



# **Europe for the Future Officers, Officers for the Future Europe**

## ***Compendium of the European Military Officers Basic Education***

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Polish Ministry of National Defence

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A Virginie.



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## Foreword by the Polish Presidency

*The European Initiative for the Exchange of Young Officers, Inspired by Erasmus Programme*, is the concept aiming at improving the quality of educating and training within the EU Member States that are involved in this Initiative. Developing international cooperation among military schools through exchanging cadets – candidates for professional officers, junior officers, combined with the mobility of lecturers and instructors, becomes the kernel of the Programme. The particular objectives are related to such matters as: standardization of military training programmes, ensuring high quality of European military education, enabling students and academic teachers to obtain additional competences and experiences in military schools within the European Union, enhancing more structured cooperation among military academies and colleges, increasing availability with strengthening a positive image of military higher education system among the EU Member States.

Poland has been an active member of the Initiative since the Programme was launched in 2008. The participation in all major conferences and seminars by both experts and cadets, acting for the Implementation Group and other working groups, organizing High Level Conference in Warsaw in 2011 and publishing the compendium on *Europe for the Future Officers, Officers for the Future Europe - Compendium of the European Military Officers Basic Education* not only demonstrate a substantial involvement in *The European Initiative for the Exchange of Young Officers, Inspired by Erasmus Programme*, but also show the desire to give a new impetus to the concept. Elaborating on the Compendium together with Sylvain PAILE and ESDC, and publishing it, deserve for special attention and appreciation. Through the initiative of the Department of Science and Military Education of the Ministry of National Defence, today we can present, for the very first time in the history of European cooperation, the complete and confirmed by all countries, the source of information on military higher education systems within the European Union.

Handing this Compendium shall not only be a permanent trace of the Conference, but also a proof of a special contribution to strengthen, develop and enrich a symbol of new quality and a new model of military higher education in the EU.

**SECRETARY OF STATE**  
  
**Czesław MROCZEK**





## **Foreword by the European Security and Defence College Secretariat**

Since the adoption of the European initiative for the exchange of young officers, inspired by Erasmus, in November 2008, several projects and concrete actions have been launched and many of them have already conducted to results. These actions reflect the complexity of the Initiative and the variety of existing systems in recruitment and education in use in all Member States, looking in the same time in the short term, with some quick wins, and in the middle-long term with more in-depth analytic lines of development. When defining the actions to be taken, the Implementation Group created to implement the Initiative, makes best use of already existing other initiatives like the European Union's Life Long Learning Programme and avoids duplication or interference with existing military educational cooperation between the Member States.

In particular some specific analysis have been conducted, from the initial stocktaking done by the ESDC Secretariat – a first approach to the study of the basic military education in Europe – to the detailed stocktaking elaborated by Mr. Sylvain Paile from the University of Liège and supported by the **ESDC Secretariat**. These have been the first fundamental steps to approach the problem of understanding and comparing the different systems, in support of the national decision makers in charge to identify and implement the exchange programmes.

The next important steps were to make a legal basis for all the exchanges during the programme, which Member States can use if they wish and to create the conditions for mutual recognition of the received education and training during the exchanges. The Framework arrangement aims to highly reduce the administrative burden for the training institutes that send their student on an exchange programme, whilst the recognition of the training and education makes the exchange even more attractive for the exchange student

As the general aim of the Initiative is to enhance the interoperability among European Armed Forces, as well as to develop a common security culture and shared values, the studies on the basic military education in Europe should consider and support activities of different nature, like the pure academic together with more “ethic” and moral aspects, cultural and social activities, leadership training and traditional military instruction and discipline, physical training and practical professional courses. The balance of all these components is the key for

achieving the expected results of the basic education for our officers and military leaders to be prepared for the current and, mainly, future operational engagements.

A comprehensive overview of the basic military education in the different Member States therefore has become an urgent requirement for conceiving, planning and adopting exchange programmes. This *Compendium of the European Military Officers Basic Education* is conceived to compare the basic educational systems of equivalent branches/services in all Member States, with synthetic and friendly usable information. This is why this compendium strongly supports the Initiative and facilitates the work for all actors involved in the implementation of the Initiative.

It is not aimed to enter in specific details of each training activity, while it is providing information useful also in the case of partial/limited equivalence in the recruitment and educational systems, practical activities or curricula of studies. The singularities of some Member States have been taken in careful consideration with the aim to offer the widest range of opportunities to identify the most appropriate and effective exchange programmes in any possible field of the basic education of young officers

Terminology used also represents an added value of this compendium, as it shows and explains how the most frequent terms are used in the Member States, when it is necessary to take decisions on a precise information framework. Even if it does not enter in specific details of course curricula (this is the aim of specific lines of developments launched in the context of the Implementation Group), it helps to understand the general philosophy of each system and the main framework where to identify the areas of reciprocal interest.

All in all, the Compendium represents a further conceptual step towards a stronger and closer cooperation between Academies and Training Centres, it will be the basis for a full reciprocal understanding: another important cornerstone in the construction of the Initiative and, by consequence, in the realisation of more effective Armed Forces in Europe.

## Introduction

The profession of a military officer in the European Union (EU) Member States is one of the professions that are the most open to the international realities. In principle, today, a military officer cannot go over the complex realities of the world and the international law in his profession, similarly to a certain extent to civilian airplanes and boat pilots. *A fortiori*, if these officers belong to the Navy or the Air Force, international regulations are their daily duties.

The classical mission assigned to the armed forces in the countries of the European Union, meaning the physical defence of the national borders and territory, has not become obsolete but cannot be regarded as the daily task of the different services anymore. Internal and external security of the Member States must now be assured beyond national borders, following multiple forms and in cooperation with a new range of partners.

The operations, so-called “other than war” operations, first, have acquired a considerable importance for the Europeans in the maintaining and enforcing of international peace, which does not mean however that the military forces have become inadequate. They adapt in order to add new functions and capabilities to the core of their assignments.

Acting alone, for the armed forces of a State, has become unlikely. No EU Member State, in particular, is politically, financially or materially able to act unilaterally on the international scene. In parallel, new partners have emerged, in the sense that, especially in the European context, participation of civilian actors to the missions and operations for peace has become important and that the political and democratic support both inside and outside the Union – specifically in the countries where the operation is set - is necessary and looked for.

Education and training of a European military officer, therefore, must give importance to the values of flexibility and open-mindedness in order to create adequate capabilities for the future security of the Union. These values must be taught to these future military elites as early as possible in their educational and training process since, in many European States, young officers will be confronted with the international dimension of their job as soon as they are posted as leaders of units. Most of the European armed forces, to this end, have chosen to make them familiar with this reality through mobility during their initial education, *i.e.* the first education received by a young man or woman for being commissioned as a leader in their armed forces. Exchanging future officers or instructors, however, is a challenge for these armed forces since it mobilises logistical and financial resources as well as strong political commitment.

It has been observed<sup>1</sup> that, in terms of mobility in this preparatory stage for the career as a military officer, the European Union Member States rely mainly on the educational and training capacities of other Member States for their exchanges. Most of the outward mobility is European. This confidence in the internal capabilities is also confirmed by the choice made by the Member States which do not have indigenous facilities<sup>2</sup> to have recourse to the capacities of other Member States for the education and training of their military elites. Europe is autonomous.

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<sup>1</sup> Sylvain Paile, *European Military Higher Education Stocktaking Report*, Council of the European Union DG F, Brussels, May 2010, p. 96.

<sup>2</sup> Three Member States do not have any basic education and training capacity for their military officers: Cyprus, Luxembourg and Malta.

Furthermore, the European basic education and training systems exert their influence worldwide. Most of the EU Member States, indeed, educate and train officers for other countries from the other continents<sup>3</sup>. It is a priority therefore, with regard to the persistence of the excellence of the European know-how as well as the maturation of the European Common Security and Defence Policy (CSDP), to promote the inner dimension of the mobility of the future European military officers and their instructors.

The European initiative for the exchange of young officers inspired by Erasmus (the Initiative) is one of the initiatives which can be met on the European continent and which is meant to enhance and develop the mobility of the future officers who will be, one day, conducting the European missions and operations. The specificity of the Initiative is that, based on the observations of the mobility as it has been experienced by the military institutions, it intends to provide common references and tools for raising the obstacles these institutions can meet when planning exchanges. Its ambition goes beyond the mere reunion of both offer and demand of mobility since it also aims at enhancing cohesion and coherence between the different basic education systems as implemented by the different – and sovereign – Member States.

It is therefore for this objective of European mobility of the young officers in their basic education that the Polish Presidency of the Council of the European Union, held during the second semester 2011, decided to provide all European Member States and their military institutions with a compendium of the national basic education and training systems. This compendium can be seen as a contribution not only to the Initiative but also to any initiative meant for developing the exchanges of cadets, instructors or administrative personnel with European military institutes. It contains, indeed, precious information on the logic, the structure and the ambitions of the education and training provided by 26 Member States<sup>4</sup> to their future chiefs before they are given the commandment of a unit. The Polish Presidency of the Council of the European Union designed this instrument primarily for a regular use by any staff responsible for the international relations in the military schools but also by personnel in charge of the development and reforms of the military education, national representatives at the European or international level dealing with the enhancement of military mobility, cadets themselves, researchers and, in general, anyone curious to have an overview of the cultures of the Member States with regard to the training of their officers.

In order to collect the information, the Polish Presidency of the Council of the European Union asked the European Studies Unit of the University of Liege (Belgium), with the support of the European Security and Defence College Secretariat, to organise a European-wide investigation involving all the Member States and their institutions. This compendium is thus the result of a collaboration between all the Member States, their institutes and, for those which take part in the Initiative, the national delegations at the Implementation Group, which were invited to comment, amend and update<sup>5</sup> “identity fiches” for each branch of the armed forces (Army, Navy, Air Force and Gendarmerie). Following the same method, synthetic schemes presenting the paths for becoming an officer in the different Member States have been established in order to show also the parts of the basic education and training of an officer which are not necessarily under the responsibility of the military institutes. This

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<sup>3</sup> See Sylvain Paile, *op. cit.*

<sup>4</sup> Denmark has opted-out from the Common Foreign and Security Policy of the European Union.

<sup>5</sup> Based on the information collected through questionnaires for the Stocktaking on military higher education. Sylvain Paile, *op. cit.*

compendium, therefore, provides an overview of the mosaic of systems and allows comparison between the respective and national *spécialités* that are the strength of the European Union.

Owing to the relatively high level of expertise of the targeted audience, the usual process of delivery of observations prior to the development of explanations will be, hereafter, reversed. The objective of this compendium being to provide comparable information, it appeared necessary to provide the reader, in the Part One, with the keys for understanding and reading the European military officers' basic education in its abstract diversity and complexity. This part, which can also be seen as a manual, is a development among the notions and concepts used for defining the contents (Chapter One) and the shapes (Chapter Two) of this specific form of education, on the one hand, and, on the other hand, for highlighting the best internal conditions for the military institutions for enhancing the mobility of their students and staff (Chapter Three).

The Part Two of this compendium is entirely dedicated to the observation and presentation of the different systems as they are actually implemented in the European Union Member States. A comment on the categories of information contained in the synthetic schemes and fiches approved by the States and their military education and training institutes (Introductory Chapter) is given as an introduction to their presentation through a "catalogue" of the European systems.



## **Part One: Understanding officers basic education systems**





## Chapter One: European “military officers basic education”

Before examining in detail the complex reality of the European education and training of prospective military elites, it is important, through this first chapter, to circumscribe and explain the key concepts which characterise modern European military officers’ basic education and which single this specific branch out of the “higher education” - as known in the civilian area in general. The education and training of the prospective officers, in the European Union, is the sole responsibility and competence of the Member States. Therefore, any European approach of the key concepts which compose the term “military officers’ basic education”, shall reflect the diversity of the teaching and learning systems as adopted and implemented in and by the States.

### 1. Military officers...

The term “military officer” does not seem difficult to define or to delimit at first sight. However, for the needs of the present review of their modes of education, comments must be brought. The status of being a military officer or not, as well as the ranking system and their education and training, naturally depends for its definition on the Member States and the rules which govern their armed forces. However, as a common point in all EU Member States, military officers compose the highest category of leaders and chiefs in the military hierarchy. Being on the top of armed forces supposes that an officer possess special knowledge, skills and competences, that make her/him a suitable leader.

Historically, strategically and sociologically these qualifications have always been the subject of national debates. The choice between “elite soldiers” – theoretically referred to “Spartans” - or “strategic” – theoretically referred to “Athenian” - officers<sup>6</sup>, or to say it in another way, the predominance of muscles or brain in the ideal leader, have decisively influenced defence culture and policies, the conduct of military operations and the social acceptance of a military elite by civil societies<sup>7</sup>.

In the picture of the European officers’ education, the status of an officer is most often the final end of the basic education, its ultimate achievement. The basic education is a stage on the way to become an officer and the subjects of this pedagogical process are only military elites “to be”. The candidates become officers only after their **commissioning**, which is an official nomination as a fully-fledged officer of the national armed forces. In some Member States, this evolution from the status of an officer-to-be to a full member of the professional society of the highest military chiefs, is formalised and corresponds to the ceremony that ends apprenticeship within military schools. In some other it does not: the officer may be commissioned after additional training within specialised centres or units or he/she may also be commissioned before the end of his/her basic education and training curriculum – eventually receiving a higher rank at the end of this curriculum. In this latter case, a distinction shall be made between **student-officers**, who are prospective commissioned officers in their studies, and **officer-students**, who are commissioned officers continuing their

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<sup>6</sup> For more information on this distinction, see Harry Kirkels, Wim Klinkert, René Moelker (eds.), *Officer Education: The road to Athens!*, (NL Arms, Netherlands Annual Review of Military studies, 2003) or Peter Foot, “Military Education and the Transformation of Canadian Armed Forces”, Canadian Military Journal, Spring 2006, p.15.

<sup>7</sup> Giuseppe Caforio (eds.), *The European officer: A Comparative View on Selection and Education*, European Research Group on Military and Society, Edizioni ETS 2000.

studies. Commissioning, therefore, is not the strict end limit of the basic education. As will be seen notably in Chapter Three, this theoretical disconnection between “commissioning” and “basic education” has been a formal obstacle to the development of the European mobility initiative. As a consequence, the term “young officers in their basic education” - referring to both student-officers and officer-students - will also be used.

One may wonder, at this stage, why classical terms such as “**students**”, or “**cadets**” – the latter one having already a military connotation – are not used to refer to the prospective military officers completing their basic education. In the most accepted sense, the two terms reflect different aspects of the nature of a prospective officer: “Cadets” is used to mirror a military predominance in learning and training tradition although “students” – as referred to in civilian education - reflects a predominance of the academic aspect. Sociologically also, the choice between these two terms illustrates different concepts of how the basic education is processed. The name “student” mirrors a learning process that is similar to a civilian student, including his/her freedom and relationship notably to the other students and teachers, although “a cadet” suggests that military life and discipline fully apply to the curriculum. In the next sections, however, it will be made clear that neither of these terms can be exclusively used when describing the basic education of an officer. Both of them, therefore, will be used interchangeably for referring to the same category of subjects of the basic education and training of the military officers.

The scope of this compendium may also be more restrictive than the extent of the status of an officer. Armed forces, indeed, are often divided, depending on the national organisation, into “**branches**” or “**components**”; the most famous being Army, Navy and Air Force. In five European Member States a separate Gendarmerie branch exists, which is connected in different ways to armed forces and the ministries of defence, what in turn depends on the link the States organised or reformed together with military police or civilian police forces. These five States - namely France, Italy, Portugal, Romania and Spain - together with the Netherlands<sup>8</sup>, are the members of the European Gendarmerie Force (EGF), which is an initiative “aimed at improving the crisis management capability in sensitive areas”<sup>9</sup>. Owing to their historical link with the military chain of command and the nature of the education and training, Gendarmerie officers’ schools of the five above-mentioned Member States were invited to take part in this European compendium and to provide information on their education and training systems.

In two Member States, namely Poland and Romania, the prospective officers with an engineering-linked profession but affiliated to the Army and Air Force, are educated in institutions that are separated from the other specialties of these two components. In the other ones, most of the basic education of these engineers is given by the military institutes which provide it for the entire branch(es). Some parts of the academic education of the engineers, however, may also be provided by civilian institutes. Despite their single characteristic, the Polish and Romanian military engineering institutes were invited to present the education they provide in this compendium, within separate fiches.

Medical officers’ schools, on the contrary, were not invited specifically. In the European Union, indeed, medical officers’ statuses differ from one Member State to another. In some of them, a medical branch exists beside the Army, Navy and Air Force so education and training

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<sup>8</sup> In Netherlands, the Gendarmerie Corps is no longer connected to the military sphere.

<sup>9</sup> Official website of the EGF: <http://www.eurogendfor.org/>.

of these officers are separated and specifically dedicated to officers' schools, like in France. In other States, medical professions are only a specialty and belong to one of the "main" branches. In this latter category, the officers may either be educated and trained with the officers of the branch they belong to (e.g. in Portugal and Italy), or they may be educated in civilian higher education institutes and receive a complementary training in military institutes or units in order to be commissioned, (e.g. in Belgium). Information about their basic education and training may eventually be found in the fiches related to Army, Navy, and Air Force branches and schools, where the Member States adopted this organisation. No separate and specific investigation was conducted on these training systems because medical professions cannot be unanimously considered as forming an autonomous branch with a separate basic education system.

Despite national specificities according to which other professions may be seen as belonging to separate military branches, such as Coast Guards and Finance Guards in Italy (*Guardia di Finanza*), the basic education and training of their officers were not retained for this compendium. Their extreme singularities in the European Union's military frame did not allow to present a comparison for the object of this compendium.

Nevertheless, not all officers of these four branches identified above will be included in this elaboration. In most of the European Union Member States, indeed, different ways of how to become an officer of armed forces exist. Even though a specific – and basic – education and/or a training are necessary for promoting an officer, this education and/or training differ from one category of officers to another one. For example, reserve officers do not need, for the service of their national armed forces, to accomplish the same curriculum as the regular armed forces. In the same way, non-commissioned officers promoted to officers' ranks do not need to go through the same military training than the candidates who are issued from direct recruitment. Finally, one must note that for some specific professions, such as medical officers as mentioned earlier, military lawyers, veterinaries and psychologists, military institutes may not be able, for staff or logistical reasons, to provide an adequate education. Therefore, in some Member States, these specialised officers are trained with support - if not exclusively - of civilian higher education institutes. Owing to the important diversity of educating and training modes which coexist within a Member State for officers of the same branch, information provided in Part Two through schemes may be in some cases partial. The priority in this compendium is given to the education and training of officers issued from **direct recruitment** procedures since they have no previous experience of military professions and, in connection with a direct objective of this work, of the international mobility in defence-related matters.

## 2. ... Basic...

Before deepening the content of the military officers' education, it is important to define - from empirical observation to a large extent – the boundaries of this preliminary stage of the career of a military officer that is called "basic" education. As introduced earlier, the picture of basic education of military officers in the European Union is not uniform. There is, in fact, no "European basic education" in the meaning that one core education or training module would be common to all Member States, or that the education of the military officers would follow the same schemes in all these Member States. It can be empirically observed that "basic" education's definition is the product of the education systems, logics and policies of the Member States but not the result of a European amalgam. It is the same with efforts of the definition. There is indeed no trace of any official definition of the "basic education" of

military officers in literature or in international environments, such as NATO or EU, despite direct or indirect ramifications in the policies related to the first stages of education and training of military officers, as will be developed in the next sections and chapters.

In the context of the maturation and implementation of the Initiative for the exchange of young officers inspired by Erasmus, however, the Member States willing to participate felt the need to agree on a common understanding of what finally became the scope of the Initiative.

In literature and doctrine, the stage we will hereafter designate as “basic military officers’ education” was simply referred to as “military officer education”<sup>10</sup>. Why, therefore, adding the term “basic” to a concept that was already acknowledged? The choice to insert this element into the reference - made specifically for the needs of the preparation of the European initiative for the exchange of young officers - highlights new realities of the education of military officers. It is a common trend in the European Union Member States, in fact, that the commissioned officers receive, throughout their career, education and training aimed at maintaining a high level of qualifications of the professionals. This “continued”, or “**advanced**” education as will be referred to and further developed in this section, is also a progressive learning of the strategic level of knowledge, skills and competences, which are necessary to military chiefs of highest ranks. There is a need, therefore, to separate conceptually the first apprenticeship by a prospective military officer of tactical and operational qualities from the acquisition by an experienced military leader of the qualifications which allow him or her to take part in a conduct of the strategic affairs of his or her armed forces.

Furthermore, the term “basic” also reflects a sociological evolution of the European armed forces. The alleviation of a direct military threat for the European countries after the fall of the Berlin Wall, as an indirect consequence, fostered the attention of the European civil society to excessive sizes of their national armed forces, and lack of “intellectual” legitimacy of their military leaders for presiding over the destinies of the defence of their countries. A switch was expected from a purely Spartan officer to a more Athenian one. Jeffrey D. McCausland and Gregg F. Martin<sup>11</sup> summarized this evolution stating that “in addition to the well-trained officer we needed during the Cold War, our jurisdiction during the era of globalization requires a well-educated officer as well”. Consequently, many States have progressively made the choice of the professionalization of their forces.

In parallel, the servicemen have decided more often about the choice of not making a full career within the forces. Therefore, the question of the education to be provided to these prospective professionals, and especially to these short-term officers who can be attracted by the military profession only if their qualifications are recognised by civilian labour market afterward, was asked. The logic of the basic education, especially with regard to diploma in most of the European Union Member States, is different from the logic of the advanced education and needs to be singled out through a specific term.

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<sup>10</sup> See for example: Harry Kirkels, Wim Klinkert, René Moelker (eds.), *op. cit.*; Caforio, *op. cit.*; David R. Segal, “Sociology in Military Officer Education”, in *Armed Forces & Society*, Fall 2008 vol. 35 no. 1 3-15.

<sup>11</sup> Jeffrey D. McCausland and Gregg F. Martin, “Transforming Strategic Leader Education for the 21<sup>st</sup>-Century Army”, in *Parameters*, Autumn 2001, pp. 17-33.

Eventually, it must be noted that “basic education”, in this effort of comprehensive overview, shall not be confounded with “**basic military training**”, which is the first period of apprenticeship of military skills by any serviceman and which is only a part of the basic officers’ education.

Based on the preparatory works of the French Presidency, of the European Security and Defence College in the first stocktaking of existing exchanges<sup>12</sup>, and the discussions held in the Politico-Military Group (PMG), the Ministers of Defence stated in the Declaration that “The officer's training/education starts after recruitment and includes vocational training and academic training up to and including Master's Degrees (if included in the initial training)”<sup>13</sup>. Despite the lack of precision in the first part of the definition, it is clear from the context, (*i.e.* the preparation of the Initiative), that the officers’ training/education referred to previously, is the basic training/education. One can also notice, from the second part of the definition, that “**initial**” may be used as a synonymous to “basic”.

According to the definition, initial education/training starts after a **recruitment** as a member of the national armed forces. However, what is learned before this recruitment can also in some cases be considered as a part of military education. For example, during the recruitment process, especially if it is organised in a continued timeframe, tests are processed in order to check the applicant's fitness according to military standards. What is taught during this period needs not be taught again once the applicant completes the process. Another - more illustrative - example is the **national conscript service** that may be compulsory in some Member States<sup>14</sup>, Finland *e.g.*, in order to be recruited as a cadet. Both these cases might conceptually be included in the initial training concept. As regards the objective of the Initiative, *i.e.* enhancing cooperation and exchanges, it can logically be said however, that these possibilities will not be in the most appropriate timeframes.

The definition provided in the Declaration of the Ministers is linked to a given purpose but, as object of scientific analysis, basic officers’ education concept may extend to these specific options which can be met in some European Member States.

One must also notice that, in all EU Member States, the basic officers’ education is recognized as “higher” education level. **Higher education**, in Europe, is education provided above a secondary level, within universities for example. In the context of a study on the initial training of military officers, therefore, “military officers’ education” and “military higher education” are coterminous. Nevertheless, it must be kept in mind that if in every EU Member State basic officers’ education is a “higher level”, since recruits have in their majority completed secondary education<sup>15</sup>, basic officers’ education does not compulsorily lead to diplomas as known in the civilian area, such as in the United Kingdom or in Slovenia. In the Member States where the completion of the officers’ curriculum is attached to a diploma, the implementation of the standards and processes issued from international harmonising efforts, indistinctly from the civilian or military nature of the education and institutions, is a major challenge which influences the education system as a set and structured

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<sup>12</sup> General Secretariat of the Council, Document 12843/08, *Stocktaking of existing exchanges and exchange programmes of national military officers during their initial education and training*.

<sup>13</sup> Council conclusions on the ESDP – Council General Affairs and External Relations, Annex II, Political Declaration, Brussels 10-11 November 2008.

<sup>14</sup> As of October 2011, six European member States still have military conscription in force: Austria, Cyprus, Denmark, Estonia, Greece and Finland.

<sup>15</sup> The term “higher” applies not only to the academic but also to the practical aspect insofar as it is based on the *acquis* of at least secondary education.

by armed forces for their prospective leaders. The importance of these external factors, such as the creation of the European Higher Education Area, on the logics of the officers' education system and responsible institutions will be underlined in the next section.

In Europe<sup>16</sup>, there is a wide diversity in the names given to the institutions responsible for initial training/education: **academy**, **college**, **school**, or **university**<sup>17</sup>. It would be an oversimplification, as it was already stated for the distinction between, “students” and “cadets”, to say that these names reflect the variable proportion of academic or practical instruction in the initial training. This, as will be developed later in this study, is not generally confirmed by observations and reasons that perhaps should be looked for because of a difficulty of translating the names of the institutions into English. The common characteristic of all officers' initial training institutions, in the European Union, is that they all provide qualifications at higher education level, including those which do not award “diplomas” according to the general meaning. Besides, some of these institutions are **joint**. This means that they provide education for the prospective officers of two (Bulgaria for Army and Air Force, *e.g.*) or more (Estonia, Latvia, *e.g.*) services, and that, as a consequence, academic curricula and diploma proposed may be common to all promoted for officers.

Recruitment, finally, may be defined in very different ways according to the Member States but very often within the Member States too. **Direct** recruitment, which is the integration into the officers' curriculum of (formerly) civilian recruits, is only a possibility to become an officer. Some Member States, *e.g.* France, offer a possibility of late recruitment, *i.e.* for the completion of a shortened commissioning curriculum owing to a higher academic degree obtained in civilian institutes. Such an option, which is also followed by other Member States notably for the recruitment of specialists such as lawyers, veterinaries or even medical doctors, may be considered as direct recruitment even though it takes place after the completion of a curriculum in civilian higher education by a candidate.

The recruitment of prospective officers may also be **indirect**, meaning that student-officer was already a serviceman - a non-commissioned officer more specifically – and that accession to the status of an officer through the completion of a curriculum is called a promotion. Recruitment may also be qualified, therefore, as “internal”. Owing to the variety of recruitment possibilities and the indirect connection of this compendium with the European initiative - aimed at offering mobility opportunities primarily to students who have no previous experience of the military profession – only a few Member States provided information about the curricula linked to indirect recruitment. However, nothing in the present overview prevents from considering indirect recruitment as a part of basic education.

The end of the initial education/training in the definition provided in the Ministers' Declaration is “up to master's degree level”. However, this raises more questions with regard to the second part of the formulation: “if included in the initial training”.

It is possible, as will be seen later in this chapter, for the academic and practical aspects of military education, to be separated. For example, the second aspect may be covered after the

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<sup>16</sup> As of 2011, 7 European military institutions acting in officers' basic education and training have taken the name of “universities”. This name has far more than symbolic meaning and, as a matter of fact, not only these seven institutions provide an education to a level similar to that of their civilian counterparts but military “schools”, “academies” and “colleges” have also followed this trend, yet have preserved their military aims and traditions.

<sup>17</sup> This list does not take into account the institutes which deliver practical training: training centres, application/arm schools, units, etc.

first, such as in Slovenia. In such case, it would mean that the initial training of a national officer is only academic, which would not reflect adequately the basic education of Slovenian officers.

It may be asked whether the **commissioning** or the first **posting** - as the leader of a unit - of an officer might not be a better conclusion. However, it can happen, as in the Belgian system<sup>18</sup>, that a student-officer is commissioned and becomes an officer-student while still completing the first part of training (bachelor level in the Belgian case) even though the second part (master's level in the same case) is also compulsory. The same doubt can occur in connection with the criterion of the first posting. In Germany, a student is first posted for a period before enrolling to the academic curriculum after his or her practical training. These two criteria, therefore, are not satisfactory in trying to reach a European definition of the conclusion of the initial education/training. Nevertheless, with regard to the first posting, it may also be said that in case of Germany, while a student has not complied with the curriculum requirement in order to be fully recognised as a leader, the intermediary period between the practical and the academic training may be equivalent to a period of practical training or internship.

One must not forget either that, before being posted for the first time, it is required in some Member States, that a cadet is trained to a military specialty or to a specific arm in specific arm schools or training centres. It is the **application** level, which is usually completed after the diploma and, with regard to the development of the exchanges, may be interesting to include in the definition of the basic education. Therefore, in attempting to define the scope of initial training, it may be said that the end is defined by the first posting of an officer after his or her completion of the commissioning curriculum, possibly including an application/specialisation training.

The debate about the end of the initial training is important that it separates, in principle, basic education from advanced education, which takes place during the officer's career. Some Member States such as the United Kingdom, however plea for a “lifelong learning”<sup>19</sup> approach of the officers’ education. This means that in these States basic education is limited to the minimum amount of qualifications needed by a young recruit to become a leader of a unit (squad, platoon, etc.). This package of knowledge, skills and competences is regularly completed and updated through a series of theoretical and practical courses according to the needs of the officer’s functions. In this case, therefore, the conceptual separation between “initial” and “advanced” educations is less relevant. Furthermore, advanced education like Command and Staff training is completely outside the goals of the Initiative and follows, with regard to exchanges, its own logic. Consequently, apart from specific references, this aspect will not be commented on in this compendium.

When it comes to the education of the European military officers, finally, the term “basic” shall not be interpreted according to its first meaning. Basic or initial education is always higher education. However, “advanced” education is not always “higher” education in its form. The diplomas awarded after the successful completion of advanced education and training by military officers, in principle, do not correspond to degrees recognised in higher education (bachelor, master, doctorate, *e.g.*), except in some Member States such as Romania.

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<sup>18</sup> Sylvain Paile, *L'Enseignement militaire à l'épreuve de l'Européanisation : Adaptation de la politique de l'enseignement pour l'Ecole royale militaire de Belgique aux évolutions de la PESD*, Thématiques du Centre des Sciences Sociales de la Défense n°19 (Paris: C2SD, January 2009).

<sup>19</sup> Already in 2001, Jeffrey D. McCausland and Gregg F. Martin (*op. cit.*) applied this notion to the officers’ education and training. It must be noticed, however, that they applied the concept to the formation of US Army officers, for who the education is close to the British model in Europe.

Several Member States, such as Finland or Lithuania, present another kind of exceptions. They offer-a possibility for a newly commissioned officer and after a few years<sup>20</sup> of active duty to come back to classrooms for completing master studies. Owing to the limited time - which can also be seen as a practical stage somehow - between the end of bachelor studies and the master studies, these ones can be qualified as “**intermediate**” education<sup>21</sup> rather than proper “advanced” education.

### 3. ... Education.

In the first sections of this chapter, the terms “education” and “training” have been used interchangeably. However, in order to reflect more accurately the complexity of this field of investigation, the level of reference must be downsized. The Ministers’ Declaration itself, in the definition of the officer’s training/education, makes only the difference between what is “academic” and “training”. The terms must be clarified since they are the substance of the specificity of the military higher education in the European area.

Military officers’ basic education, indeed, is generally made up of two aspects: “academic education”, which will be also referred to as “education”, and “vocational training”, which will be also referred to as “training”. As will be detailed hereafter, the two are sometimes difficult to differentiate, notably because what is considered academic in one country can be vocational in another.

#### 3.1 The essential components of the basic education

##### 3.1.1 Military Academic education

**Academic education**<sup>22</sup>, in this context, should be defined as any curriculum leading to an undergraduate (first cycle, up to bachelor) or post-graduate (second cycle, up to master) degree<sup>23</sup> equivalent to a degree conferred by the civilian higher education system. The academic topics are most commonly research subjects. Some of the topics, such as ethics or leadership apprenticeships, are more debatable where this criterion is concerned, as will be further discussed in next sections. In most cases, however, the scientific components of the teaching contribute to the academic characterization of a given learning module.

This aspect of the military officer’s education, for the historical and sociological motivations explained earlier, is thus very close to the civilian higher education. Nevertheless, if military basic education usually provides the prospective European officers with similar rights as his or her civilian counterpart, such as an equivalent diploma, it has accepted in return, in order to be recognised as such, to submit to the procedures implemented in the civilian higher

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<sup>20</sup> From three to four years, usually, in these two countries since the master education correspond to a Captain (Army) level or equivalent.

<sup>21</sup> Even though intermediate education is not initial education, the students of these master programmes are close to the students of basic education masters in the other Member States, notably with regard to age or the (limited) strategic level they are trained to. Pragmatically, the European initiative for the exchange of young officers promotes also the mobility of these specific officers-students.

<sup>22</sup> For reasons of convenience the term “education” will mainly be used when linked to “academic” although “training” will most often be used with “vocational”.

<sup>23</sup> In the EU military educational systems, doctorate studies (post-graduate level also) are available at the advanced level of officers' education.



education. In particular, the **Bologna process**, which was “meant to ensure more comparable, compatible and coherent systems of higher education in Europe”,<sup>24</sup> transformed the shape of the European higher education. The process, launched in 1999, led to the creation of the **European Higher Education Area** in 2010. In order to achieve these objectives, the 47 participating countries<sup>25</sup>, agreed on a number of measures aimed at harmonising higher education throughout Europe, building mutual trust, and lifting obstacles to the mobility of their students and personnel. These measures were notably<sup>26</sup> related to:

- The organisation of studies in cycles (the structure in bachelor-master-doctorate);
- The implementation of mutual recognition credit systems (the European Credit Transfer and Accumulation System ECTS, *e.g.*);<sup>27</sup>
- The central role to be played by qualifications in higher education (the European Qualifications Framework and the definition of learning outcomes);
- The implementation of quality assurance systems;
- The facilitation of inward and outward mobility of students and teaching staffs;
- The organisation of combined<sup>28</sup> learning modules, aimed at communalising educating resources.

These objectives and the measures issued with a view of reaching them were not legally constraining since the States<sup>29</sup> engaged in an effort of harmonisation, merely. Furthermore, the military officers’ basic education institutions only committed themselves voluntarily to adopt the implementing measures. Their political tutorage, in the EU Member States, is primarily assured by the ministries of defence and, only exceptionally and incidentally, by the ministries of higher education. Nevertheless, as of 2011, all the EU States have implemented or are on the way to implement<sup>30</sup> the measures inherited from the harmonisation process as regards the academic pillar of their initial officers’ education.

The implementation of these measures, in military as in civilian education, has presented many challenges. The lines prescribed by the Bologna process were only guidelines for the participating States that had to translate and adapt them to their own system, culture and traditions of higher education in order to enter into force. This was also the case in military education, even though it was the product of centuries of maturation and traditions. Since the objective of the process was to reach harmonisation but not standardisation, however, the outcome of the implementation has been different within the Member States. This is particularly visible in the choice of the study cycles proposed in military education (*e.g.*, bachelor in Netherlands, master in France, both bachelor and master in Belgium) and, therefore in the level of the qualifications which shall be seen as the achievement of education. As a consequence, questions like the scope of the allocation of ECTS credits, and

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<sup>24</sup> See: <http://www.ehea.info/>.

<sup>25</sup> The Holy See and the European Commission are also members.

<sup>26</sup> For more information on the process and its impact on basic officers’ education, see Sylvain Paile (2010), *op. cit.*

<sup>27</sup> One must notice that, although the process mainly promoted harmonising measures, the measures related to the implementation of credit systems based on a number of predefined criteria may be seen as one of the few standardising measures undertaken under the Bologna process.

<sup>28</sup> In this context, “combined” means that the module is organised and coordinated by several institutions located in one or more Member State(s).

<sup>29</sup> All the EU Member States took part to the Bologna process and are, since 2010, members of the European Higher Education Area.

<sup>30</sup> Among the Member States which have an academic education provided by their military institutions, only one (Greece) has yet to complete the implementation of the *acquis*.

therefore the conditions for the mobility of students, are answered in different ways according to the Member States.

It may also happen that the academic pillar of the basic officers' education is externalised, meaning that, concretely, academic education of the prospective officers is delegated to the civilian higher education and its institutes. This **delegation** may be "intended", in the meaning that the participation of the civilian institutes is a condition for the initial education curriculum (such as in France, Slovenia and Germany to some extent)<sup>3132</sup>, or "indirect", meaning that the participation of the civilian area is not a requirement (such as in the United Kingdom)<sup>33</sup>. This distinction does not prevent many Member States from promoting the cooperation between military and civilian institutes in some aspects of the basic education of officers such as the education of engineers or research, naturally.

In every Member States today, a dynamic of "academicisation" could be observed: in all basic education systems, there is now an academic pillar or at least a "**theoretical**" one - which has the same meaning as "academic" but which does not necessarily lead to a diploma. This trend is driven by a successful search for excellence and societal recognition of the value of the initial education of prospective military elites. Today, this search of excellence goes on with the implementation of research activities, research centres and doctorate schools within the military institutes themselves or in cooperation with civilian counterparts, for their mutual and scientific benefits.

### *3.1.2 Military Vocational training*

Whatever the importance of this trend in military higher education, it must not be forgotten that its ultimate objective is twofold. On the one hand, it aims at training intellectual elites in charge of the security issues' management. On the other hand, it must also train prospective officers to become elite soldiers for their countries. As a matter of fact, military education has a dual nature, as it may also be the case for some areas of civilian education, such as medical or technical domains. This is made particularly clear by the calendars of the basic education: the educational path of young European officers is **work-integrated**. In the context of military education, "work" is only a partial implementation of the overall objective of being prepared for war. Through their curricula, young officers must be made ready to assume the positions they will be given once posted for the first time.

Working in national armed forces does not only imply being on a battlefield, in the context of combat missions. It is also, and maybe more - depending on the career chosen by each officer - about carrying on work of different branches, *e.g.* administration, logistics, research and development, teaching or instructing. All these activities undoubtedly contribute to overall preparedness of national armed forces for war. The training processes linked to these activities are not necessarily different from the learning processes offered in civilian higher

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<sup>31</sup> The German Universities of the Bundeswehr, in Hamburg and Munich, are under the guidance of both the Länders and the Federal Ministry of Defence.

<sup>32</sup> Delegation is also intentionally exercised for some specialists' education as presented earlier, *e.g.* lawyers, veterinary, some of the medical doctors, etc.

<sup>33</sup> However, in the United Kingdom, studies have shown that an important majority of the recruits have completed an academic curriculum in civilian higher education before joining the basic officer's education.

education: training administrators, engineers, teachers and instructors<sup>34</sup>. “Work”, as it is to be understood here, does not include this dimension, insofar as it is not a defining element of the military specificity of education. In order to define “work” more positively, it is what makes a job of a military officer so specific, *i.e.* preparedness for war (in its broad sense). This is what links the activities of an officer to the vocation of a military leader. The training for this work is the “vocational training”.

**Vocational** training is the practical aspect of the education process and the fundamental specificity of the military higher education compared to its civilian equivalent. The term “vocational” reflects the particularity of the work and the cohesion that is required from armed forces: being a military officer is not a “job” but a “vocation”, because it has implications for soldiers’ everyday life and it may require an ultimate sacrifice from them.

On the one hand, it includes **basic military training**, usually at the beginning of an officer’s curriculum in order to teach him or her basic military. As the basic military training is often the first point at which a cadet is introduced to the military environment, traditions and discipline, it is an aspect of the training that it is more difficult to Europeanise and open to mobility. However, the military training courses which may be organised throughout the curriculum for continued training in military skills, notably in the form of military camps, may be the object of exchanges.

On the other hand, it includes officers’ **professional training**. The professional training is different from the military training described above in the area of preparing an officer for his or her function within national armed forces. Therefore, the professional training includes application or specialist training. Such a training needs larger timeframes than military ones because it aims at integrating and socialising a cadet into his or her future work.

It must also be noted that **a physical training**, which must be regularly conducted by any serviceman, in a group through sports or individually, is also included in the scope of the vocational training. It is indeed a unanimously shared vision that a military leader has, as far as possible, a “sound mind in a sound body”. However, in organising the calendars of the education and training, it is difficult to make this specificity appear because of the constant and regular activity expected from a cadet; it is an aspect of his/her everyday life, rather than a particular event in the course of the training.

Furthermore, it should be mentioned here that, in some European Member States, a **leadership training**, *i.e.* training in the behaviour required of an officer as a leader, *e.g.* at a platoon level, is a considered part of the vocational training, while it is considered academic by other Member States. This point will be developed later in this chapter.

Finally, some education systems propose periods of **practice**, or traineeship for their cadets; as they may also involve the application of qualifications that are not purely military, they should be characterised as a work training only on a case-by-case basis. Vocational training, therefore, may imply several institutions which are not necessarily the same as main academic institution: training centres, arm/application schools, units<sup>35</sup>, etc.

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<sup>34</sup> It must be said that the training of teachers and instructors is also a personal process, notwithstanding the qualifications provided by education. The awarding of responsibilities for training other human resources also depends on the skills and abilities an individual demonstrates in his daily work.

<sup>35</sup> In the Member States where conscription is maintained, the conscript service may have the function of the basic military training.

In the vocational part of the training of a prospective officer, like in their education, knowledge, skills and competences<sup>36</sup> - within the meaning of the European Qualifications Framework - can be defined and must be provided. Generally speaking, one cannot discuss about the Bologna process when it comes to the vocational training. This pillar of the officer's education cannot be structured in study cycles, for example. However, with a view to improve mobility opportunities in this area, there are actions that also aim at making the vocational training systems more "comparable, compatible and coherent". The training may also be accumulated and transferred through credits, described in outcomes, assessed through quality assurance mechanisms; its exchange may be fully recognized as an equivalent from one country to another, and it may be organised and provided by several partner institutions.

### 3.1.3 Military Leadership Education/Training

**Leadership education/training** aims at giving a cadet the keys for becoming a military leader in all aspects of his/her work as an officer, *e.g.* acting as a leader in coaching subordinates, or noting changes in his/her environment and reporting on them<sup>37</sup>. Leadership is thus not only linked to behaviour, but also to ethics, and its end-use is undoubtedly the work of an officer. Leadership training in Europe reflects these multiple facets, and the way it is conducted varies according to the national visions. For the organisations, meaning armed forces, "leadership" and "leadership training" form a virtuous circle: the ability of today's leaders to foresee tomorrow's demands in terms of leadership paves the way for the implementation of the education/training.

Leadership apprenticeship can be conceived as academic in nature. In this case, the approaches can be very diverse. Leadership may be approached through related courses, as in the Belgian education system, where *Citizenship*, *Ethics*, *History of war* and *International humanitarian law* courses are possible elements of the enhancement of leadership capacities for students. It may also be the object of an entire curriculum, as in Finland and Hungary<sup>38</sup>. In Austria, the curriculum itself is called "Military Leadership", and there is no other curriculum. This particular case suggests that leadership training is more than just a scientific topic but the *raison d'être* of military education.

It may also be conceived as a crossover discipline and be found in both vocational and academic dimensions. For example, in the education of the Greek Army, *Leadership* courses are found in both programmes. In Hungary, the academic programme in leadership (with courses such as *Psychology*, *Pedagogy*, *Law of Armed Conflicts*, *Leadership theory* and *Ethics*) is supplemented by a vocational training described as stressing the corresponding skills.

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<sup>36</sup> It may be suggested that, in this specific area, skills and competences are particularly fostered insofar as training is more focused on practical qualifications, even if knowledge remains a starting point.

<sup>37</sup> For further and scientific definitions of what leadership is and how cadets can be educated/trained, the author recommends reading some of the extensive literature on the topic. See for example: Vesa Nissinen, *Military Leadership Training, Development of Leadership Behaviour in the Finnish Defence Forces*, Publication Series 1 Research Reports No 18/2001 (National Defence College, Helsinki 2001); James Mac Gregor Burn, *Leadership*, Harper Collins, New York 1978; Bernard M. Bass, *Leadership and Performance Beyond Expectations*, Free Press, New York, 1985.

<sup>38</sup> These two education systems are joint.

Finally, a leadership training can be considered as a purely vocational discipline, as in the vision of the British, Italian or Czech education systems, notwithstanding the possibility of facing “theoretical” briefings related to such a training. In the Czech system, it is even observed from the programmes that a few academic courses (*Professional ethics, Human resources management, Sociology and psychology*, notably) approach the constituting elements of the leadership.

Thus, no common definition of leadership training can be established at European level, and all forms of apprenticeship should be considered as equivalent. The notion of leadership itself is too integrative, in the meaning that it touches on the fundamental substance of the work of an officer and cannot be exactly estimated. It can be approached through a wide variety of disciplines that must necessarily interact and fuse the three aspects of the qualifications: knowledge, skills and competences. Leadership is the most symbolic crossroads of military qualifications and is thus at the heart of the concept of “military science” understood not only as the military application of science, as in the field of military technology, but as the building of a new scientific field: the science of warfare in its broadest meaning, being the amalgam of both the art (acquired through vocational training) and sciences (acquired through academic education) of war. Thus, as war is linked to sovereign conceptions of the Member States, the diversity of the forms of training for leadership may be seen as the most adapted to their particular individualities. In practice, however, this diversity has consequences for the prospects of the exchanges. Problems linked to recognition may remain. If leadership training is considered as vocational, or where parts of it are trained to in a vocational way, allocation of credits may not exist, and the exchanges will thus be made more difficult to recognise. This is problematic in the sense that leadership is the heart of basic officer’s education, understood in its broad meaning.

Leadership education/training exists and is provided in all basic officer education systems within the European Union. However, it is not a separate pillar functioning beside education and training. Academic education and vocational training are, from a general point of view, the instruments of leadership acquisition but they are used in different ways according to the Member States and - especially within the Member States where the education is not joint - according to the services. A Navy officer, for example, leads in a different way than his or her counterparts from other branches, like he or she receives a different vocational training - and academic education also to some extent – than his or her counterparts from different branches and even different military specialisations. It is important, therefore, to look at the basic education of the officers and its functioning not only through the Member States but also, and more important, through the education and training systems.

## Chapter Two: Systemisation of the European models of basic education and training

In order for the national armed forces - which are in the same time the provider and the end-user - to obtain the adequate human capabilities for their missions, a European-wide observation reveals that the basic officers' education is generally structured as a Greek temple. The leadership "pediment", since it is a goal to achieve and not an autonomous pillar, rests on two "pillars", which are the academic education and vocational training. Where the military institutions do not organise academic education themselves, phenomenon of delegation – or at least theoretical courses - fulfil the role of a second pillar besides vocational training. It is important, therefore, to look at the entire process of education and training of an officer, and not only the part of the curriculum that is under the control of military institutions.

### 1. The balance of the components in basic education and training

In order to analyse in-depth basic education systems, their architecture so to say, the differences which exist among the Member States and - within the Member States - between the components can be conceptualised and, like in all scientific areas, rationalised under the form of "families".

Even though the components are known, meaning the education and the training, one could attempt to define categories according to the respective weights of these aspects in the overall basic education. However, in line with what was stated earlier about an ambivalent nature of leadership apprenticeship, what is academic in a Member State may be vocational in another one. In Austria, for example, the compulsory period of practice in military units abroad, called "International Training of the Job", is considered academic. In the context of the Bologna process and the European Higher Education Area, the decision by a Member State or a training institution to define a learning module as academic or vocational topic leads to important consequences in terms of search for exchange opportunities. In the Austrian example, the International Training on the Job had therefore, like all academic courses, to be allocated with credits, submitted to quality assurance standards and processes, described in terms of learning outcomes, mentioned on the diploma supplement, etc. There is no strict separation, which would be agreed on at European level, between the extent of the academic area and the extent of the vocational one.

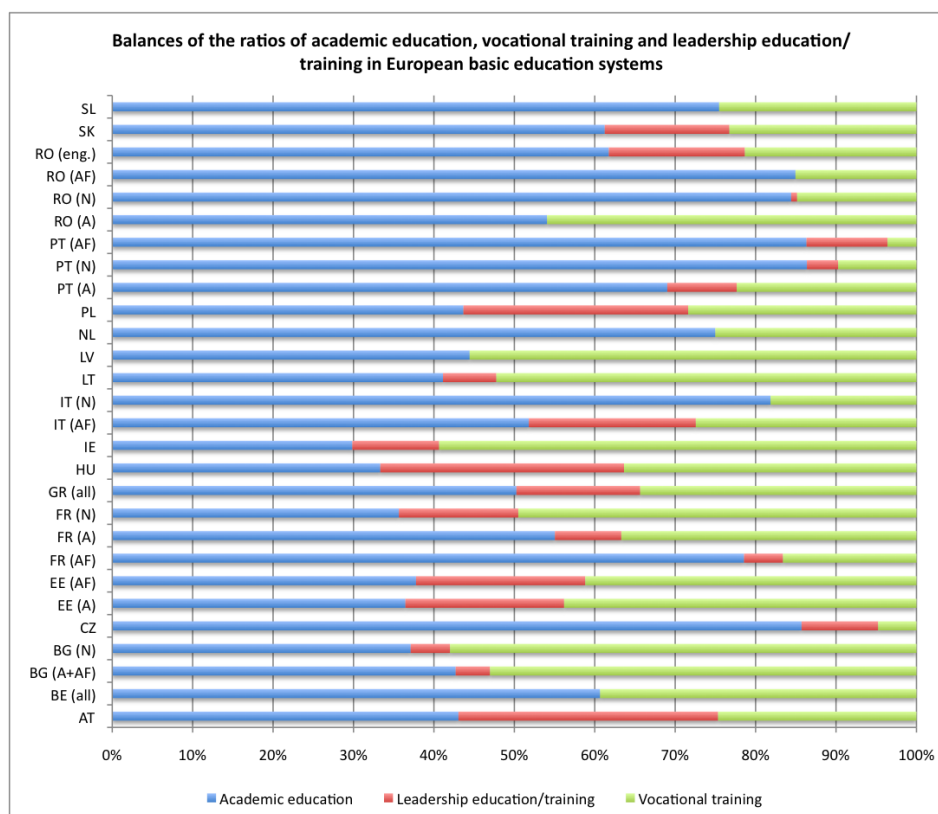
Rationalising in terms of respective weights would be even more difficult in Member States practicing delegation of parts or the whole of academic education of their prospective officers<sup>39</sup>. Despite these obstacles, an attempt was made, through the first stocktaking of the exchanges<sup>40</sup> for the preparation of the Initiative, and for assessing the differences among the Member States. The method, which used mathematical ratios in order to overcome the

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<sup>39</sup> Although, with the *acquis* of the Bologna process, the amount of academic education acquired would be usually known, notably through ECTS credits.

<sup>40</sup> General Secretariat of the Council, *op. cit.*

difficulties linked to incompatible measurement<sup>41</sup> units from one State to another, resulted in inconclusive observations, as shown in the following graph<sup>42</sup>.



**Graph 1: Balances of the ratios of academic education, vocational training and leadership education/training in European basic education systems**

No categories or families, which would help rationalising the European basic education systems could be scientifically defined. All the systems reach a certain balance between the two (or three) components of the initial education and training which is different from a State to another. Interestingly, the fact that a system gives the opportunity to obtain a diploma recognised in the European Higher Education Area does not make an important difference in the ratios. In Bulgaria, the reported amount of vocational training proportionally exceeds the amount of academic education even though the military institutions award higher education diplomas and are in charge of the training in the same time.

## 2. Classification based on the organisation

Since the weights of the respective pillars of the temple are not sufficient for describing the architecture of the basic officers' education, it can be proposed to look at the education and training systems through the organisation of these two pillars, meaning how the States and their education see the connections between the components. Attention is thus paid here to the

<sup>41</sup> Furthermore, the Member States, in the questionnaires for the first stocktaking investigations were asked to estimate the leadership education/training.

<sup>42</sup> Based on the results of the investigations conducted for the Stocktaking, *op.cit.* In the graph, "A" stands for Army, "N" for Navy, "AF" for Air Force, "eng." for engineers (educated and trained in institutions not related to services) and "all" for all services.

calendars of the basic education, instead of the content of the programme. With this new approach, three categories can be observed:

- 1) Education systems where the training and education are strictly and organically separated. In this specific area, delegation should be also taken into account, but only when military education does not itself provide the same kind of training. For example, education prior to military education in France should not be taken into account insofar as the military institutions also provide academic training.
- 2) Education systems where training and education are separated in the curriculum. In practice, this means that the period of basic officers' education alternates the two aspects within the education process.
- 3) Education systems where training and education are conducted in parallel. It should be taken into account that, due to the specificity of the professional training, which requires the full mobilisation of the cadets for a certain period of time for some of the exercises, parallel education/training is also mixed with alternation of events.

According to these criteria, the picture of European military higher education<sup>43</sup> would look like the following table:

	Organic separation	Intermediate	Alternation	Parallel (and alternation)	Intermediate separation (and parallel)
Army	MT, SL, DE	HU, SE, CZ	AT, BE, FR, GR, IT, NL, RO, SK, RO (engin.), ES	EE, FI, LT, BG, PT, PL, PL (engin.)	IE, UK
Navy	MT, DE, SL	SE	NL, PT, BE, SK, BG	ES, FI, FR, IT, RO, EE, GR, PL	IE, UK
Air Force	DE, MT, SL,	CZ, HU, SE	AT, FR, GR, BE, IT, NL, RO, SK, LT, RO (engin.)	BG, EE, FI, ES, PL, PL (engin.), PT	UK, IE
Gendarmerie			IT, RO	ES, PT	

**Table 1: Rationalising European officers' basic education systems according to the organisation of the academic and vocational aspects**

This classification, however, does not take into account the physical training that is usually carried on throughout military education. As is stressed by all military institutions, sport is an activity that must be engaged in regularly by the cadets, no matter where they are for their education. Furthermore, this classification is only generic, but the purpose is not to multiply sub-categories to fit the diversity of particular cases. Each system is, of course, very different from all the others, and the attempt at classification was made for theoretical purposes. The factors that justified this classification are developed below in accordance with the categories defined.

<sup>43</sup> This picture, however, does not take into account the possible specialist training between the commissioning and the first posting since this one contains in general no academic education.



### Organic separation of the vocational and academic aspects of education:

In the Slovenian (Army, Navy and Air Force) academic education is separated from vocational education by the phenomenon we earlier called “delegation”. Academic education is provided, as a requirement in the Slovenian system, outside the military sphere<sup>44</sup>. Thus it could also have been said that the two aspects of training are not “separated” insofar as the academic aspect does not “exist”. However, the result is that the two dimensions which make up the education of an officer, are organically split. In the Maltese system, academic delegation is not the rule, but it is a possibility that was also taken into account when classifying the systems. Finally, the German education system represents the “pure” organic separation between vocational and academic, without delegation, because the two types of training are provided within the military sphere<sup>45</sup>: the cadets accomplish a part of the professional military training before and after studies in the universities of the *Bundeswehr*.

### Mixed systems, between organic separation and alternation:

The Czech education system, which is “joint” (Army and Air Force), alternates the two types of education/training in the course of the curriculum. In this respect, it could have also been classified as “alternation”. However, the modules, depending on their nature, may not be provided by the same institution. The Swedish system (Army, Navy and Air Force) is also found in the intermediate category between “organic separation” and “alternation”, because there is indeed an organic separation between the two types of training/education but it is found in the course of the curriculum, although the Hungarian education system (Army and Air Force) is in the same category because the separation is not organic but lies at an extremity of the curriculum (the beginning). The Czech and Swedish systems are conceptually in the middle of the space between organic separation and alternation, while the Hungarian is closer to alternation. Nevertheless, it should be added that, in the Hungarian system, the periods of practice could, depending on their content, be assimilated to vocational training. In this case, the system should be clearly classified as “alternation”.

### Alternation of vocational and academic aspects of education:

In the Belgian, Slovakian and Dutch systems, the education is “joint” for Army, Navy and Air Force. Therefore, it is repeated in all the branches they are involved in. In these systems, along with the others that can be found in the same category, one main institution can be found, which provides the whole education/training until the application level. At some point in the curriculum, other institutions, such as application schools, may be involved in the organisation of the vocational training, but it is not the rule. What differentiates them from the other systems is that they do not mix the two types of training but alternate them in different periods. Prospective officers are alternately students and cadets. The organisation of time, however, is not homogenous within this category. For example, in the Dutch Navy system, vocational training can extend to a period of one year, while in the Greek Army it does not last for more than a month and a half. From a socialisation perspective, it can be said that this kind of organisation that allows the cadets to remain in regular contact with their basic vocation, *i.e.* their technical preparedness for war.

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<sup>44</sup> Only a limited theoretical background is provided by the military training institution.

<sup>45</sup> The two universities of the *Bundeswehr* are not strictly organs of the Ministry of Defence, but the Ministry is involved in the decisions of these universities, which are controlled by the Länder of Bavaria and Hamburg.

### Parallel conduct of vocational and academic aspects of the education:

The last main category covers the education systems in which the two types of training are conducted in parallel. As already mentioned in the definition of the criteria, there is no “pure” parallelism insofar as, to be effective, some practices need time especially dedicated to them. Therefore, the defining characteristic of these systems, as described in the calendars provided for the stocktaking investigation, is that they have at least extended periods, as in the Estonian system, or the entirety of their curricula, as in the Bulgarian (Army and Air Force) or Finnish (Army, Navy and Air Force) systems, in which they do both types of training. As a matter of fact, as the calendars attempted to reflect, the proportions of the two types of training vary from one system to another. Furthermore, for practical reasons, the same institution conducts these parallel activities, except-the case of specific events. With regard to socialisation of a trainee, it should be said that the two statuses, *i.e.* cadets and students, are completely mixed.

### Mixed systems, between parallel conduct and organic separation:

This last category is very specific in the sense that it covers only the British and Irish education systems. Delegation of academic education still exists as the rule, formally as in Ireland or informally as in the United Kingdom, but the cadets have also theoretical/academic courses in the academies, which do not necessarily lead to a higher education diploma but which can be valued in such a diploma with extra studies. However, the small proportion of these courses, compared to the amount of vocational training, bring the systems closer to organic separation than real parallelism.

This classification made out of observations of the organisation of time can be an indicator and an element of predictability in the search for exchanges of students. It can be assumed that when an institution looks for an academic exchange in a Member State where the two aspects are organically separated, it will address itself to a given institution depending on whether the object of the exchange is academic or vocational. For systems where the two types of training are alternated, the time organisation involved is the most important criterion to address. Finally, if an exchange is envisaged with a system where the two types of training are conducted in parallel, it may be thought that the sending institution would have to entrust the hosting institution with the training of its students in both vocational and academic aspects. The scope of the task assigned is thus different when dealing with systems of different categories. Structurally however, every military education system can find potential partners.

### **3. A “lifelong learning” approach**

As a final remark on the architecture of the basic education of the European officer, it must be reminded that this initial stage is only a part, the first part, of the overall education and training an officer receives in his or her career. Academic education, vocational training and leadership education/training are also met as the pillars and pediment of advanced education but in different ways. Academic education, or at least theoretical education since advanced curricula do not always lead to a higher education diploma, concentrates on advanced levels of knowledge, meaning a strategic level aimed at giving to an officer the tools for acting as a decisive authority in his or her national armed forces or in international environment. Vocational training is also different since the size of the unit he or she has in command is more important than what he or she was trained to at basic level. Furthermore, an officer has

acquired experience of the job, of the missions and the battlefield and, consequently, is able to self-determine his or her ground for improvements.

These changes in the objectives of the education and training between basic and advanced educations – keeping in mind that many levels of advanced education exist – made authors<sup>46</sup> suggest that the priorities overturn. According to them, the priority of the basic level is to provide the prospective officer with the vocational qualifications which will allow him to command a military unit. In relation with a low level of strategic knowledge that is required from young officers, McCausland and Martin state that this stage aims at “training (them) for certainty”<sup>47</sup>. The more the officers get advanced, the less vocational training will be a priority, notably for the reason that he or she will be appointed to commanding positions, further from the battlefield. In the mean time, the officer will need more and more intellectual aptitudes, an “education for uncertainty”<sup>48</sup>, in order to perceive and foresee the strategic connections of his or her role in armed forces. Nissinen adds to this vision that, because the role of an officer will remain commandment, leadership needs are maintained at the same level and the needs for leadership education/training are thus constant in the evolution of the career.

This vision can be criticized in the sense that the observations demonstrate that the basic education in the European States and at the time being is heavily influenced by a search for the academic excellence. More and more Member States, at basic level or at least intermediate, in military or civilian institutions, oblige or strongly encourage their prospective military elites to obtain a master degree. The growth of the number of officers engaging in doctorate studies reinforce this observation. The level of academic education is, in general, too high for leaving space to “more” intellectual education at more advanced levels. Phenomenon of delegation, for Member States with an important vocational culture of the basic education, such as the United Kingdom, Ireland and Slovenia, contradict also this proposition for reading basic education, somehow. However, this scheme is highly interesting in the sense that it situates the basic education and its pillars, plus the leadership education/training, in the broader picture of a lifelong learning of the European military elite: the final proportions of education, training and leadership apprenticeship would be, according to this viewpoint, equivalent from one Member State to another.

For the purpose of this compendium, nevertheless, the advanced education of officers will not be investigated. Indeed, mobility and exchanges at this particular level obey different logics than the basic officers’ education, notably with regard to the fact that advanced education is most often outside higher education. The exchanges of officers are usually organised between States themselves at diplomatic level and not between academies. The advanced level of officers’ education, in general terms, is more directly dependent on the national defence policies although the academies, in practice, have more room for developing an education policy at basic level.

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<sup>46</sup> Such as Jeffrey D. McCausland and Gregg F. Martin, *op. cit.*, or Vessa Nissinen, *op. cit.*

<sup>47</sup> Jeffrey D. McCausland and Gregg F. Martin, *op. cit.*

<sup>48</sup> *Idem.*

## Chapter Three: European education for a European defence

A second objective of this compendium, beside the gross presentation of the basic education systems, is to provide information which can be used for the promotion and planning of the exchanges between these systems and institutions. It is necessary, therefore, to comment on this objective and to introduce the concepts and notions related to the mobility in military education, which will be concretely looked at when comparing the educational and vocational offers of potential partners in exchanges.

### 1. Mobility as a challenge for officers' basic education

The profession of a military officer is in fact and necessarily one of the most "internationally-oriented". The *raison d'être* of the military professions in general is international. The classical mission of armed forces - *i.e.* defending the national territory - that implies a certain degree of openness to thinking and acting of potential enemy(ies). This requirement is even stronger with regard to modern or "new" missions. International operations involving a deployment of armed forces are now multilateral in most cases. Multilateralism, implying a virtual philosophy of acting in concert, is sometimes substituted by "multilaterality" where involvement is more pragmatic, as was the case in Iraq in 2003; nonetheless, it is the case that States no longer engage alone in operations to maintain or restore peace, no matter their political weight and the size of their armed forces. The reason certainly lies in the fact that, especially in times of economical crisis, defence budgets have often been cut and can no longer support intervention that may involve rebuilding State infrastructures and therefore be lengthy. Furthermore, modern societies no longer accept, or at least much less readily, the sacrifice of their soldiers on missions not regarded as vital to the nation. Lastly, it could be argued that this multinationalisation of operations is also the result of participation, in the case of United Nations operations, by "new" States from all continents; States which, before the fall of the Berlin Wall, did not traditionally take part in conflicts and which now wish to flex their muscles in a multipolar world. Becoming a serviceman implies, therefore, the acceptance of these challenges, the individual adaptation to these challenges and always keeping an eye on the evolution of his/her environment.

This need is even stronger at the officers' level since they are meant to become leaders and chiefs, commanding units and deciding on the conduct of the operations, in headquarters or on the battlefields. Any education to the strategic level, in the 21<sup>st</sup> century, must include a high degree of openness to international facts and cultures. In the everyday work and life of a young European officer, this is verified. In many European Member States, young officers must participate, in the years following their commissioning, to a military operation abroad.

The threats, like economy and, somehow, culture, are now globalized. Instability in one region of the world brings insecurity everywhere in the world. Security, therefore, is also globalized and requires global actions. Owing to their history, their weight in the conduct of the world's political and economical affairs and their cultures, the European States play a major role for maintaining and enforcing peace in the world and they may be brought to use either military or civilian force, if allowed to under international law, when diplomatic solutions have failed. In the framework of the European Union, since the Saint-Malo summit in 1998, the Member States commit themselves to increase the integration of their security and defence policies through the Common Security and Defence Policy (CSDP), as a part of the Common Foreign and Security Policy (CFSP) of the Union. The governance and conduct of this policy, and the military affairs thereof, remain submitted to the principle of sovereignty

of the States<sup>49</sup>. Concretely, any initiative under the CSDP umbrella must be unanimously agreed. In the facts, the latter ones have clearly demonstrated their will, along the first years of existence, for a greater coordination and collaboration in defence-related issues such as the definition of the threats or the creation of multinational capacities and capabilities. The Lisbon Treaty, which came into force in 2010, pushed forward the coordination of the European external action and the rapid evolution of the CSDP observed since 1998 will certainly maintain its pace and dynamic in the future. The EU response to globalized threats is not only coordinated. It is also comprehensive. The CSDP, indeed, is not only concerned with military response to threats but also with civilian tools. In fact, most of the missions and operations lead by the European Union in the framework of CSDP use civilian “forces”, possibly combined with military ones. It is a “toolbox” for the response to the modern threats with modern instruments and it requires from the Member States to work and train their soldiers according to the principle of interoperability. It is fundamental, therefore, that the prospective military elites must be made familiar, educated and trained to this reality of their profession as early as possible in their military career.

Interoperability, in its traditional meaning, is the ability of different components of national armed forces to work together with a common objective. It seems obvious that this definition of a goal is still accurate and considered desirable, due to the complexity of the missions and operations that European armed forces, in particular, are involved in. Joint basic education, in this regard, is the first link in the chain of interoperability of the armed forces of the future<sup>50</sup>. Apart from branch-related training, the military socialisation of the cadets and respect for common traditions, rules and values are elements that will implant coherence and cohesion between the different components. On the other hand, separate education of the different branches cannot be considered as counterproductive. It enables cadets potentially to develop their own awareness as belonging to their branch, their sector, an identity with its own long-developed cohesion and myths.

A second meaning of the term “interoperability”, on a multinational level, seems to be used in the context of the Initiative for the exchange of young officers, in the military education. It appears, indeed, from the different official declarations made about the Initiative that it will “contribute” or “strengthen” the interoperability of the armed forces in the European context<sup>51</sup>. In this meaning, interoperability is not only the ability of the different components to work together, but also the ability of the national armed forces taken as a whole to work together. European mobility of the cadets, to this end, is a fundamental instrument since it is aimed at making the prospective leaders familiar with the work and defence cultures of their future colleague in CSDP missions and operations.

At the multinational level, the North-Atlantic Alliance defines the interoperability as “*The ability to operate in synergy in the execution of assigned tasks*”<sup>52</sup>. However, this definition

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<sup>49</sup> Denmark has opted-out from the CSDP and, therefore, does not take part to the subsequent actions. However, it contributes on its own or through NATO mechanisms to some EU-lead operations.

<sup>50</sup> 11 Member States have chosen to combine the education of two or more armed forces branches in joint institutions. More may do so in the future. This could be motivated by rationalisation, in having a single training centre, or more pragmatically by cost savings, but the undoubted result is that it emphasises the growing need for interoperability between national armed forces.

<sup>51</sup> See, for illustrative examples: Council conclusions on the ESDP – Council General Affairs and External Relations (Annex II, Political Declaration), Brussels 10-11 November 2008; Summary of remarks of Javier Solana (SG/HR) at the informal meeting of Defence Ministers, Prague 13 March 2009; European Initiative for the Exchange of Young Officers – SG/HR report on the state of affairs, Brussels 14 May 2009.

<sup>52</sup> NATO Standardization Agency, Allied Administrative Publications AAP-6, 2009.

encompasses two concepts that shall be differentiated. The first one is the technical interoperability, or “standardization”, which means that the Alliance is looking forward to bring national procedures or equipments in order to ease the daily running of operations, for example. The second concept is the military interoperability, which is “*the ability of systems, units or forces to provide services to and accept services from other systems, units or forces and to use the services so exchanged to enable them to operate effectively together*”<sup>53</sup>. Thus understood, the ability of, for example, the national navies to create common working mechanisms would be a first realisation of the interoperability challenge. However, it is difficult to assess that technical interoperability, or “standardization”, is the means for achieving military interoperability. Indeed, the word “standardization”, itself, has many levels: compatibility, interoperability, interchangeability and commonality<sup>54</sup>. It can thus be asked whether standardization is the means or the goal of interoperability.

What is most important eventually, is not the word itself but the spirit behind the term. Being interoperable, for young officers, would rather be about being able to work together - starting with a CSDP environment - in any kind of context, *i.e.* to work in different configurations of languages, nationalities, cultures, values, etc. It would mean that young officers would be prepared to suspend their belonging to a group – the class of engineers, the Navy officers or the Italian officers, *e.g.* - for a group that would be broader than nationality, language, culture, etc. That is the objective assigned to their basic education and training systems, to be achieved through both the teaching they provide and the socialisation they stimulate. They will prepare their cadets to face these possible configurations of their working environments and to be flexible enough to act efficiently and coherently and to fulfil their roles. In this regard, both the academic and the vocational components of officers’ education also have an equal role to play. The academic learning process provides the theoretical instruments for understanding a given environment, for example in teaching the functioning of the European actors and missions, and the vocational learning provides the skills and competences required to enhance practical flexibility. Thus, the exchange of knowledge, skills and competences are keys for the preparedness of the European armed forces for modern warfare. Mobility, from a more prospective viewpoint, might also be the seed of a potential structured European force.

## 2. Diversity of the forms of mobility

The relationship to mobility of cadets has been and still is different from one Member State to another. Mobility undoubtedly allows to share knowledge and know-how and thus represents a real gain for the institutions, the exchanged student or staff, *e.g.* in terms of promotion of the national excellence, in open-mindedness and scientific researches. However, orienting the education systems toward an increased mobility at the early stage of the officer’s career remains the balanced result of political, institutional, cultural and even financial choices.

On the basis of the information provided by the States for the first stocktaking of the exchanges in 2008<sup>55</sup>, it appeared that the political weight of a Member State is not necessarily an indicator of the cooperation policy of its institutions. Indeed, the three Member States with the largest number of identified EU exchange partners at this time were France, Italy and Austria. Otherwise exchanges are generally more frequent with the neighbouring areas of the

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<sup>53</sup> *Idem.*

<sup>54</sup> NATO Logistics Handbook, October 1997, Chapter 17.

<sup>55</sup> General Secretariat of the Council, Document 12843/08, “Stocktaking of existing exchanges and exchange programmes of national military officers during their initial education and training”.

different Member States. Exchanges are also very frequent with EU-third countries<sup>56</sup>. One must not forget, furthermore that partnerships may also be concluded at the political – diplomatic – level regarding the basic education of officers, notably in vocational training. Many Member States, indeed, have agreements in force with other Member States or with third-countries, notably the United States, for the application training to one specific arm. It is often the case for Air Force or Naval Aviation young officers. The institutions involved in the basic education of the officers rarely know about these exchanges, since they are not in charge of this specific training and that the modalities are organised at the level of the ministries. There is thus little chance to estimate accurately the number of these exchanges from and to the European Union, even though they are technically a part of the basic education and training.

Beside bilateral projects of mobility, other efforts have consisted in organising the networking of the military institutions or the cadets themselves.

At this latter level, it is worth mentioning the attempt to create a network of cadets within a Conference of European Military Schools and Academies (CEEAM by its French acronym). This experimental conference was organised in 2002 in the French Army Schools of Saint-Cyr Coëtquidan, again in 2003 in Brussels and in Italy in 2004. It was intended to bring together students from the military institutions of the European Union, Canada, the United States, Russia and Norway in order to consider the possibility of a true "European academy". For organisational and financial reasons relating to the travel requirements of the participants, this experience was not repeated on such a large scale. However, France for example is still pursuing this concept by allowing cadets to meet and discuss topics within the Inter-Forces Seminar of the Military Schools (SIGEM by its French acronym) and regularly invites foreign cadets to take part in these discussions. The Scandinavian cadets also convene regularly in order to discuss their common interests.

At the level of the educational institutions also, since the end of the 1990's, integration has been implemented through networking. The naval academies, acting in the field of officers' initial training, created a forum called the Conference of the Superintendents, which brings together heads of institutions from 16 Member States, as well as Norway and the United States. Its aim is to improve a cooperation between the participating institutions, for example in making training available to others or in organising events such as regattas. As early as 2001, the Conference of Superintendents saw the importance of the Bologna Process initiated only two years before and started thinking about its implications and challenges for the future of military education. For Air Force officers' education, a similar forum was created and called the European Air Forces Academies (EUAFAs). It brings together the heads of educational institutions of 15 Member States, as well as Switzerland, Norway and Turkey. Its aim is similar to that of its naval counterpart and its achievements have been remarkable, in particular the fact that it gives cadets the opportunity to meet for short events, for example athletics. It may be asked at this stage whether an EU initiative was needed, given that these institutions have already found ways to cooperate. Before going into the details of the realities of cadet exchanges, it will be noticed that none of these *fora* actually meets in a purely "European Union" configuration in the sense that their members could all be CSDP acting countries. An initiative in a configuration corresponding to the European Union remained therefore desirable and necessary. More recently, the initial Army training institutions of the 27 EU Member States have followed these examples and their heads have agreed to meet within a forum known as the European Military Academy Commanders Seminar (EMACS). Since it was created in 2008, the EMACS discussions seem to focus particularly on exchange

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<sup>56</sup> Sylvain Paile (2010), *op. cit.*

activities in the same way as its counterparts, and more particularly on the outcomes and expectations of the Initiative. For the Gendarmerie, no such forum has been created so far. The European Gendarmerie Force, is an operational network, which so far has not focused on the integration of officers' initial training.

It also appeared from the first investigations conducted in 2008 that many “exchanges” were too short for a real exchange of knowledge and know-how. Although they are an important part of the relationship between the different institutions, the courtesy visits of commandants, staff or students have a limited added value with regard to the objective of integration of military education. Most of the mobility events, it was found, were focused on the academic education rather than on vocational training, perhaps because of the differences in the equipment that is used or because of the lack of European harmonising measures such as the “Bologna process” in this area. Mobility, therefore, could be increased by investigating ways of developing exchanges further in vocational training and in extending these exchanges for a real exchange of qualifications.

Regarding the general question of recognition, more than the Bologna process, the first stocktaking survey highlighted that only half of the Member States recognised the education and training provided abroad as equivalent to theirs, being as a rule or on a case-by-case basis. This means that for some Member States, distinctions were made according to the partners with which they arrange exchanges and that there was no principle of confidence among the Member States. Although most of them considered an international experience as a bonus for the trainee, almost half of them reported they required their exchanged cadets to complete also the training they would have missed when training abroad. It could thus be proposed, by way of formalising this recognition, to adopt the same approach as the Bologna process in the academic sphere. It must be reminded at this stage that even the Bologna process left the Member States with desirable differences, but sometimes divergences, in their organisation of the civilian higher education and, as seen earlier, the military academic education. Harmonisation is meant to ease mobility where standardisation would have emptied the interest of the exchanges.

As to the instruments in the exchange, it appeared from the different survey before the Initiative was launched that the institutions were increasingly willing to use those created for European higher education as a whole, notably the Erasmus programme<sup>57</sup>. Invited to give their views on their signature of an Erasmus charter, the institutions' answers were unanimously positive. They stressed the fact that it would provide valuable foreign experience for the cadets and teaching staff and contribute to broadening their minds, but also that, for the institutions themselves, it was a good way to improve international networking and to ensure that the quality of the education they provided would be perceived as appropriate. As major barriers to the enhancement of mobility, the survey in general confirmed that national differences in organisation of the curricula and timetables and more broadly in the visions of what initial education and training should be (short/long, exclusively vocational/mixed), appear to be the major obstacles. The respondents also mentioned the fact that the language skills of students or teachers may not be at the level required for an exchange, which is a cultural obstacle for exchanges, that exchanging may be too costly and that information with regard to the compatibility of the qualifications provided by any given institution was lacking entirely.

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<sup>57</sup> For more information and data on the Erasmus programme, please consult the European Commission's website: [http://ec.europa.eu/education/lifelong-learning-programme/doc80\\_fr.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc80_fr.htm)



When subsequently asked to state their expectations with regard to the Initiative, meant to remedy to those obstacles, the institutions mentioned first and foremost the facilitation of exchanges as the primary objective. They also suggested different ways of attaining this objective: creating a list of contact points in order to facilitate networking, creating a legal framework for exchanges, creating an internet base on which requests and offers of exchanges could be presented. In addition, the institutions expected the Initiative to contribute to a benchmark for the quality of education. To this end, it was even proposed to create a system of European accreditation and evaluation of the programmes, possibly including the creation of a European label. It should contribute also to harmonisation – but not standardisation - of the timetables and also of the contents in creating combined education and training modules or in helping to identify a set of qualifications allowing comparison of the outcomes of the educational processes. They also thought it should enable improved interoperability with regard to the ability of people to understand and respect each other's way of working. Lastly, they expected it to contribute to their European identity by giving them the same possibilities for exchange in vocational training as those offered in academic education by the Erasmus programme. Clearly, these developments had also to benefit Member States with no national facility for the basic education and training of their officers.

### **3. Overview of the European Initiative for the exchange of young officers**

The initiative for the exchange of young officers, inspired by Erasmus (the Initiative) was launched by the French Presidency of the European Union in 2008, with the support of the Secretariat of the European Security and Defence College which provided the first stocktaking of the exchanges and exchange programmes in European military officers' basic education institutions<sup>58</sup>. The observations of the European military higher education allowed to edit a series of measures aimed at the enhancement of mobility for the potential European military elites, within a political declaration (the Declaration) of the European ministers for Defence<sup>59</sup>.

The Declaration, a politically binding document, states that the Initiative – officially entitled "European Young Officers Exchange Scheme, modelled on Erasmus" at this stage - is meant to develop interoperability in the initial training of officers, while respecting national specificities and traditions. The various measures recommended should not therefore be seen as an attempt for standardising the curricula, but more as reducing the differences that might impede the mobility of students and teaching staff. Three directions were stressed for achieving this objective.

The first part of the recommendations deals with measures to be taken at European level. Those that are common to both academic and vocational training - *i.e.* professional and military - include the measures necessary in order to compare the skills and competences required of a cadet during his/her curriculum, to create a database presenting the programmes offered by the military institutes and the demand for/supply of these in exchanges, and to identify obstacles to the enhancement of these exchanges. On the academic aspects of the training more specifically, the Declaration recommends developing CSDP and international security training modules to be proposed to the military institutions and facilitating access to

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<sup>58</sup> General Secretariat of the Council, Document 12843/08, "Stocktaking of existing exchanges and exchange programmes of national military officers during their initial education and training".

<sup>59</sup> Council conclusions on the ESDP – Council General Affairs and External Relations (Annex II, Political Declaration), Brussels 10-11 November 2008.

internet-distance learning in order to expand the range of what is offered by the institutions, notably in the field of CSDP education. The ESDC is to play a major role in that particular area since this already forms part of its educational mandate, but addressing other audiences. It is also asked to develop, on the model of academic training, credit transfer systems such as the ECTS and methods of encouraging exchanges in military vocational training.

The second part of the recommendations concerns the Member States and their military institutions. Two points relate to the implementation of the Bologna process. The Member States are requested to encourage this integration of the *acquis* and to recognise education received in other Member States, which is a major point of the process. Moreover, they are requested to encourage mobility of students and teaching staff and to promote the development of education in foreign languages, and learning of two foreign languages within the institutions.

The third part concerns the arrangements for implementation of the Initiative and the organisation of short-term developments. A working party is to be created within the framework of the ESDC Academic Board in order to implement the directions set by the Ministers and supplement them with other measures.

The Initiative as conceived is intended to enhance a European culture in the field of security and defence, fostering awareness of sharing a single identity and objective among those concerned.

At the individual level first of all, simplified mobility and the acquisition of new knowledge, both theoretical and practical, would greatly contribute to the professional development and broad-mindedness of the prospective officer. The open educational context would also favour his/her absorption of the ethics and values which go into building the European concept. This would apply to both the exchange students and to the hosting institution's own students through social interaction. The scientific, academic and instructing staff exchanged would also benefit, in their own work, from interaction with new ways of thinking and doing.

Military institutions, then, would obviously benefit from this opportunity to show the excellence of their education and to demonstrate their role and visibility in the European Higher Education Area.

The Member States would have the use of the capacities of these experts both in the conduct of CSDP and in multilateral contexts. Their armed forces would have improved abilities to work with foreign partners and allies.

Finally, the European Union itself would quite certainly benefit from the experience of interoperability<sup>60</sup> gained by officers for any multilateral operations it might be willing to engage in.

On an abstract level, two main approaches may be defined whereby the Initiative is used to promote CSDP consciousness and stimulate two corresponding aspects of an emerging culture: a formal direction and a normative one.

The purpose of the formal approach, is to accustom students to their potential role in the European defence context. Although European armed forces may be involved in various forms of multinational operations such as United Nations missions or NATO operations,

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<sup>60</sup> If a parallel was to be made with the definitions provided in a previous section of interoperability, it could be said that measures such as identifying mobility obstacles would be on the "compatibility" level, measures regarding the organisation of the accumulation and transfer credit systems on the "interoperability" (narrow meaning) level and measures on the (comparison of) qualifications on the "interchangeability" one. In no case, however, the Initiative intends to force "commonality". It proposes it on a voluntary basis notably through the creation of common modules.

flexibility must be emphasised as a major ingredient of the European officer's make-up. At the institutional level, this suggests that there needs to be a debate within military institutions on the role of the use of languages such as English, adaptation/use of credit transfer systems for vocational training, or the use of cooperation instruments such as Erasmus. The recommendations outline some of these points, as explained above, in stressing the mobility challenges. Through exchanges of knowledge and values, the Initiative would trigger a process of "Europeanisation" of defence education and consequently stimulate the emergence of what might be termed a "European culture of defence".

The normative approach is concerned with the extent of students' knowledge of European defence issues, improvement of which is urged in the recommendations. Accordingly, the matter is a subject for debate only at the national institutions' level: the number of courses related to such issues, the importance of this kind of instruction in the curricula (compulsory or not, whether the ECTS should be attached, dedicated time, etc.). The military institutions are therefore requested to teach cadets the "Europeanisation" of defence, which is expected to contribute to another aspect of European culture in the area of security and defence: a "European defence culture".

Besides these two main approaches followed by the Initiative, a third may be outlined: the possibility of "merging". This combines both formal and normative approaches by providing an appropriate European environment for a specific type of ESDP training. A practical implementation of this idea was developed through the combined training projects that are called for in the recommendations. The organisation of common academic modules by partner institutions, notably under the aegis of the ESDC, provide the students with shared knowledge in a shared environment. To this end, academic resources might also be rationalised and common values may arise from the resulting social interaction. This particular possibility would thus combine both the two cultural aspects mentioned above and constitute an important symbol for the emergence of a European culture of security and defence.

The rules of procedures of the Implementation Group<sup>61</sup> (IG) were established on 29 January 2009 by the ESDC Steering Committee. According to these rules, the IG is a project-oriented configuration of the Executive Academic Board of the ESDC, with the mission to "*implement the measures agreed at European level and to contribute to the implementation of those recommended at national level*". It is also "*a forum to share best practices and experiences in the area of exchanges of young officers*" and its measures with an impact at the European level shall be endorsed by the Steering Committee. It is chaired by the EAB Chair, assisted by the Secretariat of the ESDC, and its members, designated by the Member States or their institutions involved in the initial training of the military officers on a voluntary basis, convene at least four times a year, usually in Brussels. However, in order to fit the purposes of the Initiative and to make best use of the progresses achieved in the European higher education in general, the IG can invite representatives from the European Commission or the Bologna process' structures. Eventually, the first IG meeting took place on 19 February 2009 in Brussels and started work on 5 "quick wins":

- Implementation of a common module on CSDP;
- Provision of internet access to raw data of detailed stocktaking;
- Creation of a dedicated forum for the exchange programme;
- Creation of a framework agreement for administrative and legal challenges linked to the Initiative;

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<sup>61</sup> ESDC Steering Committee, Document SC/2009/003 REV1, 29 January 2009.

- Development of other common training modules.

Relying on contributions and support from the Member States and their institutes, the IG made a substantial progress on these various aspects of the Initiative very quickly. On the basis of the standard curriculum developed by the ESDC, the Group created a common module on CSDP specifically addressed to these young audiences and aimed at preparing them for the European and international dimensions of their missions and careers. It was run for the first time in the Portuguese academies in 2009 and, after two years of existence and organisation in several Member States, this module enabled more than 400 young officers to become familiar with the role they may be called to play in European defence in the future.

A detailed stocktaking of the European officers' initial education and training has been completed<sup>62</sup>, which assists the institutes concerned in identifying partners with whom they organise exchanges and a dedicated forum<sup>63</sup> and a newsletter have been set up for the institutes to communicate regarding supply and demand of exchanges. Communication is also effected using other means designed to disseminate information on the initiative, *e.g.* to the students and the public, or to interact with the educational *fora* for addressing mobility challenges that are specific to one or several armed forces.

Owing to the military nature of these educational exchanges, a framework arrangement has been developed and agreed by all 27 Member States. It sets the conditions under which exchanges between Member States wishing to participate take place. It also lays down the recognition procedures of the outcomes of exchanges in military vocational training. It therefore complements the learning agreements the institutions and the trainees usually set for their exchanges, *e.g.* under Erasmus programme, and which do not specifically deal with this particular factor. The officers' work is integrated into their educational process. Therefore, for exchanges of non-academic training modules, the participating institutes agreed within the Initiative on best practices aimed at recognising the value of training undertaken abroad as equivalent in principle to national training.

The Member States and their institutes in the Initiative, since the IG is authorised to supplement the measures set out in the Declaration, also seek to provide a common European vision – and not only to compare – of the qualifications an officer should have after successfully completing his or her educational and training process. Meanwhile, common curricula on issues shared by the European armed forces are being developed on a continuing basis, and national institutes regularly open or adapt existing learning modules to European participation.

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<sup>62</sup> Sylvain Paile (2010), *op.cit.*

<sup>63</sup> The forum has a public access part for the public and a restricted access one for the work of the IG and its thematic sub-groups. It can be accessed at the following address: [www.emilyo.eu](http://www.emilyo.eu)

## **Part Two: Observing officers' basic education systems**



## **Introductory Chapter**

The content of this second part is aimed at presenting synthetic information on the basic education systems implemented in and by the 26 European Union CSDP Member States. The objective, behind the presentation of this gross information, is to provide a series of data which are needed and looked at by a military institution when developing its mobility policy and planning its exchanges. In order to ease comparison between the different models and their education policies, the information was collected and is hereafter presented - after editing process and coordination with the military institutions themselves - in a standardised way.

Two sections, in this chapter, will successively comment and explain the two documents that have been elaborated in collaboration the military institutes and through open sources and used for presenting the national specificities with regard to the opportunities of European exchanges. Despite the fact that these documents will be presented according to their Member State of origin, individual explanations must be given in order to ease the reading of the second chapter.

### **1. How to read the schemes:**

The schemes “how to become an officer in (a given Member State’s armed forces)” that will be reproduced at the beginning of the sections dedicated to each Member State present the entire education and training process an individual must go through in order to become a military officer. The reference timeframe begins with the secondary education - on which, as seen in the Part One, all officers’ basic education systems rely – and ends with the first posting of an officer. An exception has been allowed, however, for including the possible “intermediate” education and training of an officer if relevant for the purpose of enhancement of mobility of young officers in their basic education, as introduced also in Part One.

Stages after stages, the schemes allow to follow the education and training processes, which have been elaborated in and by the different Member States, and understand their logic, traditions and contents. The nature of the institutions involved in the basic “education” – in its generic acceptance - are the references that are used for describing the different stages. Since it is in some cases provided by different institutions and training centres, application training before the first posting had to be singled out from the more “general” officers’ training – classically taking place in military academies-, which includes basic training notably. Two different colours were thus used for highlighting the possibly different processes. The key of these schemes is as follows:



**Scheme 1: Keys for the schemes "How to become an officer of the (...) armed forces"**

These schemes are generic and synthetic in the meaning that they include information on the education and processes of all their military officers. A distinction might have been made by the Member States themselves in the schemes between the different services, through specific mentions or arrows of different colours, but only one scheme is provided by Member State. In the reality of the basic education and training, fundamental differences may exist between the different services – especially where basic education and training is not joint -, which would make the schemes more complex and difficult to read with regard to the objective of merely introducing the national education and training path. Therefore, the information contained in these documents is intentionally limited to generic descriptions applied to an abstract "military officer", at the level of a State. Where the differences between the services are too important, nevertheless, mentions of the respective timelines have been included, for example.

For the same reason of clarity and synthesis, respondents may have deliberately made the choice not to include descriptions of the education and training applicable to the indirect recruitment.

Although the information contained in these schemes is not exhaustive, which may be seen as a limit, these documents may and must be read together with the calendars contained in the fiches in order to have a better view at the actual practice of basic education and training of all officers.

Finally, it must be noted that, since every EU Member State has military officers, schemes may be found for each State, including those which have no national facility for the basic education and training. The fiches, however, only provide information about the education and training as organised and implemented within the Member State.

## **2. How to read the fiches:**

The objective of these synthetic fiches is to present main information which can be needed when an institution intends to develop a mobility policy and plan exchanges of students and staff. One must realize that the use of the term "main" implies that the information is not exhaustive. Any process of selection, naturally, implies a certain level of subjectivity but the








information contained in these presentations has been selected according to the discussions held in the framework of the *fora* or the Initiative on the elements which may be seen as essential with regard to their contribution to the development of exchanges. In any case, the information contained in these fiches is only an (detailed) introduction of the different European basic education systems and policies. This information can be superseded for completeness or a greater level of details to other investigations and analysis, such as those conducted for the Stocktaking on the military higher education<sup>64</sup>. For example, the fiches do not contain updated data on the adoption of use of qualification frameworks in the academic education or the vocational training.

With a view to clarify the reading of these fiches, the information collected remained intentionally synthetic and, in order to allow a comparison and a direct use by the specialised readers, harmonised. However, the presentation through fiches also gives the word to the institutions themselves. Some sections of the documents were left, indeed, for the promotion by and of the institutes, their education and training with a view to attract European students and staff.

The first category of information presented in these fiches is formal since it names the main institute(s) in charge with the basic education and training of the officers - except the centres for the specialised training - and reproduces their internet websites' addresses<sup>65</sup>.

The second category presents the academic curricula proposed in the basic and intermediate education which are recognised in the European Higher Education Area, as well as the military specialisations offered through the vocational – including application – training. The names of the specialised training centres, which are often different from the “main” institutions, may also be given.

The third category describes the organisation of the pillars and the “pediment” of the basic officers' education. In a dedicated part of the fiches, the military institutes were invited to provide a calendar of the entire<sup>66</sup> basic education and training, in which they could present their model of an organisation, month after month and, if needed, make differences between different curricula. Colours could be mixed in order to reflect the possible combination and respective weights of both education and training in a given period of time. The key for reading these calendars is the following:

	: Vocational training period
	: Academic education period
	: End of the officer's basic education and training
	: Posting <sup>67</sup>
	: Vacation (may be left blank)

**Scheme 2: Keys for reading the calendars of the basic education and training**

<sup>64</sup> Sylvain Paile (2010), *op. cit.*

<sup>65</sup> Preferably the addresses accessible in English.

<sup>66</sup> Everything which is after the calendars as provided in the fiches resorts to the officer's professional career.

<sup>67</sup> In some Member States, depending on the domestic organisation of their system, application/specialist training is not seen as part of the initial education and training. Additional colour for “posting” in the calendar thus mark the end of all education and training processes before the start of the career as a commissioned officer.

Below is also presented a fictitious calendar, for illustration.

[illegible]

**Scheme 3: A fictitious calendar, for illustration.**

In the same category, the Member States and/or their institutions were invited to provide a statement on their view of the respective shares and organisation of the academic education, the vocational training and the leadership education/training in their basic officers' education. This is aimed, somehow, at commenting on the calendars, notably with regard to the models of organisation as proposed in Part One.

The fourth category of information contained in these fiches is related to the organisation of research activities and the possible implementation of doctorate curricula within the military institutes responsible for the basic education of the potential military elites. Research, in general, is indeed a favourable ground for exchanges of both students<sup>68</sup> and scientific/academic staff.

The fifth category of information related to the implementation of the principles of the European Higher Education Area in both academic education and vocational training<sup>69</sup> since the commitment to this *acquis* make two educational systems potentially compatible for exchanges. Specifically, the questions which were asked to each European military institutes and which answers are reproduced in the fiches relate to:

- The implementation of study cycles as organised notably through the Bologna process: first cycle (bachelor level), second cycle (master level) and third cycle (doctorate);
- The nature of the credit transfer and accumulation systems adopted for recognising and exchanging education and training modules;
- The potential description of the learning outcomes expected from the education and training and their use for the definition of transfer and accumulation credits;
- The setting and implementation of both internal and external quality assurance systems within the responsible institutions;
- The possibility for foreign cadets to take part to the national basic education and training on the basis of an exchange<sup>70</sup>, understood that specific agreements – such as the necessary agreements for an Erasmus-based exchange - or a prior approval by the Ministry of Defence are required in most of the Member States;

<sup>68</sup> One must notice that, in the EU Member States, military doctorate students are not considered as basic education students. However, doctorate studies and curricula obey the principles of the European Higher Education Area and may therefore be linked, with regard to the efforts for increased mobility between the institutions, to the objectives of this compendium.

<sup>69</sup> Despite the fact that several institutions may be given responsibilities in the vocational training, academy and application schools *e.g.*, only one series of data was required for a given service for reasons of simplification.

<sup>70</sup> Full-curriculum exchanges and their practical arrangements are not dealt with, here. Owing to their specific nature, indeed, the decision to organise such exchanges and their practical modalities are most often agreed on at a ministerial level although the respondents, here, are the basic education institutions.

- The recognition, as equivalent to the education and training provided by the national institutions, of the education and training taken abroad during an exchange<sup>71</sup>;
- The internal recognition as a valuable education or training of combined modules, *i.e.* co-organised by two or more military partner institutions from two or more Member States.

The sixth category of information relates to the culture of the exchanges between the Member State and its institutions it may have. Data on the current practices and experiences of mobility of the institutions<sup>72</sup> are provided in a table, together with important information on the use of mobility instruments, such as the Erasmus programme or the participation to institutions' fora. However, both States and institutions were invited to provide a short statement on their culture, objectives and even traditions of cadets and staff mobility. In the same way, they were also invited to shortly describe their policies of use of foreign languages in basic officers' education. To this end, both practices of education "of" and "in" foreign languages may be found in a specifically dedicated section of the fiches.

Finally, the last frame was left for the Member States and their institutes presenting synthetically the recruitment procedures of cadets and main stages of the advanced education of the commissioned officers. This description of the "before" and "after" officers' basic education may be seen as a way to refocus initial education and training in a "lifelong learning" perspective.

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<sup>71</sup> If the answer to this question is negative, it means concretely that a cadet will have to complete the education/training he or she missed during his/her exchange period once he or she will be back to the national institute.

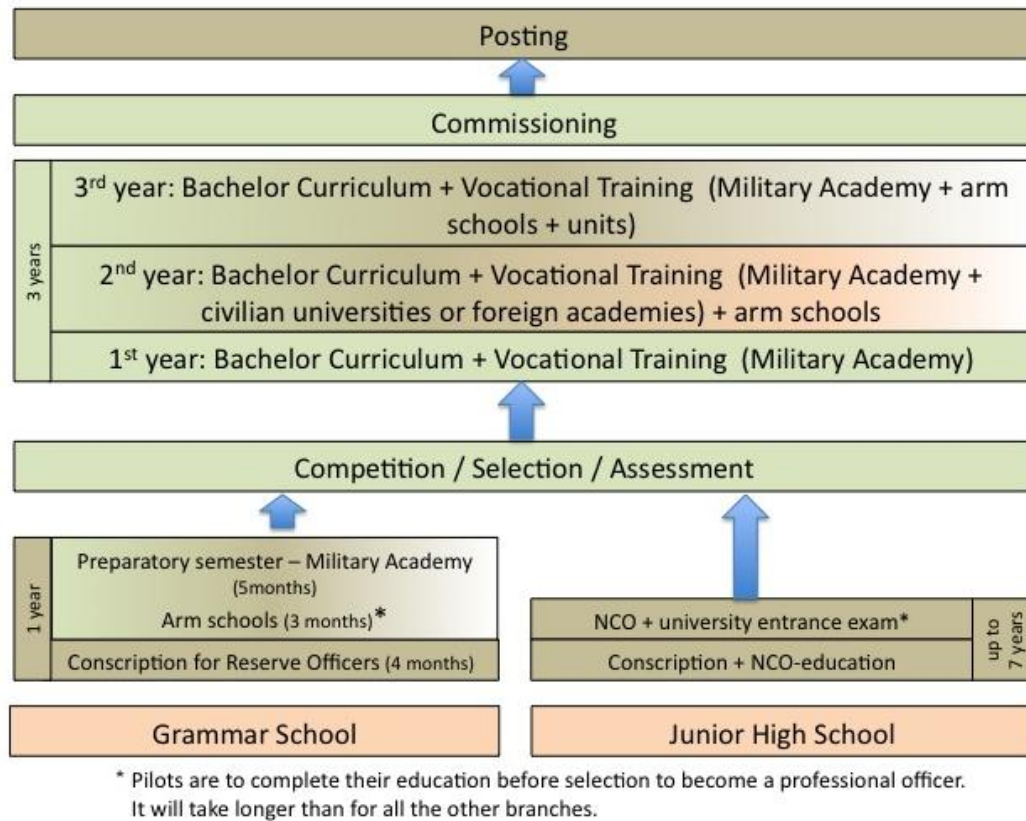
<sup>72</sup> In case of joint institutions, the data reproduced in the table relate to the experience of the institution(s) involved in the basic education and training of the military officers, in general. They do not specifically relate to the service/branch which is described in the fiches since the institutions, most often, do not single out one or the other service in their mobility policies.





## AUSTRIA

### How to Become a Military Officer in the Austrian Armed Forces:



The basic education and training of the officers of the Austrian armed forces, including the Air component, is the role of the Theresan Military Academy.

The Military Academy, for candidates of both direct and internal recruitments, is recognized as fully integrated in the European Higher Education Area and, like other Austrian universities, provides a higher education curriculum. In order to be commissioned as officers, the Austrian cadets must obtain the Bachelor of Arts in Military Leadership from the Academy, after three years of academic studies, which include a training period, similar to a stage in units of foreign armed forces. The academic aspect of the basic education of an Austrian officer, therefore, is necessarily the product of an international cooperation or, in some cases, of the cooperation between the Academy and civilian universities.

The vocational training is also the product of the cooperation between the Military Academy and the operational units of the armed forces themselves, since the national conscript service also contributes to the acquisition of basic military skills.

## ARMY

## Theresan Military Academy

(<http://campus.milak.at/campus/englisch/index.php>)

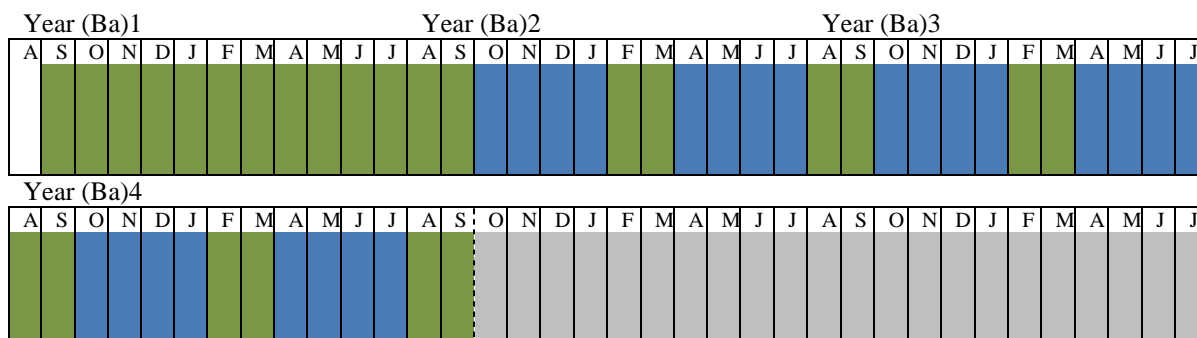
### Academic curricula:

### Military specialisations:

#### **Bachelor of Arts in Military Leadership**

Artillery	<b>Artillery School - BADEN</b>
Engineer	<b>Engineer School - KLOSTERNEUBURG</b>
Infantry	<b>Infantry School - BRUCKNEUDORF</b>
Information Communication Technology	<b>CSS School - VIENNA</b>
Logistics	<b>Logistic School - VIENNA</b>
NBC	<b>NBC School</b> (also organises a “Security and Crisis Management” course for civilian students only) - KORNEUBURG
Reconnaissance	<b>Reconnaissance School - ZWÖLFAXING</b>
Armour & Mechanized Infantry	<b>Armour &amp; Mechanized Infantry School - ZWÖLFAXING</b>
Technical Service	<b>Logistic School - VIENNA</b>

### Organisation of the basic officer's education:



### The academic-vocational-leadership components:

In the Austrian system, academic education and vocational training are conducted alternatively, with regard to the organisation of time, and at different locations: training is provided by the Academy and the branch schools, education by the Academy and - for one semester in the third year - national civilian universities or foreign military schools. These two aspects, in the curriculum, remain complementary but distinct in general, even though international training in units is considered to be a part of the academic education. Vocational training, indeed, is not allocated with ECTS.

Leadership, finally, as it is acquired through both education and training and as the name of the bachelor demonstrates, is fully merged in these two aspects. It is the sum of education and training and cannot be differentiated from them.

### Doctoral studies:

The Theresan Military Academy does not organise the doctoral studies of the Austrian officers.

### Research for scientific excellence:

The research projects are administered by the Institute of Basic Officer Education and touch on all areas of teaching.

Integration into the European Higher Education Area:

**Academic education:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational training:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Specific (Work-Load-Credits)	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Austria and the Theresan Military Academy have a long-standing tradition of mobility in both academic and vocational fields. 100% of the future officers are exchanged during the “international training on the job” in the course of their education, as they are sent to units in Europe and worldwide. They also acquired considerable experience in hosting and exchanging teachers and instructors from and to many European and non-European countries.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	Yes	EMACS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

Within the Theresan Military Academy, the military students must learn English as a first foreign language. They must also take a second foreign language. They may choose optional courses of Croatian, French, Italian, Russian or Spanish. The cadets are obliged to attend courses in English during their education, such as the common module on CSDP, and as a part of their academic education, complete their international training on the job in practicing these foreign languages as well. Finally, the Academy regularly provides parts of its vocational training in English.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have accomplished their conscript period and passed an entrance knowledge examination. In the course of their career, the Austrian officers will be proposed additional education and training at an advanced level: up to Battalion-Staff at the Military Academy (Institute for Advanced Officer Training) and up to Brigade-Level at the National Defence College in Vienna where a Master programme in Military Leadership started in September 2011.

## AIR FORCE

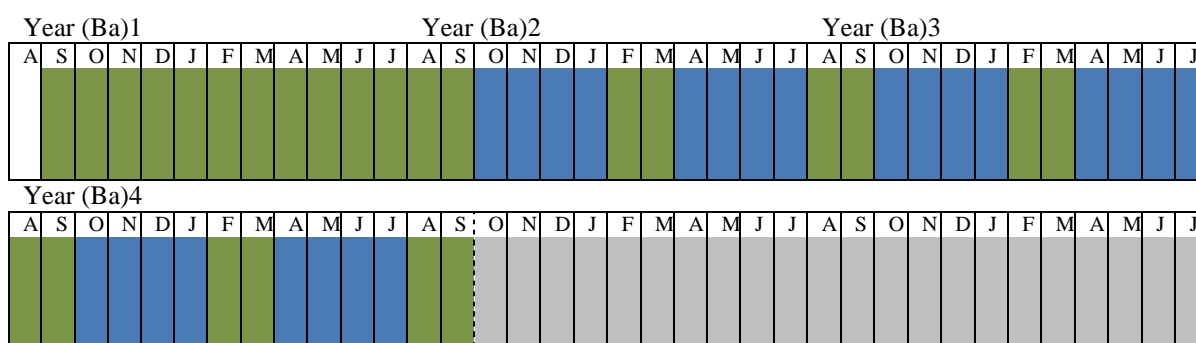
## Theresan Military Academy (<http://campus.milak.at/campus/englisch/index.php>)

### Academic curricula:

### Military specialisations:

<b>Bachelor of Arts in Military Leadership</b>	Pilots	<b>Pilot &amp; Air Defence School - LANGENLEBARN</b>
	Air Defence	<b>Pilot &amp; Air Defence School - LANGENLEBARN</b>
	Air Surveillance	<b>Pilot &amp; Air Defence School - LANGENLEBARN</b>
	Air Traffic Controller	<b>Pilot &amp; Air Defence School - LANGENLEBARN</b>
	Technical Officer for Aviation	<b>Pilot &amp; Air Defence School - LANGENLEBARN</b>

### Organisation of the basic officer's education:



### The academic-vocational-leadership components:

In the Austrian system, academic education and vocational training are conducted alternatively, with regard to the organisation of time, and at different locations: training is provided by the Academy and the branch schools, education by the Academy and - for one semester in the third year - national civilian universities or foreign military schools. These two aspects, in the curriculum, remain complementary but distinct in general, even though international training in units is considered to be a part of the academic education. Vocational training, indeed, is not allocated with ECTS. Leadership, finally, as it is acquired through both education and training and as the name of the bachelor demonstrates, is fully merged in these two aspects. It is the sum of education and training and cannot be differentiated from them.

### Doctoral studies:

The Theresan Military Academy does not organise the doctoral studies of the Austrian officers.

### Research for scientific excellence:

The research projects are administered by the Institute of Basic Officer Education and touch on all areas of teaching.



Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Specific (Workload Credits)	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Austria and the Theresan Military Academy have a long-standing tradition of mobility in both academic and vocational fields. 100% of the future officers are exchanged during the “international training on the job” in the course of their education, as they are sent to units in Europe and worldwide. They also acquired considerable experience in hosting and exchanging teachers and instructors from and to many European and non-European countries.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	Yes	EMACS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

Within the Theresan Military Academy, the military students must learn English as a first foreign language. They must also take a second foreign language. They may choose optional courses of Croatian, French, Italian, Russian or Spanish. The cadets are obliged to attend courses in English during their education, such as the common module on CSDP, and as a part of their academic education, complete their international training on the job in practicing these foreign languages as well. Finally, the Academy regularly provides parts of its vocational training in English.

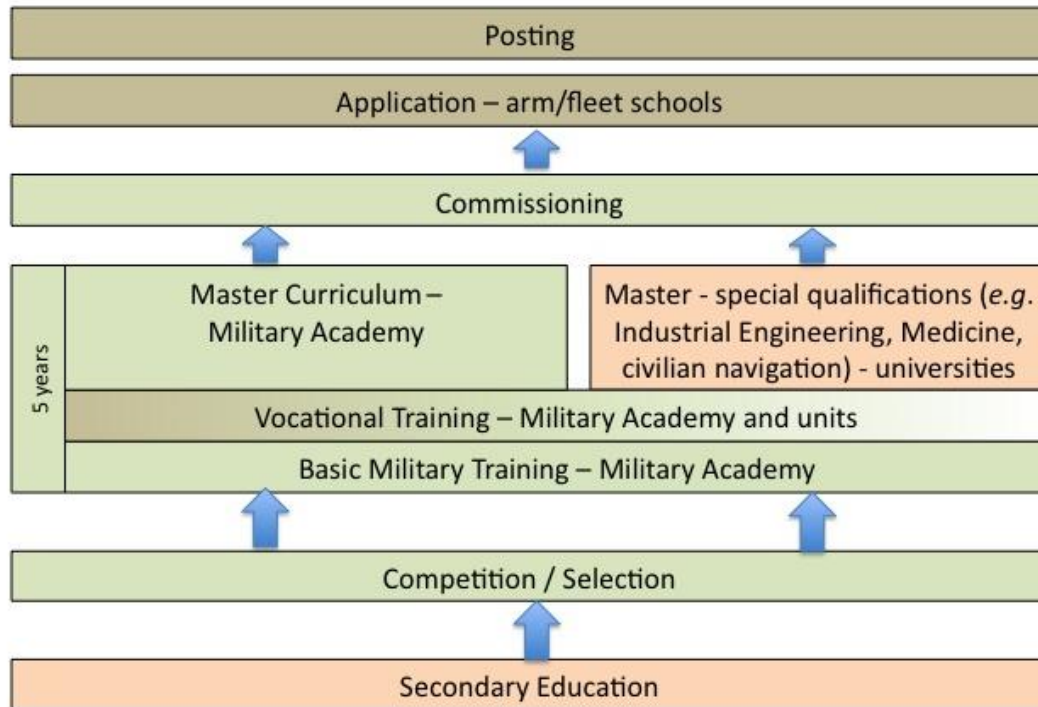
Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have accomplished their conscript period and passed an entrance knowledge examination. In the course of their career, the Austrian officers will be proposed additional education and training at an advanced level: up to Battalion-Staff at the Military Academy (Institute for Advanced Officer Training) and up to Brigade-Level at the National Defence College in Vienna where a Master programme in Military Leadership started in September 2011.



## BELGIUM

### How to Become a Military Officer in the Belgian Armed Forces:



The basic education and training of the officers of the Belgian Army, Navy and Air Force is mainly provided by a joint institution: the Royal Military Academy.

The Royal Military Academy is recognised, like any Belgian university, as a higher education institution enabled to deliver degrees in the three cycles of the European higher education. The Belgian officers must, in order to be commissioned, obtain a master degree in *social and military sciences* or in *engineering sciences* at the Academy, or for specific professions related to *medicine, merchant navy, industrial engineering, e.g.* in civilian institutions. Most of the courses, eventually, are provided by and at the Royal Military Academy but this one may also collaborate with other universities for specific curricula or courses.

The vocational aspect of the basic education and training is also provided by the Academy, in cooperation with the operational units and the application training centres.

## ARMY

## Royal Military Academy

(www.rma.ac.be)

### Academic curricula:

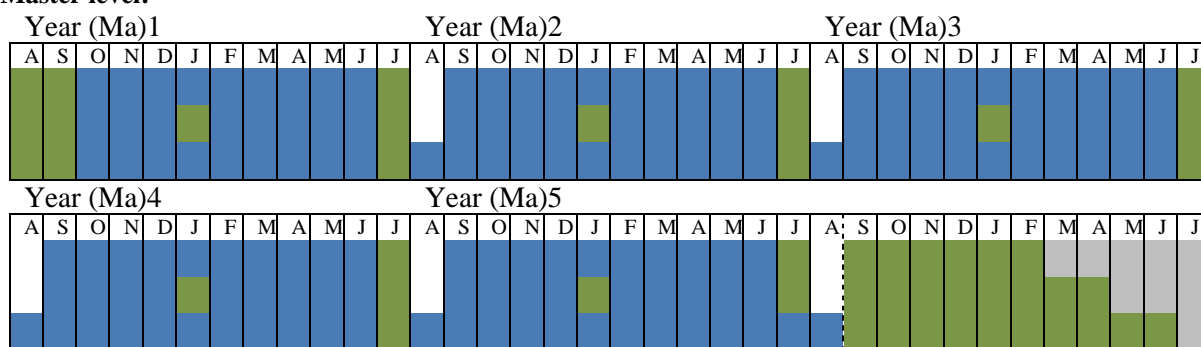
<b>Bachelor</b>	<ul style="list-style-type: none"> <li>- <b>Engineering Sciences</b></li> <li>- <b>Social and Military Sciences</b></li> </ul>
<b>Master</b>	<ul style="list-style-type: none"> <li>- <b>Engineering Sciences:</b> (specialisations proposed in <i>weapon systems and ballistic</i>, in <i>construction</i>, in <i>mechanics</i>, in <i>telecommunications</i>)</li> <li>- <b>Social and Military Sciences:</b> (specialisations proposed in <i>management and weapon systems</i>, in <i>political and military sciences</i>)</li> </ul>

### Military specialisations:

<ul style="list-style-type: none"> <li>- Infantry</li> <li>- Reconnaissance</li> <li>- Artillery</li> <li>- Engineering</li> </ul>	<b>Competence Centre Land</b>
<ul style="list-style-type: none"> <li>- Logistics</li> <li>- Communication and Information system</li> </ul>	<b>Competence Centre Support</b>

### Organisation of basic officer's education:

#### Master level:



### The academic-vocational-leadership components:

In the Belgian system, academic education and vocational training are clearly separated, as much in their respective locations (at master level) as in the period dedicated to each of them, with the exception made for physical training. This educational system, however, does not differentiate the leadership training/education from the academic or vocational aspects. Despite the existence of an academic department dedicated to *behavioural sciences*, leadership is a merged aspect of these two dimensions.

#### Doctoral studies:

The Royal Military Academy offers the possibility to the Belgian officers to obtain:

- PhD in Applied Sciences
- PhD in Social and Military Sciences

#### Research for scientific excellence:

The Royal Military Academy hosts several laboratories and holds grants for researches of international interests, such as:

- DYMASEC: Dynamic Material behaviour for Security
- LPP (Laboratory of Plasma Physics)
- MOBINISS (Mobile Intelligent Information Sensors for Security)
- RDCM (Risk, Disaster and Crisis Management)
- SIC (Signal and Image Centre)

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	No	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Specific	Yes	Yes	Yes	No	Yes	No	Yes

An exchange culture:

*Belgium and the Royal Military Academy have a long-standing tradition of mobility in both academic and vocational fields. Approximately 5% of prospective officers are exchanged per year, notably for study thesis research purposes. Belgium, furthermore, has acquired a considerable experience in the training of officers for foreign armed forces of Africa and Luxembourg, e.g.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	EMACS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

Within the RMA, the military students, apart from the two compulsory national languages (Dutch and French), must learn English or German as a second foreign language. In addition, the Military Academy stimulates the education in foreign languages. At the bachelor level, the students have the opportunity to choose courses provided in English, notably in the land force specialisation area. At the master level, the RMA pro-actively encourages its students to learn in English. Parts of the vocational training, besides, are provided in English.

Before and beyond basic education:

The prospective military officers are recruited from the young Belgian and European nationals graduated from the secondary education. They must pass knowledge and fitness (physical, psychological and medical) tests before entering the Academy.

In the course of their career, the Belgian officers will be proposed advanced education and training at the Defence College, within the RMA structure: *Captain's course*, *Major's course* and *Advanced Staff Course*.

## NAVY

## Royal Military Academy

(www.rma.ac.be)

### Academic curricula:

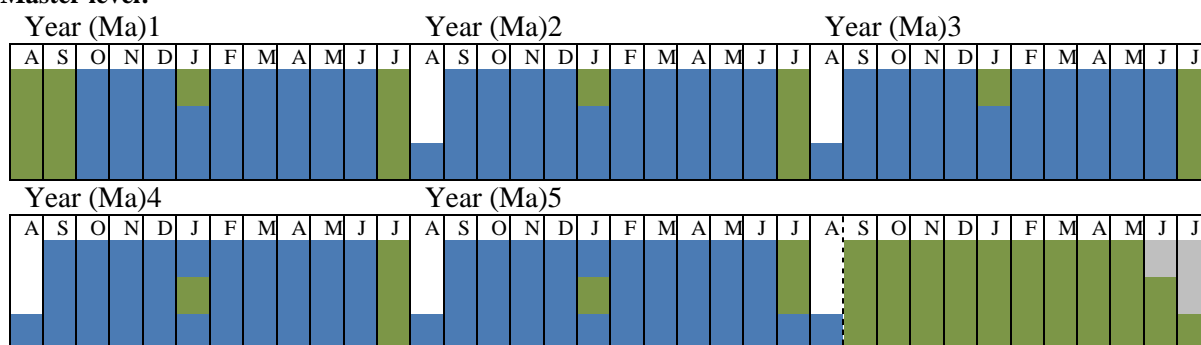
<b>Bachelor</b>	<ul style="list-style-type: none"> <li>- <b>Engineering Sciences</b></li> <li>- <b>Social and Military Sciences</b></li> <li>- Extra Muros</li> </ul>
<b>Master</b>	<ul style="list-style-type: none"> <li>- <b>Engineering Sciences</b> (specialisations proposed in <i>weapon systems and ballistic</i>, in <i>construction</i>, in <i>mechanics</i>, in <i>telecommunications</i>)</li> <li>- <b>Social and Military Sciences</b> (specialisations proposed in <i>management and weapon systems</i>, in <i>political and military sciences</i>)</li> <li>- Extra Muros (Specialisations proposed in <i>nautical or engineering sciences</i>)</li> </ul>

### Military specialisations:

- Seaman officers (Line officers)	<b>CC MAR – Nautical School</b>
- Technical officers - Weapon officers	<b>CC MAR – Technical School</b>

### Organisation of basic officer's education:

#### Master level:



### The academic-vocational-leadership components:

In the Belgian system, academic education and vocational training are clearly separated, as much in their respective locations as in the period dedicated to each of them, with the exception made for the physical training and some parts of the academic education (organised in the Royal Military Academy or outsourced to the Antwerp Maritime Academy or an industrial college). This educational system, however, does not differentiate the leadership training/education from the academic or vocational aspects. Despite the existence of an academic department dedicated to *behavioural sciences*, leadership is a merged aspect of these two dimensions.

#### Doctoral studies:

The Royal Military Academy offers the possibility to the Belgian officers to obtain:

- PhD in Applied Sciences
- PhD in Social and Military Sciences

#### Research for scientific excellence:

The Royal Military Academy hosts several laboratories and holds grants for researches of international interests, such as:

- DYMASEC: Dynamic Material behaviour for Security
- LPP (Laboratory of Plasma Physics)
- MOBNISS (Mobile Intelligent Information Sensors for Security)
- RDCM (Risk, Disaster and Crisis Management)
- SIC (Signal and Image Centre)

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	No	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*The Royal Military Academy and the Naval School have a long-standing tradition of mobility in both academic and vocational fields. Approximately 5% of the prospective Belgian officers are exchanged per year, notably for study thesis research or training cruises purposes.*

*The Belgian basic education and training institutes are committed to the development of the mobility of their students and staff and, to this end, take active part in the European Initiative, the Erasmus programme and the Conference of Superintendents.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	Conference of Superintendents	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

Within the RMA, the military students, apart from the two compulsory national languages (Dutch and French), have the possibility to learn English and German as second foreign languages. At the bachelor level, the students have the opportunity to choose courses provided in English, notably in the maritime specialisation area. At the master level, the RMA pro-actively encourages its students to learn in English.

The vocational training is conducted in the national languages, even though most of the procedures onboard and documentation (written orders) are traditionally in English.

Before and beyond basic education:

The prospective military officers are recruited from the young Belgian and European nationals graduated from the secondary education. They must pass knowledge and fitness (physical, psychological and medical) tests before entering the Academy.

In the course of their career, the Belgian officers will be proposed advanced education and training at the Defence College, within the RMA structure: *Basic Staff Course*, *Candidate Senior Officer's Course* and *Advanced Staff Course*.

## AIR FORCE

## Royal Military Academy

([www.rma.ac.be](http://www.rma.ac.be))

### Academic curricula:

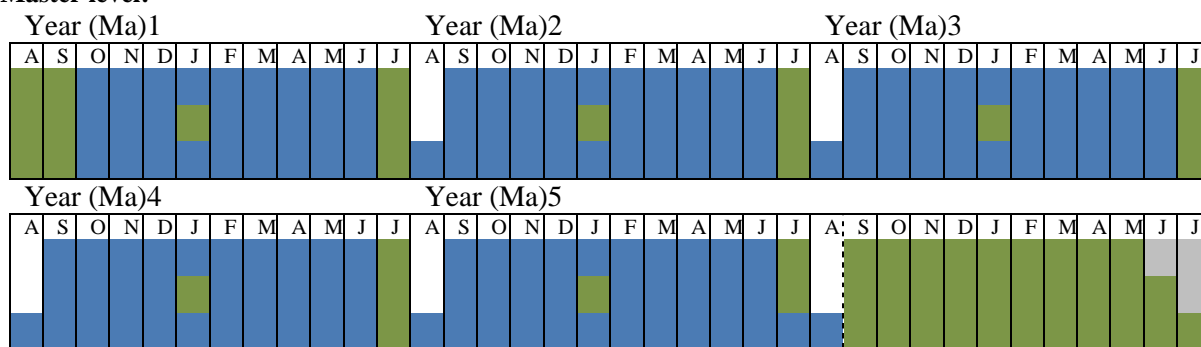
Bachelor	<b>-Engineering Sciences</b>  <b>-Social and Military Sciences</b>
Master	<b>-Engineering Sciences:</b> (specialisations proposed in <i>weapon systems and ballistic</i> , in <i>construction</i> , in <i>mechanics</i> , in <i>telecommunications</i> )  <b>-Social and Military Sciences:</b> (specialisations proposed in <i>management and weapon systems</i> , in <i>political and military sciences</i> )

### Military specialisations:

- Pilot	<b>1 W Beauvechain</b>
- Air Traffic control	<b>EATC Semmerzaeke</b>
- Air defence control	<b>CRC Glons</b>
- Meteo	<b>Wing Meteo</b>
- Air Mission Support	<b>Competence Centre Air</b>
- Communication and Information system	
- Mechanics	
- Defence	
- Administration	

### Organisation of basic officer's education:

#### Master level:



### The academic-vocational-leadership components:

In the Belgian system, academic education and vocational training are clearly separated, as much in their respective locations (at master level) as in the period dedicated to each of them, with the exception made for physical training. This educational system, however, does not differentiate the leadership training/education from the academic or vocational aspects. Despite the existence of an academic department dedicated to *behavioural sciences*, leadership is a merged aspect of these two dimensions.

#### Doctoral studies:

The Royal Military Academy offers the possibility to the Belgian officers to obtain:

- PhD in Applied Sciences
- PhD in Social and Military Sciences

#### Research for scientific excellence:

The Royal Military Academy hosts several laboratories and holds grants for researches of international interests, such as:

- DYMASEC: Dynamic Material behaviour for Security
- LPP (Laboratory of Plasma Physics)
- MOBINISS (Mobile Intelligent Information Sensors for Security)
- RDCM (Risk, Disaster and Crisis Management)
- SIC (Signal and Image Centre)

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	No	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
None	Yes	No	Yes	No	Yes	No	No

An exchange culture:

*The Royal Military Academy has a long-standing tradition of mobility in both academic and vocational fields. Approximately 5% of prospective officers are exchanged per year, notably for study thesis research purposes.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	EUAFA	Yes	Yes	No	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

Within the RMA, the military students, apart from the two compulsory national languages (Dutch and French), must learn English or German as a second foreign language. In addition, the Military Academy stimulates the education in foreign languages. At the bachelor level, the students have the opportunity to choose courses provided in English, notably in the air force and aeronautics specialisations' area. At the master level, the RMA pro-actively encourages its students to learn in English.

The vocational training may be conducted in English as well, depending on the military specialisation.

Before and beyond basic education:

The prospective military officers are recruited from the young Belgian and European nationals graduated from the secondary education. They must pass knowledge and fitness (physical, psychological and medical) tests before entering the Academy.

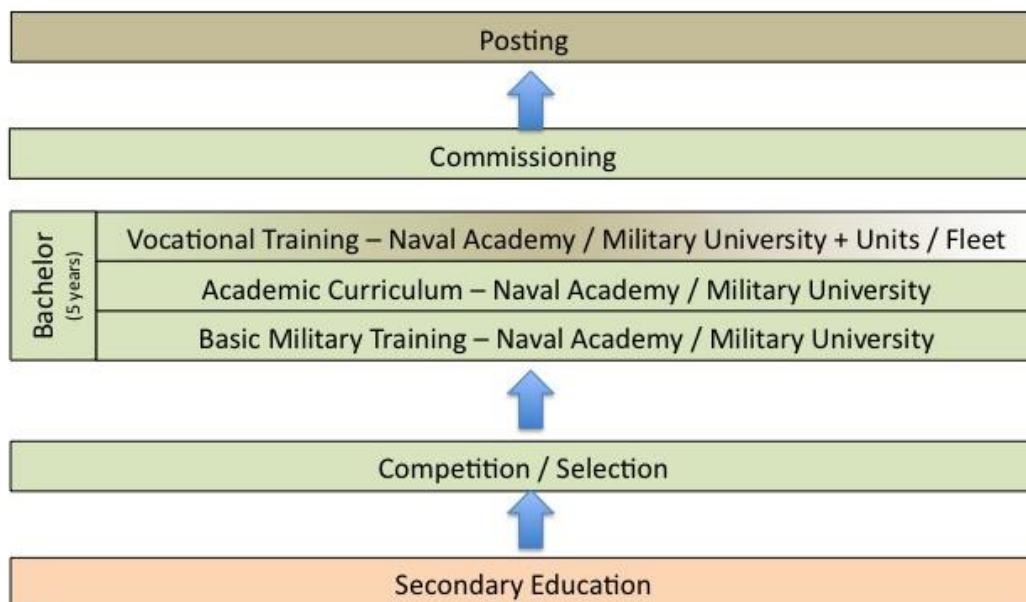
In the course of their career, the Belgian officers will be proposed advanced education and training at the Defence College, within the RMA structure: *Captain's course*, *Major's course* and *Advanced Staff Course*.





## BULGARIA

### How to Become a Military Officer in the Bulgarian Armed Forces:



The structure of the basic education of the Bulgarian officers rests on two main institutions, the Vassil Levski National Military University – for Army and Air Force students, and the Nikola Vaptsarov Naval Academy – for Navy students. The Army and Air Force students, beside, both study within the Land Forces Faculty during their first year at the Military University. These two institutions are recognized as higher education institutions and provide opportunities for academic curricula up to doctoral studies. Nevertheless, the compulsory basic education of the military officers is bachelor-level.

In this system, the military specialisations are considered as a part of the academic curriculum. Upon graduation, indeed, cadets receive two bachelor degrees: one in their academic specialisation and one in their military specialisation. At the Military University, for example, cadets can acquire one of the following “vocational bachelor” degrees:

- Organisation and Management of Army Tactical Units
- Organisation and Management of Air Force Tactical Units
- Organisation and Management of Logistics Tactical Units
- Organisation and Management of Communication and Information Systems in the Tactical Units

The two institutions, in addition, host civilian students and propose them different programmes adapted to their needs, at all study levels.

Academic curricula:

Bachelor (basic education)	<b>Bachelor for Cadets:</b> <ul style="list-style-type: none"> <li>- National and Regional Security</li> <li>- Protection of the Population against Disasters and Catastrophes</li> <li>- Logistics in the Economy</li> <li>- Resources and Technology Management</li> <li>- Communication Techniques and Technology</li> <li>- Computer Systems and Technologies</li> <li>- Avionics</li> <li>- Aeronautical Engineering and Technologies</li> </ul>
	<b>Bachelor for Civilian Students</b> <ul style="list-style-type: none"> <li>- Electronics</li> <li>- Automation and Information Technologies</li> <li>- Automotive Technology and Transportation Logistics</li> <li>- Administration and Information Security</li> </ul>
Master (advanced education)	Same as Bachelor, without “Avionics” curriculum. Additionally, a “Business Administration” curriculum”.

Military specialisations:

<b>Bachelor in:</b> <ul style="list-style-type: none"> <li>- Mechanised Infantry and Tank Troops</li> <li>- Military Intelligence</li> <li>- Signals Intelligence and Electronic Warfare</li> <li>- Engineering</li> <li>- Nuclear Biological and Chemical Defence and Ecology</li> <li>- Logistics</li> <li>- Tank and Automotive Engineering</li> <li>- Weapons and Ammunitions</li> </ul>	<b>Land Forces Faculty</b>
<b>Bachelor in:</b> <ul style="list-style-type: none"> <li>- Missile Defence</li> <li>- Radio Technologies</li> <li>- Artillery</li> <li>- Air Defence</li> <li>- Communications</li> </ul>	<b>Artillery, Air Defence and Communications Faculty</b>

Organisation of basic officer's education:**Bachelor level:**

Year (Ba)1												Year (Ba)2												Year (Ba)3												
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	
																												</								

The academic-vocational-leadership components:

In the Bulgarian Military Education system, academic education and vocational training, both provided by the Military University, are conducted in parallel, meaning that the students have the opportunity to learn and practice constantly. The military specialisation is built up upon the studies of the civilian specialisation. Education and training support each other. Training is allocated with ECTS and is a component of the diploma. In this configuration, furthermore, leadership stimulation is primarily the object of academic education, notably through a curriculum-long *Leadership* course divided in annual modules (*Basics of Military Psychology and Pedagogy, Development of Leader's Personality, Team Establishment and Group Management, Tactical Leadership, Leadership in Operations and Crises*). Naturally, this specific component of the basic education is reinforced by vocational training.

Doctoral studies:

The Military University offers the possibility to Bulgarian officers to follow doctoral studies.

Research for scientific excellence:

The Military University is active in scientific research, notably in military sciences (*organisation and management of the armed forces, military engineering, ballistics, radiolocation and navigation*), social sciences (*ethics, economics, administrative organisation, psychology*), technical sciences (*mechanical engineering and mechanics, aeronautical engineering, electrical engineering, electronics and automation, communication technology, radio and navigation technologies, cybernetics*) and natural sciences (*aerodynamics, mechanics, physics, chemistry*).

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	No	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
1	2	3		Described	Used for definition of credits	Internal (including MoD)	External			
X			ECTS	Yes	No	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Bulgaria and the Military University have a reliable experience of mobility in both academic and vocational fields notably acquired through hosting European and international cadets. In taking part in the Initiative for exchange of young officers they promote the inward and outward mobility of European military students.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No (bilateral agreements)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No

Learning of, learning in foreign languages:

The prospective Bulgarian officers must study English during their entire curriculum while at the Military University. Only the cadets with Military Intelligence Specialisation can choose to study one Western European Language (English, French or German) and one Balkan language (Romanian, Greek, Turkish or Serbian). In the vocational area, the Military University intends to increase its offer of training progressively to be provided in English. The National Military University can also offer courses in Arabic, currently not included in the cadet's curriculum.

Before and beyond basic education:

The prospective military officers are recruited from among the young nationals who have finished their secondary education and who are criminally record-free. Candidates must comply with medical, psychological and physical standards and successfully pass an entrance exam and sit a placement test in English. In the course of their career, the Bulgarian officers will receive additional education and training at an advanced level. The Rakovski Defence and Staff College, Sofia, provides education for receiving Master Degree in Military Studies to officers after being at the rank of Captain for 3 years, and *General Staff Course* for officers after being at the rank of Colonel for 1 year. The Bulgarian officers can also undergo different qualification post-graduation courses related to their career field and assignments.

Academic curricula:

Military specialisations:

<b>Bachelor</b> (basic education)	<b>Bachelor in Military Science - Command and Control of Naval Tactical Units</b> (for cadets), subspecialties in: <ul style="list-style-type: none"> <li>- Navigation</li> <li>- Ship Machinery</li> <li>- Naval Electronic and Communication Systems</li> </ul>
	<b>Bachelor in Transportation Shipping and Aviation</b> (civilian students): <ul style="list-style-type: none"> <li>- Navigation</li> <li>- Inland Waterway Navigation</li> <li>- Ship Radioelectronics</li> <li>- Technology and Management of Maritime transport and Seaports</li> <li>- Ship Machinery</li> <li>- Ship Electrical Systems</li> <li>- Technology of Ship Repairs</li> <li>- Ocean Engineering</li> </ul>
<b>Master</b> (civilian curricula)	<b>Master in Transportation, Shipping and Aviation:</b> <ul style="list-style-type: none"> <li>-Navigation</li> <li>- Ship Radioelecronics</li> <li>- Port Management</li> <li>- Ship Machinery</li> <li>- Ship Electrical Systems</li> <li>- Ship Repairs</li> </ul>

All specialties	<b>Naval Academy</b>
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Organisation of basic officer's education:

**Bachelor level:**

The academic-vocational-leadership components:

In the Bulgarian system, academic education and vocational training, both provided by the Naval Academy, are conducted alternatively, meaning that the education and training periods are separate. Some periods, indeed, are entirely dedicated to training, owing the necessity of the training of the prospective Navy officers at sea. Education and training support each other and are conceptually merged since training is also allocated with ECTS. In this configuration, furthermore, leadership stimulation is primarily the object of academic education, notably through compulsory *leadership* courses held every year in the curriculum or additional courses on *psychology and pedagogics*.

Doctoral studies:

- Organization and Management of the Armed Forces
- Military Psychology
- Ship Operation and Navigation
- Operation of Water Transport, Seaports and River ports
- Radiolocation and Radionavigation
- Communications Systems and Networks
- Ship Power Plants and Machinery
- Technology and Organization of Shipbuilding and Ship Repairing
- Ship Power Supply and Electrical Systems

## Research for scientific excellence:

The Naval Academy is active in scientific research, with view to establish a centre of fundamental and applied science research in the area of naval science and marine technologies providing education and scientific support to the Navy and maritime industry, notably in the following fields: *Marine technologies, Naval science, weaponry and equipment, Maritime safety and security, Navigation, Maritime education and qualifications activities.*

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Bulgaria and the Naval Academy have acquired experience of mobility in both academic and vocational fields notably through hosting European cadets and instructors. In taking part to the Initiative for the exchange of young officers and the Conference of Superintendents, they promote the inward and outward mobility of European military students.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	Conference of Superintendents	No	Yes	Yes	No	No	No	Yes

Learning of, learning in foreign languages:

All the prospective Bulgarian officers at the Naval Academy must learn English during their entire curriculum as well as, for the Marine Engineering students, Russian. Navigation students have the possibility, in addition, to study a third foreign language. In vocational field, the Naval Academy offers training in English to the cadets of all specialties, on international Navy standards and procedures.

Before and beyond basic education:

The prospective naval officers are recruited among the young nationals of less than 23-years old who are graduated from secondary education. Candidates must comply with psychological, physical and medical standards and successfully pass an entrance test, including a test on the knowledge of the English language. In the course of their career, the Bulgarian officers will receive additional education and training at an advanced level:

- Postgraduate Training Dept. in NVNA / Tactical, Weapons, Language Computers (Ensign, LJG, Lt.)
- Rakovski Defense and Staff College/masters in Military Affairs, Operational (Lt, LCdr, CDR, Capt.)
- US Naval War College (Lt, LCdr, CDR, Capt.)

Academic curricula:

Bachelor (basic education)	<b>Bachelor for Cadets:</b> <ul style="list-style-type: none"> <li>- National and Regional Security</li> <li>- Protection of the Population against Disasters and Catastrophes</li> <li>- Logistics in the Economy</li> <li>- Resources and Technology Management</li> <li>- Communication Techniques and Technology</li> <li>- Computer Systems and Technologies</li> <li>- Avionics</li> <li>- Aeronautical Engineering and Technologies</li> </ul>
	<b>Bachelor for Civilian Students</b> <ul style="list-style-type: none"> <li>- Electronics</li> <li>- Automation and Information Technologies</li> <li>- Automotive Technology and Transportation Logistics</li> <li>- Administration and Information Security</li> </ul>
Master (advanced education)	Same as Bachelor, without “Avionics” curriculum. Additionally, a “Business Administration” curriculum”.

Military specialisations:

<b>Bachelor in:</b> <ul style="list-style-type: none"> <li>-Pilot</li> <li>-Air Control</li> <li>-Aircraft Engines Engineering</li> <li>-Aircraft Electronics and Automation</li> <li>-Aircraft Radio Electronic Equipment</li> <li>-Navigation and Communication</li> <li>-Airport Logistics</li> </ul>	<b>Air Force Faculty</b>
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Organisation of basic officer's education:**Bachelor level:**

Year (Ba)1												Year (Ba)2												Year (Ba)3												
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	
																					</															

The academic-vocational-leadership components:

In the Bulgarian Military Education system, academic education and vocational training, both provided by the Military University, are conducted in parallel, meaning that the students have the opportunity to constantly learn and practice. The military specialisation is built up upon the studies of the civilian specialisation. Education and training support each other. Training is allocated with ECTS and is a component of the diploma. In this configuration, furthermore, leadership stimulation is primarily the object of academic education, notably through a curriculum-long *Leadership* course divided in annual modules (*Basics of Military Psychology and Pedagogy, Development of Leader's Personality, Team Establishment and Group Management, Tactical Leadership, Leadership in Operations and Crises*). Naturally, this specific component of the basic education is reinforced by vocational training.

Doctoral studies:

The Military University offers the possibility to Bulgarian officers to follow doctoral studies.

Research for scientific excellence:

The Military University is active in scientific research, notably in military sciences (*organisation and management of the armed forces, military engineering, ballistics, radiolocation and navigation*), social sciences (*ethics, economics, administrative organisation, psychology*), technical sciences (*mechanical engineering and mechanics, aeronautical engineering, electrical engineering, electronics and automation, communication technology, radio and navigation technologies, cybernetics*) and natural sciences (*aerodynamics, mechanics, physics, chemistry*).

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	No	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
1	2	3		Described	Used for definition of credits	Internal (including MoD)	External			
X			ECTS	Yes	No	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Bulgaria and the Military University have a reliable experience of mobility in both academic and vocational fields notably acquired through hosting European and international cadets. In taking part in the Initiative for exchange of young officers they promote the inward and outward mobility of European military students.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No (bilateral agreements)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No

Learning of, learning in foreign languages:

The prospective Bulgarian officers must study English during their entire curriculum while at the Military University. Only the cadets with Military Intelligence Specialisation can choose to study one Western European Language (English, French or German) and one Balkan language (Romanian, Greek, Turkish or Serbian). In the vocational area, the Military University intends to progressively increase its offer of training to be provided in English. The National Military University can also offer courses in Arabic, currently not included in the cadet's curriculum.

Before and beyond basic education:

The prospective military officers are recruited from among the young nationals who have finished their secondary education and who are criminally record-free. Candidates must comply with medical, psychological and physical standards and successfully pass an entrance exam and sit a placement test in English. In the course of their career, the Bulgarian officers will receive additional education and training at an advanced level. The Rakovski Defence and Staff College, Sofia, provides education for receiving Master Degree in military studies to officers after being at the rank of Captain for 3 years, and *General Staff Course* for officers after being at the rank of Colonel for 1 year. The Bulgarian officers can also undergo different qualification post-graduation courses related to their career field and assignments.



## CYPRUS

### **How to Become a Military Officer in the Cypriot Armed Forces:**



Cyprus does not have capacities for the training of its Army, Navy and Air Force officers on the national territory.

The candidates for becoming an officer of the Cypriot Armed Forces must, according to bilateral agreements between the two Member States, integrate the basic education and training curriculum in the Greek Army, Navy and Air Force academies. Within these academies, the Cypriot cadets go through the same education and training and with the same duties and privileges as their Greek counterparts, notably in terms of exchange opportunities.

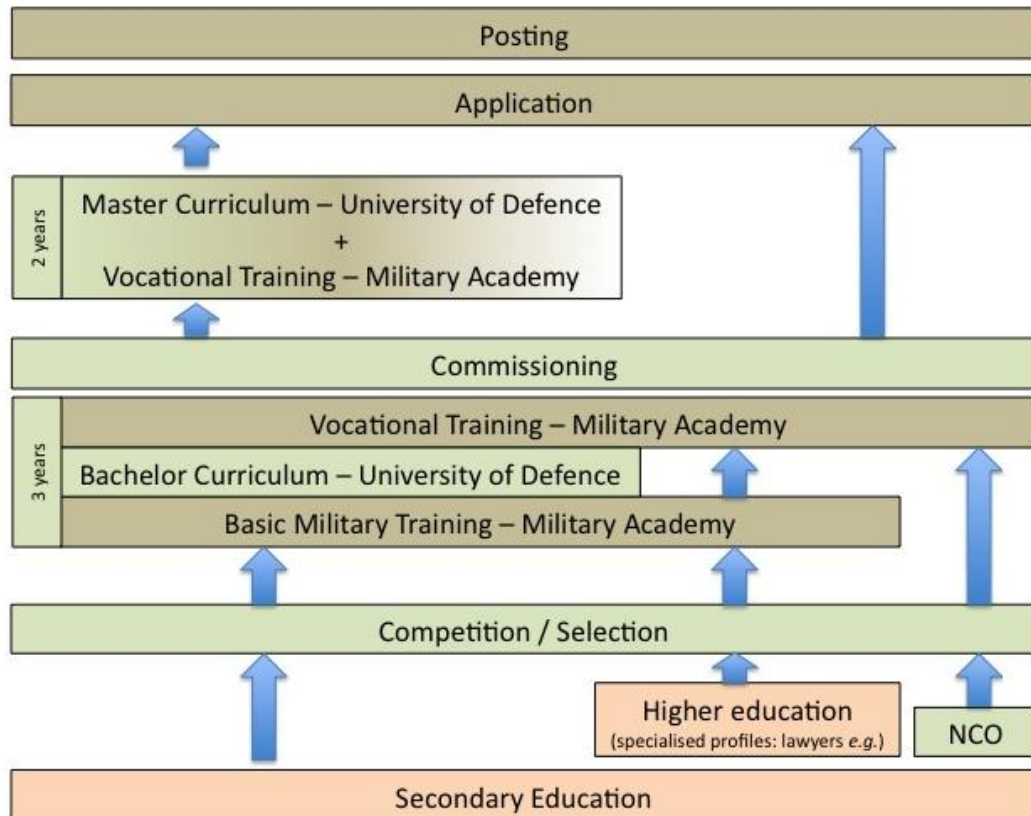
Once they have successfully completed the curriculum and obtained their diploma, the cadets are commissioned as officers of the Cypriot Armed Forces.





## CZECH REPUBLIC

### How to Become a Military Officer in the Czech Armed Forces:



The basic education and training of the officers of the Czech Army and Air Force is the result of the complementary actions of two important and joint military institutions: the University of Defence (in Brno) and the Military Academy (in Vyskov).

The University of Defence's role is to provide the basic academic education to the future of the two services, according to the principles followed in the European Higher Education Area, which it is recognized as a full member. The Czech military students, indeed, must obtain a bachelor degree, in order to be commissioned. However, the University of Defence offers the opportunity to these students to continue their academic curriculum in completing master studies immediately after the bachelor. Nonetheless, the commissioned officers may chose to attend the master programme only in the course of their career, as a part of their advanced education, and they may also complete doctoral studies within the University.

The vocational pillar of the initial education and training, including the leadership aspect, is organised and provided at the Military Academy for both the services, until the application training, which is performed in cooperation with the units.

ARMY

**University of Defence**  
(<http://www.vojenskaskola.cz/school/ud/Pages/default.aspx>)

**Military Academy**  
(<http://www.vavyskov.cz/en/node>)

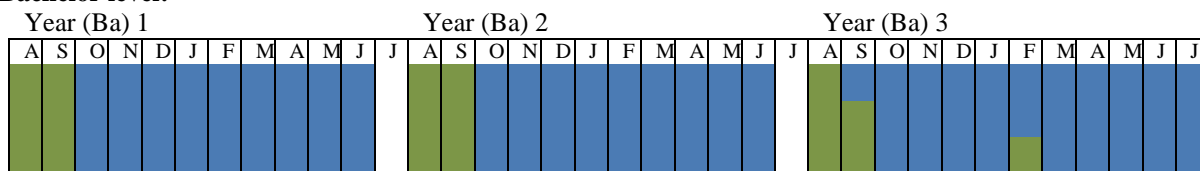
Academic curricula:

Military specialisations:

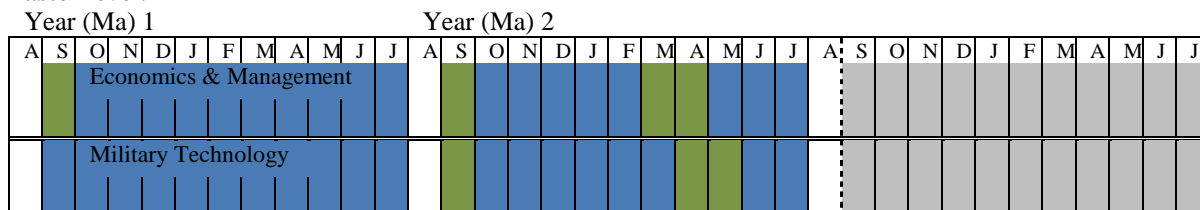
Bachelor	<b>- Military Management and National Defence Economics</b> (specialisations in <i>Military Management, National Defence Economics, Security Management</i> ) <b>- Military Technology</b> (specialisations in <i>Combat and Special Vehicles, Communication and Information Systems, Materials and Technology of Special Production, Military Geography and Meteorology, Weapons and Ammunition, Engineer Technology, Military Chemistry</i> )	- Cavalry - Infantry - Logistics - Artillery - Reconnaissance - Finance corps - Personnel officer - Armourer - IT specialist - Sapper - Land surveyors
	<b>- Economics and Management</b> (same specialisations as Bachelor) <b>- Military Technology</b> (same specialisations as Bachelor)	

Organisation of the basic officer's education:

**Bachelor level:**



**Master level:**



The academic-vocational-leadership components:

In the Czech system, academic education and vocational training are strictly separated, from an institutional point of view. The University of Defence provides the academic education and the Military Academy – together with the troops - the vocational and the leadership training. The latter one, indeed, is considered belonging to the vocational pillar, which, contrary to the academic courses, is not allocated with ECTS. At the University of Defence, nevertheless, the future officers find an environment (and also courses such as *psychology*) that is fostering a military socialisation and, therefore, indirectly stimulates their leadership capacities.

Doctoral studies:

- Economics and Management
- Military logistics
- Force and Civil Protection
- Military Technology

Research for scientific excellence:

University of Defence is involved in 32 defence research projects getting funding support from the Czech Ministry of Defence (such as in “Operational Concept of Czech Armed Forces in Joint Operations”, “Modular Organizational Structure Units for Full Range of Operations with the Use of CD&E” (Concept, Development and Experimentation), “Processional-technical Solution of Automated Fire Support Control System”) and in 37 projects from other than defence research support agencies (*e.g.* the “methodology of sources assessing for emergency water supplies (EWS) on the base of risk analysis”, “Evaluation of Physical Protection System Effectiveness Based of its Modelling”).

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Specific	No	Yes	Yes	No	Yes	Yes	Yes

An exchange culture:

*Czech Republic, the Military Academy and the University of Defence have a reliable experience and a solid culture of mobility, in both academic and vocational fields. They exchange future officers, mostly throughout the European Union for academic or vocational periods, every year. The University of Defence also regularly hosts military students and teachers from its European and international counterparts since it is active not only in the Initiative for the exchange of young officers but also in the Erasmus academic exchange programme.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	Yes	EMACS	Yes	Yes	Yes	Yes	Yes	Yes	No

Learning of, learning in foreign languages:

Within the University of Defence, the Military Technology students must learn at least English but their counterparts of the Management and Economics curriculum must chose two foreign languages (among Arabic, French, German, Italian, Russian, and Spanish) at both bachelor and master levels. No vocational training is provided in English in either the Military Academy or the University of Defence but the latter one endeavours to develop its academic offer in this language.

Before and beyond basic education:

The prospective military officers are recruited among the young criminal record-free nationals who are graduated from secondary education and comply with medical, psychological and physical standards. Furthermore, candidates have to successfully pass an entrance knowledge examination, which includes tests on English. They can also be recruited from graduated from civilian higher education; these cadets following a specific curriculum for becoming officers of the Army. In the course of their career, the Czech officers will receive additional education and training at an advanced level, notably the *Major Course* and the *General Staff Course*, which are also under the responsibility of the University of Defence.

AIR FORCE

## University of Defence

(<http://www.vojenskaskola.cz/school/ud/Pages/default.aspx>)

## Military Academy

(<http://www.vavyskov.cz/en/node>)

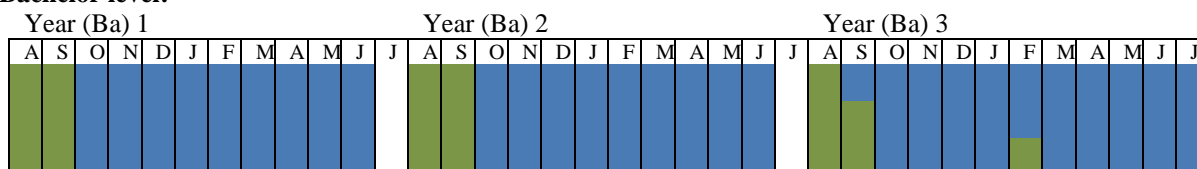
Academic curricula:

Military specialisations:

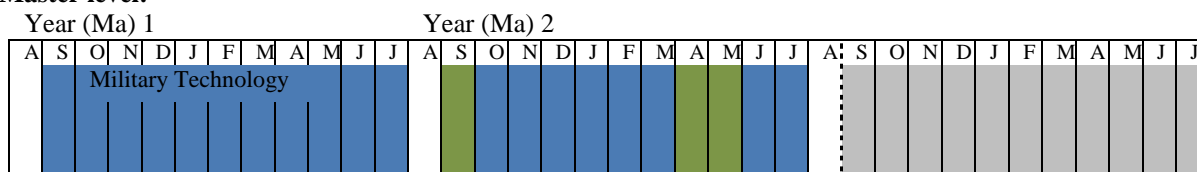
Bachelor	<b>Military Technology</b> (specialisations in <i>Automated Command and Control Systems, Communication and Information Systems, Aerospace Electrical Systems, Air Traffic, Aircraft and Rocket Technology, Radar Technology</i> )
	<b>Military Technology</b> (specialisations in <i>Automated Command and Control Systems, Communication and Information Systems, Aerospace Electrical Systems, Air Traffic, Aircraft and Rocket Technology, Radar Technology</i> )
Pilots	
PARDUBICE	
<ul style="list-style-type: none"> <li>- Air Traffic Control</li> <li>- Air protection</li> <li>- IT specialist</li> <li>- Ground aviation personnel</li> <li>- Engineers</li> <li>- Logistics</li> </ul>	
Military Academy - VYŠKOV	

Organisation of the basic officer's education:

### Bachelor level:



### Master level:



The academic-vocational-leadership components:

In the Czech system, academic education and vocational training are strictly separated, from an institutional point of view. The University of Defence provides the academic education and the Military Academy – together with the troops - the vocational and the leadership training. The latter one, indeed, is considered belonging to the vocational pillar, which, contrary to the academic courses, is not allocated with ECTS. At the University of Defence, nevertheless, the prospective officers find an environment (and also courses such as *psychology*) that is fostering a military socialisation and, therefore, indirectly stimulates their leadership capacities.

### Doctoral studies:

The National Defence University organises a curriculum aiming at the title of PhD in Military Technology.

### Research for scientific excellence:

University of Defence is involved in 32 defence research projects, getting funding support from the Czech Ministry of Defence (such as in “Aircraft Sensors Signal Processing Knowledge Management NEC of Czech Armed Forces”) and in 37 projects from other than defence research support agencies (*e.g.* “Improvement of Design Methods of Synchronous Generators with Permanent Magnets Used in Renewable Source of Energy”, “Laminar-Turbulent Transition”, “Development of a Special Police Ammunition for Officers of the Air-marshal Service”).

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Specific	No	Yes	Yes	No	Yes	Yes	Yes

An exchange culture:

*Czech Republic, the Military Academy and the University of Defence have a reliable experience and a solid culture of mobility, in both academic and vocational fields. They exchange future officers, mostly throughout the European Union for academic or vocational periods, every year. The University of Defence also regularly hosts military students and teachers from its European and international counterparts since it is active not only in the Initiative for the exchange of young officers but also in the Erasmus academic exchange programme.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	Yes	EUAFA	Yes	Yes	Yes	Yes	Yes	Yes	No

Learning of, learning in foreign languages:

Within the University of Defence, the Military Technology students must learn at least English. No vocational training is provided in English at the Academy or at the University of Defence but the latter one endeavours to develop its academic offer in this language.

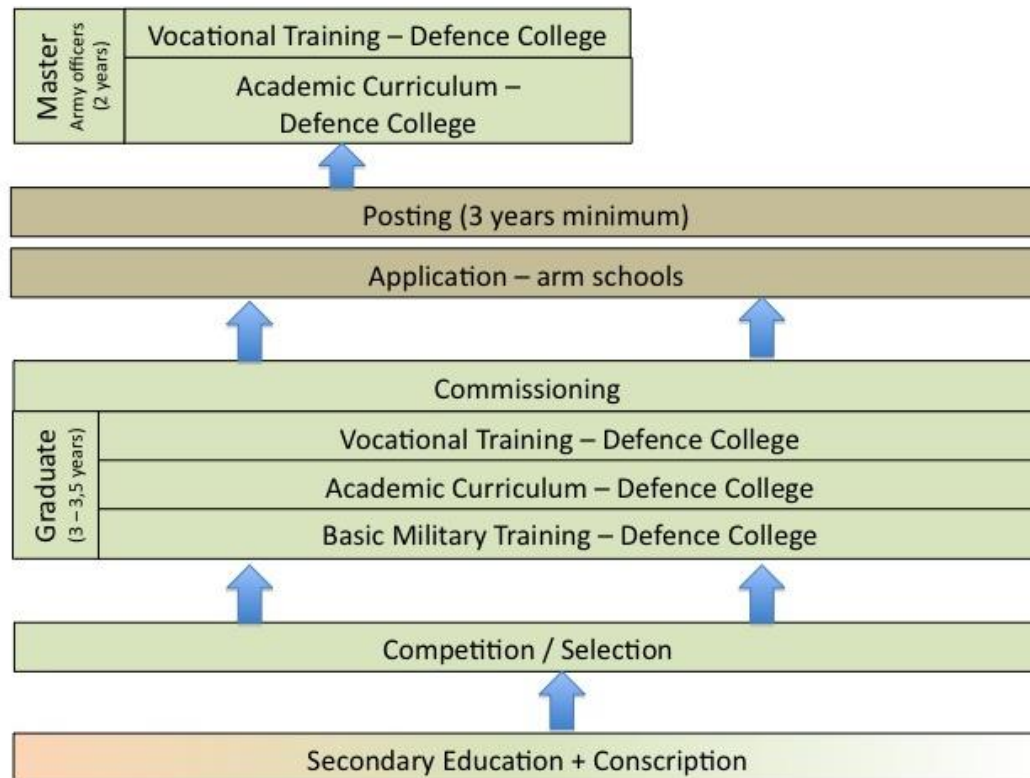
Before and beyond basic education:

The prospective military officers are recruited among the young criminal record-free nationals who are graduated from secondary education and comply with medical, psychological and physical standards. Furthermore, candidates have to successfully pass an entrance knowledge examination, which includes tests on the English. In the course of their career, the Czech officers will receive additional education and training at an advanced level, notably the *Major Course* and the *General Staff Course*, which are also under the responsibility of the University of Defence.



## ESTONIA

### How to Become a Military Officer in the Estonian Armed Forces:



The initial education and training of the officers of the Estonian Army, Navy and Air Force is primarily the role of the joint National Defence College. Even though the institution is joint, the education, and the vocational training upper than the basic military training, are not joint. Army, Navy and Air Force cadets follow different and specialised commissioning curricula. As a common point, however, every cadet must complete his or her first cycle studies at the Defence College in order to be commissioned as an officer. The Defence College also offers the opportunity to the Army officers to follow a two-year master programme early in their career (minimum 3 years of experience), as an intermediate curriculum.

The initial vocational training, until the application level, is the product of the collaboration between the Defence College and the operational units themselves. It must be reminded, to this regard, that the compulsory conscript service can also be seen as an introductory military basic training before the beginning of the commissioning curriculum.

## ARMY

## National Defence College

(<http://www.ksk.edu.ee/>)

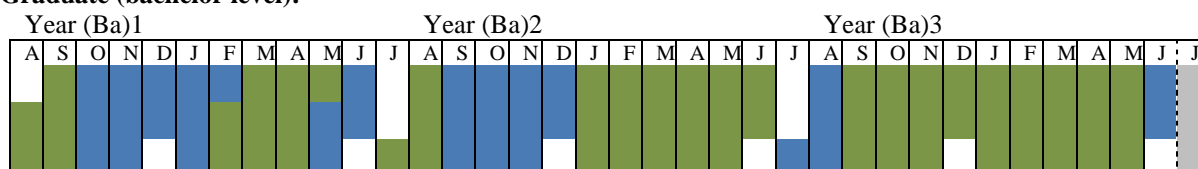
### Academic curricula:

### Military specialisations:

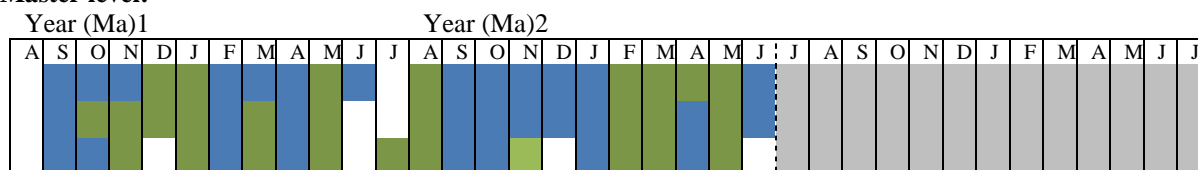
Graduate (basic education)	<b>Higher Vocational Education in Land Forces</b>	Infantry	<b>Land Forces</b>
		Engineer	<b>Land Forces - Engineer School</b>
Master (intermediate education)	<b>Social Sciences</b>	Artillery	<b>Land Forces - Artillery School</b>
		Air-defence	<b>Land Forces - Air-defence School</b>
		Signals	<b>Land Forces - Signals School</b>
		Logistics	<b>Land Forces - Logistics School</b>

### Organisation of the basic officer's education:

#### Graduate (bachelor level):



#### Master level:



### The academic-vocational-leadership components:

In the Estonian initial education system, academic education is fully a component of the vocational training. Both training and education are allocated with ECTS. Education and training are thus completely merged and, with them, the leadership education/training. This allows continuing theory – e.g. course on *command and control* or *leadership studies* – through practice – e.g. training on *command and control* or *applications of psychology in armed forces*. Owing to the fact that the master curriculum is proposed to officers who already have a minimum experience of the profession, the programme is dedicated to more theoretical topics. However, the procedures that are taught at this stage (battalion or brigade) – which train both vocation and leadership - are higher-level than procedures taught during graduate education (platoon).

### Doctoral schools

Doctoral studies of the Estonian officers are not provided by the National Defence College.

### Research of scientific excellence

The National Defence College obtained national and European grants for researching notably in the following domains: GPS navigation system, mobility of military vehicles, analysis of workload division on feet and biomechanics correction in prevention and treatment of overload syndromes and injuries in military training, intercultural sensitivity and multicultural environment of deployment.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	Yes	Yes	Yes	No	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	No	Yes	Yes

An exchange culture:

*Estonia and the National Defence College are progressively implementing an active policy and promotion in favour of the mobility from and to Estonia of European cadets and instructors. The College has implemented all necessary instruments for this development, including the Erasmus arrangements, and it regularly sends students to the common modules organised in the framework of the Initiative for the exchange of young officers.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	Yes	No	EMACS	Yes	No	Yes	No	Yes	No	Yes

Learning of, learning in foreign languages:

During initial and master educations at the National Defence College, the (future) Estonian Land Force officers are required to complete courses of English. In addition, they have the possibility to choose a second foreign language, French or Russian, or a second course of English. The National Defence College also proposes, at master level, core courses of its programme in English.

Before and beyond basic education:

The prospective Land Force officers are recruited among the young nationals who are graduated from secondary education and who have completed their military service. In addition, they must successfully pass several entrance tests. In the course of their career, the Estonian officers will have the opportunity to follow a master curriculum at the Defence College (intermediate level) and to receive additional education and training at an advanced level at the Baltic Defence College or in military colleges or schools abroad for *Senior Staff Officers* or *High Command* courses (ranks between Captain to General).



## NAVY

## National Defence College

(<http://www.ksk.edu.ee/>)

### Academic curricula:

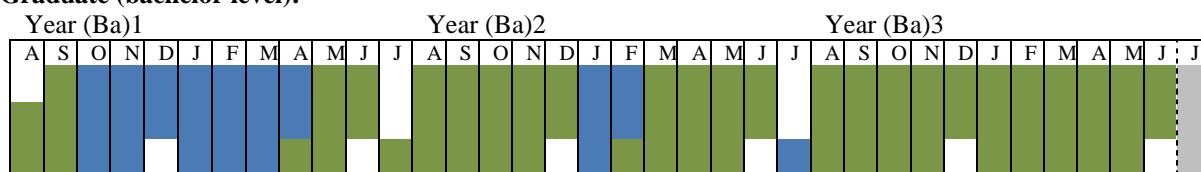
### Military specialisations:

Graduate (basic education)	<b>Higher Vocational Education in Navy</b>
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- Navy tactics - Navy techniques	<b>Navy units</b>
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### Organisation of the basic officer's education:

#### Graduate (bachelor level):



### The academic-vocational-leadership components:

In the Estonian initial education system, academic education is fully a component of the vocational training. Both training and education are allocated with ECTS. Education and training of the prospective Navy officers, starting in 2011 at the National Defence College, are thus completely merged and, with them, the leadership education/training. This allows continuing theory – *e.g.* course on *command and control* or *leadership studies* – through practice – *e.g.* training on *command and control* or *applications of psychology in armed forces*. Navy officers' master level education is not provided by the Estonian National Defence College.

#### Doctoral studies

Doctoral studies of the Estonian officers are not provided by the National Defence College.

#### Research for scientific excellence

The National Defence College obtained national and European grants for researching notably in the following domains: GPS navigation system, mobility of military vehicles, analysis of workload division on feet and biomechanics correction in prevention and treatment of overload syndromes and injuries in military training, intercultural sensitivity and multicultural environment of deployment.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	Yes	Yes	Yes	No	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	No	Yes	Yes

An exchange culture:

*Estonia and the National Defence College are progressively implementing an active policy and promotion in favour of the mobility from and to Estonia of European cadets and instructors. The College has implemented all necessary instruments for this development, including the Erasmus arrangements, and it regularly sends students to the common modules organised in the framework of the Initiative for the exchange of young officers. Therefore, the College intends to provide the same opportunities for exchanges to the Navy students than to the students of the other forces.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	Yes	No	No	Yes	No	Yes	No	Yes	No	Yes

Learning of, learning in foreign languages:

During initial education at the National Defence College, the (future) Estonian Navy officers are required to complete courses of English. In addition, they have the possibility to choose a second foreign language, French or Russian, or a second course of English.

Before and beyond basic education:

The prospective Navy officers are recruited among the young nationals who are graduated from secondary education and who have completed their military service. In addition, they must successfully pass several entrance tests. In the course of their career, the Estonian officers will receive additional education and training at an advanced level at the Baltic Defence College or in military colleges or schools abroad for *Senior Staff Officers* or *High Command* courses (ranks between Captain to Admiral).

## AIR FORCE

## National Defence College

(<http://www.ksk.edu.ee/>)

### Academic curricula:

### Military specialisations:

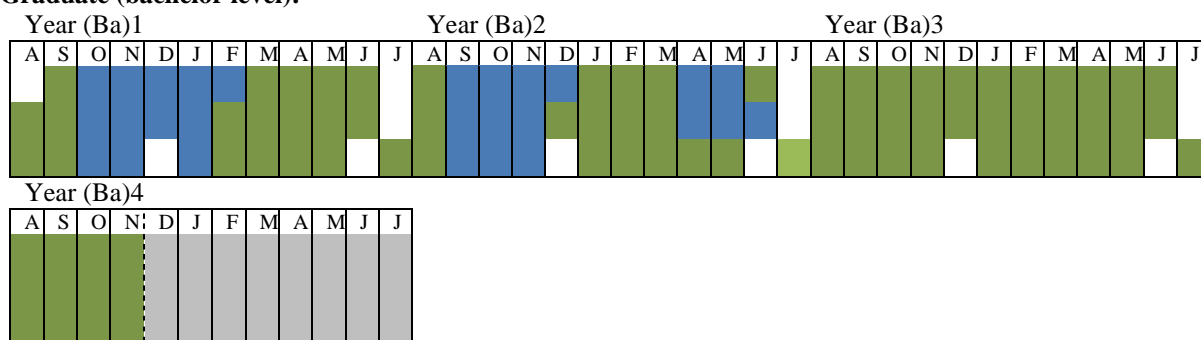
Graduate (basic education)	<b>Higher Vocational Education in Air Force</b>
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- Airfield operations  
- Radar and  
communications

### **Air Force units**

### Organisation of the basic officer's education:

#### **Graduate (bachelor level):**



### The academic-vocational-leadership components:

In the Estonian initial education system, academic education is fully a component of the vocational training. Both training and education are allocated with ECTS. Education and training are thus completely merged and, with them, the leadership education/training. This allows continuing theory – *e.g.* course on *command and control* or *leadership studies* – through practice – *e.g.* training on *command and control* or *applications of psychology in armed forces*. Air force officers' master level education, however, is not provided by the Estonian National Defence College.

### Doctoral studies:

Doctoral studies of the Estonian officers are not provided by the National Defence College.

### Research for scientific excellence:

The National Defence College obtained national and European grants for researching notably in the following domains: GPS navigation system, mobility of military vehicles, analysis of workload division on feet and biomechanics correction in prevention and treatment of overload syndromes and injuries in military training, intercultural sensitivity and multicultural environment of deployment.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	Yes	Yes	Yes	No	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	No	Yes	Yes

An exchange culture:

*Estonia and the National Defence College are progressively implementing an active policy and promotion in favour of the mobility from and to Estonia of European cadets and instructors. Approximately 5% of the future officers are already exchanged every year. The College has implemented all necessary instruments for this development, including the Erasmus arrangements, and it regularly sends students to the common modules organised in the framework of the Initiative for the exchange of young officers.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	Yes	No	No	Yes	No	Yes	No	Yes	No	Yes

Learning of, learning in foreign languages:

During initial educations at the National Defence College, the (potential) Estonian Air Force officers are required to complete courses of English. In addition, they have the possibility to choose a second foreign language, French or Russian, or a second course of English. Finally, English is extensively used as a training instrument to the international air force standards and procedures a future officer must know.

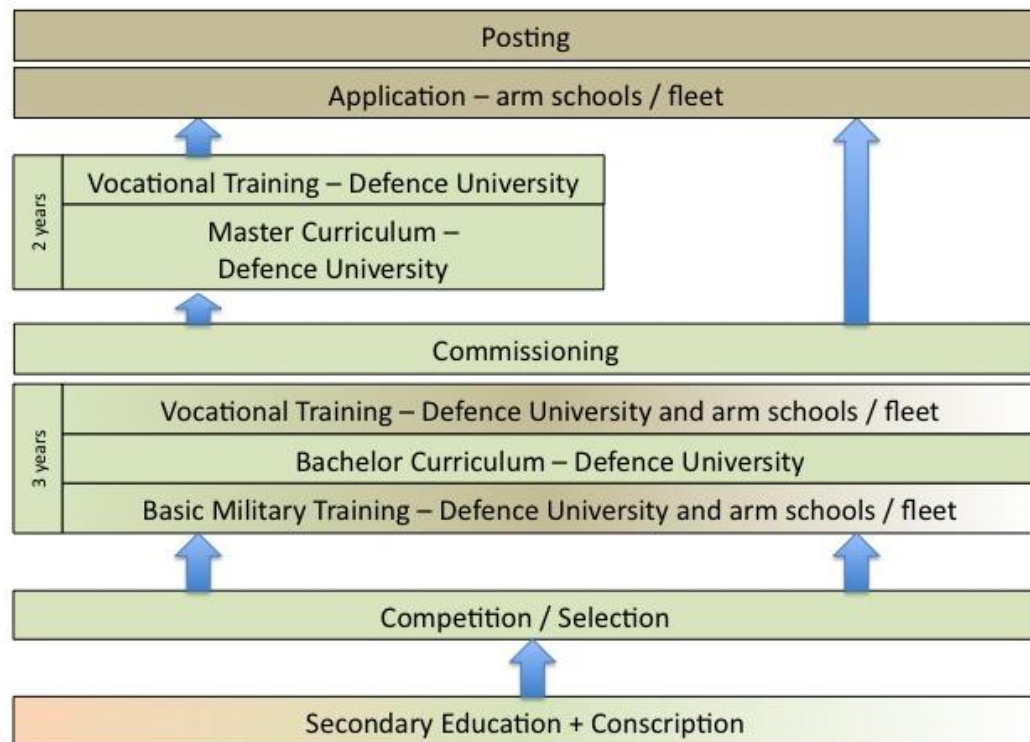
Before and beyond basic education:

The prospective Air Force officers are recruited among the young nationals who are graduated from secondary education and who have completed their military service. In addition, they must successfully pass several entrance tests. In the course of their career, the Estonian officers will receive additional education and training at an advanced level at the Baltic Defence College or in military colleges or schools abroad for *Senior Staff Officers* or *High Command* courses (ranks between Captain to General).



## FINLAND

### How to Become a Military Officer in the Finnish Armed Forces:



The basic education and training of the officers of the Finnish Army, Navy and Air Force is provided by the joint National Defence University. With regard to the vocational training, however, the University supports service academies and a network of specialist training schools to which the students are sent, in the course of their commissioning studies. The basic education, leading up to the Bachelor in Military Sciences must provide the students with the following qualifications:

- Knowledge of the basics of the secondary and major studies in the officer's academic program and has the ability to follow the development of the field;
- Capacity for scientific thinking and working methods;
- Ability to take part in the master's program and inclination to lifetime learning;
- Ability to use the acquired knowledge at work;
- Sufficient communication and language skills.

The basic vocational curriculum, with the exception made of the national conscript service must enable the cadets to obtain practical military skills and qualifications needed for duties of Defence Forces brigade-level unit commander (licences, rights, and qualifications) under exceptional circumstances; to obtain practical military skills and qualifications needed for instructor and expert duties under normal circumstances; to deepen practical military skills needed in international tasks; to be aware of the officer's professional values and the essential qualities of an officer and its readiness to develop one's personal qualities and also to encourage others to improve their self-development.

## ARMY

**National Defence University**  
([http://www.puolustusvoimat.fi/en/national\\_defence\\_university](http://www.puolustusvoimat.fi/en/national_defence_university))

**Army Academy**  
(<http://www.puolustusvoimat.fi/portal/puolustusvoimat.fi/>)

### Academic curricula:

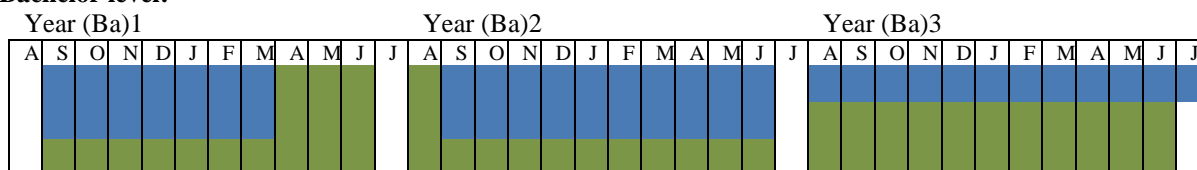
<b>Bachelor</b> (basic education)	<b>Bachelor in Military Sciences:</b> <ul style="list-style-type: none"> <li>- Leadership and Management</li> <li>- Art of War</li> <li>- Military Pedagogy</li> <li>- Military Technology</li> </ul>
<b>Master</b> (intermediate education)	<b>Master in Military Sciences:</b> <ul style="list-style-type: none"> <li>- Leadership and Management</li> <li>- Art of War</li> <li>- Military Pedagogy</li> <li>- Military Technology</li> </ul>

### Military specialisations:

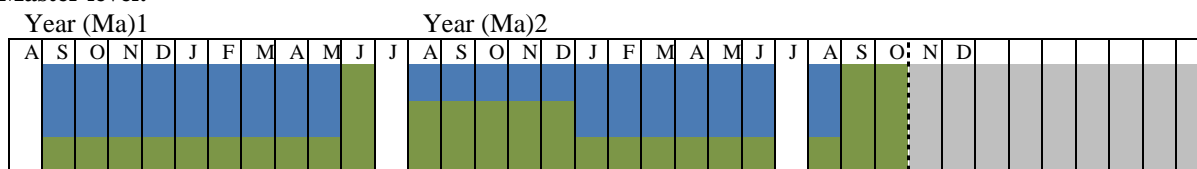
Armour	<b>Armour School</b>
- Infantry - Jaeger - Mortar - Reconnaissance	<b>Army Academy</b>
Logistics	<b>Logistics School</b>
Field Artillery	<b>Artillery School</b>
CBRN	<b>Engineer School</b>
Signal	<b>Signals School</b>
Helicopter pilots	<b>Air Force Academy and Utti Jaeger Regiment</b>
Helicopter Maintenance	<b>Aircraft and Weapon Systems Training Wings</b>
Ground-based Air Defence	<b>Air Force Academy</b>
Border Guard	<b>Border Security</b>

### Organisation of the basic officer's education:

#### **Bachelor level:**



#### **Master level:**



### The academic-vocational-leadership components:

In the Finnish system, academic education and vocational training are fully merged. Cadets are trained and educated in parallel. Academic education is provided at the Defence University, vocational training is mostly provided by specialised schools located in different regions of Finland, depending on the nature of the considered training. Branches start every year. Therefore, a distinction remains between the academic and vocational – which is not allocated with ECTS - pillars of the basic education and of the master curriculum. In this balance found by the Finnish system between education and training for the initial education/training of the officers, leadership stimulation is essentially academic in its nature, although not exclusively. Art of War and Leadership-related courses are provided to all the military students, indistinctively from their study level and specialty.

#### Doctoral studies:

Doctor of Military Sciences specialised in Leadership and Management, Art of War, Military Pedagogy, Military Technology. Doctoral studies amount 80 ECTS, not including the thesis.

#### Research for scientific excellence:

The National Defence University is particularly active, but not exclusively, in the following fields of scientific research: *art of war, strategy, operations art and tactics, military history, military technology, leadership, military pedagogy, military psychology and military sociology.*

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	No	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Specific	Yes	No	Yes	No	Yes/No	No	Yes

An exchange culture:

*Finland, the University of Defence and the specialised schools have acquired a reliable experience of mobility of both students and teachers, especially at the intermediate level of education.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	EMACS	Yes	Yes	Yes	No	Yes	No	Yes

Learning of, learning in foreign languages:

During the first two years of the bachelor curriculum at the University of Defence, the military students must learn at least one foreign language, and have the possibility, as optional courses, to learn advanced English and a second foreign language. The prospective officers are also required, during their first year, to study the second national foreign language (Finnish or Swedish). At master level, they must study at least one foreign language. Furthermore, the University of Defence offers the possibility to the students at both bachelor and master levels to attend courses as well as a field exercise provided in English.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and have fulfilled their obligations with regard to compulsory military service. In order to enter initial education and training, they must pass an entrance examination that also encompasses medical, physical and psychological tests. In the course of their career, the Finnish officers will receive additional education and training, again at the University of Defence: at an intermediate level the Master of Military Sciences degree (Captain) and at the advanced level the General Staff Officer degree (Major - Lieutenant Colonel).

NAVY

**National Defence University**  
([http://www.puolustusvoimat.fi/en/national\\_defence\\_university](http://www.puolustusvoimat.fi/en/national_defence_university))  
**Naval Academy**  
(<http://www.puolustusvoimat.fi/portal/puolustusvoimat.fi/>)

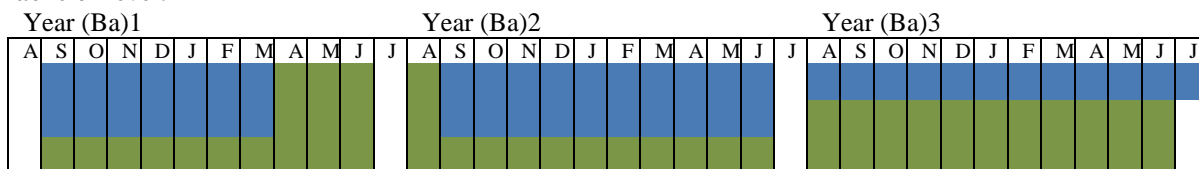
Academic curricula:

Military specialisations:

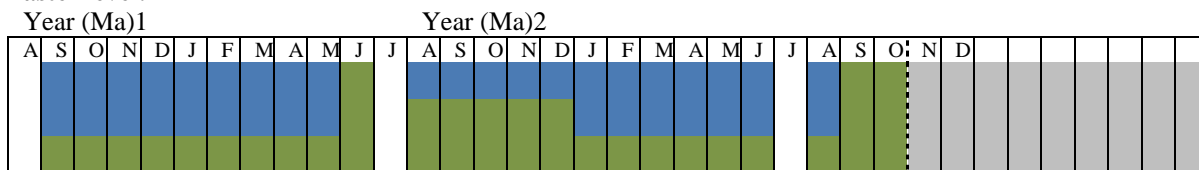
<b>Bachelor</b> (basic education)	<b>Bachelor in Military Sciences:</b> - Leadership and Management - Art of War - Military Pedagogy - Military Technology	Naval troops <hr/> Coastal troops <hr/> C4IS	<b>Naval Academy</b>
<b>Master</b> (intermediate education)	<b>Master in Military Sciences:</b> - Leadership and Management - Art of War - Military Pedagogy - Military Technology	Coast Guard <b>Border and Coast Guard Academy</b>	

Organisation of the basic officer's education:

**Bachelor level:**



**Master level:**



The academic-vocational-leadership components:

In the Finnish system, academic education and vocational training are fully merged. Cadets are trained and educated in parallel. Academic education is provided at the Defence University, vocational training is mostly provided by the Naval Academy (seamanship, operational art, navigation, C4, etc.) according to the specialties. Credits (ECTS) are earned by academic studies only. In this balance found by the Finnish system between education and training for the initial education/training of the officers, leadership stimulation is essentially academic in its nature, although not exclusively. Art of war and Leadership-related courses are provided to all the military students, indistinctively from their study level and specialty. The Navy Branch starts every year, the C4IS and Coastal Branch every second year. The Navy Branch also trains Coast Guards for the Finnish Border Guard.

Doctoral studies:

Doctor of Military Sciences specialised in Leadership and Management, Art of War, Military Pedagogy, Military Technology. Doctoral studies amount 80 ECTS, not including the thesis.

Research for scientific excellence:

The National Defence University is particularly active, but not exclusively, in the following fields of scientific research: *art of war, strategy, operational art and tactics, military history, military technology, leadership, military pedagogy, military psychology and military sociology*. The Navy can provide the researcher with service-specific topics that will support the Navy's core activities.



Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	No	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Specific	Yes	No	Yes	Yes	Yes	No	Yes

An exchange culture:

*Finland, the University of Defence and the Naval Academy have acquired a reliable experience throughout their existence of mobility of both students and teachers in both academic and vocational aspects of the basic education of Navy officers. The Naval Academy is notably active in the Conference of Commandants of Naval Academies, which allows it to appear as a dynamic institution with regard to exchanges with its Scandinavian, European and international counterparts.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	Conference of Superintendents	Yes	Yes	Yes	No	Yes	No	Yes

Learning of, learning in foreign languages:

In the bachelor curriculum at the University of Defence, the military students study at least one foreign language, and have the possibility to learn advanced English and a second foreign language. The prospective officers are also required to study the second national foreign language (Finnish or Swedish). In the Naval Academy, cadets have a compulsory course in service-specific English. At master level, they must study at least one foreign language. Besides, the University of Defence offers the possibility to the students at both bachelor and master levels to attend courses provided in English. The Naval Academy also provides training in English in *Shallow Waters Navigation* dedicated to foreign cadets.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and have fulfilled their obligations with regard to compulsory military service. In order to enter initial education and training, they must pass an entrance examination that also encompasses medical, physical and psychological tests. In the course of their career, the Finnish officers will receive additional education and training: at an intermediate level the Master of Military Sciences degree (Lieutenant, Sr. Grade) and, at an advanced level, the General Staff Officer degree (Lieutenant Commander - Commander).

# National Defence University

([http://www.puolustusvoimat.fi/en/national\\_defence\\_university](http://www.puolustusvoimat.fi/en/national_defence_university))

## AIR FORCE

## Air Force Academy

(<http://www.puolustusvoimat.fi/portal/puolustusvoimat.fi/>)

### Academic curricula:

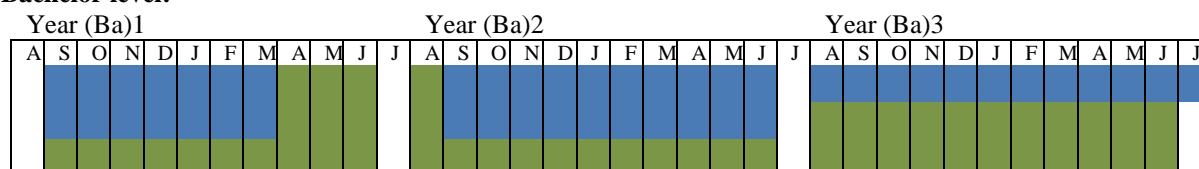
<b>Bachelor</b> (basic education)	<b>Bachelor in Military Sciences:</b> <ul style="list-style-type: none"> <li>- Leadership and Management</li> <li>- Art of War</li> <li>- Military Pedagogy</li> <li>- Military Technology</li> </ul>
<b>Master</b> (basic or intermediate education)	<b>Master in Military Sciences:</b> <ul style="list-style-type: none"> <li>- Leadership and Management</li> <li>- Art of War</li> <li>- Military Pedagogy</li> <li>- Military Technology</li> </ul>

### Military specialisations:

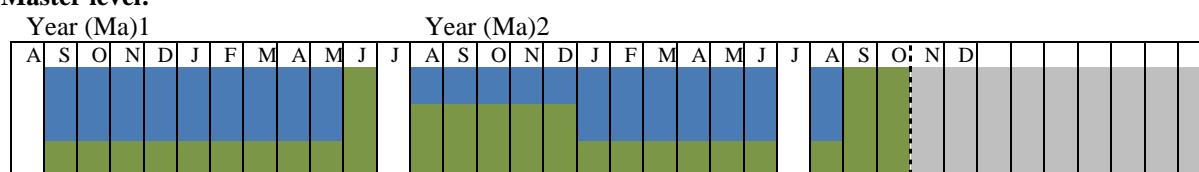
Pilots	<b>Air Force Academy</b> (Service School) + <b>Training Air Wing</b> (Branch Specific School)
Aircraft (and weapon systems) maintenance	<b>Aircraft and Weapon Systems Training Wings</b> (Branch Specific School)
C4IS	<b>Air Force Academy</b>
Border Guard Pilots	<b>Air Force Academy + Utti Jaeger Regiment + Border and Coast Guard Academy</b>

### Organisation of the basic officer's education:

#### **Bachelor level:**



#### **Master level:**



### The academic-vocational-leadership components:

In the pilot's programme, exceptionally, master curriculum is part of the basic education of the officer. In the Finnish system, academic education and vocational training are fully merged. Cadets are trained and educated in parallel. However, if academic education is provided at the Defence University, vocational training is provided by both the University and the Air Force Academy, depending on the nature of the considered training. Therefore, a distinction remains between the academic and vocational – which is not allocated with ECTS - pillars of the basic education and of the master curriculum. In this balance found by the Finnish system between education and training for the initial education/training of the officers, leadership stimulation is essentially academic in its nature, although not exclusively. Art of War and Leadership-related courses are provided to all the military students, indistinctively from their study level and specialty. The Pilots programme starts every year, the C4IS and The Aircraft and weapon systems maintenance every second year. The Pilot and Helicopter Pilot programmes also train Border Guard Pilots for the Finnish Border Guard.

#### Doctoral studies:

Doctor of Military Sciences specialised in Leadership and Management, Art of War, Military Pedagogy, Military Technology. Doctoral studies amount 80 ECTS, not including the thesis.

#### Research for scientific excellence:

The National Defence University is particularly active, but not exclusively, in the following fields of scientific research: *art of war, strategy, operations art and tactics, military history, military technology, leadership, military pedagogy, military psychology and military sociology*. The Air Force can provide the researcher with Service-specific topics that will support the Air Force's core activities.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	No	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Specific	Yes	No	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Finland, the University of Defence and the Air Force Academy have acquired a reliable experience of mobility of both students and teachers in both academic and vocational aspects of the basic education of Air Force officers. The Academy is notably active in the European Air Force Academies forum, which enables it to exchange with its European and international counterparts.*

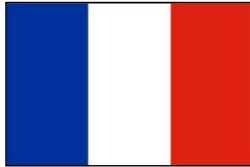
Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	EUAFA	Yes	Yes	Yes	No	No	No	No

Learning of, learning in foreign languages:

During the first two years of the bachelor curriculum at the University of Defence, the military students must learn at least one foreign language, and have the possibility, as optional courses, to learn advanced English and a second foreign language. The prospective officers are also required, during their first year, to study the second national foreign language (Finnish or Swedish). At master level, they must study at least one foreign language. Besides, the University of Defence offers the possibility to the students at both bachelor and master levels to attend courses provided in English. The Air Force Academy also provides training in English and in Russian at basic and advanced level of training.

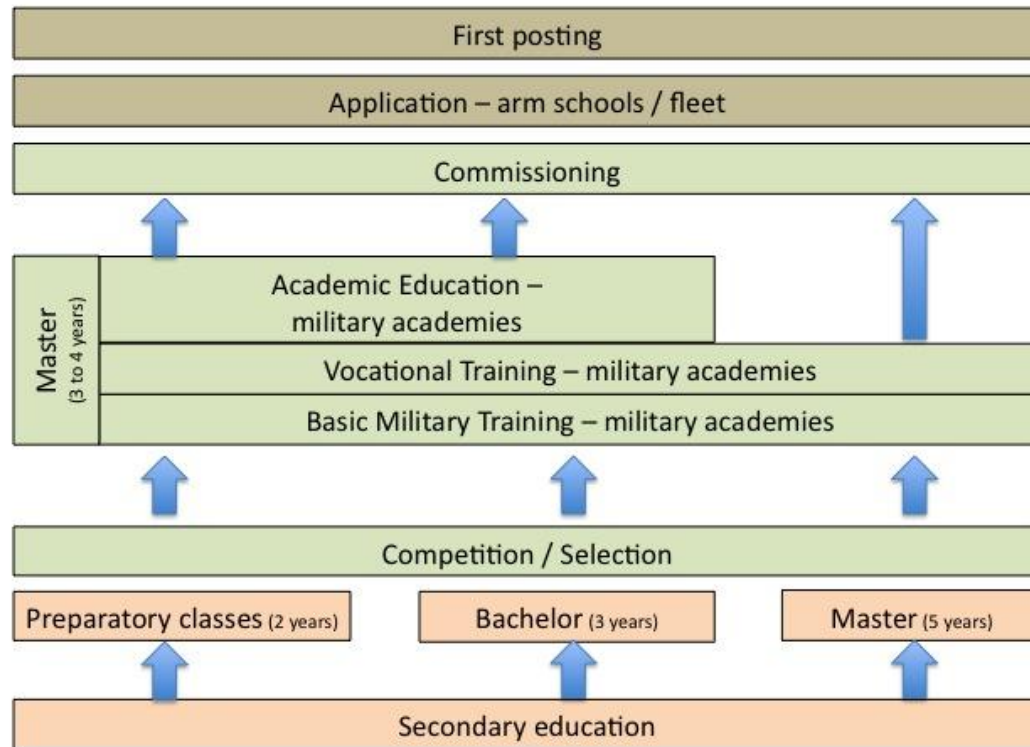
Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and have fulfilled their obligations with regard to compulsory military service. In order to enter initial education and training, they must pass an entrance examination that also encompasses medical, physical and psychological tests. In the course of their career, the Finnish officers will receive additional education and training, notably at the University of Defence: at an intermediate level the Master of Military Sciences degree (Captain) and at the advanced level the General Staff Officer degree (Major - Lieutenant Colonel).



## FRANCE

### How to Become a Military Officer in the French Armed Forces:



The basic education and training of the military officers of the French Army, Navy, Air Force and Gendarmerie is the role of four distinct schools: the Military Schools of Saint-Cyr Coëtquidan (Coëtquidan), the Naval Schools (Brest), the Air Force Academy (Salon-de-Provence) and the Gendarmerie Officers' College (Melun).

These schools educate and train the future prospective issued from direct recruitment but also from the internal recruitment (through promotion). The scheme presented above focuses on the former way of access to commissioning. In order to become officers, the candidates must first complete their bachelor (3 years) or preparatory (2 years) studies in civilian universities or preparatory classes. Then, they will complete their commissioning studies in the respective service schools. Even though the schools are enabled to deliver higher education diplomas at master level and to organise research activities, cooperation with the civilian institutions in academic education remains a key word. European and international mobility, also, is seen as an important vector for the education and training of the leader. Academic excellence is an essential component of the basic education and training of a French officer, therefore. Nevertheless, vocational training remains the heart of the apprenticeship by the future military chief. The training, until the application level, is organised and provided by the military schools themselves. It is a fundamental part of the commissioning curriculum, which is, for the Army and Navy officers, fully integrated in the master diploma, indistinctively from the academic education.

## ARMY

## Military Schools of Saint-Cyr Coëtquidan

(<http://www.st-cyr.terre.defense.gouv.fr/>)

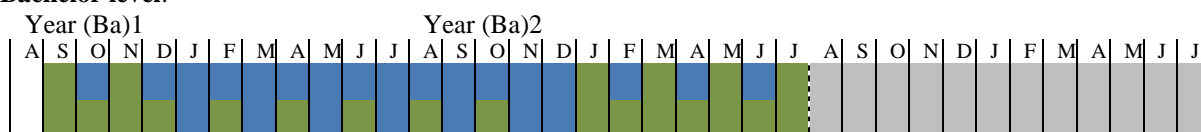
### Academic curricula:

### Military specialisations:

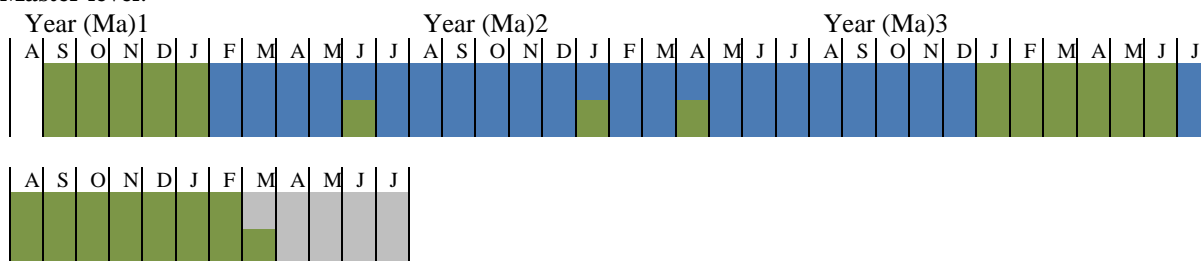
<b>Bachelor</b> (Indirect recruitment)	- Bachelor in Sciences - Bachelor in Arts - Bachelor in Economic and social Sciences	Cavalry	SAUMUR
		- Infantry - Artillery	DRAGUIGNAN
<b>Master</b> (Direct recruitment)	- <b>Engineering Sciences</b> (engineer diploma) (specialisations proposed in <i>energy mechanics, computer science and simulation, electronics and electromagnetic space</i> ) - <b>International Relations and Strategy</b> (specialisations proposed in <i>defence, international security and co-operation, armed forces and international relations, Eastern Europe and Eurasian regions, Mediterranean-African-Eastern regions, United States</i> ) - <b>Human and Organisations Management</b> (specialisations proposed in <i>management, law, economics, sociology, communications and history</i> )	Engineers	ANGERS
		Signals	RENNES
		Logistics (transport & maintenance)	BOURGES
		Army aviation	DAX + LE LUC EN PROVENCE

### Organisation of the basic officer's education:

#### **Bachelor level:**



#### **Master level:**



### The academic-vocational-leadership components:

In the French system, academic education and vocational training are conducted separately, with regard to the organisation of time, but at the same location and according to a merged logic. Leadership, even though it is also acquired through education (*e.g.* ethics) and training, is the third component. It is essentially fostered by personal training, which fully counts for the completion of the curriculum and of the diploma. To this regard, academic education is the “heaviest” component (105 ECTS), followed by vocational training (60 ECTS) and leadership training (15 ECTS).

#### Doctoral studies:

The Military Schools do not organise doctoral curricula for the military officers.

#### Research for scientific excellence:

The Military Schools of Saint-Cyr Coëtquidan are very active in scientific research, notably in the following areas: *History of International Relations, Contemporary History, Social Sciences, Political Sciences, Economy, English, International law of conflict, Public law, Code of Ethics, Military sociology, Operational management, Physics, Mathematics, Computer science, Electronics, Mechanics.*

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*France and the Military Schools of Saint-Cyr Coëtquidan have a long-standing tradition of mobility in both academic and vocational fields. 100% of the future officers are exchanged during the “international semester” in the course of their master education, with European and international military schools as well as civilian institutes and private companies. France, furthermore, has acquired a considerable experience in the training of officers for foreign armed forces, Luxembourg, e.g.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	EMACS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

Within the Military Schools of Saint-Cyr Coëtquidan, the military students must learn English as a first foreign language. They have also the possibility to learn a second language among German, Spanish, Italian, Russian and Arabic courses. Even though the offer of courses provided in a foreign language -English in a first place- is limited to courses aimed at providing insights of the foreign cultures, invitations of foreign scholars and vocabulary training, every future officer leaves for an exchange and practices a foreign language therefore, during his or her education.

Before and beyond basic education:

The prospective military officers are recruited either among the young nationals who are graduated with at least a bachelor-level or preparatory classes or among non-commissioned officers which have completed the bachelor-level curriculum, after knowledge and physical entrance examinations. In the course of their career, the French officers will be proposed additional education and training at an advanced level, notably at:

- The Staff College (Ecole d’Etat-Major) in Compiègne (Captain), and
- The War College (Ecole de Guerre) in Paris (Major).

## NAVY

## Naval School

(<http://www.ecole-navale.fr/>)

### Academic curricula:

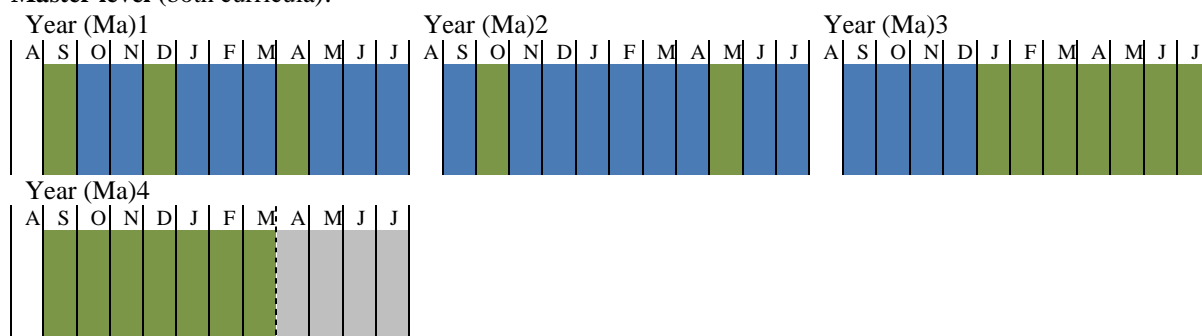
Master level	<b>- in Engineering</b> (Engineer's degree)
	<b>- in Maritime Environment and Naval Operations</b> (Master degree)

### Military specialisations:

- Surface and sub-surface operations - Logistics	SAINT MANDRIER
Naval Aviation	SALON-DE-PROVENCE + COGNAC (common course)
Special forces	LORIENT
Mine Warfare	SAINT MANDRIER BREST

### Organisation of the basic officer's education:

#### Master level (both curricula):



### The academic-vocational-leadership components:

In the French system, academic education and vocational training, before application level, are taught separately but at the same location and according to a merged logic, since they are both allocated with ECTS. Leadership, even though it is acquired through both education and training, is a third component. It fully counts for the completion of the curriculum and of the diploma. To this regard, academic education is the “heaviest” component (105 ECTS), followed by vocational training (43 ECTS) and leadership training (32 ECTS).

#### Doctoral studies:

The Naval School offers opportunities to complete doctoral studies in:

- Sciences of the Sea (EDSM) for geomatic, sub-marine acoustics and hydrodynamics;
- Hydrodynamics and productics (MTGC);
- Sub-marine acoustics and geographical information systems (MATISSE).

#### Research for scientific excellence:

Research is notably structured in a laboratory, named IRENav, with three main research fields: *hydrodynamics, geographical information systems and sub-marine acoustics.*

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	No

An exchange culture:

*France and the Naval School have a long-standing tradition of mobility in both academic and vocational fields. Approximately 12% of the future officers are exchanged per year, notwithstanding the round-the-world sail at the end of the curriculum and more specific and short vocational events such as regattas.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	Conference of Superintendents	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

Within the Naval Academy, the military students must learn English as a first foreign language. They have also the possibility to learn a second language. Furthermore, the Naval School provides 10% of its academic offer in English as to train the future officers in international conditions. The use of the English in the vocational training is in progress, however.

Before and beyond basic education:

The prospective military officers are recruited from the young nationals who are graduated with at least a bachelor-level or from preparatory classes, upon testing (physical and medical) and knowledge entrance examination. In the course of their career, the French officers will be proposed additional education and training at an advanced level, such as the *Specialisation Course* (Sb.Lt), the *Principal Warfare Officer Course* (Lt) and the Staff College (LtCDR).



## AIR FORCE

## Air Force Academy

(<http://ecole-air.fr/>)

### Academic curricula:

Bachelor (indirect recruitment)	<ul style="list-style-type: none"> <li>- <b>Public Management</b></li> <li>- <b>Maintenance of Pluritechnical Aeronautical Systems</b> (specialisation in <i>aerial</i> and <i>State's airplanes</i>)</li> <li>- <b>Numerical Imagery</b></li> <li>- <b>Coordinator of Prevention, Safety and Health at Work</b></li> </ul>
Master (direct recruitment)	<ul style="list-style-type: none"> <li>- <b>Engineering Sciences</b> (specialisation in <i>support logistics</i>)</li> </ul>

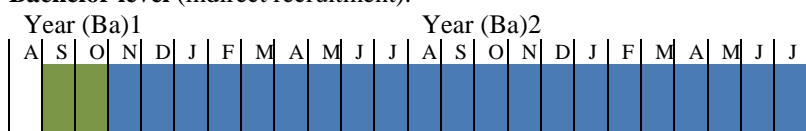
### Military specialisations:

All specialties

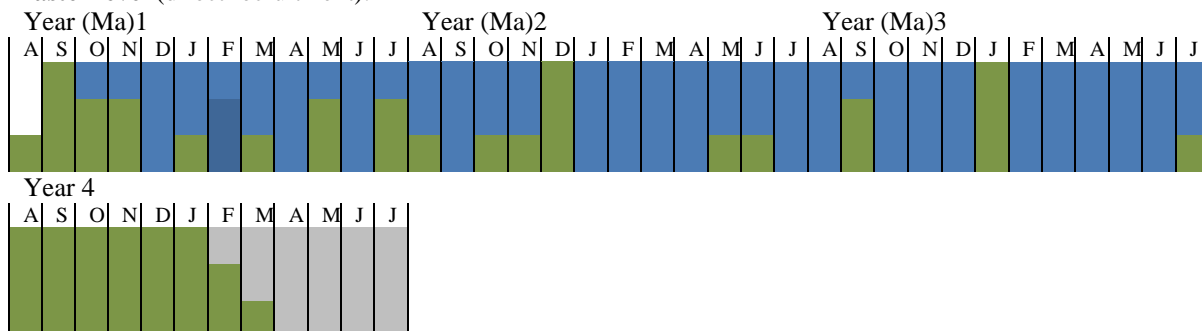
**Air Force Academy**

### Organisation of the basic officer's education:

#### **Bachelor level** (indirect recruitment):



#### **Master level** (direct recruitment):



### The academic-vocational-leadership components:

In the French system, academic education and vocational training, before application level, are conducted separately with regard to the organisation of time, but at the same location. Leadership, even though it is acquired through both education and training, is a third component. It fully counts for the completion of the curriculum and of the diploma. To this regard, academic education is the “heaviest” component (170 ECTS), followed by vocational training (which is not allocated ECTS, however) and leadership training (10 ECTS).

#### Doctoral studies:

Doctoral studies of the French officers are not organised within the basic officers' education institutes

#### Research for scientific excellence:

The Air Force Research Centre, located at the Academy, is divided into five thematic laboratories: “Defence and knowledge management”, “Military history and sociology”, “Flight dynamic”, “Human factor and operational environment”, “Signal analyze”. Furthermore, the campus of the Academy hosts the national office for aeronautical research and studies (ONERA).

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	Yes	Yes	Yes	Yes	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Specific	Yes	Yes	Yes	Yes	Yes	Yes	No

An exchange culture:

*France and the Air Force Academy have a long-standing tradition of mobility in both academic and vocational fields. 100% of the future military officers are exchanged per year, mainly for the preparation of their scientific projects, notwithstanding specific and short vocational or cultural events. 50% of the prospective officers are also exchanged in the course of their master education (scholarship exchanges), with European and international military schools as well as civilian institutes and private companies.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	EUAFA	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

Within the Air Force Academy, the military students must learn English as a first foreign language. They have also the possibility to learn a second language among Arabic, Chinese, German, Italian, Japanese, Russian and Spanish. With the exception of the necessary technical vocabulary and procedures of the profession, the provision of courses and training in foreign languages is in progress. However, every future officer leaves for an exchange and practices a foreign language therefore, during his or her education.

Before and beyond basic education:

The prospective military officers are recruited from the young nationals who are graduated with at least a bachelor-level diploma or from preparatory classes, after medical testing and knowledge entrance examination. They may also be recruited from non-commissioned officers, after completion of a bachelor curriculum at the Air Force Academy. In the course of their career, the French officers will be proposed additional education and training at an advanced level within the French Air Force or joint institutions or in civilian universities.

**Gendarmerie Officers' College**  
**GENDARMERIE *Ecole des Officiers de la Gendarmerie Nationale (EOGN)***  
 (http://www.gendarmerie.interieur.gouv.fr/eogn)

Academic curricula:

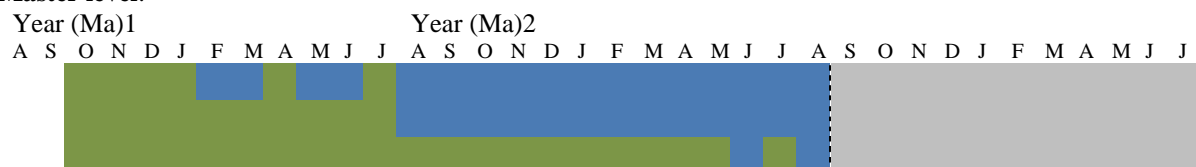
<b>Master</b>	<b>-Law and Security Strategies</b> (with civilian university) <b>-Management and Council</b> (with civilian university)
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Military specialisations:

Public Order - Defence	<b>Gendarmerie Officers' College</b> (EOGN - MELUN) + <b>Gendarmerie Forces National Training Centre</b> (CNEFG - SAINT-ASTIER)
Crime Investigation	<b>Gendarmerie Officers' College</b> (EOGN - MELUN) + <b>Gendarmerie Criminal Investigation Institute</b> (IRCGN - ROSNY-S-BOIS) + <b>Crime Investigation Police Training Centre</b> (CNFPJ - FONTAINEBLEAU)
General Public Security	<b>Gendarmerie Officers' College</b> (EOGN - MELUN)
Road Security	<b>Gendarmerie Officers' College</b> (EOGN - MELUN) + <b>Road Security National Training Centre</b> (CNFSR - FONTAINEBLEAU)
Administration Corp	<b>Gendarmerie Officers' College</b> (EOGN - MELUN)

Organisation of the basic officer's education:

**Master level:**



The academic-vocational-leadership components:

In the French system, academic education and vocational training are conducted in parallel, meaning that the prospective officers learn and train within the same period, with the exception of professional internships during the first year of the curriculum. Conceptually, the primary responsibility for academic education lies with civilian universities, which deliver master's degrees, but the *EOGN* also provides theoretical courses which are taken into account for the commissioning of the officers. Conceptually, therefore, education and training can be seen as separate. Leadership stimulation is also an essential component of the basic vocational training of future officers while the academic component is provided by universities.

Doctoral studies:

The Gendarmerie Officers' College does not organise the doctoral studies of the Gendarmerie officers.

Research for scientific excellence:

The Gendarmerie Officers' College does not organise research activities within its premises. However, it collaborates, in scientific areas, with national research centres and civilian universities.

Integration into the European Higher Education Area:

**Theoretical:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
	X		No	Yes	Yes	Yes	Yes	Yes	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	Yes	Yes	Yes	Yes	No	No

An exchange culture:

*France and the EOGN have a long-standing tradition of mobility in both theoretical and vocational fields. They have trained prospective officers for European and emerging countries from the outset and are now looking forward to developing further both inward and outward mobility of students but also faculty and instructors.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

During their basic training at the EOGN, cadets must learn English as a first foreign language, and practice it during professional training. Even though the courses offered in a foreign language -English in a first place- are limited to courses aimed at providing insights into foreign cultures, the EOGN is progressively developing its offer of training modules to be provided in English.

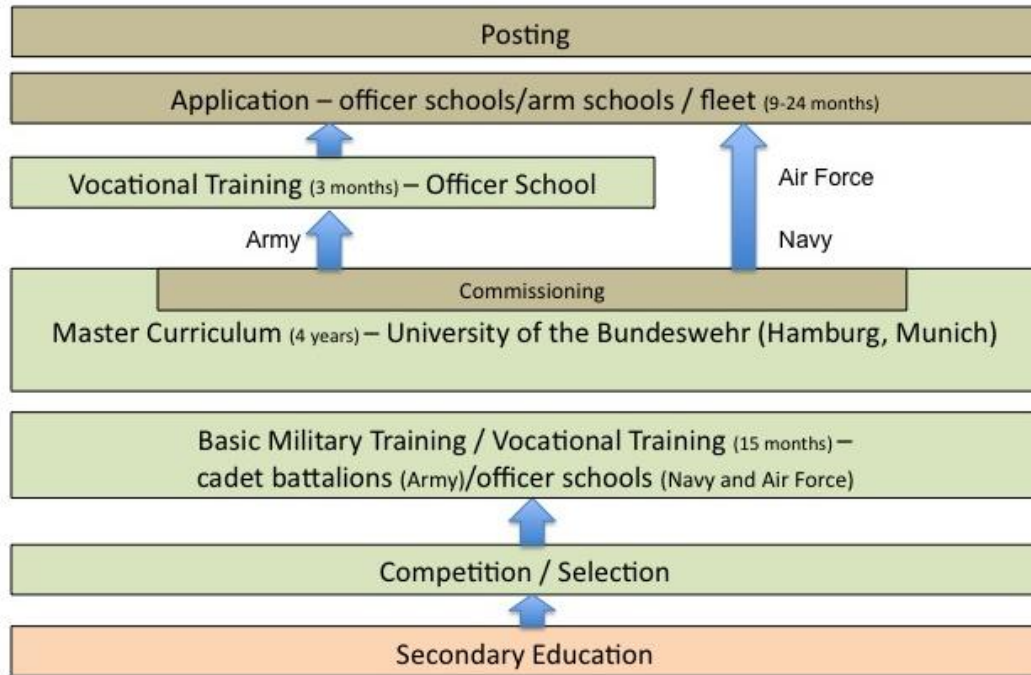
Before and beyond basic education:

The prospective Gendarmerie officers are recruited either among young French nationals, with maximum age limitation, with at least a master's degree, or among graduate non-commissioned officers. Candidates must successfully pass a competitive examination, including tests in the English language and comply with physical, medical and psychological standards. In the course of their career, the French officers will be proposed additional education and training at an advanced level, which can be common to those provided to the officers of the other armed forces' branches.



## GERMANY

### How to Become a Military Officer in the German Armed Forces:



The German systems of basic education and training for the military officers of the Army, Navy and Air Force rests on a web of structures which have specific roles to play in this process.

The cadet battalions, since conscription has been ended in July 2011, provide the prospective Army officers with the basic military training, which is organised by the officers' schools for the two other services. Then, the respective officers' schools transmit leadership skills and vocational aptitudes to these prospective military elites.

It is only after this vocational training period that the cadets become students and are sent to one of the two the universities of the Bundeswehr for completing their master academic studies. These universities, located in Hamburg and Munich generally propose the same curricula and are co-managed by the Federal Ministry of Defence and the *Länder*. They are fully integrated in the European Higher Education Area.

After having completed their academic training and graduated to officers during their studies, the officers attend additional vocational training, including application training, in the specialist training centres.

The timelines mentioned in the graph above are only indicative. They may vary from one service or specialty to another.

Hamburg, Munich ([www.hsu-hh.de/hsu/](http://www.hsu-hh.de/hsu/) or [www.unibw.de/](http://www.unibw.de/))

## Cadets' battalions

## Officers' School

Dresden ([www.deutschesheer.de/](http://www.deutschesheer.de/))

**Military specialisations:**

Bachelor/ Master	- Educational Sciences	Cavalry	Army Recce School - MUNSTER
	- History	Infantry	Infantry School - HAMMELBURG
	- Economical and Management Sciences		Airborne School - ALTENSTADT
	- Political and Social Sciences		Mountain Warfare School - MITTENWALD
	- Industrial Engineering	Logistics	Armed Forces Logistics School - OSTERHOLZ-SCHARMBECK
	- Computer Sciences		Technical School for Land Systems - AACHEN
	- Aerospace Engineering	Artillery	Artillery School - IDAR OBERSTEIN
	- Civil Engineering	Army Aviation	Army Aviation School - BÜCKEBURG
	- Mathematical Engineering	NBC Defence	NBC Defence School - SONTTHOFEN
	- Mechanical Engineering	Engineers	Engineers School - INGOLSTADT
	- Electrical Engineering	Tank Troops and Armoured Infantry	Armoured Corps School - MUNSTER
	- Construction Engineering		
- Sports Science			

**Master:**

In the German system, academic and vocational aspects of the initial education of officers are strictly and institutionally separated. The vocational training itself is shared between different institutions, battalions and training centres in charge of the different aspects: basic military training, professional training, specialisation training and leadership training. The universities of the Bundeswehr provide the academic education and are fully integrated in the training process. In line with the principle of *Innere Führung* and despite the fact that they have almost no connection with the vocational training of a future officer, they play indirectly a role in their leadership training. The “civilian” environment of learning also teaches the students the values of the “citizen in uniforms” they are expected to be.

## Research for scientific excellence:

Examples of researches engaged in by the universities of the Bundeswehr:

- Nanotechnologies
- Galileo
- Smart cars
- Aeronautical Technologies
- Cyber Security

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
None	Yes	Yes	Yes	No	Yes	No	No

An exchange culture:

*Germany, the officers' schools and the universities of the Bundeswehr have a long tradition of the mobility for students and teaching-training personnel. The universities have acquired considerable experience in exchanging with civilian universities notably via the Erasmus programme. All German officers' education institutions attract and share their excellence with civilian and military students from all over the world.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora (Officers' School-Dresden)	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	EMACS	Yes	Yes	Yes	Yes	Yes	Yes	No

Learning of, learning in foreign languages:

In the German system, the prospective officers learn foreign languages - English in a first place – not only in academic education but also in vocational training institutions. Mastering foreign languages is compulsory since it is considered to be a part of the leadership capacities of a military officer. A ten weeks course is fully dedicated to this, at the beginning of the vocational curriculum. Within the universities of the Bundeswehr, approximately 2% of the courses proposed are provided in English and the students may choose to write their master thesis in English.

Before and beyond basic education:

The prospective military officers are recruited from the young nationals who are graduated from secondary education - or a civilian professional training as regards applications by non-commissioned officers - and who have successfully complied with knowledge, physical and psychological tests. The results obtained at these tests are important for the choice of the curriculum followed in the universities of the Bundeswehr afterward. In the course of their career, the German officers will receive additional education and training opportunities at an advanced level at Officers' school and Branch schools (rank Captain to Lieutenant Colonel) and the German Armed Forces Command and Staff College (rank Captain to General).

## Universities of the Bundeswehr

NAVY

Hamburg, Munich (www.hsu-hh.de/hsu/ or www.unibw.de/)  
**Naval Academy** (*Marineschule Mürwik – MSM*)  
 Flensburg Mürwik (www.marine.de)

### Academic curricula:

### Military specialisations:

Bachelor/ Master	- Educational Sciences
	- History
	- Economical and Management Sciences
	- Political and Social Sciences
	- Industrial Engineering
	- Computer Sciences
	- Aerospace Engineering
	- Civil Engineering
	- Mathematical Engineering
	- Mechanical Engineering
	- Electrical Engineering
	- Construction Engineering
	- Sports Science

Naval Operations	<b>Naval Operations School - BREMERHAVEN</b>
Engineering	<b>Engineering School - PAROW</b>
Leadership / Seamanship	<b>Naval Academy - MÜRNIK Sail Training Ship SSS GORCH FOCK - KIEL</b>
Infantry	<b>Petty Officer School - PLÖN</b>
Health Services	<b>Naval Medical Institute - KIEL</b>

### Organisation of the basic officer's education:

#### Master:

Year (Ma)1												Year (Ma)2												Year (Ma)3												
J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	
Year (Ma)4												Year (Ma)5												Year (Ma)6												
J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	

### The academic-vocational-leadership components:

In the German system, academic and vocational aspects of the initial education are strictly and institutionally separated. The vocational training itself is shared between different institutions and training centres in charge of the different aspects: basic military training, professional training, specialisation training and leadership training. The universities of the Bundeswehr provide the academic education and are fully integrated in the training process. In line with the principle of *Innere Führung* and despite the fact that they have almost no connection with the vocational training of a future officer, they play indirectly a role in their leadership training. The “civilian” environment of learning also teaches the students the values of the “citizen in uniforms” they are expected to be.

#### Doctoral studies:

The two universities of the Bundeswehr (Hamburg and Munich) provide opportunities for doctoral curricula in all areas of their educational offer.

#### Research for scientific excellence:

Examples of researches engaged in by the universities of the Bundeswehr:

- Nanotechnologies
- Galileo
- Smart cars
- Aeronautical Technologies
- Cyber Security



Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
None	Yes	Yes	Yes	No	Yes	No	No

An exchange culture:

*All schools of the German Navy and both universities of the Bundeswehr have a long tradition of the mobility for students and teaching-training personnel. The universities have acquired considerable experience in exchanging with civilian universities notably via the Erasmus programme. Next to the universities, all schools of the German Navy attract and constantly share their excellence with civilian and military students from all over the world where appropriate.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora (Naval Academy)	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	Conference of Superintendents	Yes	Yes	Yes	Yes	Yes	Yes	No

Learning of, learning in foreign languages:

In the German system, the prospective officers learn foreign languages - English in a first place – not only in academic education but also in vocational training institutions. Mastering foreign languages is compulsory since it is considered to be a part of the leadership capacities of a military officer. A ten weeks course is fully dedicated to this, at the beginning of the vocational curriculum. Within the universities of the Bundeswehr, approximately 2% of the courses proposed are provided in English and the students may choose, additionally, to write their master thesis in English.

Before and beyond basic education:

The prospective Navy officers are recruited among the young nationals who are graduated from secondary education - or a civilian professional training regarding applications by non-commissioned officers - and who have successfully complied with knowledge, physical and psychological tests. The results obtained at these tests are important for the choice of the curriculum followed in the universities of the Bundeswehr afterward.

In the course of their career after application, the German officers will receive additional education and vocational training opportunities at an advanced level. A course is obligatory and will follow approximately two years after first posting (Lieutenant). Additionally a *Staff Officer Course* has to be passed prior to promotion to the rank of Lieutenant Commander. Later on, a promotion of staff officers is offered to participate in a *Joint Staff Course* (Lieutenant Commander). Numerous additional trainings for all officers of different ranks are either obligatory or facultative.

## AIR FORCE

## Universities of the Bundeswehr Hamburg, Munich (www.hsu-hh.de/hsu/ or www.unibw.de/)

### Officers' School of the Luftwaffe

Fürstenfeldbruck (www.luftwaffe.de/portal/)

#### Academic curricula:

#### Military specialisations:

Bachelor/ Master	- Educational Sciences
	- History
	- Economical and Management Sciences
	- Political and Social Sciences
	- Industrial Engineering
	- Computer Sciences
	- Aerospace Engineering
	- Civil Engineering
	- Mathematical Engineering
	- Mechanical Engineering
	- Electrical Engineering
	- Construction Engineering
	- Sports Science

Flying Service	<b>Officers' school of the Luftwaffe + United-States of America</b>
Surface-to-Air Missile services	<b>United States</b>
Technical Services	<b>Technical Schools</b>
- Supply and Logistic Services - Military Air Traffic Service	<b>Logistic School</b>
Air Surveillance and Control Services	<b>Tactical Air Command and Control Sector</b>
GAF Point Defence Service	<b>Ground combat support Regiment</b>
Health Services/Medical	<b>Civilian universities</b>

#### Organisation of the basic officer's education:

##### Master:

Year (Ma)1												Year (Ma)2												Year (Ma)3													
J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J		
Year (Ma)4												Year (Ma)5												Year 6													
J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J		
Year 7																																					
J	A	S	O	N	D	J	F	M	A	M	J																										

#### The academic-vocational-leadership components:

In the German system, academic and vocational aspects of the initial education are strictly and institutionally separated. The vocational training itself is shared between different institutions and training centres in charge of the different aspects: basic military training, professional training, specialisation training and leadership training. The universities of the Bundeswehr provide the academic education and are fully integrated in the training process. In line with the principle of *Innere Führung* and despite the fact that they have almost no connection with the vocational training of a future officer, they play indirectly a role in their leadership training. The “civilian” environment of learning also teaches the students the values of the “citizen in uniforms” they are expected to be.

#### Doctoral studies:

The two universities of the Bundeswehr (Hamburg and Munich) provide opportunities for doctoral curricula in all areas of their educational offer.

#### Research for scientific excellence:

Examples of researches engaged in by the universities of the Bundeswehr:

- Nanotechnologies
- Galileo
- Smart cars
- Aeronautical Technologies
- Cyber Security

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
None	Yes	Yes	Yes	No	Yes	No	No

An exchange culture:

*Germany, the officers' schools and the universities of the Bundeswehr have a long tradition of the mobility for students and teaching-training personnel. The universities have acquired considerable experience in exchanging with civilian universities notably via the Erasmus programme. All German officers' education institutions attract and constantly share their excellence with civilian and military students from all over the world.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	EUAFA	Yes	Yes	Yes	Yes	Yes	Yes	No

Learning of, learning in foreign languages:

In the German system, the prospective officers learn foreign languages - English in a first place – not only in academic education but also in vocational training institutions. Mastering foreign languages is compulsory since it is considered to be a part of the leadership capacities of a military officer, notwithstanding the importance of this language in Air Force standards and procedures. Within the universities of the Bundeswehr, approximately 2% of the courses proposed are provided in English and the students may chose to write their master thesis in English.

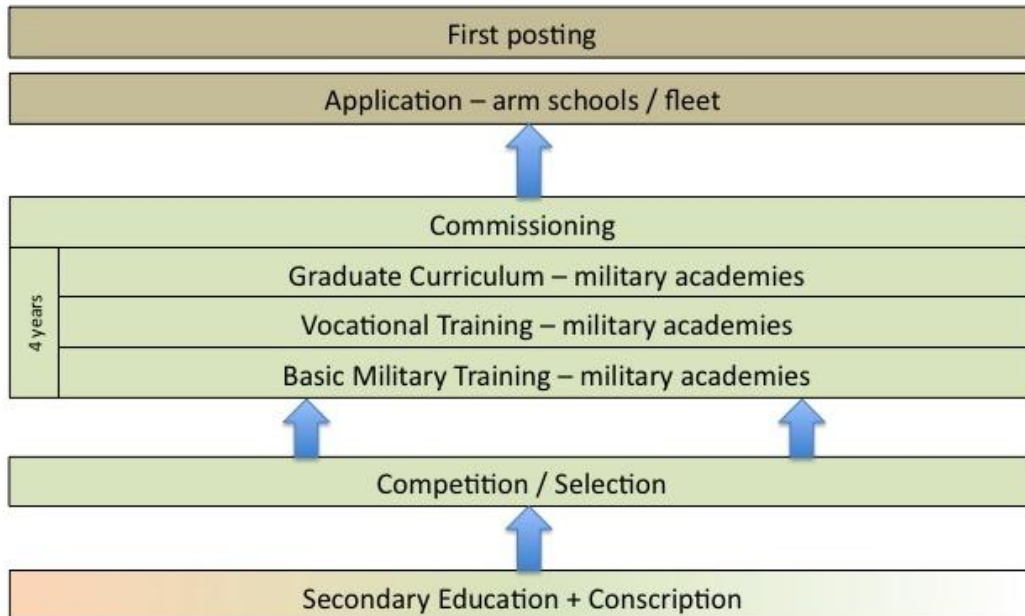
Before and beyond basic education:

The prospective Air Force officers are recruited among the young nationals who are graduated from secondary education - or a civilian professional training regarding applications by non-commissioned officers - and who have successfully complied with knowledge, physical and psychological tests. The results obtained at these tests are important for the choice of the curriculum followed in the universities of the Bundeswehr afterward. In the course of their career, the German Air Force career officers will receive additional education and training opportunities at an advanced level, such as the *Leadership training* (8 weeks) at the Air Force Officers' School (GAFOS) (rank Second Lieutenant) and the preparation for Federal Armed Forces Command and Staff College (1 year, distance learning) at the GAFOS (rank Captain).



## GREECE

### How to Become a Military Officer in the Greek Armed Forces:



The basic education and training of the officers of the Greek Army, Navy and Air Force is primarily the responsibility of three respective academies. The national conscript service contributes also to the training of the prospective military elites.

These academies, which are used to educate and train officers also for foreign armed forces, are now on the way to integrate the *acquis* of the European Higher Education Area in order to obtain the instruments, which will allow them to develop further their exchange capacities. These academies, indeed, provide academic curricula at the first cycle level. The Air Force Academy, however, intends to develop its educational offer in proposing in the future a master curriculum on *flight safety*.

The vocational training of the future Greek and Cypriot military elites, since they are fully trained in the Greek institutions, is also assured by the academies, in cooperation with the specialist training centres.

## ARMY

## Hellenic Army Academy

([www.sse.gr/index\\_en.php](http://www.sse.gr/index_en.php))

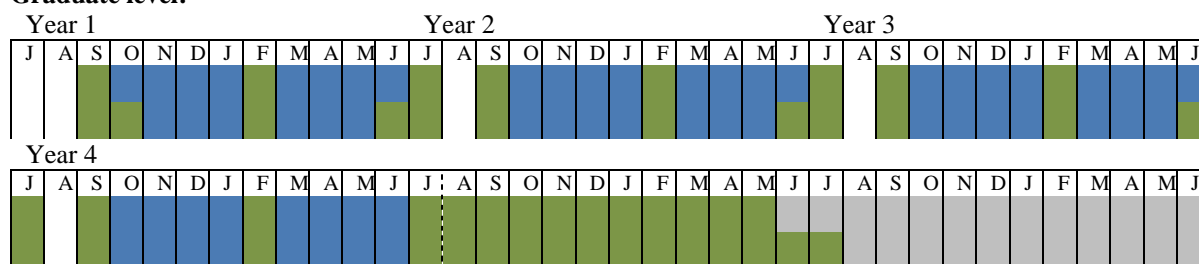
Academic curricula:

Military specialisations:

Graduate	<b>Graduation in Military Science and Technology</b>	Infantry	<b>Application School - CHALKIDA</b>
		Armoured Cavalry	<b>Application School - AVLONA</b>
		Artillery	<b>Application School - NEA PERAMOS ATTIKIS</b>
		Engineers	<b>Application School - LOUTRAKI</b>
		Signals	<b>Application School - ATHENS</b>
		Army Aviation	<b>Application School - STEFANOVIKIO MAGNISIAS</b>
		Technical corps	<b>Application School - PATRA</b>
		Ordnance corps	<b>Application School - LAMIA</b>
		Supply and Transportation corps	<b>Application School - SPARTI</b>

Organisation of the basic officer's education:

**Graduate level:**



The academic-vocational-leadership components:

The Academy is the highest military educational institution, equivalent to all other universities in Greece. Attendance lasts four years and is divided into eight semesters, two for each academic year. During each semesters, cadets are offered both academic education and vocational training. Every year the educational program lasts 39 weeks, divided equally between academic education and vocational training. The Academy offers intensive and thorough academic education which complements and expands the provided military training.

The main aspect of the academic education program is its diversity, including many fields of study from *humanities* and *social sciences* to *natural and applied sciences*. The cadets' physical training, that is included in the academic education, has a great importance and complements the military education. The objective of military training in the Academy is the graduation of Second Lieutenants certified as platoon leaders. To achieve this, thirteen weeks per academic year are used for vocational, as follows: *Autumn Training* for five weeks, *Winter Training* for four weeks, and *Summer Training* for four weeks. In the I<sup>st</sup> year, cadets are given basic military training, trained in individual tactics and combat techniques. In the II<sup>nd</sup> year, cadets are trained in squad level combat tactics. In the III<sup>rd</sup> year, cadets are trained in platoon combat tactics. In the IV<sup>th</sup> year, cadets are trained in platoon combat tactics and take over the task of training subordinates year cadets.

Doctoral studies:

The Hellenic Army Academy does not organise the doctoral studies of the Greek military officers.

Research for scientific excellence:

The Military Academy has not yet developed research activities within its premises.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			Specific	No	No	Yes	No	Yes	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	No	No	Yes	No	Yes	No	No

An exchange culture:

*Greece and the Hellenic Army Academy have a strong and long-standing culture of exchanges based on a long tradition of hosting and training foreign officers. In particular, students from 18 countries are educated and trained in the Academy. The multi-nationality of the Academy's composition assigns to it the role of an ambassador of our morals and traditions beyond the borders of Greece and the European Union. Foreign cadets constitute approximately 20% of the total number of cadets.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	Yes	Yes	EMACS	No	No	No	No	Yes	Yes	No

Learning of, learning in foreign languages:

During their entire curriculum at the Hellenic Army Academy, the future Greek officers and their counterparts following the same initial education must learn English. In addition, they may chose to study a second foreign language during their third and fourth years. In the vocational area, the Military Academy progressively develops its offer of training to be provided in English. It must also be noted that the Hellenic Army Academy provides, during a preparatory year, courses of Greek language within its premises, specifically designed for foreign cadets who are hosted for the entire duration of their initial education.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education. Candidates must comply with medical, physical and psychological standards and successfully pass the Pan-Hellenic exams. After graduating from the Hellenic Army Academy (Second Lieutenant) and during their career, the Greek officers will receive additional education and training in several educational centres depending on their rank: the *Advanced Military Training* (Captain), the Command and General Staff College (Major), the Supreme Joint War College (Lieutenant Colonel) and the Hellenic National Defence College (Colonel).

## NAVY

## Hellenic Naval Academy

([www.hna.gr/snd/index.html](http://www.hna.gr/snd/index.html))

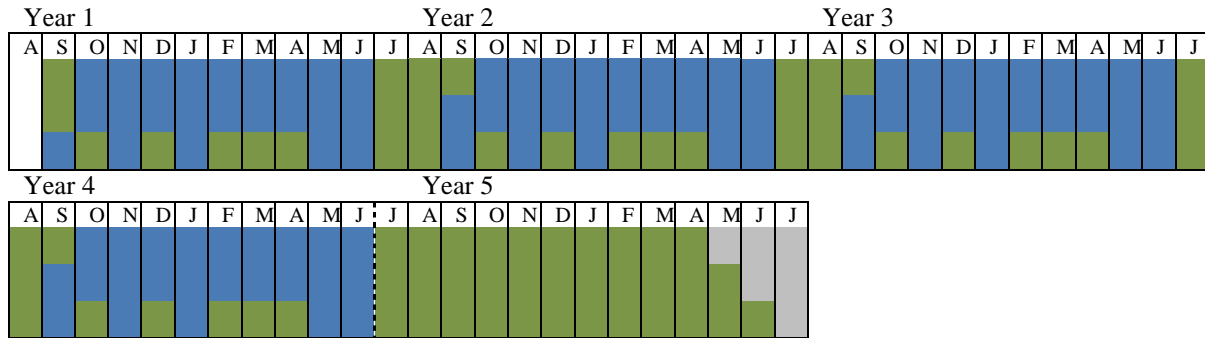
Academic curricula:

Military specialisations:

<b>Graduate</b> <b>Graduation in Naval Sciences and Seamanship</b> (specialisations offered for <i>line officers</i> or <i>engineers</i> )	<ul style="list-style-type: none"> <li>- Navigation</li> <li>- Weapons</li> <li>- Anti-Submarine</li> <li>- Communications</li> </ul> <b>Mechanical Engineering</b>
	<b>Application School – SKARAMAGAS (Athens)</b>

Organisation of the basic officer's education:

### Graduate level:



The academic-vocational-leadership components:

The Hellenic Naval Academy is the official naval higher education institution, providing university level degrees. In the Hellenic Naval Academy, academic education and vocational training are conducted in parallel, mainly, meaning schematically that cadets are both educated and trained in the same day. Education and training are not only the two conceptual pillars of this initial education. They support each other following the principle that theory is always reinforced by practice. Beside the academic curriculum, which is divided in two semesters per academic year, the vocational training is also one of the strong sections of the Hellenic Naval Academy. It mainly includes training all over the year onboard Hellenic warships, navigation and NBCD simulators, reaching a pick during the summer sea training trip in the Mediterranean Sea. In this configuration, leadership stimulation seems to be, combined together with the amount of vocational training, the counterbalance to the amount of academic education. Leadership skills are cultivated at both academic and practice levels - through courses of *leadership, philosophy, social psychology, naval history, e.g.* - and training – notably onboard Hellenic warships during their sea training periods.

### Doctoral studies:

The Naval Military Academy does not organise the doctoral studies of the Greek military officers at the moment.

### Research for scientific excellence:

The Naval Academy has not yet developed research activities within its premises.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			Specific	No	No	Yes	No	Yes	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Specific	Yes	Yes	Yes	No	Yes	No	No

An exchange culture:

*The Hellenic Naval Academy is following a long tradition and has created a solid culture of exchanging, hosting and training foreign officers. In particular, Greece trains, on a regular basis, cadets of the European Union countries like Cyprus - and from a numerous countries worldwide. With graduates from over 19 countries so far, the Hellenic Naval Academy represents a lighthouse of the Hellenic naval morals, culture and ethics. The Academy is also particularly active in the framework of the Conference of Superintendents and the Initiative for the exchange of young officers. It is looking forward to rapidly implement the acquis of the European Higher Education Area in order to develop both inward and outward mobility of its cadets, teachers and instructors.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	Yes	Yes	Conference of Superintendents	Yes	Yes	No	No	No	Yes	No

Learning of, learning in foreign languages:

During their curriculum at the Hellenic Naval Academy, the future Hellenic Navy Officers and their counterparts following the same initial education must learn or improve their English. In addition, they may choose to study a second foreign language between French and German. In vocational training, the Academy progressively develops its offer of training to be provided in English, notwithstanding the teaching of regular international Navy standards and operating procedures. Additionally, it must be noted that the Hellenic Naval Academy provides – during a preparatory semester specifically designed for foreign cadets who are hosted for the entire duration of their initial education – courses of Greek language within its premises.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who have graduated from secondary education (High School) and succeed at the National Exams Scheme. On top of that, candidates must comply with medical, physical and psychological standards and successfully pass an entrance test, including a test in English. In the course of their career, the Hellenic Navy officers will receive additional advanced education and training at the Hellenic Naval Staff and Command College (Lieutenant), the Supreme Joint War College (Lieutenant Commander) and the Hellenic National Defence College (Commander).



**Air Force Academy**  
([www.haf.gr/en/career/academies/si/](http://www.haf.gr/en/career/academies/si/))

Military specialisations:

Graduate	<b>Diploma in Aeronautical Sciences:</b> - <b>Airborne Weapon Systems</b> (for pilots) - <b>Air Defence Control</b> - <b>Engineering</b> (specialisations in <i>Mechanical and Aeronautical Engineering, Telecommunication and Electronic Engineering, Airport Structures</i> )	- Pilots - Air Defence Control - Maintenance	<b>Air Base - DEKELIA</b>

**Graduate level:**

Year 1												Year 2												Year 3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
Engineering												Weapon Systems												Air Defence Control											

Year 4											
A	S	O	N	D	J	F	M	A	M	J	J

In the Greek system, the organisation of the schedule mixes academic education and vocational training, rather alternatively but at the same academy, during the entire curriculum. Education and training are not only the two conceptual pillars of this initial education. They support each other in assuring that theory is always reinforced by practice later in the curriculum. In this configuration, leadership stimulation seems to be, combined together with the amount of vocational training, counterbalancing the amount of academic education. However, leadership acquisition is merged: it is for all curricula both an education – through courses of *philosophy*, *psychology of individual differences*, *sociology* and *psychology-leadership*, e.g. - and a curriculum-long training, which allow the cadets to practice the theory acquired.

The Air Force Academy does not organise the doctoral studies of the Greek military officers.

The Air Force Academy is active in scientific research, notably in the fields of *Aerodynamics, Flight Mechanics Propulsion, Materials, Aircraft Structures, Electronics, Informatics, Social Sciences, Physics, Mathematics, Air Defence Systems*.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			Specific	No	No	Yes	No	Yes	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	No	No	No	Yes	No

An exchange culture:

*Greece and the Air Force Academy have a culture of exchanges based on a long tradition of hosting and training foreign officers. In particular, Greece has often fully trained Air Force officers of European – Cyprus e.g. - and international armed forces. The Academy is also particularly active in the framework of the European Air Force Academies and the Initiative for the exchange of young officers. It is looking forward to rapidly implement the acquis of the European Higher Education Area in order to develop both inward and outward mobility of its cadets, teachers and instructors.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	Yes	Yes	EUAFA	Yes	Yes	No	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

Owing to the obligations linked to the profession, the future Greek pilot and air defence officers must learn aviation English during the two first years at the Air Force Academy. In addition, all cadets must learn English, at least during the first two years of their curriculum, and chose between English, French and German for the last two years. In vocational training, the Air Force Academy progressively develops its offer of training to be provided in English.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education. Candidates must comply with medical, physical and psychological standards and successfully pass an entrance test, including a test of the English language. In the course of their career, the Greek officers will receive additional education and training at an advanced level at Air Force and joint institutions and they may be selected for continuing their studies at postgraduate level in universities in Greece or abroad.



## HUNGARY

### How to Become a Military Officer in the Hungarian Armed Forces:

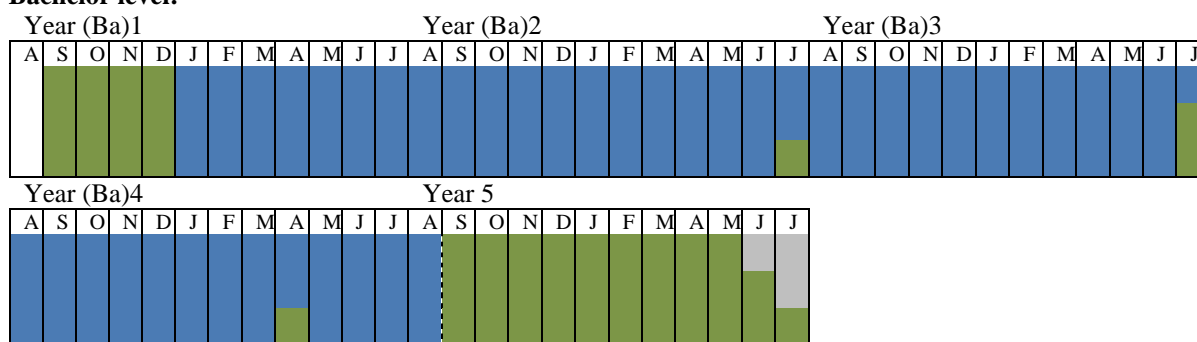


The basic education of the Hungarian Army and Air Force officers is joint and provided by a unique institution, the Miklos Zrinyi National Defence University. The basic curricula is the bachelor, however, the National Defence University offers the possibility for the Hungarian officers to complete master studies in the course of their career and doctoral studies also.

The basic curriculum of the officers dedicates an important share to the vocational training, which is provided by the University and the application schools. The training, indeed, fully counts in the curriculum since it is also allocated with ECTS and, therefore, is an integral part of the diploma.

Academic curricula:

<b>Bachelor</b> (basic education)	<b>- Military Leadership</b> <b>- Military Economy</b> (specialisations in <i>finance</i> or <i>supply</i> ) <b>- Military and Safety Engineering</b>
<b>Master</b> (advanced education)	<b>- Military Leadership</b> <b>- Military Logistics Management</b>

Organisation of the basic officer's education:**Bachelor level:**The academic-vocational-leadership components:

In the Hungarian system, academic education and vocational training seem to be strictly separated, from an institutional point of view. However, vocational and leadership trainings are fully integrated in the curricula offered by the University of Defence. The educational programmes encompass the three aspects, indistinctly, and credit them, within the Defence University, through the ECTS system. Therefore, the name “leadership” assigned to the title of a bachelor curriculum demonstrates that leadership is the overall sum of academic education and vocational training.

Doctoral studies:

The National Defence University offers doctoral curricula aimed at the following titles:

- Doctor of Philosophy in Military Science – Social Sciences, and
- Doctor of Philosophy in Military Technical Science – Technical Sciences.

Research for scientific excellence:

The National Defence University is particularly active in scientific research, notably in the following fields:

*Strategy and Military Security, MOOTW, Security and Defence Policy, Military Doctrines, Force Preparation and Application, Command and Control Support, Military Logistics and Economy, Military Technology and Technological Development, Human Resources Management and Development, Human Factor and Medicine, Society and Armed Forces, Military History and Military Tradition, National Higher Defence Studies, Theory of Science, Research Methodology, Catastrophe Protection, NBC Protection Environmental Security and Emergency Management, CIMIC, Security Systems, Vehicle Dynamics and Analysis, Defence Administration, Aspects of the Military Sociology in the CRO, Military Pedagogy and Socialisation, Terrorism Knowledge, GEOMETOC mission.*

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Hungary and the University of Defence have a reliable experience and a solid tradition of mobility in both academic and vocational fields. Approximately 11% of their future officers are exchanged for academic or vocational periods. It also regularly hosts military students and teachers from its European and international counterparts.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	No	EMACS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

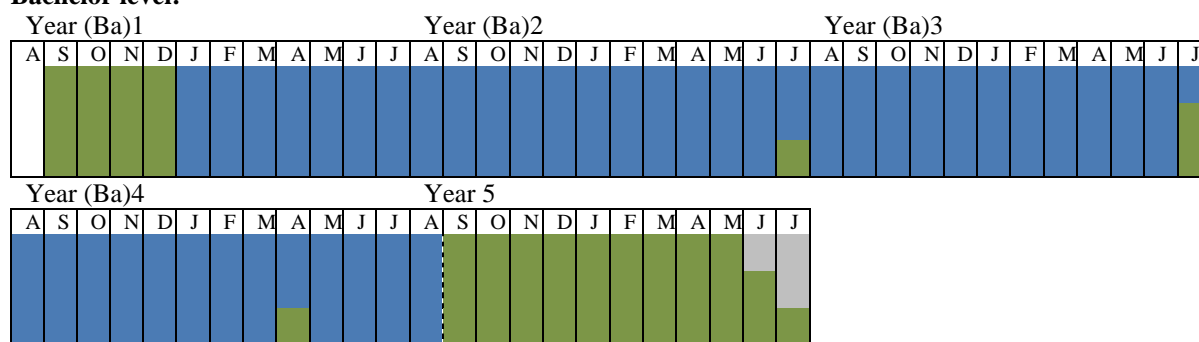
Within the University of Defence, the military students must learn at least one foreign language, beside their education and training. The University of Defence progressively increases its offer of vocational training in English as well and sends students to the common modules created within the framework of the Initiative.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards as well as a basic knowledge of the English language. In the course of their career, the Hungarian officers will receive additional education and training at an advanced level. They will notably have the opportunity to come back to the University of Defence and obtain a master degree for becoming Lieutenant Colonel.

Academic curricula:

<b>Bachelor</b> (basic education)	<b>- Military Leadership</b> <b>- Military Economy</b> (specialisations in <i>finance</i> or <i>supply</i> ) <b>- Military and Safety Engineering</b>
<b>Master</b> (advanced education)	<b>- Military Leadership</b> <b>- Military Logistics Management</b>

Organisation of the basic officer's education:**Bachelor level:**The academic-vocational-leadership components:

In the Hungarian system, academic education and vocational training seem to be strictly separated, from an institutional point of view. However, vocational and leadership trainings are fully integrated in the curricula offered by the University of Defence. The educational programmes encompass the three aspects, indistinctly, and credit them, within the Defence University, through the ECTS system. Therefore, the topic “leadership” assigned to a bachelor curriculum demonstrates that leadership is the overall sum of academic education and vocational training.

Doctoral studies:

The National Defence University offers doctoral curricula aimed at the following titles:

- Doctor of Philosophy in Military Science – Social Sciences, and
- Doctor of Philosophy in Military Technical Science – Technical Sciences.

Research for scientific excellence:

The National Defence University is particularly active in scientific research, notably in the following fields:

*Strategy and Military Security, MOOTW, Security and Defence Policy, Military Doctrines, Force Preparation and Application, Command and Control Support, Military Logistics and Economy, Military Technology and Technological Development, Human Resources Management and Development, Human Factor and Medicine, Society and Armed Forces, Military History and Military Tradition, National Higher Defence Studies, Theory of Science, Research Methodology, Catastrophe Protection, NBC Protection Environmental Security and Emergency Management, CIMIC, Security Systems, Vehicle Dynamics and Analysis, Defence Administration, Aspects of the Military Sociology in the CRO, Military Pedagogy and Socialisation, Terrorism Knowledge, GEOMETOC mission.*

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Hungary and the University of Defence have a reliable experience and a solid tradition of mobility in both academic and vocational fields. Approximately 11% of their future officers are exchanged for academic or vocational periods. It also regularly hosts military students and teachers from its European and international counterparts.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

Within the University of Defence, the military students must learn at least one foreign language, beside their education and training. The University of Defence progressively increases its offer of vocational training in English as well and sends students to the common modules created within the framework of the Initiative.

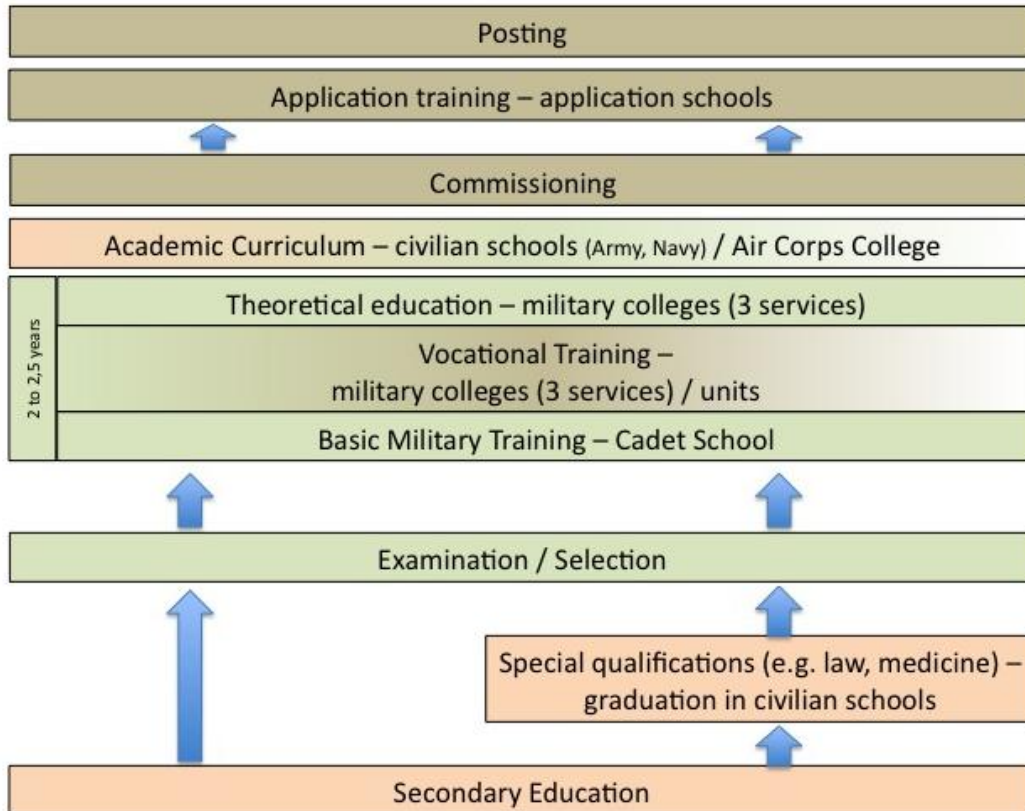
Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards as well as a basic knowledge of the English language. In the course of their career, the Hungarian officers will receive additional education and training at an advanced level. They will notably have the opportunity to come back to the University of Defence and obtain a master degree for becoming Lieutenant Colonel.



## IRELAND

### How to Become a Military Officer in the Irish Armed Forces:



The basic education and training of the officers issued from direct recruitment of the Irish Army, Navy and Air Force rests on the cooperation of several training institutes. At the heart of this web, the Cadet School – Military College (Kildare) provides training for the officers of the three services. The professional training, then, is provided by the Naval College and the Air Corps College for Navy and Air Force officers, although their Army counterparts stay at the Military College.

In the Irish system, the military basic training institutes do not provide academic education leading to a higher education diploma, except for Air Force cadets. Nevertheless, the vocational training is supported by theoretical teachings within these institutes. Cadets of the Army and Navy, furthermore, follow an academic course in civilian universities, which they can choose to continue through bachelor-level studies after their initial training and commissioning.

The limited amount of academic education in the basic training of the Irish officers must be read through the lifelong learning approach Ireland implemented with regard to officers' education in general. The basic curricula are short in their duration but provide only the skills that are deemed necessary for the first posting as the leader of a unit. The introduction to strategic knowledge is provided, preferably, in the course of the career, according to the needs of the individuals.



## ARMY

## Cadet School – Military College

(<http://www.military.ie/army/org/dftc/milcol/index.htm>)

### Academic curricula:

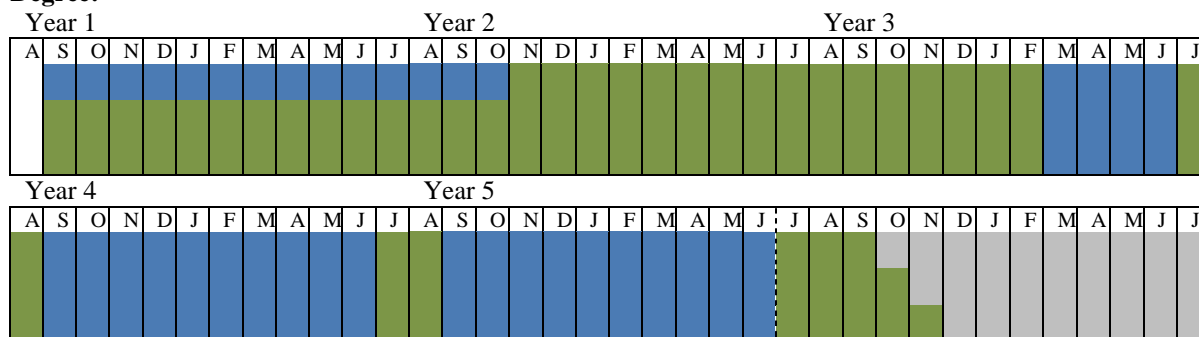
Degree (basic education)	<b>National Degree in Military Studies</b> (First cycle degree)
Bachelor (intermediate education)	Possibility in civilian university (National University of Ireland, <i>e.g.</i> )

### Military specialisations:

Infantry	<b>Infantry School – Military College</b>
Cavalry	<b>Cavalry School</b>
Logistics	<b>Supply and Transport School</b>
Artillery	<b>Artillery School</b>
Engineering	<b>Engineering School</b>
Communications and Info Systems	<b>CIS School</b>
Ordnance	<b>Ordnance School</b>

### Organisation of the basic officer's education:

#### Degree:



### The academic-vocational-leadership components:

In the Irish system, academic education in the initial education of the officers is minor, with regard to the weight of vocational training. The prospective Irish officers receive a “theoretical” education at the Cadets School, in parallel with their vocational training, which leads to a Level 7 Minor Award in Military Studies. The academic curriculum is followed at civilian university after the initial training phases at the School and the first sixteen-months posting in units (covering areas from *engineering* to *sports science* to *arts and business management*). In this initial education system, stimulation of leadership abilities is provided in an academic way – since a course on *leadership* is provided by the School – and reinforced through vocational practice.

#### Doctoral studies:

The Military College and the Cadet School do not organise doctoral studies for the military officers.

#### Research for scientific excellence:

The Military College and the Cadet School do not have research activities and structures within their premises.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			No	Yes	No	Yes	Yes	Case-by-case	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	Yes	Case-by-case	Yes/No	No

An exchange culture:

*Ireland and the Cadet School have acquired experience on the mobility of cadets and instructors. They are committed to the development of European exchanges in both academic and vocational aspects of the initial education of the military officers.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	Yes	No	EMACS	No	No	No	No	No	Yes	No

Learning of, learning in foreign languages:

At the Cadet School, the future Irish officers are not required to study foreign languages. Nevertheless, the entire initial education and training curriculum is provided in English. Many officers elect to study languages in University. Students are afforded the opportunity to test their language skills against the STANAG standard on a yearly basis.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education. Recently there has been a trend towards graduates entering the Cadet School. These individuals have already completed their college education and are immediately available for full Military Service on commissioning. Up to 80 percent of current cadets have already undergone a University Education. As well as the academic requirements candidates must comply with medical, physical and psychological standards and pass an entrance examination, which includes tests on the knowledge of foreign languages. In the course of their career, the Irish officers will receive additional education and training at an advanced level, after their commissioning and 12 weeks application training *Peace Support Course* at the Infantry School. Dependent on their Corps and their operational commitments they will have the opportunity to undergo a number of military short and specialist courses. As Lieutenants students will undergo the *Young Officers course* in the Infantry School. This is normally followed by an overseas deployment and a period of time before promotion to Captain. Officers normally complete another overseas trip or two before they complete the *Junior Command and Staff Course* (28 Weeks) in the Officer Training Wing, Infantry School. Specialist and Corps officers will also complete this course before returning to their own Corps to undergo the Corps/Specialist version also. Following a prescribed time as a Staff officer and overseas service the officer will undergo the *Senior Command and Staff Course* (Level 9, Masters in *Leadership, Management and Defence Studies*) This will allow for promotion to Lieutenant-Colonel.

## NAVY

### Naval College – Naval Base

(<http://www.military.ie/careers/officer/navy/index.htm>)

### Cadet School – Military College

(<http://www.military.ie/army/org/dftc/milcol/index.htm>)

#### Academic curricula:

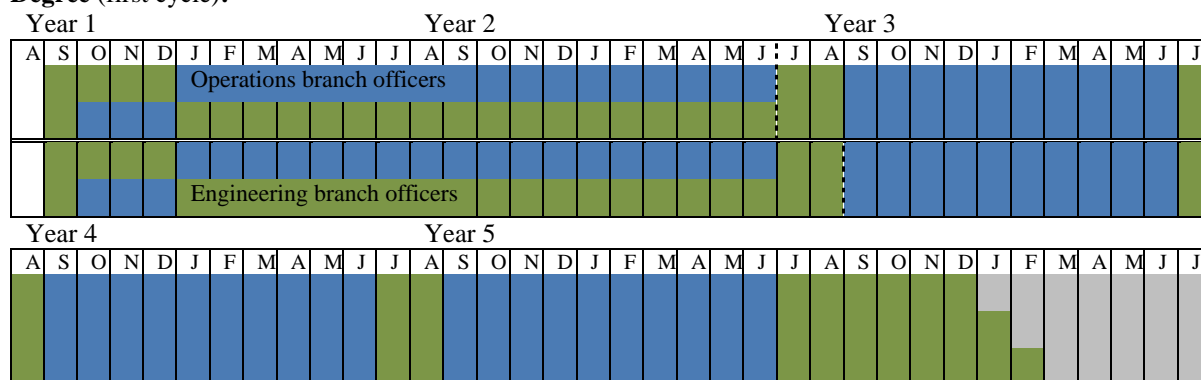
Graduate (with National Maritime College)	- <b>Nautical Science</b> (Operations Branch)
	- <b>Marine Engineering</b> (Engineering Branch)

#### Military specialisations:

Seamanship	<b>Infantry School – Military College</b>
Communications	<b>Leadership &amp; HRM</b>
Engineering	<b>Strategic Studies</b>

#### Organisation of the basic officer's education:

##### **Degree (first cycle):**



#### The academic-vocational-leadership components:

In the Irish system, academic education and vocational training are provided in different forms. They can be conducted in parallel by the same School (Cadet School and Naval College during the first year) or by two different institutions (Naval College and the National Maritime College of Ireland), such as during the second year of Cadetship and post-Commissioning as an Officer Under Training. At the Cadet School and the Naval College, potential Naval Officers receive a theoretical education, in parallel with their vocational training, which does not lead to an academic diploma. The academic curriculum is followed at the National Maritime College during and after the initial training phases. In this initial education system, stimulation of leadership abilities is provided in an academic way – since a course on *leadership* is given at the Cadet School – and reinforced through vocational practice.

#### Doctoral studies:

The Naval College and the Cadet School do not organise doctoral studies for the military officers.

#### Research for scientific excellence:

The Naval College and the Cadet School do not have research activities and structures within their premises.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			No	Yes	No	Yes	Yes	No	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	Yes	No	No	No

An exchange culture:

*Ireland and the Naval College have acquired experience on the mobility of cadets and instructors. They are committed to the development of European exchanges in both academic and vocational aspects of the initial education of the military officers.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	No	No	No	No	No	No	No	No	Yes	No

Learning of, learning in foreign languages:

As part of their training in the Naval College, potential Irish naval officers study basic Spanish during initial phases of instruction. However, the entire education and training curriculum is delivered in English.

Before and beyond basic education:

Potential Naval Officers are recruited from young nationals who are graduated from secondary education, as well as a number of graduate entries also. Candidates must comply with medical, physical and psychological standards and pass an entrance examination, which includes tests on the knowledge of foreign languages. In the course of their career, the Naval Officers will receive the following additional education and training at an advanced level, such as the:

- *Naval Junior Command Operations Course or Class 2 Engineering Officer of the Watch;*
- *Senior Command Operations Course;*
- *Defence Forces Senior Command and Staff Course.*

AIR FORCE

**Cadet School – Military College**  
(<http://www.military.ie/army/org/dftc/milcol/index.htm>)  
**Flying Training School – Air Corps College**  
(<http://www.military.ie/careers/officer/aircorps/index.htm>)

Academic curricula:

Military specialisations:

Bachelor of Science	<b>Bachelor of Science in Management and Aviation Studies</b> (diploma of the Air Corps Officer/Pilot)
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Pilot	<b>Casement Aerodrome</b>
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Organisation of the basic officer's education:

**Bachelor of Science:**

Year (Ba)1										Year (Ba)2										Year (Ba)3																
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	

The academic-vocational-leadership components:

The Irish Air Corps System incorporates the academic educational period throughout the vocational training period. Upon enlistment cadets undergo military training with their equivalent army cadet class in the Cadet School, Military College for a period of nine months. While there the future Irish Air Corps Officers receive military training up to Section Commander level. Subsequent to the military training they return to the Flight Training School for a 20 months period. During this time the cadets are trained in both theoretical and practical military aviation disciplines. The culmination of this training is the awarding of Military Pilot's Wings and a NQF Level 8 Award – BSc in Management and Aviation Studies.

Doctoral studies:

The Cadet School and the Air Corps College do not organise doctoral studies for the military officers.

Research for scientific excellence:

The Air Corps College and the Cadet School do not have research activities and structures within their premises.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			No	Yes	No	Yes	Yes	No	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	Yes	No	No	No

An exchange culture:

*Ireland and the Air Corps Training Wing have acquired experience of the mobility of cadets and instructors. Nevertheless, they take part to the European Air Force Academies activities and are committed to the development of European exchanges in both academic and vocational aspects of the initial education of the military officers.*

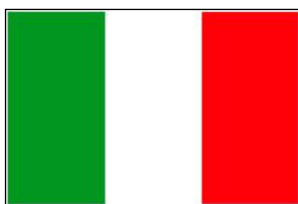
Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	No	No	EUAFA	No	No	No	No	No	Yes	No

Learning of, learning in foreign languages:

At the Cadet School and Basic Flying Training Wing, the future Irish officers are not required to study foreign languages. Nevertheless, the entire initial education and training curriculum is provided in English.

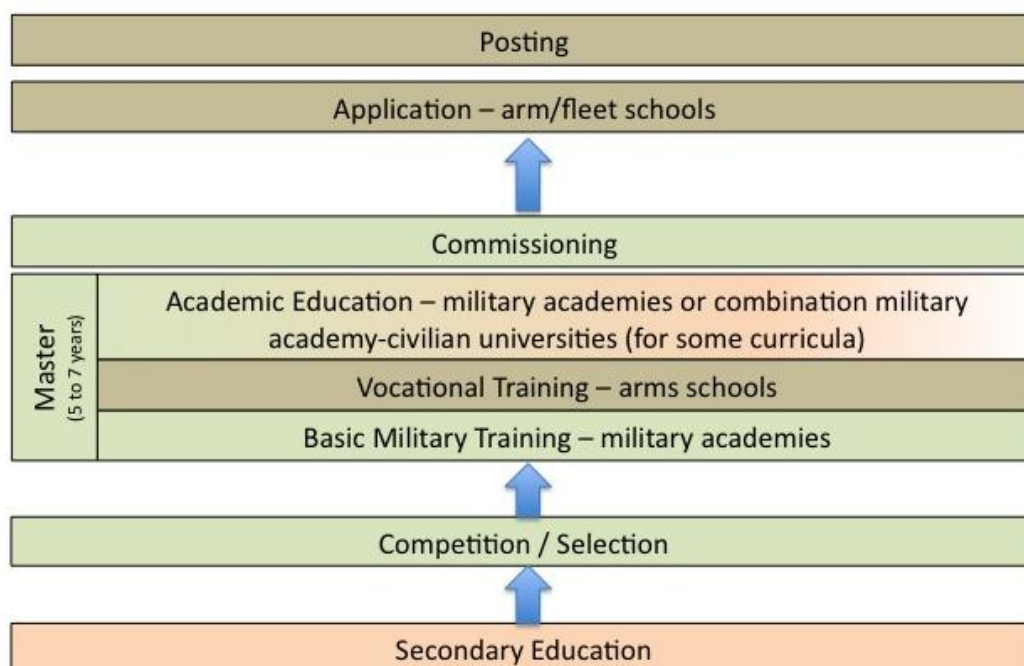
Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education. Candidates must comply with medical, physical and psychological standards and pass an entrance examination. In the course of their career, the Irish officers will receive additional education and training at an advanced level. As a rule, indeed, they will attend *Command and Staff Course* at Commandant Level for promotion to Lieutenant Colonel in the Command and Staff School Military College.



## ITALY

### How to Become a Military Officer in the Italian Armed Forces:



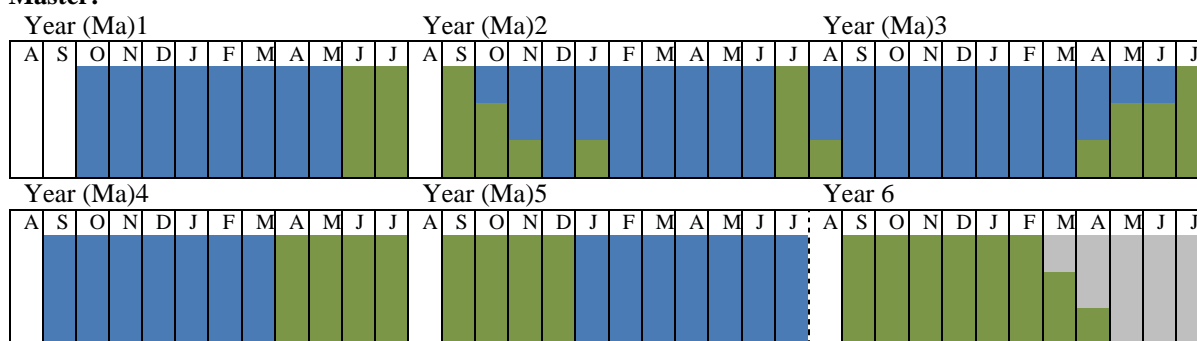
The basic education and training of the officers of the Italian Army, Navy, Air Force and Gendarmerie (*Carabinieri*) rests on a network of three structures: the Military Academy – training both Army and Gendarmerie officers – the Naval Academy and the Air Force Academy.

These institutions organise the basic academic education as well as the vocational training of the prospective military elites upon direct recruitment but they also collaborate with civilian universities as concerns the organisation of specialised academic curricula, such as in engineering sciences. Every Italian officer must obtain a master degree, which is organised in a different way and with different durations according to the service and the military profession chosen by a military student.

One must also note that, in the Italian basic education system, the academies are fully integrated in the European Higher Education Area. They have pushed this integration forward in including the vocational training into the scope of the master curriculum, making the training a pillar of an equal value to the academic training for the award of the commissioning diploma.

Academic curricula:

Master	- <b>Strategic and Political Organisational Sciences</b>
	- <b>Strategic and Infrastructural Systems Sciences</b>
	- <b>Strategic and Communications Sciences</b>
	- <b>Strategic and Logistics Sciences</b>
	- <b>Mechanical Engineering</b> (with Turin Polytechnics School)
	- <b>Electronic Engineering</b> (with Turin Polytechnics School)
	- <b>Computer Engineering</b> (with Turin Polytechnics School)
	- <b>Telecommunication Engineering</b> (with Turin Polytechnics School)
	- <b>Medicine</b>

Organisation of the basic officer's education:**Master:**The academic-vocational-leadership components:

In the Italian system, academic education and vocational training seem to be strictly separated with regard to time organisation. However, with the exception of some curricula for which master courses are provided outside the Academy, education and training are provided within the Academy and are both allocated with ECTS. Even though, these two aspects may be seen as conceptually merged, leadership training is considered as being exclusively vocational - notwithstanding some academic courses on *psychology* and *organisational sociology* e.g. – in the education system. Leadership skills are also acquired through military socialisation as stimulated through the life at the Academy.

Doctoral studies:

Doctoral studies of Italian Army officers do not take place at the Military Academy.

Research for scientific excellence:

The Military Academy has not implemented research activities within its premises. Research is made in the civilian institutions, which collaborate with the Academy in the initial training of the officers.



Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	No	Yes	Yes	Yes	No	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	No	Yes	No	Yes	Yes	Yes

An exchange culture:

*Italy and the Military Academy have a reliable experience and a solid tradition of mobility in both academic and vocational fields. It regularly hosts military students - and teachers and instructors - coming from its international, but also European, counterparts for benefiting from the excellence of the education and training provided. They have notably a strong experience in the full-curricula exchanges aimed at training in the premises of the Academy officers for foreign armed forces.*

Erasmus charter signed (through the university)	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	EMACS	Yes	Yes	Yes	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the Academy during the bachelor education, the military students must learn at least English language, in most cases during two years. Furthermore, they have the possibility to take optional courses, including other foreign languages. The Military Academy, besides, progressively develops its offer of courses and training to be provided in English language, NATO standards and procedures *e.g.*, and has recognized the common modules developed in the framework of the Initiative for the exchange of young officers in its own education programme.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards as well as, in some cases, basic knowledge of English language. In addition, the candidates must attend a preliminary training that lasts for a maximum of 60 days. In the course of their career, the Italian officers will receive additional education and training at an advanced level, in Army and joint institutions, such as the Centre for Higher Defence Studies.

## Naval Academy

NAVY

([http://www.marina.difesa.it/formazione/istituti/accademia\\_navale/Pagine/L%27AccademiaNavale.aspx](http://www.marina.difesa.it/formazione/istituti/accademia_navale/Pagine/L%27AccademiaNavale.aspx))

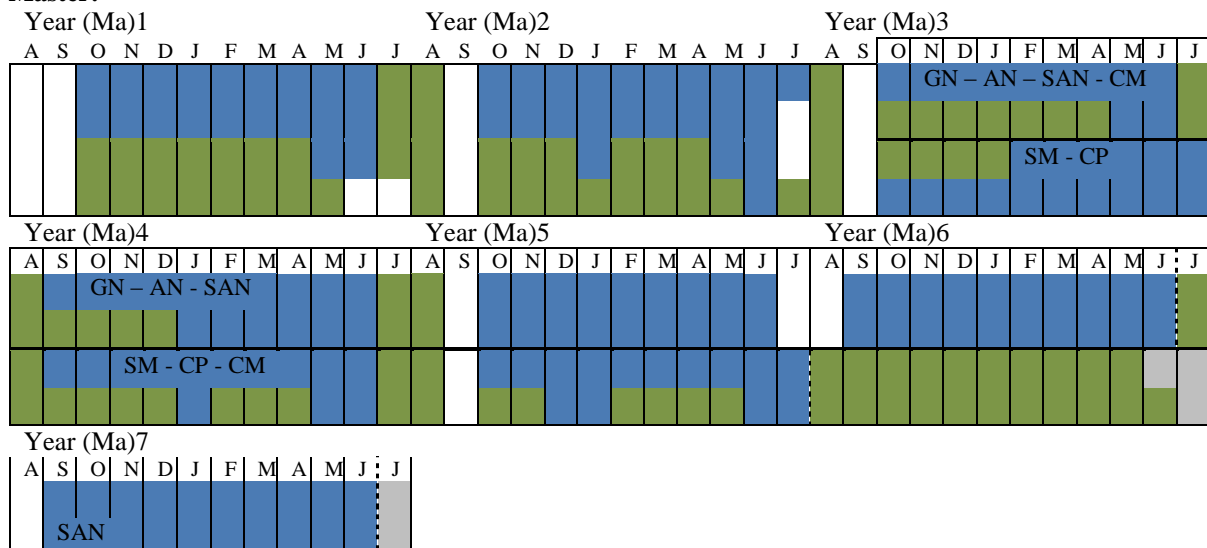
### Academic curricula:

### Military specialisations:

Master	- <b>Maritime and Naval Sciences</b> (5 years)	Naval Academy - LIVORNO	- Line officers ( <b>SM</b> )
	- <b>Naval Engineering</b> (6 years, 2 in civilian universities)		- Naval and Marine Engineering ( <b>GN</b> )
	- <b>Telecommunications Engineering</b> (6 years, 2 in civilian universities)		- Combat Systems Engineering ( <b>AN</b> )
	- <b>Medicine and Surgery</b> (7 years, 7 semesters in civilian universities)		- Medical Corps ( <b>SAN</b> )
	- <b>Law</b> (5 years)		- Supply Corps ( <b>CM</b> )
	- <b>Maritime Administration and Port Management</b> (5 years)		- Coast Guards ( <b>CP</b> )

### Organisation of the basic officer's education:

#### Master:



### The academic-vocational-leadership components:

In the Italian system, academic education and vocational training seem to be strictly separated with regard to time organisation. However, with the exception of some curricula for which master courses are provided outside the Academy, education and training are provided within the Academy and are both allocated with ECTS. Even though, these two aspects may be seen as conceptually merged, leadership training is considered as being exclusively vocational - notwithstanding some academic courses on *law of armed conflicts* and *military sociology e.g.* – in the education system. Leadership skills are also acquired through military socialisation as stimulated through the life at the Academy.

#### Doctoral studies:

Doctoral studies of Italian Navy officers do not take place at the Naval Academy.

#### Research for scientific excellence:

The Naval Academy has not implemented research activities within its premises but collaborates, for its research needs, with major national research centres.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	No	No	Yes	Yes	Yes	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	No	Yes	No	Yes	Yes	Yes

An exchange culture:

*Italy and the Naval Academy have a reliable experience and a solid culture of mobility in both academic and vocational fields. It regularly hosts military students - and teachers and instructors - coming from its international, but also European, counterparts for benefiting from the excellence of the education and training provided. They have notably a strong experience in the full-curricula exchanges aimed at training in the premises of the Academy officers for foreign armed forces.*

Erasmus charter signed (through the university)	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	Conference of Superintendents	Yes	Yes	Yes	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the Academy, the military students must learn English language, at least during the first two years. Furthermore, they have the possibility to take optional courses, including other foreign languages. The Naval Academy, besides, progressively develops its offer of courses and training to be provided in English language and has recognized the common modules developed in the framework of the Initiative for the exchange of young officers in its own education programme.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical and physical standards as well as knowledge tests, including basic knowledge of English language. In the course of their career, the Italian officers will receive additional education and training at an advanced level, in Navy and joint institutions, such as the Centre for Higher Defence Studies.

(<http://www.aeronautica.difesa.it/Organizzazione/Reparti/RepartiAddestrativi/Pagine/AccademiaAeronautica.aspx>)

# Master

- Aerospace Engineering** (with civilian university)
- Electronic Engineering** (with civilian university)
- Law** (with civilian university)
- Aeronautical Sciences** (specialisations in *technical logistics* and *technical operating*)

## Year (Ma)1

[illegible]

In the Italian system, academic education and vocational training seem to be separated with regard to time organisation. However, with the exception of some curricula for which master courses are provided outside the Academy, education and training are provided within the Academy and are both allocated with ECTS. Even though, these two aspects may be seen as conceptually merged, leadership training is considered as being exclusively vocational in the education system. Leadership skills are also acquired through military socialisation as stimulated through the life at the Academy.

Doctoral studies of Italian Air Force officers do not take place at the Academy.

The Air Force Academy progressively develops its own fields of research, notably in wind tunnel applications but it also hosts the Italian Aerospace Research Centre within its premises. The Research Centre is notably active in the fields of *engineering, medicine, chemistry, physics, meteorology, software applications, and telecommunications*. Furthermore, the Academy and the Research Centre collaborate in scientific research with major national research centres, including civilian centres.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	No	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	No	Yes	No	Yes	Yes	Yes

An exchange culture:

*Italy and the Air Force Academy have a reliable experience and a solid culture of mobility in both academic and vocational fields. It regularly hosts military students - and teachers and instructors - coming from its international, but also European, counterparts for benefiting from the excellence of the education and training provided. They have notably a strong experience in the full-curricula exchanges aimed at training in the premises of the Academy officers for foreign armed forces.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	EUFAFA	Yes	Yes	No	No	Yes	Yes	No

Learning of, learning in foreign languages:

The Air Force students must learn English language during their entire education at the Academy. Furthermore, engineers and lawyers are required to make a stay in Great Britain for a four-week duration language practice during their master-level education. Furthermore, they have the possibility to take optional courses, including other foreign languages. The Air Force Academy, besides, offers academic courses in English at bachelor and master level to the students of the Aerospace Engineering and Aeronautical Sciences curricula. The Academy progressively develops its offer of vocational training in English, notwithstanding the practice of the language in regular standards and procedures of the Air Force activities.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards as well as knowledge tests, including basic knowledge of English language. In the course of their career, the Italian officers will receive additional education and training at an advanced level, in Air Force and joint institutions, such as the Centre for Higher Defence Studies.

Academic curricula:

Master	<b>Master In Legal Sciences</b>
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Organisation of the basic officer's education:

**Master:**

Year (Ma)1												Year (Ma)2												Year (Ma)3												
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	

Year (Ma)4												Year (Ma)5																								
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	

The academic-vocational-leadership components:

In the Italian system, academic education and vocational training seem to be strictly separated with regard to time organisation. However, with the exception of some curricula for which master courses are provided outside the Academy, education and training are provided within the Academy and are both allocated with ECTS. Even though, these two aspects may be seen as conceptually merged, leadership training is considered as being exclusively vocational in the education system. Leadership skills are also acquired through military socialisation as stimulated through the life at the Academy.

Doctoral studies:

Doctoral studies of Italian Gendarmerie officers do not take place at the Military Academy.

Research for scientific excellence:

The Military Academy has not implemented research activities within its premises. Research is made in the civilian institutions, which collaborate with the Academy in the initial training of the officers.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	No	Yes	Yes	Yes	No	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	No	Yes	No	Yes	Yes	Yes

An exchange culture:

*Italy and the Military Academy have a reliable experience and a solid tradition of mobility in both academic and vocational fields. It regularly hosts military students - and teachers and instructors - coming from its international, but also European, counterparts for benefiting from the excellence of the education and training provided. They have notably a strong experience in the full-curricula exchanges aimed at training in the premises of the Academy officers for foreign armed forces.*

Erasmus charter signed (through the university)	Use of framework arrangement	Practice of full-curriculum mobility	Member of (Gendarmerie) fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the Academy during entire education, the military students must learn at least English language. Furthermore, they have the possibility to take optional courses, including other foreign languages. The Military Academy, besides, progressively develops its offer of courses and training to be provided in English language, and has recognized the common modules developed in the framework of the Initiative for the exchange of young officers in its own education programme.

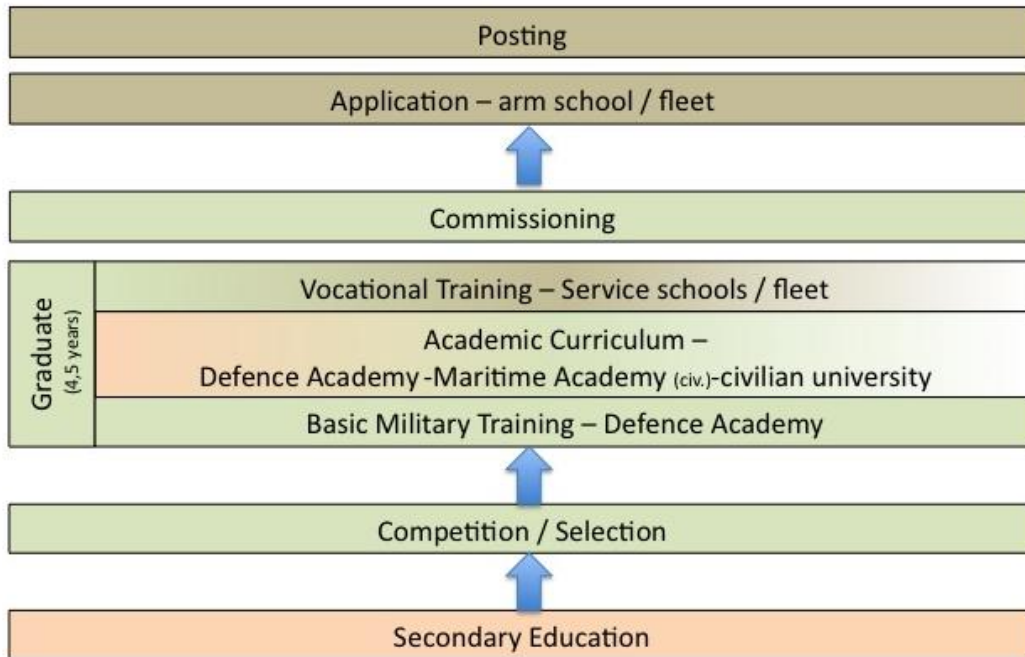
Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards as well as basic knowledge of English language. In addition, the candidates must succeed at general knowledge (including, history, geography, civics) and attend a training that lasts for a maximum of 60 days. In the course of their career, the Italian *Carabinieri* officers will receive additional education and training at an advanced level, in Gendarmerie and joint institutions, such as the Centre for Higher Defence Studies.



## LATVIA

### How to Become a Military Officer in the Latvian Armed Forces:



The basic education and training of the Latvian Army, Navy and Air Force officers is primarily the role of a joint institution, the National Defence Academy.

The Academy organises both academic education and vocational training of the cadets, in collaboration with civilian universities for the former aspect. The civilian Maritime Academy cooperates with the Academy for the education and training of the prospective Navy officers. At the end of his or her commissioning curriculum, every Latvian officer must be graduated with a bachelor-level equivalent degree.

In the vocational training, the units and the specialist training centres also provide their support to the Defence Academy. Training is a fundamental aspect of the commissioning curriculum since, when the Academy completed its integration into the European Higher Education Area, it allocated it with ECTS credits, thus making it a an equivalent pillar to the academic education in the diploma.



ARMY

## National Defence Academy

(<http://www.naa.mil.lv/>)

### Academic curricula:

Graduate (basic education)	<b>Military Leadership of Land Force – auto exploitation officer</b> (with civilian university)
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### Organisation of the basic officer's education:

#### **Bachelor level:**

Year (Ba)1												Year (Ba)2												Year (Ba)3												
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	
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### The academic-vocational-leadership components:

In the Latvian system, academic education and vocational training are conducted in parallel, meaning that cadets always get educated and trained in the same periods, even though training is the role of the Academy and education primarily the role of the civilian university. Even if institutionally separated, education and training are two conceptual pillars of the initial officers' education that are merged. Both courses and training modules are allocated with credits that are taken into account for the final graduation of the cadets, even though academic education is mathematically more important in the curriculum. In this picture, leadership stimulation crosses both education and training: cadets are offered theoretical courses touching on leadership components - such as *military psychology and pedagogy, theory of leadership* and *psychology of leadership* – but these courses are provided by the Academy and supported by practical vocational training.

#### Doctoral studies:

The National Defence Academy does not organise the doctoral studies of the Latvian military officers.

#### Research for scientific excellence:

The National Defence Academy hosts in its structure the Defence Research Centre, which is particularly active on scientific research in various fields.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	No	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Latvia and the National Defence Academy have acquired some experience of the mobility, of cadets mainly, in both academic and vocational areas. The Defence Academy, however, has rapidly implemented the acquis of the European Higher Education Area and all instruments that are now necessary for the promotion and development of inward and outward mobility to and from Latvia of European cadets.*

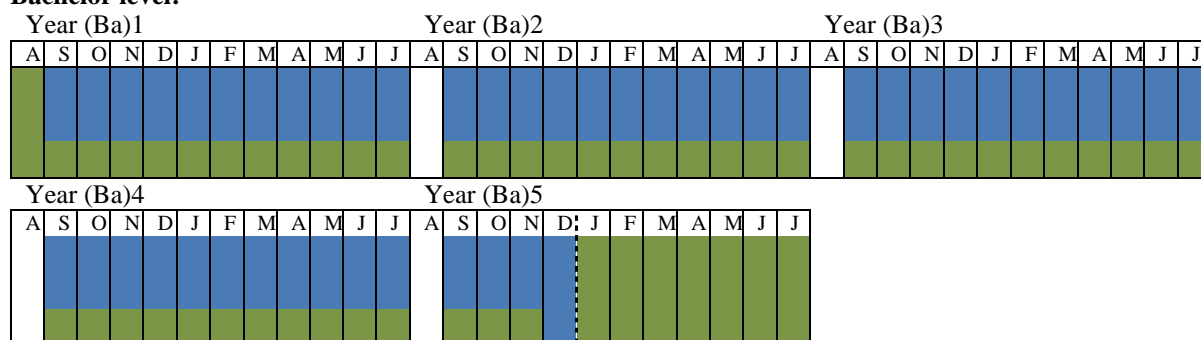
Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	No	EMACS	Yes	No	No	No	Yes	No	No

Learning of, learning in foreign languages:

At the Defence Academy, the prospective Latvian Army officers must learn at least one foreign language during the first three years of their initial education. They also have a possibility to study a second foreign language. The Defence Academy, furthermore, progressively increases its offer of vocational training and academic courses in English, notably in adding the common modules created in the framework of the Initiative to its programme.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals of less than 27 years old who are graduated from secondary education. Candidates must comply with medical, physical and psychological standards and successfully pass a selection exam on general knowledge, including tests on the English level. A *Commanding Staff Officer* curriculum – shorter and concentrated on vocational training - is also offered to candidate officers who are already graduated from civilian higher education. In the course of their career, the Latvian officers will receive additional education and training at an advanced level, notably at the joint Baltic Defence College.

Academic curricula:Graduate  
(basic  
education)**Military Leadership of Navy**(specialisations in *navigation* or *engineering*)  
(with civilian Maritime Academy)Organisation of the basic officer's education:**Bachelor level:**The academic-vocational-leadership components:

In the Latvian system, academic education and vocational training are conducted in parallel, meaning that cadets always get educated and trained in the same periods, even though training is the role of the Academy and education primarily the role of the – civilian - Maritime Academy. Even if institutionally separated, education and training are two conceptual pillars of the initial officers' education that are merged. Both courses and training modules are allocated with credits that are taken into account for the final graduation of the cadets, even though academic education is mathematically more important in the curriculum. In this picture, leadership stimulation crosses both education and training: cadets are offered theoretical courses touching on leadership components - such as *military psychology and pedagogy*, *theory of leadership* and *psychology of leadership* – but these courses are provided by the Academy and supported by practical vocational training.

Doctoral studies:

The National Defence Academy does not organise the doctoral studies of the Latvian military officers.

Research for scientific excellence:

The National Defence Academy hosts in its structure the Defence Research Centre, which is particularly active on scientific research in various fields.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	No	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Latvia and the National Defence Academy have acquired some experience of the mobility, of cadets mainly, in both academic and vocational areas. The Defence Academy, however, has rapidly implemented the acquis of the European Higher Education Area and all instruments that are now necessary for the promotion and development of inward and outward mobility to and from Latvia of European cadets.*

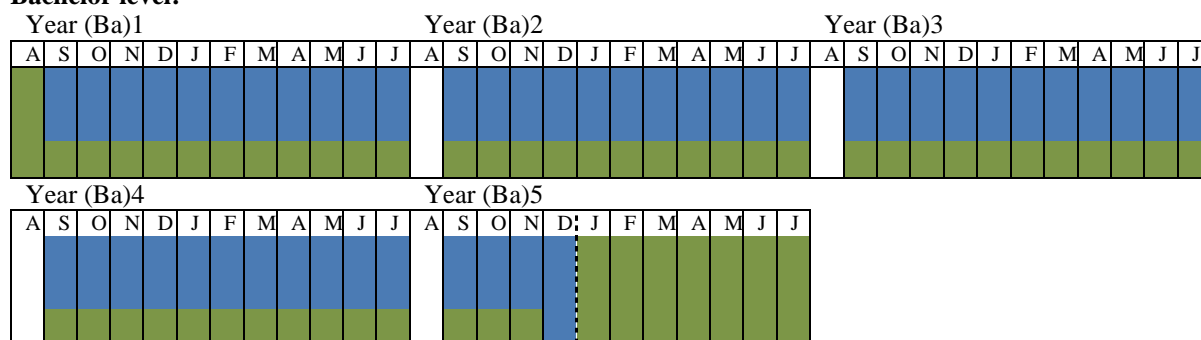
Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	No	No	Yes	No	No	No	Yes	No	No

Learning of, learning in foreign languages:

At the Defence Academy, the prospective Latvian Army officers must learn at least one foreign language during the first three years of their initial education. They also have the possibility to study a second foreign language. The Defence Academy, furthermore, progressively increases its offer of vocational training – notwithstanding the regular apprenticeship of international Navy standards and procedures – and academic courses in English – notably in adding the common modules created in the framework of the Initiative to its programme.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals of less than 27 years old who are graduated from secondary education. Candidates must comply with medical, physical and psychological standards and successfully pass a selection exam on general knowledge, including tests on the English level. In the course of their career, the Latvian officers will receive additional education and training at an advanced level, notably at the joint regional Baltic Defence College.

Academic curricula:Graduate  
(basic  
education)**Military Leadership of Air Force – vehicular assets exploitation officer**  
(with civilian university)Organisation of the basic officer's education:**Bachelor level:**The academic-vocational-leadership components:

In the Latvian system, academic education and vocational training are conducted in parallel, meaning that cadets always get educated and trained in the same periods, even though training is the role of the Academy and education primarily the role of the civilian university. Even if institutionally separated, education and training are two conceptual pillars of the initial officers' education that are merged. Both courses and training modules are allocated with credits that are taken into account for the final graduation of the cadets, even though academic education is mathematically more important in the curriculum. In this picture, leadership stimulation crosses both education and training: cadets are offered theoretical courses touching on leadership components - such as *military psychology and pedagogy*, theory of leadership and *psychology of leadership* – but these courses are provided by the Academy and supported by practical vocational training.

Doctoral studies:

The National Defence Academy does not organise the doctoral studies of the Latvian military officers.

Research for scientific excellence:

The National Defence Academy hosts in its structure the Defence Research Centre, which is particularly active on scientific research in various fields.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	No	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Latvia and the National Defence Academy have acquired some experience of the mobility, of cadets mainly, in both academic and vocational areas. The Defence Academy, however, has rapidly implemented the acquis of the European Higher Education Area and all instruments that are now necessary for the promotion and development of inward and outward mobility to and from Latvia of European cadets.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	No	No	Yes	No	No	No	Yes	No	No

Learning of, learning in foreign languages:

At the Defence Academy, the future Latvian Air Force officers must learn at least one foreign language during the first three years of their initial education. They also have the possibility to study a second foreign language. The Defence Academy, furthermore, progressively increases its offer of vocational training – notwithstanding the regular apprenticeship of international Air Force standards and procedures – and academic courses in English – notably in adding the common modules created in the framework of the Initiative to its programme.

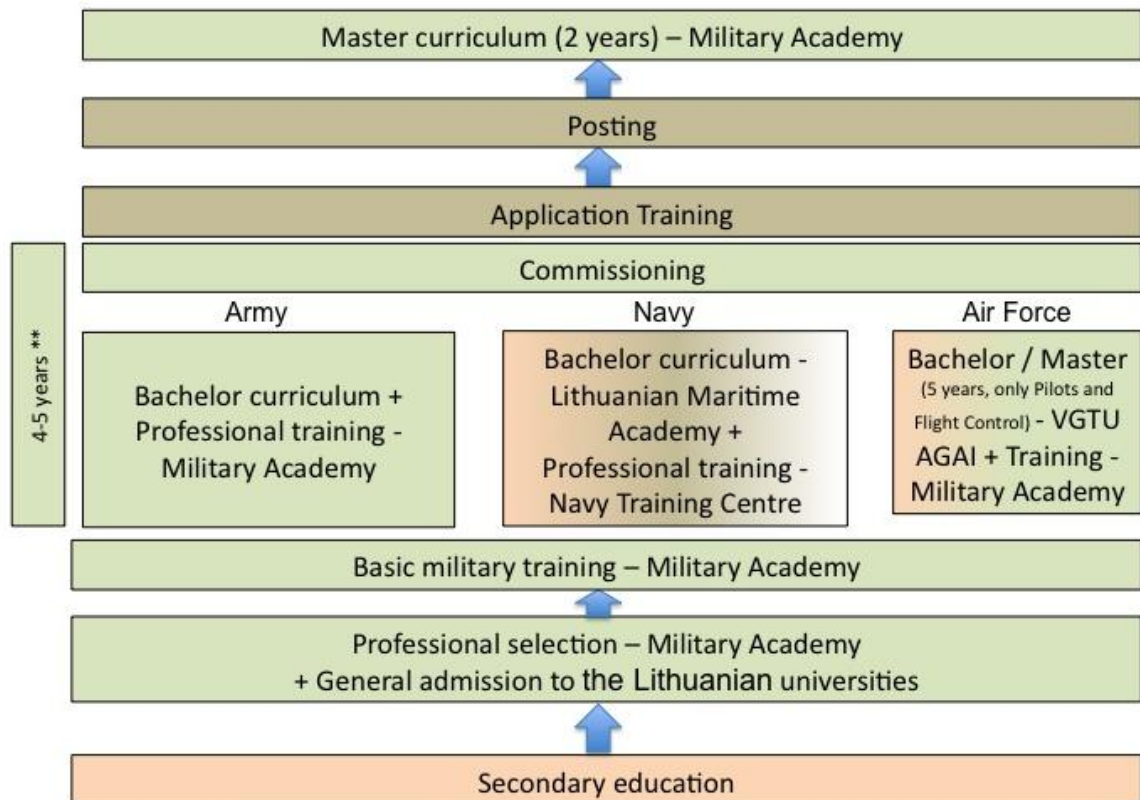
Before and beyond basic education:

The prospective military officers are recruited among the young nationals of less than 27 years old who are graduated from secondary education. Candidates must comply with medical, physical and psychological standards and successfully pass a selection exam on general knowledge, including tests on the English level. In the course of their career, the Latvian officers will receive additional education and training at an advanced level, notably at the joint regional Baltic Defence College.



# LITHUANIA

## How to Become a Military Officer in the Lithuanian Armed Forces:



• Admission to the Naval studies planned from 2012

\*\* Education and training may also be completed in foreign military institutions

The basic education and training of the Lithuanian Army is the role of a unique institution, the Military Academy. The basic curriculum of the Air Force and in the near future the curriculum of the Navy officers are different. They are the result of a balanced collaboration between military institutions – the Military Academy and the Navy Training Centre– and civilian higher education institutes - the Lithuanian Maritime Academy (for Navy cadets) and the Vilnius Gediminas Technical University (for Air Force cadets). The Lithuanian Military Academy, nevertheless, has fully implemented the *acquis* of the Bologna process and offers all the guarantees of excellence of the European higher education, which makes it a potential and reliable partner for exchanges on the basis of both Erasmus and the Initiative.

The prospective military elites, indeed, must complete a bachelor degree in order to be commissioned as officers and they will have the opportunity, soon in the course of their career, to follow a master curriculum at the Military Academy. Air Force pilots and Air Traffic controllers are an exception to this regard, since they must obtain a master degree as a part of their initial education.

The Lithuanian cadets also have the opportunity to complete their initial education and training abroad, as long as their hosting institution complies with the rules for the mutual recognition of studies in the European Higher Education Area, meaning that they have to gather as many ECTS as needed for completing the Lithuanian basic curriculum.

ARMY

## The General Jonas Žemaitis Military Academy of Lithuania

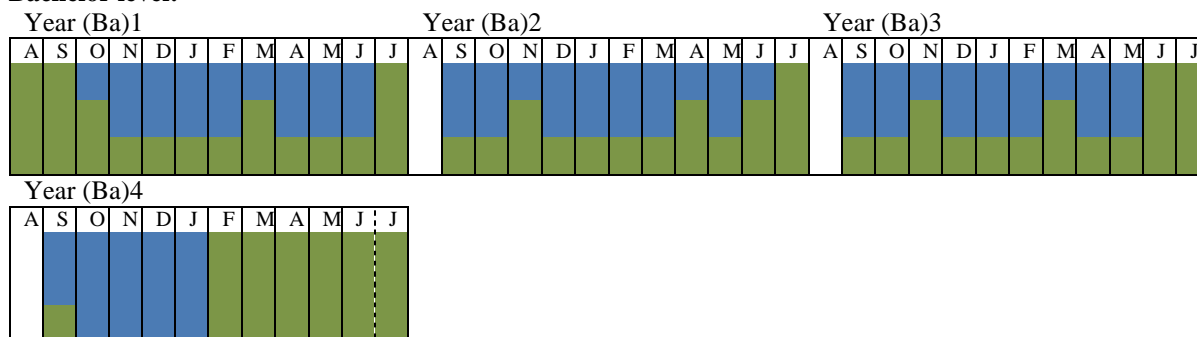
(<http://www.lka.lt/>)

### Academic curricula:

<b>Bachelor</b> (basic education)	<ul style="list-style-type: none"> <li>- <b>Management and Business Administration</b> - <i>transport and logistics</i></li> <li>- <b>Public Administration</b> - <i>specialisation in personnel management</i></li> <li>- <b>Political Science</b> - <i>international relations</i></li> </ul>
<b>Master</b> (advanced education)	<ul style="list-style-type: none"> <li>- <b>Public Administration</b> - <i>human resources management</i></li> <li>- <b>Political Science</b> - <i>military diplomacy</i></li> </ul>

### Organisation of the basic officer's education:

#### Bachelor level:



### The academic-vocational-leadership components:

Under the Lithuanian officers education system, academic education and vocational training are mainly provided by the Military Academy. However, there are also other training centres intervening in the course of the education notably for the training camps. Leadership in the broad meaning in this system is fully merged with both academic and vocational dimensions. Leadership training (non ECTS-allocated) is provided during vocational period for the whole duration of the studies and courses on *personnel management, ethics, psychology, work of the leader, pedagogy and military history* (ECTS-allocated), among other proposed in the academic programme of the basic officer education.

#### Doctoral studies:

The Military Academy of Lithuania is entitled to organise doctoral studies.

#### Research for scientific excellence:

The Centre for Scientific Research of the Military Academy of Lithuania is active in various research fields, such as military history, political strategy, sociology and pedagogy.



Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	No	No	No	No	No	Yes	No

An exchange culture:

*Lithuania and the Military Academy are at a start in the search for exchanges of cadets and personnel in the military higher education, especially with regard to the European Union dimension of mobility. The Military Academy of Lithuania has implemented all the necessary instruments with the view to share the excellence of its education and training with its European counterparts. However, it has already acquired considerable experience in hosting foreign officers for vocational training, notably at the junior officer level.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	EMACS	Yes	Yes	No	No	Yes	No	No

Learning of, learning in foreign languages:

At the Military Academy of Lithuania, the cadets must learn English until the final year of their curriculum. During the fourth year, the cadets may continue learning English and/or choose French and German as the second foreign language. The students of the Political Science Curriculum must choose one of these two languages. In the application training, it must be noted that the *Junior Staff Officer Course* (the rank of 1<sup>st</sup> Lt/Capt), which lasts for 14 weeks, is provided in the English language.

Before and beyond basic education:

The prospective officers are recruited under the conditions of age and criminal records from the young nationals who finished secondary school, and have successfully passed professional selection test and general admission to the Lithuanian universities as well. According to the Lithuanian military officer training concept, there are 4 levels of education: basic, tactical, operational and strategic. The Military Academy of Lithuania provides the Infantry and Air Force cadets with the basic officer training and tactical level training after the graduation.

In the course of their career, the Lithuanian officers receive also additional education and training (tactical level) at the Military Academy of Lithuania such as the *Junior Staff Officer Course Army Command and Staff Course* (the rank of Capt/Maj). Operational and strategic education is provided by the Baltic Defence College in Tartu, Estonia. It is important to stress that only basic officer education is conducted in the Lithuanian language; further education is continued in the English language.

# The General Jonas Žemaitis Military Academy of Lithuania

AIR FORCE

(<http://www.lka.lt/>)

## Vilnius Gediminas Technical University Antanas Gustaitis' Aviation Institute

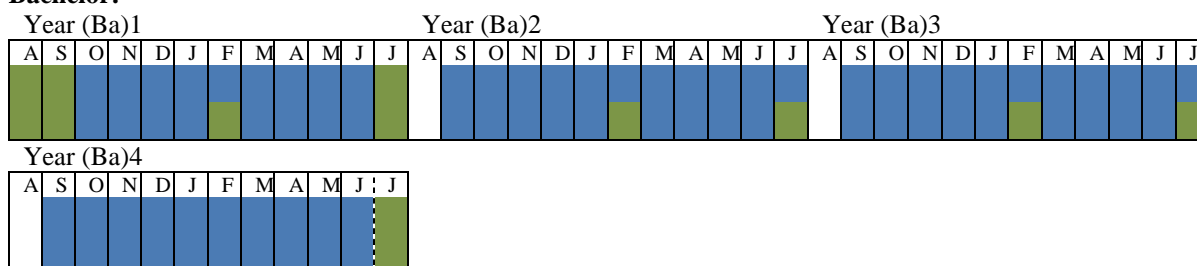
(<http://www.agai.vgtu.lt/>)

### Academic curricula:

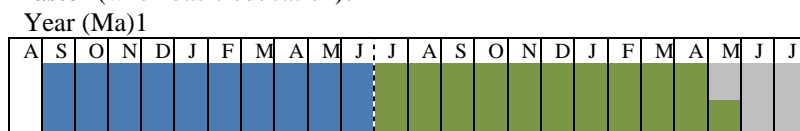
<b>Bachelor</b>	<ul style="list-style-type: none"> <li>- <b>Electrical engineering</b> - <i>automation and control</i></li> <li>- <b>Electronics Engineering</b> - <i>electronics engineering</i></li> <li>- <b>Mechanical Engineering</b> - <i>aviation mechanics</i></li> <li>- <b>Transport Engineering</b> - <i>aircraft piloting</i></li> <li>- <b>Transport engineering</b> - <i>air traffic control</i></li> </ul>
<b>Master</b>	Master compulsory (basic education) only for: <ul style="list-style-type: none"> <li>- <b>Transport Engineering</b> - <i>aircraft piloting</i></li> <li>- <b>Transport engineering</b> - <i>air traffic control</i></li> </ul>

### Organisation of the basic officer's education:

#### **Bachelor:**



#### **Master (when basic education):**



### The academic-vocational-leadership components:

Under the Lithuanian Air Force officer education system, academic education and vocational training are institutionally separated since the academic studies are provided by a civilian higher education institution, the Vilnius Gediminas Technical University. Vocational training of the Air Force officers is, until application training, provided by the Military Academy of Lithuania where the cadets are organised in battalions and experience military life. Leadership, therefore, is fully integrated in the vocational aspect of this initial education of the Air Force officers.

It has been scheduled to start the revised joint academic education program with VGTU AGAI institute in September 2011 with the Military Academy of Lithuania conducting a part of the academic studies.

#### Doctoral studies:

The Military Academy of Lithuania is entitled to organise doctoral studies.

#### Research for scientific excellence:

Vilnius Gediminas Technical University, which provides academic training to the Air Force officers, is engaged in the research activities and provides doctoral studies. The Centre for Scientific Research of the Military Academy of Lithuania is actively engaged in various research fields, such as military history, political strategy, sociology and pedagogy.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	No	No	No	No	No	Yes	No

An exchange culture:

*At a more advanced level, some of the Air Force officers' courses are entirely organised by the Military Academy of Lithuania, e.g. the Air Force Command and Staff Course. The following data relate only to the role of the Military Academy in the Air Force officers' initial education and mobility.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	Yes	No	Yes	Yes	Yes	No	Yes	Yes	No

Learning of, learning in foreign languages:

In the Air Force officers' initial education, learning English language goes under the apprenticeship of the international procedures. As for the application training, it must be noted that the *Air Force Command and Staff Course*, which lasts for 16 weeks at the end of the basic education, is run by the Military Academy of Lithuania in the English language.

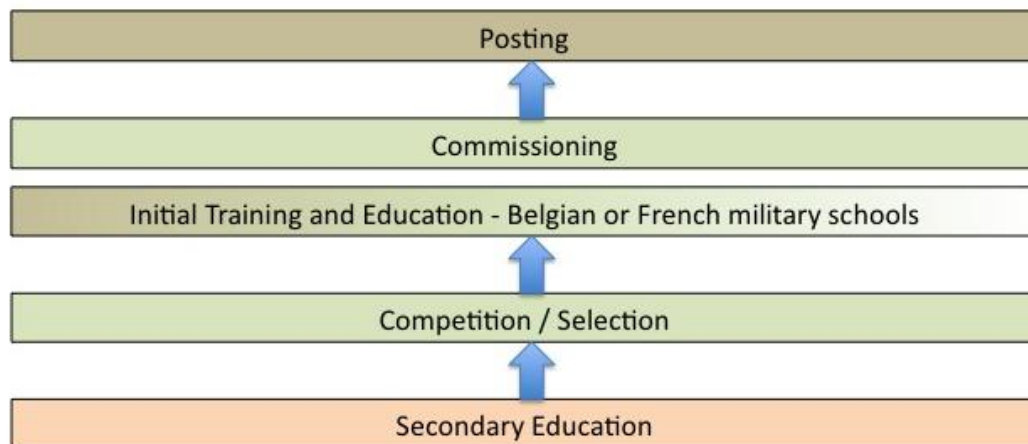
Before and beyond basic education:

The prospective officers are recruited under the conditions of age and criminal records among the young nationals who finished from secondary school and have successfully passed professional selection test at the Academy's Selection Centre (candidates for the Master degree studies – at VGTU AGAI only) and general admission to the Lithuanian universities as well. In the course of their career, the Lithuanian officers receive additional education and training at the more advanced level, mostly at the Military Academy of Lithuania, e.g. *Air Force Command and Staff Course* (rank of Captain/Major, First Lieutenant if required).



## LUXEMBOURG

### How to Become a Military Officer in the Luxembourg Armed Forces:



Luxemburg does not have on its national territory the capacities for an indigenous system for the basic education and training of its military officers.

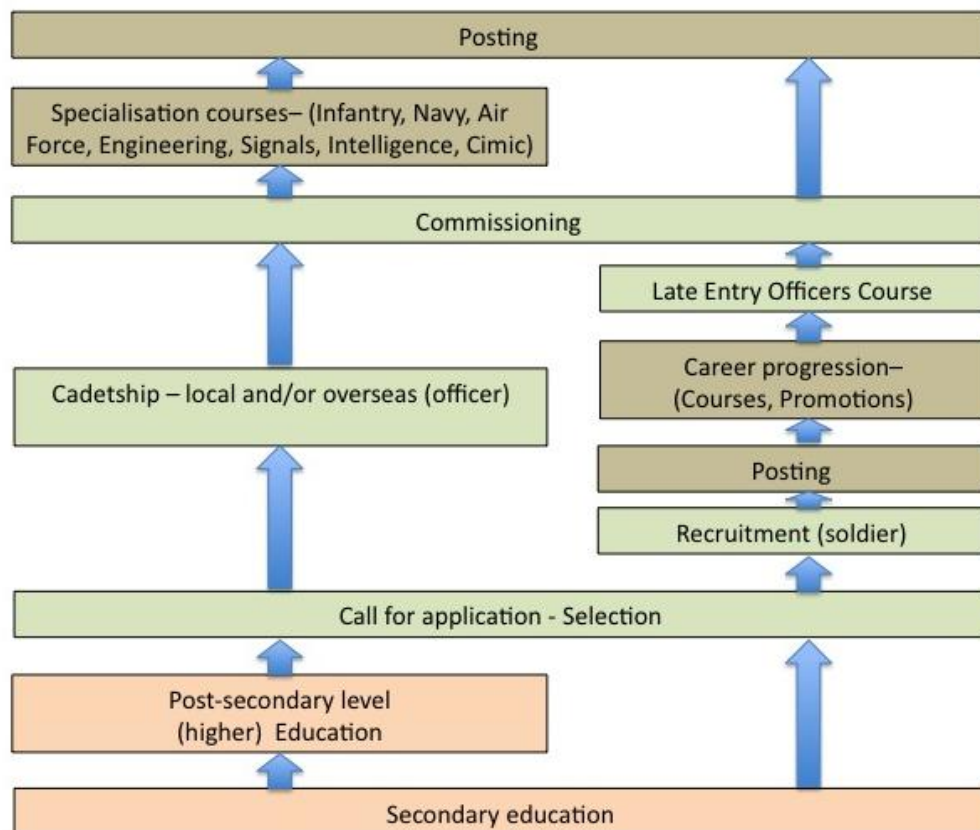
Therefore, Luxemburg relies on the collaboration with France and Belgium for their education and training. The Luxembourg candidates must follow the same education and training processes as their Belgian or French counterparts, depending on the Member State they are sent to.

Even though both Belgium and France require from their military students to obtain a master degree and have fully integrated the *acquis* of the Higher Education Area in their military education, the organisation of the studies is different. There are, therefore, not only one, but two basic education and training systems for the Luxembourg officers.



## MALTA

### How to Become a Military Officer in the Maltese Armed Forces:



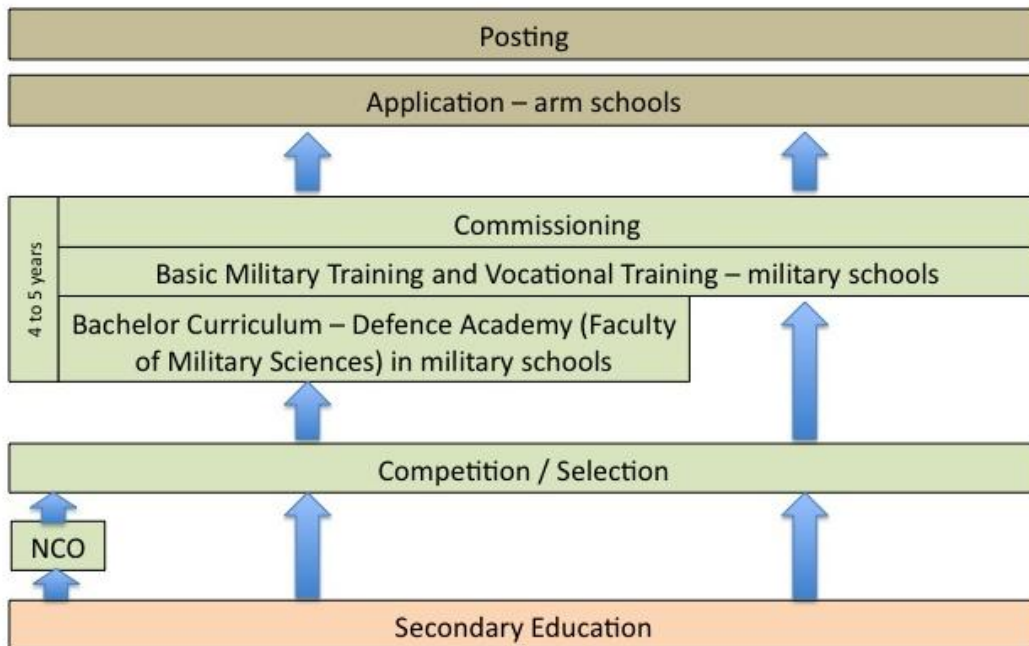
Malta does not have a military academy on its national territory for the basic education and training of its military officers. Notwithstanding, on the basis of bilateral agreements it enables its candidates, enlisted from direct recruitment, to follow courses in other countries. The European Union Member States such as the Republic of Ireland, Italy and the United Kingdom all provide vacancies on their commissioning courses to the Maltese Military. The United States of America also host Maltese candidates on such courses. Candidates follow the basic education and training of their hosting State on the same conditions as the national cadets.

The level of academic education attended by the prospective Maltese officers depends on the Member State in which he or she has been educated and trained at the basic level. The Maltese armed forces, however, provide the application training to their officers once commissioned. Furthermore, any serviceman of the Force may attain a late entry commission after meeting the required criteria and successfully completing a Late Entry Commissioning Course through an internal process.



## NETHERLANDS

### How to Become a Military Officer in the Dutch Armed Forces:



The basic education of the officers of the Dutch Army, Navy and Air Force is the role of the Netherlands Defence Academy and its Faculty of Military Sciences. Within this structure, the Royal Military Academy (Breda) and the Royal Naval College (Den Helder) host, educate and train the prospective officers.

The Royal Military Academy is the main institution for the education and training of the Army and Air Force cadets. Despite these specific institutions, the basic academic education of the Dutch officers, which leads to the award of a bachelor degree, can be seen as joint in the sense that depending on their academic specialty (technical or social sciences) students of the three services may study together. The Faculty of Military Science is recognised as a institution which is fully integrated in the European Higher Education Area.

The vocational training is provided by the two officers' schools and, at the application level, the specialist training centres and its duration may vary from one service to another, notably because of the consecutive periods that are needed for the training of future Navy officers at sea.

ARMY

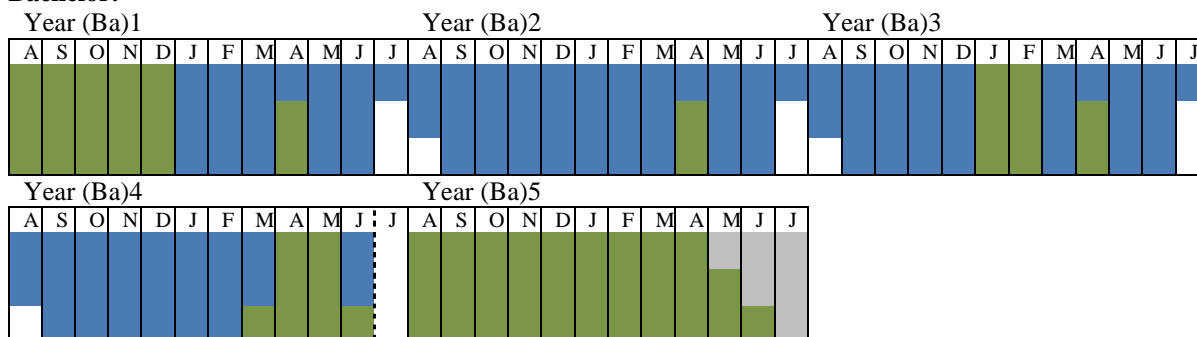
**Defence Academy**  
**Faculty of Military Sciences**  
 (<http://www.defensie.nl/nlda/>)  
**Royal Military Academy**  
**Royal Naval College**

Academic curricula:

Bachelor	- <b>Military Sciences</b> (at Royal Military Academy - Breda) - <b>Business and Public Administration</b> (at Royal Military Academy - Breda) - <b>Communication, Information and Command and Control Systems</b> (at Royal Naval College – Den Helder) - <b>Military Systems and Technology</b> (at Royal Naval College – Den Helder) - <b>Civil Engineering</b> (with civilian universities)
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Organisation of the basic officer's education:

**Bachelor:**



The academic-vocational-leadership components:

In the Dutch system, initial academic education and vocational training of Land Force officers are usually conducted alternatively, at the same location, until they are posted for the first time, which stimulates a military socialisation and an *esprit-de-corps* through both the aspects of military education. In the case of Army cadets studying technical sciences, however, academic education and vocational training are institutionally separated since the training is operated by the Military Academy. Leadership stimulation, in this system, is a vocational training, notwithstanding the provision of academic courses on *sociology* and *ethics*.

Doctoral studies:

The Netherlands Defence Academy does not provide the doctoral training for the Dutch officers.

Research for scientific excellence:

The Faculty of Military Sciences of the Defence Academy provides education at the bachelor level. Nevertheless, research is conducted according to the needs of the departments at the two locations of the Faculty (Academy and College), together with civilian institutes when necessary.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	Yes	No	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	Yes	Yes	No	Yes

An exchange culture:

*Netherlands and the Defence Academy have a long-standing tradition of mobility in both academic and vocational fields. The Academy collaborates with military as well as civilian higher education institutes for the training of the Dutch officers and, to a lesser extent, scientific research. Even though parts of the academic programmes are accessible to foreign students, the Defence Academy has particularly acquired considerable experience in hosting foreign cadets for vocational training periods.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	No	Yes	EMACS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the Defence Academy, the prospective Land Force officers must learn at least English. They also have the possibility to choose a second foreign language. At the Academy, courses and training in English language are not offered until the advanced level of education, during the career of the officers.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards. In addition, they must successfully pass an entrance knowledge test. In the course of their career, the Dutch officers will receive additional education and training at an advanced level in Army as well as joint institutions.



**Defence Academy**  
**Faculty of Military Sciences**  
 (<http://www.defensie.nl/nlda/>)  
**Royal Military Academy**  
**Royal Naval College**

# Bachelor

- **Military Sciences** (at Royal Military Academy - Breda)
- **Business and Public Administration** (at Royal Military Academy - Breda)
- **Communication, Information and Command and Control Systems** (at Royal Naval College – Den Helder)
- **Military Systems and Technology** (at Royal Naval College – Den Helder)
- **Civil Engineering** (with civilian universities)

**Bachelor:**

[illegible]

In the Dutch system, initial academic education and vocational training of Navy officers are usually conducted alternatively, at the same location, until they are posted for the first time, which stimulates a military socialisation and an *esprit-de-corps* through both the aspects of military education. In the case of Navy cadets studying social sciences, however, academic education and vocational training are institutionally separated since the training is operated by the Naval College. Furthermore, seamen and marines are trained onboard, outside therefore of the College, for one year. Leadership stimulation, in this system, is a vocational training, notwithstanding the provision of academic courses on *sociology* or *ethics*, which contribute to acquiring leadership skills.

The Netherlands Defence Academy does not provide the doctoral training for the Dutch officers.

The Faculty of Military Sciences of the Defence Academy provides education at the bachelor level. Nevertheless, research is conducted according to the needs of the departments at the two locations of the Faculty (Academy and College), together with civilian institutes when necessary.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	Yes	No	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	Yes	Yes	No	Yes

An exchange culture:

*Netherlands and the Defence Academy have a long-standing tradition of mobility in both academic and vocational fields. The Academy collaborates with military as well as civilian higher education institutes for the training of the Dutch officers and, to a lesser extent, scientific research. Even though parts of the academic programmes are accessible to foreign students, the Defence Academy has particularly acquired considerable experience in hosting foreign cadets for vocational training periods.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	No	Yes	Conference of Superintendents	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the Defence Academy, the prospective Navy officers must learn at least English. They have also the possibility to choose a second foreign language. At the Academy, courses and training in English language are not offered until the advanced level of education, during the career of the officers.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards. In addition, they must successfully pass an entrance knowledge test. In the course of their career, the Dutch officers will receive additional education and training at an advanced level in Navy as well as joint institutions.

AIR FORCE

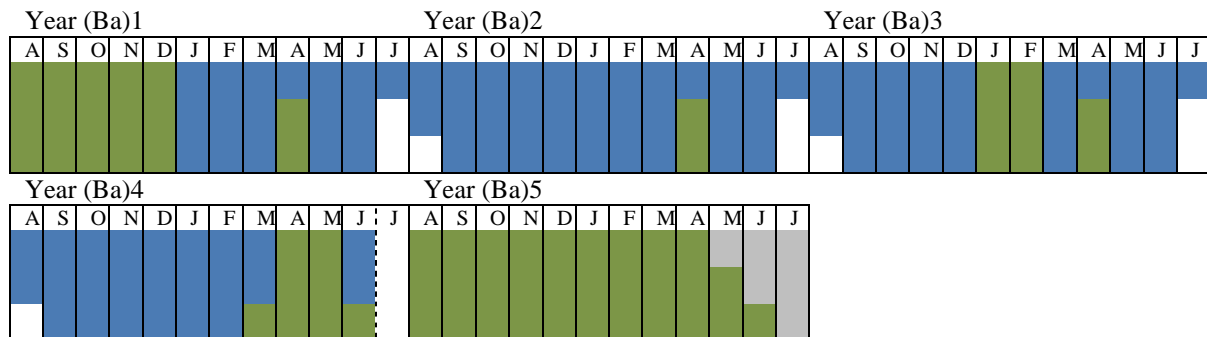
**Defence Academy**  
**Faculty of Military Sciences**  
 (<http://www.defensie.nl/nlda/>)  
**Royal Military Academy**  
**Royal Naval College**

Academic curricula:

Bachelor	- <b>Military Sciences</b> (at Royal Military Academy - Breda) - <b>Business and Public Administration</b> (at Royal Military Academy - Breda) - <b>Communication, Information and Command and Control Systems</b> (at Royal Naval College – Den Helder) - <b>Military Systems and Technology</b> (at Royal Naval College – Den Helder) - <b>Civil Engineering</b> (with civilian universities)
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Organisation of the basic officer's education:

**Bachelor:**



The academic-vocational-leadership components:

In the Dutch system, initial academic education and vocational training of Air Force officers are usually conducted alternatively, at the same location, until they are posted for the first time, which stimulates a military socialisation and an *esprit-de-corps* through both the aspects of military education. In the case of Air Force cadets studying technical sciences, however, academic education and vocational training are institutionally separated since the training is operated by the Military Academy. Leadership stimulation, in this system, is a vocational training, notwithstanding the provision of academic courses on *sociology* and *ethics*, which also contribute to the acquisition of leadership skills.

Doctoral studies:

The Netherlands Defence Academy does not provide the doctoral training for the Dutch officers.

Research for scientific excellence:

The Faculty of Military Sciences of the Defence Academy provides education at the bachelor level. Nevertheless, research is conducted according to the needs of the departments at the two locations of the Faculty (Academy and College), together with civilian institutes when necessary.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	Yes	No	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	Yes	Yes	No	Yes

An exchange culture:

*Netherlands and the Defence Academy have a long-standing tradition of mobility in both academic and vocational fields. The Academy collaborates with military as well as civilian higher education institutes for the training of the Dutch officers and, to a lesser extent, scientific research. Even though parts of the academic programmes are accessible to foreign students, the Defence Academy has particularly acquired considerable experience in hosting foreign cadets for vocational training periods.*

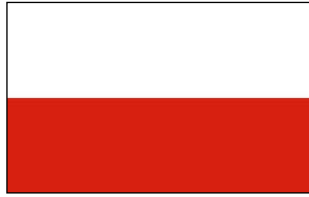
Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	No	Yes	EUAFA	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the Defence Academy, the prospective Air Force officers must learn at least English. They also have the possibility to choose a second foreign language. At the Academy, courses and training in English language are not offered until the advanced level of education, during the career of the officers, notwithstanding the regular apprenticeship of international Air Force standards and procedures.

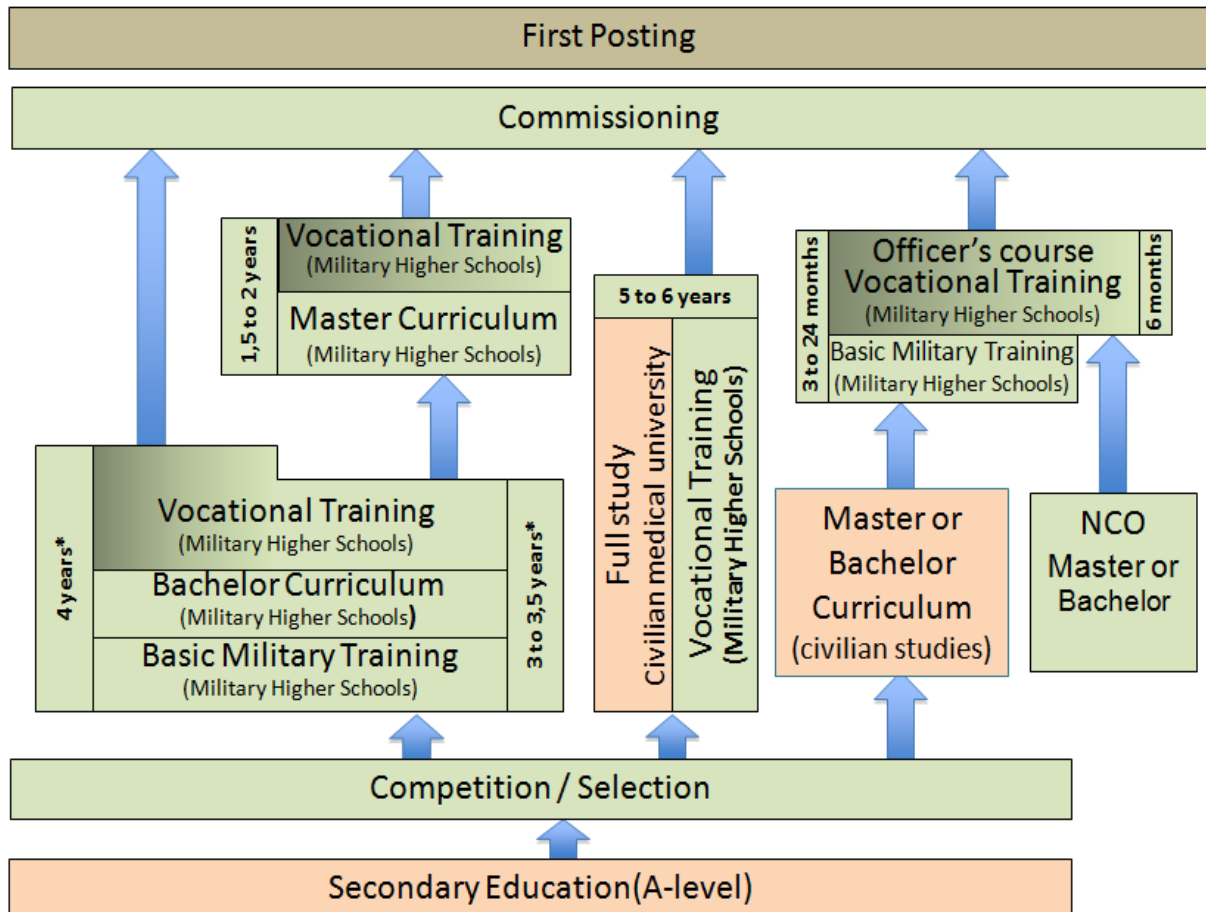
Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards. In addition, they must successfully pass an entrance knowledge test. In the course of their career, the Dutch officers will receive additional education and training at an advanced level in Air Force as well as joint institutions.



## POLAND

### How to Become a Military Officer in the Polish Armed Forces:



#### Remarks:

*"Military higher schools" - military universities and academies*

*\* Sources of candidate acquisition for commissioned officers is conditioned to decision at ministerial level (only first cycle /bachelor/ or first and second cycle /master/)*

The transformation of the MoD Higher Education System (MoD HES) is not only a result of Polish membership of NATO, with the accompanying modernization of the Polish Armed Forces, but also changes in legislation in the area of both military and civil education systems. First of all, in 2009 Polish Parliament passed a new act on professional military service. According to this act, all officer candidates must hold at least a bachelor's degree. The second key factor is legislation from 2005 that entitled the Higher Education Act. The document is not only a result of Polish membership of the EU, but first of all, the signing of the Bologna Declaration in 1999. In line with this declaration, Poland is obliged to introduce all the Bologna recommendations, including a 3 cycles model of study. An additional, but a fundamental impact of the Higher Education Act on MoD HES, was the fact that MoD HES has become an integrated part of National Higher Educational System.

The Ministry of Higher Education has a full supervision over military universities and academies in the context of education. This means that education in the MoD HES is conducted in the same way as in civil universities and that the MoD HES is the subject to the same regulations and requirements as the civil one.

Polish MoD HES consists of two universities: The National Defence University and the Military University of Technology and three military academies: the Polish Air Force Academy, the Tadeusz Kościuszko Land Forces Military Academy and the Polish Naval Academy in Gdynia. All academies and schools are the principal place for educating and training future professional staff of Polish Armed Forces. They enhance, maintain and develop defence capabilities determined by the commanders of all kinds of armed forces and resulted from security needs and state economy.

Currently, there are a few sources of candidate acquisition for commissioned officers. The main source is a study in one of the mentioned military academies or universities as a cadet. The graduates of the secondary schools, after successfully passing the entrance assessment to military universities or academies, study as candidates (on the conditions of signing a special contract with MoD).

Studying at these higher schools is based on two models of studies:

- Graduate/first and second degrees (Master) - a 10 semester educational cycle of studies, applies to cadets of Naval Academy and cadets of Military University of Technology, Land Forces Academy and Air Forces Academy that launched their education before 2010;
- Undergraduate/first degree (Bachelor) – a 8 semester educational cycle of studies, applies to cadets that have launched their education since 2010 (does not apply to Naval Academy cadets).

Training cadets by these two models is preceded by a 6-week basic training.

The selection of the model for prospective officers is conditioned upon personnel policy of the Ministry of National Defence and strict requirements on the first office. The decision is made on the ministerial level, within the planning of limits for university admissions for candidates for commissioned officers.

The next option is an Officer Training Course (OTC) addressed to bachelor or master degree holders of civil universities. This course is recommended as a subsidiary system to the previous one, and is designed to train officers for the personnel branches, for which military universities and academies do not provide education e.g. chaplains, accountants, prosecutor, lawyers etc. The OTC is also addressed to NCOs - BA or MA holders. After a 6 month training they are commissioned to the second lieutenant rank.

And last, quite a new solution, is a 6 year study as a cadet (on condition of signing a special contract with MoD) in civil Medical University of Łódź. After the completion they are commissioned to the second lieutenant rank as military doctors.

The above-mentioned models for prospective staff officer ensure certain needs of Polish Armed Forces and guarantee adequate competences and skills on the first office.

The military education system in MoD universities and academies follows the same rules as civil ones, as a result of the act on education. Students are educated in fields of studies which are approved and confirmed by the Ministry of Higher Education. As can be seen, all of them have a civil character, and are recommended not only for the cadets, but also are offered for civilians (except the academies, that so far have not been available for civil learners).

Academic curricula:

Bachelor	<b>Bachelor of Science (BSc) in Engineering:</b> - Chemistry - Aviation and Astronautics - Electronics and Telecommunications - Geodesy and Cartography - Logistics - Mechanical Engineering - Civil Engineering - Mechatronics - Computer science (civilians also apply to <i>national security, internal security, energetic, management, material engineering</i> )
	<b>Master of Science (MSc) in Engineering:</b> - Chemistry - Electronics and Telecommunications - Geodesy and Cartography - Logistics - Mechanical Engineering - Civil Engineering - Aviation and Astronautics - Mechatronics - Computer science (civilians apply to: <i>internal security, management, material engineering</i> )

Military specialisations:

Military Logistics
Artillery
Military Communications and Informatics
Mechanical Engineering
Military Engineering
NBC Protection
Air Defence
Aircraft Engineering
Meteorology
Radars

Organisation of the basic officer's education:

**Bachelor** (in Polish "Inżynier"):

- **7 semesters (3,5 years)** – if cadets continue their education at master degree (second cycle) and will be commissioned to master degree after its completion;

- **8 semesters (4 years)** – if cadets are commissioned to bachelor after its completion (finish first cycle)

Year (Ba)1												Year (Ba)2												Year (Ba)3													
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J		
Year (Ba)4																																					
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J		

**Master** (in Polish "Magister inżynier") – **3 semesters (1,5 years):**

Year (Ma)1													Year (Ma)2																																					
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J			

The academic-vocational-leadership components:

In the Polish system, academic education and vocational training are conducted alternatively or in parallel – meaning that the cadets learn and train with the same period – depending on the stage in the curriculum. In this configuration, stimulation of leadership abilities is both training and education. Academic courses provide the theory that is reinforced by the practice through training modules.

Doctoral studies:

The Military University of Technology offers doctoral studies in *Building and Maintenance of Machinery, Chemistry, Civil Engineering, Electronics; Geodesy and Cartography, Informatics, Mechanics, Material Engineering, Telecommunications.*

Research for scientific excellence:

The Military University of Technology is active in scientific research, notably in the following fields: *civil engineering, geodesy, surveying and cartography, chemistry, informatics, logistics, mechanical engineering, mechatronics, electronics and communication.*

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	No	No	Yes	Yes	Yes	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	No	No	Yes	Yes	Yes	Yes	No

An exchange culture:

*The Military University of Technology has acquired experience of the mobility only of civilian students, teachers and instructors in exchanging notably with European civilian higher education institutes. The integration of the University in the European Higher Education Area makes it a reliable partner for exchanges in both academic and vocational aspects of the initial education of the European officers.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	Yes	No	No	No	No	No	Yes	No	No	No

Learning of, learning in foreign languages:

During their entire initial curriculum at the University, the future officers must learn English language. The education of foreign language goes also, in the Polish system, through practical vocational training. The students have also the possibility to study a second foreign language. The University, besides, seeks to increase its offer of courses and training modules in foreign languages.

Before and beyond basic education:

The prospective military officers are recruited among the young (without criminal record) nationals, who are secondary education graduates and comply with medical, physical and psychological standards. Candidates must know English language up to the level B2 or pass an entrance exam, including English tests. In the course of their career, the Polish officers will receive additional education and training at an advanced level: In the framework of the vocational enhancement system for career military, members of the Polish Armed Forces undertake postgraduate studies, personal development courses and eligibility courses.



## ARMY

## Tadeusz Kosciuszko Land Forces Academy

([http://www.wso.wroc.pl/wso\\_english/WSOWL\\_a.htm](http://www.wso.wroc.pl/wso_english/WSOWL_a.htm))

### Academic curricula:

<b>Bachelor</b>	<b>Bachelor of Arts (Ba.) in:</b> - <b>Management</b> - <b>National Security</b> (civilians also apply to: <i>sociology, national security, safety engineering</i> )
<b>Master</b>	<b>Master of Arts (Ma.) in:</b> - <b>Management</b> - <b>National Security</b> (both available for civilians)

### Military specialisations:

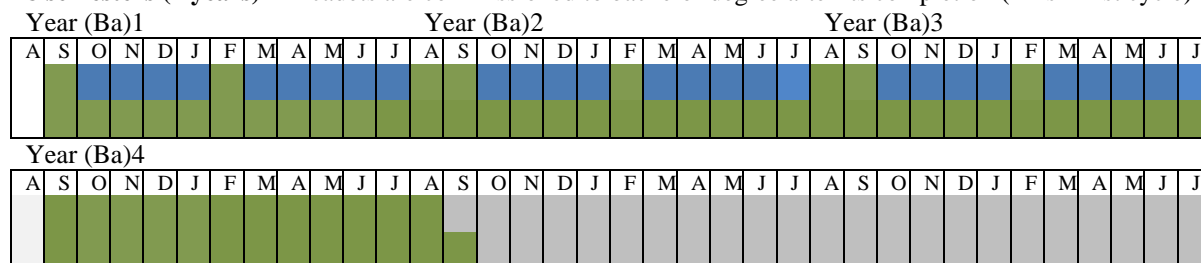
- Armour - Infantry - Reconnaissance - Air Cavalry - Logistics	<b>Land Forces Military Academy / Land Forces Training Centre</b>
Artillery	<b>Land Forces Military Academy / Artillery and Armaments Training Centre</b>
- Engineering - Defence against weapons of mass destruction	<b>Land Forces Military Academy / Engineering and Chemical Forces Training Centre</b>
Signals and IT	<b>Land Forces Military Academy / Communication and Information Technology Training Centre</b>
Air Defence	<b>Land Forces Military Academy / Air Force Training Centre</b>
Special Forces	<b>Land Forces Military Academy / Military unit</b>
Military Police	<b>Land Forces Military Academy / Military Police Training Centre</b>

### Organisation of the basic officer's education:

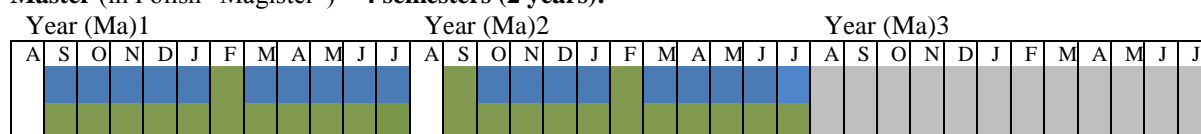
**Bachelor** (in Polish "Licencjat"):

- **6 semesters (3 years)** – if cadets continue their education at master degree (second cycle) and will be commissioned to master degree after its completion;

- **8 semesters (4 years)** – if cadets are commissioned to bachelor degree after its completion (finish first cycle)



**Master** (in Polish "Magister") – **4 semesters (2 years):**



### The academic-vocational-leadership components:

In the Polish system, academic education and vocational training are conducted alternatively or in parallel – meaning that the cadets learn and train with the same period – depending on the stage in the curriculum. However, training, unlike academic education, is not allocated with ECTS, which sets a border between these two necessary pillars of the initial education of the Polish officers. In this configuration, stimulation of leadership abilities is both training and education. Academic courses, such as *Leadership in command*, *Human Resources Management*, *Commanding* and *Elements of Decision Theory*, provide the theory that is reinforced by practice through training modules such as *Commanding subunits*.

### Doctoral studies:

The Land Forces Military Academy does not organise the doctoral studies of the military officers.

### Research for scientific excellence:

The Land Forces Military Academy is active in scientific research, notably in the fields of *management*, *science about safety*, *military and technical science*, *humanities and social sciences*.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	No	Yes	Yes	Yes	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	Yes	Yes	No	No

An exchange culture:

*Poland and the Land Forces Military Academy have a reliable experience and a solid tradition of mobility in both academic and vocational fields, notably acquired through hosting and training European future officers. The Academy is strongly committed to the European dimension of the development of its exchange culture and, through the implementation of the European Higher Education Area acquis, promotes and enhances both inward and outward exchanges. In 2010 the Land Forces Military Academy joined the Erasmus Programme. Besides, it continues cooperating other academies of excellence worldwide.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	Yes	EMACS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

During their entire initial curriculum at the Academy, future officers must learn at least one foreign language. The education of foreign languages also goes, in the Polish system, through practical vocational training. The students do not have the possibility to study a second foreign language. However, the Academy organises, at the moment, courses in foreign languages for soldiers and military staff.

Before and beyond basic education:

Prospective military officers are recruited among young nationals who are graduated from secondary education and comply with medical and psychological standards. Candidates must also pass an entrance exam in physical training and tests on English. Graduates from civilian universities have also the possibility to integrate a short commissioning course at the Academy, which lasts for one year. In the course of their career, Polish officers will receive additional education and training at an advanced level, such as:

- The *Qualification Course* for the rank of Captain / Lieutenant,
- The *Training Course* for the rank of Captain / Lieutenant.

Academic curricula:

Bachelor	<b>Bachelor of Science (BSc) in Engineering:</b> - <b>Navigation</b> - <b>Engineering and Construction of Machines</b> (civilians also apply to: <i>navigation, engineering and construction of machines, pedagogy, international relations, automatics and robotics, computer science, ocean engineering, history, national security, internal security, mechatronics</i> )
	<b>Master of Science (MSc) in Engineering:</b> - <b>Navigation</b> - <b>Engineering and Construction of Machines</b> (civilians also apply to: <i>history, international relations, internal security, national security</i> )

Military specialisations:

Marine Deck Systems Operating	<b>Naval Academy - GDYNIA</b>
Maintenance and Operation of Marine Power Plants	<b>Naval Academy - GDYNIA</b>

Organisation of the basic officer's education:**Bachelor** (in Polish "Inżynier") – **7 semesters (3,5 years):**

Year (Ba)1												Year (Ba)2												Year (Ba)3											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
Year (Ba)4																																			
A	S	O	N	D		F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

**Master** (in Polish "Magister inżynier") – **3 semesters (1,5 years):**

Year (Ma)1														Year (Ma)2																																	
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J												

The academic-vocational-leadership components:

In the Polish military higher education system, academic education and vocational training are conducted in parallel – meaning that the cadets learn and train in the same semesters – depending on the stage in the curriculum, with alternation of periods fully dedicated to the vocational training. Owing to the specificity of the Navy professions, consecutive periods of training at sea are necessary. However, training - unlike academic education - is not allocated with ECTS, which sets a border between these two necessary pillars of the initial education of the Polish officer-candidates. In this configuration, stimulation of leadership abilities is both training and education. The two academic courses offered for cadets, such as *Navigation* and *Engineering and Construction of Machines*, provide sufficient theory that is supplemented by the 12-month on-board practice and reinforced through training modules deriving from the International convention on Standards of Training, Certification and Watchkeeping (STCW) convention.

Doctoral studies:

Currently, the Polish Naval Academy does not provide doctoral education.

Research for scientific excellence:

The Polish Naval Academy is active through scientific research in all the fields covered by its four faculties, *i.e. Command and Naval Operations, Navigation and Naval Weapons, Mechanical and Electrical Engineering and Faculty of Humanities and Social Studies*.

The areas of scientific excellence focus on maritime sector and the most popular are *maritime security, GPS and accuracy of position, hydroacoustics, underwater works, marine power plant and engine's endoscopy*.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	No	Yes	Yes	Yes	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	Yes	Yes	Yes	No

An exchange culture:

*Poland and the Naval Academy have an experience of both inward and outward mobility of students but also teachers and instructors. Their partnerships are worldwide and touch on both academic and vocational aspects of the initial education. The Academy is committed to the European dimension of the development of its exchange culture and, through the implementation of the European Higher Education Area acquis and its participation to the Initiative for the exchange of young officers, promotes and enhances both academic and vocational exchanges.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	Yes	Conference of Superintendents	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

During their initial curriculum at the Academy, the officer-candidates learn at least English. The education to foreign languages goes also, in the Polish system, through practical vocational training as implied by the needs for learning international Navy standards and procedures. The students of *Marine Power Plant Maintenance* specialty have also the possibility to study a second foreign language, to be chosen between German and Russian. In addition, the Academy progressively develops its offer of courses and training modules (e.g. *Personal safety and social responsibilities* training) in foreign languages.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education – hold Polish Matura certificate and comply with certain medical, psychological and physical standards. The latter is verified during the recruitment phase - candidates must pass a physical exam. In the course of their career, the Polish officers receive additional education and training at an advanced level. Not only is there a variety of qualification and specialised courses offered but also post-graduate studies developed in accordance with lifelong learning philosophy. This education process, carried out by the national and international higher education institutions and training centres, is normally required to continue a successful military carrier from an Ensign to Navy Captain.

Academic curricula:

<b>Bachelor</b>	<b>Bachelor of Science (BSc) in Engineering Aviation and Astronautics</b> specialities in: - <i>Aircraft Pilotage</i> , - <i>Navigation</i> , - <i>Air Traffic Management</i> . (available for civilians but in other specialities and for <i>national security, logistics, navigation</i> )
<b>Master</b>	<b>Master of Science (MSc) in Engineering:</b> - <b>Aviation and Astronautics</b> specialities in: - <i>Aircraft Pilotage</i> , - <i>Navigation</i> , - <i>Air Traffic Management</i> . (available for civilians but in other specialities)

Military specialisations:

- Jet pilot - Cargo pilot - Helicopter pilot
- Aircraft homing guidance - Airship navigator
- Air traffic controller

Organisation of the basic officer's education:

**Bachelor** (in Polish "Inżynier"):

- **7 semesters (3,5 years)** – if cadets continue their education at master study (second cycle) and will be commissioned to master degree after its completion;

- **8 semesters (4 years)** – if cadets are commissioned to bachelor after its completion

Year (Ma)1														Year (Ma)2														Year (Ma)3													
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J						

Year (Ma)4

A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

**Master** (in Polish "Magister inżynier") – **3 semesters (1,5 years):**

Year (Ma)1																									
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S

The academic-vocational-leadership components:

In the Polish system, academic education and vocational training are conducted alternatively or in parallel – meaning that the cadets learn and train with the same period – depending on the stage in the curriculum. However, training, unlike academic education, is not allocated with ECTS, which sets a border between these two necessary pillars of the initial education of the Polish Air Force officers. In this configuration, stimulation of leadership abilities is both training and education. Academic courses, such as included into the Basic Academic Training Schema provide the theory that is reinforced by the practice through training modules and placements at the Polish Air Force units.

Doctoral studies:

The Air Force Academy does not organise the doctoral studies of the military officers.

Research for scientific excellence:

The Air Force Academy is active in scientific research, notably in the fields of *flight mechanics, navigation, power plant, avionics and navigation/satellite navigation*.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	No	Yes	Yes	No	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	Yes	No	No	No

An exchange culture:

*Poland and the Polish Air Force Academy have an experience of both inward and outward mobility, notably acquired through short exchanges in the framework of the European Air Force Academies. The Academy is strongly committed to the European dimension of the development of its exchange culture and, through the implementation of the European Higher Education Area acquires and its participation to the European Air Force Academies association, promotes and enhances both academic and vocational extended exchanges.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Pending	Yes	Yes	EUAFA	Yes	Yes	No	No	No	No	No

Learning of, learning in foreign languages:

During their entire initial curriculum at the Academy, the future officers must learn at least one foreign language. The education to foreign languages goes also, in the Polish system, through practical vocational training as implied by the needs for learning international Air Force standards and procedures. The students have also the possibility to study a second foreign language, to be chosen between French and German. In addition, the Academy progressively develops its offer of courses and training modules in foreign languages. It provides knowledge and expertise in Aviation English in accordance to ICAO regulations preparing students for ELPAC and RELTA standards (IV operational level).

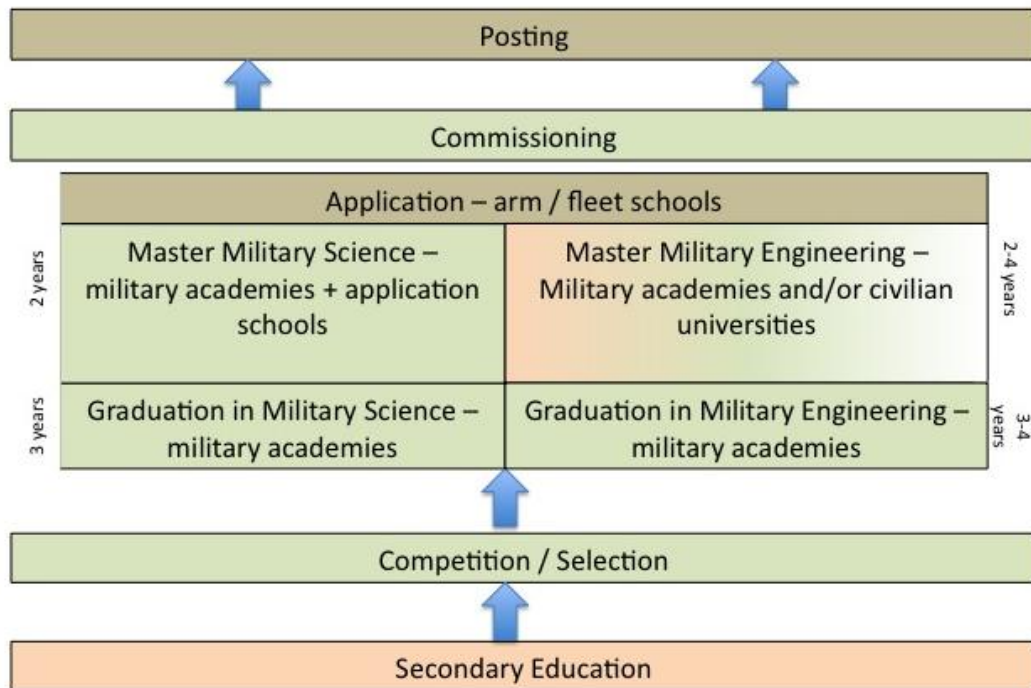
Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and comply with medical, physical and psychological standards. Candidates must also pass an entrance exam, including tests on the English. In the course of their career, the Polish officers will receive additional education and training at an advanced level: depending on Polish Air Force requirements pilots, navigators and ATC undergo different courses held internally and abroad.



## PORTUGAL

### How to Become a Military Officer in the Portugese Armed Forces:



The basic education and training of the Portuguese Navy, Army, Air Force and Gendarmerie (*Guarda Nacional Republicana*) take place in three respective academies, which provide both academic and vocational teachings. Army and Gendarmerie officers are jointly educated and trained at the Military Academy.

The three academies have fully implemented the *acquis* of the European Higher Education Area and every prospective officer of the Portuguese armed forces must complete a master curriculum. This master, especially for engineers and medical officers, is possibly organised in cooperation between an academy and a civilian higher education institute. The length of the education thus depends on the nature of the profession and the service.

The vocational training, including the basic military training, is organised mainly by the academies themselves. However, especially during the last year(s) of the basic curriculum, it may also be jointly organised by the academies and the application schools.

Academic curricula:

Graduation	<ul style="list-style-type: none"> <li>- <b>Military Sciences</b> (specialisations in <i>Infantry</i>, <i>Artillery</i> or <i>Cavalry</i>)</li> <li>- <b>Military Engineering</b></li> <li>- <b>Signals Engineering</b></li> <li>- <b>Mechanic Engineering</b></li> <li>- <b>Administration Science</b></li> <li>- <b>Medicine</b> (with civilian university)</li> </ul>
Master	<ul style="list-style-type: none"> <li>- <b>Military Sciences</b> (specialisations in <i>Infantry</i>, <i>Artillery</i> or <i>Cavalry</i>)</li> <li>- <b>Military Engineering</b> (with civilian university)</li> <li>- <b>Electronic Military Engineering</b> (with civilian university)</li> <li>- <b>Mechanic Engineering</b> (with civilian university)</li> <li>- <b>Administration Science</b></li> <li>- <b>Medicine</b> (with civilian university)</li> </ul>

Military specialisations:

Infantry	<b>Escola Prática de Infantaria - MAFRA</b>
Artillery	<b>Escola Prática de Artilharia - VENDAS NOVAS</b>
Cavalry	<b>Escola Prática de Cavalaria - ABRANTES</b>
Engineering	<b>Escola Prática de Engenharia - TANCOS</b>
Signals	<b>Escola Prática de Transmissões - PORTO</b>
Support	<b>Escola Prática dos Serviços - PÓVOA DO VARZIM</b>

Organisation of the basic officer's education:

**Master:**

[illegible]

The academic-vocational-leadership components:

In the Portuguese system, academic education and vocational training are conducted in parallel, almost exclusively at the Military Academy until the application. However, training is conceptually separated from education, because it's not allocated with ECTS. Therefore the main curriculum encompasses mainly academic topics. Nevertheless, independently from the specialisation chosen by the students, all the curricula are linked to their own service. Courses that stimulate leadership abilities such as *military organisation* or *military history* are academically provided at a graduate level to all students - including future engineers - and *leadership and ethics* courses at a master level.

Doctoral studies:

The Military Academy does not organise the doctoral studies of the Portuguese officers within its structure.

Research for scientific excellence:

The Military Academy is actively committed to scientific research in the fields of military science and military technology.



Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	Yes	Yes	Yes	Yes	No	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Workload	Yes	No	Yes	No	Yes	No	No

An exchange culture:

*Portugal and the Military Academy have a long practice of the exchange of students and trainers worldwide, notably in the training of officers for foreign armed forces (Angola, Cabo Verde, East-Timor, Guinea and Mozambique). The Military Academy also participates in projects of military-technical cooperation with Angola and Mozambique. More recently, the Military Academy has built a new strategy of the mobility of students, teachers and instructors in both academic and vocational aspects of the basic officers' education for developing the European dimension of these exchanges. It has implemented all the acquis of the European Higher Education Area and takes active part in the Initiative and the Erasmus programme in order to share the excellence of its education and training with willing European officers.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	Yes	Yes	EMACS	Yes	Yes	Yes	No	No	Yes	Yes

Learning of, learning in foreign languages:

At the Military Academy, the prospective Portuguese officers are required to attend English courses during the first four years of their curriculum. The Military Academy, furthermore, progressively increases its offer of vocational training in English as well and regularly sends students to the common modules created within the framework of the Initiative.

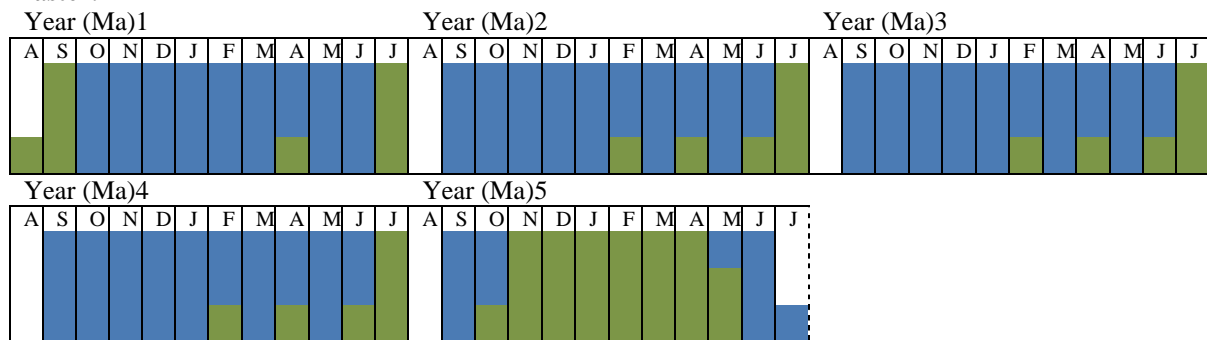
Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards. In addition, they must pass an entrance exam. In the development of their career, the Portuguese Army officers will receive additional education and training at an advanced level: *Captain's Career Course, Staff Officer's Course* and other qualification courses.

Academic curricula:Military specialisations:

Bachelor	<b>Bachelor in Military Naval Sciences</b>
Master	<b>Master in Military Naval Sciences:</b> - Line Officer Branch - Naval Administration Branch - Marine Branch - Medical Branch - Naval Engineering (specialisation in <i>weapons and electronics</i> ) <b>Naval Sciences:</b> - Naval Engineering Branch (specialisation in <i>mechanics</i> )

All specialties	<b>Naval Academy - ALFEITE</b>
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Organisation of the basic officer's education:**Master:**The academic-vocational-leadership components:

In the Portuguese system, academic education and vocational training are conducted simultaneously at the Naval Academy during most of the year. Students normally have academic education from 8 to 5 every day. However, twice a week they have a vocational training all afternoon. Each year there is an extended period for vocational training aboard ships, which occurs in summer, and some short periods of vocational and leadership training during weekends or bank holidays. In the Portuguese basic education, parts of this training, including the training onboard the school ship, is allocated with ECTS, like the education. Conceptually, the dividing line between education and training is blurred. It is so also for the leadership stimulation which is mainly training under this system, but which is also provided through courses like *management* at a master level.

Doctoral studies:

The Naval Academy does not organise the doctoral studies of Portuguese officers within its structure.

Research for scientific excellence:

The Naval Academy has a research centre, which is responsible not only for research activities within the Naval Academy, but also coordinates research in the rest of the navy. The research centre develops research in 7 main areas: *signal processing, mobile robotics, decision support systems, maintenance engineering, maritime history, maritime strategy, and naval medicine.*

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	Yes	Yes	Yes	Yes	No	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Partly ECTS	Yes	Yes	Yes	Yes	Yes	No	Yes

An exchange culture:

*The Portuguese Naval Academy has a long practice and a culture of receiving students from other nations, notably (but not limited to) students from Portuguese speaking countries. It has also sent several professors and instructors to other countries, worldwide and in the European Union, in both academic and vocational areas.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	Yes	Conference of Superintendents	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the Naval Academy, the future Portuguese officers are required to attend English courses until their fourth year. The Naval Academy, furthermore, progressively increases its offer of education and training in English, notably it regularly sends students to the common modules created within the framework of the Initiative.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who graduated from secondary education and who have successfully complied with medical and physical standards .In addition there is a short vocational and leadership assessment period at the Naval Academy before they enrol as regular students. After graduation from the Naval Academy, in the course of their career, Portuguese Navy officers will receive additional education and training at an advanced level. Most line officers will have a vocational course in an operational specialization, given within the navy. Some, while junior officers, will attend MSc or PhD courses at civilian or foreign military universities, in areas such as *Naval Architecture, Weapons Engineering, Operational Research, Software Engineering, Oceanography, Hydrography*, etc. All will have a promotion course before they become Lieutenant Commander, and some will attend the Naval War College course once they become Captains.

**Military specialisations:**

Graduate	<ul style="list-style-type: none"> <li>- <b>Aeronautical and Flight Sciences</b> (pilots)</li> <li>- <b>Aeronautical Administration</b></li> <li>- <b>Aerodrome Engineering</b></li> <li>- <b>Aeronautical Engineering</b></li> <li>- <b>Electronics Engineering</b></li> <li>- <b>Medicine</b></li> </ul>
Master	<ul style="list-style-type: none"> <li>- <b>Aeronautical and Flight Sciences</b> (pilots)</li> <li>- <b>Aeronautical Administration</b> (with civilian university)</li> <li>- <b>Aerodrome Engineering</b> (with civilian university)</li> <li>- <b>Aeronautical Engineering</b> (with civilian university)</li> <li>- <b>Electronics Engineering</b> (with civilian university)</li> <li>- <b>Medicine</b></li> </ul>

All specialties	<b>Air Force Academy - PERO PINHEIRO</b>
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**Master:**

[illegible]

All academic education and vocational training is provided at the Air Force Academy. There, academic education and vocational trainings are conducted in parallel during the first 3 years of each course. The vocational training of the Air Force officers is not covered by ECTS regime. The line of separation between the two pillars of the basic education (military and academic) is thus clearly defined. This means that the military training is added to the ECTS credits of the academic disciplines. The academic education covers specific areas of knowledge, such as *military ethics and deontology*, *military sociology*, *military psychology*, *command and leadership*, which are the constitutive elements of the leadership of a prospective officer. These courses are reinforced by a constant vocational practice.

Research for scientific excellence:

The Air Force Academy does not organise the doctoral studies of the Portuguese officers within its structure. Each doctoral programme is conducted in coordination with national and international universities.

Research for scenario emergence

The Air Force Academy is active in scientific research, being the unmanned aerial vehicles the most prominent area of activity. To this end, the Academy collaborates with an important number of military and civilian, European and international research centres. Its research centre, the CIAFA, has specialised staff involved in doctoral programmes as well as in assisting the day-to-day education activities of the Air Force Academy and its various MSc and BSc courses. The main research programmes are named PITVANT and PERSEUS

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	No	No	Yes	Yes	Yes	yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	Yes	Conditioned	Yes	Yes

An exchange culture:

*Portugal and the Air Force Academy have a long practice and a culture of the exchange of students and trainers worldwide, notably in the training of officers at foreign armed forces. It has implemented all the acquis of the European Higher Education Area and takes active part in the Initiative in order to share the excellence of its education and training with willing European officers.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	Yes	EUAFA	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the Air Force Academy, the prospective Portuguese officers are required to attend English courses all along their graduate education, also for a part of the master education as concerns prospective pilots. The Air Force Academy, notwithstanding the regular apprenticeship by the cadets of the international Air Force standards and procedures, progressively increases its offer of education and training in English and regularly sends students to the common modules created within the framework of the Initiative.

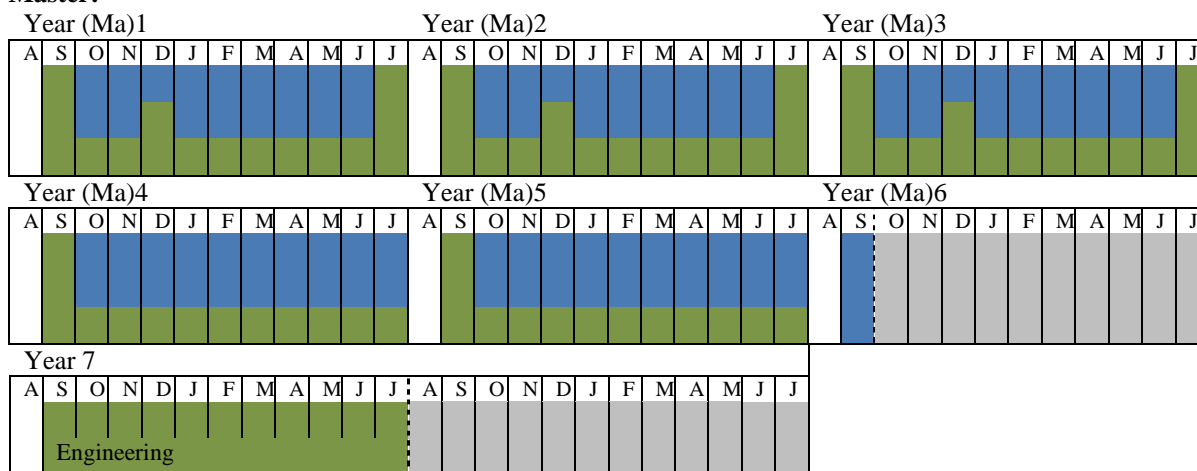
Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education (*high schools*) and after have successfully passed the recruitment selection process which encompasses health, psychological and fitness tests, including a military aptitude test. In the course of their career, the Portuguese Air Force officers will receive additional education and training at an advanced level, mainly for promotions (Captain, Major and Major-General).

Academic curricula:Military specialisations:

<b>Graduation</b>	<ul style="list-style-type: none"> <li>- <b>Military Sciences - GNR (Gendarmerie)</b> (specialisations in <i>infantry</i> or <i>cavalry</i>)</li> <li>- <b>Administration Science – GNR</b></li> <li>- <b>Military Engineering – GNR</b></li> <li>- <b>Signals Engineering – GNR</b></li> <li>- <b>Mechanic Engineering – GNR</b></li> </ul>
<b>Master</b>	<ul style="list-style-type: none"> <li>- <b>Military Sciences - GNR (Gendarmerie)</b> (specialisations in <i>infantry</i> or <i>cavalry</i>)</li> <li>- <b>Administration Science – GNR</b></li> <li>- <b>Military Engineering – GNR</b> (with civilian university)</li> <li>- <b>Electronic Military Engineering – GNR</b> (with civilian university)</li> <li>- <b>Mechanic Engineering – GNR</b> (with civilian university)</li> </ul>

Guarda Nacional Republicana	<b>Escola da Guarda - QUELUZ</b>
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Organisation of the basic officer's education:**Master:**The academic-vocational-leadership components:

In the Portuguese system, academic education and vocational training are conducted in parallel, almost exclusively at the Military Academy until the application. However, training is conceptually separated from education, since it is not allocated with ECTS. Therefore the commissioning curriculum encompasses mainly academic topics.

Nevertheless, independently from the specialisation chosen by the students, all the curricula are linked to their own service. Courses that stimulate leadership abilities such as *military organisation* or *military history* are academically provided at a graduate level to all students – including prospective engineers - and *leadership and ethics* courses at a master level.

Doctoral studies:

The Military Academy does not organise the doctoral studies of the Portuguese officers within its structure.

Research for scientific excellence:

The Military Academy is actively committed in scientific research in the fields of military science and military technology.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	Yes	Yes	Yes	Yes	No	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Workload	Yes	No	Yes	No	Yes	No	No

An exchange culture:

*Portugal and the Military Academy have a long practice of the exchange of students and trainers worldwide, notably in the training of officers for foreign armed forces (Angola, Cabo Verde, East-Timor, Guinea and Mozambique). The Military Academy also participates in projects of military-technical cooperation with Angola and Mozambique. More recently, the Military Academy has built a new strategy of the mobility of students, teachers and instructors in both academic and vocational aspects of the basic officers' education for developing the European dimension of these exchanges. It has implemented all the acquis of the European Higher Education Area and takes active part in the Initiative and the Erasmus programme in order to share the excellence of its education and training with willing European officers.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of (Gendarmerie) fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes	Yes

Learning of, learning in foreign languages:

At the Military Academy, the prospective Portuguese officers are required to attend English courses during the first four years of their curriculum. The Military Academy, furthermore, progressively increases its offer of vocational training in English as well and regularly sends students to the common modules created within the framework of the Initiative.

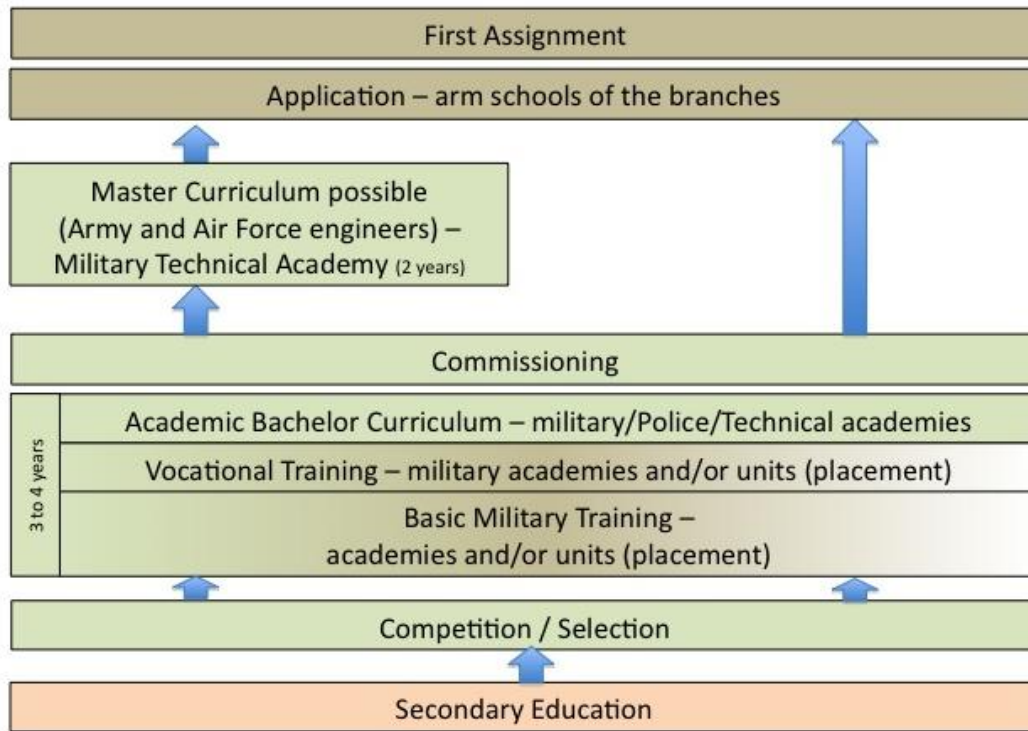
Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, physical and psychological standards. In addition, they must pass an entrance exam. In the development of their career, the Portuguese Gendarmerie officers will receive additional education and training at an advanced level: *Captain's Career Course*, *Superior Officer's Course* and other qualification courses.



## ROMANIA

### How to Become a Military Officer in the Romanian Armed Forces:



In Romania, the basic education and training of the military officers of the 4 services (Army, Navy, Air Force and Gendarmerie) are provided by 4 different academies. The Gendarmerie training academy is the Police – civilian, therefore – Academy but the application training remains aligned with the military model. Beside, Romania maintains a separation of the technical officers from the other military professions. The prospective engineers of the Army and the Air Force, indeed, are educated and trained in a distinct Academy, the Military Technical Academy. This does not apply to Romanian Navy and Border Police since the Naval Academy provides all the naval officers, all awarded with an academic diploma (bachelor of science) in engineering.

The duration of the basic education curriculum and vocational training of the candidates issued from direct recruitment varies from one service to another and, at the application level, from one specialty to another. However, all the academies have fully integrated the *acquis* of the Bologna process in their education policies. As concerns the engineers of the Army and Air Force, in addition, they are offered the possibility to continue their education at an intermediate level with master studies shortly after their basic curriculum. The other officers will have, later in the course of their career, the opportunity to do so in advanced education institutions such as the National Defence University.



## ARMY

## Nicolae Balcescu Land Forces Academy

([www.armyacademy.ro](http://www.armyacademy.ro))

### Academic curricula:

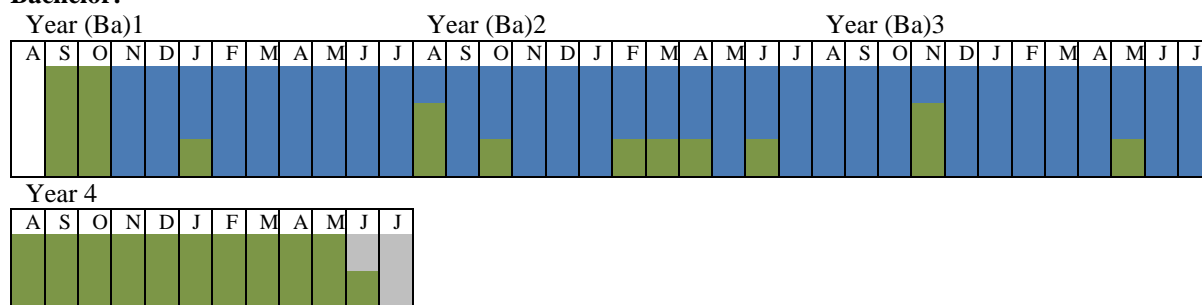
Bachelor	<ul style="list-style-type: none"> <li>- <b>Military Sciences and Intelligence</b> (specialisations in <i>Organizational Management</i> or <i>Economic-Financial Management</i>)</li> <li>- <b>Administrative Sciences</b> – Public Administration</li> </ul>
Master (advanced education)	<ul style="list-style-type: none"> <li>- <b>Military Sciences and Intelligence</b> (specialisations in <i>Organizational Capability Management</i> or <i>Management and Technology</i> or <i>Organizational Leadership</i>))</li> </ul>

### Military specialisations:

<ul style="list-style-type: none"> <li>- Infantry</li> <li>- Mountaineering Infantry,</li> <li>- Reconnaissance, - Tanks</li> </ul>	<b>Application School of Combat Forces - PITESTI</b>
<ul style="list-style-type: none"> <li>- Artillery, Air Defence Artillery,</li> <li>- Engineering,</li> <li>- CBRN</li> </ul>	<b>Application School of Combat Support Forces - SIBIU</b>
Logistics	<b>Application School of Logistics - BUCHAREST</b>
Communication	<b>Training centre of Communication and Information Technology - SIBIU</b>

### Organisation of the basic officer's education:

#### **Bachelor:**



### The academic-vocational-leadership components:

In the Land Forces Academy, academic education and vocational training are, most of the time, conducted alternatively, meaning that the training requires consecutive days or weeks of training in the academic semesters, but always at the same institution. Unlike academic courses, vocational training is not allocated with ECTS.

Leadership stimulation, during the entire period of time, is connected with level of a military training. In the first year, cadets are the equivalent of recruit during basic training and soldier for the rest of the year. In the second year, cadets are the equivalent of squad or a team leader, and perform administrative duties. In the last year, cadets are the equivalent of squad leaders of dismounted infantry for average cadets and higher for a few cadets.

### Doctoral studies:

The Land Forces Academy, does not organize doctoral studies of Romanian officers.

### Research for scientific excellence:

The Land Forces Academy is involved in scientific research related to *military leadership, capabilities* and, in search for improvement, of the quality of the curricula and the implementation of e-learning.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	No	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Romania and the Land Forces Academy are very active in the promotion of both inward and outward mobility of future military officers but also of teachers and instructors. They have implemented the acquis of the European Higher Education Area, as well as important instruments for exchanges, such as taking part to the Erasmus programme. Their active contribution to the Initiative for the exchange of young officers and the European Military Academies Commandants Seminars, notably, demonstrates that they are willing to engaged in the way to contribute to the growth of the European academic and vocational exchanges.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	No	EMACS	No	No	Yes	No	No	No	No

Learning of, learning in foreign languages:

During their first two years at the Academy the cadets must learn English as a part of their core curriculum. During the last year, they have the possibility to continue in learning a second foreign language, either French or German. In addition our Academy provides academic courses such as *Simulation and Modulation* or *Management of Defence Resources* in English as core courses for all specialties.

Before and beyond basic education:

The candidates for the military career are recruited among the young criminal record-free nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. Moreover, candidates must pass an entrance exam, which includes a test of English language and other disciplines.

After graduation from the Academy, the cadets will receive the Second Lieutenant rank but their training is not complete. According to the military specialisation that they have chosen after the admission exam, they will go to application school or military centres to receive professional military education (basic and other level courses). During their career, the officers will have the opportunity to receive advanced education in Army institutions, such as the Master at the Land Forces Academy or in joint institutions, such as the National Defence University.

Academic curricula:

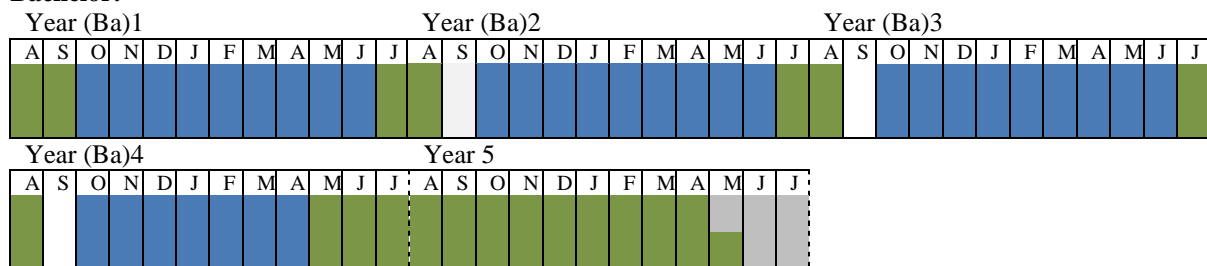
Military specialisations:

Bachelor	<ul style="list-style-type: none"> <li>- Armaments, Missiles and Ammunitions Engineering</li> <li>- Geodetic Engineering</li> <li>- Civil Engineering</li> <li>- Automotive Engineering</li> <li>- Chemical Engineering</li> <li>- Engineering</li> <li>- Electronic Engineering and Communications</li> <li>- Computer Sciences and Information Technology</li> <li>- Systems Engineering</li> </ul>
Master (intermediate education)	<ul style="list-style-type: none"> <li>- Electronic Systems for Border Security</li> <li>- Equipment and Technologies in Automotive Engineering</li> <li>- Security of Information Technology</li> </ul>

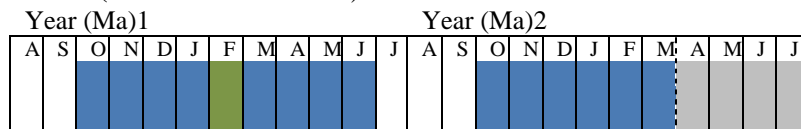
All military specialties	<b>Military Technical Academy - BUCHAREST</b>
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Organisation of the basic officer's education:

**Bachelor:**



**Master (intermediate education):**



The academic-vocational-leadership components:

In the Military Technical Academy, academic education and vocational training are conducted alternatively, meaning that the training requires consecutive days or weeks of training in the academic semesters, but always at the same institution. Unlike academic courses, vocational training is not allocated with ECTS, thus marking a conceptual and practical difference between the two pillars of the initial education of officers. In this configuration, leadership stimulation is primarily vocational. Academic programmes, indistinctly from the specialties of the curricula, only propose a few courses which reinforce but not create leader's attitudes, such as *communication, public relations and negotiations techniques*.

Doctoral studies:

The Military Technical Academy provides doctoral study programmes for Romanian officers in all fields proposed at bachelor and master levels.

Research for scientific excellence:

The Military Technical Academy is active through scientific research notably in the following fields: *electronic engineering and telecommunications, computers and information technology, systems engineering, armament, geodetic engineering, chemical engineering, civil engineering and automotive engineering*.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*The Technical Military Academy has acquired a considerable experience in exchanging trainees and trainers with both military and civilian institutes. Since it has implemented the acquis of the European Higher Education Area as well as instruments such as the Erasmus programme, it actively promotes a culture of the European mobility and of sharing the excellence of its education and training with foreign students.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No

Learning of, learning in foreign languages:

During the first three years of initial education at the Technical Military Academy, the ~~future~~ prospective Army officers must learn “applied” English and French: *general terminology* during the first year, *military terminology* the second year and *technical specialized terminology* the third year. At a master level - i.e. “intermediate” education - the Romanian officers are proposed a course on *NATO standards and procedures’ terminology* in English. In addition, the Technical Military Academy progressively implements vocational training to be provided to the prospective Army officers in English.

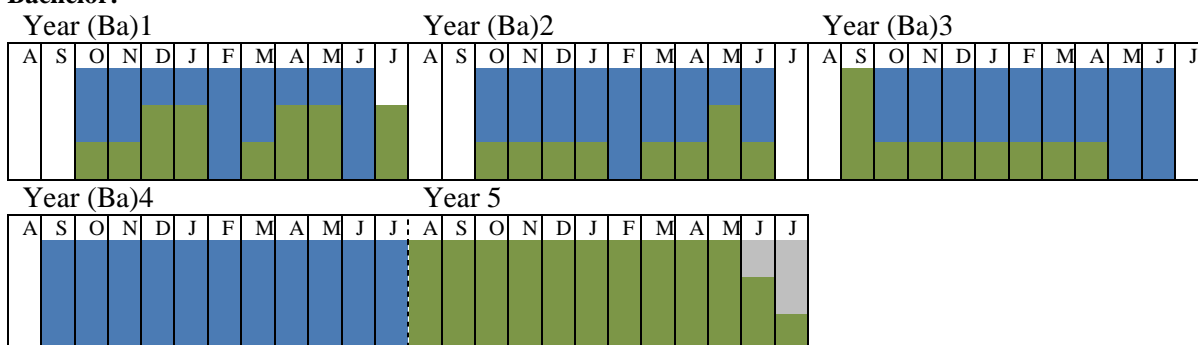
Before and beyond basic education:

The prospective military officers are recruited among the young criminal records-free nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, candidates must pass an entrance exam, which includes tests on the English language. In the course of their career, the Romanian officers will receive additional education and training at an advanced level in Army and joint institutions.

Academic curricula:Military specialisations:

<b>Bachelor</b>	<b>Naval Engineering and Navigation</b> (specialisations in “-navigation, hydrography and naval equipment - or naval electromechanics)
<b>Master (advanced education)</b>	The Naval Academy carries out MSc. degree programmes (for both civilian and military BSc. graduates) in: - Engineering and Management - <i>technical-economic management in the naval industry</i> - Naval Engineering and Navigation (specialisations in <i>naval electromechanics or nautical sciences</i> )

All specialties

**Naval Academy -  
CONSTANTA**Organisation of the basic officer's education:**Bachelor:**The academic-vocational-leadership components:

In the Romanian system, academic education and vocational training are conducted alternatively or in parallel – meaning that the cadets learn and train during the same period – depending on the stage in the curriculum. Like academic courses, some vocational training provided by the Academy is allocated with ECTS. The two pillars of the initial education of the officers are thus conceptually merged and the border between academic and vocational disciplines is often thin, unless for purely military training. In this context, leadership stimulation is as much academic as vocational. Indeed, cadets must follow academic courses which can be considered as contributing to the acquisition of leadership skills, such as *leadership* and *military psychology and sociology*. Nonetheless, these few courses reinforce the stimulation of leadership by training, notably basic military training that is provided along the entire curriculum.

Doctoral studies:

The Naval Academy does not organise the doctoral studies of the Romanian Navy officers.

Research for scientific excellence:

At the Naval Academy, all departments of the two faculties are involved in scientific research activities with view to constantly improve the quality of its curricula, notably in the following fields: nautical sciences, naval weapons, electrical engineering, naval architecture, naval engineering, mechanical engineering, humanities. Two research centres of the Naval Academy, furthermore, take part to national consortia for research.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Partly ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Romania and the Naval Academy have acquired a culture of the inward and outward European mobility of the future officers. They have implemented the acquis of the European Higher Education Area and their active contribution to the Initiative for the exchange of young officers, the Conference of Superintendents of Naval Academies, notably, demonstrates their will for sharing the excellence of the Romanian education and training with European partners. The Naval Academy, beside, actively cooperates with the civilian maritime societies since it is also a member of the Black Sea Universities Network and intends to join the International Association of Maritime Universities.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	No	Conference of Superintendents	Yes	Yes	Yes	Yes	Yes	Yes	No

Learning of, learning in foreign languages:

During their entire education at the Academy, the prospective Romanian officers must learn English as a part of their core curriculum. In addition, they have the possibility to study every year a second foreign language between French and German. Beyond the regular teaching of and training to international Navy standards and procedures, the Academy progressively increases its offer of modules provided in English.

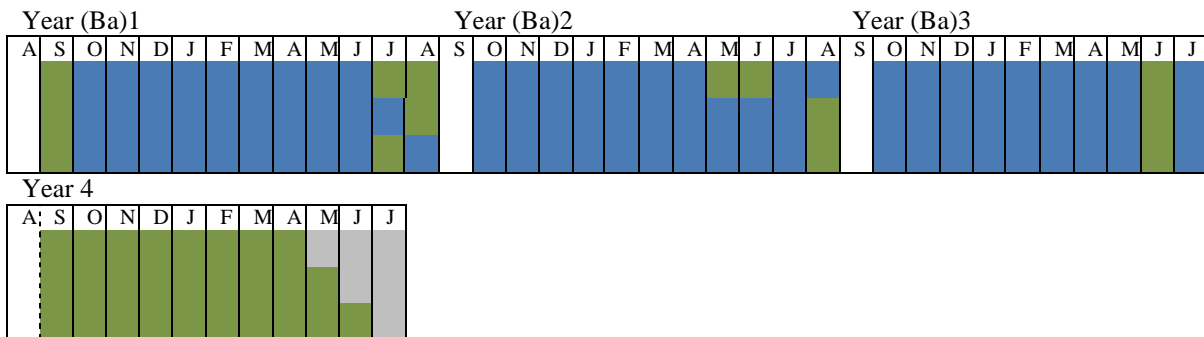
Before and beyond basic education:

The prospective Navy officers are recruited among the young nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, candidates must pass an entrance exam, which includes tests on English language. In the course of their career, the Romanian officers will receive additional education and training at an advanced level in Navy as well as joint institutions.

Academic curricula:Military specialisations:

<b>Bachelor</b>	<b>Bachelor in Military Sciences and Intelligence</b> (specialisations in <i>Aviation Management</i> , <i>Air Traffic Management</i> or <i>Organisational Management</i> )
<b>Master (advanced education)</b>	<b>Military Sciences and Intelligence</b> (specialisations in <i>Airspace Security</i> or <i>Air Force Fighting Systems Management</i> )

- Pilots - Air Traffic Control - Ground-based air defence	<b>Air Force Training School “Aurel Vlaicu” - BOBOCU</b>
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Organisation of the basic officer’s education:**Bachelor:**The academic-vocational-leadership components:

In the Romanian system, academic education and vocational training are conducted alternatively. Unlike academic courses, vocational training is not allocated with ECTS with the exception of some training which include a high degree of theory (such as the “driving licence” training) or physical training. In this configuration, leadership stimulation is primarily vocational since cadets have only few academic courses which can be considered as contributing to the acquisition of leadership skills. Nonetheless, these few courses – *organisational management*, *military art* or *sociology and social psychology*, e.g. – undoubtedly reinforce the stimulation of leadership by training.

Doctoral studies:

The Air Forces Academy does not organise the doctoral studies of the Romanian officers.

Research for scientific excellence:

The Air Force Academy is involved in scientific research activities with view to constantly improve the quality of its curricula, notably in the following fields: *UAV's*, *laser utilisation*, *electromagnetic compatibility*, *electromagnetic launch systems*, *intercultural communication*, *education communicative competences in foreign languages*, *leadership*.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X		ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	No	No	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*The Air Force Academy promotes both inward and outward mobility of prospective military officers but also of teachers and instructors. It has implemented the acquis of the European Higher Education Area. Its contribution to the Initiative for the exchange of young officers, notably, demonstrates that they are undoubtedly willing to contribute to the growth of the European academic and vocational exchanges.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	Yes	Yes	No	No	No	No	No	No	No	No

Learning of, learning in foreign languages:

During their entire education at the Academy, the prospective Romanian officers must learn English – *general terminology* courses - as a part of their core curriculum. They also have the possibility to learn French and/or chose additional English courses focusing on *military terminology*. Beyond the regular teaching of and training to international Air Force standards and procedures, the Academy progressively increases its offer of modules provided in English.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, candidates must pass an entrance exam, which includes tests on the English language. In the course of their career, the Romanian officers will receive additional education and training at an advanced level, notably in joint institutions, such as the National Defence University “Carol I”, which provides opportunities for doctoral studies.



Academic curricula:

Military specialisations:

Bachelor	<b>Bachelor in Aerospace Engineering</b> (specialisations in <i>Aircraft and Aircraft Engines</i> or <i>Aviation Equipments and Installations</i> )
Master (intermediate education)	<ul style="list-style-type: none"> <li>- <b>Electronic Systems for Border Security</b></li> <li>- <b>Equipment and Technologies in Automotive Engineering</b></li> <li>- <b>Security of Information Technology</b></li> </ul>

All military specialties	<b>Military Technical Academy - BUCHAREST</b>
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Organisation of the basic officer's education:

**Bachelor:**

Year (Ba)1												Year (Ba)2												Year (Ba)3												
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	
Year (Ba)4												Year 5																								
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J													

**Master (intermediate education):**

Year (Ma)1												Year (Ma)2											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

The academic-vocational-leadership components:

In the Military Technical Academy, academic education and vocational training are conducted alternatively, meaning that the training requires consecutive days or weeks of training in the academic semesters, but always at the same institution. Unlike academic courses, vocational training is not allocated with ECTS, thus marking a conceptual and practical difference between the two pillars of the initial education of officers. In this configuration, leadership stimulation is primarily vocational. Academic programmes, indistinctly from the specialties of the curricula, only propose a few courses which reinforce but not create leader's attitudes, such as *communication, public relations and negotiations techniques*.

Doctoral studies:

The Military Technical Academy provides doctoral study programmes for Romanian officers in all fields proposed at bachelor and master levels.

Research for scientific excellence:

The Military Technical Academy is active through scientific research notably in the following fields: *electronic engineering and telecommunications, computers and information technology, systems engineering, armament, geodetic engineering, chemical engineering, civil engineering and automotive engineering*.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	No	No	No	No	No	Yes	Yes

An exchange culture:

*The Technical Military Academy has acquired a considerable experience in exchanging trainees and trainers with both military and civilian institutes. Since it has implemented the acquis of the European Higher Education Area as well as instruments such as the Erasmus programme, it actively promotes a culture of the European mobility and of sharing the excellence of its education and training with foreign students.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	No

Learning of, learning in foreign languages:

During the first three years of initial education at the Technical Military Academy, the prospective Army officers must learn “applied” English and French: *general terminology* during the first year, *military terminology* the second year and *technical specialized terminology* the third year. At master level - i.e. “intermediate” education - the Romanian officers are proposed a course on *NATO standards and procedures’ terminology* in English. In addition, the Technical Military Academy progressively implements vocational training to be provided to the prospective Army officers in English.

Before and beyond basic education:

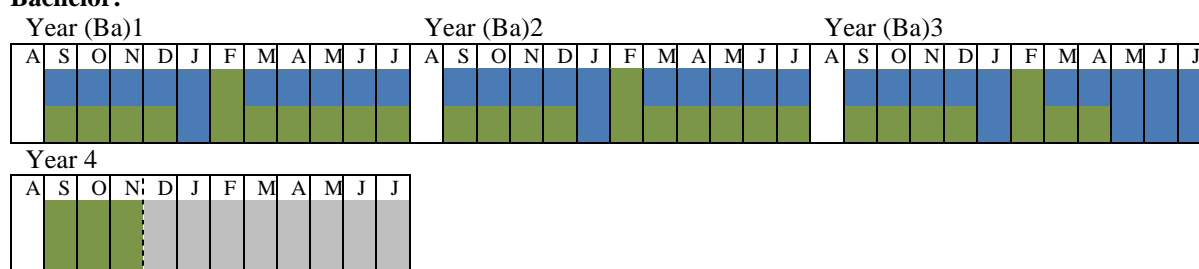
The prospective military officers are recruited among the young criminal records-free nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, candidates must pass an entrance exam, which includes tests on the English language. In the course of their career, the Romanian officers will receive additional education and training at an advanced level in Air Force and joint institutions.

Academic curricula:

Bachelor	<b>Bachelor in Public Order and Safety</b>
Master (advanced education)	<b>Operational Training Management of the Gendarmerie</b> (with the Application School of the Gendarmerie)

Military specialisations:

Gendarmerie	<b>Application School of the Gendarmerie - PITESTI</b>
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Organisation of the basic officer's education:**Bachelor:**The academic-vocational-leadership components:

In the Police Academy, academic education and vocational training for prospective Gendarmerie officers are, most of the time, conducted in parallel, meaning that the cadets learn and train within a unique timeframe, until their application training at the end of their curriculum. Training is provided not only at the Police Academy but also through placement of the cadets in Gendarmerie units (in February and June). Both academic courses and vocational training allocated with ECTS, which makes the two pillars of the education conceptually merged and interdependent.

Leadership stimulation in Gendarmerie is different from the stimulation in other services of the Armed Forces. Nevertheless, the command skills of the officers are fostered through academic course such as *applied psychology*, *organisational management of the Gendarmerie*, *interpersonal communication*, and like their fellow servicemen, through vocational training such as the *general military training*.

Doctoral studies:

The Police Academy provides opportunities for doctoral studies, including for the Gendarmerie officers.

Research for scientific excellence:

The Police Academy is active through scientific research in the fields touching on *public order and safety* and *national security*.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X	X	X	ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Romania, the Police Academy and the Application School of the Gendarmerie promote openness and both internal and external mobility of the teaching staff of the different departments of the Academy, the Gendarmerie instructors and the Gendarmerie students. They see mobility as the key for innovation in the higher education and for the improvement of the competence of the future Gendarmerie elite, notably through the participation to Erasmus exchanges.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	No	No	No	No	No	No	No	No	No

Learning of, learning in foreign languages:

The prospective Gendarmerie officers must learn at least one foreign language during their entire initial education at the Academy, according to their programmes. They may chose between French, German, English and Russian. The Police Academy, furthermore, progressively increases its offer of courses and training to be provided in foreign languages and has been involved in programmes aimed at promoting the use of foreign languages in the education and training of its students, notably in French.

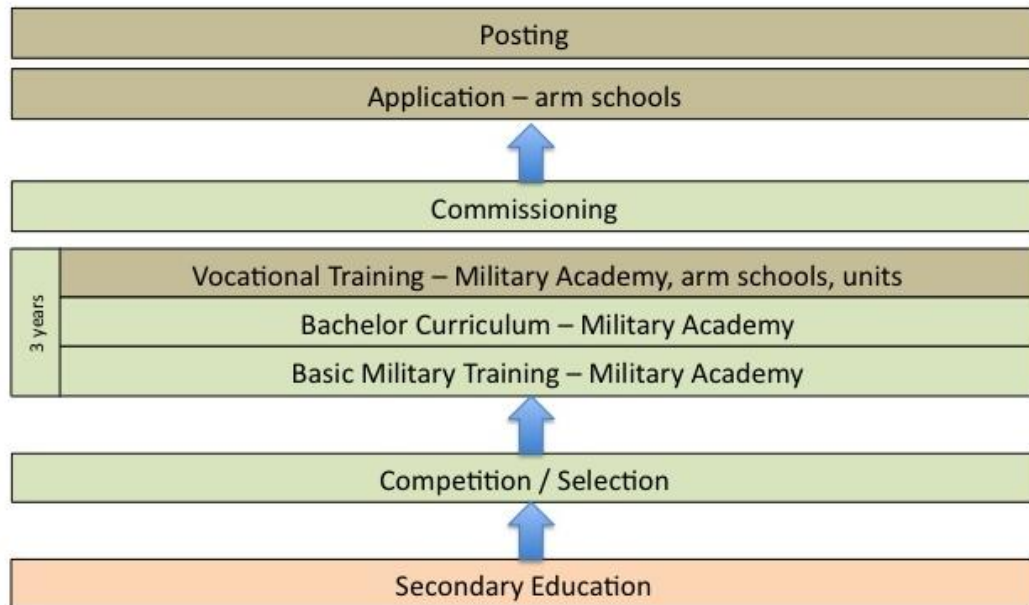
Before and beyond basic education:

The prospective Gendarmerie officers are recruited among the young criminal records-free nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, candidates must pass an entrance exam, which includes tests on English language. In the course of their career, the Romanian officers will receive additional education and training at an advanced level. They can chose, for example, to follow the master programmes offered by the Police Academy, again in collaboration with the Application School of the Gendarmerie, and continue with a doctoral curriculum. Beside, the Gendarmerie officers will be invited to take part to other complementary training modules throughout their professional career.



## SLOVAKIA

### How to Become a Military Officer in the Slovak Armed Forces:



In Slovakia, the basic education of the military Army, Navy and Air Force officers is joint and provided by the General Milan Ratislav Stefanik Armed Forces Academy. The vocational training is alternatively assured by the Academy, for the basic military training notably, and the application schools and the units for the regular training.

The academic education, which leads to the award of a bachelor degree, is already fully integrated in the European Higher Education Area but the Academy intends to continue this dynamic in implementing new aspects in the education of the Slovak military officers. Starting in 2012, the officers will be proposed to complete, as a part of their advanced education, a master curriculum at the Academy.

Bachelor	<b>Bachelor in:</b>
	- <b>Mechanical Engineering</b>
	- <b>Computer Engineering</b>
	- <b>Electrical Engineering</b>
	- <b>Military Management</b>

[illegible]

In the Slovak system, academic education and vocational training are provided alternatively, notwithstanding the regular physical training, within the Academy. Education and training are also conceptually separated owing to the fact that vocational training is not allocated with ECTS. In this logic, furthermore, leadership is stimulated by academic education in a first place – through courses on *management*, *sociology* and, for Military Management curriculum, on *leadership* – and training and military life at the Academy in a second place. Therefore, leadership stimulation cannot be differentiated from the academic and vocational pillars of the basic education. It is the combination of both.

The Armed Forces Academy does not provide the doctoral education of the military officers.

The Armed Forces Academy is involved in scientific research with view to constantly improve the quality of its education and training.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	No	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Intended ECTS	Yes	Yes	Yes	No	Yes	Yes	Yes

An exchange culture:

*Slovakia and the Armed Forces Academy have acquired experience and a certain tradition of the mobility of students and trainers, both in academic education and vocational training, especially with its international counterparts. However, the Academy attaches great importance to the impact of young officers' mobility on the growth of the European Union defence policy and, through its integration into the European Higher Education Area and its participation in the Erasmus programme and the Initiative, is developing the outward exchanges in this direction.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	No	EMACS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

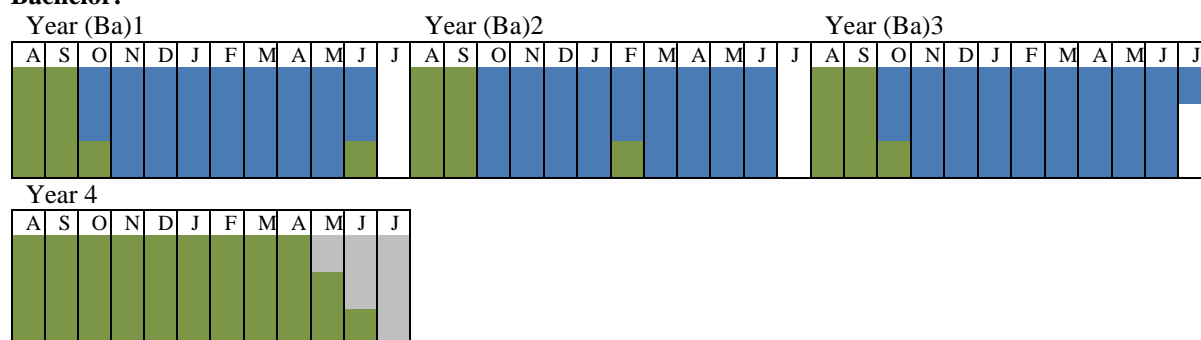
At the Armed Forces Academy, the military students must study English during their entire initial education curriculum and they have the possibility to choose optional courses aimed at training them practicing the language. They have also the opportunity to choose to study a second language. In addition, the Academy endeavours to develop its offer of courses and training to be provided in English.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, the candidates must successfully pass an entrance examination, which includes tests on knowledge of English language. In the course of their career, the Slovak officers will receive additional education and training at an advanced level and will be invited to convene again at the Academy, for example, for the *International Staff Officers' Course* or the master programmes, to be created and implemented in 2012.

Academic curricula:

Bachelor	<b>Bachelor in:</b>
	- Mechanical Engineering
	- Computer Engineering
	- Electrical Engineering
	- Military Management

Organisation of the basic officer's education:**Bachelor:**The academic-vocational-leadership components:

In the Slovak system, academic education and vocational training are provided alternatively, notwithstanding the regular physical training, within the Academy. Education and training are also conceptually separated owing to the fact that vocational training is not allocated with ECTS. In this logic, furthermore, leadership is stimulated by academic education in a first place – through courses on *management*, *sociology* and, for Military Management curriculum, on *leadership* – and training and military life at the Academy in a second place. Therefore, leadership stimulation cannot be differentiated from the academic and vocational pillars of the basic education. It is the combination of both.

Doctoral studies:

The Armed Forces Academy does not provide the doctoral education of the military officers.

Research for scientific excellence:

The Armed Forces Academy is involved in scientific research with view to constantly improve the quality of its education and training.



Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	No	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Intended ECTS	Yes	Yes	Yes	No	Yes	Yes	Yes

An exchange culture:

*Slovakia and the Armed Forces Academy have acquired experience and a certain tradition of the mobility of students and trainers, both in academic education and vocational training, especially with its international counterparts. However, the Academy attaches great importance to the impact of young officers' mobility on the growth of the European Union defence policy and, through its integration into the European Higher Education Area and its participation in the Erasmus programme and the Initiative, is developing the outward exchanges in this direction.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the Armed Forces Academy, the military students must study English during their entire initial education curriculum and they have the possibility to choose optional courses aimed at training them practicing the language. They also have the opportunity to choose to study a second language. In addition, the Academy endeavours to develop its offer of courses and training to be provided in English.

Before and beyond basic education:

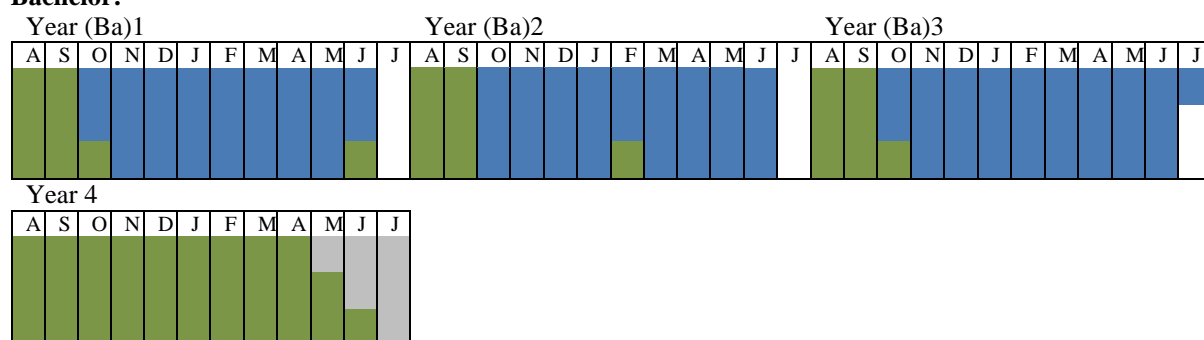
The prospective military officers are recruited among the young nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, the candidates must successfully pass an entrance examination, which includes tests on knowledge of English language. In the course of their career, the Slovak officers will receive additional education and training at an advanced level and will be invited to convene again at the Academy, for example, for the *International Staff Officers' Course* or the master programmes, to be created and implemented in 2012.

Academic curricula:

Bachelor	<b>Bachelor in:</b>
	- <b>Mechanical Engineering</b>
	- <b>Computer Engineering</b>
	- <b>Electrical Engineering</b>
	- <b>Military Management</b>

Organisation of the basic officer's education:

**Bachelor:**



The academic-vocational-leadership components:

In the Slovak system, academic education and vocational training are provided alternatively, notwithstanding the regular physical training, within the Academy. Education and training are also conceptually separated owing to the fact that vocational training is not allocated with ECTS. In this logic, furthermore, leadership is stimulated by academic education in a first place – through courses on *management*, *sociology* and, for Military Management curriculum, on *leadership* – and training and military life at the Academy in a second place. Therefore, leadership stimulation cannot be differentiated from the academic and vocational pillars of the basic education. It is the combination of both.

Doctoral studies:

The Armed Forces Academy does not provide the doctoral education of the military officers.

Research for scientific excellence:

The Armed Forces Academy is involved in scientific research with view to constantly improve the quality of its education and training.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	No	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
Intended ECTS	Yes	Yes	Yes	No	Yes	Yes	Yes

An exchange culture:

*Slovakia and the Armed Forces Academy have acquired experience and a certain tradition of the mobility of students and trainers, both in academic education and vocational training, especially with its international counterparts. However, the Academy attaches great importance to the impact of young officers' mobility on the growth of the European Union defence policy and, through its integration into the European Higher Education Area and its participation in the Erasmus programme and the Initiative, is developing the outward exchanges in this direction.*

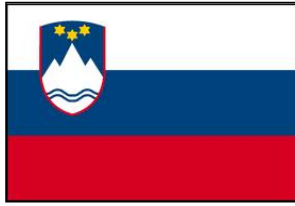
Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the Armed Forces Academy, the military students must study English during their entire initial education curriculum and they have the possibility to choose optional courses aimed at training them practicing the language. They also have the opportunity to choose to study a second language. In addition, the Academy endeavours to develop its offer of courses and training to be provided in English.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who comply with medical, physical and psychological standards. In addition, the candidates must successfully pass an entrance examination, which includes tests on knowledge of English language. In the course of their career, the Slovak officers will receive additional education and training at an advanced level and will be invited to convene again at the Academy, for example, for the *International Staff Officers' Course* or the master programmes, to be created and implemented in 2012.



## SLOVENIA

### How to Become a Military Officer in the Slovenian Armed Forces:



The basic education and training of the Slovenian officers is the product of the fruitful collaboration of the civilian higher education institutions, the Officer Candidate School and the units.

There is indeed no proper academic education provided by the military institutions, except a few theoretical teachings which are supporting the acquisition of leadership skills by officers candidates. However, a Slovenian officer has necessarily obtained, as a condition to his/her direct recruitment, a bachelor degree in a civilian university. The academic education, even though it is not provided by the military institutions, is fully a pillar of the officer's basic education and training, formally delegated to the civilian higher education.

The basic vocational training is provided first by a joint institution, the Officer Candidate School, and then through the cooperation of both the School and the operational units for the application training.

## Officer Candidate School

ARMY (<http://www.slovenskavojska.si/en/structure/genneral-staff-commands-and-units/doctrine-development-educational-and-training-command/officer-candidate-school/>)

### Academic curricula:

### Military specialisations:

<b>Bachelor</b> Civilian bachelor	<ul style="list-style-type: none"> <li>- Infantry</li> <li>- Armoured units</li> <li>- Artillery</li> <li>- Air defence</li> <li>- Engineering units</li> <li>- NBC defence</li> <li>- Signalling</li> <li>- Technical service</li> <li>- Logistics</li> <li>- Transport</li> <li>- Medical service</li> </ul> <p><b>Officer Candidate School - MARIBOR and units</b></p>
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### Organisation of the basic officer's education:

**Bachelor level** (prior academic curriculum in civilian higher education):

Year 1												Year 2											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

### The academic-vocational-leadership components:

In the Slovenian system, academic education and vocational training are strictly separated. Academic education is delegated to civilian universities whereas vocational training is the responsibility of the Officer Candidate School and units - where cadets are placed at the end of their curriculum. However some additional "theoretical" courses are also given at the Officer Candidate School. These courses provide necessary background about the defence policy of Slovenia, military law, history, basic leadership and a foreign language. In this framework, leadership of the prospective military chiefs is not provided academically in a first place, since the education is provided mainly in the civilian area, but through the vocational training. After the basic military training (4 months), vocational training – including theoretical - is conducted in joint manner in the first part (5,5 months), while in the second part it is specific for different services, branches and specialities (5,5 months).

### Doctoral studies:

The Officer Candidate School does not organise doctoral study programmes for the Slovenian officers.

### Research for scientific excellence:

The Officer Candidate School does not have research activity within its premises.

Integration into the European Higher Education Area:

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	No	No	No	No

An exchange culture:

*Officer Candidate School has little experience of mobility since the military institutions only provide the vocational training. However, approximately 15% of the Army cadets are exchanged during an academic year. Slovenia and its military units, besides, have already hosted European and foreign cadets. Based on its participation to the European Military Academies Commandants' Seminar and the Initiative for the exchange of young officers – notably in sending cadets to common modules - however, the Officer Candidate School actively promotes outward and inward mobility of the prospective military elites from and to Slovenia.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	No	Projected	EMACS	N/A	N/A	N/A	N/A	Yes	No	No

Learning of, learning in foreign languages:

During their basic military training at the Officer Candidate School, the prospective Slovenian officers must compulsorily follow a course of their first foreign language, *i.e.* English. In parallel, the School is progressively developing its offer of training to be provided in English, notably in sending cadets to common modules created in the framework of the Initiative.

Before and beyond basic education:

The prospective military officers are recruited among the young, criminal records-free and political party affiliation-free nationals who have obtained a bachelor diploma from a civilian university. They must comply with physical and psychological standards and successfully pass an entrance test, including a test of knowledge of English language. In the course of their career, the Slovenian officers will receive additional education and training at an advanced level. The Command and Staff School provides advanced education on three levels: officers with the rank of First Lieutenant enter *Staff Course*, with the rank of Captain the *Higher Staff Course* and with the rank of Lieutenant Colonel the *General Staff Course*.

## Officer Candidate School

NAVY (<http://www.slovenskavojska.si/en/structure/genneral-staff-commands-and-units/doctrine-development-educational-and-training-command/officer-candidate-school/>)

Academic curricula:

Military specialisations:

<div>Bachelor</div> <div>Civilian bachelor</div>	<div>All Navy specialties</div> <div><b>Officer Candidate School - MARIBOR and units</b></div>
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Organisation of the basic officer's education:

**Bachelor level** (prior academic curriculum in civilian higher education):

Year 1												Year 2											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

The academic-vocational-leadership components:

In the Slovenian system, academic education and vocational training are strictly separated. Academic education is delegated to civilian universities whereas vocational training is the responsibility of the Officer Candidate School and units - where cadets are placed at the end of their curriculum. However some additional “theoretical” courses are also given at the Officer Candidate School. These courses provide necessary background about the defence policy of Slovenia, military law, history, basic leadership and a foreign language. In this framework, leadership of the future military chiefs is not provided academically in a first place, since the education is provided mainly in the civilian area, but through vocational training. After the basic military training (4 months), vocational training – including theoretical - is conducted in joint manner in the first part (5,5 months), while in the second part it is specific for different services, branches and specialities (5,5 months).

Doctoral studies:

The Officer Candidate School does not organise doctoral study programmes for the Slovenian officers.

Research for scientific excellence:

The Officer Candidate School does not have research activity within its premises.

Integration into the European Higher Education Area:

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	No	No	No	No

An exchange culture:

*Officer Candidate School has little experience of mobility since the military institutions only provide the vocational training. However, Slovenia and its military units have already hosted European and foreign cadets. Based on its participation to the Initiative for the exchange of young officers – notably in sending cadets to common modules - however, the Officer Candidate School actively promotes outward and inward mobility of the future military elites from and to Slovenia.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	No	No	No	N/A	N/A	N/A	N/A	Yes	No	No

Learning of, learning in foreign languages:

During their basic military training at the Officer Candidate School, the prospective Slovenian officers must compulsorily follow a course of their first foreign language, *i.e.* English. In parallel, the School is progressively developing its offer of training to be provided in English, notably in sending cadets to common modules created in the framework of the Initiative.

Before and beyond basic education:

The prospective military officers are recruited among the young, criminal records-free and political party affiliation-free nationals who have obtained a bachelor diploma from a civilian university. They must comply with physical and psychological standards and successfully pass an entrance test, including a test of knowledge of English language. In the course of their career, the Slovenian officers will receive additional education and training at an advanced level, notably at the Command and Staff School.



## Officer Candidate School

AIR FORCE

(<http://www.slovenskavojska.si/en/structure/genneral-staff-commands-and-units/doctrine-development-educational-and-training-command/officer-candidate-school/>)

Academic curricula:

Military specialisations:

<p>Bachelor</p> <p>Civilian bachelor</p>	<p>- Air control</p> <p>- Air Force</p> <p><b>Officer Candidate School - MARIBOR and units</b></p>
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Organisation of the basic officer's education:

**Bachelor level** (prior academic curriculum in civilian higher education):

Year 1												Year 2											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

The academic-vocational-leadership components:

In the Slovenian system, academic education and vocational training are strictly separated. Academic education is delegated to civilian universities whereas vocational training is the responsibility of the Officer Candidate School and units - where cadets are placed at the end of their curriculum. However some additional “theoretical” courses are also given at the Officer Candidate School. These courses provide necessary background about the defence policy of Slovenia, military law, history, basic leadership and a foreign language. In this framework, leadership of the prospective military chiefs is not provided academically in a first place, since the education is provided mainly in the civilian area, but through vocational training. After the basic military training (4 months), the vocational training – including theoretical - is conducted in joint manner in the first part (5,5 months), while in the second part it is specific for different services, branches and specialities (5,5 months).

Doctoral studies:

The Officer Candidate School does not organise doctoral study programmes for the Slovenian officers.

Research for scientific excellence:

The Officer Candidate School does not have research activity within its premises.

Integration into the European Higher Education Area:

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
No	Yes	No	Yes	No	No	No	No

An exchange culture:

*Officer Candidate School has little experience of mobility since the military institutions only provide the vocational training. However, Slovenia and its military units have already hosted European and foreign cadets. Based on its participation to the Initiative for the exchange of young officers – notably in sending cadets to common modules - however, the Officer Candidate School actively promotes outward and inward mobility of the future military elites from and to Slovenia.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	No	No	No	N/A	N/A	N/A	N/A	Yes	No	No

Learning of, learning in foreign languages:

During their basic military training at the Officer Candidate School, the prospective Slovenian officers must compulsorily follow a course of their first foreign language, *i.e.* English. In parallel, the School is progressively developing its offer of training to be provided in English, notably in sending cadets to common modules created in the framework of the Initiative.

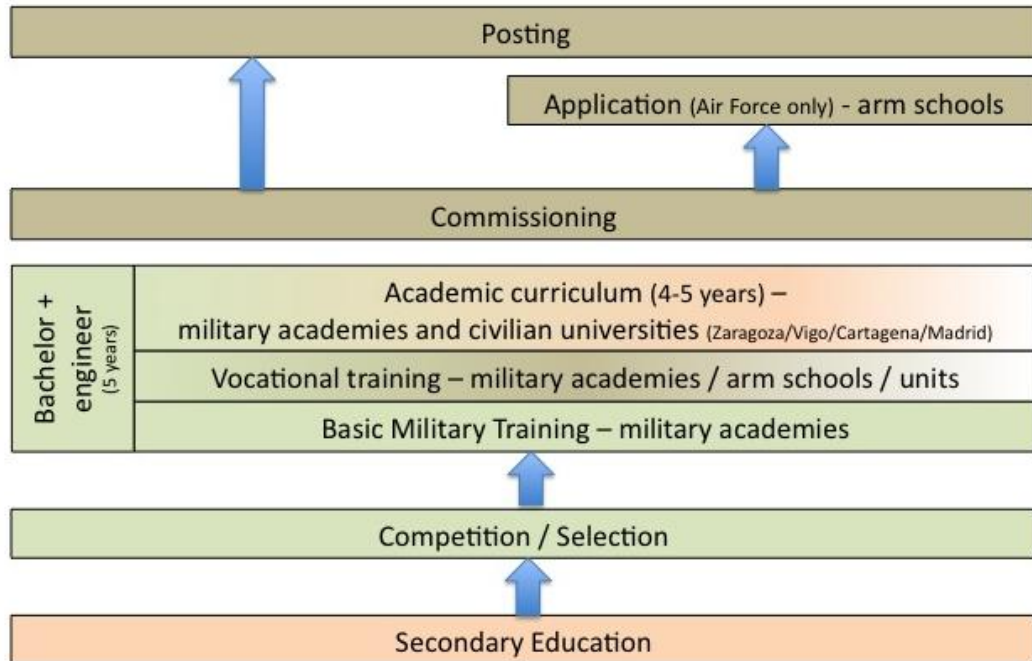
Before and beyond basic education:

The prospective military officers are recruited among the young, criminal records-free and political party affiliation-free nationals who have obtained a bachelor diploma from a civilian university. They must comply with physical and psychological standards and successfully pass an entrance test, including a test of knowledge of English language. In the course of their career, the Slovenian officers will receive additional education and training at an advanced level, notably at the Command and Staff School.



## SPAIN

### How to Become a Military Officer in the Spanish Armed Forces:



Since 2010, Spain and its basic officers' education institutions have implemented the *acquis* of the Bologna process and, therefore, are fully integrated into the European Higher Education Area. Nevertheless, this implementation did not impede the academies of the Spanish armed forces to adapt the design of their education and training to the respective specificities and requirements of the four services of the armed forces, i.e. the Army, the Navy, the Air Force and the Gendarmerie (*Guardia Civil*).

The duration of the academic studies is different from one branch to another: 4 years for Army, 5 for Navy, Air Force and Gendarmerie. In Army education, however, an additional year, which is fully dedicated to the vocational training at the Academy, is necessary in order to complete the basic education. Different organisations of the studies, therefore, but a common goal, which is a specificity of the Spanish military education systems: all prospective officers of the four branches will be both bachelor-graduated and awarded a diploma of engineer. Spanish basic officer's education particularly stresses the role of technical sciences in the academic learning processes, indeed. To this end, the central role played by the academies in the education and training is completed by the important support provided by the civilian higher education institutions through partnerships in the academic curricula.

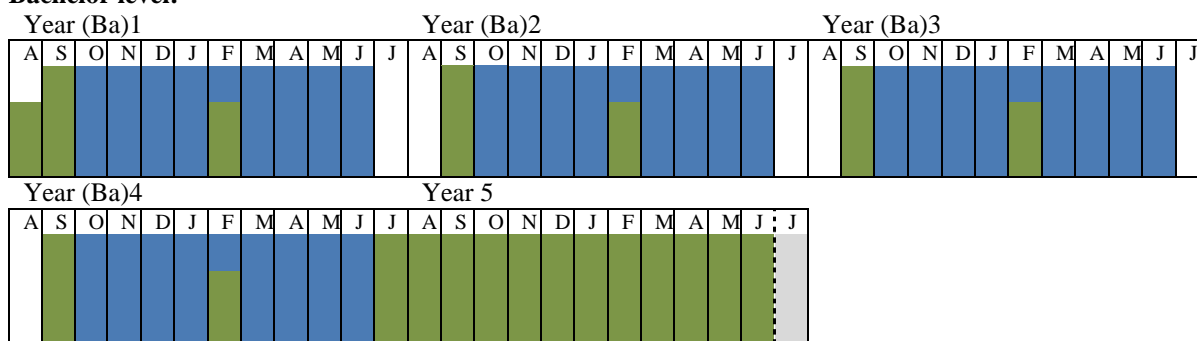
One must also note that the scheme presented above only summarizes the path for becoming an officer in the four branches of armed forces through direct recruitment. It is important in the sense that, in the case of Gendarmerie for example, officers issued from internal (indirect recruitment) must follow a specific basic course in a different academy (in San Lorenzo del Escorial).

**Army Academy**  
(<http://www.ejercito.mde.es/unidades/Zaragoza/agm/index.html>)

**Military specialisations:**

<p>Bachelor</p> <p><b>Industrial Organization Engineering</b></p>	<ul style="list-style-type: none"> <li>- Infantry</li> <li>- Cavalry</li> <li>- Artillery</li> <li>- Engineering</li> <li>- Signals</li> </ul>	<p><b>Army Academy - Zaragoza</b></p>
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**Bachelor level:**



In the Spanish basic education system, as regards the organisation of time, academic education and vocational training are conducted alternatively. However, different institutions intervene in the different aspects of the initial education. Academic education is provided by both the Academy and the University of Zaragoza. Vocational training is provided by the Academy during the whole period and is also allocated with ECTS, thus making academic and vocational merged and interdependent for the balance of the initial curriculum of an officer.

Doctoral studies:

Research for scientific excellence:

The Army Academy acts in scientific research in the fields covered by its education programme and for the needs of the constant improvement of its education and training.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Spain and the Army Academy have a long-standing tradition and culture of hosting cadets willing to learn and train in Spanish and benefit from the excellence of the education and training. It has constantly developed outward mobility of the Spanish trainees and trainers, within the scope of the Initiative for the exchange of young officers and through bilateral links. The Academy has fully implemented the compatibility instruments as prepared notably through the Bologna process, even in the vocational training to the possible extent.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	No	EMACS	Yes	Yes	Yes	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

During their initial education, the Spanish military students must learn English as a part of their regular academic education throughout their curriculum. They have the possibility to learn French as a second foreign language at the Academy. At present the possibility of teaching some academic subjects in English is being considered.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from the secondary education and who have successfully complied with medical, psycho-technical and physical standards. They must also succeed with knowledge and English tests.

In the course of their career, the Spanish Army officers will receive additional education and training at an advanced level in Army and joint institutes, such as the CESEDEN.

## Naval Academy

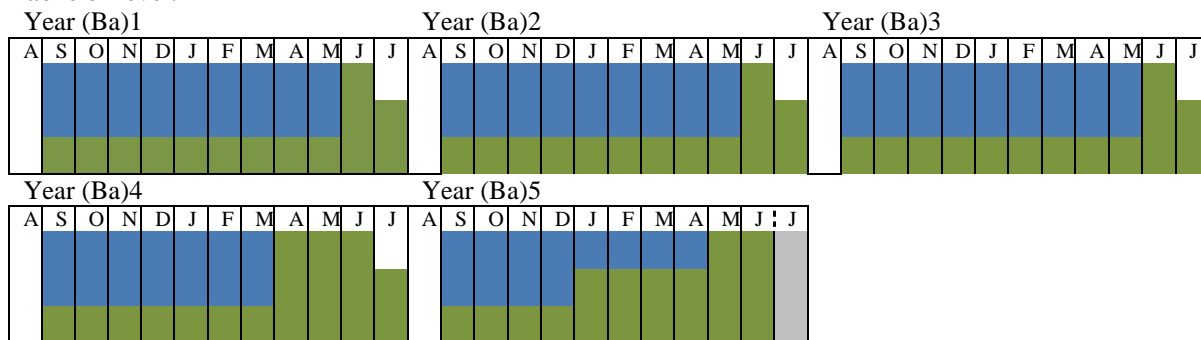
### Theoretical curricula:

### Military specialisations:

Bachelor	<b>Mechanical Industrial Engineering</b>	- Seamanship	<b>Naval Academy - MARIN</b>
		- Special forces	
		- Logistics	
		Engineering	<b>ETSIAN - MADRID</b>

### Organisation of the basic officer's education:

#### **Bachelor level:**



### The academic-vocational-leadership components:

In the Spanish basic education system, as regards the organisation of time, academic education and vocational training are conducted in parallel, mainly. However, different institutions intervene in the different aspects of the initial education. Academic education is provided by both the Academy and the University of Vigo. Vocational training is provided by the Academy during the whole period and is also allocated with ECTS. Furthermore, leadership training may be found in both academic (courses of *leadership*, *psychology*) and vocational (through simulation or practice of the officer's job) branches of the Spanish education. Therefore, academic and vocational pillars can be regarded as fully merged under this system.

#### Doctoral studies:

The Naval Academy does not provide doctoral education.

#### Research for scientific excellence:

The Naval Academy acts in scientific research in the fields covered by its education programme and for the needs of the constant improvement of its education and training.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Spain and the Naval Academy have a long-standing tradition and culture of hosting cadets willing to learn and train in Spanish and benefit from the excellence of the education and training. It has constantly developed outward mobility of the Spanish trainees and trainers, within the scope of the Initiative for the exchange of young officers and bilateral links, and has fully implemented the compatibility instruments as prepared notably through the Bologna process, even in the vocational training.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	No	Conference of Superintendents	Yes	Yes	Yes	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

During their initial education, the Spanish military students must learn English as a part of their regular academic education throughout their curriculum. They have the possibility to learn French as a second foreign language at the Academy. They must also learn naval technical English during their vocational training at the academy, notwithstanding the naval procedures, which most often use English as the main language. At present the possibility of teaching some academic subjects in English is being considered.

Before and beyond basic education:

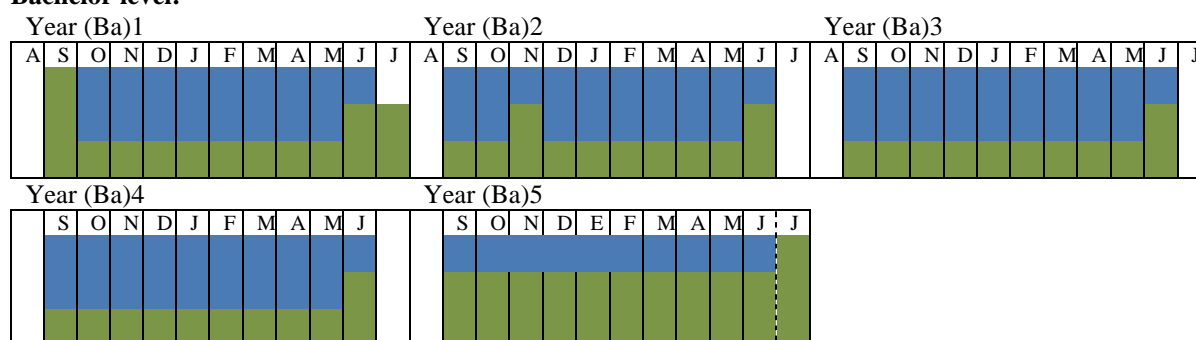
The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, psycho-technical and physical standards. They must also succeed with knowledge and English tests. In the course of their career, the Spanish officers will receive additional education and training at an advanced level:

- Specialties School of the Navy "Antonio de Escaño". (Ferrol) (LT)
- Tactical Programs and Training Center. CPT-CIA. (Rota)(Lt Cdr/LT)
- Marine School "Albacete y Fuster". EIMGAF. (Cartagena)(LT)

Theoretical curricula:Military specialisations:

Bachelor	<b>Industrial Organisation Engineering</b>
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Pilot	<b>Air Force Academy - SAN JAVIER</b>
Transport Pilot	<b>Air Force Academy + GRUEMA</b>
Fighter Pilot	<b>Air Force Academy + 23 WING</b>
Helicopter Pilot	<b>Air Force Academy + 78 WING</b>
Air defence and control officer	<b>Air Force Academy + EMACOT + ETESDA</b>
Logistics	<b>Air Force Academy</b>
Engineering	<b>Air Force Academy + ESTAER</b>

Organisation of the basic officer's education:**Bachelor level:**The academic-vocational-leadership components:

In the Spanish basic education system, as regards the organisation of time, academic education and vocational training are conducted in parallel, mainly. However, different institutions intervene in the different aspects of the initial education. Academic education is provided by both the Academy and the University of Cartagena. Vocational training is provided by the Academy before the application level. Vocational training is also allocated with ECTS. Furthermore, leadership training may be found in both academic (*e.g. courses on ethics and psychology, human resource organisation*) and vocational (*e.g. leadership and command training*) branches of the Spanish education. Therefore, academic and vocational “pillars” can be regarded as fully merged under this system.

Doctoral studies:

The Naval Academy does not provide doctoral education.

Research for scientific excellence:

The Air Force Academy acts in scientific research in the fields covered by its education programme and for the needs of the constant improvement of its education and training.



Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Spain and the Air Force Academy have a long-standing tradition and culture of hosting cadets willing to learn and train in Spanish and benefit from the excellence of the education and training. It has constantly developed outward mobility of the Spanish trainees and trainers, within the scope of the Initiative for the exchange of young officers and bilateral links, and has fully implemented the compatibility instruments as prepared notably through the Bologna process, even – to the possible extent - in the vocational training.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	Yes	EUAFA	Yes	Yes	Yes	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

During their initial education, the Spanish military students must learn English as a part of their regular education of Air Force officer, notwithstanding the compulsory learning of Air Force engineers and pilots professional procedures, which most often are in English. The cadets also have the possibility to learn German or French as a second foreign language.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, psycho-technical and physical standards. They must also succeed with knowledge and English tests. In the course of their career, the Spanish officers will receive additional education and training at an advanced level, such as:

- TLP *Tactical Leadership Program* (Albacete Airbase) for fighter pilots.
- GCI *Ground Control Interceptor* (EMACOT, Torrejon Airbase) for DCA (Defence and Air Control) officers.
- CIS *Communication and Information Systems* (EMACOT, Torrejon Airbase) and SDA *Security and Air Defence* (ETESDA, Zaragoza Airbase) for DCA (Defence and Air Control) officers.
- Major and Lieutenant Colonel Courses (Air Force Headquarters, MADRID)
- Higher Staff Course (CESEDEN, Madrid).

## Army Academy

(<http://www.ejercito.mde.es/unidades/Zaragoza/agm/index.html>)

GENDARMERIE

## Guardia Civil Officer Academy

([http://www.guardiacivil.org/quesomos/organizacion/personal/formacion/academias/acad\\_oficiales/](http://www.guardiacivil.org/quesomos/organizacion/personal/formacion/academias/acad_oficiales/))

Theoretical curricula:

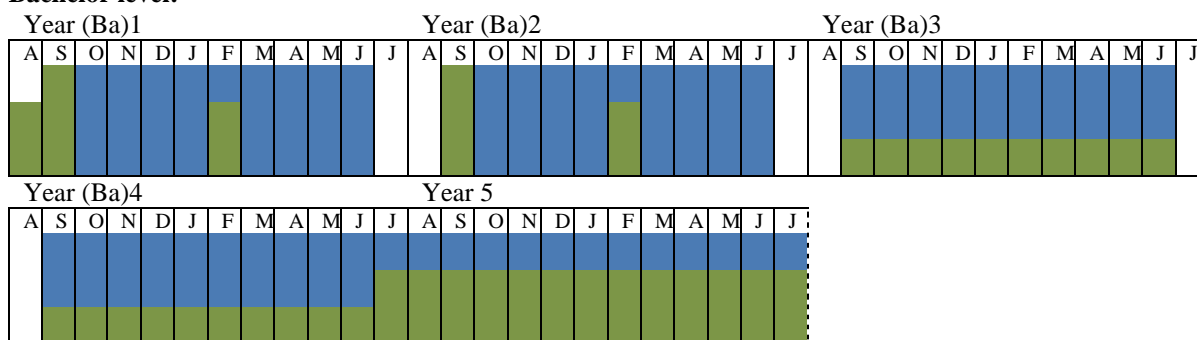
Military specialisations:

Bachelor	<b>Security Engineering</b> (with civilian university)
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- Administration - Riot control	<b>Army Academy –</b> <b>ZARAGOZA + Officer</b> <b>Academy – ARANJUEZ</b> <b>(MADRID) + Units</b>
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Organisation of the basic officer's education:

**Bachelor level:**



The academic-vocational-leadership components:

In the Spanish basic education system, as regards the organisation of time, academic education and vocational training are conducted in parallel or alternatively, depending on the stage in the education process. However, different institutions intervene in the different aspects of the initial education. Academic education is provided by both the academies (Army Academy during the first two years and Guardia Civil Officer Academy for the last three years before posting) and the Carlos III University (Madrid). Vocational training is provided by the two academies and is also allocated with ECTS. Furthermore, leadership training may be found in both academic (courses of *leadership*, e.g.) and vocational (training in *ethics*, e.g.) branches of the Spanish education. Therefore, academic and vocational “pillars” can be regarded as fully merged under this system.

Doctoral studies:

Research for scientific excellence:

The Guardia Civil Officer Academy does not provide doctoral education.

The Guardia Civil Officer Academy does not act in scientific research.

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes

An exchange culture:

*Spain, the General Military Academy and the Guardia Civil Officer Academy have a long-standing tradition and culture of hosting foreign European and international cadets willing to learn and train in Spanish and benefit from the excellence of the education and training. In order to develop outward mobility for their cadets and trainers, the academies have fully implemented the compatibility instruments as prepared notably through the Bologna process, even in the vocational training. The following table summarizes data relating especially to Gendarmerie specialist training, i.e. at the Guardia Civil Officer Academy.*

Erasmus charter signed (Guardia Civil Academy)	Use of framework arrangement	Practice of full-curriculum mobility	Member of (Gendarmerie) fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Learning of, learning in foreign languages:

During their initial education, the Spanish Gendarmerie students must learn English as a part of their regular academic education. They may also choose, however, to study French as a second foreign language in the same way. Currently, the General Military Academy, the University of Zaragoza and the Guardia Civil Officer Academy do not provide courses and training to the cadets in English but Spain regularly allows some of them to take part in the common modules created within the framework of the Initiative.

Before and beyond basic education:

The prospective Gendarmerie officers are recruited among the young nationals who are graduated from secondary education and who have successfully complied with medical, psycho-technical and physical standards. They must also succeed with knowledge and English tests.

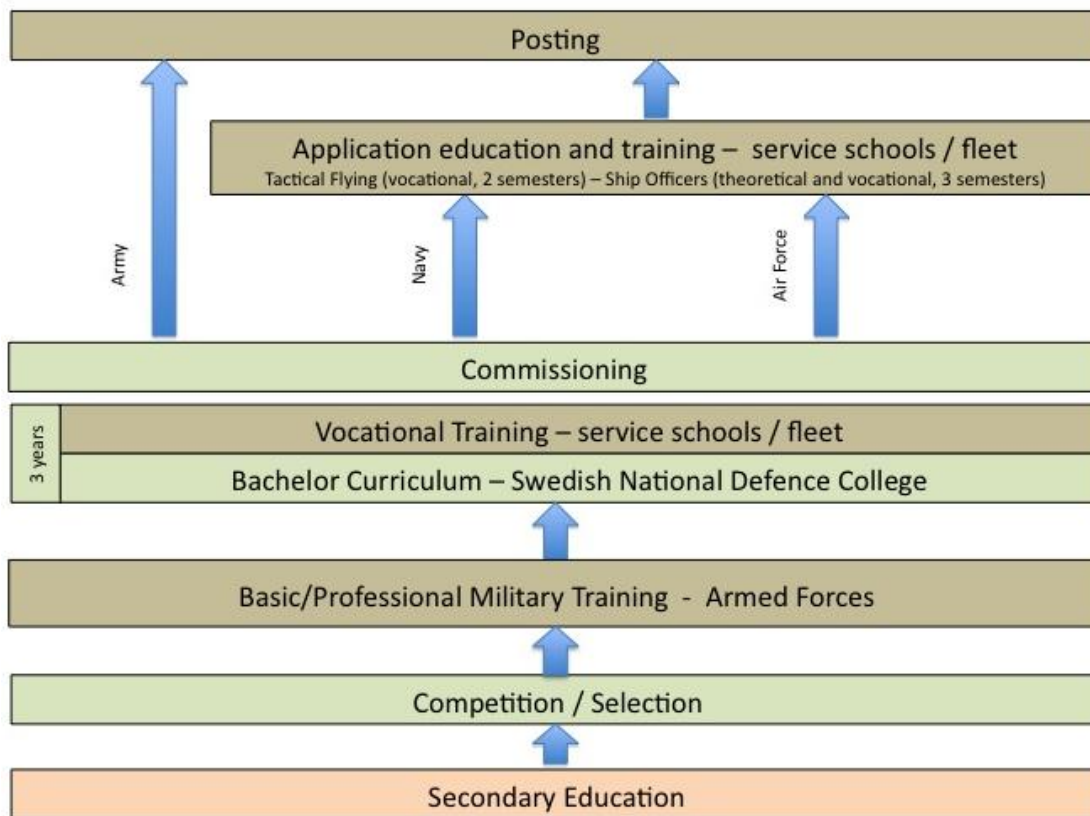
Qualified candidates with diploma of the civilian higher education may also be commissioned after a simplified one-year course at the Guardia Civil Officer Academy. Beside, prospective officers from indirect recruitment are exclusively trained at another academy (San Lorenzo del Escorial) for a shorter duration (one year).

In the course of their career, the Spanish officers will receive additional education and training at an advanced level again at the Academy or in joint institutes.



## SWEDEN

### How to Become a Military Officer in the Swedish Armed Forces:



In the Swedish system, basic officer's education is provided by a joint institution, the Swedish National Defence College (SNDC), for the three services (Army, Navy and Air Force). The SNDC is recognised as a higher education institution by the Ministry for Higher Education, for both its academic and vocational pillars. The quality assurance system in place for the civilian universities, for example, covers both the academic curricula and the military training even though they are not provided at the same place.

Although Sweden ended conscription in July 2010, the basic military training still takes place in the armed forces, before the start of the academic curriculum. The regular vocational training, except the daily physical training naturally, takes place only in the specialist training centres located in various parts of the country. Finally, cadets of the Navy and the Air Force will be required, after having obtained their diploma and being commissioned but before being posted for the first time, to complete additional application training in order to specialise in their arm.

## ARMY

## Swedish National Defence College (SNDC)

(<http://www.fhs.se/en/>)

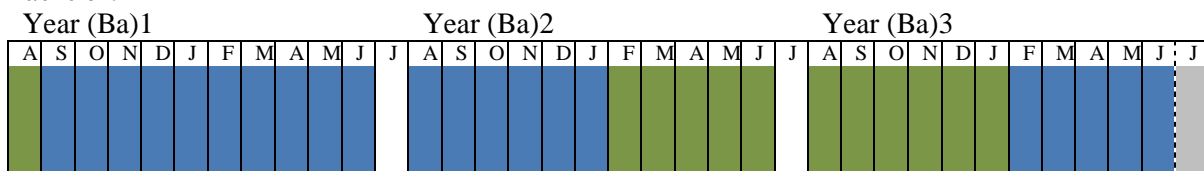
### Academic curricula:

### Military specialisations:

Bachelor	<b>Bachelor of Science in Military Studies</b> (specialisations in <i>War Studies</i> or <i>Military Technology</i> )	Cavalry/Infantry/ Air Defence/ Armour	<b>Land Warfare Centre - KVARN</b>
		Command and Control	<b>Command and Control School - ENKÖPING</b>
		Logistics	<b>Logistics and Motor School - SKÖVDE</b>
		Artillery	<b>Artillery School - BODEN</b>
		Engineering	<b>Engineering School - EKSJÖ</b>
		Military Technology	<b>Armed Forces Technical School - HALMSTAD</b>
		Intelligence and Security	<b>Armed Forces Intelligence and Security Centre - UPPSALA</b>
		CBRN	<b>National CBRN Defence Centre - UMEÅ</b>

### Organisation of the basic officer's education:

#### **Bachelor:**



### The academic-vocational-leadership components:

In the Swedish system, academic education and vocational training are strictly separated. The academic education is conducted at the SNDC and the vocational training is provided by specialised training centres, but the SNDC monitors and ensures the quality of the training provided in these centres. Both education and training semesters are allocated with ECTS credits. Leadership stimulation is, under this system, as much education in classrooms as training on the ground. It is a third pillar of the basic education of the Swedish officers, although merged with academic education and vocational training.

#### Doctoral studies:

The Swedish National Defence College (SNDC) does not organise the doctorate studies of the Swedish officers.

#### Research for scientific excellence:

Research within the SNDC is organised in 3 departments (Leadership and Management, Security and Strategic Studies, Military Studies), 3 research centres (Centre for Asymmetric Threat Studies (CATS), Centre for Military Technology (MTC), National Centre for Crisis Management and Training (CRISMART)) and 2 research programmes (European Security Research Programme, Stockholm Forum for Security Studies (SFSS)).

Research is particularly developed in fields such as: *International Law* (with an emphasis on Peace Support Operations), *Command Responsibility and Human Rights during Crises and War*, *War Studies*, *Leadership* (with an emphasis on Trying Conditions), *Science of Command and Control*, *Media and Communication Science* (with an emphasis on Communication during Crises and Conflicts), *Military History*, *Military Logistics*, *Military Strategy*, *Military Technology*, *Military Theory*, *Pedagogics*, *Political Science* (with an emphasis on Crisis Management and International Cooperation).

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	Yes	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	No

An exchange culture:

*Sweden and the SNDC are developing their academic and vocational exchanges of military students and instructors, especially with their European counterparts on the basis of the Erasmus programme whenever possible. A culture of the military mobility is progressively emerging on which the European military institutes can already rely for their exchange projects.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	Yes	EMACS	Yes	Yes	Yes	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the SNDC, the military students do not regularly attend formal courses of foreign languages. However, the College provides parts of its education in English, notably in the War Studies curriculum, according to the needs of respective course. In addition, all concerned institutions intervening in officers' initial education, including vocational training, progressively implement the use of English language as a regular means of education and training.

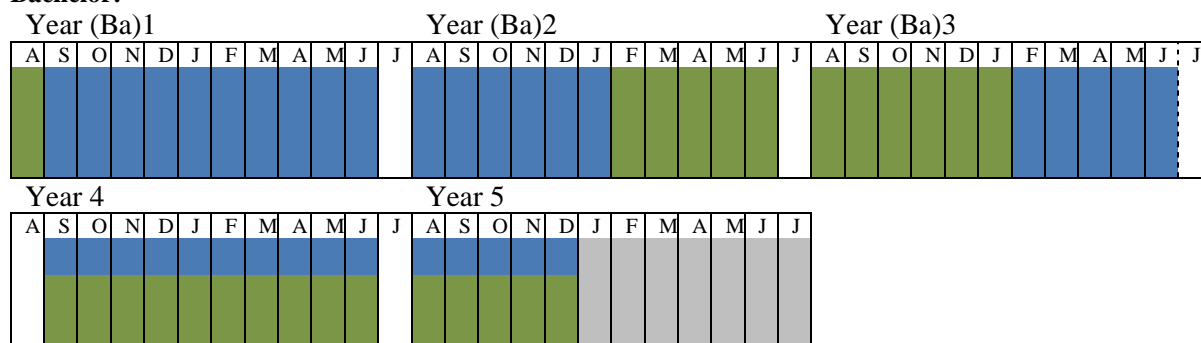
Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have fulfilled basic military obligations. In addition, they must successfully comply with medical, physical and psychological standards and pass knowledge tests, which include also tests of knowledge of English language. In the course of their career, the Swedish Land Force officers will receive additional education and training at an advanced level, notably at the SNDC.

Academic curricula:Military specialisations:

Bachelor	<b>Bachelor of Science in Military Studies</b> (specialisation in <i>Maritime Studies</i> )
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All Naval branches (excl. Amphibious)	<b>Naval Warfare Centre – KARLSKRONA</b>
Amphibious	<b>Naval Warfare Centre – BERGA</b>

Organisation of the basic officer's education:**Bachelor:**The academic-vocational-leadership components:

In the Swedish system, academic education and vocational training are separate. The academic education is conducted at the SNDC and the vocational training is provided by specialised training centres, but the SNDC monitors and ensures the quality of the training provided in these centres. Leadership stimulation is, under this system, as much education in classrooms as training on the ground. It is a third pillar of the basic education of the Swedish officers, although merged with academic education and vocational training.

Doctoral studies:

The Swedish National Defence College (SNDC) does not organise the doctorate studies of the Swedish officers.

Research for scientific excellence:

Research within the SNDC is organised in 3 departments (Leadership and Management, Security and Strategic Studies, Military Studies), 3 research centres (Centre for Asymmetric Threat Studies (CATS), Centre for Military Technology (MTC), National Centre for Crisis Management and Training (CRISMART)) and 2 research programmes (European Security Research Programme, Stockholm Forum for Security Studies (SFSS)).

Research is particularly developed in fields such as: *International Law* (with an emphasis on Peace Support Operations), *Command Responsibility and Human Rights during Crises and War*, *War Studies*, *Leadership* (with an emphasis on Trying Conditions), *Science of Command and Control*, *Media and Communication Science* (with an emphasis on Communication during Crises and Conflicts), *Military History*, *Military Logistics*, *Military Strategy*, *Military Technology*, *Military Theory*, *Pedagogics*, *Political Science* (with an emphasis on Crisis Management and International Cooperation).

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	Yes	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	No

An exchange culture:

*Sweden and the SNDC are developing their academic and vocational exchanges of military students and instructors, especially with their European counterparts on the basis of the Erasmus programme whenever possible. A culture of the military mobility is progressively emerging on which the European military institutes can already rely for their exchange projects.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	No	Conference of Superintendents	Yes	Yes	Yes	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the SNDC, the military students do not regularly attend formal courses of foreign languages. However, the SNDC provides parts of its education in English, notably in War Studies curriculum, according to the needs of respective course. In addition, all concerned institutions intervening in officers' initial education, including vocational training, progressively implement the use of English language as a regular means of education and training.

Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have fulfilled their military obligations. In addition, they must successfully comply with medical, physical and psychological standards and pass knowledge tests, which include also tests of knowledge of English language. In the course of their career, the Swedish Navy officers will receive additional education and training at an advanced level at the SNDC and in other joint institutions.



Academic curricula:

<b>Bachelor</b>	<b>Bachelor of Science in Military Studies,</b> (specialisation in Aviation)
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Military specialisations:

Pilots	<b>Pilot Training School - LINKÖPING</b>
Helicopter	<b>Pilot Training School - LINKÖPING +</b> (vocational part carried out in <b>Germany</b> )
- Air Traffic Control - Air Combat Control	<b>Air Combat Training School - UPPSALA</b>

Organisation of the basic officer's education:**Bachelor:**

Year (Ba)1													Year (Ba)2													Year (Ba)3															
A	S	O	N	D	J	F	M	A	M	J	J		A	S	O	N	D	J	F	M	A	M	J	J		A	S	O	N	D	J	F	M	A	M	J	J				
Year 4																																									
A	S	O	N	D	J	F	M	A	M	J	J																														

The academic-vocational-leadership components:

In the Swedish system, academic education and vocational training are strictly separated. The academic education is conducted at the SNDC and the vocational training is provided by specialised training centres, but the SNDC monitors and ensures the quality of the training provided in these centres. Both education and training semesters are allocated with ECTS credits. Leadership stimulation is, under this system, as much education in classrooms as training on the ground. It is a third pillar of the basic education of the Swedish officers, although merged with academic education and vocational training.

Doctoral studies:

The Swedish National Defence College (SNDC) does not organise the doctorate studies of the Swedish officers.

Research for scientific excellence:

Research within the SNDC is organised in 3 departments (Leadership and Management, Security and Strategic Studies, Military Studies), 3 research centres (Centre for Asymmetric Threat Studies (CATS), Centre for Military Technology (MTC), National Centre for Crisis Management and Training (CRISMART)) and 2 research programmes (European Security Research Programme, Stockholm Forum for Security Studies (SFSS)).

Research is particularly developed in fields such as: *International Law* (with an emphasis on Peace Support Operations), *Command Responsibility and Human Rights during Crises and War*, *War Studies*, *Leadership* (with an emphasis on Trying Conditions), *Science of Command and Control*, *Media and Communication Science* (with an emphasis on Communication during Crises and Conflicts), *Military History*, *Military Logistics*, *Military Strategy*, *Military Technology*, *Military Theory*, *Pedagogics*, *Political Science* (with an emphasis on Crisis Management and International Cooperation).

Integration into the European Higher Education Area:

**Academic:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
X			ECTS	Yes	Yes	Yes	Yes	Yes	Yes	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
ECTS	Yes	Yes	Yes	Yes	Yes	Yes	No

An exchange culture:

*Sweden and the SNDC are developing their academic and vocational exchanges of military students and instructors, especially with their European counterparts on the basis of the Erasmus programme whenever possible. A culture of the military mobility is progressively emerging on which the European military institutes can already rely for their exchange projects.*

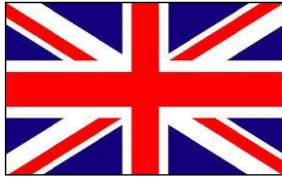
Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Academic				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
Yes	Yes	Yes	EUAFA	Yes	Yes	Yes	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the SNDC, the military students do not regularly attend formal courses of foreign languages. However, the SNDC provides parts of its education in English, notably in War Studies curriculum, according to the needs of respective course. In addition, all concerned institutions intervening in officers' initial education, including vocational training, progressively implement the use of English language as a regular means of education and training.

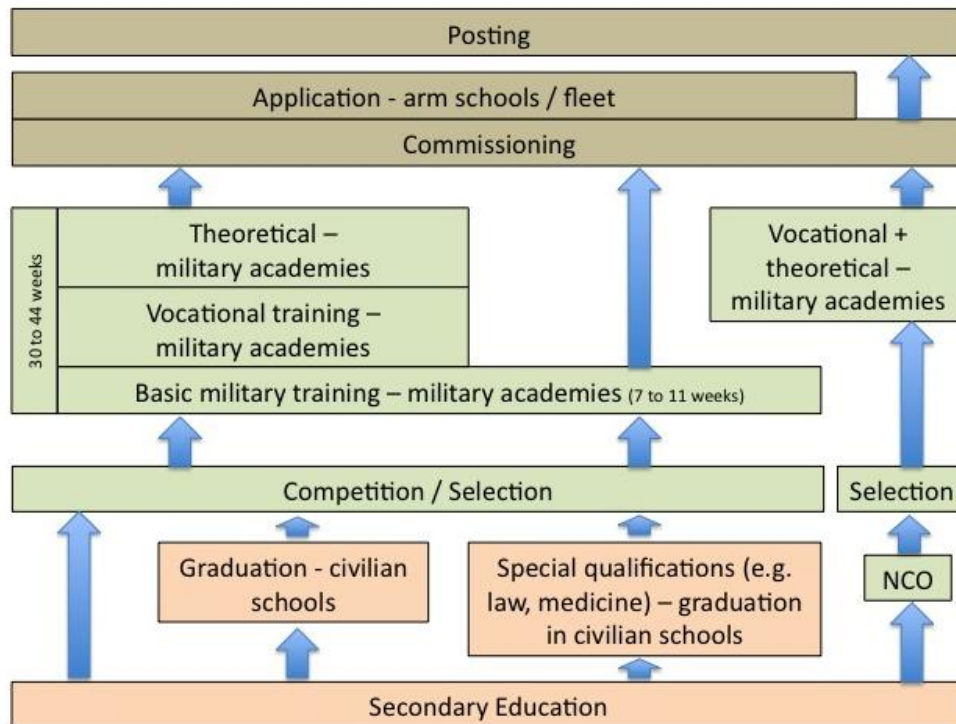
Before and beyond basic education:

The prospective military officers are recruited among the young nationals who are graduated from secondary education and who have fulfilled their military obligations. In addition, they must successfully comply with medical, physical and psychological standards and pass knowledge tests, which include also tests of knowledge of English language. In the course of their career, the Swedish Air Force officers will receive additional education and training at an advanced level at the SNDC and other joint institutes.



## UNITED KINGDOM

### How to Become a Military Officer in the British Armed Forces:



The education and training of the military officers of the British Army, Royal Navy and Royal Air Force in the United Kingdom is characterised by a lifelong learning approach. Officer education is geared to enable command of units commensurate with seniority of rank. As officers become more senior in rank, further education is delivered to enable command at that rank. In practical terms, United Kingdom military academies provide commissioning courses with a broad, generalist curriculum that includes basic military and leadership training but limits academic study to the minimum required by initial appointment upon graduation from the military academy. All courses are driven by requirement to deliver the necessary skills and capabilities to undertake a specific appointment and/or command; the emphasis is on practical rather than theoretical skills. It is likely that further specialist training will be completed before undertaking any appointment. However, it would be misleading to suggest that United Kingdom military officers lack academic rigour. Statistically, most officers under initial training have obtained a Bachelor level degree prior to joining the military and passed a demanding selection process that contains a strong academic component. Thus, United Kingdom initial officer training concentrates on augmenting the existing academic skills and knowledge of officers under training with practical military skills and knowledge required for initial employment within the Armed Forces.

Therefore, in comparison to European counterparts, United Kingdom commissioning courses are relatively short. Subsequent education at the operational and strategic level is also driven by requirement with officers competing for selection to undertake such training. Officers are selected as they transition from OF3 to OF4 and will go on to more complex appointments within their own Service or in a Joint organisation.

## ARMY

## Royal Military Academy Sandhurst

([http://www.army.mod.uk/training\\_education/training/17057.aspx](http://www.army.mod.uk/training_education/training/17057.aspx))

### Theoretical curricula:

### Military specialisations:

Course	- Regular Army Officers Commissioning Course	Infantry	BRECON
		Armour	BOVINGTON
		Logistics	WORTHY DOWN
	- Territorial Army Commissioning Course	Artillery	LARKHILL
		Engineering	CHATHAM
		Aviation	MIDDLE WALLOP
		Policy and Guarding	SOUTHWICK PARK

### Organisation of the basic officer's education:

#### Regular Army Officers Commissioning course:

Year 1												Year 2																							
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J

### The academic-vocational-leadership components:

In the British system, the initial education of officers is almost exclusively vocational; in practice, most officer cadets already possess a civilian Bachelor level degree prior to undertaking initial officer training. At the Royal Military Academy Sandhurst, some training does include academic study but this is relatively minor compared to the main effort of preparing officers to undertake initial appointments within the British Army. Therefore no academic diploma is awarded upon completion of initial training. Nevertheless, there are strong academic links to elements of the curriculum. For example, there is a significant academic input to leadership training through the study of applied behavioural science.

University graduate candidates who are professionally qualified, for instance in Medicine or Law, undertake a specific commissioning course geared to providing only the minimum level of military skills required of such professional appointments within the British Army.

For Reservist or Territorial officer candidates, there is a specialist *Territorial Army Commissioning Course*.

### Doctoral studies:

### Research for scientific excellence:

The Royal Military Academy does not organise the doctoral studies of the military officers

The Royal Military Academy does not act in scientific research directly.

Integration into the European Higher Education Area:

**Theoretical:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
			OU CATS	Yes	Yes	Yes	Yes	Yes	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
OU CATS	Yes	Yes	Yes	Yes	Yes	No	No

An exchange culture:

*United Kingdom and the Royal Military Academy have a long-standing experience of exchanges with European and international military officers' initial education institutes. They developed a real culture of the inward and outward mobility of cadets and instructors, notably in the vocational aspect of the training, and regularly train foreign officers for the armed forces of European – Malta, e.g. - and EU-third countries.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Theoretical				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	No	Yes	EMACS	No	No	No	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the Royal Military Academy Sandhurst, officers are not required to study foreign languages. The entire curriculum is delivered only in English.

Before and beyond basic education:

Prospective United Kingdom military officers are recruited from young nationals who have achieved a minimum of secondary education. In practice, this minimum is frequently exceeded by most candidates having previously obtained Bachelor degree level qualifications. Candidates must comply with medical, physical and psychological standards and successfully pass entrance examinations.

In the course of their career, following a lifelong learning approach, British Army officers will receive additional education and training at an advanced level in Army, as well as in joint institutions, in order to learn at growingly strategic levels. Specific courses are as follows:

- The *Intermediate Command and Staff Course* (Land) is a bi-annual 30 week course attended by all British Army and Royal Marine majors on promotion. It aims to prepare majors for appointments in sub-unit command and on the staff up to and including Lieutenant Colonel.
- The *Advanced Command and Staff Course* is an annual 46-week course for officers (Major to Lieutenant Colonel and Service equivalents) from the three UK armed forces, UK Government departments and international officers. This includes the Pre-Course Training and English Language Training modules for International and UK non-military students. With additional study it can result in the award of a MA in Defence Studies from Kings College London.
- The *Higher Command and Staff Course* is an annual, 14-week course for Colonel or service equivalent officers from all three Services, NATO nations and some UK Government departments.

**Britannia Royal Naval College (BRNC)**  
([HTTP://WWW.ROYALNAVY.MOD.UK/OPERATIONS-AND-SUPPORT/ESTABLISHMENTS/TRAINING-ESTABLISHMENTS/BRNC-DARTMOUTH/](http://www.royalnavy.mod.uk/operations-and-support/establishments/training-establishments/brnc-dartmouth/))

Theoretical curricula:

Military specialisations:

Basic courses	<b>Initial Officer Training</b> (28 weeks for officers of all specialisations – <i>Warfare, Engineering, Logistics and Aviation</i> ) with subsequent additional training: - <b>Initial Warfare Officer Foundation (IWOFF) Course / Foundation Degree in Maritime Studies</b> (for <i>Warfare Officers</i> only and in collaboration with civilian university) - <b>Grading</b> (for Aviators)	Warfare	<b>HMS Collingwood</b>
		Pilots & Air Traffic Control	<b>Royal Naval Air Station RNAS - YEOVILTON</b>
		Observers	<b>RNAS - CULDROSE</b>
		Engineering	<b>HMS Sultan &amp; HMS Collingwood</b>
		Logistics	<b>HMS Raleigh (Defence Logistics and Management School)</b>
Special courses	- <b>Senior Upper Yardmen</b> (for former NCOs) - <b>Royal Fleet Auxiliary</b> (civilian-manned fleet) - <b>Short Introductory Course</b> (for <i>Medical/Dental Officers</i> ) - <b>Chaplains' Introductory Course</b>		

Organisation of the basic officer's education:

**Commissioning courses:**

Year 1												Year 2											
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
<b>Initial Officer Training (all specialisations)</b>									<b>IWOFF (Warfare)</b>			<b>Professional and Specialist Fleet Training</b>											
									- Engineers, Logistics: Professional and Specialist Fleet Training - Aviators: Grading + Elementary Flying Training														

Note: Senior Upper Yardmen, Royal Fleet Auxiliary, Short Introductory Course and Chaplains' Introductory Course (not appearing in the calendar) last for 7 weeks and focus essentially on the training to the vocational aptitudes of the future officers

The academic-vocational-leadership components:

In the British system, academic education is disconnected from the proper initial education of the officers, which is almost exclusively vocational. The commissioning of officers is not bound to any academic degree even though, in practice, most of the cadets have acquired a civilian diploma before integrating the commissioning curriculum. At BRNC, some "theoretical" courses are provided in an academic way but they are a minor part of the initial education and do not constitute a higher education diploma. Nonetheless, the IWOFF is equivalent to a foundation academic degree and can be continued with a bachelor curriculum in civilian institutions. In this frame, stimulation of leadership abilities is a vocational training composed of four practical modules with a short theoretical preparation.

Doctoral studies:

Research for scientific excellence:

BRNC does not organise the doctoral studies of the military officers. BRNC does not act in scientific research, directly.

Integration into the European Higher Education Area:

**Theoretical:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
			No	Yes	No	Yes	Yes	Yes	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
OU CATS	Yes	Yes	Yes	Yes	Yes	No	No

An exchange culture:

*BRNC has a long-standing experience of the exchanges with European and international military officers' initial education institutes. They developed a real culture of the inward and outward mobility of both cadets and instructors, notably in the vocational aspect of the training, and regularly train foreign officers for the armed forces of European, African and Middle East nations.*

*Regular short exchanges occur notably with Ecole Navale and MSM Flensburg, focusing on leadership, sporting and cultural activities.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Theoretical				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	No	Yes	Conference of Superintendents	Yes	Yes	No	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

At BRNC there is no provision for the study of foreign languages and all exchange students will be taught in English.

Before and beyond basic education:

The prospective military officers are recruited among the young criminal-record free nationals and European Union citizens who are graduated at minimum from secondary education. Candidates must comply with medical, physical and psychological standards and successfully pass a two-day entrance examination, which includes reasoning, spatial orientation, vocational and leadership tests, exercises and interviews. Approximately 75% of the intake at BRNC will be graduates.

Career non-commissioned officers may, upon minimum age condition, be entitled to participate to a seven-week *Senior Upper Yardmen* commissioning course.

In the course of their careers, Royal Navy Officers will receive additional education and training at up to master level; very occasionally the opportunity is provided for selected officers to study for a Doctorate. Officers can read for degrees in technical and business related subjects but the main focus is on staff training. This training takes place at the Joint Services Command & Staff College (JSCSC) and completion of the *Advanced Command & Staff Course* (ACSC) can result in the award of an MA in Defence Studies from Kings' College London.

AIR FORCE

## Royal Air Force College

(www.raf.mod.uk/rafcollegecranwell/)

### Theoretical curricula:

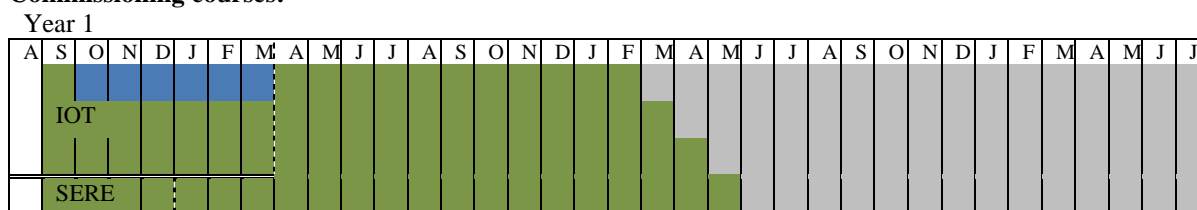
### Military specialisations:

Diploma	<b>Initial Officer Training (IOT)</b> (30 weeks)
Certificate	<b>Specialist Entrant and Re-Entrant Course (SERE)</b> (specific professions, 11 weeks)

All specialties	<b>Royal Air Force College - CRANWELL</b>
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### Organisation of the basic officer's education:

#### Commissioning courses:



### The academic-vocational-leadership components:

Although the Royal Air Force Initial Officer Training curriculum is mainly vocational it does include academic elements. The commissioning of officers is not bound to any academic degree; each branch has its own specific academic entrance requirements. The course has a programme of academics, and vocational and leadership training at the theoretical and practical levels. Cadets must then complete their specialist training.

#### Doctoral studies:

#### Research for scientific excellence:

The Royal Air Force College does not organise the doctoral studies of the military officers.

The Royal Air Force College is not directly active in scientific research.



Integration into the European Higher Education Area:

**Theoretical:**

Study cycles			Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of studies taken abroad	Recognition of combined modules
1	2	3		Described	Used for definition of credits	Internal	External			
			OU CATS	Yes	Yes	Yes	Yes	Yes	No	No

**Vocational:**

Credit system	Learning outcomes		Quality assurance system		Access to foreigners granted	Recognition of training taken abroad	Recognition of combined training modules
	Described	Used for definition of credits	Internal (including MoD)	External			
OU CATS	Yes	Yes	Yes	Yes	Yes	No	No

An exchange culture:

*United Kingdom and the Royal Air Force College have a long-standing experience of the exchanges with European and international military officers' initial education institutes. They developed a real culture of the inward and outward mobility of cadets and instructors, notably in the vocational aspect of the training, and regularly train foreign officers for the armed forces of European and EU-third countries.*

Erasmus charter signed	Use of framework arrangement	Practice of full-curriculum mobility	Member of fora	Theoretical				Vocational		
				Sends students	Hosts students	Exchanges staff	Exchanges with civilian	Sends students	Hosts students	Exchanges staff
No	No	Yes	EUFA	No	No	No	No	Yes	Yes	Yes

Learning of, learning in foreign languages:

At the Royal Air Force College, future officers are not required to study foreign languages. The theoretical education and the vocational training are provided only in English.

Before and beyond basic education:

Prospective military officers are recruited from among young British nationals who complete the required academic standards upon leaving compulsory and often higher education. Candidates must comply with medical, physical and aptitude standards and successfully pass the selection procedure. Candidates who are university graduates in certain professions such as medicine or law, are required to complete the Specialist Entrant and Re-Entrant Course.

In the course of their careers, British Royal Air Force officers receive additional education and training at advanced levels:

- The *Intermediate Level Professional Military Development* (Air) (ILPMD(A)), which comprises the *Junior Officers' Development Programme* (JODP) and the *Intermediate Command and Staff Course* (Air) (ICSC(A)).
- The *Advanced Command and Staff Course* is an annual 46-week course for officers (Major to Lieutenant Colonel and Service equivalents) from the three UK armed forces, UK Government departments and international officers. This includes the *Pre-Course Training* and *English Language Training* modules for International and UK non-military students.
- The *Higher Command and Staff Course* is an annual, 14-week course for Colonel or service equivalent officers from all three Services, NATO nations and some UK Government departments.

### **Note on the editor:**

Sylvain Paile is a researcher at the European Studies Unit (Department of Political Science) of the University of Liege (Belgium), specialised in the issues linked to the Europeanisation of the military officers' education and training. He actively contributed to the creation of the European initiative for the exchange of young officers and takes part in the work of its Implementation Group as an independent expert.

He is the author of several studies on the topic such as *L'Enseignement militaire à l'épreuve de l'Européanisation : Adaptation de la politique de l'enseignement pour l'Ecole royale militaire de Belgique aux évolutions de la PESD* (Paris, 2009), for the Belgian Royal Military Academy, and the *European Military Higher Education – Stocktaking Report* (Brussels, 2010), for the European Security and Defence College. He is the author or co-author of several articles and books related to the mobility of the European military officers and regularly lectures in military education and training institutes.

The European Common Security and Defence Policy is one of the most dynamic areas of the development of the European Union and the need for a European approach with regard to international security is commonly agreed on. The future leaders of the armed forces, which will guarantee the security of the Union, are today military students and cadets. They must be made aware of their role and responsibilities in the development of defence in common. They must learn Europe.

These future military elites must also learn and train for acting jointly with view to achieving peace for the European Union and worldwide. They must live Europe.

The military education and training institutes of the European Union Member States made the choice, to these ends, to discuss together the measures to be taken for enhancing and develop the mobility of these future military chiefs and their teachers and instructors as soon as their basic education and training. Initiatives such as the European initiative for the exchange of young officers, inspired by Erasmus, have been matured and implemented in order to ensure that the Union is an area of trust for the education and training of each other national armed forces. They raised the need also, with view to develop new partnerships in mobility, for information on the respective basic education and training systems.

As imagined and desired by the Polish Presidency of the Council of the European Union, held during the second semester 2011, this Compendium of the European military officers basic education is the first comprehensive European instrument which presents in a systematic way the education of the future officers who will act for the defence of the European Union of the future.