education provides for the advancement of CSDP is considered highly valid. Based on the current curricula of the military academies, this part of the thesis effectively illustrates the direct impact of the education received by cadets on their careers as officers. It is important to note that this chapter is updated to reflect information available as of October 2024, ensuring relevance at the time of finalisation.

In contrast, the final section of the thesis—which discusses the outcomes of military higher education's contribution—faces inherent limitations in terms of validity. The circumstances influencing these outcomes in the future are complex and difficult to predict, making it challenging to ascertain their validity. Thus, predictions about future contributions will always be a double-edged sword. Only once the future becomes the past can we scientifically review and evaluate these contributions.

13. Benefit for scientific disciplines

The author believes that this thesis covers a lot of important knowledge about the Common Security and Defence Policy, the military higher education and the connection between them. All the provided information is checked by double check research. The scientific community, which may use the results of the research, is anyone who is connected with European studies. CSDP is a policy of the European Union, which means that anyone who studies or works in the sphere of it can be interested in this thesis. The detailed information about the tools of the contribution can be useful to anyone who works in or at least is connected with the education process at the military academies.

The content of this chapter closely aligns with the chapter “Linkage to Scientific Disciplines,” as it highlights the significance of the research findings for various scientific communities. This thesis delves into critical aspects of the Common Security and Defence Policy and its relationship with military higher education, providing valuable insights that have broad implications. Given that the CSDP is a key policy of the European Union, the findings of this thesis will be of interest to anyone involved in studying or working in this area.

In summary, the research results not only advance academic discourse but also serve as a practical resource for professionals in the fields of security studies, military education, and European policy-making, fostering a deeper understanding of the interplay between education and security in the European context.

14. Prospects

In exploring the contributions of military higher education to the Common Security and Defence Policy, the results of this research provide a foundational starting point for future studies. While this thesis addresses several key aspects, it acknowledges that not all questions related to the intersection of military education and the CSDP can be comprehensively answered within its scope. Limitations such as time constraints, access to diverse data sources, and the dynamic nature of security policies contribute to these unanswered questions.

Future research could focus on various related topics, including the impact of emerging technologies on military curricula, the role of civilian education in supporting CSDP objectives, or comparative studies of military higher education across different EU Member States. Additionally, researchers may investigate the long-term career trajectories of graduates from military academies and how their education influences their effectiveness in multinational operations. By addressing these gaps, subsequent studies can enrich the discourse surrounding the CSDP and enhance our understanding of how military education shapes European security. Ultimately, this research lays the groundwork for a deeper exploration of these critical issues, encouraging scholars to build upon the findings presented here.

15. Postface

My academic journey has been profoundly influenced by the support and guidance of remarkable individuals. I was fortunate to receive unwavering support from my professor, Prof. Xenakis Dimitrios, who significantly contributed to my educational development. Prof. Ilias Kouskouvelis, Dean of the School of Social Science, Humanities and Art at the University of Macedonia, provided invaluable encouragement and insightful teachings during my bachelor's degree, inspiring me to continue my studies and pursue my passion for military education and international relations. Although he is no longer with us, his legacy continues to inspire and motivate me in my academic endeavours.

My sincere acknowledgments to the Head of the International Office at Theresan Military Academy, Col. Dr. Harald Gell. His guidance and support were instrumental in the completion of this thesis and significantly influenced my academic journey. Col. Gell was not only my mentor during my first degree, but he also inspired me to delve deeper into the topic of military higher education and its contributions to the Common Security and Defence Policy. Additionally, I would like to extend my gratitude to both Col. Gell Harald and Maj. Tsanakas Konstantinos, who provided invaluable insights through their interviews, further enriching my research and understanding of the subject.

I would like to take a moment to express my deepest gratitude to my family, especially my parents, whose unwavering support has been the cornerstone of my academic journey. Their belief in my abilities and dreams has inspired me to strive for excellence and persevere through challenges. Their love and guidance have profoundly shaped who I am today, and I am forever grateful for their steadfast support.

My heartfelt appreciation to my sisters, Nikoleta and Alexandra, my fiancé Kostis, and my best friend Giorgos. Each of them, in their own unique way, provided the encouragement and strength I needed to complete this thesis. Their unwavering support and belief in me have been invaluable throughout this experience.

As I conclude this thesis, I reflect on the remarkable path it represents and the individuals who have contributed to my growth, both personally and academically. I am deeply grateful for their support and look forward to the future with hope and determination.

16. Annexes

16.1 List of abbreviations

CARD	Coordinated Annual Review on Defence
CFSP	Common Foreign and Security Policy
CSDP	Common Security and Defence Policy
ECSC	European Coal and Steel Community
ECTS	European Credit Transfer and Accumulation System
EDF	European Defence Fund
EEAS	European External Action Service
EEC	European Economic Community
ESDP	European Security and Defence Policy
EPF	European Peace Facility
EPS	European Political Cooperation
ESS	European Security Strategy
EU	European Union
EUGS	European Union Global Strategy
HAFA	Hellenic Air Force Academy
HR/VP	High Representative of the Union for Foreign Affairs and Security Policy/Vice President of the Commission
IG	Implementation Group
NATO	North Atlantic Treaty Organization
SEA	Single European Act
TEU	Treaty on European Union
TMA	Theresan Military Academy
WEU	Western European Union

16.2 List of literature

16.2.1 Books

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16.3 Interview with experts

Subject:	Contribution of military higher education in the process of Common Security and Defence Policy
Date of interview:	07 February 2024
Begin:	15:00 hrs. CET
End:	17:15 hrs. CET
Interview number:	2
Expert's name:	Colonel Assoc. Prof. Hon. Sen. Harald GELL, PhD (habil), MSc, MSD, MBA
Address:	Burgplatz 1 - 2700 Wiener Neustadt - Austria
Position:	Chair of the Implementation Group for the " <i>European Initiative for the exchange of young officers inspired by Erasmus</i> " & Head of International Office
Position:	Theresan Military Academy
Expert's name:	Major, Lecturer TSANAKAS Konstantinos
Address:	Dhekelia Air Base - 13671 Acharne, Attica, Greece

Position:	Chair of Military Erasmus Implementation Group's Strategic Communication (LoD-6) & Head of Military Erasmus office
Position:	Hellenic Air Force Academy

The answers provided to the questions by the experts, are not integrated verbally. Below is presenting only the main arguments / statements.

The evidence that the “*answers are true and that they were really given by the expert*”, is confirming through email by the experts interviewed (screenshots of emails are attached after questions / answers).

Question 1:

Address to both experts, information about their represented academy is provided (year of studies, number of officers per year, program that the officers are attending, exchange programs and military Erasmus, who might attend that program, international semester).

Answer 1:

Col GELL Harald – Theresan Military Academy

- years of studies:

3 years (180 ECTS / 6 semesters) – but a pre-condition to start the studies is a 1-year military education prior to the entrance exam (for military students / civilian students do not have to undergo this military training).

Between the academic semesters summer and winter camps take place. In total for military persons: 4 years.

- number of officers per year:

The military training some 300 aspirants begin – to the entrance exam (which is a pre-condition to start the studies) some 140-150 aspirants show-up – some 95 start the studies – some 80 graduate each year.

- program the officers are attending:

- Bachelor of Arts in Military Leadership.
- Bachelor of Arts in Military Information and Communication Technology Leadership.

During the last semester the Cadets are educated in their specialisation (Infantry, Artillery, Engineer, etc. ...).

New training/education parts (courses / modules) are implemented regularly according to the needs (e.g. new lessons learnt, knowledge from conflicts, new research results, etc.).

- exchange programs and military Erasmus:

- All Cadets (100%) spend 1 semester abroad.
- All Cadets (100%) spend an internship of 6 weeks abroad.
- Selected Cadets are sent to Common Modules (if the offer fits to the own study programme).
 - The overall goal is that – on an average – each and every Cadet spends 130 training days abroad during the 2nd and 3rd year of studies (1st year Cadets are not sent).
 - For incoming Cadets/Midshipmen/Students each year a (flexible) international winter semester is offered. They may attend just 1 week (1 module) – or up to the entire semester.
 - A summer semester is offered as well – but more for internships and authoring theses.
 - Lecturers are going out or coming in on a case-by-case basis according to the requests/needs. Each year some 30 lecturers are going out and 40 lecturers are coming in.

- who might attend that program:

- Austrian military persons (with High School Diploma) – they graduate as Lieutenants + Bachelor of Arts.
- Cadets from the Western Balkans (currently from Bosnia and Montenegro) if they undergo prior to the 4-year education a 1-year education studying German and English – they graduate as Lieutenants of their home country + Bachelor of Arts.
- Civilians (from all over the world) may attend the academic study programmes (but not military training) – the graduate as Bachelor of Arts.

Maj TSANAKAS Konsantinos – Hellenic Air Force Academy

- years of studies:

4 years (240 ECTS / 8 semesters) – pre-conditions are passing physical exams and passing the national exams

Between the academic semesters, summer and winter camps take place

- number of officers per year:

approximately 150

- program the officers are attending:

· The already exciting military program is a Bachelor in Aviation Science, with different specialities, pilot, engineering, air defence controller, logistics, meteorologist, computer science and admin staff. Common Modules co-organized with the ESDC

- exchange programs and military Erasmus:

· 20 Cadets spend 1 academic semester abroad (pilots & air defence controllers).

· Selected Cadets are sent to Common Modules (if the offer fits their own study programme).

· The overall goal is to provide to as more cadets as it is possible an international experience

· For incoming Cadets an international winter semester is offered. They may attend just 1 week (1 common module) – or up to the entire semester.

· Common Module on Unmanned Aerial Systems is provided during the spring semester

· Lecturers are going out or coming in on a case-by-case basis according to the requests/needs. Each year, some 5 lecturers are going out, and 10 lecturers are coming in.

- who might attend that program:

· All the 2nd year cadets (pilots and air defence controllers)

- international semester:

International Air Force Semester (IAFS), implemented in the second year

Question 2:

Address to Col GELL Harald, which structure is behind the process of military Erasmus (like ESDC)

Answer 2:*Col GELL Harald – Theresan Military Academy*

The beginning of the initiative was the year 2008, the European Union Defence Ministers come together, based on the report on the Implementation European Security Strategy. Two weeks before this meeting that the report was issued. The report mentioned the threats and the challenges. The conclusion was that we have to do something against these threats and challenges not only in the military field but also in the field of basic officer education. The came to the conclusion, when we start from the very beginning, the so-called European Security and Defence culture will grow up. That was a task given to the Security and Defence College to establish an implementation group with a mandate for this task.

In the very begging we did not know to which direction we should start to work. The first meeting was in February 2009 (I have participated in all meetings since the first one – that gives me the possibility to know the development). The training manager on that time was Dirk DUBOIS who later become the Head of the European and Defence College, gave a very great impact in the growing of the implementation.

The support of the ESDC financial is really good now as each Common Security and Defence Policy Module can be co finance by the College. Other modules such as Law of Armed Conflict might also be financed by the College. A huge step for this year and for the upcoming years. It is easier now for the host institutions to organize a common module.

The ESDC is connected to European Union External Action Service which means that ESDC have to fulfil the policy of the EU foreign affairs.

The majority of the money which are needed for all the exchanges is coming from the European commission (Erasmus program) & from the institutions themselves from military budget of member states.

Contribution of human in each institution should not be forget.

Question 3:

Address to Maj TSANAKAS Konstantinos, how future military officers can benefit from the beginning of their military education by attending this program

Answer 3:

Maj TSANAKAS Konsantinos – Hellenic Air Force Academy

With the military Erasmus and all these exchanges, by promoting European security and defence culture, we are investing to the future. We are investing to our cadets to our future officers to having common culture and common way of thinking. Creating a network, that will give a possibility to cooperate later together in a mission / operations. There is a huge chance that the future officer will know each other already through some exchange during their studies and that will provide them a better cooperation in the field.

Remark by Col Gell: We have to work together to deal the threats.

Question 4:

Address to both experts, a prediction for Common Security and Defence Policy, could it be improved through military higher education.

Answer 4:

Col GELL Harald – Theresan Military Academy

I travel and teaching a lot mainly in the field of security policy, the question is what we can make better? The young people they understand what we want to tell them. On the other hand, the oldest generation grew up during the cold war they don't want to understand and expressing mostly the opinion that everyone should do their own specific job, as they have to fulfil orders. The question is why to fight not only how to fight. By coming together, we are becoming better. Start step by step, start with the internalisation at home institution, (inviting lectures from abroad), even one module per year and observe the cadets, how they are going.

Maj TSANAKAS Konsantinos – Hellenic Air Force Academy

We have to promote the culture of CSDP, more adventive and the activities has to be expanded to EDA for example, cooperate by organising military exercises.

When you meet a cadet that has participated even in a one-week module, they are really happy, they love the idea of participation internationally and they understand the benefits.

It is necessary to start from your home institutions and growing up officers and decisions makers. To promote the idea of the security and defence policy.

All these effort will be full implemented when someone will say – I am European Union citizen that leaving in Greece instead of I am Greek from Europe.

~ End of the interview ~

Από Harald Gell • [REDACTED]@ [REDACTED] at
Προς BAMPENKO ILONA •
[REDACTED]@ [REDACTED].com
Ημερομηνία 16 Οκτ 2024, 00:35
🔒 Απλή κρυπτογράφηση (TLS).
Εμφάνιση λεπτομερειών ασφαλείας

Dear Ms. BAMPENKO Ilona,

with this mail I confirm that the answers for the interview conducted on 07 February 2024 and transcribed for an attachment for the Master Thesis with the title "*The contribution of military higher education in the process of Common Security and Defence Policy*" are mentioned in a correct way and express the reality of the answers.

I wish a great success for the finalisation of the Master Thesis.

Sincerely,

Colonel Assoc. Prof. Hon. Sen. Harald GELL, PhD (habil.),
MSc, MSD, MBA

**Konstantinos Tsanakas**

προς εγώ ▾

5:04 μ.μ. (πριν από 5 λεπτά)



Μετάφραση στα Ελληνικά



Dear Ms. BAMPENKO Ilona,

With this email, I confirm that the answers for the interview conducted on 07 February 2024 and transcribed for an attachment for the Master Thesis with the title "The contribution of military higher education in the process of Common Security and Defence Policy" are mentioned in a correct way and express the reality of the answers.

I wish you the best for the finalisation of the Master Thesis.



--

Επγός (Ι) Κωνσταντίνος Τσανάκας

Πρνος Γρ. Military Erasmus

Στρατιωτικό Διδακτικό Προσωπικό

Σχολή Ικάρων

Major Konstantinos TSANAKAS

Head of Military Erasmus Office

Lecturer in Guided Weapons

Chair of Military Erasmus Strategic Communication

Hellenic Air Force Academy

16.4 Other documents

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17. Affidavit

I declare that I have written the present thesis independently and on my own. I have clearly marked any language or ideas borrowed from other sources as not my own and documented their sources. The thesis does not contain any work that I have handed in or have had graded as a previous scientific paper earlier on.

I am aware that any failure to do so constitutes plagiarism. Plagiarism is the presentation of another person's thoughts or words as if they were my own – even if I summarize, paraphrase, condense, cut, rearrange, or otherwise alter them.

I am aware of the consequences and sanctions plagiarism entails. Among others, consequences may include nullification of the thesis, exclusion from the awarding of a degree, and legal consequences for lying under oath. These consequences also apply retrospectively, i.e. if plagiarism is discovered after the thesis has been accepted and graded. I am fully aware of the scope of these consequences.

.....

(Ilona BAMPENKO)

Rethymno, Greece in October 2024