

Bachelor Thesis

Opportunities for cadets of the Swedish Basic Officer Programme for attending modules
of the Austrian Basic Officer Programme

By

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Declaration of honour

I hereby declare that this thesis contains no material which has been accepted for the award of any other degree or diploma in any tertiary institution, and that to the best of my knowledge and belief, the thesis contains no material previously published or written by another person, except where due reference is made in the thesis.

Christofer Axelsson

Wiener Neustadt, Austria in June 2012

Abstract

Background: Today, generally no part of the Swedish Basic Officer Programme is done abroad. There are hardly any possibilities for cadet exchanges except for the work of the bachelor thesis in the sixth semester. Since there are so many benefits to gain from a cadet exchange the author wanted to see if there were any further opportunities to find for the Swedish cadets.

Purpose: The purpose was therefore to find opportunities of exchange for the Swedish cadets and because of the extensiveness of the topic the author demarcated it partly by only analysing the Austrian Basic Officer Programme. Austria was chosen because of the many similarities to Sweden, which hopefully would lead to more opportunities.

Method: By demarcating the topic through analysing the opportunities for Swedish cadets to do exchanges with only Austria and only looking at the academic general education, the author methodologically compared the programmes in a qualitative research. In order to understand the benefits and challenges of cadet exchange the author conducted a set of expert interviews. Finally a comparison was made between the Swedish and the Austrian Basic Officer Programmes using different filters in order to come to a realistic conclusion.

Conclusion: The main conclusion was that realistic opportunities were hard to find because of the differences in the programmes and also because of the language. However, one realistic opportunity of cadet exchange was found.

Key terms: Basic Officer Programme, cadet exchange, military competences, leadership and recognition of modules done abroad.

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1. Introduction

1.1 Acknowledgments

The intent of this thesis was to learn more about the Austrian Basic Officer Programme in order to find opportunities of exchanges for the Swedish cadets. An increase in the number of cadet exchanges for the Swedish cadets would enhance their general employability and would contribute to their personal development during their education.

The author was given a lot of support during the process of this thesis and would therefore like to thank the following: Mr. Ove Lind and Mrs. Nina Gemvik from the Swedish National Defence College for their expertise and participation in the interviews. I would also like to thank all the personnel and cadets at the Theresan Military Academy for their hospitality and support.

Finally I would like to specially thank my tutor Colonel Doctor Harald Gell for his expertise, guidance and translations. He did more than expected from a tutor and without him this thesis would have been hard to complete.

1.2 Preface

“An exchange is like a competition. If you are a sportsman you don’t know if you are good or bad if you don’t participate in any competitions and the best would be the international competitions.”¹

In Sweden there have not been many cadet exchanges from the author’s point of view and experience. Therefore it would be interesting to partly investigate why this is and if there are any more opportunities than the one used by the author during the work of this thesis.

This bachelor thesis was written at the Theresan Military Academy in Austria as a final part of the Swedish Basic Officer Programme. The author started the education in the summer of 2009. Earlier military experience is 11 months of conscript service as a mine clearance diver in the Swedish Royal Navy, readiness in the International Mine Force as a diver and parts of the Swedish naval NCO education before starting the Swedish Basic Officer Programme with the direction jet pilot.

The native language of the author is not English.

1 Ref.: Interview with Col Dr. Harald Gell, 2012-05-08, p 6.

1.3 Background

“If you educate 150 cadets to become officers in the Swedish Armed Forces it is of course beneficial if some of the cadets have some international experiences that somewhat differs from the others’ rather than that all 150 cadets have the exact same experiences from the programme.”²

This quotation is from the interview by the author with Mrs. Nina Gemvik from the section of international affairs at the Swedish National Defence College. After completing five semesters of the Swedish Basic Officer Programme, the author got the opportunity together with eight other Swedish cadets to do cadet exchanges with 5 different military academies around Europe for the work of the bachelor thesis. As far as the knowledge of the author, no other exchanges have been conducted during the education, thus only nine out of approximately 150 in the class of the author got the experience of a cadet exchange.

With all the benefits being possible to gain from such an exchange, it is surprising that not more than the present are conducted, especially with the international focus of the education in mind.

By conducting more cadet exchanges, the cadets of the Swedish Basic Officer Programme would be better prepared for the profession of being an officer in the Swedish Armed Forces.

2 Ref.: Interview with Mrs. Nina Gemvik, 2012-04-04, p 1f.

1.4 Development

The development of this thesis was an ongoing process. The work started with the author developing a deeper understanding of cadet exchange. This was firstly done by reading and analysing previous work and other documents concerning the subject. After building up a fundamental understanding of the topic, the author continued to formulate research questions and a final aim of this thesis.

All the answers could not be found in the written material and therefore in order to get a deeper understanding of the topic and in the research questions, the author conducted a set of expert interviews. The respondents of these interviews were experts in the specific topic and after adding the information from the interviews together, the author got a clear picture about what cadet exchange is about, its benefits and its challenges, both generally and specifically for Sweden. Also, by comparing the information from the interviews, the reliability was controlled.

After having gotten a deeper understanding in the subject, the author could continue to compare the Swedish to the Austrian Basic Officer Programme to find opportunities for cadet exchange. To get a result as valid and realistic as possible three filters were used in the comparison: time frame, language and validity.

After achieving a result from the process of comparison, the author made a reflection on it through discussion in order to make sure its reliability and what further actions can be made regarding the topic, which can be found in Chapter 5.

1.5 Disposition

The present thesis contains seven chapters, which include a various number of sub-chapters. It begins with an introduction where the author tries to give the reader an understanding why this specific topic was chosen for this thesis and whom it may concern.

In the Second Chapter the methodology used is explained and demonstrated. A plethora of data were used and analysed, thus a methodological approach was necessary in order to reach a valid interpretation.

In the Third Chapter, the theoretical framework that the thesis is based on, is presented, i.e. the structure of the Swedish and the Austrian Basic Officer Programmes and the reasons for sending Swedish cadets to Austria.

In the Fourth Chapter the empirical findings are explained and analysed. The Swedish and the Austrian Basic Officer Programmes are compared to, and contrasted against, each other, using different filters. The chapter is built in that way that the results from each filter are presented right after the respective filter has been used.

In the Fifth Chapter the results from the previous chapter are summarised in a conclusion. A discussion regarding the conclusion is presented, as well as answers to the research questions.

The Sixth Chapter ends the thesis by highlighting once again, who is concerned by the thesis and what limitations the thesis includes. Also, what is left to be done regarding this topic.

The Seventh Chapter consists of the annexes, including all bibliography.

1.6 Disciplinary Connections³

Cadet exchange is about exchanging experiences and developing both personal and professional competences. The procedures back home at the Swedish National Defence College are probably different from any other procedures elsewhere in Europe. By going to another country, the international skills are trained and developed, which will improve future co-operation with other armed forces.

By gaining and developing these experiences and competences the cadet will become better prepared for international work, which today is more and more required from an officer. The language/communication skills will most likely improve and, more importantly, the understanding of military-cultural differences.

Because of these general aspects of cadet exchange, the present thesis may attract much interest, especially of people connected to the training of military officers in Europe. They could, by reading this thesis, develop their understanding of cadet exchange, its challenges and its benefits.

To be more specific, exchanging cadets from the Swedish to the Austrian Basic Officer Programmes concern a wide range of professionals. Firstly, it concerns the people developing and working with the Swedish Basic Officer Programme under the Swedish National Defence College just as it concerns the people working with the Swedish Basic Officer Programme under the Swedish Armed Forces.⁴ The persons responsible for cadet exchange, both in Sweden and in Austria, can read this so as to see new possibilities and windows of opportunities for exchange.

People working for the European Security and Defence College would also be interested in reading this thesis, especially the members of the Implementation Group.

3 Remark of author: The content of this chapter is of the author's own conclusion except those cases where the author has made another remark.

4 Remark of author: In Sweden the Basic Officer Programme is partly "owned" by the Swedish National Defence College and partly "owned" by the Swedish Armed Forces. Ref.: Interview with Mr. Ove Lind, 2011-02-18, p 5f.

Furthermore, employees of the Swedish National Defence College responsible for the different courses included in the Swedish Basic Officer Programme can read this thesis in order to get a better understanding of cadet exchange and its benefits and perhaps how the courses respectively in the future could be arranged in order to better suit an exchange.

People working with recruitment in Sweden can read this thesis in order to give the applicants further information about cadet exchange.

People working at the Swedish Armed Forces HQ can read this thesis for understanding how the Swedish Basic Officer Programme differs from the Austrian one and what could be done in order to be more internationally compatible.

1.6 Previous Work

“Many studies show that a period spent abroad not only enriches students’ lives in the academic and professional fields, but can also improve language learning, intercultural skills, self-reliance and self-awareness. Their experiences give students a better sense of what it means to be a European citizen. In addition, many employers highly value such a period abroad, which increases the students’ employability and job prospects.”⁵

Even though it is beneficial with cadet exchange on many levels, not many studies have been conducted on this specific topic. Since the military academies in Europe started to get academic according to the Bologna Process, cadet exchanges have both been made easier and at the same time harder. Easier in the way that the programmes have been structured in a more similar way and harder because it now is very important for the cadet to fulfil a certain amount of specific academic credits, ECTS (European Credit Transfer and Accumulation System)⁶ points, in order to graduate. The credits are sometimes specific to a certain national military college, which can make it hard for a cadet exchange.⁷

In this thesis the author used different kinds of sources such as earlier studies in the topic, some general and some more specific, and raw data in the form of the operative descriptions of the actual programmes and courses.

Last year Fähnrich Sebastian Suchentrunk did a master thesis concerning cadet exchange between Austria and Sweden from an Austrian perspective.⁸ It is about what opportunities there are for Austrian cadets to attend courses of the Swedish Basic Officer

5 Ref.: Web page, The European Commission ERASMUS Programme, URL: http://ec.europa.eu/education/lifelong-learning-programme/erasmus_en.htm; [2012-04-12].

6 Ref.: Web page, The European Commission Education ECTS, URL: http://ec.europa.eu/education/lifelong-learning-policy/ects_en.htm; [2012-04-16].

7 Remark of author: Own conclusion.

8 Ref.: Sebastian, Suchentrunk 2011, Master Thesis – Austauschmöglichkeiten mit Schweden, Theresan Military Academy, Wiener Neustadt.

Programme. He conducted two expert interviews, which are appropriate to use in this thesis as well. One of them was with Mr. Ove Lind, director of studies at the Swedish National Defence College, and was about similarities and differences regarding the Austrian and the Swedish Basic Officer Programme. The interview clarifies how the Swedish Basic Officer Programme is structured, i.e. that it consists of six semesters each worth 30 ECTS points and therefore the whole programme gives the cadet a bachelor degree after graduating with 180 credits in total. The first, second, third and sixth semesters are done at the Karlberg Military Academy in Stockholm and are of a more general and theoretical character towards the profession while the fourth and fifth semesters are done at different branch schools in Sweden and are of a more specific and practical character.⁹

An important remark from the interview about the Swedish Basic Officer Programme is that the Swedish National Defence College is in charge of the cadets and their education during the weeks of the semesters. However, the Swedish Armed Forces is in charge during the weekends and the time between the semesters, i.e. the Swedish cadets have training and education during those periods of time, too, which are not constrained by ECTS points. Instead various military superiors control what should be done during that time.¹⁰

Another important remark from the interview with Mr. Ove Lind is that there is the intention at the Swedish National Defence College to increase the number of Swedish cadets going for exchanges, especially exchanges funded by Erasmus.¹¹

The other interview was with Mr. Sylvain Paile, researcher at European Studies Unit among others, and was about cadet exchange, from an Austrian perspective, generally regarding Europe, but especially Finland, Ireland and Sweden. An important remark about the interview is that Mr. Sylvain Paile says that the purpose of cadet exchange is to get as many cadets as possible abroad to get international experience. During the time of

9 Ref.: Interview with Mr. Ove Lind, 2011-02-18, p 1f.

10 Ref.: Ibid, p 5f.

11 Ref.: Ibid, p 9.

the interview, 2010-11-16, only France and Austria sent 100 percent of their cadets abroad while the percentage is one digit regarding Sweden.¹²

It is also stated in the interview that some of the most challenging aspects of cadet exchange are recognition of the courses and financial constraints. If going on a cadet exchange, the cadet must be able to take advantage of the courses he or she attends, i.e. the courses must be recognised by the home college. This in turn does not mean that the courses should be the same. Instead, the qualifications and the goals regarding courses should correspond between countries. Also, some cadets in Europe are employed by the respective armed forces and an exchange financially means going to a mission regarding the cadet's salary.¹³ However, this is not a problem for the Swedish cadets since they do not get any extra increments regarding the salary during an exchange.¹⁴

Fähnrich Elias Mathoi did an additional master thesis about this topic last year.¹⁵ Mathoi did the same research as Suchentrunk but with Finland in the focus instead of Sweden and in this thesis Mathoi constructed some very useful tables of those modules in the Austrian Basic Officer Programme that are appropriate for a foreign cadet to attend. There is one table for each semester in the Austrian Basic Officer Programme presenting all the modules of that semester. Then the modules that are appropriate for foreign cadets to attend are highlighted and marked. The table below is an example from Fähnrich Elias Mathoi's thesis and represents the first semester of the Austrian Basic Officer Programme.

12 Ref.: Interview with Mr. Sylvain Paile, 2010-11-16, p 1ff.

13 Ref.: Ibid, p 15f.

14 Remark of author: Own conclusion.

15 Ref.: Elias Mathoi 2011, Master Thesis – Austauschmöglichkeiten mit Finnland, Theresan Military Academy, Wiener Neustadt.

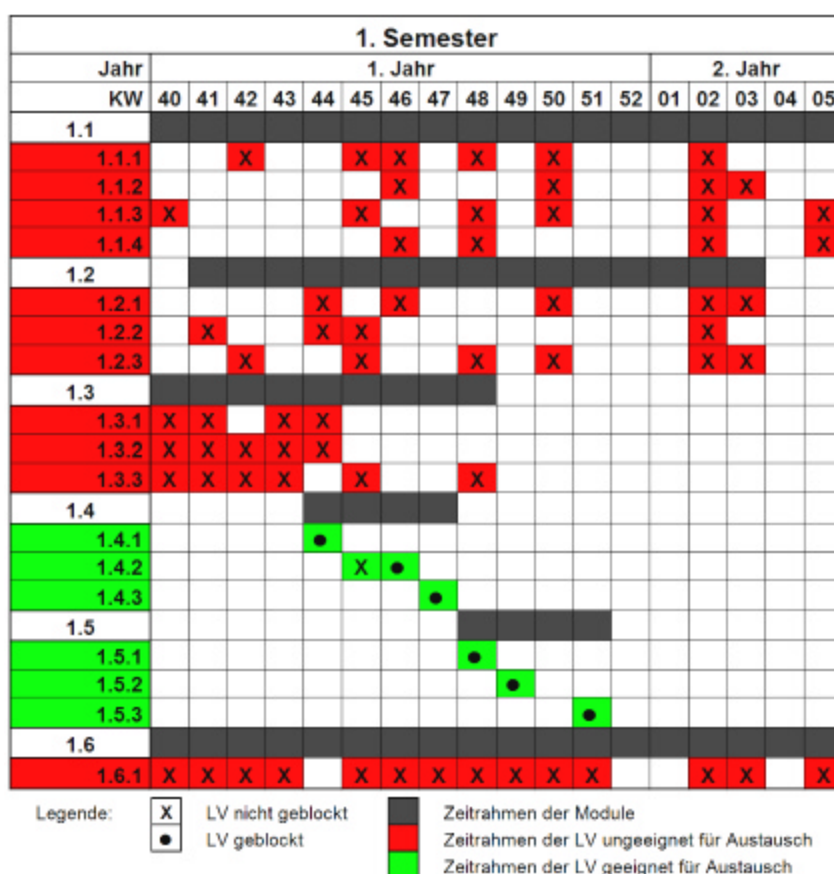


Figure 1: Example of Fähnrich Elias Mathoi's tables of the Austrian Basic Officer Programme.¹⁶

X	Sub-modules not in one sequence
•	Sub-modules in one sequence
	Duration of the module
	Time of sub-module not being practical for exchanges
	Time of sub-module practical for exchanges

Table 1: English translation from Fähnrich Elias Mathoi's tables.¹⁷

¹⁶ Ref.: Ibid, p 38.

¹⁷ Remark of author: Translation and construction of table done by the author.

There is also the fact that Swedish cadets have been sent to Austria for the last two years during the sixth semester to do their bachelor thesis at the Theresan Military Academy, i.e. that opportunity, will as long as the programme stays the same, remain.¹⁸

To summarise this chapter, work was previously done on the topic of cadet exchange in Europe in general and in some countries in a more detailed way. However, as far as the author knows, no real analysis has yet been done to investigate the opportunities for Swedish cadets attending modules in the Austrian Basic Officer Programme.

18 Remark of author: Own conclusion.

1.7 Research Gap

Cadet exchange is not a new concept itself but it is not quite implemented in Sweden even though there are benefits to gain from it.¹⁹ Since the Swedish Basic Officer Programme turned academic according to the Bologna Process there have not been many cadet exchanges from Sweden except those done during the 6th semester of the programme when some ten cadets have had the opportunity to write their theses at other military academies in Europe, which was funded by Erasmus.²⁰ There are obviously five more semesters in which there might be opportunities to leave for an exchange.

This is what this thesis is about and what the focus is put on. The author tries to find out what opportunities there are for a Swedish cadet to attend an Austrian module that he or she can benefit from.

19 Remark of author: Own conclusion.

20 Remark of author: The Swedish National Defence College turned into an academic college of the state in 1 January 2008. From thereafter the Swedish Basic Officer Programme has been conducted according to the Bologna Process. REF.: Web page, The Swedish National Defence College History, URL: <http://www.fhs.se/sv/om-forsvarshogskolan/historik/fran-militar-hogskola-till-statlig-hogskola/>; [2012-04-12].

1.8 Research Questions

The topic of the thesis is: Opportunities for cadets of the Swedish Basic Officer Programme for attending modules of the Austrian Basic Officer Programme.

From the topic the author has identified one main question: What exchange opportunities for the cadets in the Swedish Basic Officer Programme regarding modules in the Austrian Basic Officer Programme are there?

In order to respond to the main question the author has identified three research questions. The research questions demarcate and specify the topic and the main question in a way that structures the thesis. Focus is put on a Swedish perspective, hence the two programmes will be evaluated slightly differently.

- Question 1: Why are cadet exchanges in general beneficial, what does the exchange do for the cadet and the armed force respectively?
- Question 2: When is it possible and appropriate for a Swedish cadet to attend a module in Austria?
- Question 3: What can be done in order to increase the number of cadet exchange opportunities, i.e. what can be changed in the Swedish Basic Officer Programme to create more opportunities for a Swedish cadet to do an exchange?

1.9 Delimitations²¹

Cadet exchange is an extensive topic, hence in order to make the conclusion more qualitative the author firstly demarcates the topic by putting focus on a Swedish perspective. Also, since the fourth and fifth semesters of the Swedish Basic Officer Programme are of a more practical character at different branch schools in Sweden, there are a lot of different specific modules that are hard to replace in a cadet exchange. The reasons for this are basically the differences in the material and equipment that are used, tactics etc. The only branches that realistically might have the possibility of an exchange are the infantry and the mechanized infantry since these branches are used as a basis in the Austrian Basic Officer Programme.

However, in order to come to a conclusion valid for as many Swedish cadets as possible, the author evaluates the exchange possibilities of the first, second, third and sixth semesters.

Furthermore, the Swedish Basic Officer Programme includes three different profiles: the military science profile, the nautical profile and the military technical profile.²² The majority of the cadets do the military science profile. Since there is focus on the army and infantry in the Austrian Basic Officer Programme and further no nautical cadets the author will only base the thesis on the military science profile of the Swedish Basic Officer Programme.

Finally, political, economical and other aspects that are not related to the structure of the programme itself will not be taken into consideration when evaluating the cadet exchange opportunities.

21 Remark of author: The content of this chapter is of the author's own conclusion except those cases where the author has made another remark.

22 Ref.: Web page, The Swedish National Defence College Basic Officer Programme, URL: <http://www.fhs.se/sv/utbildning/officersprogrammet/profiler/?sel=1#content-2-2>; [2012-05-13].

1.10 Key Terms²³

In this chapter the author will discuss some key terms valid for this thesis. They are presented below with a brief explanation of how they have been used in this thesis:

Basic Officer Programme: The structure of the education that cadets do to become officers.

Cadet Exchange: To have a cadet attend a module or a course abroad.

Military Competences: The competences identified by each armed force being necessary for a soldier and an officer.

Leadership: To have a specific set of competences and skills required from a leader in general.

Recognising of Modules done abroad: The process of getting ECTS-points for the education done abroad.

²³ Remark of author: The content of this chapter is of the author's own conclusion.

2. Method

The methodology used to reach valid results and a conclusion in this topic will be demonstrated in this chapter.

In order to evaluate the exchange opportunities for the cadets in the Swedish Basic Officer Programme regarding courses in the Austrian Basic Officer Programme, a methodical approach is required. Therefore the decision of what method to use is of great importance. There are four main methods for a scientific work like this. Either you can use questionnaires, conduct interviews, obtain material through observations, gather facts from written sources or you can use different constellations and combinations of these together.²⁴

The aim of this thesis is to create a conclusion that is valid for as many cadets of the Swedish Basic Officer Programme as possible, i.e. to find opportunities of cadet exchange that are appropriate for as many cadets as possible. In order to do that, the author thought of doing a qualitative analysis of the different syllabuses of the programmes with the tables, in the master thesis of Fähnrich Elias Mathoi, as a guiding tool. This however, is not enough since there are so many other reasons to whether or not a cadet exchange is possible or not, at closer look. Therefore, the author used previous expert interviews and supplemented when needed with new ones in order to find those other reasons.

The most recent cadet exchanges of the Swedish Basic Officer Programme have been those, as mentioned earlier, during the sixth semester while writing the bachelor thesis at another basic officer education institution abroad. Since this is possible, there should be other opportunities as well.

24 Ref.: Denscombe, Martin 1998: *Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskaperna*, Replika Press Pvt Ltd India 2011, Författaren och studentlitteratur 2ed 2009, p 183. “The research hand-book – for small research projects in the social sciences”. Translated to English from Swedish by the author.

2.1 Scientific Approach

This thesis is a qualitative analysis of the earlier mentioned topic and main question.²⁵ Analysis is the process of research. It is the process of looking for something within the obvious facts of the sources, i.e. looking further beyond the fact itself to find an explanation to the matter of the subject. Furthermore, there are different kinds of analyses but they can be summarized into being either qualitative or quantitative regarding the social science. However, it is rather the processing of data than the method itself that is either qualitative or quantitative.²⁶

Having a qualitative approach to the subject means that the sources tend to be more about words and pictures. It is also often being associated to be descriptive rather than analytic and to be on a smaller scale than having a quantitative approach.²⁷

On the other hand, having a quantitative approach would be more about sources mostly consisting of numbers presented in statistic figures and tables. A quantitative approach tends to be more analytic and to be on a larger scale than the qualitative approach.²⁸

The author uses both approaches during the processing of data. However, due to the nature of the topic, this thesis tends to be more of a qualitative analysis.²⁹

25 Remark of author: Own conclusion.

26 Ref.: Denscombe, Martin 1998: *Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskaperna*, Replika Press Pvt Ltd India 2011, Författaren och studentlitteratur 2ed 2009, p 319f. “The research hand-book – for small research projects in the social sciences”. Translated to English from Swedish by the author.

27 Ref.: Ibid, p 320ff.

28 Ref.: Ibid, p 320f.

29 Remark of author: Own conclusion.

2.2 Methodological Approach

As mentioned earlier, there are four different main methods for the collecting of data for a scientific work like this; using questionnaires, conducting interviews, obtaining material through observations, gathering facts from written sources or of course different constellations and combinations of these together. These are the alternatives available to the author regarding the collecting of empirical data. They are used in order to collect as correct data as possible in order to establish some kind of truth. To further verify the data, methodical triangulation³⁰ can be used, i.e. using different methods concerning the same data to the whether or not the data lead to the same result. This assures that the methods used do not include a margin of error that has de be further dealt with.³¹

Because of the above presented reasons, the author tried to use as many appropriate methods and perspectives as possible in order to develop a conclusion that is as valid as possible.

2.3 Collecting Data

This thesis is based on the data of the programme and module descriptions of the Swedish and the Austrian Basic Officer Programmes. Those descriptions are found at the basic officer education institutions' respective homepages on the World Wide Web. However, there are different versions with different degree of detail. The author has used the most detailed versions found and then verified them with representatives from the respective basic officer education institutions. The author has also used appropriate summaries of the programmes and modules.

30 Remark of author: Own translation from Swedish

31 Ref.: Denscombe, Martin 1998: *Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskaperna*, Replika Press Pvt Ltd India 2011, Författaren och studentlitteratur 2ed 2009, p 183ff. "The research hand-book – for small research projects in the social sciences". Translated to English from Swedish by the author.

General written sources about cadet exchange from databases and the World Wide Web were also used. They were found at different web sites of the European Union, the Theresan Military Academy and the Swedish National Defence Collage etc. Examples of terms used during research on databases and the World Wide Web are Erasmus, cadet exchange, basic officer programme etc. These terms are presented in Chapter 1.10 and the web pages are presented in the annexes, Chapter 7.4.2.

Empirical data from interviews were also used, both interviews conducted earlier by others and interviews conducted more recently by the author.

2.4 Interviews

Interviews were conducted and used in order to control and develop the information at hand and to find out more about future possibilities concerning cadet exchange. The author used the interviews as plain empirical data and as a guiding tool regarding the possibilities of cadet exchange and how it can be developed in Sweden. One of the interviews was conducted via electronic mail since no other options were available for the author.

2.4.1 Respondents

The respondents to the interviews were selected because of their experience and area of expertise. They most likely possess deeper knowledge in this subject than the written sources could provide. All respondents work, in some way, with exchange but are from different countries and institutions, hence different perspectives regarding cadet exchange have been presented to the author.³²

The interviews together with the details about the respondents can be found in Chapter 7.5.

32 Remark of author: Own conclusion.

2.4.2 Interview structure

The interviews conducted by the author were personal and were performed in a semi-structured way, i.e. the author used a prepared set of questions but was flexible regarding in what order they were asked. Focus was put on letting the respondents developing their answers in order to dig as deep as possible in the subject.³³

Furthermore, the interviews were structured in a way that the opening questions were of a more general character in order to start the interview with a discussion as open and free as possible, but still about the subject though.

33 Ref.: Denscombe, Martin 1998: *Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskaperna*, Replika Press Pvt Ltd India 2011, Författaren och studentlitteratur 2ed 2009, p 234f. “The research hand-book – for small research projects in the social sciences”. Translated to English from Swedish by the author.

2.4.3 Processing data from interviews

As stated before the purpose of the interviews is of a dual character. Firstly the interviews work as a controlling tool towards the written sources and secondly the interviews can fill eventual information gaps.

The “interviewer effect”³⁴ can affect the results of the interviews by making the respondents hold some information back due to the impression made by the interviewer. The effects of this depend on the identities of both the interviewer and the respondent. Studies have shown that the aspects gender, age and ethnicity of the interviewer affect the interview the most. Furthermore, the results of the interviews get more affected when the subject is of a more personal character such as religion, income, sexual subjects etc.³⁵

The author tried to prevent this by being as open and neutral as possible during the interviews. When it comes to the character of the questions asked, not many were of a sensitive character due to the nature of the subject. However, parts of discussions went into the political field, on the respondent’s initiative, but since politics in general and political aspects of cadet exchange more specifically lie outside the frame of this thesis, it would not be accounted for.³⁶

The interviews were recorded and were afterwards transcribed into summaries including the most important information and conclusions from the interviews. The transcriptions were then sent to the respondents for approval to use them in this thesis.

34 Remark of author: Own translation from Swedish.

35 Ref.: Denscombe, Martin 1998: *Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskaperna*, Replika Press Pvt Ltd India 2011, Författaren och studentlitteratur 2ed 2009, p 244ff. “The research hand-book – for small research projects in the social sciences”. Translated to English from Swedish by the author.

36 Remark of author: Own conclusion.

2.5 Written Sources

There are many different kinds of written sources such as official statistics, newspapers, records from meetings and events, letters etc. Besides actual physical documents, written sources can also be found digitally on the World Wide Web.³⁷

The primary written sources for this thesis were found on the web sites of the Swedish National Defence College and the Austrian Theresan Military Academy. They consist of documents about the respective Basic Officer Programme, such as programme structures, course descriptions, learning objectives etc. These are official documents from the concerning institutions.³⁸

Since documents on the World Wide Web are not controlled in the same way as normal physical documents, extra emphasis must be put on controlling the authenticity of the electronic documents. This is best done using following criteria: Authority-, trustworthiness-, rate of update- and popularity of the web site.³⁹

Authority of the web site: The majority of the electronic documents used in this thesis comes from web sites with good authority. They are web sites of universities and big organisations. These compared to small private web sites have another control on the documents because of the nature of the organisations.⁴⁰

37 Ref.: Denscombe, Martin 1998: *Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskaperna*, Replika Press Pvt Ltd India 2011, Författaren och studentlitteratur 2ed 2009, p 295ff. “The research hand-book – for small research projects in the social sciences”. Translated to English from Swedish by the author.

38 Remark of author: Own conclusion.

39 Ref.: Denscombe, Martin 1998: *Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskaperna*, Replika Press Pvt Ltd India 2011, Författaren och studentlitteratur 2ed 2009, p 303f. “The research hand-book – for small research projects in the social sciences”. Translated to English from Swedish by the author.

40 Remark of author: Own conclusion.

Trustworthiness of the web site: This means that the web site should give a serious impression and its purpose should be clear.

Rate of update of the web site: If the web site is regularly updated the risk of having out-dated information decreases. It also means that someone is continuously working with the web site and it's content.

Popularity of the web site: If the web site has a lot of users it most likely provides accurate information. However, this is of course hard to see when the web site does not show the statistics of their viewers and number of showings.

2.6 Filters⁴¹

In order to find exchange opportunities for the cadets in the Swedish Basic Officer Programme regarding modules in the Austrian Basic Officer Programme, the author used different filters. The modules of the Austrian Basic Officer Programme were evaluated using three different filters: Language, time frame and validity of the module.

2.6.1 Language

The author anticipated that the Swedish cadets cannot attend modules that are done in German. Therefore, all Austrian modules that are in German will not be suitable for a cadet exchange.

2.6.2 Time Frame

Only the modules that will fit time-wise in a reasonable way in the Swedish Basic Officer Programme's structure will be suitable for a cadet exchange. The others will be left out.

41 Remark of author: The content of this chapter is of the author's own conclusion.

2.6.3 Validity of Course

The module of the Austrian Basic Officer Programme must be valid for the Swedish cadet to attend. If the Swedish cadet does not gain any valid knowledge or experience the exchange would not have any effect or meaning. Also, if the cadet already has done that type of education before or has to do it again in Sweden after the module, it would also not have any effect or meaning.

There is a goal in the European Union that there should not be any double educations as a result from an exchange.⁴²

2.7 Comparison

In order to be able to fully rely on the information to be updated and valid for this thesis, the author compared the information received from the interviews with the written sources. Then the empirical information was matched to the research questions to come to conclusions.

42 Ref.: Interview with Col Dr. Harald Gell, 2012-05-08, p 4.

2.8 Source criticism

To ensure that the sources and materials used in this thesis are appropriate and correct, the author evaluated them from four different aspects: authenticity, reliability, representativeness and meaning.⁴³

Firstly, is the source authentic, i.e. is the source what it appears to be and is it traceable? A quantity of sources and materials used in this thesis comes from different official web sites, such as the ones of the European Union, the Austrian Theresan Military Academy and the Swedish National Defence College. They are in other words official documents of big organisations and universities and could therefore, as long as their respective origins are the official web sites, be expected to be authentic.

Secondly, is the source reliable, i.e. is the information given by the source trustworthy and correct? Here the author contemplated on to what purpose it was produced, regarding a document, and further towards whom? Another important issue that also lies under this aspect, when was it produced and for what period of time is it valid? This is extra important when evaluating documents concerning courses, modules and the programme structures as whole of the Swedish and the Austrian Basic Officer Programmes.

Thirdly, is the source representative, i.e. does it represent what it should and does it include what it should concerning the nature of the source?

Fourthly, is the meaning of the source strict and clear? Does the source conceal any information between the lines?

The sources used for this thesis are of different character, most of the empirical data are documents from the World Wide Web and the official web sites of the European Union, the Austrian Theresan Military Academy and the Swedish National Defence College. The

43 Remark of author: Own translation from Swedish. Ref.: Denscombe, Martin 1998: *Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskaperna*, Replika Press Pvt Ltd India 2011, Författaren och studentlitteratur 2ed 2009, p 301f. “The research hand-book – for small research projects in the social sciences”. Translated to English from Swedish by the author.

documents from the colleges are mostly programme structures and course descriptions. What can be mentioned about them is that they vary regarding the degree of detail. The author tried to find the ones most detailed and based the analysis on them. The programme structures and the course descriptions will also only be valid for a specific amount of time. For how long, it is hard to say, since the colleges will do small changes to the programmes as part of a process of developing the programme. Also, big changes can be done as a result from decisions from higher instances.⁴⁴

The documents from the European Union are pure information regarding student or cadet exchange and Erasmus among others. Those documents are also most likely subject to small changes since the student and especially the cadet exchange are under development.⁴⁵

44 Remark of author: Own conclusion.

45 Remark of author: Own conclusion.

2.9 Validity

Validity can be seen from both a quantitative and a qualitative way. When dealing with quantitative data validity is when all data is collected in a thorough and exact way and that it is made sure that the correct measurements are done towards the research questions.⁴⁶

When it comes to qualitative data, validity is when the data is trustworthy. When collecting qualitative data there is a problem regarding the close involvement from the collector to the data itself. During an interview for example, the collector has a great impact on what the outcome will be from the interview. Here objectivity plays a central role.⁴⁷

Moreover, during an interview the respondents might willingly or unwillingly make the answers sound better than they are in reality. Controlling and comparing the information with other sources best prevents this error.⁴⁸

Furthermore, there are some language issues to take into consideration. Sources and interviews are in different languages and therefore there might be difficulties in the translation process making it exact and coherent. For example, the meaning of leadership at the Swedish National Defence College is more about paedagogy in an academic way while leadership at the Austrian Theresan Military Academy is more practical and to the point.⁴⁹

46 Ref.: Denscombe, Martin 1998: *Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskaperna*, Replika Press Pvt Ltd India 2011, Författaren och studentlitteratur 2ed 2009, p 362f. “The research hand-book – for small research projects in the social sciences”. Translated to English from Swedish by the author.

47 Ref.: Ibid, p 380ff.

48 Remark of author: Own conclusion.

49 Remark of author: Own conclusion.

2.10 Reliability

Reliability in a work like this means that if another person would do the analysis of the same topic the results and conclusions should be the same. This is especially important to take into consideration when doing a qualitative research like this since the researcher, in this case the author, works closely with the sources, i.e. the respondents of the interviews. Both the researcher and the respondents of the interviews will most likely not be absolutely objective regarding this topic.⁵⁰

In this case the author is a Swedish cadet and the respondents are working at the concerned institutions, therefore extra attention must be put on the objectiveness of the interviews and the evaluation of the main question of this thesis.⁵¹

50 Remark of author: Own conclusion.

51 Ref.: Denscombe, Martin 1998: *Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskaperna*, Replika Press Pvt Ltd India 2011, Författaren och studentlitteratur 2ed 2009, p 381. “The research hand-book – for small research projects in the social sciences”. Translated to English from Swedish by the author.

3. Theoretical Framework

In this chapter, the Swedish and the Austrian Basic Officer Programmes are described. The author describes the programme structures, the modules and courses, learning objectives, time frames and languages. The author also tries to illustrate what Swedish cadets have to gain by attending a course or a module of the Austrian Basic Officer Programme.

3.1 Swedish Basic Officer Programme

In the latest education plan, by the Swedish National Defence College, of the Swedish Officer Programme the purpose of the education is described as follows:

”Grunden för det militära försvaret är förmåga att verka i väpnad strid, att kunna möta olika former av hot samt vara beredd att utveckla förmåga till omfattande militära operationer. Denna grund är också utgångspunkt för utbildning av officerare. Officeren skall ha förmåga att utöva sina yrkesfärdigheter, såväl vid internationell kris- och konflikthantering som att kunna verka nationellt under fred, kris och i krig inom ramen för en bred hot- och riskbild. Utbildningen utgör grunden för det livslånga lärandet.”⁵²

It means:

”The basis of the armed forces is capability to act in armed battle, to be able to meet different forms of threats and to be prepared to develop the capability of extensive military operations. This basis is also the basis for the education of officers. The officer shall have the capability to exercise his or her professional skills, in international

52 Ref.: Web page, The Education Plan of the Swedish Basic Officer programme from 2009 and thereafter, URL:
<http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Utbildningsplaner/utbildningsplan-officersprogrammet-krvprofil.pdf>; [2012-05-07] p 2.

operations of crisis and conflict as well as nationally in peace, crisis and in war in a broad range of threat- and risk-levels. The education constitutes the basis for the life long learning-process."⁵³

The programme consists of six semesters, each worth 30 ECTS points, thus 180 ECTS points in total. To graduate, the cadet must pass all modules, i.e. earn 180 ECTS points. Moreover, besides the programme itself, military activities led by the Swedish Armed Forces will be carried out during some late afternoons, weekends and between semesters. Examples of such are weapons training, physical training and other training to develop and improve the military skills.⁵⁴

The spring semesters start around the sixth week of the year and end around the 26th week, while the autumn semesters start around the 35th week of the year and end around the fourth.⁵⁵

Semesters 1, 2, 3 and 6 are done at Karlberg Military Academy in Stockholm with the Swedish National Defence College's being in charge. Those are of a more academic character, while semesters 4 and 5 are more practical in their nature and are done at different branch schools spread around Sweden.⁵⁶

During the semesters 1, 2, 3 and 6 not all cadets attend the same modules. The cadets attending the Swedish Basic Officer Programme are from all three services; the army, the navy and the air force. Therefore, in some modules, the cadets will split up and do service

53 Remark of author: Own translation from Swedish.

54 Ref.: Web page, The Education Plan of the Swedish Basic Officer programme from 2009 and thereafter, URL:

<http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Utbildningsplaner/utbildningsplan-officersprogrammet-krvprofil.pdf>; [2012-05-07] p 1ff.

55 Remark of author: Own conclusion.

56 Ref.: Web page, The Education Plan of the Swedish Basic Officer programme from 2009 and thereafter, URL:

<http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Utbildningsplaner/utbildningsplan-officersprogrammet-krvprofil.pdf>; [2012-05-07] p 2f.

specific modules.⁵⁷

There are four main subjects in the Swedish Basic Officer Programme; military science, military technology, leadership and physical battle worthiness.⁵⁸ There are a various number of modules in each subject and the time frames of the modules are from two weeks and up to 12 weeks. The majority of the modules are blocked, i.e. only one module or sub-module will be carried out at the time.⁵⁹

Below an overview sketch of the Swedish Basic Officer Programme is presented. It is in Swedish but the main purpose of showing it is to show the durations of the modules. The semesters and the modules will further be explained in detail in Chapter 4.1.



Figure 2: Overview sketch of the Swedish Basic Officer Programme.⁶⁰

57 Remark of author: Own conclusion.

58 Remark of author: Own translation from Swedish.

59 Ref.: Web page, The Education Plan of the Swedish Basic Officer programme from 2009 and thereafter, URL:

<http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Utbildningsplaner/utbildningsplan-officersprogrammet-krvprofil.pdf>; [2012-05-07] p 2f.

60 Remark of author: Given to author by Nina Gemvik. The author ensures the validity of it from own experience in the Swedish Basic Officer Programme.

3.2 Austrian Basic Officer Programme

In the beginning of the description of the learning objectives of the Austrian Basic Officer Programme found in the application for recognition and accreditation of the FH-Bachelor Programme Military Leadership it is stated that:

*”Our programme features a practical orientation of studies that are backed up by relevant state-of-the-art sciences in order to enable the graduate to fully meet the demands – in peace- and wartime – of a leader and expert in the Austrian Armed Forces (AAF) or relevant organisations.”*⁶¹

The Austrian Basic Officer Programme consists of six semesters, as the Swedish one, and thus also 180 ECTS points. The winter semesters start at the beginning of the 40th week of the year and end at the end of the sixth week the year after. The summer semesters start at the beginning of the 14th week and end at the end of the 29th week. The main language used is German and when this document was written, in 2011, six lectures were in English. However, it is also stated in the document, that hopefully the whole programme will be offered in English in 2013/14.⁶²

Studies in leadership are the main focus in order to be able to meet the demands of the profession after graduation. Leadership is divided into four groups of competences; personal-, acting-, social and communicative- and technical competences. Besides the military science included in the programme also different social sciences are included such as national- and military law, politics, economics etc. It is also so, that subjects are sometimes mixed in order to make them as relevant as possible for the education.⁶³

61 Ref.: Web page, The Austrian Application for Recognition and Accreditation of the FH Bachelor Programme 05-05-2011, URL:
<http://www.miles.ac.at/campus/iep/pdf/2012/201112AustriaAccreditationApplication.pdf>; [2012-05-09] p 4.

62 Ref.: Ibid, p 20.

63 Ref.: Ibid, p 5.

Important remarks about the programme are that the cadets go for so-called NTJ, national training on the job, during the fifth semester and ITJ, international training on the job, during the sixth semester. Each lasts for six weeks and the cadets will thus not be at the academy during that time.⁶⁴

3.3 Why Cadet Exchange?

There are many reasons for a cadet exchange. They can be divided into European security and co-operation, national economic reasons, military scientific development, international professional aspects and personal development.⁶⁵

European security and co-operation: By having a military co-operation in Europe on educational level the nations are brought closer together and the common security is advocated.⁶⁶

National economic reasons: Through funding from different programmes, Erasmus for example, the institutions can actually make financial savings by sending cadets to exchanges. In the European Union today, there are 46 military institutions educating the same amount of officers that only 4 institutions do in the USA, i.e. sooner or later when the basic officer programmes are more harmonised in Europe and further extensive co-operation is possible more opportunities for exchanges will be created. Already today some countries in the European Union have all their officers educated in other countries because of financial and political reasons.⁶⁷

Military scientific development: Having cadets and instructors doing exchanges, lessons learned would be shared and the latest military knowledge would faster be spread.⁶⁸ Also,

64 Ref.: Ibid, p 20.

65 Remark of author: Own conclusion.

66 Remark of author: Own conclusion.

67 Ref.: Interview with Col Dr. Harald Gell, 2012-05-08, p 2f.

68 Ref.: Ibid, p 3.

the co-operation of the military sciences would be better, i.e. the results would also be better and the knowledge would be available for more countries.⁶⁹

International professional aspects: Today the officer can expect the profession to include international work and co-operation. The officer could be sent to an operation or a mission abroad directly after the education in many European countries. To be best prepared for this, the education should also, to some extent at least, include international aspects and training, regarding both the language and the understanding of other military procedures than the national ones at home.⁷⁰ Furthermore, officers educated in other countries will most likely have a slightly different way of thinking concerning the process of decision making. Because of this, it would further be an advantage for the officer if the basic officer education provides training and understanding in inter-military-cultural decision making processes. Cadet exchanges could be a good solution to get these competences.⁷¹

Personal development: At the academy the cadets are told what to do, they have a schedule, they follow the same procedures, they have their lectures in same rooms etc. In other words, not many challenges are put on them beyond the education itself. In a cadet exchange they learn to be better organised, to adapt to new procedures and military cultural differences, language skills etc. further than the content of the module itself. The personal development is most likely to be bigger in situations like that.⁷²

69 Ref.: Interview with Mrs. Nina Gemvik, 2012-04-04, p 2.

70 Ref.: Interview with Col Dr. Harald Gell, 2012-05-08, p 2.

71 Ref.: Ibid, p 2f.

72 Ref.: Ibid, p 3.

4. Empirical Findings and Results

In this chapter the author analyses the Swedish and the Austrian Basic Officer Programmes in order to find opportunities for cadet exchange, i.e. realistic possibilities for Swedish cadets to attend Austrian modules. The author starts by analysing the Swedish Basic Officer Programme to find out when it would be appropriate for exchanges and also motivate why exchanges with Austria would be beneficial for the Swedish cadets. The result is presented right after the analysis.

Then the Austrian Basic Officer Programme is analysed by using three different filters; time frames, language and validity of modules. The results from the filters are presented after each filter.

The chapter ends with a summary of the results in which the individual results are put together in order to find out what opportunities for the cadets in the Swedish Basic Officer Programme regarding modules in the Austrian Basic Officer Programme there are.

4.1 Swedish Basic Officer Programme

As earlier described, the Swedish Basic Officer Programme consists of six semesters. It would clearly not be appropriate to do a cadet exchange during the first semester since the cadet is most often quite new in the military system at that time and therefore it is appropriate to learn the basics in Sweden, i.e. to learn the Swedish military system, before a cadet exchange, in order to have something to relate to during an exchange.⁷³

The second semester, however, would be more appropriate regarding the above aspect. The second semester starts with a module, worth 3 ECTS points, about basic tactics in a subarctic environment during the sixth and seventh weeks of the year. It is mostly practical in a subarctic environment, i.e. warfare, movement and such, but does also

73 Remark of author: Own conclusion.

include some lectures and seminars indoors.⁷⁴ The semester then continues with two sub-modules in physical battle worthiness, which is part of a 7.5 ECTS points module⁷⁵, a 7.5 ECTS points module in basic military strategy⁷⁶, a 4.5 ECTS points module in basic military technology⁷⁷, a 7.5 ECTS points module in service specific tactics⁷⁸ and ends with a 10.5 ECTS points module in military technology concerning sensors and

- 74 Ref.: Web page, The description of the War Studies Basic Course Subarctic Tactics, URL:
[http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammanställning%20%20KP/Gemensamma%20HFU%20Kurser/1OP146%20Krigsvetenskap%20grundkurs%20taktik%20subarktisk%20miljö%20\(OP\).pdf](http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammanställning%20%20KP/Gemensamma%20HFU%20Kurser/1OP146%20Krigsvetenskap%20grundkurs%20taktik%20subarktisk%20miljö%20(OP).pdf); [2012-05-13] p 1.
- 75 Ref.: Web page, The description of the Applied Physical Training Theory for Warfare Basic Course, URL:
<http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammanställning%20%20KP/Gemensamma%20HFU%20Kurser/Kursplan%20OP%20Fysiskt%20Stridsvärde%207%205%20hp%20FUN%20beslutad%20100609.pdf>; [2012-05-13] p 1.
- 76 Ref.: Web page, The description of the War Studies Basic Course Military Strategy, URL:
[http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammanställning%20%20KP/Gemensamma%20HFU%20Kurser/1OP145%20Krigsvetenskap%20grundkurs%20militärstrategi%20\(OP\).pdf](http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammanställning%20%20KP/Gemensamma%20HFU%20Kurser/1OP145%20Krigsvetenskap%20grundkurs%20militärstrategi%20(OP).pdf); [2012-05-13] p 1.
- 77 Ref.: Web page, The description of the Military-Technology Introduction course, URL:
<http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammanställning%20%20KP/Gemensamma%20HFU%20Kurser/1OP155%20Militärteknik%20OP.%20Grunder.pdf>; [2012-05-13] p 1.
- 78 Ref.: Web page, The description of the War Studies Basic Course Ground Tactics, URL:
<http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammanställning%20%20KP/Gemensamma%20HFU%20Kurser/1OP215%20Krigsvetenskap%20grundkurs%20taktik%20mark.pdf>; [2012-05-13] p 1.

communication^{79 80}.

The third semester would also be appropriate for cadet exchange regarding the cadets' experience of the Swedish military system. It starts with the continuation of the module in military technology concerning sensors and communication and proceeds with a 12 ECTS points module in leadership and learning⁸¹, a 4.5 ECTS points module in military technology⁸² and finally a 7.5 ECTS points module in irregular warfare^{83 84}.

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- 79 Ref.: Web page, The description of Military Technology Sensors EW Command and Control Systems URL:
<http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammanställning%20%20KP/Gemensamma%20HFU%20Kurser/1OP203%20Militärteknik%20OP,%20Sensorer,%20telekrig%20och%20ledningssystem.pdf>; [2012-05-13] p 1.
- 80 Remark of author: Own conclusion regarding the order of the modules from the author's experience from the programme.
- 81 Ref.: Web page, The description of Leadership and Learning 2 URL:
<http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammanställning%20%20KP/Gemensamma%20HFU%20Kurser/1OP137%20Ledarskap%20o%20Lärande%202.pdf>; [2012-05-13] p 1.
- 82 Ref.: Web page, The description of Military Technology Weapons and Protection URL:
<http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammanställning%20%20KP/Gemensamma%20HFU%20Kurser/1OP115%20Militärteknik%20OP,%20Verkan%20och%20skydd.pdf>; [2012-05-13] p 1.
- 83 Ref.: Web page, The description of War Studies Intermediate Course Military Theory and Tactics Irregular Warfare URL:
[http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammanställning%20%20KP/Gemensamma%20HFU%20Kurser/1OP144%20Krigsvetenskap%20fortsättningskurs%20militärteori%20och%20taktik,%20irreguljär%20krigföring%20rev%20\(OP\).pdf](http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammanställning%20%20KP/Gemensamma%20HFU%20Kurser/1OP144%20Krigsvetenskap%20fortsättningskurs%20militärteori%20och%20taktik,%20irreguljär%20krigföring%20rev%20(OP).pdf); [2012-05-13] p 1.
- 84 Remark of author: Own conclusion regarding the order of the modules from the author's experience from the programme.

The fourth and fifth semesters are not appropriate for cadet exchange because the Swedish cadets go to branch schools for branch specific training. Since there are significant differences in procedures and equipment, which are specifically trained during this period, the risk of a situation of double education is too dangerous.⁸⁵

During the sixth semester there already is a known and used opportunity for cadet exchange regarding the bachelor thesis. However, before the bachelor thesis the Swedish cadets do a 9 ECTS points module in tactics, part of the module is in the field^{86 87}.

Finally, there are opportunities for exchanges during the time between the semesters. However, the activities during that time are controlled by the Swedish armed forces and could differ from year to year, depending on what is requested from the headquarters. To arrange a cadet exchange during that time it must be requested and arranged through the military chain of command for each time.⁸⁸

4.1.1 Why Cadet Exchange?

Today the Swedish Basic Officer Programme does not include any obligatory international education and almost not any opportunities of application for the cadets. Therefore it would be good to at least increase the opportunities and possibilities.⁸⁹

85 Remark of author: Own conclusion.

86 Ref.: Web page, The description of War Studies Supplementary Course Ground Tactics URL:
<http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammansattning%20%20KP/Gemensamma%20HFU%20Kurser/1OP180%20Krigsvetenskap%20p%C3%A5bygggnadskurs%20taktik%20mark.pdf>; [2012-05-13] p 1.

87 Remark of author: Own conclusion.

88 Ref.: Interview with Mr. Ove Lind, 2011-02-18, p 5f.

89 Remark of author: Own conclusion.

International experience would increase the Swedish cadets' employability and competence in the profession as a Swedish Officer.⁹⁰

Austria is a country similar to Sweden in many ways. Both countries are neutral, members of the European Union, not members of NATO⁹¹, have almost the same life standards, almost the same sizes of the populations and the military institutes are Erasmus certified. These political similarities would facilitate cadet exchanges.⁹²

Furthermore, it would be beneficial to do cadet exchanges with Austria since there already are good connections and co-operations between the institutes. Austria has many years of experience regarding cadet exchange and the Swedish National Defence College could therefore be confident in the Swedish cadets getting good education.⁹³

4.1.2 When is it possible to exchange?

From own experience the author has the opinion that it is not appropriate to do a cadet exchange during the first semester of the Swedish Basic Officer Programme and by looking at the description of the Basic Officer Programme one can also conclude that it most likely is not appropriate during the second semester either, since the modules during that time are of a basic character.⁹⁴

This is also the opinion of Mr. Ove Lind, Director of Studies and member in the Directorate for Officers Academic Education at the Swedish National Defence College, he is for the moment also chairperson of Line of Development 2 in the European Union. He describes the first three semesters of the Swedish Basic Officer Programme to be of a general character and that international focus is not prioritised during that part. In the first three semesters there is a focus on building up an academic and military understanding

90 Ref.: Interview with Mr. Ove Lind, 2012-05-14, p 1f.

91 North Atlantic Treaty Organisation.

92 Ref.: Interview with Col Dr. Harald Gell, 2012-05-08, p 3f.

93 Ref.: Interview with Mr. Ove Lind, 2012-05-14, p 2.

94 Remark of author: Own conclusion.

and fundament on which the cadet later can stand on. There also could some be difficulties language-wise since the cadets most likely do not know all military expressions even in Swedish at that point.⁹⁵

However, the modules during the third semester are not of a basic character as in the first two semesters. Instead, they are modules following the previous ones. Therefore, it would be appropriate to do an exchange during that time, rather than doing it during the first two semesters. The cadet should have learned the basics of the Swedish military system and be ready to do an exchange, perhaps not for a whole semester but for a couple of weeks at least.⁹⁶

To continue, the author has demarcated this thesis by not analysing the fourth and fifth semesters of the Swedish Basic Officer Programme very closely, since the Swedish cadets are split up and sent to different branch schools around Sweden.⁹⁷

There are of course different descriptions of the modules at each branch school and a lot of the education is specific for Sweden, such as equipment and procedures. Therefore it would be impossible to make a general conclusion about cadet exchange concerning the majority of the Swedish cadets.⁹⁸

In the sixth and last semester of the Swedish Basic Officer Programme there already is a known and used opportunity for cadet exchange, during the time of the bachelor thesis. However, there is a module in tactics before the thesis where a cadet exchange could fit time-wise.⁹⁹

Finally, there is the time between the semesters that are under the control of the Swedish

95 Ref.: Interview with Mr. Ove Lind, 2012-05-14, p 1ff.

96 Remark of author: Own conclusion.

97 Ref.: Web page, The Education Plan of the Swedish Basic Officer programme from 2009 and thereafter, URL:
<http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Utbildningsplaner/utbildningsplan-officersprogrammet-krvprofil.pdf>; [2012-05-07] p 3.

98 Remark of author: Own conclusion.

99 Remark of author: Own conclusion.

Armed Forces. That time is also hard to make a general conclusion about, since the activities differ from year to year and in order to do a cadet exchange a request must be done through the chain of command each time and there could in this matter also be a problem regarding funding since this would not go under the Erasmus.¹⁰⁰

4.1.3 Result

From the analysis of the Swedish Basic Officer Programme a few windows of opportunity have been found. Firstly, there is the complete third semester. It would most likely not be appropriate to do a cadet exchange for the complete semester but a shorter one during any time of the semester should be possible. Secondly, there is an opportunity to do one, time-wise, in the beginning of the sixth semester before the work of the bachelor thesis. Lastly, there is time between the semesters. However, a cadet exchange during that time highly depends on the nature of the exchange, intent of the Swedish Armed Forces from time to time and there could also be difficulties in funding the exchange.¹⁰¹

In summary, the following time frames in the Swedish Basic Officer Programme will be taken into consideration for the further comparison with the Austrian Basic Officer Programme:

- The time of the Swedish third semester.
- The time during the sixth semester before the module of the Bachelor Thesis.
- The time between the third and fourth and between the fifth and sixth semesters.

4.2 Austrian Basic Officer Programme

The analysis of the Austrian Basic Officer Programme using the earlier mentioned filters is presented below.

100 Remark of author: Own conclusion.

101 Remark of author: Own conclusion.

4.2.1 Time Frames

The Austrian basic Officer Programme is filtered regarding time frames by using the tables constructed by Fähnrich Elias Mathoi. There is one table for each semester. The author will present them as the analysis goes on semester by semester.

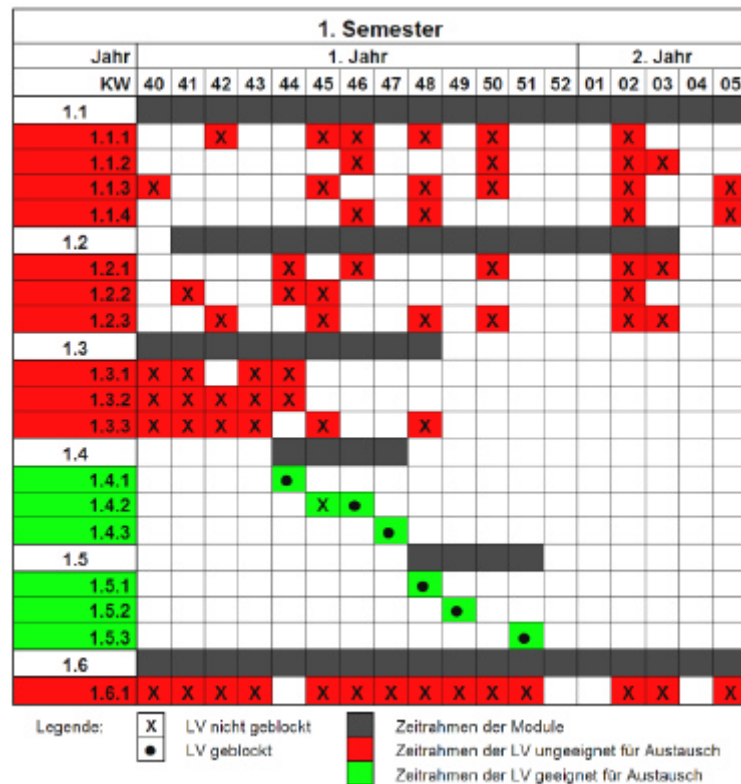


Figure 3: Fähnrich Elias Mathoi's table of the first semester of the Austrian Basic Officer Programme.¹⁰²

X	Sub-modules not in one sequence
•	Sub-modules in one sequence
	Duration of the module
	Time of sub-module not being practical for exchanges
	Time of sub-module practical for exchanges

Table 2: English translation from Fähnrich Elias Mathoi's tables.¹⁰³

102 Ref.: Elias Mathoi 2011, Master Thesis – Austauschmöglichkeiten mit Finnland, Theresan Military Academy, Wiener Neustadt, p 38.

103 Remark of author: Translation and construction of table done by the author.

As it can be seen in the table of the first semester of the Austrian Basic Officer Programme there are two modules, 1.4 and 1.5, or six sub-modules, 1.4.1-1.4.3 and 1.5.1-1.5.3, that are appropriate for cadet exchange from a time frame perspective. Also they seem to fit time-wise to the Swedish programme for a cadet exchange since they are in the autumn and there is probably a good possibility for the Swedish cadets to do a cadet exchange during the third semester, which is in the autumn.

2. Semester																														
Jahr	2. Jahr																													
KW	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28															
2.1																														
2.1.1	X	X	X	X	X		X						X																	
2.1.2	X	X	X	X	X		X						X																	
2.1.3	X	X			X						X				X															
2.1.4						X	X	X		X	X																			
2.2																														
2.2.1	X			X	X																									
2.2.2			X		X																									
2.2.3								X			X		X																	
2.2.4							X	X	X	X		X																		
2.3																														
2.3.1			●																											
2.3.2			X	X																										
2.3.3						●																								
2.4																														
2.4.1							X																							
2.4.2							X	X																						
2.4.3									●																					
2.5																														
2.5.1	X																													
2.5.2																														
1.6																														
1.6.2	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Legende:		X	LV nicht geblockt															Zeiträumen der Module												
		●	LV geblockt																Zeiträumen der LV ungeeignet für Austausch											
																			Zeiträumen der LV geeignet für Austausch											

Legende:

X	LV nicht geblockt		Zeiträumen der Module
•	LV geblockt		Zeiträumen der LV ungeeignet für Austausch
			Zeiträumen der LV geeignet für Austausch

Figure 4: Fähnrich Elias Mathoi's table of the second semester of the Austrian Basic Officer Programme.¹⁰⁴

104 Ref.: Elias Mathoi 2011, Master Thesis – Austauschmöglichkeiten mit Finnland, Theresan Military Academy, Wiener Neustadt, p 69.

In the second semester there is only one sub-module that is appropriate for exchange of a Swedish cadet. That is the one in the 28th week of the year, 2.5.2, and that one is not completely blocked either.

The other modules and sub-modules are during the time of either the second semester of the Swedish Basic Officer Programme, which is too early for a cadet exchange, or the fourth semester that is conducted on branch schools in Sweden or, lastly, in the sixth semester when the Swedish cadets are doing their bachelor theses.

3. Semester																								
Jahr	2. Jahr																3. Jahr							
KW	40	41	42	43	44	45	46	47	48	49	50	51	52	01	02	03								
3.1																								
3.1.1	X	X			X			X			X	X				X								
3.1.2	X	X						X	X	X		X			X	X								
3.1.3	X	X							X															
3.2																								
3.2.1						X	X			X	X													
3.2.2				X			X		X		X					X								
3.2.3	X	X		X	X			X	X	X	X	X												
3.2.4	X	X						X	X															
3.3																								
3.3.1	X	X						X	X	X		X			X	X								
3.3.2		X						X	X		X				X	X								
6.3.3	X	X		X	X			X	X	X														
3.4																								
3.4.1		X																						
3.4.2					X	X			X	X	X													
3.4.3		X		X	X			X		X		X			X	X								
3.5																								
3.5.1				●	●		●																	
3.5.2						●																		
3.5.3							●																	
1.6																								
1.6.3	X	X		X	X	X		X	X	X	X	X			X	X								

X

●

LV nicht geblockt

LV geblockt

Zeiträumen der Module

Zeiträumen der LV ungeeignet für Austausch

Zeiträumen der LV geeignet für Austausch

Legende:

X	LV nicht geblockt		Zeitraumen der Module
•	LV geblockt		Zeitraumen der LV ungeeignet für Austausch
			Zeitraumen der LV geeignet für Austausch

Figure 5: Fähnrich Elias Mathoi’s table of the third semester of the Austrian Basic Officer Programme.¹⁰⁵

105 Ref.: Elias Mathoi 2011, Master Thesis – Austauschmöglichkeiten mit Finnland, Theresan Military Academy, Wiener Neustadt, p 84.

In the third semester of the Austrian Basic Officer Programme there are four sub-modules that are appropriate for cadet exchange regarding the Swedish cadets, 3.4.1 and 3.5.1-3.5.3. The others are not appropriate because they are not blocked or compressed enough according to Fähnrich Mathoi's table.

4. Semester																
Jahr	3. Jahr															
KW	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
4.1	Ausbildung in den Vertiefungsgebieten an den Waffengattungs- und Fachschulen															
4.2																
4.3																
4.4																
4.5																
4.6																
4.7																

Figure 6: Fähnrich Elias Mathoi's table of the fourth semester of the Austrian Basic Officer Programme.¹⁰⁶

“Ausbildung in den Vertiefungsgebieten an den Waffengattungs- und Fachschulen” simply means that the cadets are on branch specific training. In the new Austrian FH-Bachelor Programme Military Leadership however, the cadets must choose one of the following “in depths studies”:

- Economics,
- Political Science,
- Paedagogy and
- Information and Communication Technology.

106 Ref.: Elias Mathoi 2011, Master Thesis – Austauschmöglichkeiten mit Finnland, Theresan Military Academy, Wiener Neustadt, p 98.

These studies are to be done abroad by the Austrian cadets and therefore it is no purpose in a cadet exchange during the fourth semester.¹⁰⁷

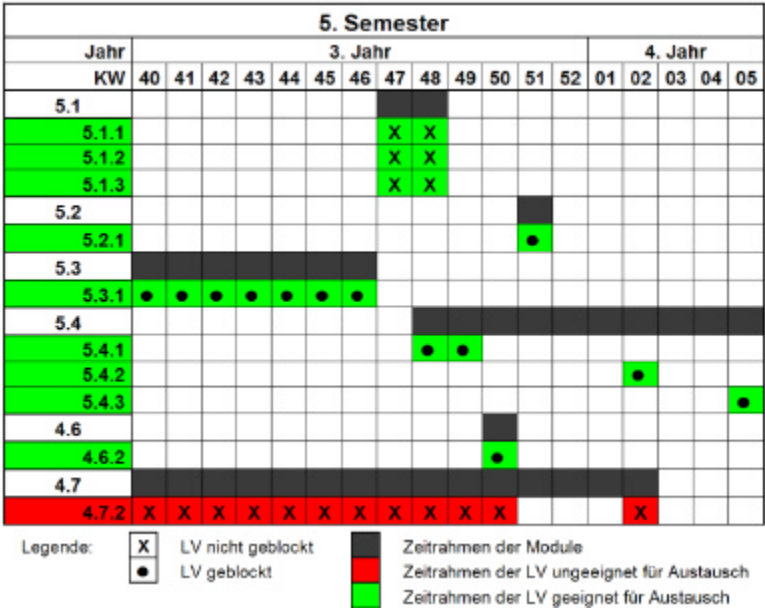


Figure 7: Fährnrich Elias Mathoi's table of the fifth semester of the Austrian Basic Officer Programme.¹⁰⁸

In the fifth semester there are a few more possibilities of exchange for the Swedish cadets. There are nine sub-modules that are appropriate according to Fährnrich Mathoi, 5.1.1-5.1.3, 5.2.1, 5.3.1, 5.4.1-5.4.3 and 4.6.2. Comparing them to the time frames of the Swedish Programme they seem to fit time wise.¹⁰⁹

107 Remark of author: Own conclusion.

108 Ref.: Elias Mathoi 2011, Master Thesis – Austauschmöglichkeiten mit Finnland, Theresan Military Academy, Wiener Neustadt, p 99.

109 Remark of author: Own conclusion.

6. Semester																											
Jahr	4. Jahr																										
KW	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28											
5.1																											
5.1.4	X	X	X																								
5.1.5	X	X	X	X																							
5.1.6	X	X																									
5.2																											
5.2.2																											
6.1																											
6.1.1																											
6.2																											
6.2.1	X	X	X	X																							
6.2.2			X	X																							
6.2.3																											
6.3																											
6.3.1																											
6.3.2																											
3.3																											
3.3.3																											
4.6																											
4.6.3	X	X	X	X																							

Legende:

X	LV nicht geblockt		Zeitraumen der Module
•	LV geblockt		Zeitraumen der LV ungeeignet für Austausch
			Zeitraumen der LV geeignet für Austausch

Figure 8: Fähnrich Elias Mathoi's table of the sixth semester of the Austrian Basic Officer Programme.¹¹⁰

In the sixth semester there are lot of modules that are appropriate from the Austrian point of view. However, there are only two sub-modules that are appropriate when comparing them to the Swedish time frames, 6.2.3 and 6.3.2.

Lastly, there are some modules that already are used for international participation. However, they are non-academic, i.e. courses, but if they would fit to a Swedish module description the Swedish person being responsible of that module could perhaps recognise the course. Or, there is the possibility of doing a course between the semesters if the time frame is of that nature.

¹¹⁰ Ref.: Elias Mathoi 2011, Master Thesis – Austauschmöglichkeiten mit Finnland, Theresan Military Academy, Wiener Neustadt, p 107.

The referred courses are the following:

D	Course for Crisis Management Operation Techniques, non-academic, 2 weeks in March before the semester.
F	General Alpine Winter Course, non-academic, 2 weeks in March before the semester.
G	Military Mountaineer Winter Course, non-academic, 2 weeks in March before the semester.
H	General Alpine Summer Course, non-academic, 2 weeks in the beginning of August.
I	Military Mountaineer Summer Course, non-academic, 2 weeks in the beginning of August.

Table 3: Courses that are offered by the Theresan Military Academy for international participation.¹¹¹

The courses D, F and G could fit concerning the time frame to the Swedish programme. It would be in the sixth semester right before the work of the thesis in that case. This is if the courses are conducted in approximately the weeks 10, 11 and 12 of the year.¹¹²

Also the courses H and I are fitting time wise to the Swedish programme. However, that would be between semesters, either between the second and third or the fourth and fifth. Since the year of the fourth and fifth semesters are disregarded because of the demarcations made by the author the first alternative is the valid one.¹¹³

111 Remark of author: Construction of table done by the author. Heading of sub-modules from Ref.: Web page, Offers of the Theresan Military Academy for international participation, URL: <http://www.miles.ac.at/campus/iep/module.php>; [2012-05-15]. The dates of the courses were given by Col. Dr. Harald Gell at Theresan Military Academy 2012-05-14.

112 Remark of author: Own conclusion.

113 Remark of author: Own conclusion.

4.2.2 Result

There are 22 sub-modules and five courses that seem to be appropriate for a Swedish cadet exchange with Austria regarding time frames of both, the Austrian and the Swedish programmes. They are presented in Table 4 below together with the heading of the sub-module.

Number in old programme	Number in new programme	ECTS or WH	Description
1.4.1	1.4.1	1 ECTS	Fundamentals and Principles for Defensive Operations
1.4.2	1.4.2	3 ECTS	Tactics: the Reinforced Battalion in Defensive Operations
1.4.3	1.4.3	3 ECTS	TTP: the Reinforced Company in Defensive Operations
1.5.1	1.5.1	2 ECTS	Basic Military English
1.5.2	1.5.2	2 ECTS	Intermediate Military English
1.5.3	1.5.3	2 ECTS	Media Relations Training, Module L
2.5.2	2.3.5	2 ECTS	Applied Simulation Training
3.4.1	3.4.1	3 ECTS	Fundamentals and Principles for Security Operations
3.5.1	3.4.1		
3.5.2	3.4.2	2 ECTS	Tactics: the Reinforced Battalion in Security Operations
3.5.3	3.4.3	3 ECTS	TTP: the Reinforced Company in Security Operations
5.1.1	5.1.1	2 ECTS	Selected Problems of the Profession 1 (2nd Bachelor Thesis)
5.1.2	5.1.2	4 ECTS	Selected Problems of the Profession 2
5.1.3			Practice in accounting but is cancelled for the moment
5.2.1	5.2.1	2 ECTS	Procedural Law and Trade Union Act
5.3.1	5.3.1	11 ECTS	National Training on the Job NTJ
5.4.1	5.4.1	3 ECTS	Fundamentals and Principles for Multinational Operations, Module A
5.4.2	5.4.2	2 ECTS	Tactics: the Task Force in Multinational Operations, Module B
5.4.3	5.4.3	3 ECTS	TTP: Multinational Operations, Module C
4.6.2	4.6.2	1 ECTS	Military English for Multinational Operations

6.2.3	6.1.4	1 ECTS	Military Authorisation Act / Legal Provisions for Training and Routine Duty
6.3.2	6.1.2	2 ECTS	Disciplinary Law and Uniform Code of Justice
D	D	119 WH	Course for Crisis Management Operation Techniques, non-academic, 2 weeks in March before the semester.
F	F	50 WH	General Alpine Winter Course, non-academic, 2 weeks in March before the semester.
G	G	81 WH	Military Mountaineer Winter Course, non-academic, 2 weeks in March before the semester.
H	H	50 WH	General Alpine Summer Course, non-academic, 2 weeks in the beginning of August.
I	I	86 WH	Military Mountaineer Summer Course, non-academic, 2 weeks in the beginning of August.

Table 4: Sub-modules and courses that seem to be appropriate for a Swedish cadet exchange with Austria regarding time frames.¹¹⁴

4.2.3 Language

The modules, sub-modules and courses on following page are held or offered in English for the moment by the Theresan Military Academy.

114 Remark of author: Construction of table done by the author. Heading of sub-modules from Ref.: Web page, The Austrian Application for Recognition and Accreditation of the FH Bachelor Programme 05-05-2011, URL: <http://www.miles.ac.at/campus/iep/pdf/2012/201112AustriaAccreditationApplication.pdf>; [2012-05-15] p 21ff and in those cases changes have been made Col. Dr. Harald Gell Theresan Military Academy 2012-05-15.

Number in old programme	Number in new programme	ECTS or WH	Description
1.5.1	1.5.1	2 ECTS	Basic Military English, 2 ECTS
2.3.3	2.3.3	3 ECTS	TTP: the Reinforced Company in Offensive Operations, Module E
2.4.3	2.4.3	2 ECTS	TTP: the Reinforced Company in Retrograde Operations
3.3.1	3.3.1	2 ECTS	International Humanitarian Law and Law on Armed Conflicts (LOAC), Module K
3.3.2	3.3.2	2 ECTS	Common Security and Defence Policy (CSDP), Module J
1.5.3	1.5.3	2 ECTS	Media Relations Training, Module L
5.4.1	5.4.1	3 ECTS	Fundamentals and Principles for Multinational Operations, Module A
5.4.2	5.4.2	2 ECTS	Tactics: the Task Force in Multinational Operations, Module B
5.4.3	5.4.3	3 ECTS	TTP: Multinational Operations, Module C
D	D	119 WH	Course for Crisis Management Operation Techniques, non-academic, 2 weeks in March before the semester.
F	F	50 WH	General Alpine Winter Course, non-academic, 2 weeks in March before the semester.
G	G	81 WH	Military Mountaineer Winter Course, non-academic, 2 weeks in March before the semester.
H	H	50 WH	General Alpine Summer Course, non-academic, 2 weeks in the beginning of August.
I	I	86 WH	Military Mountaineer Summer Course, non-academic, 2 weeks in the beginning of August.

Table 5: Modules, sub-modules and courses that are held or offered in English.¹¹⁵

115 Remark of author: Construction of table done by the author. Modules, sub-modules and courses were given by Col Dr. Harald Gell at Theresan Military Academy 2012-05-14. Ref.: Web page, Offers of the Theresan Military Academy for international participation, URL: <http://www.miles.ac.at/campus/iep/module.php>; [2012-05-15].

4.2.4 Result

By comparing the tables in chapter 4.2.1.1 and 4.2.2 the following result can be found, i.e. the following modules, sub-modules and courses should be realistic to do in an exchange for the Swedish cadets.

Number in old programme	Number in new programme	ECTS or WH	Description
1.5.1	1.5.1	2 ECTS	Basic Military English, 2 ECTS
1.5.3	1.5.3	2 ECTS	Media Relations Training, Module L
5.4.1	5.4.1	3 ECTS	Fundamentals and Principles for Multinational Operations, Module A
5.4.2	5.4.2	2 ECTS	Tactics: the Task Force in Multinational Operations, Module B
5.4.3	5.4.3	3 ECTS	TTP: Multinational Operations, Module C
D	D	119 WH	Course for Crisis Management Operation Techniques, non-academic, 2 weeks in March before the semester.
F	F	50 WH	General Alpine Winter Course, non-academic, 2 weeks in March before the semester.
G	G	81 WH	Military Mountaineer Winter Course, non-academic, 2 weeks in March before the semester.
H	H	50 WH	General Alpine Summer Course, non-academic, 2 weeks in the beginning of August.
I	I	86 WH	Military Mountaineer Summer Course, non-academic, 2 weeks in the beginning of August.

Table 6: Modules, sub-modules and courses that are appropriate regarding time frames and language.¹¹⁶

¹¹⁶ Remark of author: Construction of table done by the author.

4.2.5 Validity of the Modules

Basic military English, 1.5.1, would not be a very purposeful sub-module to attend for Swedish cadets since they are taught basic military English at the military academy in Sweden.¹¹⁷

During the time frame of Module L, Media Relations Training, 1.5.3¹¹⁸, the Swedish cadets are attending War Studies Intermediate Course Military Theory and Tactics Irregular Warfare.¹¹⁹ They are not quite similar, which one might be able to understand from the heading of the modules. Therefore, an exchange regarding Module L would not be valid since the Swedish cadet would have to redo some studies when returning to Sweden. This is exactly what the European Union wants to avoid.

The same situation as above concerns Module A, Fundamentals and Principles for Multinational Operations, 5.4.1 and Module B Tactics: the Task Force in Multinational Operations, 5.4.2.¹²⁰ The Swedish cadets are attending the module in irregular warfare at those time frames too. Module A is about multinational crisis- and management operations including for example crowd and riot control and legal provisions for

117 Remark of author: Own conclusion.

118 Ref.: Web page, The Austrian Application for Recognition and Accreditation of the FH Bachelor Programme 05-05-2011, URL:
<http://www.miles.ac.at/campus/iep/pdf/2012/201112AustriaAccreditationApplication.pdf>; [2012-05-15] p 59.

119 Ref.: Web page, The description of War Studies Intermediate Course Military Theory and Tactics Irregular Warfare URL:
[http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammansställning%20KP/Gemensamma%20HFU%20Kurser/1OP144%20Krigsvetenenskap%20fortsättningskurs%20militärteori%20och%20taktik,%20irreguljär%20krigföring%20rev%20\(OP\).pdf](http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammansställning%20KP/Gemensamma%20HFU%20Kurser/1OP144%20Krigsvetenenskap%20fortsättningskurs%20militärteori%20och%20taktik,%20irreguljär%20krigföring%20rev%20(OP).pdf); [2012-05-13].

120 Ref.: Web page, The Austrian Application for Recognition and Accreditation of the FH Bachelor Programme 05-05-2011, URL:
<http://www.miles.ac.at/campus/iep/pdf/2012/201112AustriaAccreditationApplication.pdf>; [2012-05-15] p 114f.

international crisis management and Module B is about the military decision making process on tactical level. It is a substantial difference in those modules compared to the Swedish, i.e. those would not be valid for a cadet exchange either.

Module C Multinational Operations, 5.4.3, is during the fifth week of the year. There are not any possibilities really for a cadet exchange during that time frame since the Swedish cadets are on branch schools at that time. Both after the third semester and during the end of the fifth.

The rest of the opportunities are courses, i.e. Theresan Military Academy does not give any ECTS points for those. However, as earlier stated, it is not impossible for the people responsible for the modules being conducted in Sweden to recognise the course anyway if the course is valid for the actual Swedish module. The Users' Guide for Workloads' Calculation of Non-Academic Basic Officer Education, created in the European Union and agreed on by all members, could be a valid tool for this.¹²¹

Modules D, F and G are conducted in March before the Austrian semester starts, i.e. around the weeks 10, 11 and 12. During this time frame the only window of opportunity is when the Swedish cadets are in the sixth semester and are conducting a module in War Studies Supplementary Course Ground Tactics.

It is about the cadets getting an understanding of combat on battalion level within the limits of a brigade and the module should also give the cadet a further understanding and capability of planning and combat in a subarctic environment on a platoon level.¹²²

121 Ref.: Web page, The Users' Guide for Workloads' Calculation of Non-Academic Basic Officer Education URL: <http://www.miles.ac.at/campus/iep/pdf/2010-12-Austria-Draft-Users-Guide-for-Workload-Calculation.pdf>; [2012-05-24].

122 Ref.: Web page, The description of War Studies Supplementary Course Ground Tactics URL: <http://www.fhs.se/Documents/Externwebben/utbildning/Officersprogrammet/Sammansättning%20KP/Gemensamma%20HFU%20Kurser/1OP180%20Krigsvetenskap%20påbyggnadskurs%20taktik%20mark.pdf>; [2012-05-15] p 1f.

This may not correspond to Module D, which is about acting as a platoon leader in a PSO-mission. However, Module F and G are about acting in alpine winter terrain in team- up to squad level, F being for people not used to the terrain and G for the more experienced. This is more similar to the Swedish module.¹²³

It could not replace the whole module but it does not have to do that since the Swedish module is for about six weeks while Module F and G are for about two, i.e. it could replace some of the parts of the Swedish module that is about acting as a platoon leader in a subarctic environment while the other parts about combat on battalion level still can be conducted in Sweden. This is only valid for the cadets studying the ground tactics module in Sweden, which is the majority though.¹²⁴

Module H and I are, as said before, not in the time frame of the academic part of the Swedish Basic Officer Programme under the SNDC. Instead they are during time controlled by the Swedish Armed Forces, i.e. it is the Swedish Headquarters that decides what is supposed to be done on that time. What can be said is that it is good with international experience for the cadet and that there is an opportunity to do Module H and I.¹²⁵

4.2.6 Result

After using the last filter of the analysis, opportunities for cadet exchanges were found for four courses, Module F, G, H and I. However, cadet exchange regarding Module H and I would not be within the Swedish Basic Officer Programme under the SNDC, instead it would be under the control of Swedish Armed Forces.

123 Ref.: Web page, Offers of the Theresan Military Academy for international participation, URL: <http://www.miles.ac.at/campus/iep/module.php>; [2012-05-15].

124 Remark of author: Own conclusion.

125 Remark of author: Own conclusion.

4.3 Result Summary

In order to find opportunities for cadet exchanges three filters were used. After analysing the Austrian Basic Officer Programme from the point of view of time frames, 22 modules and sub-modules and five courses were found appropriate. After using the second filter, language, five modules and sub-modules and five courses were left. Finally, after analysing those left regarding validity, only 4 courses were left and only two of those were within the Swedish Basic Officer Programme under the SNDC, Module F and G.

5. Conclusion and Discussion

In this chapter the author answers the research questions and comes to a conclusion. The external validity and further research needed to be done in this topic will further be discussed.

5.1 Response to research questions

The aim of this thesis was to find out what opportunities are there for Swedish cadets to do exchanges by attending modules of the Austrian Basic Officer Programmes. There are many reasons to do that. There are general benefits for the European Union and then there are more specific benefits for the cadets' education to do cadet exchanges. Austria would be a good country to extend the co-operation with since there are already good connections between the institutions and also because of the similarities of the countries.

In order to do this the author constructed a set of research questions including one main question. The main question is as follows: What exchange opportunities for the cadets in the Swedish Basic Officer Programme regarding modules in the Austrian Basic Officer Programme are there?¹²⁶

The opportunities found were primarily the Module F and G of the Austrian Basic Officer Programme. There is a realistic opportunity for the Swedish cadets attending the module of War Studies Supplementary Course Ground Tactics in the sixth semester to during that time, in the beginning of March, to attend either Module F or G, either because they are principally the same course but requires different degree of experience. They are not academic in the sense that they are worth any ECTS points from the Austrian side. However, since they correspond to parts of the Swedish module, the person being responsible of that module should be able to recognise the Austrian courses.

126 Remark of author: Research question Chapter 1.8.

This also goes in line with the opinion of Mr. Ove Lind, that the Swedish cadets should not do a longer cadet exchange during the first three semesters because of their inexperience in the Swedish military system.¹²⁷

There is another opportunity, either Module H or I. The idea is the same as for Module F and G, i.e. that there are two with the same purpose but for persons of different degree of experience. These are, however, not during the semester of the Swedish Basic Officer Programme under the control of SNDC, instead they are during the time when the Swedish cadets are under control of the Swedish Armed Forces. So it is not possible to make a general conclusion about being able to go to those modules since it must be decided from year to year, depending on the activities for the cadets planned by the Swedish Headquarters.

Furthermore, the research questions with answers follow below:

- *Question 1: Why are cadet exchanges in general beneficial, what does the exchange do for the cadet and the armed force respectively?*

There are many reasons for cadet exchange. They can be divided into European security and co-operation, national economic reasons, military scientific development, international professional aspects and personal development.¹²⁸

European security and co-operation: By having a military co-operation in Europe on educational level the nations are brought closer together and the common security is advocated.¹²⁹

National economic reasons: Through funding from different programmes, Erasmus for example, the institutions actually can make financial savings by sending cadets to

127 Ref.: Interview with Mr. Ove Lind, 2012-05-14, p 1ff.

128 Remark of author: Own conclusion.

129 Remark of author: Own conclusion.

exchanges. Countries in Europe are already starting to co-operate more and more in order to share the costs of educating young officers.¹³⁰

Military scientific development: Having foreign cadets and instructors doing exchanges, lessons learned would be shared and the latest military knowledge will faster be spread. The armed forces will then therefore be more on the edge.¹³¹ Also, the co-operation of the military sciences would be better, i.e. the results would also be better and the knowledge would be available for more countries.¹³²

International professional aspects: To be best prepared for international work after graduation, the education should also include international aspects and training, regarding both, the language and the understanding of other military procedures than the national ones at home.¹³³

Personal development: In an exchange the cadets learn to be better organised, to adapt to new procedures and military cultural differences, language skills etc. further than the content of the module itself. The personal development is most likely to bigger in situations like that.¹³⁴

- *Question 2: When is it possible and appropriate for a Swedish cadet to attend a module in Austria?*

From the analysis there is a realistic window of opportunity in the sixth semester of the Swedish Basic Officer Programme, in the beginning of March, to do an exchange regarding Module F and G. There are also windows of opportunities between the semesters, but they are of a more sporadic character since they depend on the intention of

130 Ref.: Interview with Col Dr. Harald Gell, 2012-05-08, p 2f.

131 Ref.: Ibid, p 3.

132 Ref.: Interview with Mrs. Nina Gemvik, 2012-04-04, p 2.

133 Ref.: Interview with Col Dr. Harald Gell, 2012-05-08, p 2.

134 Ref.: Ibid, p 3.

the Swedish Armed Forces regarding the cadets. Thus it is hard to come to a general conclusion regarding opportunities between the semesters.

- *Question 3: What can be done in order to increase the number of cadet exchange opportunities, i.e. what can be changed in the Swedish Basic Officer Programme to create more opportunities for a Swedish cadet to do an exchange?*

The SNDC is for the moment working on that issue. The persons responsible for the different modules of the Swedish Basic Officer Programme must be able to recognise other modules abroad. In order to do that a comparison has to be made but this takes some time.¹³⁵

The number of exchanges will increase as the SNDC gets more experience in the issue. The more experience the institution gets, the more flexible the recognising process will be and it will be easier to make more exchanges.¹³⁶

Furthermore, there is a process started in the European Union to make the descriptions of the modules of the basic officer educations around Europe more about competences rather than the facts. That would make the recognising of modules abroad easier. In doing so, it could leverage all the exchanges.¹³⁷

135 Ref.: Interview with Mrs. Nina Gemvik, 2012-04-04, p 2f.

136 Ref.: Interview with Mr. Ove Lind, 2012-05-14, p 3f.

137 Ref.: Interview with Col Dr. Harald Gell, 2012-05-08, p 4.

5.2 Conclusion¹³⁸

By giving the reader a background on why cadet exchange is beneficial, the author hopes to give the reader an understanding why this thesis was written.

After getting deeper knowledge about cadet exchange from the conducting of interviews the author compared the Swedish to the Austrian Basic Officer Programme in order to find opportunities for the Swedish cadets to attend Austrian modules. The results were first a bit unexpected, since the opportunities were quite few. However, after some reflection, the results may not be very surprising after all. From the interviews it can be understood that cadet exchange is quite hard to conduct because of different reasons such as rigid regulations and differences in the programmes. It is important though, to know that work is done regarding the matter in the European Union and at different national institutions.

The only realistic opportunity the author found for a Swedish cadet to attend an Austrian module within the Swedish programme under the SNDC, was for the cadets in the sixth semester attending the module in War Studies Supplementary Course Ground Tactics. This is, however, only possible if the persons responsible for the module are willing to recognise the Module F and G which are non-academic, i.e. courses. How to recognise them are regulated in the Users' Guide for Workloads' Calculation of Non-Academic Basic Officer Education.

Furthermore, there is another opportunity regarding the Module H and I. In this case, however, the Swedish cadets are under the control of the Swedish Armed Forces instead of the SNDC, which makes it hard to draw a general conclusion about the possibility to attend the courses.

Finally, to increase the possibilities and opportunities of cadet exchange, the SNDC must continue to work on the matter and use other countries' experiences.

138 Remark of author: The whole chapter is own conclusion.

5.3 Discussion¹³⁹

In order to increase the opportunities and possibilities of cadet exchange in Sweden, the process of recognising education conducted abroad must be more flexible. The persons being responsible for the Swedish modules must not think in an input oriented way regarding the process of recognition. Instead, they should be sure to have a broader perspective, to see what the cadet has learned besides the pure facts, i.e. what competences have been developed.

5.4 Limitations¹⁴⁰

The limitations regarding this thesis are of significance due to the nature of the basic officer programmes. The programmes tend to be changed quite often, both regarding the content and the order in which the content is taught. There are probably many reasons for this, but in the opinion of the author it is primarily because of political fluctuations in the governments of the countries and sometimes because of frequent changes regarding the leadership concerning the responsibilities for the basic officer programme. Also, it should be mentioned that development of the programmes requires changes.

The result of this is a programme in a constant process of modification. This thesis is only valid until either of the Austrian or the Swedish Basic Officer Programmes makes a bigger change. For example, the complete Austrian Basic Officer Programme will probably be offered in English during the next few years, which will most likely make the opportunities for exchanges regarding Swedish cadets quite different.

139 Remark of author: The whole chapter is own conclusion.

140 Remark of author: The whole chapter is own conclusion.

6. Closure

This chapter provides the reader with whom that would benefit from reading this thesis and further studies that could be done in this field. Finally, the author rounds the thesis up with a summary and afterward.

6.1 Disciplinary connections¹⁴¹

Because of the general aspects of cadet exchange, the present thesis may attract much interest, especially of people connected to the training of military officers in Europe. They could, by reading this thesis, develop their understanding of cadet exchange, its challenges and its benefits.

To be more specific, exchanging cadets from the Swedish to the Austrian Basic Officer Programmes concerns a wide range of professionals. Firstly, it concerns the people developing and working with the Swedish Basic Officer Programme under the SNDC, just as it concerns the people working with the Swedish Basic Officer Programme under the Swedish Armed Forces.¹⁴² The persons responsible for cadet exchange, both in Sweden and in Austria, can read this so as to see new possibilities and windows of opportunities for exchange.

People working for the European Security and Defence College would also be interested in reading this thesis, especially the members of the Implementation Group.

Furthermore, employees of the Swedish National Defence College responsible for the different courses included in the Swedish Basic Officer Programme can read this thesis in order to get a better understanding of cadet exchange and its benefits and perhaps how the courses respectively in the future could be arranged in order to better suit an exchange.

141 Remark of author: The whole chapter is own conclusion.

142 Remark of author: In Sweden the Basic Officer Programme is partly “owned” by the Swedish National Defence College and partly “owned” by the Swedish Armed Forces. Ref.: Interview with Mr. Ove Lind, 2011-02-18, p 5f.

People working at the Swedish Armed Forces HQ can read this thesis for understanding how the Swedish Basic Officer Programme differs from the Austrian one and what could be done in order to be more internationally compatible.

6.2 Résumé

The background to this thesis is the lack of international education in the Swedish Basic Officer Programme experienced by the author. The purpose was therefore to find opportunities of cadet exchange. By demarcating the topic through analysing the opportunities for Swedish cadets to do exchanges with only Austria and only looking at the academic general education, the author methodologically compared the programmes in a qualitative research. The conclusion was that realistic opportunities were hard to find because of the differences in the programmes and also because of the language. However, one realistic opportunity of cadet exchange was found.

6.3 Further Studies¹⁴³

The general topic of cadet exchange is quite extensive, even the specific topic of this thesis is. There are some aspects that were not analysed in this thesis because of the pragmatic delimitations made. However, they would be very interesting to study and would probably benefit to increase the number of cadet exchanges.

- What opportunities are there during the fourth and fifth semesters of the Swedish Basic Officer Programme to make cadet exchanges with Austria?
- When the programmes change new studies like this one have to be done to find new opportunities for cadet exchange.
- What other opportunities for exchange are there? It could be concerning NCOs, instructors and civilian teachers of the programmes. It could also be concerning to find another country that has a more similar programme structure and content.

143 Remark of author: The whole chapter is own conclusion.

6.4 Summary¹⁴⁴

Today, generally no part of the Swedish Basic Officer Programme is done abroad. There are hardly any opportunities for cadet exchange except for the work of the bachelor thesis in the sixth semester. Since there are so many benefits to gain from a cadet exchange the author wanted to see if there were any further possibilities to find for the Swedish cadets.

Because of pragmatic reasons, delimitations were made resulting in the author putting focus on the first, second, third and sixth semesters of the Swedish Basic Officer Programme. Later on, less focus was put on the first and the second semesters because of the status of the Swedish cadets' experience at that time. Also, as there are already cadet exchanges being done in the sixth semester regarding the work of the bachelor thesis, that time frame was not further analysed.

After the conducting of interviews, in which the author gained further understanding of cadet exchange and its benefits and challenges, the author compared the Swedish to the Austrian Basic Officer Programme.

The result was to some extent surprising, there were not many opportunities of cadet exchange. As a matter of fact, only one opportunity was identified by the author, of the beginning of the sixth semester there is a fitting window opportunity for the Swedish cadets to attend either Module F or G in Austria, which are non-academic winter alpine courses.

Afterwards, the result was discussed and after some reflection the result was not very surprising because of the nature of the basic officer educations. They tend to differ to a large extent in the content of the education, there are problems in some countries regarding the process of recognition of education done abroad and there are of course difficulties to find appropriate exchange opportunities language wise.

144 Remark of author: The whole chapter is own conclusion.

6.5 Afterword¹⁴⁵

The author wishes that the number of cadet exchanges increases in the Swedish Basic Officer Programme because of the benefits from it. The education would then better prepare the cadets before employment in the Swedish Armed Forces, which today requires a positive attitude towards international work.

The personal experience of the author merely acknowledges the above. The author has written this thesis at the Theresan Military Academy in Wiener Neustadt, Austria. During this time the author lived together with only Austrian cadets and the author participated in sport lessons, theoretical academic lessons and in a module about offensive operations and was thus integrated with the cadets.

The author has gotten deeper understanding in foreign military procedures, equipment and other ways of thinking. The personal development from this time is hard to measure but is enormous regarding leadership skills, language skills, intercultural competences, self-confidence etc.

145 Remark of author: The whole chapter is own conclusion.

7. Annexes

7.1 Abbreviations

ECTS	European Credit Transfer and Accumulation System
ESDC	European Security and Defence College
EU	European Union
HQ	Headquarters
ITJ	International Training on the Job
LOD	Line of Development
MDMP	Military Decision Making Process
NATO	North Atlantic Treaty Organisation
NTJ	National Training on the Job
PSO	Peace Supporting Operation
SNDC	Swedish National Defence College
TMA	Theresan Military Academy

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7.5 Interviews

The author conducted three interviews on his own, which are presented on the following pages followed by the two interviews from the Master Thesis by Fähnrich Sebastian Suchentrunk. The original paper versions are in the keepings of the author except those of Fähnrich Sebastian Suchentrunk, which he has.

7.5.1 Expertinterview with Mrs. Nina Gemvik

Interview with Mrs. Nina Gemvik

Expertinterview no. 1

Expert:	Mrs. Nina Gemvik
Institution:	The Swedish National Defence College
Function:	"Qualified person in charge of the international aspects of education" ¹
Interviewer:	Cadet Christofer Axelsson
Date:	04-04-2012
Duration:	14.40-15.20

The interview was carried out at the Swedish National Defence Collage in Swedish and was later summarized and transcribed into English by the author. The transcription was used in the thesis first after the approval of respondent.

1. What is the purpose of student/cadet exchange and what kind of positive aspects are there?

Firstly, the purpose is to extend the mobility of students, especially across Europe, in accordance to the Bologna Process. This means that the programmes should basically have the same structure, three years of bachelor studies and two years of master studies. This is mainly concerning the civil educations and programmes of the Swedish National Defence Collage but it could also concern the Basic Officer Programme now since the programme recently became academic according to the Bologna Process.

Furthermore, the purpose is also to get the students ready for employment having a more globalized world in mind. For that, international experience is needed. The root of cadet exchange in this context is peacekeeping thoughts.

If you educate 150 cadets to become officers in the Swedish Armed Forces it is of course beneficial if some of the cadets have some international experiences that somewhat

¹ Remark of author: Own translation from Swedish

differs from the others' rather than that all 150 cadets have the exact same experiences from the programme.

Another important reason to student exchange is to get as good scientific results as possible all over Europe, i.e. a better cooperation regarding scientific work.

2. What kind of negative aspects of student/cadet exchange are there?

There are no really negative aspects except if the course, which the student studies abroad, is not recognized at the university at home and he/she must therefore do it again according national standards.

However, when doing the exchange with Erasmus funding, all this must have been taken care of in beforehand so that the student knows that the studies will be recognized when he/she returns from the exchange. That is almost always the case regarding the exchanges done under the Swedish National Defence College since Erasmus funding finances most exchanges.

3. Why aren't we sending more cadets abroad?

The Swedish National Defence College got the Erasmus Charter, which is a requirement to participate in the Erasmus Programme, just two years ago. Another reason is that the Swedish Officer programme was non-academic i.e. not according to the Bologna Process until some two years ago and back then it was very hard to recognize the courses.

Hopefully the Swedish National Defence College will get more funding from Erasmus these next few years and will be able to send more cadets to exchanges. For the moment the exchange regarding the Swedish cadets are done during the 6th semester, by writing the thesis at another military college. Exchanges during other periods of time are probably possible. However, not much has been done in order to arrange that yet.

Since the Swedish Officer programme requires a certain amount of credits accomplished by the student, the exchange can create a problem regarding recognizing the course from another military college abroad. Because of this, there is some work left to do regarding recognizing different courses from abroad. Here the different responsible

persons of the different Swedish courses must sit down and confirm that the actual foreign course corresponds to the Swedish one. Therefore it is much likely to find courses or modules that are appropriate for a Swedish cadet to attend, as long as the course or module is in line with the purpose of the original national course.

The Swedish National Defence College is working on making the programme more international and easier for other countries to recognize. However, it is difficult when it comes to the more practical courses, which the cadets undergo during the 4th and 5th semesters, since they are very specific and it is thought that the Swedish cadets must do these courses in Sweden on the specific branch schools.



Cdt Christofer Axelsson
2012-05-21 Wr. Neustadt



Nine Gemvik
2012-05-21 Wr. Neustadt

7.5.2 Expertinterview with Col Dr. Harald Gell

Interview with Col Dr. Harald Gell

Expert Interview no. 2

Expert:	Col Dr. Harald Gell
Institution:	Theresan Military Academy
Function:	Head of department for international affairs (International Office) of the Austrian Basic Officer Programme. Also representative of Austria in the European Union in Brussels concerning the Basic Officer Programme and chairperson of LOD 1.
Interviewer:	Cdt Christofer Axelsson
Date:	08-05-2012
Duration:	08.15-09.15

The interview was carried out at the Theresan Military Academy in English and was later summarized and transcribed by the author. The transcription was used in the thesis first after the approval of the respondent.

1. What are the hopes for the future in the European Union concerning military educational exchange?

First, the future challenges must be described in order to understand the question. In whole Europe financial cuts are being made concerning the budgets of the armed forces. Also all operations and missions conducted by the European Union, NATO and UN are combined. Young officers will be sent to those kinds of operations right after their education. Therefore exchanges are positive, i.e. to early get experiences of international cooperation.

Regarding the future, the key word used in the European Union is to harmonise the basic officer programmes around Europe. Since it is impossible at the moment to make the members of the European Union to have the same programme for their educations, there is a will to at least harmonise the education in order to create opportunities for exchanges.

Three pillars of education have been identified being important for the basic officer Education system. One is for the general military education, for example infantry is often used for that. Another pillar is branch specific education, for example artillery. The last pillar is the academic education, which differs a lot in many countries. Some countries have mathematics and physics while others have a more military approach. The goal of the European Union in the near future is therefore to harmonise two of these pillars, general military education and academic education, at the basic officers programmes around Europe so that exchanges can easier be made within these. It would be hard to harmonise the pillar for branch specific education because of natural reasons. Different vehicles and equipment are used different countries, thus the technical education for those would differ a lot.

For example, to increase the interoperability and the degree of harmony, different common modules have already been created which are available in Austria and in other countries. The member states of the European Union have together agreed on the content of them, so that exchanges can be done easier. However, it is voluntarily to implement this and also some countries have difficulties to accredit these modules on legal basis.

Probably this will lead to the majority of the members of the European Union having the same basic officer education, in principle, within the next few decades if the nations are open to change.

In my personal opinion, the aim will be reached faster if the financial cuts continue. Today, there are 46 basic officer education institutions in Europe and these 46 produce the same amount of officers as the USA with only 4 institutions. However, changes are being made, some countries are even giving up their own basic officer education system and send their cadets abroad for the whole education instead. This is for some countries more financially correct than having their own system.

2. Why should cadet exchanges be conducted?

The main reason, in my personal opinion, is that you have to work together with other nations from the very beginning as an officer. For that you should have some international and intercultural competences and experiences from your education.

It is about interoperability in the way you think. The next step in the European Union is to make a common military-decision-making process. So that the same military decision making process will be taught at each European basic officer education institution. Then it will be much easier to work in combined operations and missions.

Another reason is actually financial savings. By using different programmes, such as Erasmus, financial savings can be made. The institution and also the students, in some cases, are funded by the European Union.

It is also, in my opinion, very important that the student learns to see beyond the horizon. Normally, the life at the academy is very uneventful, you are told what to do, there is a schedule, the classes are taught in the same rooms and the teachers and instructors are the same. By going abroad for an exchange, the student will have to solve problems, to adapt to different procedures etc. Also there will most likely be a huge personal development from the exchange. It is not only about the education itself and its technical parts, it is more about the personal development.

Furthermore, with exchange programmes, including cadets, lecturers and instructors, other countries' lessons learned from different operations and missions can be taught so that the cadets get the latest updates regarding military knowledge.

3. Why should Swedish cadets attend courses or modules in Austria?

In the beginning of the establishment of the implementation group in Brussels there were very soon some leading nations such as France, Sweden, Cyprus, Czech Republic and hopefully I can also say Austria. Between Sweden and Austria there is a good cooperation and a common understanding regarding cadet exchange. We, who deal with these questions, know our systems, what is going on while we meet each other at the meetings.

Also, from a political point of view, Sweden and Austria are both neutral, not members of NATO, members of the European Union, have the same size of the populations, almost the same standard of living and both academies are Erasmus certified, thus we are comparable to each other. This is, I think, the main reason why the cooperation between Austria and Sweden is very fruitful.

Due to some charging reasons Austria has not been able to send Austrian cadets to Sweden. Some Swedish cadets were coming to some of our modules up until approximately a year ago but there have not been any exchanges since then, except for the thesis in the sixth semester. I am not sure about the reason for this, but I can guess it has something to do with how the Swedish programme is structured.

Regarding this, one important remark from the European Union is that an exchange should not lead to a double education, i.e. the module in an exchange should be recognised also at home. Otherwise, some of the ideas about cadet exchange would be lost.

4. Are there any modules that would be especially suitable for Swedish cadets to attend from your point of view?

There will be more modules that are possible for Swedish cadets to attend after the Austrian programme will be offered completely in English. This is however, not reality yet, but sooner or later it will be, hopefully from next year.

Furthermore, there are some modules and courses that are not very interesting for a Swedish cadet to attend, such as national law and internal military regulations and laws. But there are some modules which are offered in English.

The difficulty in this however, is that it should fit to the Swedish basic officer programme in time.

To come out of this problem there is work being done in the European Union, which Sweden is in lead of, that in the future the modules will be described by competences rather than concrete facts that the students should know after the module.

For example, having modules described with the competence decision making, for example, instead of one with leadership in attack, one with leadership in defence and one with leadership in delay will create more opportunities in time for exchange.

This is the next big goal in the European Union, to describe the modules into competences and also harmonise what the competences mean within the European Union.

5. Are there any problems regarding the recognition of the ECTS points?

I do not see any real problems. Here in Austria, we could convince the responsible person, that is the head of the institute. He is responsible for recognising ECTS points received abroad and he can even recognise a non-academic education abroad with ECTS points at home.

For example, this year, for the first time, we will send students for a whole semester to the German officer school of the army, which is a non-academic institution. The Austrian cadets will therefore not receive any ECTS-points from the German institution. However, the head of the Austrian institute recognises that the personal development and the content of the German programme are of such importance that he will accredit the training there by giving them 30 ECTS-points for the semester.

Even though there are not any problems here, there might be some problems for the Swedish cadets. Last year for example, two Swedish cadets did their theses here in Austria. During the time here they also did a STANAG¹ English test according to the standard procedure and received a certificate for it. However, there were some problems in getting their results recognised at the Swedish institute when they got home.

If Swedish cadets would come to a module in Austria there could be problems for them to get it recognised back home, even though they get ECTS-points for it in Austria, if the persons responsible in Sweden see it from an input oriented way. This is something the persons responsible for the international affairs at the institute work on.

In the future perhaps we will have all cadets going to the same academy in one country the first semester, to another the second and so forth. There will of course, at that time, be some academies and institutes that will have a leading role in this such as France and for the moment Austria has decided to take such role by having a lot of incoming cadets.

For the moment three countries have all their officer cadets educated in another country; Cyprus in Greece, Luxembourg in Belgium and Malta in Italy. All other countries in the European Union have their own military institutions.

¹ NATO Standardization Agreements

6. What is the Austrian view of leadership? In Sweden, leadership tends to be a lot about paedagogy and to be rather theoretical.

In Austria we have a model describing leadership containing four groups of competences. One group is for personal-, one is for acting-, one is for knowledge- and the last one is for social and communicative competences. We say that an officer must have a mixture of competences from all four groups to be a good leader. This is especially important for an officer being an active commander of a company for instance. Therefore we try to have good training concerning all groups, i.e. also regarding the practical leading skills.

In a cadet exchange the cadets can also test and verify their skills in leadership. They get a direct feedback regarding how well they are doing compared to cadets from other countries. For the moment there are only two countries in the European Union that sends all their cadets abroad, France and Austria. For Austrian cadets there are always responsible officers in the respective country which will give feedback directly to the cadet but also via standard documents. These documents will then be used for personal development.

Lastly, an exchange is like a competition. If you are a sportsman you don't know if you are good or bad if you don't participate in any competitions and the best would be the international competitions.



Cdt Christofer Axelsson

2012-05-10 Wr. Neustadt



Col Dr. Harald Gell

2012-05-10 Wr. Neustadt

7.5.3 Expertinterview with Mr. Ove Lind

Interview with Mr. Ove Lind

Expert Interview no. 3

Expert:	Mr. Ove Lind
Institution:	Swedish National Defence College
Function:	Director of Studies Directorate for Officers Academic Education Chairperson of LOD 2 in the EU.
Interviewer:	Cdt Christofer Axelsson
Date:	14-05-2012
Duration:	Over electronic mail

The interview was carried out over the Internet by electronic mail in Swedish and was later summarized and transcribed into English by the author. The transcription was used in the thesis first after the approval of the respondent.

1. What benefits are there from cadet exchange?

The prime benefit should be that the cadet gets the possibility to really work internationally, i.e. to be abroad for a longer period of time. The basic officer education should give the becoming officer the theoretical and practical qualifications to really be able to exercise his or her profession both on a national and international basis. What is then more naturally than the fact that the education also is done in an international environment?

A characteristic of the officer profession that differs from most others is the employer demanding that the officer should be positive regarding international service before employment.

This, by the way, is in the line of the official Swedish attitude, that the Swedish Armed Forces also should be active internationally, outside the borders of Sweden, participating in peace supporting operations under the United Nations for example.

In summary, the concrete benefits in other words from cadet exchange are good qualifications of the becoming officer to exercise his or her profession.

2. What negative aspects are there regarding cadet exchange?

In my opinion, the negative aspects are of two kinds, either related to the individual or to administration.

I see that the individual aspects are because of ignorance and perhaps envy from some older officers, which never themselves got an opportunity like this. Some even see the time period of an exchange as an oblique vacation.

The administration aspect is to some extent also related to the individual since the administrators and the ones responsible for the education sometimes have difficulties in accredit the results from other countries' basic officer educations.

The negative aspects are, in other words, not related to cadet exchange itself and its idea, rather the realisation of it.

3. Are there any particular benefits in doing a cadet exchange with Austria?

There are several benefits as I see it. Austria has long experience, which we can benefit from since our experience regarding cadet exchange is not very much yet. The Austrian basic officer education has many similarities to the Swedish, the priority of international perspective for example.

The good personal connections between the Swedish National Defence College, Sofie Alvarsson/Nina Gemvik and myself, and the Theresan Military Academy, Harald Gell and Karl-Heinz Wiedner, is a guarantee for the Swedish cadets getting a nice welcome and a good education.

4. When would it best fit for a cadet exchange, except during the sixth semester, from your point of view? I am mostly thinking of semesters one, two and three.

It is hard to give a general answer to this question. What characterises the first three semesters of the Swedish Basic Officer Programme is that they are of a general character. The purpose of that part of the education is to build a professional fundament before the continuation of the education. The goal is to first educate the cadet to a national Swedish officer with the values of the Swedish Armed Forces. As I see it, the international perspective is not prioritised in this part of the education. Therefore it might not be very appropriate to do parts of the education abroad during this period.

Furthermore, from a language perspective, with the military professional terminology in mind, it could be hard to do the elementary part of the education abroad since the Swedish military professional terminology is not fully mastered by the cadet at that time.

Contrary to this argument it could be claimed that it education-wise would be beneficial to do some parts, especially theoretical but also practical, of the education abroad in order to use special competences of a country. The latter aspect would be an important reason to do parts of the fourth and fifth semesters abroad. These semesters have a more specific professional approach towards the function in which the cadet later will work in.

I am thinking of functions that in a European perspective could be concentrated to a specific country education-wise. This could result in different countries being responsible for the education in different functions and areas, depending on the traditions and areas of expertise of the country. The field of CBRN could be such an area for Sweden to be responsible of.

5. How flexible is it regarding the Swedish Basic Officer Programme? How should the time frame fit for a cadet exchange? How should the modules resemble?

The answer to that is that it should be up to the person responsible for each subject to decide. Those countries with many years of experience show a high degree of flexibility regarding cadet exchange. They are quite generous in their attitude and have a pragmatic view on the accreditation process and the recognising of credits earned abroad, probably because of their experience.

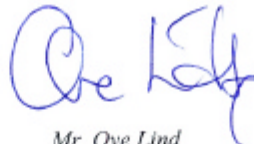
The same view is not present in Sweden though, not yet. There is a fear of the cadet not getting enough of knowledge from the exchange for the further education to come. This fear

is to some extent legitimate since the content in the different modules in Sweden is constructed and arranged to fit each other, i.e. they follow a red line and a progression. There is also the fact that the Swedish Basic Officer Programme is an education leading to a diploma that is regulated in an education description with fixed learning objectives.



Cdt Christofer Axelsson

2012-05-14 Wr. Neustadt



Mr. Ove Lind

2012-05-14 Stockholm

7.5.4 Expertinterview with Mr. Sylvain Paile

Experteninterview Nr.: 01

Experte:	Sylvain Paile
Institution:	Faculty of Law and Political Science Department of Political Science European Studies Unit University of Liège (Belgium)
Funktion:	Researcher
Interviewer:	Fähnrich Thomas Fröhle Fähnrich Elias Mathoi Fähnrich Sebastian Suchentrunk
Datum:	16. 11. 2010
Zeit:	von 15:50 Uhr bis 18:15 Uhr

1. Which Countries are currently executing an exchange with FINLAND / IRELAND / SWEDEN?

First I must precise that my data dates back from 2009. But usually the exchanges take place with the same nations and only the numbers change. In the academic education FINLAND used to send students to AUSTRIA, SWEDEN, UK and CANADA.

Generally speaking we have no data about IRELAND because they did not answer the questionnaires on the investigation that we were conducting in 2009. This was a big investigation that we conducted through questionnaires that we send to all the institutions, either academic and vocational (military professional training), but IRELAND never answered to this one. So we know only the facts that we received from other member states that are cooperating with them. But in academic education IRELAND is usually not cooperating. They are more inspired by the U.K. education where you have an unofficial academic education. Its not compulsory for them to have an academic background but usually as we saw from the statistics around 85 % of the British Cadets have already a bachelor from civilian universities as a background.

For SWEDEN the only partner is AUSTRIA and there are no other countries for academic exchanges.

But all the exchanges I am talking about last for more than one week. Because we estimate that there is no outcome of exchanges that last less than a week. It is just like visiting the academy, it only costs money and there are no real results at the end.

At the moment we are trying to update this data before the end of the academic year in June 2011.

For FINLAND there are no cadet exchanges in vocational training as well for IRELAND and for SWEDEN. The finnish and the swedish vocational training system is basically the same which means that there are satellite schools outside the academies. So if they want to to a specific training, p.e. shooting exercises, they might have to travel almost 2000 km. Some of the swedish courses are p.e. in KIRUNA which is in the north of SWEDEN in LAPLAND but it depends on the different branches.

1.1. What are the key topics for the specific countries and what is the average period of the exchange?

Again there is no data for IRELAND, but if they answer the questionnaire I prepared in 2009 this would answer all your questions.

For FINLAND as basic information, they have 250 cadets and only 3 cadets are leaving for academic exchanges which is less than 1 %. The average duration of an academic exchange from FINLAND to other countries is one week and it is usually for an exercise. But if they do staff exchanges (p.e. lecturers) they will send them away for 52 weeks, usually to GERMANY and SWEDEN. So they don't exchange that many cadets but more staff. As you can see there is a pre-existing ground for exchanges of staff so why not do it for cadets? I think in my personal opinion if you exchange one lecturer it is already a class of 32 cadets that are getting familiar with a foreign environment because that teacher will have an impact on those 32 cadets. If you exchange only one cadet it might cost more because the forces will have to pay him and the impact will

only be on one cadet. Sometimes exchanging one staff has a bigger impact than exchanging one cadet.

SWEDEN send 6 students out of 250 to AUSTRIA so it is basically the same number as with the finnish Defense University although it is not the same population, 4.5 million in FINLAND and 9 million in SWEDEN, so you can see the balance in terms of armed forces. For SWEDEN we have no data about the average time neither for the academic or vocational exchanges and neither for the topics. The progress in SWEDEN is that they are doing more and more exchanges. Like for example between SWEDEN and AUSTRIA there will be an ERASMUS agreement with the National Defense College. This means more students on a regular basis, p.e. 2 students every semester or every year but it depends on the organization. Those exchanges will last longer than 1 week. For example between SWEDEN, FINLAND, NORWAY and DENMARK there is what they call a “conference of the scandinavian students”. This sort of exchange takes place once a year and they all come together at one place. But it lasts only for 2 days and it is a generic conference so there is no real point behind this. It is just for the cadets getting to know each other. Still it is an exchange but a very “protocol-like”.

For EUROPE there was also a conference of students in 2001, 2003 and I think it stopped in 2004. The first one was in FRANCE. It was not only for army students but for all the branches. 2003 it was in BRUSSELS and 2004 it was in ITALY. But they abandoned the idea because it was too expensive. The idea came back on the table very recently but so far we didn't have any concrete action and the financial crisis arrived in between this. So it won't be for soon that this idea comes back again. But p.e., in 2003 they discussed the bologna process and what would be the outcome for students exchanges so there were real discussions but it cost too much money at this time.

1.2. What are the required conditions for executing an exchange with these countries?

For FINLAND there are no conditions for short period exchanges (up to one semester) apart from the language problems.

For SWEDEN there is one condition which is only formal and administrative but you need to get a governmental approval. This is normally no problem. Regarding physical capabilities they don't have any restrictions.

There is one sort-of-condition for FINLAND concerning military education but its not really a condition but more a custom tradition. Most of the exchanges so far have been taken place at the master level and not the bachelor level. This means if you are going to master courses it would be better if you yourself would have the master level. In FINLAND this means you usually have the rank of captain. But I think that there is no legal condition and it is getting softer. A few years ago the condition was that after the bachelor the officers first have to spend a minimum time of at least 2 years with the units before coming back to the National Defense University and starting the master. So there is a difficulty drawing the line between basic and advance education. If you take p.e. the finnish model you could say that while they spend some time in the unit everything after the commissioning is advance education. But if you say that these two years with the units are part of the training and if it is not to long you could say it is a block of bachelor plus unit period plus master. But there are no real requirements for going to these schools for an exchange.

1.3. What are the key points for exchanges within a year?

For the key points/times for exchanges we will have a closer look at the calendars if there are any moments within a year for exchanges. We call this a "mobility window". In AUSTRIA this is clearly the ITJ. It is integrated in the curriculum. One of the purposes when dealing with exchanges is of course to have 100 % of the cadets leaving the school at least once for an exchange. This is the objective of everybody in EUROPE

but at the moment only AUSTRIA and FRANCE do it. The french army schools have a international semester which is similar to the ITJ.

2. What is the current status of the “European initiative for the exchange of young officers during their initial training, inspired by Erasmus”?

First we can say that it is an initiative. Its not about creating an organization but something that is meant to be short, to last for some time, but after that it should disappear in maybe 5 years and everything goes smoothly in a systematic way. This is the objective of the initiative. At the moment it is ongoing slowly, I would even say it is starting. It is only 2 years old because it was decided in November 2008. It is going slowly because all the member states have different schedules and follow a different pace. AUSTRIA for example wants to go quite quick but straight to the point. And there are other member states which are very impatient and some other would like to keep it slow because they have to catch up. If we take p.e. the bologna process it takes about 5 years to implement it. And there are some institutions like for p.e. the military academies in IRELAND that don't need the bologna process because there is no academic education. But here in AUSTRIA you have mixed education which means both academic and vocational training so you have to organize everything. If you take for example the Greeks they have also academic education in their system but at the moment they did not receive the go of their ministry of education for transforming the military education. At the moment GREECE is the only country in EUROPE where the process has not started yet. It may take 3 more years until they do. If you look at SPAIN they have just finished the transformation process within one year because they had many examples how to do it around them. They followed the examples of FRANCE, PORTUGAL and of course AUSTRIA. But in other countries it takes more time and some of them won't do it in the next 10 years. If you take IRELAND they would have to start integrating some academic education. But it is their tradition not to have any academic education at the military academy. So first you would have to change their minds and afterwards you could start the transformation.

All the countries which have academic education or at least a partial academic education already past the bologna process except GREECE, DENMARK and the UK don't participate in the bologna process because there is no interest.

2.1. How is the exchange between the countries currently executed?

If academies want to have ERASMUS agreements they first need a kind of certification. So they'll have to apply for an ERASMUS level and this takes time. They would have to apply to their national agency and afterward the application will be processed nationally. The agency will send a report to the commission and they will give the O.K. for the ERASMUS level. Usually the level will last for 5 years and afterwards the academy will have to apply again. It is of course an advantage because they will get funding and it is sponsored by the EU.

FINLAND is ERASMUS. So they have the level and can exchange on the basis of an ERASMUS. But if I say ERASMUS I mean civilian because there is no military ERASMUS. IRLAND aren't at ERASMUS because it is for academic education and if you don't have any there is nothing to exchange. So in case of IRELAND they don't have ECTS, the "currency" of academic exchanges which means they can not apply for ERASMUS because an exchange could not be recognized. SWEDEN are ERASMUS also but again only for the academy and not for the vocational schools.

The plan is that all the exchanges will take place within ERASMUS agreement. But it is not possible to do it because in military education you have short time frames. But the minimum requirement for an ERASMUS exchange is 3 months. So if we look at the calendars it is basically structurally impossible to make ERASMUS exchanges between two academies. This is the reason we came up with this initiative. It is not because ERASMUS wouldn't work or because it is civilian but because it is not adapted to military education. In military education it is impossible to plan on a 3 months basis. The schools and even the ministries of defense don't like to see their cadets leaving for more than a month because they can not keep an eye on them. So when they come back the ministry of defense can not be sure what they have done in the foreign country.

But there are also full curriculum exchanges in EUROPE based on historical roots linked with the former colonial countries. For example MOZAMBIQUE and ANGOLA with PORTUGAL, IVORY COAST, TUNISIA and MOROCCO with FRANCE, KONGO with BELGIUM and so on.

2.2. Is a state of the EU expected to participate in the initiative?

Yes, all of them except DENMARK which opted out of the CSDP. But in the mean time we still can ask ourselves the question why we shouldn't integrate NORWAY as well. They too have the bologna process, even in military education, and they have a similar system to SWEDEN. There are already some student exchanges, not only within SCANDINAVIA but also with GERMANY. So it could be possible. Like with CROATIA and all the candidate countries (FYROM, TURKEY). Those are prospects for the far future. But the first priority is to structure the initiative in EUROPE. For example we would like to have all the countries that train their officers in the US in the initiative. These are LITHUANIA, LATVIA, ESTONIA. They send their students, mostly navy and air force, to the U.S. but we have all the capacities in EUROPE. We have the French, German and Italian academies if they want to send them to the big states. Or we have the smaller but very active ones like the Portuguese, Swedish and Finnish academies. So it is always the balance between diplomatic priorities of every country.

We don't have these problems with FINLAND and SWEDEN but more with IRELAND. They are sending a lot of their air force students to the U.S.. It is very comprehensive and you'll always have diplomatic problems behind the initiative.

So in conclusion it can say we would like to have 26 states in the initiative.

3. Are there already "Lessons Learned" available concerning the previous and present exchanges?

Most of the exchanges before 2009 were very short brief and had not real points in terms of knowledge, skills and competence. Visiting a academy is not a real exchange. Properly it's difficult to make an Erasmus exchange between to military academies.

It's easy between a military academy and a civil academy, because you don't have to there a military part. You can do your military part later, if possible. But if you are exchange with another military academy, there is also the military training and so you have to absolve also military part, or you have to find mobility windows. If you compare the different countries there is no perfect match.

In a system like Germany one and a half year military training, and then four and a half years of academic training you can go to any other academy in the world. It's not a real problem.

Do the Germans work this way?

In the University of the Bundeswehr the students are locked in. They have to finish their study. The only chance is to go to another university, or for practice, a special project. Usually it's quite long. It could be more than 3 months

So this lessons learned are the basis for the initiative?

Yes. An example: This is something, not for the army academic but a point raised by some member states and some schools. (mainly air force and navy)

Before the Initiative was launched, some educational institutes which were member of fora (Navy or Air Force) mentioned that they already developed exchanges. However, with regard to the duration of these exchanges, the raison d'être of the Initiative remained, i.e. enhancing long-term exchanges further than the existing relationships

We are trying to do long-term exchanges with a real meaning and a real recognition. But also there are exchanges which don't work quite fair. For example: You have a student going to another country for leadership training or shooting range or cavalry, or whatever. When he is back, the director will tell him I hope you have enjoyed your holidays, but now you have to go back to the training that you have missed.

So you see, there is no point to doing an exchange than. If you're going to Ireland for a cavalry course and your coming back and you have to the shooting range that you have missed.

Recognition is the keyword! We have to recognize. And also of course the point is not to exchange one submarine acoustic course with another summering acoustic course which is exactly the same. Again there is no point, it only costs money. This is why the approach is not only in terms of knowledge or content of the programs, its in terms of qualifications. Meaning how you will learn and what you will get and what will remain in your brain by the end. So you should have a difference otherwise there is no real point to leave for an exchange.

The contrary, extreme example is what's happening now. You have Greek cadets coming for the CSDP module and you have cadets going to Athens for the CSDP module which is basically the same. Well this is the inverse example, we could wonder if there is a real meaning is behind this. It's also diplomatic.

But for that is it necessary to have in whole Europe the same curricula, the same targets, or the same aims?

No. Not the same curricula. If you have the same curricula there is no point to exchange. You can do it at home where you have free weekends where you can go home to your parents, and it costs less money. Sure you will not visit any other exotic country.

Well these are basically the lessons learned.

3.1. Are the language barriers between the countries an obstacle?

Yes of course it's an obstacle. Should we lift it? No. Because it's a matter of national culture. This is Europe. We have 27 countries with 23 official languages and this is the characteristic of Europe. It's my personal opinion but I don't think we should lift it.

In the meantime, how many Portuguese Cadets are able to speak Finnish? I guess zero. Or how many Maltese are able to speak Estonian? I guess the same, zero. So you have to find a compromise. This is why so many people want to go to Sandhurst. And that's why Ireland plays very badly. It's a disadvantage. These are English speaking countries. Everybody wants to come there, because everybody knows pretty much English. Ireland is not surfing on this wave like the other ones. It should, but in the moment it's not a case. It might be in the future, hopefully. So at the moment we are still looking for a compromise.

In average less than 2 of 3 courses are given in English. So if you come from one semester of exchange, your menu will not have a lot of courses. If you go for example to Finland and you don't speak Finnish, it will be very hard. If you speak Swedish it might be okay. But still what we are fighting for, is maybe not a minimum but at the least to be able to propose something in English, if you want to exchange. It's all on a reciprocal manner. So if a Finnish student wants to exchange with a France you have to ask also for compromises. Is it okay if you do some programs in English? Maybe not a lot of Finnish are able to speak French. It's also diplomatic. The French will never be in position to send three Finnish speaking students to Finland. Or you may not be able to find three French speaking Finnish students in Finland. That's why we are trying also to have in this currency exchanges at least a minimum of English.

In my personal view I would be in favor to have a minimum of courses given in English plus an obligation for the student coming to take at least one foreign language course. Because I think that would be fair to do it that way. At the moment it's not formalized, there is no real direction or regulation but this is still the project.

Is it mostly focused on English?

At the moment? Yes. But curiously in this last month we hear more and more about second language exchanges. German is equal with French but I think there are more institutions that have French as second language than German. Right after French and German a lot of countries, for example Bulgaria will have courses in Spanish. They are very eager to train their students in Spanish. And there this also Greek and Italian. Well these languages work very well. But you will find nowhere Swedish, Finnish or Irish Gaelic.

So it's not really a must-have to do it in English?

I would say it's not the best solution to do everything in English, because otherwise you lose your personality, except for Ireland of course. At the moment politically the Finnish doesn't want to change their courses to English. It's also a matter of staff. If you have the lecturing staff it's no problem. But you will not fire your teacher when he isn't able to transform his course into English. So you have to keep him anyway. I am coming from France. It's basically impossible to deal with that problem. So that's why you were all trained to find a compromise. But at the moment there is no real solution.

Do you know focused on our countries, if there are any courses or modules given in English?

Yes, but I can't say it in percentage. I know that because I also taught in Finland (in English) at the master level. I can tell you in terms of ECTS. Teaching in foreign language, in Finland they have 7 ECTS in English (within the first cycle) and 5 ECTS (within the second cycle). As far as I remember, in the military bachelor it's more in leadership, and in the military master it's in leadership and military pedagogy.

I'm sorry but I have no information about Sweden, but I think they are doing the transformation now.

And of course you have 100 percent in Ireland.

In vocational training you have some of the countries also providing some of their training in English or in other foreign languages. (France, Czech Republic, Belgium, Austria...)

So Austria is one of the countries where you can have the full scale of the menu. You can study in English, at least for a few parts.

In Austria it's no problem to switch the language in courses, normally we do it in German but if there is a foreign student we also can switch to English. Is this the same in other countries?

No, because they would have problems with their culture. But especially for Belgium it would be interesting to do that. In Belgium we have three official languages. (German isn't used in military education) For example one teacher gives a lesson to one group in French after that he gives to same lesson to another group in Dutch. So why not to give the same lesson in English to both groups? It's a political problem.

As I said there are some problems with the teaching staff, you have to get to the resources and the willingness. It's very difficult to deal with academics especially real civilian academics. If you want to change the language in a course, you will be stuck.

So I would say very briefly that the language barrier is an obstacle, but it's also incentive because otherwise you will not get anyone learning German in 20 years. So you have to keep it.

3.2. Is there a possibility of introducing a standardized instruction language in parts off or the whole education?

It's linked to the other question. So, No.

A story: In vocational training in the French Navy they had a school boat which was getting older. So they wanted to replace it and get a new one. They also wanted to save money, and so they asked the Germans to pay for it because they wanted to share the education. They would do it with a bi-national crew. Because of sociological studies the Germans said no. The reason was that when you're going to be an officer you need to

get trained in your own language, in the procedures and to get more familiar with your military procedures and the military tradition. So they didn't want to do it in French and German or in English which the French proposed to. So the Germans refused. You see in vocational training it's very sensitive. In academic it's not such a big problem. A lot of handbooks are written in English. But you don't touch the vocational training, it's a sacred area.

3.3. The education on the different academies in the countries is unequal. Does this create unsolvable obstacles for the exchanges?

The education in the different academies unequal this creates unsolvable obstacles for exchanges. But this is linked to the calendars. So it's always a case-by-case basis. You cannot compare to all 27 systems. As a matter of fact, if you compare all 27 systems and you try to find a common mobility window, it's not possible. You have to look especially at bilateral relations, for example between Sweden and Austria some mobility windows are possible, I'm sure it's possible in some points between Ireland and Austria and even more sure that it's possible between Finland and Austria, because it's have been already done and I'm sure it will be done again.

3.4. What is the general willingness of cooperation and participation?

As I said some of the countries want 100% of mobility at least their cadets leave once in their curriculum. But there are others for which corporation is not the key point, and there are those which say we already have exchanges. Well general willingness is there for Corporation. But there are also financial problems.

4. Are there any legal obstacles or demands on the part of the EU or of the countries that constrict the program?

Once again, when we talk about the EU, we talk about Erasmus. I would say there is also subsequently a ethnical problem about Erasmus, even if you get the signature if you want to exchange on the basis of Erasmus. I think it's very difficult to stand on a position that you want to get money for military education. Cadets in Europe usually are paid, civilian students are not. I was formerly also and Erasmus student and I needed the

money. All the military students who leave the academy and went to another Academy, their accommodation, food, everything is paid. If you are a civilian student you have to pay for the accommodation and food. And sometimes it's even more expensive than your own accommodation and food back home. So it's a very ethical question. Not all the member states react the same way. Of course it depends on how much the students get paid and so on. But still this is a subsequent problem of the Erasmus.

Some examples for legal obstacles:

What's the legal status of an Austria cadet going to Finland? Does he have the right to carry a weapon? Maybe the rules would be different if there are any bilateral relations or agreements? So that this why we created in the initiative a legal framework. It's a standardized framework that we use in case that we do not have any pre-existing agreements, which are dealing with all these problems. (healthcare, right to carry a weapon, discipline problems, ...) All these issues were dealt within this legal at framework. But still there are some legal problems. Because the legal orders in every country are different. So some of them will accept and sign it, but other countries for example Austria, want. There are the lawyers still discussing the laws. This program from the initiative dates back to its roots. It's depends on each country, each legal orders and I would say on each lawyers.

So it's not signed yet from every country?

It doesn't need to be signed, because the initiative was decided by the 25 defense ministers. So it's already clear because it's already decided that we should do this. We don't need a real implementation because it's already implanted. But still the lawyers are discussing it very deep in question. So these are the main obstacles I see. But we have also recognition problems. We have ECTS in academic education and but not in vocational education. So for example if they're going to Ireland for a cavalry course you don't get any ECTS. So how do you recognize your exchange with Ireland, or with the branch schools in Sweden and Finland?

So we have to create currency exchanges.

5. What are the advantages for a country that participates in the „European initiative for the exchange of young officers during their initial training, inspired by Erasmus”?

Advantages first:

We have an implementation group, where all the 25 member states normally participating are invited to provide the group with a representative. So this means we have a direct discussion because most of the representatives come direct from the academies. The Austrian representatives are Col Wiedner and LtCol Gell. So they are directly from the Academy which means they know the problems of the Academy and what they could face also they know the needs and they know how to organize exchanges and they can make contacts with their counterparts. So it's a real direct advantage.

Of course another advantage is recognition. Recognition is the problem of every Academy. If you want to be recognized as scientific excellence you need to be known by the other academies. If they know Austria have many exchanges, West Point will come to you. This is a direct feedback. Ireland is more or less stuck in its corner. But they also have a very good reputation in vocational training. So you have also exchanges with Ireland.

One of the biggest difficulties at the moment, talking for example about Finland, is the financial constraints. We cannot have any students coming from Finland because they are trying to save money. Sending students costs money. This is a big problem on exchanges. Normally when you're going for an exchange you're going on a mission, and if you're on a mission you get more subsidies. So this costs additional money for the Ministry of Defense. This is also a financial problem that we have in whole Europe in the moment.

Personally I think for cadets the laws should be changed. If you're leaving for an exchange you should not be on a mission you should be on training. But still the most of the countries have the rule when you cross the border, you are on a mission. And if you

are on a mission you get extra money. So we have the financial problem. We know that it costs quite a lot.

What are the expenses for the countries? Is this program funded by the EU?

No, because the EU has no power in military matters. Of course we are all dealing with military education, so it's always a dilemma, either you take it as civil education then you are within EU matters and you can benefit from Erasmus and get money, or you consider that you are military, then you are only within national matters and you do not depend in any way to the EU and you will get no money. Then you have to find creative ways to pay the bill. The option that was chosen by France to create the initiative was to say it's military. This made sense because the intention of the initiative is to create a common culture in Europe of security and defense.

6. What are the future expectations for the „European initiative for the exchange of young officers during their initial training, inspired by Erasmus“?

What we would like for example is currency exchange for vocational training and exchanging in the frame of vocational training which will open wider doors, for example with Ireland. Other expectations are to see all members within the same Bologna process and everybody using ECTS, so that we can exchange in academic matters.

A future expectation in no way is to have the same calendar. The initiative is not about standardizing but harmonizing. We do not want standardization. All of the countries would be against it. So it's not a good idea. We prefer harmonizing which means bringing closer, having currency exchanges for the mobility and finding mobility windows, these sorts of things.

If you are standardizing, if you have everywhere the same courses it will be the end of the military academies. Well this is the project of some EU optimistic, idealistic people. They will have within 50 years no military academies in the countries only one big Academy in Brussels, where all the military's come together from all over Europe with a European uniform. Well, but it's not for tomorrow.

No standardization of the training but the goals had to be the same so that we can compare it?

Yes, Exactly. But this is more a question of qualification. The programs shouldn't be the same but the qualifications should correspond. Otherwise, doing something totally else it will be like you're a military person going to nursing school. Well I take extreme examples, but you see what I mean. It's all about talking, more about qualifications than only on adaptation and forming the perfect match of the program. There is no point to do it. And I mean the Austrian excellence will not be recognized for example in Alpine training. Well this is the point. Maybe in 20 years there is more a specialization, which means all the interested cadets come to Austria for their Alpine training, and all the cadets including the Austrians for a jungle course will go to French Guiana, for cavalry they went to Germany and so on. But this is a matter to be left for the CSDP, how the European defense will evolve. This is not purely military education, and it's what we will see in a very long-term.

Immediate expectations are counting more on the European resources. This is what I personally expect. I think we have to be cost effective. For example we should not sending all the Slovenian cadets to West Point. Send them to Italy, it's closer, well it's less exotic, less fashionable but still it will work.

I don't know. Maybe we will see a European Academy in the future, or something like the Belgium system. If you're Austrian and you will become a Belgium officer it's no problem. You can go to the military academy in Belgium and follow the curricula and then you will become a Belgium officer, it's also possible in some cases in Ireland.

The hottest topic is that we are looking to have a common understanding and common qualifications. What we want is not to picture the ideal European officer. If you ask a Czech the picture will be totally different to the Spanish one and also between Austria and Germany the picture will be different. Sure it's not even the same culture but still it's closer to others. But everywhere you will have completely different visions. What we want is to have a common approach of what should be qualifications in the end. We don't want to say the perfect program is this. But we will start from the bottom, meaning that we are starting from describing the qualification for the whole curriculum. The military bachelor should bring you to these kinds of qualifications. It should be very generic, saying for example you are able to doing some additional research about your specialization.

How far is the way to this?

At the moment we are starting to compare what was done in the member states before. We have 6 member states at the moment and trying to compare what's done. After that we will try to draft an approach of what should be the European framework for military education. After these individual drafting's we will try to do draft compromised documents. And after that we will submit it to 25 member states and try to get something useful out of it.

Which countries are involved?

In this subgroup are the Germans, the Swedish, the Czech Republic, Spain, France, Greece and Estonians. So it's not a lot. This is the problem of the first section you drafted, some member states are not able to send representatives because of financial restrictions or because they have different priorities. It also depends on politics for this moment.

It takes time. Some of the member states are complaining about the pace, they say that we are too slow. There should already be standardized programs, and in some other cases members are two steps behind so we had to wait. It works, but we are seeing it goes

upside down. In the summer we should not expect to get someone on the phone for three months because everybody is left. During Christmas time it's the same. All the staffs are giving courses, which means they have exams because it's the end of the semester. So it depends also on the internal calendars.

How do you think will the program develop within the next 5 years?

I hope exactly what I have said, is that we do not have this Implementation group any more, this is only my thinking. That the Implementation group does not work any more, which means that everything is organized on the system adequate, everybody is either Bologna, well I mean it's Bologna-Process for the academic education and all in the same line for vocational training, meaning that we can exchange thanks to the current exchange that we will create, a kind of ECTS for vocational training, these would make the exchanges more systematic.

What would be in the Ideal-World? It would be that the member states do some kind of saving-account, so putting some money regularly in it and just saying, ok this is the found for the exchanges. If we say, that we want to exchange for educational matters and so on, for example the CSDP modules.

I would say also, off course, more courses in English, it should reach this percentage, I think this minimum level of courses in English, but this is quite hard, I would say 5-8 percent would be enough. As long as you have about 4 or 5 month of studies it would be enough and again you should force at these students to learn the national language, this is what Europe is made for, this is how is Europe, it should be done the European way, we should find our way in this.

I also expect, that all the institutions have a website, have a platform on which they put the information and everything is in a standardized form and for example if you double-click a period of 6 month you will find a perfect match with other schools, you have all the programs developed with all the qualifications. This is realistically possible, normally in one year, this is the objective. It's not that difficult to make, it takes time, technological skills, but its possible. For example if you klick on the name of the

institution you will have all the ID of this institution, which means they are Bologna-Process, they have also the system for the equivalence in vocational training, their needs are in terms of, for example, alpine-training, PSO-modules etc. A catalogue of activities that you can access all the information, so you can prepare the exchange from the office of LtCol GELL and 5 minutes after he can say: „Ok, you can go! Fill in the form and go.“ This would be the ideal thing. I think in 5 years it could be possible, but also what I would like to see is for example programs based on the Erasmus-Mundus. It's a branch of the Erasmus, but the purpose is for example you have one master program and the master program is organized jointly by, in our case for example, Austria, Sweden, Ireland, Finland and France, and each academy will organize one part of it and you have one class, for example 40 students, and they follow 6 month in France, 6 month in Austria, 6 month in Ireland and so on, and all of them presenting their specialty. In this case, I would say, you will have super European Officers at the end, because they would be trained perfectly to what is Europe. This could be made possible also. This is only an idea and of course it does cost money, because you have to move 40 students for example and this is already what is done by the civilian universities. The problem of the Erasmus-Mundus is, that you have to accept people from third countries, we are dealing with military stuff and so we are not in favor of this.

In terms of common training, for example the doctors school in Europe, that we are creating for example a doctors school for mechanics, that would be for example located in Czech Republic and one doctors school on European defense that would be located for example in Brussels, all the military doctors students could come and follow the courses, or maybe do some PhD research for 6 month in Finland and so on. Depending on the professors this is also maybe something that is possible. In research it's always easier to exchange, because research is anyway move from one country to another, you have to, otherwise if you Austrians do your research only in German from Austrian authors with Austrian professors, there are more and more risks, this is European level, that your PhD theses will never be accepted, because of lack of international dimension. So why not creating something realistic for military matters.

But this is only personal view, this are only a few ideas.

The Initiative aims at it's end, I would say, the ideal world would be that in 5 years everything would be automatically done, one person at the European security and defense collage only receiving the information, putting them on the internet and everything would run on the perfect way, this would be great. We will see what will happen, because it depends on what will be the European security and defense policy at this time, what the member states will do, because it depends on the image from one government to an other, so we cannot say what will happen tomorrow, we can only launch propositions, but we cannot be sure of the results. I mean a country like Austria, I know that in 5 years it will still be in favor of exchanging and ready to accept people, but in other countries if you have budgetary constrains will be more difficult and maybe the people will not see the point in exchanging and spending money on it.

So I think definitely one challenge for the Initiative will be to find a way to present the cooperation, the exchanges, the interaction as a cost saving measure. I think this would be the challenge.

But this means certainly that some of the institutions will have to get rid of some of their courses that could be done somewhere else, by someone else.

Off course it's better for a cadet to go to France for following the class, it's more exotic, you have something to tell your friends after. But there could also be the possibility of other solutions, you put one cyber-cam in one room in Austria and the other one in France and you have a course and it's international. It depends on what we want to do, I mean it could be cost effective, you have many, many solutions, but nothing is sure. I am very much in favor also for people moving from one country to an other.

Again, what will be the governments in 5 years, what will be the requirements, nobody can tell. There are only expectations for the so called „military Erasmus“, no clearer future, it's only on the Initiative. So it depends exclusive on the national resources, so if tomorrow the member states do not want to participate any more, there is not Initiative, we can not force them. I don't see that, I think that it is still upside down, there will be different priorities of the member states, but I don't think it will be over in 5 years.

You told us about some problems, they are mostly political, or are there also some countries where the military is not interested in the exchange?

There are political, financial problems, but regarding in the militaries - Not really, after that it's a question of priority, is it top of the priority or not. Well I could imagine that it could not be the priority for a academy, first the priority is to well educate people than after you can do it with exchanges, but you have also a change in the generations. We can see that already in the civilian universities, but Erasmus is already 22 years old. So we have 22 years of experience of Erasmus and we are only at the beginning of seeing the results. It's really long for Erasmus, but for example, the cadets we are now training on the CSDP they will be able to reach a position within decision instances of the CSDP in 20, 30 years of time and at this time if one of them becoming for example the Commander of the Academy, yes off course the exchange will have a grate impact, it will be maybe one of the top priorities. But we need to change the generations, as I told you in civilian universities we have professors that themselves went on Erasmus, so they are very much now in favor also of sending their students there, because they see a real outcome in the exchange. It will take time for the military also.

Because of the fact, that nearly everyone noticed for military it's necessary in future to work together, thats why we should prepare it now, at the basic education. Off course, one of the other arguments of the member states, more political argument, was to say: „But we have already exchanges, at the level of advanced education of an Officers.“ But sometimes it's already too late. What's good is, that most of them have already an international experience, because they were on mission, so they have already an experience of the battlefield, so which is good and we can say that the cadets not really know the battlefields, but when they will be on the battlefields with a german or french or british or swedish battalion, well there is also the personal relation, but at least they will know how to react. This is also important in terms of leadership, it makes great difference, this is what we expect. So this is why I think the culture of the European security and defense should start now. It's not only about strictly the common security and defense policy, it's about understanding what is Europe, what are the aims and getting familiar with the languages. Because from now 20 years ago if you talked to a french General it was very hard to get a word english from him.

We will see off course improvements in the future, because the generations will change, the mentalities will change and even if you take the European defense, the idea of the European defense it has been formalized, as a policy, 10 years ago only, and we are already thinking about educating our young Officers for that, in 20 years the common security and defense policy will become reality. So it's going very very fast. For some member states too fast, such as the UK.

Anyway there is no other job in the World, that requires more international background than being a military. If you are a lawyer, you can spend your whole life at home in our home city, even it is a village of 5.000 inhabitants, if you are a military, if you don't have any international vision, what are you doing? I mean it's basically impossible. The meaning of your job is international and now the means of this international is European, because you cannot go alone in a mission. You have to do it with your closest friends and others, there are the Europeans. So this is why we want to train them now to this future dimension. And hopefully it will work, I mean the first results that we have are great so far.

So it's important to start as soon as possible with internationality in the training?

As soon as possible, but you always have in the military a period of getting familiar with the national defense structures and its patriotic, but you need to get it otherwise you are not military. So you need to get familiar with the hierarchy and the discipline, this are the very very basic skills. We should not start for example by this idea of round curriculum from between 5 member states, you cannot take one young Austrian with 18 years old and just send him to France and 2 month after send him to Belgium and so on. They have to start in their country to get their basic military training.

In Austria we have one year basic military training and afterwards we start with the officers training.

Maybe after 6 month of your basic military training you will be ready to go abroad, I don't know. This depends on a case by case bases, you cannot say. For example in Belgium the basic military training is only 3 month, I don't know if they are ready to go a road after that, this is just above my competence. The Initiative is more about projects, ideas and perspectives than really knowing we should do that because of this and this. We have to draw the main lines.

At the end it's always a national decision. So even if tomorrow we have this currently exchange in times of vocational training, if Ireland says: „Ok, we don't want it.“ What can you do? For most of the countries this is also the problem, if Ireland say: „I don't want it, I don't want to calculate how many new credits my course of cavalry, what ever for a course, is with.“ Austria will still exchange with Ireland, so this is also a problem it's undermining the work that we are doing in Brussels between the 27 member states. If one say „no“, what can you do. You will not stop exchanging with them, because it has worked in the past, so normally, you can guess, they will work also in the future, but you will have to juggle with everything, with many systems.

So we are trying to convince and it's a lot of communication work.



(Fhr Thomas Fröhle)



(Fhr Elias Mathoi)



(Fhr Sebastian Suchentrunk)



(Sylvain Paile)

Experteninterview Nr.: 02

Experte:	Ove Lind
Institution:	Swedish National Defence College
Funktion:	Director of Studies Directorate for Officers Academic Education
Interviewer:	Fähnrich Sebastian Suchentrunk
Datum:	18. 02. 2011
Zeit:	von 14:30 Uhr bis 15:45 Uhr

1. How is the basic officer education structured at the Swedish National Defence College?

We have six semesters, one, two, three and six are carried out at the college in Stockholm at Karlberg castle, semesters four and five are carried out at branch schools and there are twelve branch schools all over the country. Semesters one, two and three are mostly theoretically orientated towards a general professional approach. Semesters four and five are carried out at branch schools, the focus is on each branch, so during semester four you have an orientation towards branch specific theory which leads into semester five, where you have a branch specific practice. The first three semesters are dedicated to general military profession, four and five to branch related profession, theory four and practice five, and then going back to Stockholm, Karlberg castle, semester six and that is where you wrap it all up, so the thesis will be written during the sixth semester, that's the package as it were.

1.1. Are all the six semesters done in an academic way, or are the branch school semesters non-academic?

All of them are academic. So each semester gives you 30 ECTS, that means a whole of 180 credits. Each semester, regardless of it's in Stockholm or in a branch school, will give you academic credits and it's according to the Bologna System. So the average workload per week is around 40 hours and for that you will be given roughly 1.5 credits, so a normal workload is 1.5 credits per week.

146 Remark of author: The original signed version of the interview is in the keeping of Fähnrich Sebastian Suchentrunk.

1.1.1. Are the credits fixed on the courses they have?

We have a number of subjects. We have War Studies, which is a sort of a basic subject, our major subject, and then you have got Military Technology and Leadership. If Leadership is mental fighting capacity, then we have a course called Physical Fighting Capacity, which means that you are physically fit to fight. So these four subjects are the basic officers training and War Studies is the major subject and the most important part, followed by Leadership and Military Technology, the Physical Fighting Capacity course is not very big. Each subject is divided into a number of modules and they build upon each other. For example to enter module three you have to have passed modules two and one, so they come after each other. To enter a module you have to pass the modules before, they build on each other, so they interlink. So you have an entry qualification for each module stating that you have to pass the number of modules before entering it and each module has its own course plan and course description, where says: „You have to have this pre-knowledge or pre-experience before starting“ and then you have got specified learning outcomes, reading list and what kind of test there will be at the end of the course or module. We normally call them courses not modules, but that's the same thing.

1.1.2. Are these four main subjects repeated in every semester and do the courses in the subjects build on each other from semester to semester?

Yes, and you could say that basically semesters one, two and three form a sort of basic professional background, gives you a sort of backbone of the course. Semesters four and five give you a branch related knowledge and skills. Normally you have in each semester a combination of Leadership, War Studies and Military Technology and the balance between these three subjects is mostly that you have got more War Studies than the other three, I mean that's the basic point. Out of these 180 credits, 90 of these are War Studies credits, so half of it and the remaining 90 is divided between Military Leadership, which is called „Leadership in demanding situations“, Military Technology and Physical Fighting Capacity, so these three subjects share 90 credits.

1.1.3. Do the fourth and the fifth semesters have the same structure like the other semesters, including the subjects and the courses?

Yes, the basic idea is, either you run a module in War Studies and then it's followed by a module in Military Technology and Leadership, or the other way around. But you can also form three or four subjects into one theme, you put a label on the theme and then you incorporate all four subjects into one course or module. That thematic approach is fairly common, which complicates when you are going to examine, because when you examine that kind of theme you have to identify what is War Studies, what is Military Technology and what is Leadership and that could be complicated.

1.2. Are the exams also divided into these four subjects, they don't have one big exam about the course?

We try to make a kind of combined exam after each module regardless if the module is War Studies, Military Technology or if it is a thematic module, but it's definitely more complicated to set an exam of a thematic module, but it should be. The authorities say you should be able to identify what in a thematic module is Military Technology, what is Leadership and what is War Studies. That is a must from the authorities and it's also a requirement from the cadets. They want to know in advance what kind of exam am I supposed to take, what does it look like, is it theory, is it practice, what do you expect me to be able to do? You have a link between the learning outcomes, the composition of the course and the exam. The learning outcomes, what you should know once the course is finished, then you see what aspects are covered in the course to make it possible for you as a cadet to achieve these learning outcomes and that must be reflected in the way you examine the cadet. This combination, these three aspects must be interlinked like this, which is, I think, very important.

1.3. Does the cadet know from the very first beginning what he is expected to do?

After the three years you will get your bachelor and in that document is written what kind of bachelor it is, that's document number one. Document number two is the curriculum document specifying what parts it is built up of, how it is composed, the number of modules in Leadership, the number of modules in War Studies and so on. Document number three is a course plan and that's the legal document and it tells you,

as a cadet, the requirement for entering a course, it gives you the learning outcomes, it gives you the composition of the module, what kind of lessons – is it less theoretical lessons, is it practice – it gives you a reading list, what literature should be read by you, it specifies what kind of test will be given at the end and it specifies if you can pass, just fail or pass, or pass with distinction. So that means you got three documents, the formal description of the final exam, the curriculum document and the course plan document and that course plan is the legal document, giving you the exact information. But in addition to these three, you might serve the cadets with a detailed description of the course from day one. Let's say you have a four week module, so this fourth document presents you in detail that day one you are supposed to do this and this, day two, day three and day four. But that last document is optional. Normally the lecturer in charge of the module he gives his cadets that kind of document and that means, that these two, the legal document and this optional document, they link together. The optional document is optional, but it gives you all the practical, very detailed information and it gives you hints, what's important, what should you concentrate on, it gives you input that you should be aware of this and that, read that in a very special order for example and when you read that take into account leadership aspects and technology aspects and so on. The last document, which is optional, is like a guarding document for you as a cadet, which I think is important. But the legal document is still the course plan.

1.3.1. Do the cadets have something like a time schedule for every week and when do they get it?

That's the course description. It should be signed by the lecturer in charge and the cadet representative a number of weeks before the course, at least two or three weeks before. For the cadet and for the responsible instructor it's a matter of being able to plan. I would say that it's a very good instrument and definitely they know it in advance, so during this period, when the module lasts, they will know exactly what to do it and when to do and, I would say, how to do it as well. All questions you have as a cadet should be answered in that document. The thing is that, that document is not the legal document, the legal document is the course plan.

1.3.2. Are the cadets able to choose which course they want to do, or do they have a strict course plan?

No, yes. They can't choose. You as a cadet can't do anything, they come in a certain order and that order has been organized before. There is no option from the cadets' point of view.

1.4. Are the modules or courses structured in blocked education?

The whole officer's program is covered in six semesters are in block and one block could be four weeks and it could be six and eight and ten, it could be longer and it could be shorter.

How short is the shortest time frame you have?

When the program was designed we had short courses of one week, but the ministry of education, not the ministry of defense, didn't like that, because a one-week module gives you only 1.5 credits. So the smallest today is 7.5, I think, and 7.5 credits means five weeks. So that's an average, that's the most common length of a module.

1.5. Are there any practical military courses during the academic semesters?

Yes, because if you have one semester starting in January finishing in June and the next starts in the end of August, beginning of September. Then you have a gap during the summer and in the gap you have your legal holidays, but apart from this you have a number of weeks, which are used for military training, which is not academic. We have it normally during summer as a link between the semesters. The normal academic semester for the non military academic system is twenty weeks and if there is a gap between the semesters they are all filled with military training, which is not academic.

1.5.1. What kind of military training do you have in these gaps?

One part, as far as I know, in the summer is parachute jumping for example. The thing is that the Swedish National Defence College is in charge of the military program, the academic part, the six semesters. What's filled in between the semesters, which we are in charge of, is not our responsibility. So the military, that is the headquarters, they

decide what should be filled in, so it could be parachute jumping, it could be anything they think that is necessary and that is suitable.

1.5.2. So it is different from year to year?

It could be that, yes. We use the phrase: „We do not own that time“, so our time is the semester time and all gaps between the semesters are owned by the Swedish Armed Forces and they are free to fill these gaps with whatever they think is necessary.

1.5.3. Is it the decision of the Armed Force, or from the people at Karlberg castle?

I would say, that the people at the cadet battalion know what can be put in and what is realistic and possible, because you have financial and personal restrictions. So I would say, they are quite responsible for filling those gaps, but in a way they might go back to the Armed Forces people asking them if they want anything special. The link is that the cadet battalion is part of the Armed Forces.

2. Is it comparable to the Austrian system at the Theresan Military Academy?

It isn't, in a way. First of all the basic military training and the preparation semester. In Sweden we had compulsory military service. It was abolished last year, first of July, and before that we could select people having completed their basic military training, at the conscript level. Some of them were at section level and platoon level and they could enter the first semester, they applied for a position and they were accepted or not. When the basic training was abolished, last year, we don't have any conscripts to choose among, so we are at the moment trying to form before our first semester, some kind of aspirant training. At the Swedish National Defence College, we think that this pre-officer training period should be fairly long, something about seven months, perhaps a year, but the armed forces people they want it shorter. We say: „The shorter you make this preparation course, the more difficult it will be to reach the learning outcomes of the six semesters and that might affect the level of knowledge and skills of the cadets leaving the system. When the cadet leaves after the six semesters, he or she might not be able to work or act as an officer, as the Armed Forces people want him to do. There is a gap. We think this preparation course should be fairly long, let's say one year, but

the Armed Forces people say it can't be that long because it's too expensive and then we say, the shorter you make it, the problem definitely will be, that the more expensive it will be in the long run, because you have to have some additional training then afterwards.

The answer to your question would be at the moment no, in the future yes, because of the non-academic parts in between the semesters where you can't get any credits. There is one big difference, the fourth semester, where you attend branch schools and where you can get training in various subjects, which we can't do in Sweden, there is no correspondence to that. Then you have the fifth and the sixth semesters, where you have a on the job training, national in the fifth and international in the sixth. There is nothing like that in Sweden. I must say, I envy you, because this on the job training, for two semesters national and international, prepare you for your future job definitely better than our system does and also the fourth semester, giving you a chance to, when you leave the army, easily pick up another non-military career, based on which you can study law, economy, whatever you want. There are quite a few differences between your system and ours.

2.1. Are there also some parts to train the skills during the first, second, third, or sixth semester too?

There are, you have parts of it being practical and you also have parts which are outside the academic part of the sixth semesters. Sometimes you have exercises during the weekend for example, which are non-academic and purely military or purely practice and they are headed by the Swedish National Defence College. There are parts which are practical, but not very many. The first three semesters are mostly theoretical, but there are practical parts, not very many and not very many learning outcomes are skills related.

2.2. Our modules are structured in a theoretical part and afterwards in a practical part, like training without troops, is this structure comparable to some of your courses?

Normally they are more theoretically orientated, you have a theoretical part and then you apply this theory to practice straight afterwards, this is part of your system, your

educational idea. Our system is not used like that. Ideally the first three semesters should prepare you for semesters four and five, where it should go into a practical part, and then go up to the final semester.

2.3. Do you have a mixture of cadets and civilians at the Swedish National Defence College, or do they have strictly separated academic studies?

This mixture of yours, we don't have anything resembling that at all. There are civilians, but they have their own courses. We have courses in leadership, military history, military technology, war studies, security risk-management. All these are separate courses and have nothing to do with our system.

3. Does the Swedish National Defence College do any exchanges with other military academies in other countries and how big is the initiative in doing an exchange?

We have at the moment exchanges with four countries, Austria, Germany, Belgium and France, in the sixth semester for the thesis. At this very moment one is going to France, two are going to Belgium, two are going to Germany and two are going to Austria, as far as I know, that makes seven. That's part of the Erasmus system, not the military Erasmus, because we have bilateral agreements with these four countries. We also have an agreement with Germany, where we send our military helicopter pilots for the pilot training part of their education. They spend a number of months in outside Hamburg at the school. We don't provide any helicopter flying training in Sweden at all, so we buy that on a bilateral agreement basis with Germany. That means that the officer's training for the helicopter pilot will be longer.

3.1. How does the exchange of the other cadets work?

The exchange of the other cadets is based the bilateral agreements. They are there for eleven weeks, so it's not exactly the Erasmus program, and definitely not the military Erasmus. It's something in between, I would say.

3.2. Is there an interest at the Swedish National Defence College to carry out exchange based on the military Erasmus?

Yes, we are two who are working on that, me and Sofie Alvarsson, and we want to increase the military Erasmus and the Erasmus as well, because we do have an Erasmus charter as a university or a university college. The idea is to increase the military Erasmus exchange definitely.

3.3. Would it be possible to carry out an exchange on specific courses?

That's our ambition, we want to do that. But our teachers must be prepared to give tuition in English. At the moment, only one course so far is given in English and that is irregular warfare - fighting in subarctic conditions, that is winter warfare. We had actually plans to exchange, so a couple of your cadets and a couple of our cadets would go to Sweden and to Austria.

That's a drawback, because if you want to expand the Erasmus idea, either the Erasmus or the military Erasmus, you must be able to provide tuition in English, otherwise you have had it.

3.4. Do you see a possibility now to switch your educational language into English in some courses?

I would say, the answer to that will definitely be yes. In the long term perspective it's a way of surviving in the international context, because if you don't do that you tend to give your officer's training in Sweden in Swedish, in Finland in Finnish, in Norway in Norwegian and in Holland in Dutch and so on, and that means that the number of people within each country's army today is very low. That means, is it really possible to have an organization providing education for just a handful of people, is it economically defensible? If there is a possibility yes, but it will take some years. We have tried to make our leaders realize, that if you give a course or a module in English you could attract people from abroad and that would mean money, and money rules. Like you had it here five years ago. Sofie and me are laughed at today, because we say the more courses you give in English, the more students from abroad you can attract and the more we could send abroad in order to have this joint cooperation. It is a bit slow at the

beginning, I mean lots of resistance, it's difficult. Most of the instructors feel confident using Swedish, but perhaps it's a question of generation, the younger generation tends to be more open-minded and more easy to convince that it must be possible to give tuition in English. To be able to do that, you have to train the trainers to be better in English.

We have said, that being an officer must be the only profession in Sweden where you have to work abroad. As it is now our Swedish supreme commander, he has issued an order saying that all officers in the Swedish Armed Forces must sign a contract, saying that they are willing to serve abroad and those who won't sign the contract will be given the sack and they have started sacking people, because they have said no, or they haven't answered. If you have that unique system, where you will have to work abroad after your educational period, that must mean that within the educational period you must be given the opportunity to work or study abroad, so that goes hand in hand hopefully. The answer definitely is a yes.

3.5. Would it be a possible if we would send a cadet, who is good at Swedish, for an exchange of a course?

Yes, I can't see any obstacle in that. That's the negative side, we only provide tuition in Swedish, but once a cadet, from another country, knows Swedish, he or she is quite welcome to attend that module. If he or she does not know Swedish, it depends on the instructor. If you have a course consisting of one instructor, who is in charge of it, and does all the teaching himself and if he is willing to switch from Swedish to English it's up to him. Normally each module has more than one instructor. So theoretically yes, but practically perhaps it could provide problems actually.

We want to expand.

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(Fhr Sebastian Suchentrunk)

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(Ove Lind)