



Common Security and Defence Policy Modules

Theresan Military Academy, Austria

Wiener Neustadt, 18-22 October and 15-19 November 2010

External Evaluation Report

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Executive summary:

In the context of the European initiative for the exchange of young officers in their initial education, inspired by Erasmus, the EU Member States want to promote a European culture of security and defence during the first education and training of the future national military elites. As a first and concrete step in this direction, the Implementation Group of the Initiative established within the European Security and Defence College (ESDC), with the support of the Secretariat of the ESDC, prepared training modules to be addressed to cadets and aimed at introducing them to the concepts, mechanisms and challenges of the Common Security and Defence Policy (CSDP). As early as January 2010, the Austrian Theresian Military Academy (TMA) planned to organise this module as a regular part of its educational offer and invited cadets from all the Member States to take part in this training in one of the two sessions organised in October and November 2010 and share their lifestyles, cultures and opinions about the CSDP in an interoperable environment.

80 trainees coming from the military institutions of 6 Member States, including the cadets completing their third semester at the TMA, accepted this challenge. In order to obtain ECTS credits that can be recognised in their home institutions as a part of their curriculum, the participants had to complete the two stages of a learning path and successfully pass an examination.

First, they had to go through the high standards content of an internet-distance learning module made available by the ESDC. This phase was successfully completed by almost all participants, which found in it a relevant and adequate introduction into a topic they were rarely familiar with.

Following the completion of this phase, the cadets met at the TMA in Wiener Neustadt for a one-week residential module, held from 18th to 22nd of October and again from 15th to 19th November 2010. During these modules, the cadets attended lectures and participated in syndicate workshops, given by civilian and military scientists, academics and professionals working in the field of the CSDP coming mostly from Austria. The detailed programme of the modules covered the main aspects of the evolution of the CSDP, including the study of its latest missions and operations. However, the provision of knowledge has only been a part of the success. Necessary skills and competence for a future actor in the framework of this policy were also an objective pursued by these seminars because these qualifications, such as the ability to communicate in a foreign language, are meant to sustain the knowledge and curiosity that were enhanced in Austria. Once again, the participants expressed their high level of satisfaction with the form and content of this training and formulated suggestions, notably regarding the interactivity of the lectures, for future organisation of similar seminars.

“Interaction” has not only been the centre of gravity of the CSDP training. It has also been a social reality of the modules, especially when the audience became internationalised, and a major contribution to their success. Friendships were created, new attitudes toward the European Union and its CSDP were acquired, which are the seeds of a culture of interoperability.

As a global conclusion, then, it can be stated that the modules organised by Austria not only attained a high level of satisfaction but also reached their objectives of spreading knowledge of the CSDP and conscience of the European constructive diversity. In the context of the initiative for the exchange of young officers, this success is undoubtedly a good step towards more ambitious achievements in the future. Member States and their institutions should continue to organise similar seminars in order to give the opportunity to a larger number of military students to become efficient actors within the European Union in general and its Common Security and Defence Policy in particular.

Introduction:

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

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

As a first remarkable realisation of the Initiative, the Ministry of Defence of Portugal and the three military academies of Navy, Army and Air Force organised the first one-week seminar entirely dedicated to the learning of the European Security and Defence Policy (ESDP/CSDP) in September 2009. In order to provide also an adequate learning environment, Portugal convened military students from all European Union Member States to participate to this training and share their views on the CSDP with their Portuguese counterparts. The EU Spanish Presidency, on the basis of this first success and the lessons learnt from the Portuguese precedent, organised similar events in Spain in March 2010. However, the Spanish project was ambitious in the sense that three seminars were held in the same week in parallel with the three military academies of Army, Navy and Air Force. In January 2010, the Austrian Theresian Military Academy (TMA) decided, with the support of the Austrian

¹ Hereafter called the "Initiative".

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

Ministry of Defence and the ESDC, to organise itself this module within its premises and to open it to European participation. Its aim was to provide this knowledge on CSDP to all of its cadets, as a regular component of its educational offer. Therefore, for logistical reasons, two modules were organised in October and November 2010 respectively for allowing a class of Austrian cadets and their European counterparts to benefit from this experience. First, the possibility to get an introductory overview of the ESDP through the completion of an internet-distance learning module, using the instruments of the ESDC, was offered to the cadets. Then, they were invited to come to the Theresan Military Academy for the residential part of the seminar following predefined programmes³.

In order to insure the quality of the training to be provided with regard to the general objectives defined by the Initiative, the Theresan Military Academy asked the ESDC support for an external evaluation of the conduct of the two modules, which is hereby provided in collaboration with the European Studies Unit of the University of Liege. The evaluation was conducted by an external evaluator, attending the lectures on the field, discussing with the participants, the lecturers and, more generally, witnessing the life of the modules. Therefore, the evaluation was based on observations from the field and the collection of data from the participating cadets and the organisers themselves. The method that was used for collecting the insights is inspired by the Kirkpatrick's model for the evaluation of training and professional modules⁴, followed by the ESDC for the evaluation of its activities, and its four stages:

- Evaluation of the satisfaction of the participants (level 1 subjective outcomes);
- Evaluation of the acquisition of knowledge through the taking part to the module (level 2, objective differential between similar general knowledge questionnaires administered before and after the module);
- Evaluation of the outcomes of the new *acquis* regarding the work performed by the participants after the module (level 3);
- And the evaluation of the outcomes for the organisation that required from its human resource to undertake the training (level 4)⁵.

Using this method, and on the basis of questionnaires prepared by the evaluator and the organisers, satisfaction assessments were made. They represent an important part of the observations presented in this present report and, after the first module, the external evaluator and the organisers discussed the lessons learnt in order to bring possible adaptations to the second module. Furthermore, following the chronological logic of this unique initiative, teachings from this experience were drawn with the objective of providing resources for future organisers of similar modules for young officers. As already mentioned, it was not the first time CSDP modules were organised for cadets. However, this report is, in no way intended to strictly compare the respective strengths and weaknesses of the different experiences. The configuration chosen by the Austrian organising team for the modules, held from 18-22 October and 15-19 November 2010, is original through many aspects. Therefore, even if lessons learnt from previous experience will be

³ The programme of the residential modules, common to both modules, is attached in annex 1 to this report.

⁴ Donald L. Kirkpatrick & James D. Kirkpatrick, *Evaluating Training Programs: The Four Levels*, San Francisco: Berrett-Koehler, 1998.

⁵ The level 4 investigations will be conducted later at the end of the academic year 2010-2011 in order, for the sending institutions, to be able to measure the impact of the seminars.

taken into due consideration, the main object of this evaluation is to highlight the quality of these choices. Indeed, these seminars issued their own lessons and will become, for possible future organisations, a precedent. Furthermore, in the broader context of the Initiative, other seminars on different topics of interest for the European cadets will be soon organised. Some of the lessons learnt from this Austrian experience on CSDP modules, when relevant, can possibly be used as a source for inspiration for the Member States or their educational institutions which would be willing to organise these training.

Common Security and Defence Policy: fully integrated in the Austrian officers' education

As briefly introduced, the CSDP module is a component of the TMA educational offer that is fully integrated in its core programme. Therefore, all Austrian cadets from 2010 onward are required to complete the module. Beyond the fact that CSDP is now a topic with which all the future military officers will be familiar with when commissioned, posted and sent to international operations, this means that Austria will organise the CSDP module(s) every year. Therefore, the lessons learnt from these two 2010 modules are expected to prepare the ground for a long running of these modules, not only for the Austrian organisers but also for the stakeholders like the European institutions which have sent or will send students to the CSDP modules.

The Austrian experience of these modules is specific to many regards while it is at the crossroads between the organisation of an exceptional event, as the CSDP modules (or seminars) were until then, and the regular organisation of a module of the TMA's academic programme. When it comes to these dual characteristics, the external evaluation is inextricably connected to the sovereign specificities of the Austrian educational system. Even though it is not in the capacity of the external evaluator to assess them, it is important to report about these contextual elements in order to provide a comprehensive view on the organisation of the CSDP modules.

The complete recognition of this *acquis* in the curriculum

Similar to the previous CSDP modules that were organised in Portugal and Spain, an objective of the Austrian organisation team has been that this first contact with CSDP is recognised as a valuable experience in the training of the participants. Owing to the fact that this module is an integral component of the TMA's training programme and that the institution and its education are fully comply with the prescriptions of the Bologna process, the allocation of European credits ECTS⁶ is compulsory when it comes to the Austrian participants. The TMA, as it is now the regular practice in these modules, offered the same amount of credits (1,5) to the European participants while they have followed the same learning path.

Nevertheless, a particularity must be noticed regarding the allocation of credits to the CSDP modules organised at the TMA. Indeed, in the programme offered to the Austrian cadets, the CSDP module has been substituted to a course on "Security Policy" which was worth 2 ECTS. In order to reach the same total amount of ECTS - *i.e.* 60- for an academic year as it is prescribed by the Bologna process, the TMA requires from its cadets to complement the course with writing a dissertation on security policy, possibly including a reflection on what they learnt on CSDP. For this dissertation, an additional 0,5 ECTS is awarded in order to reach the amount of 2 ECTS. At the end, it is a mixed solution between 1,5 and 2 ECTS that has been reached.

⁶ European Credit Transfer System

When looking at the calculation of the number of ECTS in terms of students' workload⁷, it may be asserted that 1,5 is a correct number. In average, as will be seen from a next section of this report, students need 7 hours for completing the IDL and the programme of the residential phase of the module amounts slightly more than 31 hours of contact with the CSDP topic. However, some European military educational systems⁸ do not recognise half ECTS points and they may see the 1,5 ECTS formula as an obstacle to their participation to these modules. In order to widen international participation in these modules and somehow extend their duration⁹ as it has often been suggested by participants to the previous modules – as well as the Austrian ones as will be seen later in this report - two directions may be followed for addressing this issue:

- Either it may be considered for these concerned educational systems that, due to the fact that the calculation of workload exceeds the requirement for 1 ECTS only, 2 ECTS is an adequate solution. This solution, however, may distort the equity between cadets in participating States.
- Either it may be envisaged to propose the TMA's "2 ECTS" formula with a dissertation also to the European sending institutions, taking into account that Austrian academics would have the capacity to decide on grades for these European cadets.

Additionally, at the end of the residential phases, the TMA awarded certificates of attendance, provided by the ESDC and signed by the High-Representative for the Common Foreign and Security Policy of the European Union, Baroness Catherine Ashton, as well as, for those who successfully completed the module, diploma supplements describing the objectives and content of the module and the number of ECTS attached to it.

An examination for passing the module

The two modules conducted in Austria innovated with a new practice for the allocation of ECTS credits. In line with the philosophy of the Bologna process and the fact that the module is a core component of the TMA's educational programme, the Austrian organising team conditioned the award of the 1,5 ECTS to the successful completion of an examination. Only the Austrian and European students who had both attended and succeed to the examination were entitled to "validate" the credits and receive the diploma supplement. This was an innovation, in comparison with the previous CSDP modules.

The examination was aimed at assessing the knowledge acquired by the participants, as well as their progresses in understanding the CSDP topics and their articulation. The instrument used for the examination was the level 2 questionnaire¹⁰ set for the evaluation of the module itself. Therefore, the course director was able to

⁷ In the European Higher Education Area, the number of ECTS are usually calculated on the basis of students' workload (between 25 and 30 for 1 ECTS) and learning outcomes.

⁸ See Sylvain Paile, *European Military Higher Education – Stocktaking Report, May 2010*, DG F Press, Brussels, May 2010.

⁹ Extending the duration of the modules would decrease the intensity of the modules with regard to the time allowed for "digesting" the information received.

¹⁰ Hereby attached to this report in Annex 2.

look at the progresses of all participants between the beginning of the module and the end of the IDL phase and between the latter one and the end of the residential module. However, for “passing” the examination, the reference was the individual results of the participants at the last round of level 2 evaluation, meaning at the end of the module.

If, on the principle, the use of a knowledge assessment as an examination leading to the award (or not) of ECTS credits is fully in line with the practice of the European military institutes and the prescription of the Bologna process and is in position to ease and accelerate the recognition by the sending institutions of this *acquis*, the use of the level 2 questionnaires is not adapted to this purpose. First, the level 2 questionnaire is merely shaped for assessing the global level of knowledge acquired by the students but not the knowledge itself. It was drafted for assessing the efficiency of the module in spreading knowledge on CSDP mechanisms and issues, but not specifically on EU and CSDP values, for example. Then, the questionnaire, which had already been used for previous CSDP modules, was not especially designed or redrafted for the Austrian modules. The content of the questionnaire might have not been dealt with in the modules. Finally, the questionnaire, due to the fact that it had to be used for external evaluation purposes, was not communicated to the lecturers. Therefore, there was no assurance that the questions contained in the level 2 questionnaire would be dealt with in the lectures.

Practice, as it will be developed later in this report, demonstrated that the level 2 questionnaire was, indeed, not adapted to this purpose of examination.

An approach based on qualifications

The CSDP module is an integral part of the Austrian officers’ basic education. Therefore, the organisation team considers it is not a “one-shot” action but a yardstick on the longer road of the acquisition of qualifications that characterise an Austrian officer. While the basic education extends beyond the acquisition of knowledge, meaning skills and competences, the TMA fully integrated these dimensions in their CSDP educational project. Concretely, within the TMA, matrices of learning outcomes¹¹ to be fostered by the CSDP module were defined and used for measuring the self-development of the future Austrian military elites. These matrices, which were different according to the learning approaches experienced during the residential phase (lectures, syndicate works and presentation/questions and answers sessions), were given to teams of evaluators (4 evaluators during the first module and 2 during the second) which filled them according to their observations and rotated in order to discuss their views on the cadets’ accomplishments. The expected outcomes were gathered under 4 main sections, namely:

- Personal competence;
- Social-communicative competence;
- Technical and methodological competence;
- Action competence.

¹¹ These matrices are attached to this report in Annex 3.

These outcomes do not correspond to the external evaluation conducted in line with the spirit of the level 3 of the Kirkpatrick's model. They are focusing on the education of an officer as a whole. In the Austrian educational system, these matrices are used for monitoring the self-development of the cadet, his/her leadership abilities notably, and his/her progresses with regard to the qualifications that are deemed necessary for becoming an Austrian officer. These instruments may be referred to, for example, when a cadet fails an exam for the second time and defend his/her case in front of a commission. The TMA envisages that individual "certificates of competences" made out of the observations by the lecturers themselves or by specific evaluators, for wider audiences like in the CSDP modules, become generalised in the future. The experience is relatively recent while these outcomes have been described internally in the year 2010 and the path may be long because the mentalities in education in general must slide from a focus on knowledge toward becoming more sensitive to qualifications in general.

The Austrian cadets themselves, as it was demonstrated from their feedbacks, are not familiar with this comprehensive approach and did not apprehend, nor appreciate, the fact to be followed by evaluators even though they were made aware of the rules and expectations of the organising staff as soon as June 2010.

The guidelines provided to the evaluators, under the form of these matrices, did not correspond either to the description of the modules such as it appeared on the course description on the TMA's website or the diploma supplement. The reason is that this experience of re-centralisation on qualifications is only at a start. The matrices are an effort from the TMA for describing learning outcomes and for taking them more into account, as it is prescribed by the Bologna process, and the intention there is to harmonise these efforts and their impact on the cadets themselves according to the (expected) outcomes of the line of development 2 of the Initiative¹². In doing so, it may become possible in the future, for example, to finalise these certificates of competences and communicate them to the sending institutions at their request. In these two CSDP modules, indeed and even though the European cadets have also been followed, the practical impact of this outcome-based monitoring on them has been minimum.

The internal assessment of the quality

Owing to the fact that the CSDP modules are, for the TMA, an integral part of the educational programme, the quality of the modules has - like any other course according to the Bologna prescriptions - to be reviewed under quality assurance mechanisms. After the CSDP module, therefore, the quality will be assessed internally through questionnaires distributed to the Austrian students. These questionnaires, which assess the satisfaction of the students and their perception of the coherence of a given course or vocational training with other courses, for example, are then analysed by a structure within the TMA and followed-up by the chain of command. This structure also organises regularly reviews of the opinions of

¹² The line of development 2 of the Initiative aims at creating a framework of qualifications focused on military higher education. From these qualifications, the military institutes will have to implement them in the form of description of learning outcomes for some of their courses.

former TMA students who are posted. These feedbacks “from the field” allow improving the quality of the lectures and training of the future Austrian officers within the premises of the Academy. It may logically be thought that the CSDP modules will be an essential element of this specific internal evaluation in the future.

Finally, as the TMA’s quality assurance system follows the European standards, the quality of the Austrian education and training is also reviewed through external mechanisms. It follows notably the ISO 9001 standards in this area and is comprehensively assessed every five years by external actors of the higher education world.

The shape and audiences of the modules

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

The programme:

The educational programme set by the Austrian organising team was common to both the modules conducted in October and November 2010. Even though the core of the programme of the CSDP modules has been defined as early as November 2008 when the ESDC adapted its Orientation Course for a cadets' audience, it is interesting to notice that the practice of these modules in Portugal, Spain and now in Austria left space, nonetheless, for creativity and innovation in the choice of additional topics which give a particular colour to these modules.

The themes proposed in Austria were:

- The European Union;
- CSDP and the European Security Strategy;
- CSDP and the Lisbon Treaty;
- CSDP Crisis Management;
- EU Missions and Operations;
- Capability Development;
- EU Relations to Third Parties;
- Human Rights;
- Mainstreaming and Gender Issues in CSDP;
- Europeanization of Officers' Training;
- Future Perspectives of CSDP.

Three new topics for the CSDP modules appeared, then, in the Austrian programme: "Human Rights", "Mainstreaming and Gender Issues" and "Europeanization of Officers' Training". Compared to previous CSDP modules, themes like "EU values" (in Spain) or the "host nation's view on CSDP" (in Portugal and Spain) were not retained by the Austrian organising team. One must notice however that, contextually, the topics on Human Rights or Gender Issues are an approach of the values that drive the European Union and its CSDP. Furthermore, as will be seen in the next section, the backgrounds of the lecturers at the two modules did not make a specific learning module on the Austrian views on CSDP necessary.

Participants in the lecture room:



In addition to the educational programme, more “social” events were formally planned during the week the participants stayed at the Academy. A guided tour of the castle of the Academy was provided on the first evening for an insight of Austrian cadets’ life. Sport sessions were organised by the TMA two days in the week, which would support the raise of an *esprit-de-corps* among the participants. A party was to be organised by the cadets’ representatives in the cadets’ club and the organisers offered the possibility to the participants to have a tour, guided by Austrian cadets, of the military museum and the city of Vienna after the week at the TMA. Moreover, possibilities for informal social “events” were left open since the cadets had the ability to leave the Academy after the study time.

In line with the results of the external investigations conducted for previous CSDP module, the Austrian organisation team pursued interaction as a key for the learning process of the participants in the two modules. The pedagogical methodology, indeed, was not limited to lectures but attempted to develop interaction among the students and between the students and the lecturers in order to promote self-learning processes. Each day of the residential phase, after the lectures, syndicates convened for deepening the knowledge acquired during the lectures. The syndicate groups were composed of 9 to 11 students, mixing Austrian and foreign students whenever possible, and discussed separately their understanding of the topics dealt with during the day. Originally in the first module, the aim of these syndicate works was to provide the students with time for discussing the information delivered during the lectures and preparing a few questions to the lecturers on the points that remained unclear to them - after confronting their individual understanding of the topic - during a questions and answers session.

A syndicate group (left) and the presentation made by the syndicate to the class:



From both the perspectives of raising in-depth discussions on the topics and raising interest of the participants for the topic, the outcomes appeared limited and this configuration revealed itself unadapted, as stated from satisfaction investigations, on-site observation and discussions with the competence observers - which followed the syndicates' discussions - and the organising team. The latter one, therefore, decided to develop the syndicate works' concept, in the perspective of the second CSDP module, for an even more interactive learning process allowing the participants to "apply" the knowledge they received. The students were asked to answer questions provided by the lecturers themselves or to work on case studies prepared by the lecturers for each syndicate group and to present the outcome of their work - and not the "outcome" of the lectures anymore - in front of the class during the questions and answers session. This solution was successful in the sense that it showed that the students had self-appropriated the topics and the challenges the lecturers proposed them. These brainstorming sessions forced them to re-think and apply their knowledge - not only the lecture – and triggered real communicative and working skills and competences. Furthermore, in order to improve interaction between participants and lecturers, the organisers, on the basis of discussions with participants to the first module, asked Austrian cadets foreseen for taking part in the second module to prepare an introduction and introduce the lecturers of the day.

Although it did not provide additional workload for the students, because no preparation before the course was needed, this configuration supposed that the lecturers prepared questions or case studies before their intervention. Eventually, the continuous interaction between the lecturers and the organisers allowed the smooth running of the second CSDP module also.

The lecturing team

It is also necessary, in order to give a clear picture of the Austrian modules, to present briefly the pedagogical contributors to the residential module, *i.e.* the lecturers. Indeed, the backgrounds of the different speakers can help us understanding comments from the participants. In the two modules, the same "lecturing team" acted¹³. Therefore, it is possible to evaluate them as a whole, a

¹³ Except for the opening keynote speeches at the beginning of the residential phase. However, the opening speakers had similar backgrounds and an equal rank.

priori. The team was composed of 16 lecturers who were invited for the two modules, one of them lecturing twice during the modules. As a specificity of these Austrian modules, it must be noticed that a majority of the lecturers (10) were civilians and served in ministries of foreign affairs or defence, in universities, or in international organisations such as the UN. Most of them had a strong and relevant experience of the CSDP functioning from the inside and had acted in the mechanisms at play in Brussels.

An other specificity of this lecturing team was that it included only one foreign lecturer for 15 Austrian lecturers. It was indeed an intention of the organisers to have a maximum number of Austria-based lecturers in order to gather a pool of high-quality experts (ambassadors and other diplomats, scientists, academics, decision-takers) that would be sustainable with regard to the projected organisation of the modules every year. The term of lecturing “team” witnesses, for the Austrian module, the intention of the organisers. In order to favour cohesion among its members, avoid - to the possible extent - repetitions in the different lectures and present the pedagogical project, the organisers invited the lecturers to a preparatory meeting in July 2010, presented the learning material to be given to the participants and asked them to provide their presentations, if any, in advance. Most of the lecturers attended this meeting although this preparation phase could not be done if lecturers were in majority foreigners. Furthermore, the lecturers were invited, during the residential phase, to stay at the TMA for the whole day, which allowed them creating links with their colleagues as well as witnessing the life of the modules.

This configuration of the team allows saying that no specific teaching on the Austrian views on CSDP was necessary, while most of the lecturers practiced CSDP on a day-by-day basis in their functions, notably within the ministries. However, the European background of a large number of them also witnessed the reliability of the content of their return from experience to the participants. As it appeared from the comments from the participants themselves, this emphasis on the Austrian point of view on the conduct of CSDP was seen as both a positive (in majority) and negative aspects in their learning path.

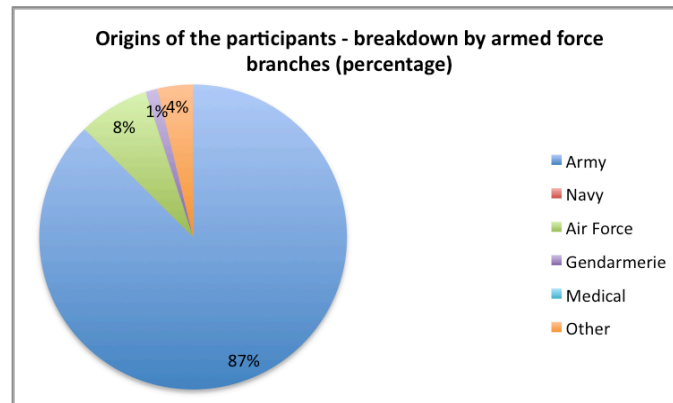
Finally, we may say that even though the Austrian organising team did not face the difficulty of finding “European” lecturers for the modules because of their stress on Austrian capacities, creating a contact database of potential lecturers for the CSDP and other common modules developed or to be developed in the context of the Initiative remains a necessity, especially for the modules that would be organised on a more exceptional basis.

The participants:

80 cadets from 6 Member States of the European Union participated to the two CSDP modules organised by Austria. However, the international participation amounted only 16% of the audience, which was inferior to the proportions in previous CSDP modules organised in Portugal and Spain, and has been different in the two modules. In the first module, organised in October 2010, only 3 German cadets (out of 37 participants) composed this international audience. However, in the second

module, organised in November 2010, 10 foreign participants from Estonia, France, Greece and Italy took part.

In the same way, it must be noted that the breakdown in terms of armed force branches showed a misbalance in favour of the Army, as demonstrated by the following figure. This must be connected to the characteristic of the Austrian national armed forces, for which cadets are only Army cadets. The lacks of both international representation and representation of non-Army are connected, therefore. In the second module, nevertheless, participation of foreign cadets from the Air Force and the Gendarmerie branches added some “colours” in the audience¹⁴.



Finally, it must be noted that only 3 participants were female cadets, representing only 4% of the audience.

Welcoming ceremony in the Knights' Hall of the Theresan Military Academy:



The reasons why the international and branches' representations were limited lie probably, on the one hand, in the budgetary constraints generally faced by the military institutes at the time being and the mismatch of educational calendars, while the modules were organised in the middle of the first academic semester 2010-2011, but certainly also, on the second hand, in the difficulties of internal communication.

¹⁴ In the first module, 100% of the participants belonged to the Army, or at least to the land forces (“other” in the figure).

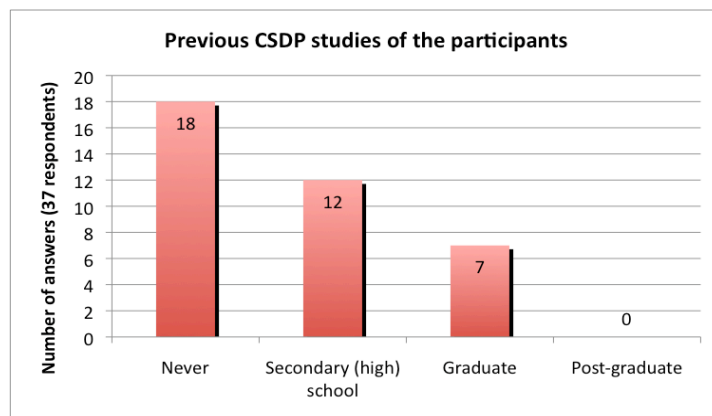
Indeed, the TMA, in the idea of a long-term planning of the exchanges as was stressed by the level 4 2010 report¹⁵, started informing its European counterparts as soon as January 2010 and regularly provided information about this project during the meetings of the Implementation Group of the Initiative. The organisers communicated also bilaterally whenever they had the opportunity through points of contacts and using its website in providing all the information on the dates, requirements, examination procedures and the IDL registration. It communicated also through the Emilyo forum, notably between the two modules. Despite these efforts, only few institutes replied or asked for more information before short time before the modules, demonstrating that the information did not effectively reach the adequate points of contact. Therefore, the Austrian experience confirmed the need for establishing a regularly updated database of the adequate points of contacts within all the institutes taking part to the Initiative, perhaps in charge of the international relations. The risk is, indeed, that these lacks of representation may challenge the interoperable spirit that presided over the creation of the CSDP modules, notably in limiting the development of social and language skills. Furthermore, it is a risk for the future of the common modules created or to be created in the Initiative, particularly in times of budgetary constraints, because these ones rely on reciprocity. If receiving foreign students is a chance, sending them is an effort undertaken by the institutes. As will be seen later in this report, international representation is one of the keys for the success of the common CSDP modules. The evaluation attempted to measure this importance in separating data from the first and second modules when relevant.

67 of the participants were Austrian cadets in their third semester of education, which corresponds to first cycle studies (bachelor level). 8 of their European colleagues were studying at the same academic level and 5 participants were studying at the second cycle level (master level). However, even if one may wonder if the CSDP module is not too high-level for the majority of cadets, the level of studies did not play any role in the results of the examination. Regarding the Austrian cadets, more particularly, it must be recalled that they had been briefed on the importance this module would have on their curriculum, the examination procedures and the organisation of the IDL and the residential phases, a few months before the start.

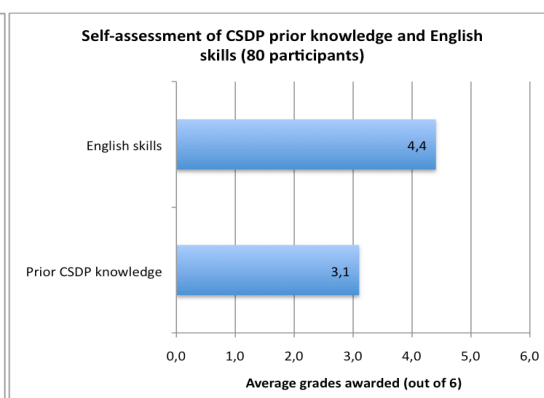
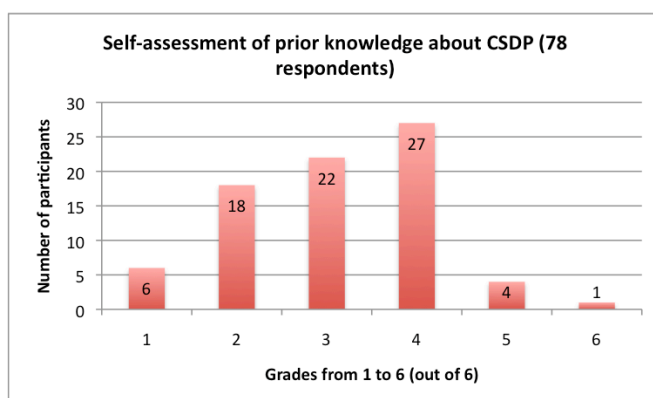
As seen from the graphs below, these participants, independently from their level of studies, considered that they were unfamiliar with the CSDP before the module, as they rarely had the opportunity to approach this topic in their higher education¹⁶. As observed on the field, notably from the discussions held in syndicate on the first days of the residential phases, the participants had effectively little prior knowledge of the European Union (its mechanisms, the relations between its institutions and the Member States and policies) and the CSDP but showed curiosity and interest for these topics, especially with regard to technical aspects such as the missions or the capabilities' development.

¹⁵ "Addendum to the evaluation reports of the ESDP/CSDP modules organised during the academic year 2009-2010 – The satisfaction of the sending institutions", Sylvain Paile, August 2010. Available: www.emilyo.eu

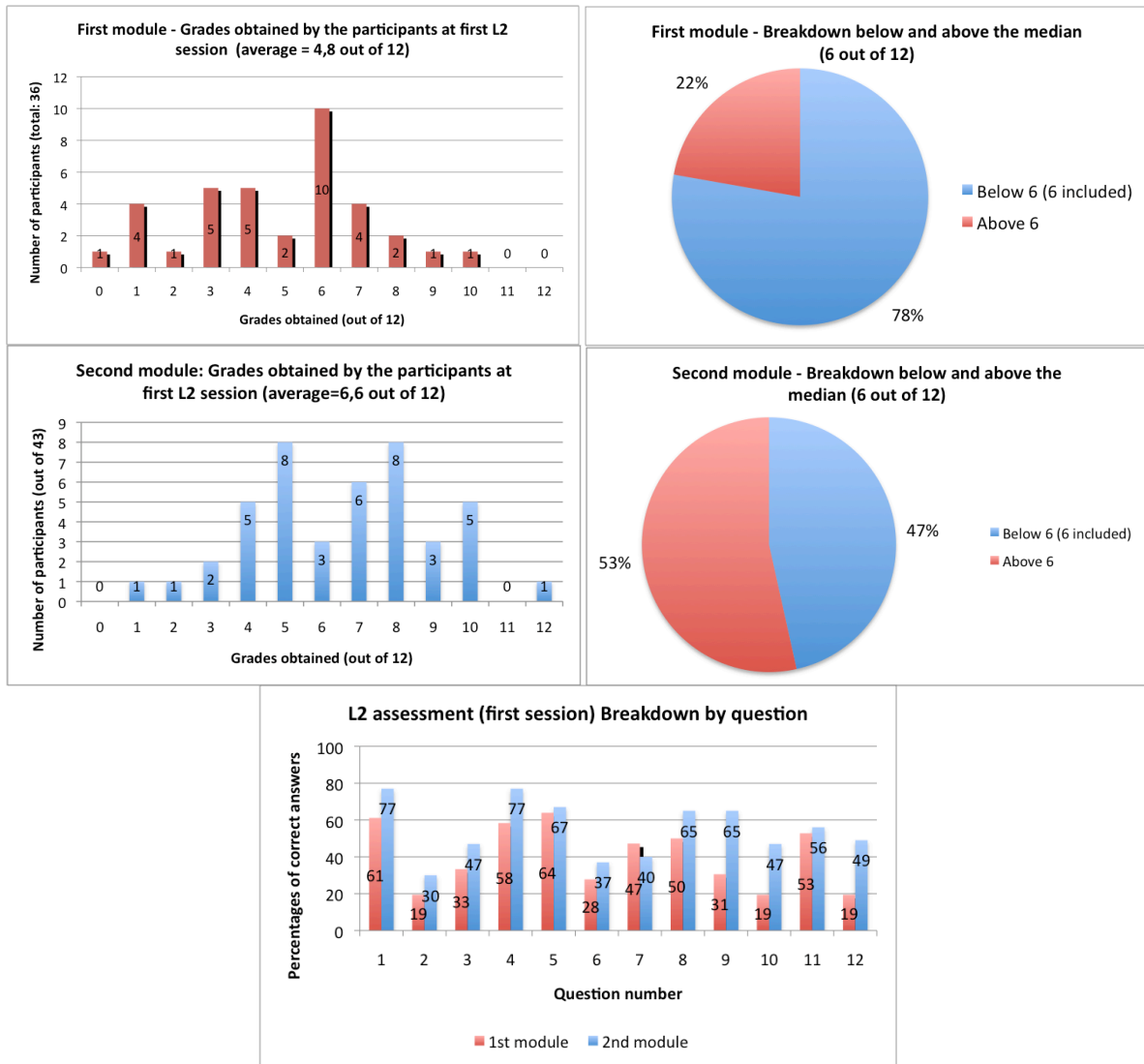
¹⁶ Results showed from the IDL survey, which explains that only 37 respondents shared their (non) experience of the CSDP in their respective educations.



Furthermore, the participants considered that they had fairly good skills in English for following the module. The CSDP module, indeed, requires that the participants are able to read the IDL, the material, follow the lectures, communicate in syndicates and ask questions if needed in English.



In order to “measure” their progresses along the different stages of the modules, investigations on the global level of knowledge on CSDP issues (level 2 in the Kirkpatrick’s model of evaluation) were conducted before they started their learning path at the beginning of the IDL, at the beginning of the residential phase and at the end of this phase. Through questionnaires, similar along the three rounds even though the multiple choice answers were randomly shuffled in order to avoid “mechanical answers”, general questions on CSDP issues were asked to the students. It must be noted that these questions were not connected to the content of the modules themselves. Therefore, it may usually happen that some of the answers are not provided by the lectures. In the Austrian modules, as introduced and developed earlier, these questionnaires were nonetheless used for examination purposes. Below are the results of the first rounds of level 2 evaluation for the two modules, conducted before the participants started their IDL learning phase.



As can be observed from these graphs, better results were achieved by the participants to the second module, which may indicate a higher level of global knowledge on CSDP issues. Nevertheless, one must not forget that the same class of Austrian cadets, which composed the majority of the students, was divided in two for these modules and, as a normal interaction, cadets might have shared their experience with their followers. Furthermore, it must be noted that the participant who scored 12 out of 12 before starting properly “learning”, in the second module, took more than 2 hours for completing the evaluation.

The first round of evaluation the first day of the residential module:



In average, nonetheless, it may be said that the global level of knowledge of the participants to the Austrian module before they start their learning path was similar to the level of the participants to the previous CSDP modules, meaning an opportunity for progresses.

The IDL: a self-introduction to CSDP

The TMA, as it is the practice in the CSDP module set in the framework of the Initiative, opted for introducing the cadets to CSDP through internet-based distance learning (IDL) study, using the ESDC IDL resource. The IDL preparatory module was made available on an ILIAS Learning Management System administered by the ESDC and provided by the Romanian National Defence University. As stated, the cadets had to complete this module, opened one week¹⁷ before the arrival of the participants at the Academy for the first module, as an integral condition for completing the course and validate the ECTS credits. Two sections of the ESDC IDL course, called “Autonomous Knowledge Units” (AKUs), were chosen:

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

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

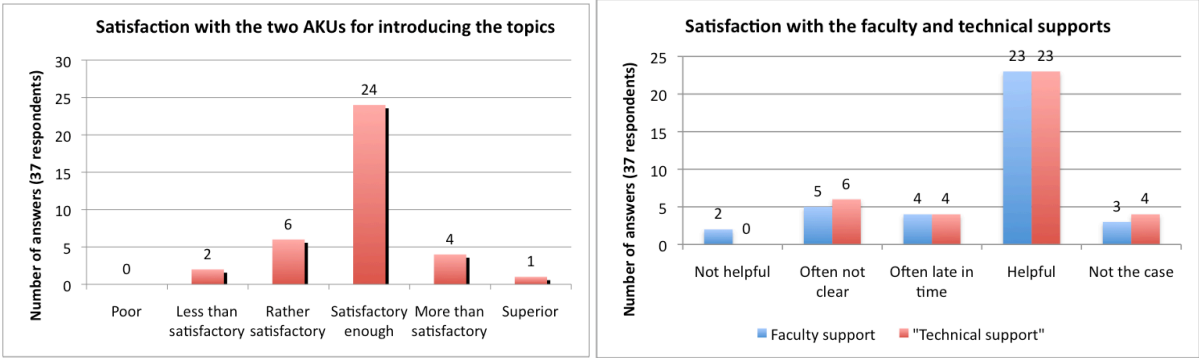
Despite the fact that the IDL remained open for a short time, as concerns the organisation of the first Austrian module, and that difficulties were reported by participants in registering on the ILIAS¹⁸, all participants, exception made of few European cadets taking part to the first module, completed the IDL phase in time. Furthermore, it seemed from the comments provided by the participants that the guidance assured by the Austrian organisers and the ESDC Secretariat with regard to potential difficulties faced by the participants in their learning path has been adequate.

¹⁷ As already mentioned, mostly Austrian cadets took part to this first module and they were able, despite the short deadline, to fulfil this requirement. However, it was not possible, owing to the calendar of the German education, for the German participants to complete this phase in time. The time for which the IDL is open shall be longer to one week for future modules.

¹⁸ At the same time, an other IDL phase for a CSDP module organised by Greece at the same time as the second Austrian CSDP module was open. It might have created confusion during the registration process, which is made by the participants themselves.

The cadets went through the AKUs, fulfilling a short knowledge test at the end of each of them, in order to confirm they achieved the learning objectives. The results from these tests will not be made available because they do not give relevant information regarding the evolution of their knowledge. They had to succeed in the AKU1 test, after as many attempts as necessary, before acceding AKU2, and succeed in AKU2 test in order to complete the module. For the support of the cadets in their learning, a CSDP knowledge-base (CSDP K-base) containing a collection of regularly-updated documents with CSDP interests¹⁹ and a series of links toward relevant institutions or scientific societies' websites were made available on the IDL platform. Moreover, some learning material was made available to the participants already on the ILIAS platform: the CSDP Handbook, edited in 2010 and prepared by the ESDC Secretariat and the Austrian Armed Forces, and an extract of the "EU Acronyms and Definitions" prepared by the EU Military Staff and aimed at providing learners with vocabulary of the CSDP. A forum is also accessible to the participants if they want to report on technical aspects or communicate on administration, technical support or on the content of the AKUs. It is operated and moderated by the ESDC. After having completed their IDL learning path, the participating cadets were asked to answer a satisfaction questionnaire (level 1 of Kirkpatrick's model of evaluation) distributed by the ESDC.

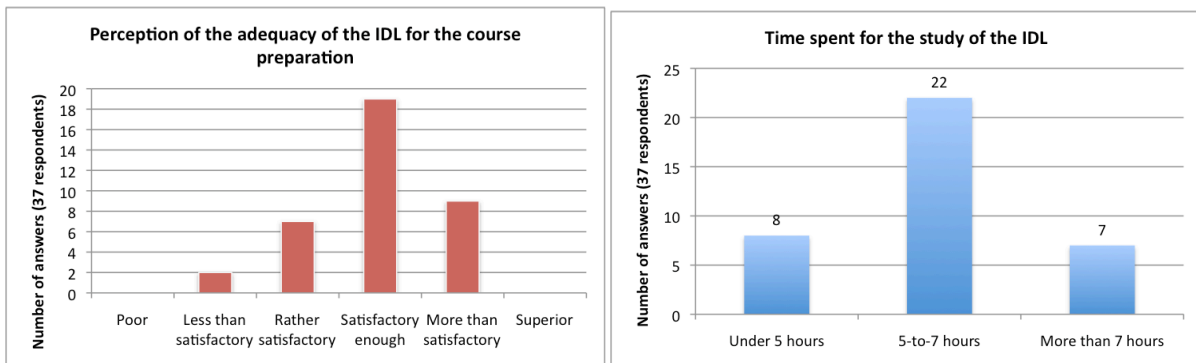
As shown by the graphs below, the IDL module of the seminars was again a success according to the students. It fulfilled the educational aims the ESDC assigned to it and its content was considered as being highly relevant for the two topics it deals with. Individually also, the two AKUs have been considered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



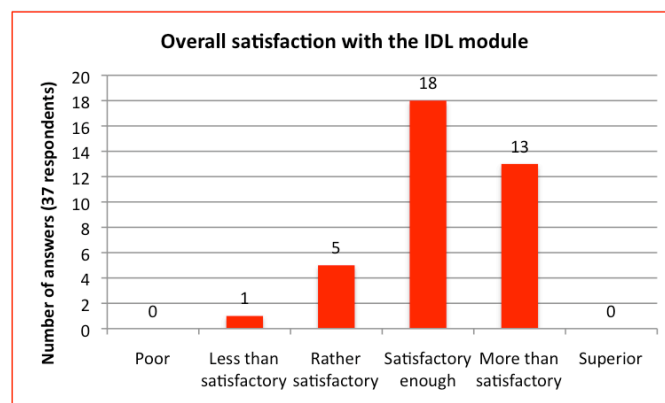
The answers of the participants to the assessment of the relevance of the content and level of details of the two AKUs demonstrated the same levels of satisfaction. However, only few participants replied to the satisfaction questionnaire (less than half) although it is the adequate instrument for providing constructive comments and, for the ESDC Secretariat which coordinates the creation and update of these AKUs, the instrument for identifying sources for improvements. No such comment was provided by the participants to the Austrian module through this questionnaire, which suggests that a way should be found for making this opinion survey compulsory, for example in making of it a criteria for scoring "green" (i.e. having fully completed the

¹⁹ "European history", "Security environment", "Actors and processes", "Operations", "Capabilities". The documents (278 as December 2010) are written texts, spreadsheets, slides, videos, links, or of other nature and can be downloaded by the students.

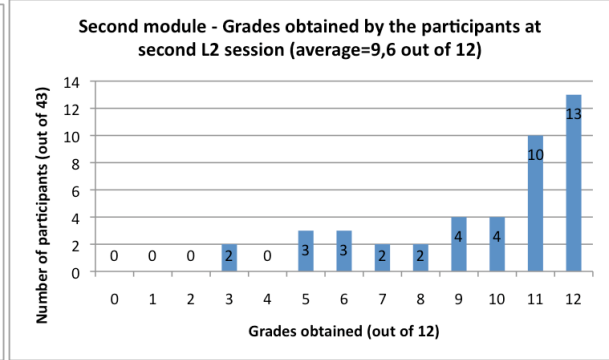
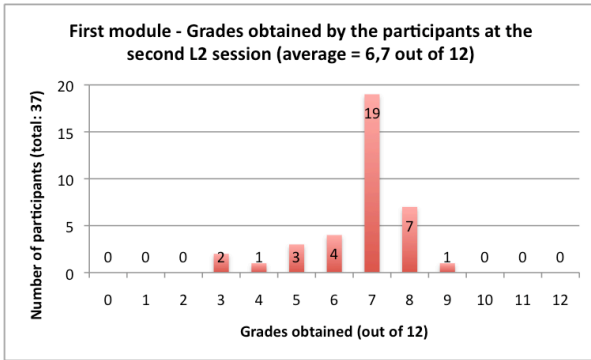
IDL phase) on the ILIAS page. Some comments, however, have been provided through the evaluation questionnaires distributed at the end of the modules, mostly from the second one. Their outcomes were balanced. Some of the participants considered that the IDL was an excellent support in the module, as also demonstrated by the graph below, although others considered that its structure was difficult to apprehend and that they lacked preparation before the residential phase. It has also been suggested to add other AKUs to the CSDP module's learning path. It must be said that the other existing AKUs at the time being are very technical, mainly, but this comment may be kept in mind for future organisation of the CSDP module. If new AKUs are added, it would change the participants' workload for the IDL phase, which is now close to 7 hours as shown by the graph below, and the overall amount of ECTS for these modules, therefore.



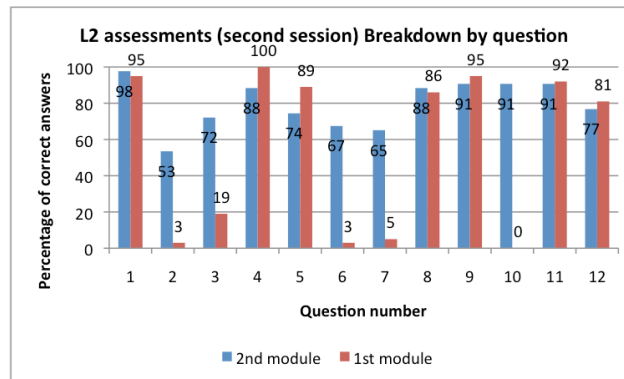
Overall, the satisfaction of the participants with the IDL module may be considered as good, taking into account the limited number of respondents.



In order to monitor the progresses of the participants and their gains of knowledge after the IDL phase, a second round of level 2 evaluation was conducted at their arrival at the TMA. At this stage only 27% of the participants to the first module and 19% of the participants to the second module obtained grades below the median of 6 out of 12. The average grades increased up to 6,7 for the first module and 9,6 out of 12 for the second module. The display is illustrated by the following graphs.



The grades obtained in the second modules are exceptionally high, compared to previous CSDP modules, and normally correspond to the final grades participants obtain at the end of the modules, not at this stage of their learning path. After a close look at the breakdown of the results obtained by questions especially concerning the second module, impressions left from the first round of level 2 investigations tend to be comforted. The increase is general although the content of the two AKUs provides direct answers merely to questions 1, 9 and 12.

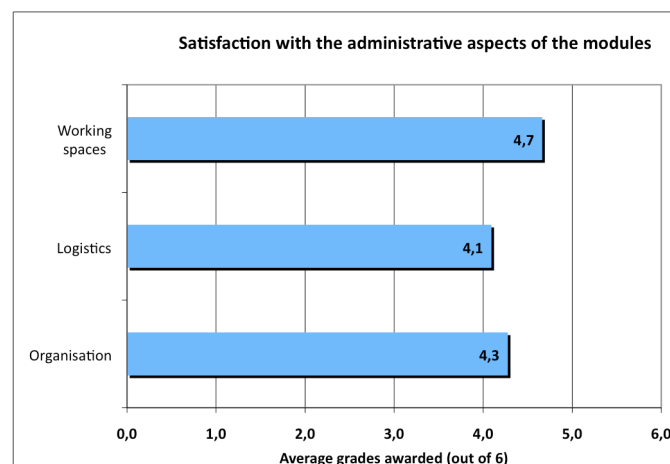


The configuration chosen by the Austrian organisers may explain this disproportionate increase. The participants, knowing that the level 2 questionnaire would be the examination for this module, have probably prepared in detail this second round. On the one hand, it demonstrated that the participants made the positive effort to complete the knowledge acquired with other sources, such as the CSDP Handbook they were provided in advance. On the other hand, these results confirm the first thought that the level 2 questionnaire may not be used for fully-reliable examination processes.

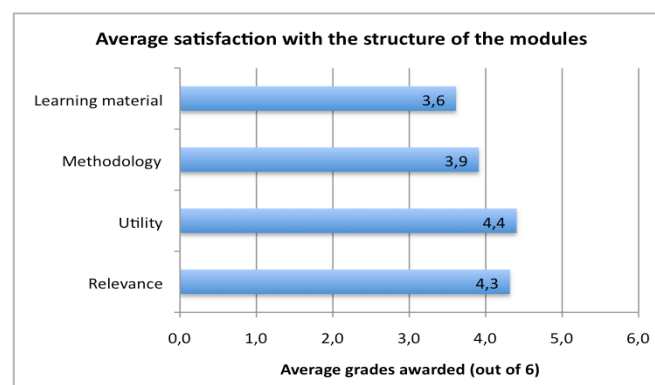
The residential phase: learning and living CSDP

The organisational aspects of the residential module:

The formal administrative aspects of the CSDP modules, as they were organised by the TMA, have met the satisfaction of the participants even though most of them were familiar with the Academy. As showed by the graph below, the grades they awarded to these administrative aspects (organisation, logistics, working spaces) are objectively good and correspond to the results obtained by previous CSDP modules' experiences. There was no remarkable difference in the grades awarded between the first and the second modules and the additional comments provided reported that there should be a better management of the breaks during and between the lectures, which has eventually been handled between the two modules, that some of the administrative information to the welcoming cadets arrived too late. The usual issues of bathrooms, lack of internet connection in the rooms (as well as irons) and the - now traditional for the CSDP modules - early timetables for meals have been raised. However, they also reported that the organisation had been excellent and the guest cadets also expressed their gratitude for the role the hosting cadets played in their stay.



The following graph is of a central importance because it describes the feeling of the participants related to the organisation of their learning process.



At their arrival in Wiener Neustadt, the participants received a package containing information about the Academy and the module, the city of Wiener Neustadt and Vienna, such as maps. In addition, all the participants received a hardcopy of the CSDP Handbook (edited in May 2010) and they had the possibility to download further material from the webpage of the module:

- The EU Charter of Fundamental Rights, which provides an insight of the EU values and, subsequently, the CSDP values;
- The Lisbon Treaty;
- The CSDP-related provisions of the Lisbon Treaty;
- EU acronyms and definitions, already provided on the IDL platform;
- Human right policy of EU news;
- Videos presented by some of the lecturers, made available between the two modules.

At the end of the modules, the international participants received a DVD with all the presentations provided by the lecturers, as well as the pictures taken during the week at the TMA. However, the organisers did not provide the presentations in advance, on purpose. Even though they explained it to the participants in advance, these latter ones perceived it as a difficulty in their learning process and they had to take notes during the lectures. Some claims have also been made, mostly during the first module owing to the fact that the audience was 100% German-speaking, for material - and also for transforming the module - in German. Nevertheless, the big majority of the comments demonstrated the high level of satisfaction of the participants with the material provided, especially with the CSDP Handbook. Even though their comments diverge on the level of details to be contained in the Handbook, a number of participants suggested having more illustrative/summarizing schemes at the end of each of its chapters²⁰. It must be noted, finally, that the organisers reminded again at the beginning of the second module that the lack of handouts was intentional, which explains also, together with the lack of “intercultural diversity” that the average grade of satisfaction with learning material increased from 3,2 to 4 out of 6 between the two modules.

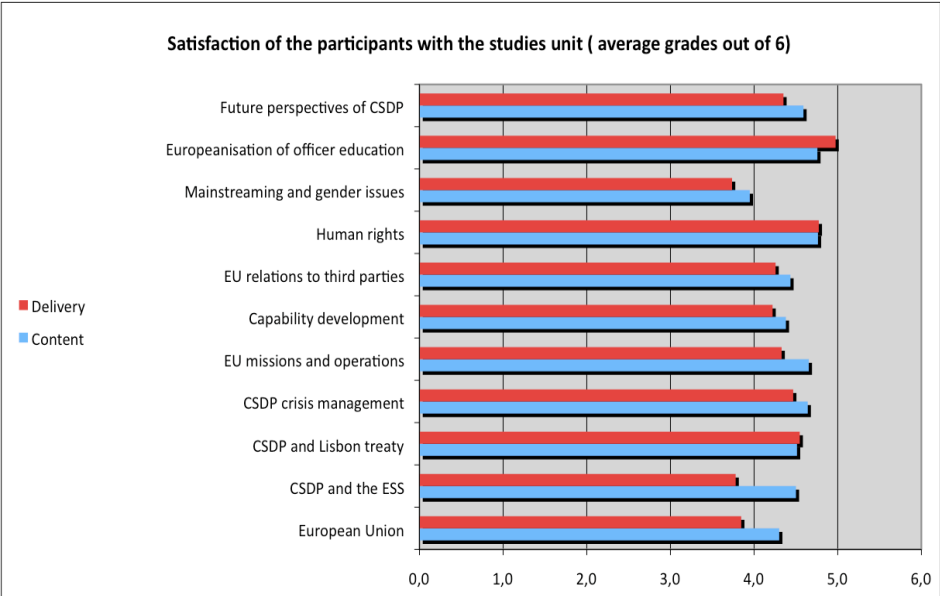
On the method used for teaching CSDP, the participants’ satisfaction depended also very much on the configuration of the module. The shape of the syndicate works has been crucial to this regard, with an average grade increasing from 3,6 to 4,2 out of 6. The participants to the first module, in their comments, called for more interaction between students and lecturers. Even though the syndicates’ tasks had been upgraded in between, the participants to the second module made similar comments for an ever-more interactive learning process. However, they recognised that the syndicates were one of the best aspects of the module, very supportive for assimilating the knowledge and that working in groups in the afternoon also allowed them confronting their ideas and debating about the topic during lunch times. They suggested also shuffling the groups everyday and that the lecturers themselves, or experts, could attend the syndicate works in order to provide additional knowledge and guidance to the groups. The changes operated in the structure of the syndicates between the two modules had thus proven very positive. As common comments for both the modules, however, the participants reported that the level of details and

²⁰ Some of the participants also called for a German version of the CSDP Handbook, which will eventually be edited at the beginning of 2011.

knowledge was perhaps too high for their level and that they found intimidating the fact to be followed by competence observers.

Regarding the content of the module, encompassing both its relevance and utility, the satisfaction of the participants was, like on material and methodology, higher in the second module than in the first one (from 4,1 and 4,2 respectively to 4,5 and 4,6 out of 6). The difficulties perceived were that the module and the CSDP are perhaps to high-level for cadets, especially with regard to the level required for following the course in English. The participants reported that they did not perceive the utility of this knowledge for their short-term career perspective although they were aware that this module would help them very much when they will be sent to a multinational operation, for themselves or for explaining the strings of CSDP to the NCOs they will have under their command. The fact that the second module provided the participants with a situation closer to the real life of CSDP, owing to the wider representation of European intercultural diversity, may explain the higher level of satisfaction with these aspects. Besides, some of the participants were divided on their feeling of being adequately or not prepared to these modules, notably through the IDL phase.

Regarding the learning units chosen by the organisers, complementarily to the core topics agreed during the preparatory work of the ESDC in 2008, the general level of satisfaction of the participants²¹ is equivalent to the satisfaction met during previous CSDP modules. The display of these individual perceptions is shown in the graph below. Naturally, some of the topics are preferred to others, especially when it comes to the details of the preparation and running of an operation, or - as it was an innovation of the Austrian experience - to the education of the European cadets. In general, the grades of satisfaction awarded by the participants were again slightly higher in the second module than in the first one but this might be explained by the fact that the participants to the former one had a better opportunity to self-appropriate the topics through the improved configuration of the syndicate works.



²¹ As he has no expert view on these topics, it does not belong to the evaluator to assess the relevance and delivery of the content of these learning units.

From the comments provided, the participants expressed their appreciation, on the one hand, of panels composed by different lecturers for a same topic which allowed them comparing the diversity of approaches on a given theme, the diversity of backgrounds of the lecturers, the interactive/didactic method of some of them, the provision of additional vocabulary or their equivalent in German, the propositions of case-studies, the visual supports or handouts, depending on the lectures. On the other hand, they reported more divergences on the satisfaction with the density of information received, especially when it came to more “theoretical” issues (*i.e.* the functioning of the EU) the lack of visual supports, handouts, or interaction for some of the learning units. Again, they raised concerns about their preparation prior to the residential phase but, all in all, they reported that all the learning units had their importance even though the most “theoretical” were not fully understood until they had the broad spectrum of CSDP knowledge at the end of their learning process. Constructively, some of the participants suggested also that the teaching on the Europeanization of officers’ education be given at the beginning of the residential phase, as an introduction to the *raison d’être* of the modules, rather than at the end.

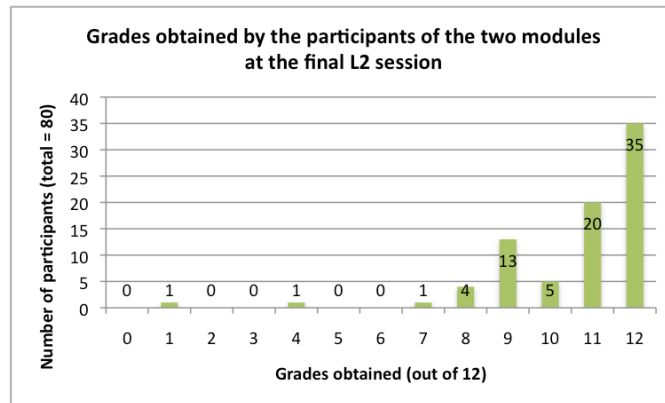
A lecture in front of the class:



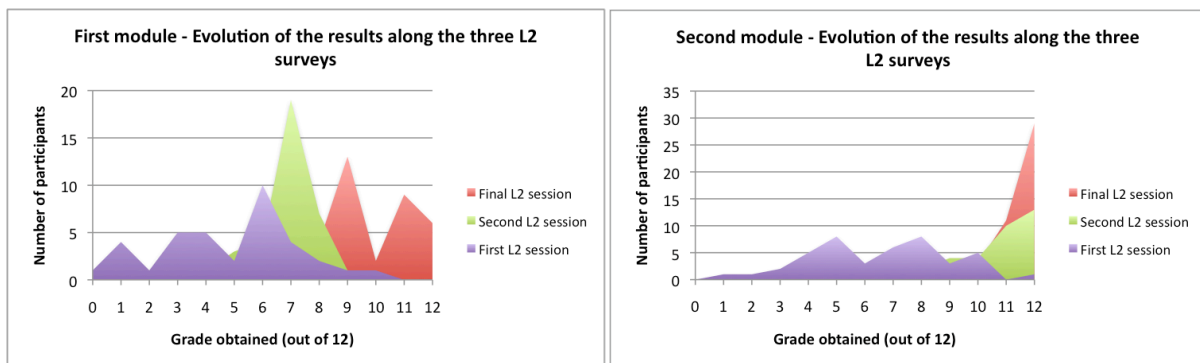
The technical outcomes of this learning process

Knowledge

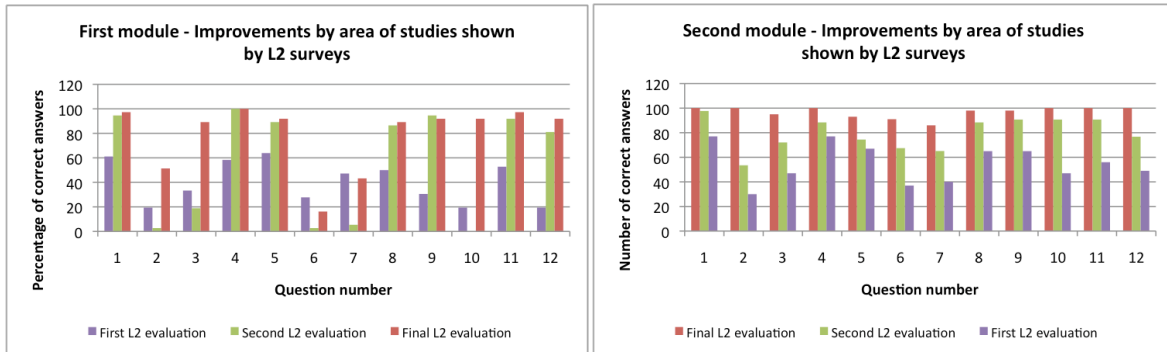
In order to measure the progresses of knowledge of the participants in relation with the CSDP, a third round of level 2 evaluation was conducted at the end of the residential phase in Wiener Neustadt. This evaluation was crucial for the participants due to the fact that the evaluation was also used as an examination and that the results decided on whether they obtained or not the 1,5 ECTS. This “extra motivation” can be effectively read in the results obtained, as seen from the following graph. Only 2 participants - for whom the ECTS did not have importance in their regular training - did not reach the median of 6 and a remarkable number of students, Austrian and foreign confounded, scored 100%.



As seen from the two following graphs, the evolution of the grades has not only been regular but also general. However, it may be concluded, from the data obtained during the second module, that the level 2 survey is incompatible with an application as an examination. The “extra motivation” of the students for filling it blurs somehow the results - as seen from the important number of participants having scored 100% as early as the second round - that would have probably been obtained if they did not have this pressure of the result. Perhaps, a separate questionnaire shall be established for the purpose of the evaluation for the future Austrian CSDP modules, taking into account the content of the lectures and that the lecturing team is intended to be sustained. In their comments, some of the participants plead for having a specific time at the end of each lecture for addressing test-oriented questions. This may probably be connected to a new form of examination for the future.

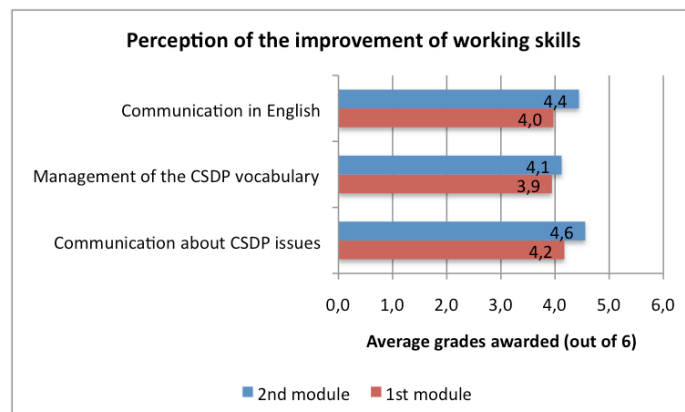


Even though the results let think that the progresses have been - at least partly - “artificial”, these progresses are actual and uniform. The display of the results by themes dealt with in the level 2 questionnaire (following two graphs) show that their knowledge progressed on every area, notwithstanding a notable exception on “crisis management procedures” and “EU-NATO relations” in the first module.



Skills, competences and attitudes

The CSDP modules do not only intend to spread knowledge, which may soon or later fade away, but also to raise skills and competences which support the education of a future military elite on the long-term and, practically, enter into the allocation of ECTS to a learning process. Inspired from the Kirkpatrick's model of evaluation²², the level 3 questionnaire has attempted to monitor the outcomes of the modules with regard to progresses in terms of qualifications other than knowledge. However, it is not the role of the evaluation to define what qualifications an "ideal European officer" shall have. Therefore, the few qualifications approached by the level 3 questionnaire shall only be taken as a sample of (the most logical) qualifications any officer should have, ideally, when sent to a European mission. Furthermore, it would take too long to the participants to take part to an objective survey, like the level 2, on the progress regarding these outcomes. It was thus chosen to ask the participants to self-evaluate their perception of their progresses. The average grades for the two modules are illustrated by the graph below.

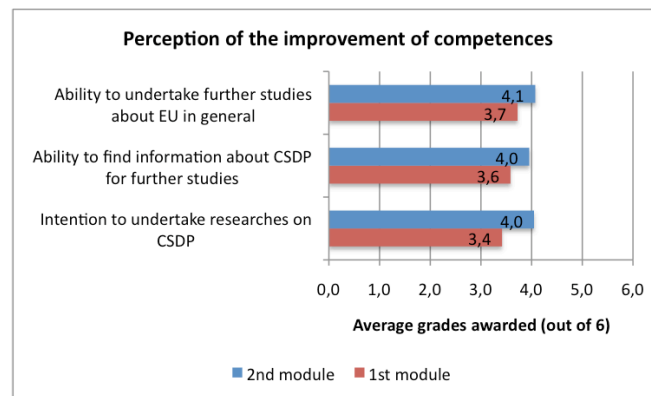


The comments made for the self-assessment of the progresses in communicating in English stressed that taking part to this module has been a challenge to which they felt not prepared enough. However, in listening, talking, and taking part to the syndicates it became progressively easier for them to follow along the themes developed. The module helped them acquiring more vocabulary in English, more self-confidence when they had a multicultural environment. A participant reported

²² In the Kirkpatrick's model, level 3 measures the progresses "on the job" of the trainee. In the case of CSDP modules, the participants do not go back to a job, but to an other and more global educational process.

that it had proved “better than one week in England” for him/her, to this regard. Regarding the improvements on the management of the CSDP technical vocabulary, some participants stressed the important support provided by the CSDP Handbook and the application of these new terms for them in practice during the lectures and syndicates. However, some reported their feeling that the EU Definitions and Acronyms list they received already on the IDL platform was not enough and suggested that an introductory lesson focusing on technical terms would be required. Finally, on the progresses on communication skills about CSDP, the participants generally felt they receive the adequate amount of information and had, at the end, a broad overview of the topic. The module helped them realising the importance, positive or negative, of the CSDP for the Union. Again, as observed through the numbers, the perception of their ability to communicate has changed in function of the intercultural characteristic of the learning environment and the tasks given for group works.

Similar investigations were conducted on the self-assessment of progresses on a sample of competences. The display for the two modules was as follows.

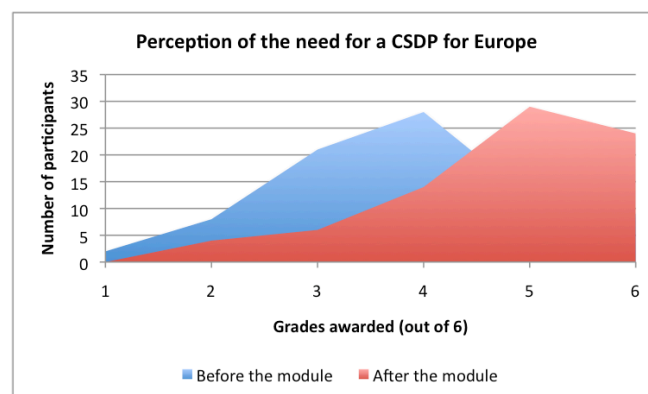


The comments provided by the participants on the abilities to undertake further researches on CSDP and EU comfort the idea that the CSDP module is an adequate introduction to a specialised knowledge. They stated that they had a good basis of knowledge and some material to start from, the CSDP Handbook notably. However, they felt that handouts of the lectures - which they eventually received at the end of the residential phase - and bibliographies would have been an appropriate support to this end. The concrete intentions to undertake such further studies were few, even though the Austrian participants had to write a dissertation on “security policy” issues afterward, but strong: *“It reaffirmed my intention for a career in a multinational field”, “the beginning of an adventure”*. It must be noted that, again, the self-confidence in their own abilities has been more evident in an intercultural environment as provided in the second module.

Syndicate groups, professional and interpersonal learning time:



Finally, the participants were asked to self-evaluate their attitudes with regard to the need for a CSDP for the European Union before and after their participation to the modules. The breakdown of answers is as follows and demonstrates that their position, which is expected to be a long-term gain, has evolved thanks to their experience.



The social outcomes of this learning process

The CSDP modules are not only aimed at learning CSDP but also at learning CSDP in living it. The modules, as it was the case in Austria, are open therefore to international participation. The purpose is to provide the participants with an insight of the interoperable environment they will live in when sent to an international or European operation in sharing their cultures, their visions on the conduct of operations, the traditions of their educational systems and, more concretely, sharing time and living conditions. This immersion into the European diversity was proposed by the Theresan Military Academy, with a relatively small success for the first experience, as already developed, but a greater one for the second module. Parts of the programmes of a vocational or purely social nature were formally dedicated to the fostering of a European *esprit-de-corps*:

- A guided visit through the castle of the Academy;
- Two afternoon sport sessions were organised during the residential week;

- The cadets had to line up together with their Austrian counterpart in the morning before the start of the classes;
- A party was organised by the Austrian students (only during the second module) at the cadets' mess an evening in the week;
- And sightseeing activities in Vienna were proposed, with the support of the Austrian cadets, the day after the end of the residential phase.

Besides, the cadets were free to leave the Academy in the evening and they effectively took these opportunities for more and informal social events.

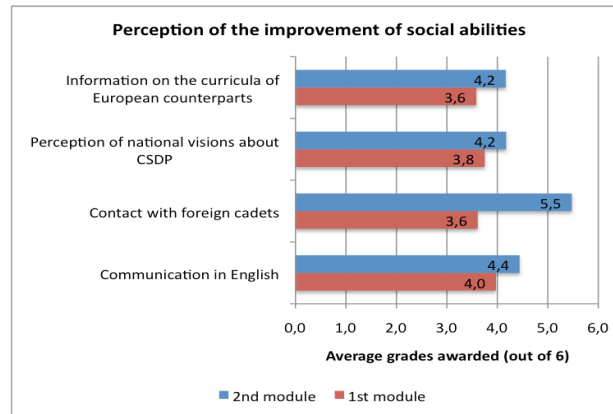
It could be seen from the comments of the participants, the observations of the organisers and the external evaluator that these activities met the expected success and that the cadets interacted from the very first day. The role of sport activities has particularly been stressed, to this regard, and the foreign participants appreciated this short insight of the Austrian training culture that some of them wanted to export to their institutions, especially the activities in groups and the guidance of their colleagues when it came to translating the rules to English...

A sport session after the class, building a European esprit-de-corps:



Even though some of these activities did not have any exceptional taste for the hosting students, they met a high level of satisfaction in general, reinforced the cohesion of the group and the guest participants expressed their gratitude to their counterparts for their warm welcoming.

Considering that technical abilities are as much important for a future actor of the CSDP than the technical ones, the same investigation on the self-assessment of progresses on key abilities was made through the level 3 questionnaire. The display of answers is reproduced in the graph below and obviously depends on the multinational configuration of the audiences.



The comments added by the participants in the evaluation form stressed the fact that the modules gave them the opportunity to open their minds to other perceptions, confront experience, traditions, not only during social timeframes but also during syndicate discussions. The individual level of English was also a factor to take into account and might have limited some of the participants in their interaction with other cadets. However, they also recognized that the module forced them to go over their inhibitions for communicating in English and that it did not impede them creating friendships. As general comments, then, the now usual suggestions were again found: the modules should extend on a longer timeframe with more Member States represented. The final word for this aspect would thus be from a participant who reported that *“(it was) great to work in a combined and joint environment. It is the best way to learn something that is not written in the books”*.

A party organised by the Austrian cadets’ corps:



Participants’ satisfaction and sources for improvements

Finally, the participants were invited, in the frame of the level 1 investigations, to share their view on the aspects they considered negative or positive in the CSDP module they took part and provide their suggestions for further and future improvements. Naturally, these comments were never unanimously shared but they witness the diversity of the audiences.

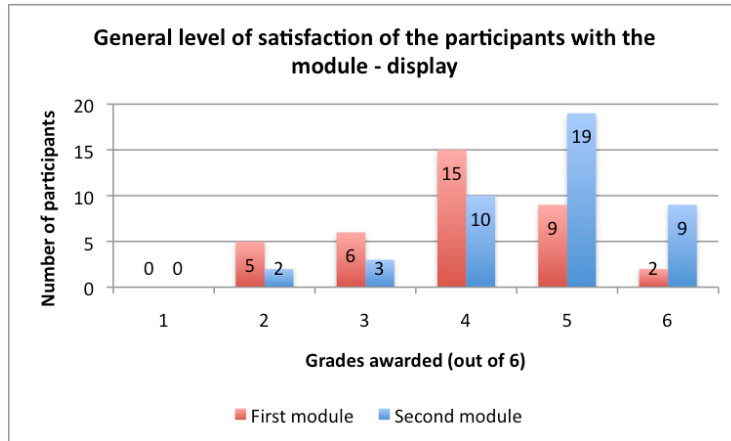
As of aspects they disliked, the participants mentioned that they found the module difficult to be followed in English, owing to their skills, and that they felt unprepared for the teachings about EU in general, which they sometimes considered partial. The

constant presence of “competence observers” also, has been often disregarded. Participants to the first module raised also the limited interest of the task assigned to the syndicates and suggested that an introduction in German, while the entire audience was German-speaking, would have been necessary. The comments from the second module, rather stressed the lack of time in the module -lack of time for the syndicates, lack of time for socialisation- and the inadequacy of the sport activities selected for international participation and their organisation. Only few comments provided mentioned the idea that the module was too high-level for cadets, at this stage, or that it focused too much on the Austrian viewpoint on CSDP.

As of the aspects they liked, it is interesting to note that comments from the first module generally stress the organisational aspects, such as the diversity and quality of the lecturers although the comments from the second module deal more with the learning environment: creating friendships, a taste of interoperability, the critical thinking in syndicates, the taste at the Austrian way of life and the role of the host cadets. Even though such difference appears logically, these participants from the second module did not forget either the organisational aspect. Altogether, they emphasised that taking part to these modules allowed them to be more familiar with a topic they rarely approached before, which is the main goal for the CSDP modules, and that they had a first insight of the strategic level in which their national armed forces are active.

As it could be expected from the observations summarized along this report and the previous experiences of the CSDP modules, the suggestions for improvements provided by the participants mostly focused on key ideas such as international participation, interaction among participants and between participants and lecturers (even after the changes operated in the syndicates), “handouts” and extended timeframe for these modules. Some participants, from both modules, also suggested that, because they considered that the level of detail of the module was too high, the module be rather proposed to cadets at the end of their curriculum, after they have a first “political education” which would provide them with the keys for understanding the complex issues raised. Naturally, it has also been suggested to suppress the “competence observers” or, in order to “de-formalise” the experience, to leave the cadets free not to wear the desk uniform during the lessons. There had also been suggestions for innovations that were formulated, such as delocalizing the teaching on the relations between EU and the United-Nations (UN) to the “UN City” in Vienna, where many of the UN institutions seat, which would provide them also with the opportunity for sightseeing in the capital altogether. Furthermore, some of the participants called for similar common modules, notably on international humanitarian law as the Implementation Group of the Initiative currently develops.

All in all, these comments show that the Austrian experience of the CSDP module fulfilled the objectives it was assigned and that these participants self-appropriated the module, even proposing innovations for the future organisation of the module. As shown by the graph below, the modules, even though the levels are different, met high levels of satisfaction. The average grade awarded for the first module amounted 4 out of 6, 5 out of 6 for the second module. This difference, even if the individual themselves were different of course, is undoubtedly the mark of the changes that happened in the configuration between the two modules and which could be felt rather than quantified in Wiener Neustadt as a “European environment”.



Lessons learnt for the initiative

Even though the CSDP module has been now organised several times in different Member States, the Austrian experience brought its own stone to the construction, pointing at new challenges or confirming trends indicated since previous modules. During summer 2010, a first investigation inspired from Kirkpatrick's level 4 was conducted and pointed at international participation and long-term planning of the exchanges as a key for the success of these modules. While the data and opinion surveys made from the two Austrian module tend to confirm and measure somehow the importance of the first factor and of the principle of reciprocity, the measures taken for communicating on the organisation of these modules by the TMA did not seem to have reached their objective. The line of development 6 of the Initiative on communication, recently launched, will certainly provide solutions to this regard, notably in creating a newsletter of the mobility in military basic education. Furthermore, a regularly updated database of the points of contacts dealing with all mobility aspects within their educational institutes, which shall be a quick win in term of timeline, would be highly necessary with view to future organisation of educational events open to international participation.

The Austrian organisers had different needs compared to previous CSDP experiences, relating to the pool of lecturers. The intention was to sustain a team of lecturers who might be able to come back for future editions of the module. Therefore, the need for information on potential lecturers, notably through the construction of an academic database²³, was lower than in past organisation of the module. The need for coherence and cohesion, however, was particularly strong. Meetings and continuous contacts between the organisers and the lecturers, at the end, allowed avoiding repetitions to a maximum extent and better preparing the syndicate works, notably.

The Austrian experience offered also some prospects with regard to the work currently under development in the line of development (LoD) 2 of the Initiative, on the creation of a common framework of qualifications in military higher education. The matrices and the concept of a "qualifications-other-than-knowledge" evaluation according to these definitions of learning outcomes may provide the LoD 2 with an example of the concrete implementation of a qualification framework at the level of a course, a view on the final end-use of the forthcoming framework. The principle of an examination at the end of the module as a condition for the award of ECTS is also an important added value of the Austrian experience, since it has been called for by military institutes in the level 4 investigations. It will undoubtedly contribute, if it is extended to other future CSDP or other common modules, to generalise the recognition of the *acquis* of these modules. As it corresponds to the requirements of most of the educational institutes in Europe, the fact that the module is sanctioned by an examination will certainly incite the sending institutions not to add extra workload on the shoulder of the participants. In the same line, the Austrian organisers offered potential solutions for the discussion on the amount of ECTS to be attached to the CSDP module, even though the scope of the recognition belongs to the sending

²³ Under construction as of December 2010.

institution, ultimately. The TMA is willing, indeed, to extend the additional 0,5 ECTS solution it found for its cadets to the foreign participants if their institutions so wishes, for example if they cannot recognise half-ECTS points.

Finally, it may be suggested that the next “Train-the-Trainers” seminar, aiming at updating the knowledge of potential lecturers or organisers of CSDP modules on these modules, addresses on a comprehensive way these lessons learnt. The next seminar is planned for being held in September 2011 in Brussels. Indeed, after a year and a half of experience, 7 modules conducted in 4 Member States and 421 participants up to December 2010, these lesson learnt may be discussed with a fresh view, possibly leading to new developments in the organisation of the CSDP modules or the common modules in general. Therefore, it may be suggested to draft a compendium of the best practices developed by the different organising structures out of the external evaluation reports and data and discuss them within the group of participants to the “Train-the-trainers” seminar.

Conclusions:

The two CSDP modules conducted at the Theresan Military Academy in October and November 2010 had been a success not only from the satisfaction aspect but also in terms of outcomes. 80 participants from 6 Member States were introduced, for most of them for the first time, to this important theme for the future of the European armed forces and gained precious understanding, skills, competences and attitudes that are expected from a future actor of the European defence. The external evaluation provided through this report attempted to measure these outcomes but does not pretend to have made an exhaustive list of them.

The CSDP module, itself, is a living support of this acquisition of qualifications by the future military elites and is in constant evolution, as the Austrian experience demonstrated. With the Austrian organising team, the CSDP module went again deeper in its articulation with the regular basic education and training of an officer as it is driven by the national institutes. It became a core component of the Austrian educational offer, thus creating the need for a sustainability of its lecturing resources on the long run. It became “hard” education in the meaning that the learning process is sanctioned by an examination, which decides upon the award of ECTS credits or not. It became comprehensive in the meaning that learning outcomes had a real importance in the learning process of a student and have an impact on his/her curriculum.

The CSDP module is still in growth, therefore, but the key for success remain those who contributed to its success since the beginning for its organisers, lecturers, participants and stakeholder institutions: international participation and interactive learning. It has been seen, from the investigations conducted during these two modules, that any improvement made for transforming the pedagogy toward an even more interactive learning process is rewarded by a higher level of satisfaction and an increased self-confidence of the participants in their individual abilities. In the same way, international participation remains a strong expectation of the participants and the key for broadmindedness, solid networking and self-development of the individuals and the group. The intercultural aspect of the module means for the participants that “living CSDP” is complementary to “knowing CSDP” while it is a profound characteristic of the CSDP itself: the superposition of defence cultures, traditions and objectives.

In Wiener Neustadt, the organisers found original solutions for bringing more interactive learning in the process and successfully put them into practice. However, the international active participation is a conjectural element that does depend on a variety of factors. Therefore, international coordination, notably within the Initiative for the exchange of young officers, is undoubtedly a key for the success of the future CSDP modules in particular, which the cadets expect to be generalised to all their European counterparts in the future, and the common modules in general.

Annex 1: Programme of the residential phases

Sunday	Monday,	Tuesday,	Wednesday,	Thursday,	Friday,	Saturday
<ul style="list-style-type: none"> • Arrival • In-processing 	<p>0800-0845 <i>Opening Ceremony</i></p> <p>0900-0945 <i>Key-note Speech</i></p> <p>1000-1230 <i>The European Union</i></p> <ul style="list-style-type: none"> o History o Bodies institutional framework o Achievements o CSFP 	<p>0800-0930 <i>CSDP & Lisbon Treaty</i></p> <ul style="list-style-type: none"> o Novelties of CSFP/CSDP o External actions of EU <p>1000-1230 <i>CSDP Crisis Management</i></p> <ul style="list-style-type: none"> o EU as active global player o Mission spectrum & geographical scope o Internal structures o Agencies in the field of CSDP o Decision-making 	<p>0800-1230 <i>EU Missions & Operations</i></p> <ul style="list-style-type: none"> o Overview o C2-options o Civil-military coordination & cooperation (CMCO) o Security Sector Reform (SSR) o Financing of CSDP actions o Examples in depth (case studies) 	<p>0800-0930 <i>EU Relations to Third Parties</i></p> <ul style="list-style-type: none"> o NATO, UN, AU, ASEAN o Regional aspects and neighbourhood policy <p>1000-1130 <i>Human Rights</i></p> <p>1145-1230 <i>Mainstreaming and Gender Issues in CSDP</i></p>	<p>0900-0945 <i>Europeanization of Officer Training</i></p> <p>1000-1230 <i>Future Perspectives of CSDP</i></p>	<ul style="list-style-type: none"> • Visit of the Military museum, tour in Vienna • Out-processing • Departure
	1230-1330 Lunch	1230-1330 Lunch	1230-1330 Lunch	1230-1330 Lunch	1230-1330 Lunch	
	<p>1330-1500 <i>CSDP and ESS</i></p> <ul style="list-style-type: none"> o EU as global player o EU in a better world o Key message for CSDP <p>1515-1600 <i>Syndicate Work</i></p> <p>1615-1700 <i>Q & A Session</i></p>	<p>1330-1415 <i>Syndicate Work</i></p> <p>1430-1515 <i>Q & A Session</i></p> <p>1600-1730 <i>Sports</i></p>	<p>1330-1500 <i>Capability Development</i></p> <p>1515-1600 <i>Syndicate Work</i></p> <p>1615-1700 <i>Q & A Session</i></p>	<p>1330-1415 <i>Syndicate Work</i></p> <p>1430-1515 <i>Q & A Session</i></p> <p>1600-1730 <i>Sports</i></p>	<p>1330-1515 <i>Final Exam</i></p> <p><i>Evaluation</i></p> <p>1530-1615 <i>Hot Wash-up</i></p> <p>1615-1700 <i>Closing Ceremony</i></p>	
	1700-1745 Dinner	NLT 1745 Dinner	1700-1745 Dinner	NLT 1745 Dinner	1700-1745 Dinner	
	1745-1900 <i>Guided Tour of the Old Castle</i>		1800-2100 <i>Students' Party</i> organised by Austrian Students		Departure	

Annex 2: Level 2 questionnaire

EVALUATION of EFFECTIVENESS

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

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

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

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

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

3) The **European Commission:**

- Is fully engaged in all CSDP activities
- Finances all CSDP activities
- Is closely associated with the CSDP activities
- Does not participate in CSDP activities

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

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

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

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

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

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

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

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

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

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

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

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

10) The Capability Development Plan is:

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

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

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

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

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

Thank you for your co-operation!

Annex 3: the Austrian matrices of learning outcomes

Perceptible features of competences „Initial Lecture“	Day / Sheet / 1	OCdt
1. Personal competence		
1.2.2 acts in accordance with military rules and regulations		X
Observes the proper dress code		
Applies military courtesy		
Catches the speaker's eye appropriately		
Maintains an upright bodily position		
States name and nation		
1.2.3 performs reliably even without supervision		X
Features classroom co-operation by asking relevant questions		
Shares with the audience own opinion on the topic		
2. Social-communicative competence		
2.2.3 argues sensibly to the task given		X
States the overall connex of his/her question		
Conveys properly his/her arguments on the topic		
Formulates his/her question in a appropriate way		
Formulates his/her questions in a stringent way		
2.2.4 listens actively, formulates questions		X
Listens actively (behaviour of the listener)		
Asks questions		
2.2.6 expresses himself/herself with regard to the respective topic		X
Speaks with a clear voice		
The voice of the speaker is adapted to the size of the lecture room		
Uses a foreign language properly		
Does not utter (hm,aa etc.)		
3. Technical and methodological competence		
3.1.4 identifies intercultural interdependences		X
The question deals with national/international aspects		
The question deals with probable consequences, interdependences, solutions		
Is aware of cultural differences		
3.1.6 terminology is clear and concise		X
Uses a correct terminology in the foreign language		

= passed

remarks:

Observer:

Perceptible features of competences	Day / sheet	OCdt
„Syndicate Work“	/ 2	

4. Personal competence	SW
1.1.1 Acts according to general norms and attitudes	X
Always applies the principles of political correctness vis-a-vis fellow citizens	
Always applies the principles of political correctness vis-a-vis the sovereign and its const. institutions	
Abides by the law and customs	
1.1.6 Is unbiased to other cultures	
Always applies the principles of political correctness vis-a-vis other nationalities	
Always applies the principles of political correctness and does not discriminate other races	
Always applies the principles of political correctness vis-a-vis other denominations/religions	
1.2.3 performs reliably even without supervision	X
Works actively and catches the speaker's eye	
Shares with the audience own opinion on the topic	
Instigates fellow students' commitment and co-operation	
5. Social-communicative competence	
2.2.2 clearly expresses their „train of thoughts/ ideas“	X
Speaks clearly	
Has a good knowledge of the foreign language	
Keeps focused in their argumentation	
2.2.3 remains connected to their assignment when presenting arguments	X
Keeps focused on the topic and content	
Possesses technical competence	
Applies proper technical terminology	
6. Technical and methodological competence	
3.1.4 identifies intercultural interdependences	X
Gives clear statements on the given topic	
Is aware of cultural differences	
3.1.6 uses a clear and concise terminology	X
Can express himself/herself properly in a foreign language	
3.2.4 thinks speak and sets proper priorities	X
7. Action competence	
4.1.1 sets the input for the group's co-operation	X
Instigates fellow students' commitment and co-operation	
Persuades others to take part in the discussion	
4.1.4 shows the willingness to take over responsibility	X
Takes over the initiative	
Leads the group	
4.1.6 acts according to the task given	X
Prepares questions	
Asks questions properly	
Sticks to the time schedule	

= passed

Remarks:

Observer:

Perceptible features of competences „Q & A“	Day / Sheet / 3	OCdt
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8. Personal competence		
1.1.2 Reflects in their opinion moral values and norms		x
Always applies the principles of political correctness vis-a-vis fellow citizens		
Always applies the principles of political correctness vis-a-vis the sovereign and its const. institutions		
Abides by the law and customs		
1.2.2 acts in accordance with military rules and regulations		x
Observes the proper dress code		
Applies military courtesy		
Catches the speaker's eye appropriately		
Maintains an upright bodily position		
1.2.3 performs reliably even without supervision		x
Features classroom co-operation		
Shares with the audience own opinion on the topic		
Persuades others to take part in the discussion		
9. Social-communicative competence		
2.2.2 clearly expresses their „train of thoughts/ ideas“		x
Speaks clearly		
Good knowledge of foreign language		
Keeps focused in their argumentation		
2.2.3 remains connected to their assignment when presenting arguments		x
Is focused on the topic and the content		
Has technical competence		
Applies proper technical terminology		
2.2.4 listens actively and asks questions		x
Listens actively		
Asks questions		
2.2.6 argues sensibly to the task given		x
Speaks loudly and clearly		
The voice of the speaker is adapted to the size of the lecture room		
Makes proper use of the foreign language		
Does not utter (hm,aa etc.) (äh, hm, aa etc)		
10. Technical and methodological competence		
3.1.4 identifies intercultural interdependences		x
Gives clear statements on the given topic		
Is aware of cultural differences		
3.1.6 terminology is clear and concise		x
Uses a correct terminology in the foreign language		
11. Action competence		
4.1.4 shows the willingness to take over responsibility		x
Takes over the initiative		
Leads the group		

☑ = passed

Remarks :

Observer: