

Vorwort

Abgeleitet aus unterschiedlichen Vorgaben vorgesetzter Dienststellen ist es das vorrangige Ziel aller internationalen Aktivitäten des Fachhochschul-Bachelorstudienganges Militärische Führung (FH-BaStg MilFü) an der Theresianischen Militärakademie (TherMilAk), die Interoperabilität und die interkulturelle Kompetenz zu steigern, um die angehenden Führungskräfte bestmöglich auf ihre zukünftigen Aufgaben im multinationalen Verbund vorzubereiten. Zur Erfüllung der Zielsetzung wurden verschiedenste Programme ins Leben gerufen, welche seit dem Jahr 2005 eine enorme Steigerung der Austauschaktivitäten mit ausländischen Institutionen erfuhren. Nachstehend sind die wesentlichen Programme aufgelistet:

- **Internationales Berufspraktikum (IBP):**

Alle Studentinnen und Studenten des FH-BaStg MilFü werden im sechsten Semester für die Dauer von sechs Wochen in das Ausland entsandt. Die Anzahl beläuft sich mittlerweile auf etwa 15 vor allem europäische Länder. Das Ziel ist die Übernahme von Verantwortung und damit verbunden auch die Persönlichkeitsentwicklung.



**Ein österreichischer Berufsoffiziersanwärter als Kommandant
beim IBP 2012 in der Slowakei.**

- **Internationale Semester „outgoing“:**

Im fünften Semester werden zirka 12 bis 15 ausgewählte Studentinnen und Studenten an die USMA at West Point, and die École De Coëtquidan und an die Offizierschule des Heeres nach Dresden entsandt. Das absolvierte Semester wird gänzlich als fünftes Semester des FH-BaStg MilFü anerkannt und ersetzt gleichermaßen das nachfolgende IBP.

- **Internationale Semester „incoming“:**

Jedes Jahr absolvieren Studentinnen und Studenten der USMA at West Point, der École De Coëtquidan und des Swedish National Defence College ganze Semester am FH-BaStg MilFü. Dabei wird auf die Vorgaben der ausländischen Institutionen hinsichtlich der Art der Ausbildung eingegangen. Einen wesentlichen Bereich bildet das Schreiben von Bachelor- oder Masterthesen. Auf Grund der in der ersten Jahreshälfte 2012 abgeschlossenen ERASMUS-Abkommen sind in naher Zukunft auch Studentinnen und Studenten der Royal Military Academy aus Brüssel, der Armed Forces Academy aus Liptovsky Mikulas und der Military Academy Vilnius vorgesehen.



Ein schwedischer Offiziersanwärter erhält sein Bachelorzeugnis.

- **Internationale Semester im Vertiefungsgebiet:**

Im vierten Semester des FH-BaStg MilFü haben sich die Studentinnen und Studenten ein Vertiefungsgebiet aus den Bereichen Ökonomie, Politikwissenschaft, Pädagogik und IKT (Informations- und Kommunikationstechnologie) zu wählen. Auf Basis von ERASMUS-Abkommen wird die Linie Ökonomie gänzlich an der University of Defence Brno in der Tschechischen Republik, die Linie Politikwissenschaft an der Military Academy of the Land Forces Wroclaw in Polen sowie an der Military Academy Vilnius in Litauen und die Linie IKT zum Teil an der Armed Forces Academy in Liptovsky Mikulas in der Slowakei absolviert werden.

- **Gesamte Offiziersgrundausbildung „incoming“:**

Beginnend mit dem Aufnahmeverfahren 2013 werden ausländische Offiziersanwärter die gesamte Offiziersgrundausbildung an der TherMilAk absolvieren. Dazu wird die Ausbildung als eine parallele Linie in der englischen Sprache geführt, zu der sich auch österreichische Berufsoffiziersanwärter melden können. Anfragen zu dieser Ausbildung gibt es bereits in großer Anzahl, konkrete Zusagen gab es bisher an Albanien.

- **Sonstige internationale Aktivitäten „outgoing“:**
Ausländische Offiziersgrundausbildungsinstitutionen bieten von Fall zu Fall die Teilnahme an International Weeks oder an internationalen Konferenzen an. Die Teilnahme an diesen Angeboten wird im Einzelfall entschieden, sofern ein Ausbildungseffekt gegeben ist.
- **Sonstige internationale Aktivitäten „incoming“:**
Die Partnerinstitutionen des FH-BaStg MilFü erbitten von Fall zu Fall diverse Ausbildungen für ihre Offiziersanwärter, beispielsweise durch die USMA West Point eine mehrwöchige Ausbildung im Reiten und das Erlernen der deutschen Sprache. Sofern den Wünschen entsprochen werden kann, wird dies am FH-BaStg MilFü in Kooperation mit anderen Organisationselementen durchgeführt, weil dadurch internationale Semester der österreichischen Studentinnen und Studenten, beispielsweise an der USMA at West Point, oder IBP-Plätze sichergestellt werden können.
- **Informelle Austausche:**
Das große Interesse an internationalen Aktivitäten seitens der Berufsoffiziersanwärter zeigen die Bestrebungen, in der Freizeit und auf eigene Kosten zu anderen Offiziersausbildungsinstitutionen zu fahren, um Informationen über die jeweilige Institution zu erlangen, informelle Gespräche zu führen oder an Veranstaltungen teilzunehmen. Diese Bestrebungen werden von den Verantwortlichen des FH-BaStg MilFü selbstverständlich unterstützt.
- **EMILYO (Exchange of Military Young Officers) „outgoing“:**
Im Rahmen der „European Initiative for the exchange of young officers inspired by ERASMUS“ werden so genannte „Common Modules“ entwickelt. Das Ziel dieser Entwicklung ist eine Harmonisierung der Offiziersausbildung in den Ländern der Europäischen Union. Sofern EU-Länder diese Common Modules anbieten, wird im Einzelfall über eine Entsendung entschieden. Beispielsweise nehmen jeweils drei bis vier österreichische Berufsoffiziersanwärter am Common Module „Maritime Leadership“ in Frankreich oder am Common Module „CSDP-Olympiad“ in Zypern teil.



**Deutsche und österreichischer Offiziersanwärter
bei einem „EMILYO-Modul outgoing“.**

- **EMILYO (Exchange of Military Young Officers) „incoming“:**
Der FH-BaStg MilFü bietet im Rahmen des EMILYO-Programmes im Vergleich mit anderen EU-Ländern die mit Abstand größte Anzahl an Common Modules an. An jedem der Module können bis zu 20 ausländische Offiziersanwärter teilnehmen. Der FH-BaStg MilFü integrierte als bisher einzige Offiziersausbildungsinstitution innerhalb der EU die Common Modules „Media Training“, „Law of Armed Conflicts“, Crisis Management Operations“ und „Common Security and Defence Policy“ vollständig in die Ausbildung. Welchen Mehrwert die Teilnahme von ausländischen Offiziersanwärtern an Modulen des FH-BaStg MilFü mit sich bringt, soll der nachstehende Evaluierungsbericht verdeutlichen.



**Französische und österreichische Offiziersanwärter
bei einem „EMILYO-Modul incoming“.**

Der oben angesprochene Mehrwert für die österreichischen Studentinnen und Studenten zeigte sich besonders augenfällig bei den so genannten „Common Security and Defence Policy Modules“ (CSDP-Module J), welche im dritten Semester des FH-BaStg MilFü durchgeführt wurden. Diese Module evaluierte ein Experte aus Brüssel, dabei ist seine Schlussfolgerung,

dass nämlich die Art und Weise der Durchführung als Muster für andere EU-Länder herangezogen werden könnte, bemerkenswert.

Besonderer Dank für die Unterstützung und die umfangreiche Erstellung einer externen Evaluierung gilt dem European Security and Defence College sowie Herrn PAILE Sylvain, LL.M, MS, der mit seiner unermüdlichen Arbeit den nachstehenden Evaluierungsreport für die CSDP-Module erstellte.

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Common Security and Defence Policy Modules

Theresan Military Academy, Austria

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External Evaluation Report

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Executive summary

In the context of the European initiative for the exchange of young officers in their initial education, inspired by Erasmus, the European Union (EU) Member States want to promote a European culture of security and defence during the first education and training of the future national military elites. As a first and concrete step in this direction, the Implementation Group of the Initiative established within the European Security and Defence College (ESDC), with the supported by its Secretariat, prepared training modules to be addressed to cadets and aimed at introducing them to the concepts, mechanisms and challenges of the Common Security and Defence Policy (CSDP). Starting in 2010, the Austrian Theresan Military Academy (TMA) organised this module as a regular part of its educational offer and invited cadets from all the Member States to take part in this training. In October 2011, it organised two sessions of this module and convened European and international participants to share their lifestyles, cultures and opinions about the CSDP in an interoperable environment.

103 trainees coming from the military institutions of 8 Member States and the United-States of America, including the cadets completing their third semester at the TMA, accepted this challenge. In order to obtain ECTS credits that can be recognised in their home institutions as a part of their curriculum, the participants had to complete the two stages of a learning path and successfully pass an examination.

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

Following the completion of this phase, the cadets met at the TMA in Wiener Neustadt for a one-week residential module, held from 3rd to 7th and again from 10th to 14th of October 2010. During these modules, the cadets attended lectures and participated in syndicate workshops, given by Austrian civilian and military scientists, academics and professionals working in the field of the CSDP. The detailed programme of the modules covered the main aspects of the evolution of the CSDP, including the study of its latest missions and operations. However, the provision of knowledge has only been a part of the success. Necessary skills and competence for a future actor of this policy were also an objective pursued by these semi-

nars because these qualifications, such as the ability to communicate in a foreign language, are meant to sustain the knowledge and curiosity that were enhanced in Austria. Once again, the participants expressed their high level of satisfaction with the form, the content of this training and the important role played by the hosting cadets in the organisation of this event and formulated suggestions, notably regarding the interactivity of the lectures, for future organisation of similar seminars.

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

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

Introduction

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

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

¹⁾ Hereafter called the "Initiative".

²⁾ Hereafter called "students" or "cadets".

As a first remarkable realisation of the Initiative, the Ministry of Defence of Portugal and the three military academies of Navy, Army and Air Force organised the first one-week seminar entirely dedicated to the learning of the European Security and Defence Policy (ESDP/CSDP) in September 2009. In order to provide also an adequate learning environment, Portugal convened military students from all European Union Member States to participate to this training and share their views on the CSDP with their Portuguese counterparts. The EU Spanish Presidency, on the basis of this first success and the lessons learnt from the Portuguese precedent, organised similar events in Spain in March 2010. The Spanish project was ambitious in the sense that three seminars were held in the same week in parallel in the three military academies of Army, Navy and Air Force. In January 2010, the Austrian Theresan Military Academy (TMA) decided, with the support of the Austrian Ministry of Defence and the ESDC, to organise itself this module within its premises and to open it to European participation. Its aim was to provide this knowledge on CSDP to all of its cadets, as a regular component of its educational offer. Therefore, two modules were organised in October and November 2010. In parallel, the Greek Ministry of Defence organised a similar module at the Hellenic Air Force Academy in November 2010.

In accordance with its decision to propose it as a regular offer in its academic programme, the Theresan Military Academy organised for the second year two CSDP modules in October 2011. First, the cadets were offered the possibility to get an introductory overview of the CSDP through the completion of an internet-distance learning module, using the means of the ESDC network. Then, they were invited to come to the Theresan Military Academy, in Wiener Neustadt, for the residential part of the seminar following predefined programmes³⁾.

In order to insure the quality of the training to be provided with regard to the general objectives defined by the Initiative, the Theresan Military Academy asked the ESDC support for an external evaluation of the conduct of the two modules, which is hereby provided in collaboration with the European Studies Unit of the University of Liege. The evaluation was conducted by an external evaluator⁴⁾, attending the lectures on the field, discussing with

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

⁴⁾ The external evaluator was also the external evaluator for the 2010 editions of the CSDP modules in Austria.

the participants, the lecturers and, more generally, witnessing the life of the modules. Therefore, the evaluation was based on observations from the field and the collection of data from the participating cadets and the organisers themselves. The method that was used for collecting the insights is inspired by the Kirkpatrick's model for the evaluation of training and professional modules⁵⁾, followed by the ESDC for the evaluation of its activities, and its four stages:

- Evaluation of the satisfaction of the participants (level 1 subjective outcomes);
- Evaluation of the acquisition of knowledge through the taking part to the module (level 2, objective differential between similar general knowledge questionnaires administered before and after the module);
- Evaluation of the outcomes of the new acquis regarding the work performed by the participants after the module (level 3);
- And the evaluation of the outcomes for the organisation that required from its human resource to undertake the training (level 4)⁶⁾.

Using this method, and on the basis of questionnaires prepared by the evaluator and the organisers and using a 1 (corresponding to a negative assessment / "no") to 6 (corresponding to a positive assessment / "yes") scale, satisfaction assessments were made. They represent an important part of the observations presented in this present report and, after the first module, the external evaluator and the organisers discussed the lessons learnt in order to bring possible adaptations to the second module. Furthermore, following the chronological logic of this unique initiative, teachings from this experience were drawn with the objective of providing resources for future organisers of similar modules for young officers. As already mentioned, it was not the first time CSDP modules were organised for cadets. In order to allow the reader to find more rapidly the concrete information he or she needs for identifying the added values of these two modules, the same structure was adopted for this report than for the external evaluation report issued for the 2010 Austrian editions. However, this report is, in no

⁵⁾ Donald L. Kirkpatrick & James D. Kirkpatrick, *Evaluating Training Programs: The Four Levels*, San Francisco: Berrett-Koehler, 1998.

⁶⁾ The level 4 investigations will be conducted later at the end of the academic year 2011-2012 in order, for the sending institutions, to be able to "measure" to the possible extent the impact of the seminars.

way intended to strictly compare the respective strengths and weaknesses of the different experiences. Even though the organising team is the same as in 2010 and that it has implemented “corrective” measures based on the lessons learnt from these previous editions, which will be sometimes referred to for analysis of the solutions found, these two modules organised in 2011 are original and have their own logic. Therefore, even if lessons learnt from previous experience will be taken into due consideration, the main object of this evaluation is to highlight the quality of the choices operated.

These seminars held in Wiener Neustadt in October 2011 issued their own lessons and will become, for possible future organisations, a precedent. Furthermore, in the broader context of the Initiative, other seminars on different topics of interest for the European cadets will be soon organised. Some of the lessons learnt from this Austrian experience on CSDP modules, when relevant, can possibly be used as a source for inspiration for the Member States or their educational institutions which would be willing to organise these training.

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

As briefly introduced, the CSDP module is a component of the TMA educational offer that is fully integrated in its core programme. Therefore, all Austrian cadets since 2010 are required to complete the module as a part of their third semester's academic education. Beyond the fact that CSDP is now a topic with which all the future military officers will be familiar with when commissioned, posted and sent to international operations, this means that Austria organises the CSDP module(s) every year. Therefore, the lessons learnt from these two 2011 modules, themselves based on the lessons learnt from the experience acquired in 2010, are expected to prepare the ground for a continuous running of these modules, not only for the Austrian organisers but also for the stakeholders like the European education and training institutions which have sent or will send students to the CSDP modules.

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

The complete recognition of this *acquis* in the curriculum

Similar to the previous CSDP modules that were organised in Portugal, Spain and Greece, an objective of the Austrian organising team has been that this first contact with CSDP is recognised as a valuable experience in the training of the participants. Owing to the fact that this module is an integral component of the TMA's training programme and that the institution and its education fully comply with the prescriptions of the Bologna process, the award of European credits ECTS⁷⁾ is compulsory when it comes

⁷⁾ European Credit Transfer System.

to the Austrian participants. The TMA, as it is now the regular practice in these modules, offered the same amount of credits (1,5) to the European participants while they have followed the same learning path.

Nevertheless, a particularity must be emphasised. Indeed, in the programme offered to the Austrian cadets, the CSDP module has been substituted, since 2010, to a course on “Security Policy” which was worth 2 ECTS. In order to reach the same total amount of ECTS – *i.e.* 60 – for an academic year as it is prescribed by the Bologna process, the TMA looked for solutions for reaching a total of 2 ECTS. For the first edition of the CSDP modules, in 2010, the organisers required from the Austrian students to complete the learning process with writing a dissertation on security policy, possibly including a reflection on what they learnt on CSDP, for which they awarded an extra 0,5 ECTS. In 2011, the organisers modified the nature of this additional assignment. The Austrian participants were all given, as will be further developed hereafter, a task related to the organisation of the seminar itself and their ability to fulfil this task, which required dedication of both time and skills, together with their successful completion of the learning path allowed them obtaining the 2 ECTS. This latter option, owing to its particular nature however, cannot be proposed to the foreign participants. At the end, the Austrian organisers reached a mixed solution between 1,5 (for the foreign participants) and 2 (for the Austrian participants) ECTS. The different experiences of the first two years of the organisation of these modules in Austria demonstrate that the shape of CSDP module, as designed at the European level, nonetheless allows creativity in order to adapt to the national specificities of military higher education.

When looking at the strict calculation of the number of ECTS in terms of students’ workload⁸⁾, it may be asserted that 1,5 is a correct number. In average, as will be seen from a next section of this report, students need 7 hours for completing the IDL and the programme of the residential phase of the module amounts slightly more than 30 hours of contact with the CSDP topic. However, some European military educational systems⁹⁾ do not recognise half ECTS points and they may see the 1,5 ECTS formula

⁸⁾ In the European Higher Education Area, the numbers of ECTS are usually calculated on the basis of students’ workload (between 25 and 30 for 1 ECTS) and learning outcomes.

⁹⁾ See Sylvain Paile, *European Military Higher Education – Stocktaking Report, May 2010*, DG F Press, Brussels, May 2010.

as an obstacle to their participation to these modules. In order to widen international participation in these modules and somehow extend their duration¹⁰⁾, as it is often suggested by participants to these modules, two directions may be followed for addressing this issue:

- Either it may be considered for these educational systems that, due to the fact that the calculation of workload exceeds the requirement for 1 ECTS only, 2 ECTS is an adequate solution. This solution, however, may distort the equity between cadets in participating States since, at the end, it is the responsibility of their home institutions to decide on the principle and the extent of this recognition;
- Either it may be envisaged to propose the 2010 TMA's "2 ECTS" formula with a dissertation also to the European sending institutions, taking into account that Austrian academics would have the capacity to decide on grades for these European cadets.

Additionally, at the end of the residential phases, the TMA awarded certificates of attendance, provided by the ESDC and signed by the High-Representative for the Common Foreign and Security Policy of the European Union and Vice-President of the European Commission, Baroness Catherine Ashton, as well as, for those who successfully completed the module, diploma supplements emanating from the TMA's authorities and describing the objectives and content of the module and the number of ECTS attached to it¹¹⁾.

An examination for passing the module

In line with the philosophy of the Bologna process and the fact that the module is a core component of the TMA's educational programme, the Austrian organising team conditioned the award of the 1,5 ECTS to the successful completion of an examination, as initiated in 2010. Only the Austrian and European students who had both attended and succeed to the examination were entitled to "validate" the credits and receive the diploma supplement.

¹⁰⁾ Extending the duration of the modules would decrease the intensity of the modules with regard to the time allowed for "digesting" the information received.

¹¹⁾ It must be mentioned that the four participants coming from an EU-third country – *i.e.* the United-States – did not received the certificate of attendance awarded by the ESDC, since they have not completed the IDL phase, neither the ECTS, since they did not need them in their education and training system, but only the diploma supplement upon completion of the requirements.

The examination was aimed at assessing the knowledge acquired by the participants, as well as their progresses in understanding the CSDP topics and their articulation. The instrument used for the examination was the level 2 questionnaire¹²⁾ set for the evaluation of the module itself. Therefore, the course director was able to look at the progresses of all participants between the beginning of the module and the end of the IDL phase and between the latter one and the end of the residential module¹³⁾. However, for “passing” the examination, the reference was the individual results of the participants at the last round of level 2 evaluation, meaning at the end of the module. The participants were all informed about this evaluation process and, as regards the Austrian cadets, made aware of the importance of the successful completion of this module for their curriculum already in June 2011.

If, on the principle, the use of a knowledge assessment as an examination leading to the award (or not) of ECTS credits is fully in line with the practice of the European military institutes and the prescription of the Bologna process and is in position to ease and accelerate the recognition by the sending institutions of this *acquis*, the use of the level 2 questionnaires is normally not adapted to this purpose. First, the level 2 questionnaire is merely shaped for assessing the global level of knowledge acquired by the students but not the knowledge itself. It was drafted for assessing the efficiency of the module in spreading knowledge on CSDP mechanisms and issues, but not specifically on “EU and NATO cooperation”, for example. Nonetheless, this risk has been avoided in these two modules. The organising team has made sure, through communicating and exchanging with the lecturers, that all the questions would be dealt with in the content of the lectures.

As the cadets have been informed, the 12 questions were the same between the second – at the beginning of the residential phase – and the third – end of the residential phase – rounds. The questionnaire has indeed been slightly changed (6 questions out of 12) by the organising and lecturing teams in comparison with the original questionnaire¹⁴⁾ used for the first round of

¹²⁾ Hereby attached to this report in Annex 2.

¹³⁾ Owing to the fact that the evaluation of the progress of knowledge – according to the Kirkpatrick’s model of evaluation - and the test have been conducted jointly with the same instrument, the participants from the United-States have been invited to take part to the second and third rounds of evaluation. Their progresses have thus been also taken into account in these surveys.

¹⁴⁾ The model of questionnaire reproduced in Annex 2 is the model used for the second and third rounds in the two modules.

evaluation, in order to fit the exact content of the lectures. However, the topics covered by the revised questionnaire and the level of difficulty of the questions were similar.

Even though the participants were not provided with the correct answers after the different rounds, not even the final one, the investigations showed – as will be illustrated hereafter – that the results have most likely been distorted by communication between the participants to a same module and/or between the participants to the two different modules. The fact that the questionnaire is given a value of test, with the additional pressure of the result for the students, makes it difficult to use it also, as originally intended, as a “dispassionate” instrument for all modules for the assessment of the improvements of the global level of knowledge about CSDP in general.

An approach based on qualifications

The CSDP module is an integral part of the Austrian officers’ basic education. Therefore, the organising team considers that it is not a “one-shot” action but a yardstick on the longer road of the acquisition of qualifications that characterise an Austrian officer. While the basic education extends beyond the acquisition of knowledge, meaning skills and competences, the TMA fully integrated these dimensions in their CSDP educational project. Matrices of learning outcomes¹⁵⁾ to be fostered by the CSDP modules were defined and used for measuring the self-development of the future Austrian military elites. Four evaluators, then, attended the syndicate groups’ work, switching groups at every session in order to compare their views on the cadets’ accomplishments, and observed the work and interaction of the members through the glasses of these learning outcomes. The expected outcomes were categorised in 2 main sections, namely:

- “Giving impulse”;
- “Communicative skills”;

Each of these sections was divided into 5 outcomes, assorted with examples in order to guide the observer in the evaluation process.

One must notice that, in 2010, the evaluation was based on four sections of outcomes (“Personal competence”, “Social-communicative competence”,

¹⁵⁾ These matrices are attached to this report in Annex 3.

“Technical and methodological competence” and “Action competence”), divided themselves in many more outcomes¹⁶⁾. When looking more specifically at the expected outcomes themselves it may be stated, however, that the contents of the evaluations between 2010 and 2011 are generally similar. The formulation of the expected outcomes is different and reveals a more generic approach to outcomes in 2011 than in 2010. Furthermore, in 2011, the evaluation was carried out by the observers only in the syndicate groups’ work, although it encompassed the behaviour of the participants in both syndicates and lectures in 2010. This change in the method was most certainly caused by the criticisms encountered in 2010 regarding the evaluation method, which was considered by many cadets as too intimidating and struggling the interaction in the lectures and in the syndicates. As will be illustrated later in this report, the method used in the 2011 modules – as presented to the Austrian cadets during an introduction to the module in June 2011 – encountered less criticism from the participants.

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

The guidelines provided to the observers, under the form of these matrices, did not correspond either to the description of the modules such as it

¹⁶⁾ See Sylvain Paile *External Evaluation Report Über Die Common Security and Defence Policy Modules*, Armis et Litteris 25, Theresianische Militärakademie – Wiener Neustadt, Schutz & Hilfe, 2011. “Common Security and Defence Policy Modules – External Evaluation Report

appeared on the course description on the TMA's website or on the diploma supplement. The reason is that this experience of re-centralisation on qualifications is only at a start. The matrices are an effort from the TMA for describing learning outcomes and for taking them more into account, as it is prescribed by the Bologna process. The intention of the organisers in the future is to harmonise these descriptions according to the (expected) outcomes of the line of development 2 of the Initiative¹⁷⁾. In doing so, it may become possible, for instance, to finalise these certificates of competences and communicate them to the sending institutions at their request. In these CSDP modules, indeed and even though the European cadets have also been followed, the practical impact of this outcome-based monitoring on them has been minimum.

Finally, the internal evaluation of the outcomes also encompassed the role played by the Austrian cadets - as will be developed in the following section of this report – in support of the organisation of the modules. Their participation in the organisation of the events, indeed, fostered organisational qualifications which have been monitored by the course directors and somehow “recorded” for the continuation of their curriculum at the TMA. Furthermore, their role has also been stressed – as will be illustrated later in this report – in the level 1 “satisfaction” questionnaire and (extremely positive) comments have been provided by all participants, including the European and international guests. A next step could be, for future modules, to survey also the improvements of such “organisational” skills and competences with help of the level 3 “self-assessment” questionnaire. However, this would require making a difference in the questionnaire between the hosting “organising” cadets and the European and international guests.

The internal assessment of the quality

Owing to the fact that the CSDP modules are, for the TMA, an integral part of the educational programme, the quality of the modules has – like any other course according to the Bologna prescriptions – to be reviewed under quality assurance mechanisms. After the CSDP module, therefore, the quality will be assessed internally through questionnaires distributed to

¹⁷⁾ The line of development 2 of the Initiative aims at creating a framework of qualifications focused on military higher education. From these qualifications, the military institutes are expected to implement them in describing learning outcomes for some or all of their courses.

the Austrian students. These questionnaires, which assess the satisfaction of the students and their perception of the coherence of a given course or vocational training with other courses, for example, are then analysed by a structure within the TMA and followed-up by the chain of command. This structure also organises regularly reviews of the opinions of former TMA students who are posted. These feedbacks “from the field” allow improving the quality of the lectures and training of the future Austrian officers within the premises of the Academy. It may logically be thought that the CSDP modules will be an essential element of this specific internal evaluation in the future.

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

The shape and audiences of the modules

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

The organising team

Like in 2010, the managers and organisers of the CSDP modules, properly, were the Military Leadership Division of the Theresan Military Academy, which also represents Austria in the European organs of discussion of the Initiative. The two course directors for the two modules are also in charge for the international relations of this division and had thus not only the experience of the CSDP module but also the technical expertises on CSDP and on the organisation of international events.

However, the main novelty of the CSDP modules organised at the TMA in 2011 was the choice of the organisers to leave room for the action of the Austrian cadets, which had not only the task of being hosting students but also the role of co-organisers, further than in previous CSDP modules, then. The managers, indeed, wanted to innovate in giving more responsibility to the hosting cadets and in fostering their capacity for managing parts and contributing to the success of an important international event in their curriculum and for the life of the Academy. The different tasks were defined by the managers but they were not specifically assigned. There was room for each Austrian cadet for being in charge of one or the other aspect but it was their task to distribute the roles.

The global objective of their participation in the organisation was the “integration of the European and international participants”, in providing them with a friendly and learning-prone environment. Therefore, their mission implied not only the daily life at the Academy during the module, *e.g.* in “tutoring” a foreign cadet, but also the preparation and management of the so-called “social events” or, in a more general way, all activities outside the classrooms¹⁸⁾. The managers of the course had only in their hands a list of

¹⁸⁾ Even inside since referents had been also designated for welcoming, introducing and accompanying the different guest lecturers and for being leaders of the syndicate groups.

“duty cadets”, with general coordinators for one or the other activity to whom they could address if they had questions and they had informal “follow-up” contacts with the course directors according to the – administrative, logistical, financial, *e.g.* – needs. The intention behind this delegation of power was to make the Austrian cadets¹⁹⁾ responsible before the managers and the lecturers but primarily before their comrades and their fellow European colleagues, and to leave them learning from their own experiences ... And from their mistakes if needs be.

As already mentioned, their preparation and the implementation of the different aspects left between their hands from the first to the very last days of the modules have been observed, though not “controlled”, by the course directors. In the context of this external evaluation, it does not belong to the evaluator to assess the success or not of these achievements but only to report, on the basis of the level 1 surveys, about the satisfaction of the participants (and participants-organisers) and testify about the – undoubted – adequacy of the approach chosen of letting the role of the hosting cadets developing to this extent. As already introduced, the Austrian cadets received an additional half ECTS point since such additional tasks required time and fostered the growth of initiative and organisational skills and competences. Owing to the success of this first experience, the managers already think about developing their contribution to new aspects, for example in giving cadets the responsibility for forming the syndicate groups according to the individual abilities and human resources.

The programme

The educational programme set by the Austrian organising team was common to both the modules conducted in October 2011. Even though the core of the programme of the CSDP modules has been defined as early as November 2008 when the ESDC adapted its Orientation Course for a cadets’ audience, it is interesting to notice that the practice of these modules in Portugal, Spain and now in Austria left space, nonetheless, for creativity and innovation in the choice of additional topics which give a particular colour to these modules.

¹⁹⁾ It must be noticed that some of the European cadets have been given the task to lead the work of syndicate groups.

The themes proposed in Austria were

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

Eventually, this programme appears to be now a “classical” one for the CSDP modules conducted at the TMA since the topics chosen – and most of the lecturers as will be seen hereafter – were the same as in 2010, the first year of organisation. One difference, however, appears with a “new” topic. Due to the fact that in 2011 a lecture on the relations between the EU and the United-Nations (UN) was given at the UN Headquarter in Vienna after a visit of the premises, the topic “EU-UN relations”, which was provided in 2010 under the lecturing unit “EU relations to third parties”, has now formally become a separate unit. The overall content of the CSDP module remain unchanged.



An opening lecture

The Austrian organisation team pursued interaction as a key for the learning process of the participants in the two modules. The pedagogical methodology, indeed, was not limited to lectures but attempted to develop interaction among the students and between the students and the lecturers in order to promote self-learning processes. Each day of the residential phase, after the lectures, syndicates convened for deepening the knowledge acquired during the lectures. The syndicate groups were composed of 11 to 14 students, mixing Austrian and foreign students, and discussed separately their understanding of the topics dealt with during the day as well as questions or cases submitted by the lecturer. Then, the syndicate groups presented the results of their discussions and the answers they found to the class and the lecturers. These brainstorming sessions forced them to challenge and apply their knowledge – not only the content of the lecture – and triggered real communicative and working skills and competences.

Exceptionally, there has been formally no syndicate work on the topics “CSDP crisis management”, “Europeanization of officer training” and “Future perspectives of the CSDP”. Although the second one is prone to only limited discussion (for CSDP knowledge, properly) and that the latter one is a sort of “wrap-up” topic (a conclusion encompassing all the areas covered by the module), which contained a long questions and answers session, a syndicate work might be necessary with regard to the former one. “CSDP crisis management” is indeed a core for the understanding of the CSDP scheme as a whole and it is important, therefore, that the students make this specific knowledge their own.



A presentation of a syndicate’s work to the class

Although it did not provide additional workload for the students, because no preparation before the course was needed, this configuration supposed that the lecturers prepared questions or case studies before their interven-

tion. Eventually, the continuous interaction between the lecturers and the organisers allowed the smooth running of the two CSDP modules.

In addition to the educational programme, more “social” events were formally planned and directed by the hosting cadets during the week the participants stayed at the Academy. A guided tour of the castle of the Academy was provided on the first evening for an insight of Austrian cadets’ life. A Sport session, consisting in small competitions between the syndicate groups, was organised by the cadets on the second day, which supported the birth of an *esprit-de-corps* among the participants. A formal party was organised by the cadets after the sport session at the cadet’s club on this same second day and they also organised informal activities outside the walls of the Academy on the fourth day. On the last day, after the module, the foreign cadets were also offered the possibility to have a tour of the Military Museum and the city of Vienna before leaving. Moreover, possibilities for informal social “events” were left open since the cadets had the ability to leave the Academy after study time.

The lecturing team

It is also necessary, in order to give a clear picture of the Austrian modules, to present briefly the pedagogical contributors to the residential module, *i.e.* the lecturers. Indeed, the backgrounds of the different speakers can help us understanding comments from the participants. In the two modules, the same lecturing team acted²⁰⁾. Therefore, it is possible to evaluate them as a whole, *a priori*. The team was composed of 15 lecturers, plus one key-note speaker, who were invited for the two modules, two of them lecturing twice during one or both modules. As a specificity of these Austrian modules, it must be noticed that the representation of civilian and military lecturers was balanced. These civilian lecturers served in ministries of foreign affairs or defence, in universities, or in international organisations such as the United-Nations. Most of them had a strong and relevant experience of the CSDP functioning from the inside and had acted in the mechanisms at play in Brussels.

An other specificity of this 2011 lecturing team was that it included no foreign lecturer. It was indeed an intention of the organisers, already in 2010, to have

²⁰⁾ Except for the lecture on “CSDP and the Lisbon treaty”. However, the content was similar in the two modules.

a maximum number of Austria-based lecturers in order to gather a pool of high-quality experts (ambassadors and other diplomats, scientists, academics, decision-takers) that would be sustainable with regard to the projected organisation of the modules every year. A potential drawback of this is that the emphasis may be put on a very “Austrian” viewpoint on the CSDP, which was seen by the participants as both positive (in majority) and negative aspects in their learning path. However, this approach explains also why most of the lecturers of these two modules already lectured in the modules held in 2010 and were thus familiar with their shapes and objectives.

The term of lecturing “team” reflects, for the Austrian modules, the intention of the organisers. In order to favour cohesion among its members, avoid – to the possible extent – repetitions in the different lectures and present the pedagogical project, the organisers invited the lecturers to a preparatory meeting in July 2010, presented the learning material to be given to the participants and asked them to provide their presentations, if any, in advance. Such preparatory meeting was not held in 2011²¹⁾ before the modules because of the lack of a common and adequate timeframe but the organisers expressed their intention to organise it again in the future before each edition in order to improve the necessary coordination and, potentially, discuss the contents of the knowledge test questionnaires.

This configuration of the team allows saying that no specific teaching on the Austrian views on CSDP was necessary, while most of the lecturers practiced CSDP on a day-by-day basis in their functions, notably within the ministries. However, the European background of a large number of them also witnessed the reliability of the content of their return from experience to the participants. Some of them also expressed their interest in principle for contributing to other common modules created or to be created in the framework of the European initiative for the exchange of young officers.

The participants

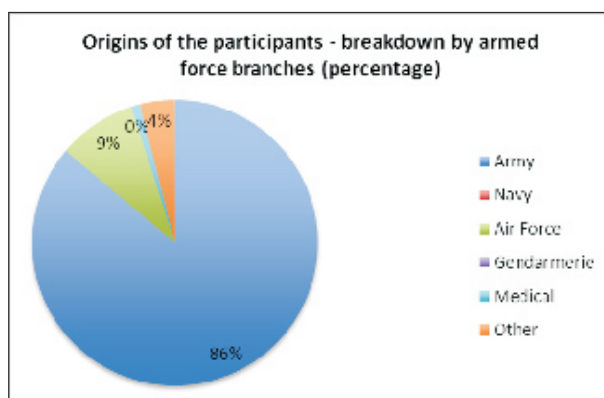
103 cadets²²⁾ from 8 Member States of the European Union as well as the United-States of America took part to the two CSDP modules organised by Austria. However, the international participation amounted only 17%

²¹⁾ Nevertheless, the lecturers have been explained the learning material, including the Internet-distance learning process, before the module.

²²⁾ 48 participants for the first module, 55 for the second module.

of the audience, which is relatively similar to the situation in 2010. With the exception of the students from the United-States, who were staying at the TMA in the framework of an exchange arrangement with the Academy of Westpoint (Army)²³⁾, the international representation was the same in numbers in the two modules. Cadets from Bulgaria, Czech Republic, France and Greece took part in the first module, cadets from Belgium, Cyprus²⁴⁾, Estonia and the United-States in the second one.

In the same way, it must be noted that the breakdown in terms of armed force branches showed a misbalance in favour of the Army, as demonstrated by the following figure. This must be connected to the characteristic of the Austrian national armed forces, for which cadets are mostly Army cadets. The lacks of both international representation and representation of non-Army are connected, therefore. Nevertheless, participation of foreign cadets from the Air Force and the Medical (one student) branches added some “colours” in the audience. Two civilian students, regularly completing their academic studies at the TMA, also took part to the CSDP modules.



Finally, it must be noted that only 8 participants were female cadets, representing “only” 8% of the audience, which is, nonetheless a more important representation than in most of the previous CSDP modules.

²³⁾ Austria expressly received demands from Westpoint Academy for allowing American exchanged students taking part to the CSDP modules. An American observer from Westpoint Academy came to the TMA and specifically attended the first module.

²⁴⁾ The Greek and Cypriot cadets have both been sent by the Hellenic Air Force Academy.



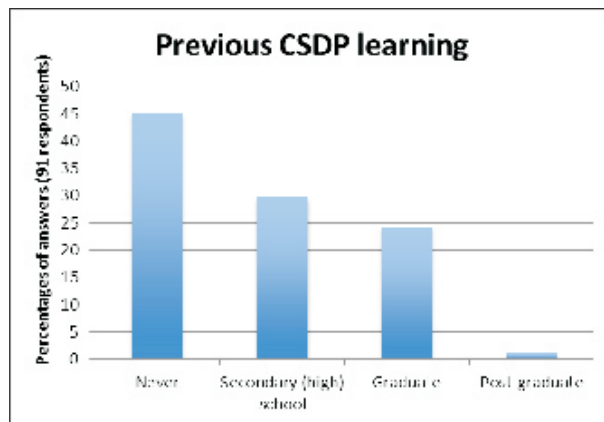
Welcoming ceremony in the Knights' Hall of the Theresan Military Academy

The reasons why the international and branches' representations were limited lie probably, on the one hand, in the budgetary constraints generally faced by the military institutes at the time being and the mismatch of educational calendars, while the modules were organised in the middle of the first academic semester 2011-2012. As will be illustrated hereafter, international representation is one of the keys for the success of the common CSDP modules. Therefore, an adequate communication on these events is fundamental. To this regard, it must be stressed that the fact that the TMA already organised such modules the year before, that it clearly expressed its intention to organise them every year from 2010 on and that it communicated the dates of the 2011 modules as soon as in December 2010 have proved efficient in spreading adequate information on these modules.

85 of the participants were Austrian cadets in their third semester of education, which corresponds to first cycle studies (bachelor level). 12 of their international colleagues²⁵⁾ were studying at the same academic level, 5 at the second cycle level (master level) and even 1 at the third cycle level (doctorate level). However, even if one may wonder if the CSDP module is not too high-level for the majority of cadets, the level of studies did not play any role – after a close look – in the results of the examination. Regarding the Austrian cadets, more particularly, it must be recalled that they had been briefed on the importance this module would have on their curriculum, the examination procedures and the organisation of the IDL and the residential phases, a few months before the start.

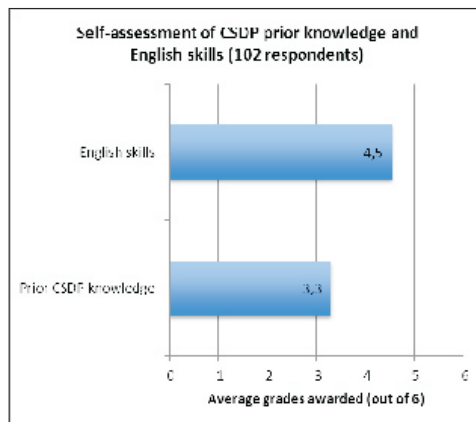
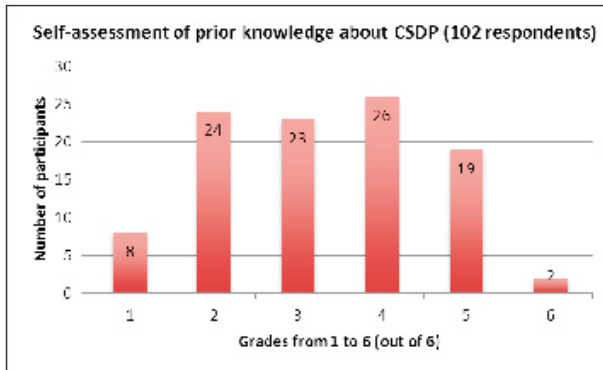
²⁵⁾ Including the participants from the United-States.

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



Furthermore, the participants considered²⁶⁾ that they had fairly good skills in English for following the module. The CSDP module, indeed, requires that the participants are able to read the IDL, the material, follow the lectures, communicate in syndicate groups, ask questions if needed in English and, in general, interact with their comrades.

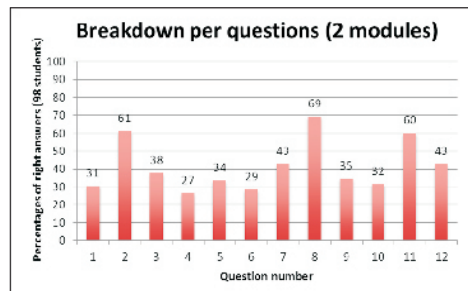
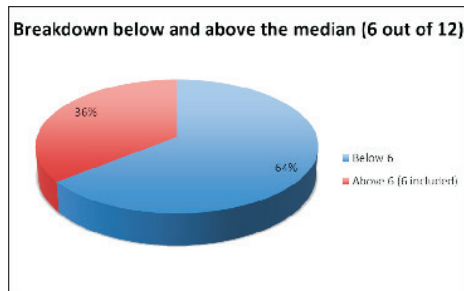
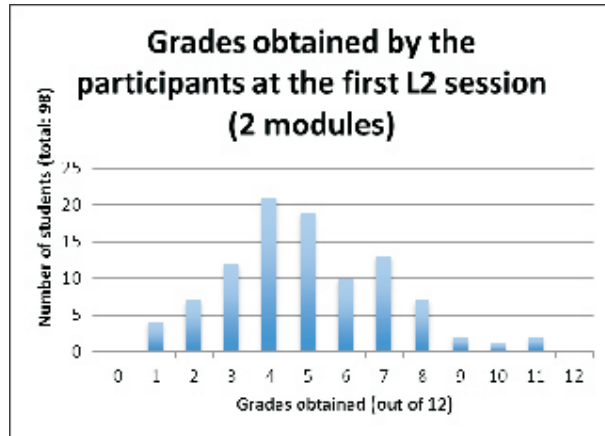
²⁶⁾ All along the external evaluation processes, as introduced earlier, the participants were invited to answer to questionnaires using a 1 to 6 scale, 1 being the weakest/"no", 6 being the level of certainty/"yes".



In order to “measure” their progresses along the different stages of the modules, as already presented, investigations on the global level of knowledge on CSDP issues (level 2 in the Kirkpatrick’s model of evaluation) were conducted before they started their learning path at the beginning of the IDL, at the beginning of the residential phase and at the end of this phase. The multiple-choice answers, though the content of the questionnaires were exactly similar between the second and third rounds, were randomly shuffled in order to avoid “mechanical answers”.

It appears from the results of the first round of evaluation that the participants to the two modules form a homogenous “group” as regards their pre-existing knowledge on CSDP in general. When looking at the average grades obtained for the two modules, it appeared that they were relatively similar (4,95 out of 6 in the first module, 5,03 in the second module), as were the repartitions below and above the median of 3 out of 6 (respectively 65%-35% in the first module and 63%-37% in the second module). The displays in terms of topics covered by the investigations showed the

same trends: 8 questions out of 12 were answered in a similar way (more or less 5 points of percentage of difference in the rates of correct answers) in the two modules, only 4 with sensibly different rates. Therefore, the results for the two modules can be presented²⁷⁾ under an aggregated form, as shown hereunder.



The average grade obtained at this first session, for the two modules combined, was 5 out of 12, which is a high level compared to previous CSDP modules. Nevertheless, it indicates that the opportunity for improvements, and the mission of the CSDP modules consequently, is relatively important.

²⁷⁾ As concerns the display by questions, the order of reference is the order of questions in the questionnaires used for the second and third rounds of knowledge evaluations.



The second round of evaluation in the first day of the residential module

The IDL: a self-introduction to CSDP

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

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

The AKUs consist in synthetic texts presenting the topic and recommended reading, usually short essential documents, illustrating and explaining a subject area. They were prepared, for a use by the European Security and Defence College in its different activities, in cooperation with highly recognised standards scientific societies, such as the Geneva Centre for

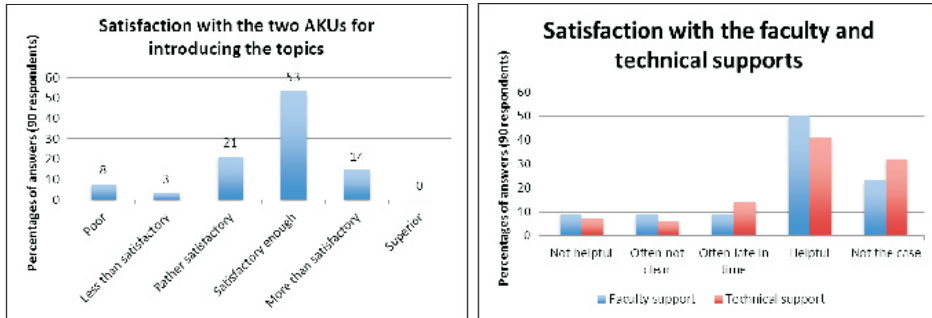
Security Policy for AKU1 and the Egmont Institute for International Relations for AKU2. Therefore, it does not belong to this evaluation to review the content of the IDL module but only the *bien-fondé* of its contribution as an integral part of the modules on the CSDP for the European cadets. It should be noted, however, that the content and level of these training materials was specific to ESDC course audiences, different in some respects from the cadets taking part in the CSDP modules.

All participants, exception made of the American guests taking part to the second module, completed the IDL phase in time. Furthermore, it seemed from the comments provided by the participants that the guidance assured by the Austrian organisers and the ESDC Secretariat with regard to potential difficulties faced by the participants in their learning path has been adequate.

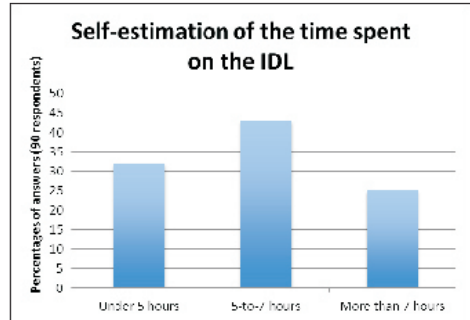
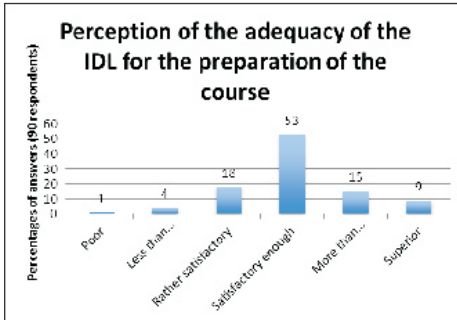
The cadets went through the AKUs, fulfilling a short knowledge test at the end of each of them, in order to confirm they achieved the learning objectives. The results from these tests will not be made available because they do not give relevant information regarding the evolution of their knowledge. They had to succeed in the AKU1 test, after as many attempts as necessary, before acceding AKU2, and succeed in AKU2 test in order to complete the module. For the support of the cadets in their learning, a CSDP knowledge-base (CSDP K-base) containing a collection of regularly-updated documents with CSDP interests²⁸⁾ and a series of links toward relevant institutions or scientific societies' websites were made available on the IDL platform. Moreover, some learning material was made available to the participants already on the ILIAS platform: the CSDP Handbook, edited in 2010 and prepared by the ESDC Secretariat and the Austrian Armed Forces, and an extract of the "EU Acronyms and Definitions" prepared by the EU Military Staff and aimed at providing learners with vocabulary of the CSDP. A forum is also accessible to the participants if they want to report on technical aspects or communicate on administration, technical support or on the content of the AKUs. It is operated and moderated by the ESDC. After having completed their IDL learning path, the participating cadets were asked to answer a satisfaction questionnaire (level 1 of Kirkpatrick's model of evaluation) distributed by the ESDC.

²⁸⁾ "European history", "Security environment", "Actors and processes", "Operations", "Capabilities". The documents (275 as November 2011) are written texts, spreadsheets, slides, videos, links, or of other nature and can be downloaded by the students.

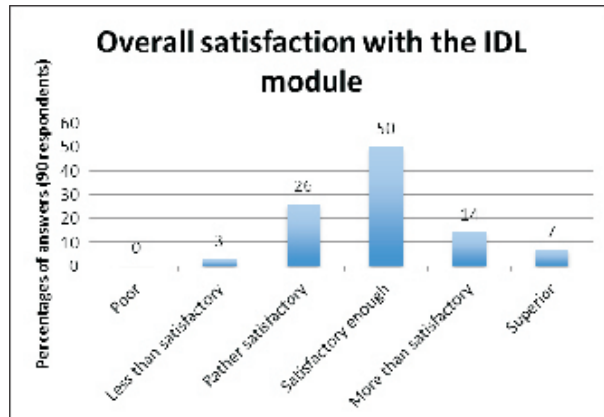
As shown by the graphs below, the IDL phase of the modules was again a success according to the students. It fulfilled the educational aims the ESDC assigned to it and its content was considered as being highly relevant for the two topics it deals with. Individually also, the two AKUs have been considered as fulfilling their learning objectives. Besides, the participants, not only those that resorted to it actually, expressed their satisfaction with the technical and faculty supports provided on the ILIAS platform.



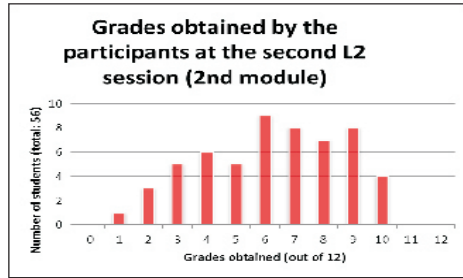
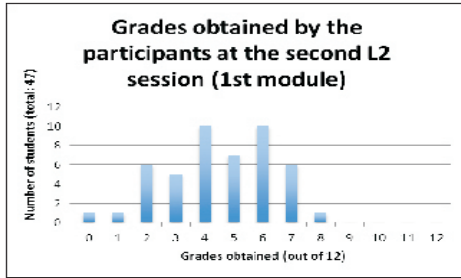
The answers of the participants to the assessment of the relevance of the content and level of details of the two AKUs demonstrated the same levels of satisfaction. It is important to emphasise that almost all participants have provided their views on the IDL through rating or commenting their experience, which is most constructive for the continuous development and improvement of the IDL platform and the activities of the ESDC in general. These comments for the two 2011 modules reinforce the feeling of global satisfaction with the IDL. The AKU1 was qualified as very clear and a “good way to learn things on his own” even though some comments asked for more illustrative documents about the chronology of the evolution of the role of the different institutions in the birth of the CSDP. The AKU2 was considered as more difficult than AKU1 *vis-à-vis* the nature of the topic as well as the technical language used but was globally reported as highly interesting. Overall, the participants reported on the one hand that the language as well as the technical vocabulary and abbreviations constituted the main challenges for following the IDL and, on the other hand, that the experience of distance learning has been most constructive, since it was a novelty for most students and that it adapts to ones’ own speeds for learning, and that it was a good introduction for the CSDP module in providing an adequate overview of the topic.



Overall, the satisfaction of the participants with the IDL module may be considered as good and in the average of the satisfaction met in previous editions, especially when keeping in mind that this learning method was a novelty for most of the participants.

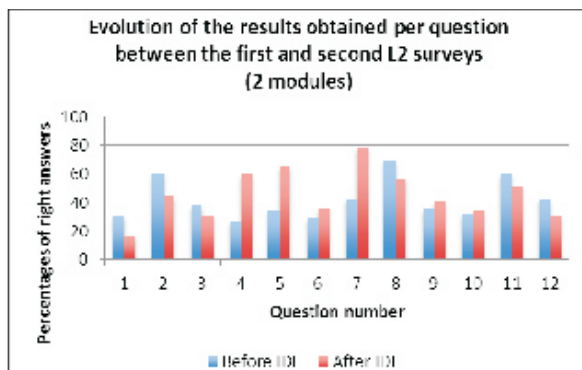
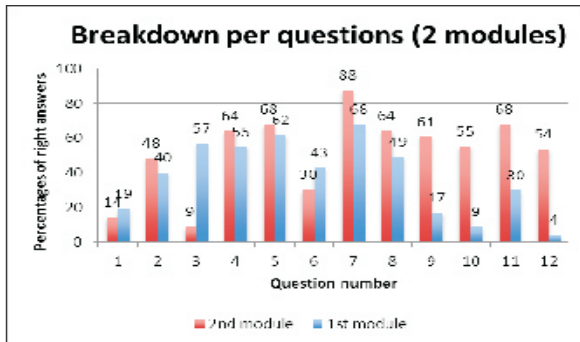


In order to monitor the progresses of the participants and their gains of knowledge after the IDL phase, a second round of level 2 evaluation was conducted at their arrival at the TMA. At this stage 64% of the participants to the first module and 36% of the participants to the second module obtained grades below the median of 6 out of 12. The average grades decreased down to 4,5 for the first module and increased up to 6,2 out of 12 for the second module. The display is illustrated by the following graphs.



These results show that there has been a clear break with the homogeneity observed in the group of participants to the two modules during the first round of evaluations. One part of the group (first module) saw its average grade decreasing and its repartition below and above the median stagnating while these numbers evolved positively for the other group (second module). Therefore, it would make less sense presenting the results of this round of knowledge evaluation in an aggregated way.

The display per question, as shown hereunder, differs also in an important way between the first and the second modules and the expected logical improvements before and after the IDL phase are not met.



In order to search for reasons of this difference, one may want to look at the individual results per question with help of the content of the knowledge acquired at this stage of the learning process. Although the contents of the IDL, as well as the first lectures and syndicate works held before this second round of evaluation took place, would contain direct answers to questions 1 (EU and CSDP institutions), 5 (European Security Strategy) and 6 (Lisbon treaty innovations), it has been observed that the percentages of correct answers²⁹⁾ increased in both modules for question 5, increased in first module and decreased in second module for question 6 and decreased in both modules for question 1. These results, therefore, do not show any clear benefit which might be brought to the credit of the pedagogical process.

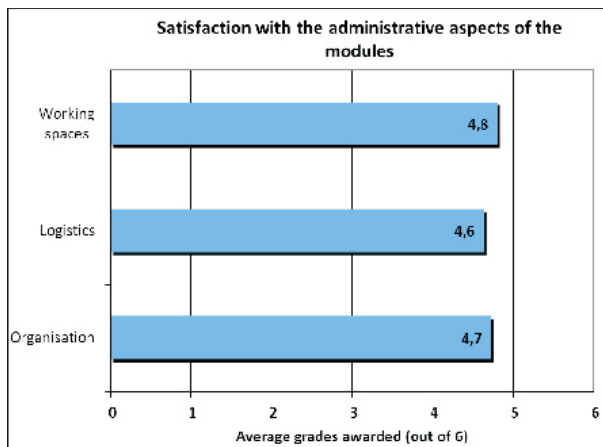
Therefore, if the explanation can neither be found in the nature of the groups which are compared nor in the pedagogical process they both went through, the reason is most likely to be found in contextual elements, such as the communication between the participants to the first module (ending) and the participants to the second module (to be started). This suggests that the evaluation system shall be amended with a use of different questionnaires – notwithstanding covering similar areas and levels of difficulty – for different modules. Doing so would not change the structure of the evaluation system but allow avoiding external interactions in the assessment of progresses made only on the basis of the learning path.

²⁹⁾ Concerning the second module, it must be reminded here that the American participants, who did not complete the IDL phase, were included in these data. Nonetheless, their individual results showed that they stood in the same averages than their comrades.

The residential phase: learning and living CSDP

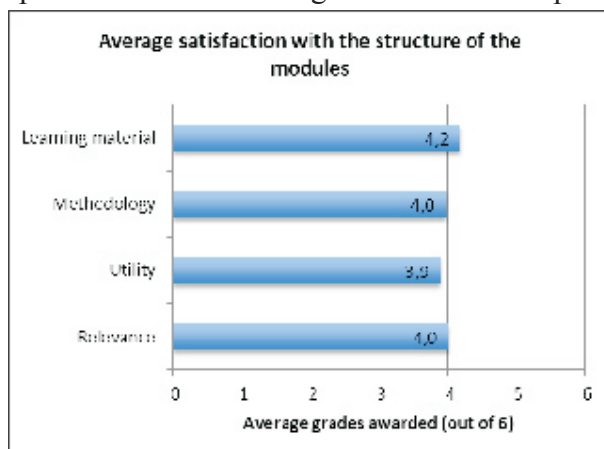
The organisational aspects of the residential module

The formal administrative aspects of the CSDP modules, as they were organised by the TMA, have met the satisfaction of the participants, even though most of them were familiar with the Academy. As showed by the graph below, the grades they awarded to these administrative aspects (organisation, logistics, working spaces) are objectively good. There were, however, differences in the grades awarded between the first and the second modules, even though these aspects have been uniformly arranged, the second module issuing lower ratings (from 0,3 to 0,5 points lower in average). The comments provided by the participants of both modules were similar and stressed the excellent organisation, including the role of the hosting cadets, the communication of the managers prior and during the modules, the fact that documents were provided in advance, the quality of the premises – suggesting however to install microphones in the classrooms –, accommodation and the food for breakfasts and lunches. They stated also that the intensity of the modules in terms of time organisation can be seen as a drawback ... As well as accommodation and food for dinners.



The following graph has an important place in an external evaluation of CSDP modules because it describes the feeling of the participants related to the organisation of their learning process and more particularly with regard to the content's relevance and utility, the methodology and the learning material for both 2011 modules. The ratings of the relevance and utility of the content is slightly lower than in previous CSDP modules, although the content

remained similar to those ones. The rating of the methodology is equivalent to the previous investigations and the rating of the learning material is higher than observed from other experiences – although it was globally similar to the material provided in 2010. It shall be kept in mind, when reading these ratings and results, that the 2011 group³⁰⁾ has its own dynamic and logic. Therefore, the results of the present investigations cannot be strictly compared to previous experiences without taking into account the specific dynamic.



At their arrival in Wiener Neustadt, the participants received a package containing information about the Academy and the module, the city of Wiener Neustadt and Vienna, such as maps. In addition, all the participants received a hardcopy of the CSDP Handbook (edited in May 2010) as well as a copy of the CSDP Newsletter, edited by the European External Action Service and which witnesses the “daily” practice and evolution of the CSDP. They had the possibility, furthermore, to download further material from the webpage of the module³¹⁾ on the TMA’s website:

- The EU Charter of Fundamental Rights, which provides an insight of the EU values and, subsequently, the CSDP values;
- The Lisbon Treaty;
- The CSDP-related provisions of the Lisbon Treaty;
- EU acronyms and definitions, already provided on the IDL platform;

³⁰⁾ There was no remarkable difference in the ratings provided during the two modules for this category of the evaluation’s investigations.

³¹⁾ See: <http://www.miles.ac.at/campus/iep/module.php>

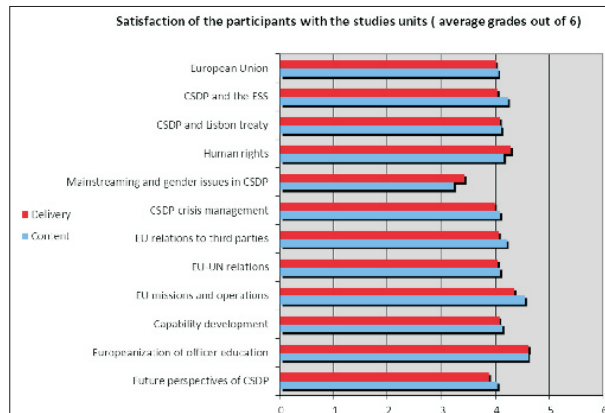
- Videos presented by some of the lecturers;
- And articles in German or in English about the CSDP (most of them written by lecturers of the CSDP modules).

At the end of the modules, the international participants received a DVD with all the presentations provided by the lecturers, as well as the pictures taken during the week at the TMA. However, the organisers did not provide the presentations and the hardcopies of the Handbook in advance – for reasons of equity with the foreign cadets – in advance, on purpose. Even though they explained it to the participants in advance, these latter ones perceived it as a difficulty in their learning process. Some also expressed their feeling that the Handbook contained too many information for the purpose of these modules. Nevertheless, the big majority of the comments demonstrated the high level of satisfaction of the participants with the material provided, especially with the CSDP Handbook, but also expressly with the CSDP Newsletter, the welcome package – even though the map of the castle the foreign participants received was apparently in German – and the content of the IDL platform.

On the method used for teaching CSDP, the participants' satisfaction can be seen as good. Their comments showed that they were globally satisfied with the syndicate system, the time that was dedicated to this specific activity, the connection that was always made with the content of the lectures, and the opportunity it gave them to exchange their respective knowledge. The syndicates were, according to these comments, adequately balanced with the lectures, which they found being of high quality thanks to the important international experience of the different lecturers and the use of media as supports for sharing knowledge. References to the role played by the hosting cadets, notably in introducing the lecturers, and the social activities complete this frame. However, other comments reflected diverging opinions on the balance to be found in these modules. Some participants suggested that there were too many lecturing slots that shall be compensated either by more time for the syndicate discussions or more time for direct interaction between the lecturers and the participants. Other comments claimed for more extensive use of media supports and practical illustrations based on experience in the lectures, which is touching more on the methodology of the lectures than the methodology followed by the CSDP modules themselves. Finally, the question of the adequate background – in legal or political sciences – required for following the modules has been asked.

Regarding the content of the module – encompassing both its relevance and utility – the comments provided by the participants stressed again the quality of the lecturing team, of the selection of the topics and stated that the coverage of the CSDP issues has been comprehensive and provided quality information for clear and structured overview of this policy. Some of the participants noted that this knowledge acquired on CSDP would be important in the future for any officer. Voices raised and emphasised the intensity of the module, not leaving enough time for reaching a “professional” English level for example, or the level – seen by some of the participants as too “strategic” or too “legal” – of the information provided, as already mentioned.

Regarding the selection by the organisers of the topics to be dealt with in “learning units”, including the syndicate works which were integral part of them, the general level of satisfaction of the participants³²⁾ reached equivalent levels to what was met during previous CSDP modules, which is most positive. The display of these individual ratings is shown within the graph below. Naturally, some of the topics are preferred to others, especially when it comes to the details of the preparation and running of an operation, or the education of the European cadets. In general, the grades of satisfaction awarded by the participants were similar in the two modules. Therefore, they have been presented in an aggregated way.



³²⁾ As he has no expert view on these topics, it does not belong to the evaluator to assess the relevance and delivery of the content of these learning units.

The comments provided by the participants to the two 2011 modules organised by the TMA are consistent with those provided by their predecessors. A majority of participants expressed its appreciation for the syndicate work structure, which allowed them debating and confronting their understanding and opinions of the CSDP. They also stressed the didactic and interactive methods of some lecturers, the expertise of the lecturers who are, for some of them, decision makers in the field of CSDP as strong points of these modules. The participants also particularly expressed their satisfaction with regard to the lectures which presented prospective viewpoints, *i.e.* debating in a neutral way of the strengths, weaknesses and potential happenings of the CSDP, or the lectures that made connections with their own future, explaining the impact of this policy in their daily life as cadets, for example. As potential drawbacks, some participants noted that there were repetitions in the lectures with the content of other lectures or of the IDL they had completed as a preparation. They also stressed that the expression in English or the use of an adequate level of technical vocabulary are keys for the lecturers in order to transmit their expertise. Cares should be taken also, according to these feedbacks, to the level of detail of the different lectures since the background required for following them – as already mentioned – varies. In the same line of idea, some of the participants proposed to adapt not only the number of lectures dedicated to a topic according to the objective “importance” of the topic in the frame of the CSDP, but also the time dedicated to the lectures themselves. Classically, some (numerous) comments claimed for inciting all lecturers to use media, or at least illustrative, supports in their lectures. Finally, some of the participants suggested that the teaching on the “Europeanization of officer education” be given at the beginning of the residential phase, as an introduction to the *raison d’être* of these modules, rather than at the end.

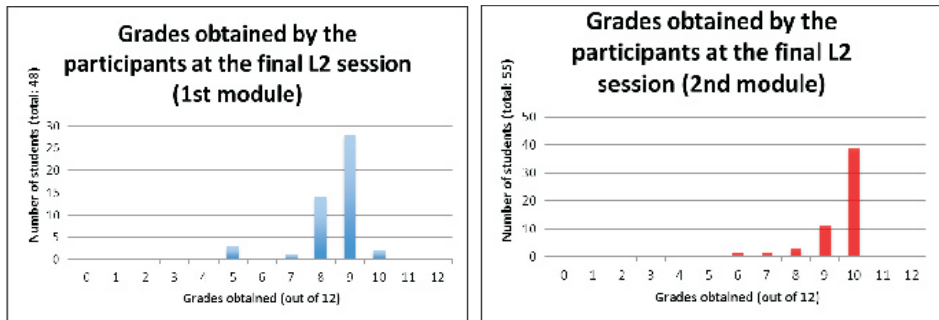


Visit at the United-Nations headquarter in Vienna

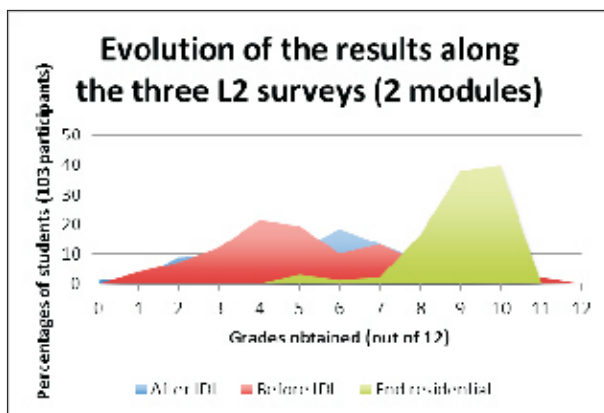
The technical outcomes of this learning process

Knowledge

In order to measure the progresses of knowledge of the participants in relation with the CSDP, a third round of level 2 evaluation was conducted at the end of the residential phase in Wiener Neustadt. This test was crucial for the participants due to the fact that the evaluation was also used as an examination and that the results decided on whether they obtained or not the 1,5 ECTS. This “extra motivation” can be effectively read in the results obtained, as seen from the following graph. Only 3 participants did not reach the median of 6 and the grades obtained have been objectively very good, the average grades amounting 8,5 out of 12 for the first module and 9,6 for the second module.



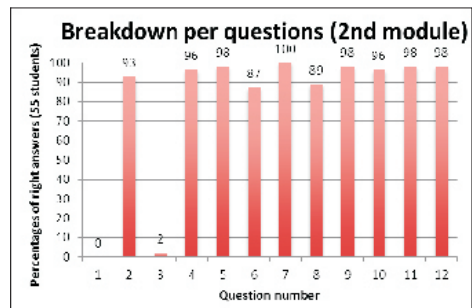
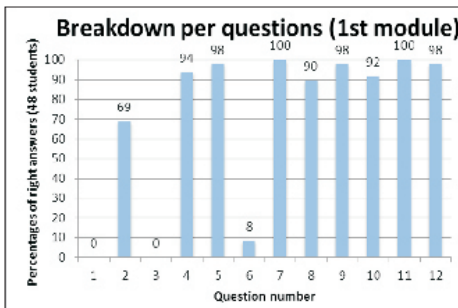
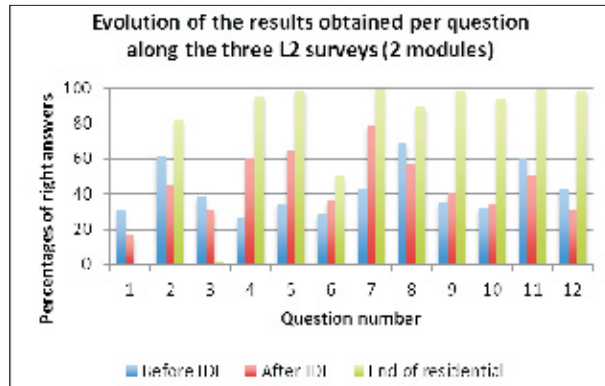
The differences found in the results and described above, notably the average grades, raise questions regarding the form of the investigations conducted for assessing the progresses of the participants' knowledge. The composition of the two audiences of the 2011 modules cannot exhaustively explain the differences observed, as was already suggested earlier. Nevertheless, when looking at the details of the two modules, it must be mentioned that the average grades increased by 86% for the first module and 57% for the second, which can be explained by the more important margin or improvements left in the first module after the second round of tests. Therefore, as shown by the graph below, which presents the evolution of the results obtained for the two modules along the three knowledge surveys (in percentages of students), improvements are certain. If these improvements have not been regular, notably due to the evolution between the first and second rounds for the first module, they have been, at the end, general.



The pressure of the result has most likely led to distortion of the level 2 investigations' results observed because of communication between the participants to a same module or to different modules³³). The display of the results per question, as presented below, reveals this “group effect”. At questions 1, 3 and 6 – only during the first module as regards the latter one – confusion has been general.

Questions 1 and 6 concerned the “EU institutions” (including modifications after the Lisbon treaty) and question 3 the “capabilities”, which the participants have reported as a difficult topic. However, the results obtained for these questions after the third round of tests cannot be attributed to “random risks” since the “statistical chances” of right answers at the first round were already above the percentages obtained at this third session. Answer to questions 1 and 6 could be found from the IDL, the lectures and wordily also in the CSDP Handbook. Therefore, confusion – of which legitimacy is strictly limited by all the resources which were given to the participants – can explain these results only if assorted to distorting communication, which remains the first factor.

³³) Even though, after the analysis of the results for the first module, the course directors expressly warned the participants to the second module of the risks of reproducing (wrong) answers.

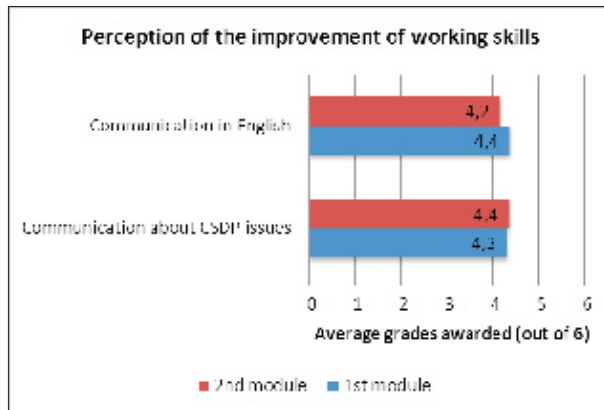


The system of monitoring of the knowledge improvements must thus be amended in order to either lift the pressure of the results for the respondents or impede communication. These two factors distort the results and make difficult to objectively assess the success of the modules in spreading knowledge on CSDP. Lifting the pressure of the results, although keeping a test system for the TMA in order to regularly award the ECTS, is only possible if the final and decisive test is disconnected from the evaluation of the improvements in three rounds (Kirkpatrick's level 2). It would mean, therefore, that the organisers would have to prepare a test, beside the level 2 evaluation questionnaires. Logistically, this would create additional burden and confusion in the organisation of the modules and of the evaluation sessions. A second solution, as introduced earlier, would then be to prepare different sets of questionnaires for different modules and to modify the questions – dealing with the same topics and levels of difficulty – between the different rounds of evaluation.

Skills, competences and attitudes

The CSDP modules do not only intend to spread knowledge, which may soon or later fade away, but also to raise skills and competences which

support the education of a future military elite on the long-term and, practically, enter into the allocation of ECTS to a learning process. Inspired from the Kirkpatrick's model of evaluation³⁴⁾, the level 3 questionnaire has attempted to monitor the outcomes of the modules with regard to progresses in terms of qualifications other than knowledge. However, it is not the role of the evaluation to define what qualifications an "ideal European officer" shall have. Therefore, the few qualifications approached by the level 3 questionnaire shall only be taken as a sample of (the most logical) qualifications any officer should have, ideally, when sent to a European mission. Furthermore, it would take too long to the participants to take part to an objective survey, like the level 2, on the progress regarding these outcomes. It was thus chosen to ask the participants to self-evaluate their perception of their progresses. The average grades for the two modules, separately³⁵⁾, are illustrated by the graph below.



The comments made for the self-assessment of the progresses in communicating in English stressed that taking part to this module has been a very interesting challenge for these students. They reported, despite a (always too) short time, they improved their communicative skills not only through the lecturing time but also the social events and free times, acquiring new – CSDP but also “daily life” – vocabulary.

³⁴⁾ In the Kirkpatrick's model, level 3 measures the progresses “on the job” of the trainee. In the case of CSDP modules, the participants do not go back to a job, but to an other and more global educational process.

³⁵⁾ Although the shapes and content of the two modules have been similar, results obtained from these self-evaluations are sensibly different. In order to continue showing these group's “dynamics and logics” conceptualised earlier in this report, the choice was made to present the data separately for the two modules.



Creating friendships ...

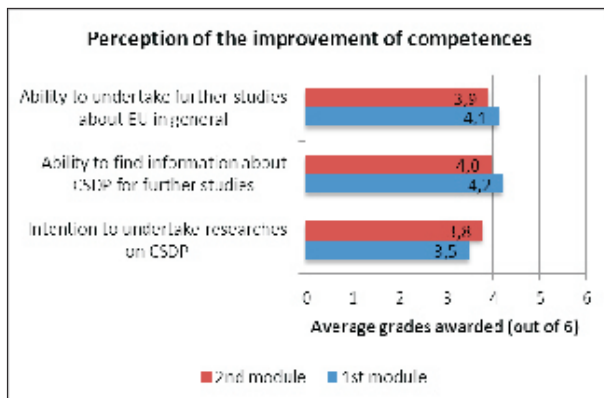
Regarding their ability to communicate about CSDP issues, the participants perceived actual progresses. They felt able to communicate more easily on the basics of CSDP but also, in more general way for their working environment as cadets, on strategic issues. They reported being aware that the CSDP is a “complex and fast-moving” topic which supposes a constant update of one’s knowledge and they consequently stressed the role of the lecturing team and of interaction between the students and this team as a condition for this particular improvement. The module on CSDP have thus been favourably seen by the students, in general. Some of the Austrian participants even asked for more international modules based on this model in the curricula offered at the TMA.

For future level 3 investigations, the Austrian organisers expressed their intention to include in the questionnaire of self-perception questions about the learning outcomes which are yet to be defined according to the work undertaken in the frame of the line of development 2 of the Initiative, about the organisational skills fostered by such model of repartition of the responsibilities as followed in this 2011 edition³⁶⁾ and re-insert a question about the progresses made in the management of the CSDP-related vocabulary³⁷⁾.

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

³⁶⁾ Including such question would nevertheless oblige making a distinction in the questionnaires between the hosting-organising cadets and the guests.

³⁷⁾ During the technical reproduction of the questionnaires into the electronic database prior to the 2011 seminars, this question has been accidentally erased. Consequently, there has been no investigation of this particular matter.

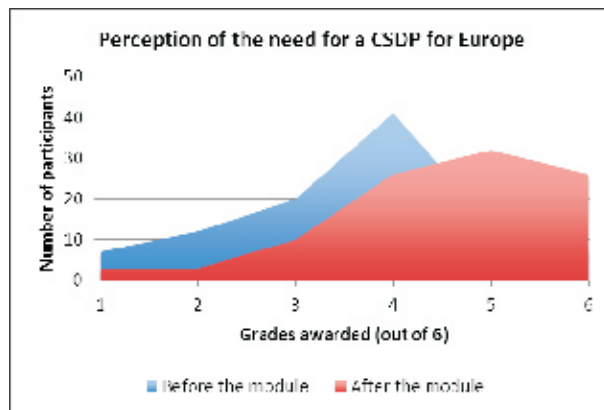


The comments provided by the participants on the abilities to undertake further researches on CSDP and EU comfort the idea that the CSDP module is an adequate introduction to a specialised knowledge. They stated that they had a good basis of knowledge and some material to start from, the CSDP Handbook and the IDL notably. However, some of them felt that the module has not been “military-specific” enough and other comments witnessed diverging feelings that the material provided was too important or too little. The concrete intentions to undertake such further studies were few, since the opportunity to effectively do so depend from the nature of the curricula followed by the respondents and that, according to some – very few, however – comments, the CSDP has not reached the adequate level of effectiveness for this purpose. Some other participants affirmed a commitment for studying further this topic through research projects, nonetheless.



Graduation ceremony

Finally, the participants were asked to self-evaluate their attitudes with regard to the need for a CSDP for the European Union before and after their participation to the modules. The breakdown of answers is as follows and demonstrates that their position, which is expected to be a long-term gain, has obviously and positively evolved thanks to their experience. One may argue that such modules most certainly have a “propaganda effect” on the participants since the whole week is articulated around this only theme. All along the week and the different lectures, however, it could be observed that the phenomenon of “European fatigue” which the EU cruises through at the moment due to the lack of political impetus and the economic crisis had been stressed in every lectures and reported in most of the syndicate works. The different speakers always provided both positive and negative arguments *vis-à-vis* the perspectives of development of the CSDP and the comments provided by the participants in the satisfaction questionnaires demonstrated that they were (perhaps too much) aware of the current weaknesses of the CSDP. These positive changes in the attitudes can thus be seen as genuine.



The social outcomes of this learning process

The CSDP modules are not only aimed at learning CSDP but also at learning CSDP in living it. The modules, as it was again the case in Austria, are open therefore to international participation. The purpose is to provide the participants with an insight of the interoperable environment they will live in when sent to an international or European operation in sharing their cultures, their visions on the conduct of operations, the traditions of their educational systems and, more concretely, sharing time and living condi-

tions. This immersion into the European diversity was again successfully proposed by the Theresan Military Academy. Parts of the programmes of a vocational or purely social nature were formally dedicated to the fostering of a European *esprit-de-corps*:

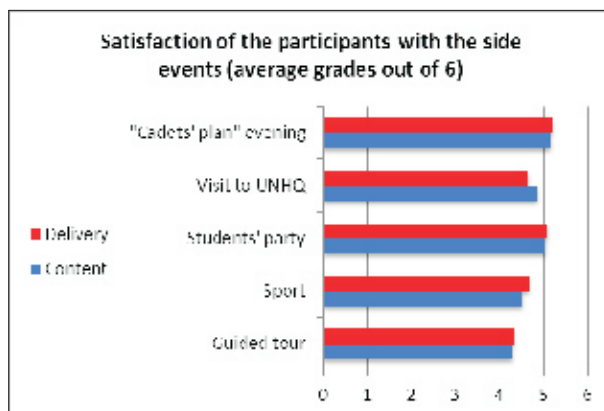
- A guided visit through the castle of the Academy;
- An afternoon sport session which was organised like a competition between the syndicate groups;
- The cadets had to line up together with their Austrian counterpart in the morning before the start of the classes;
- A party was formally organised by the Austrian students at the cadets' mess after the sport session;
- An evening was left free for activities to be organised by the hosting cadets;
- And sightseeing activities (Military Museum and city centre) in Vienna were proposed, the day after the end of the residential phase.

All these activities, except lining up in the morning, were planned and organised by the Austrian cadets. The cadets responsible for the same activity in the two modules might have organised it in coordination, as they effectively did for the sport events³⁸⁾, but each module had its "individuality". The contents of the "free evenings", for example, were different (fun fair during the first module, bowling or movie during the second module). The cadets were also free to leave the Academy in the evening and they effectively took these opportunities for more and informal social events ...

The satisfaction of the participants with these events, as well as the visit to the United-Nations headquarter in Vienna³⁹⁾, was rated, as shown in the graph below.

³⁸⁾ The managers of the course only provided them with the general "requirement" of organising the activity as a competition between the syndicate groups.

³⁹⁾ Which is formally not a social event but which, like the social event, had been logistically organised by the Austrian cadets. Being a part of the achievements of the cadets, the choice was made to present the satisfaction with this event in this same figure.



The ratings for the first and second modules, since the content of their social activities were mostly similar, are aggregated in this figure. However, differences in the average grades obtained could be observed. Ratings from the second module's participants were usually a bit lower (maximum 0,7 point) than the ratings from the first module. This shows once again that each group had its own dynamic in terms of rating even though the levels of satisfaction are globally equal. The comments provided in addition to these ratings, indeed, were similar. The guided tour of the Academy on the first day has received mixed comments since it has been seen as a good icebreaker, providing adequate information in an adequate timeframe but also as unnecessary or incomplete by some Austrian students. Some of the (Austrian) participants suggested to invite the historical teachers of the Academy to animate them and to continue the visit with the whole campus, and not only the castle where the participants stayed. Mixed feelings, but mostly positive, for the sport session which was, according to the participants, a perfect teambuilding event which allowed creating comradeship among the participants. Some participants, as contained in the comments, did not like the game or found this activity to short, since the actual competition took only a few minutes of time. However, many comments called for more of such activities during the residential phase of the module. The two parties (formal and informal) have been awarded with the highest levels of satisfaction, as foreseeable, with the exception of the dress code (desk uniform) for the formal party of the second day. The visit at the United-Nations headquarter, also, has been favourably commented. The cadets found it very interesting actually seeing where important decision for internal security are taken, even though the guided tour was, for

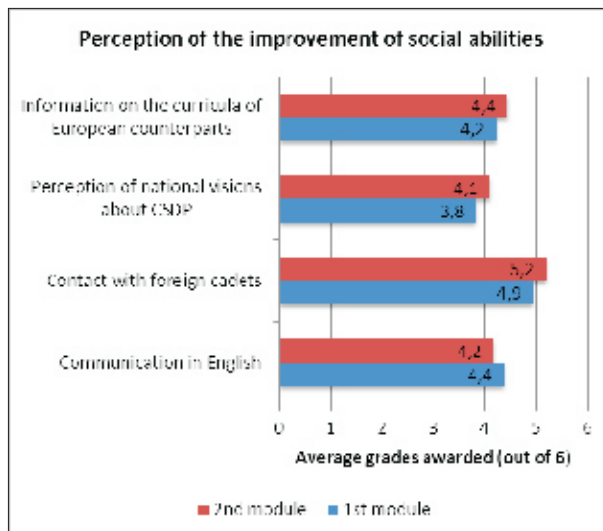
some of them, not enough focused on the practical dimensions for their profession of soldier and military officer.



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

In a general way in the comments, (all) the participants expressed their highest level of (self-) satisfaction with the effective and efficient role played by the hosting cadets in the organisation of these events, which contributed to the success of these modules and to their individual improvements, for example in constructing an adequate environment for expressing themselves in English.

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



The comments added by the participants in the evaluation form stressed the fact that the modules gave them the opportunity to open their minds to other perceptions, confront experience, traditions, not only during social timeframes but also during learning times. The individual improvements of the English are also one of the remarkable *acquis* of these modules even though in a limited timeframe, thanks to acquisition of a new vocabulary, the social interaction and the integration of the foreign guests by the Austrian cadets. It was reported also that despite the fact that defence comes after economic priorities in the current European agenda and that some of the participants were not familiar enough with the strategic levels of decision, it was highly interesting to “see the common visions between the different EU countries” about defence and – for the American participants more particularly – to “learn about the EU way of thinking” in general. Some participants expressed their hope that, in the future, such experience of the CSDP modules will be universally recognised in the curricula of the European academies and, classically now, a majority of comments called for an increased international participation in future common modules. The final word for this aspect would thus be from a participant who reported that, thanks to these modules, “*(they) learnt a lot on each other and each other’s countries*”.



A party organised by the cadets’ corps and the medals’ ceremony after sport

Participants' satisfaction and sources for improvements

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

As of aspects they disliked, the participants mentioned that they found the module difficult to be followed in English, owing to their skills, and that they felt unprepared for the teachings about EU in general, which they sometimes considered too high level for first cycle students. The presence of “competence observers”, even though limited to syndicate meetings, has also been disregarded by some of them. Only few comments provided mentioned the idea that the module was too high-level for cadets, at this stage, or that it focused too much on the Austrian viewpoint on CSDP. About the structure of the module itself, participants expressed the view that the programme was too dense and that the days started too early in the morning. They also felt that there were repetitions between different lectures, that – according to some of them – they did not receive enough information about the tests and that the opening lectures shall absolutely focus and remain focused on the CSDP. Some guest cadets also mentioned the lack of a specific programme and accompanying during the day of their arrival at the TMA. About the lectures, properly, some of the participants reported as issues the facts that some of the lecturers did not provide media supports, as well as the English of some of these lecturers, and asked for inviting international lecturers in next editions.

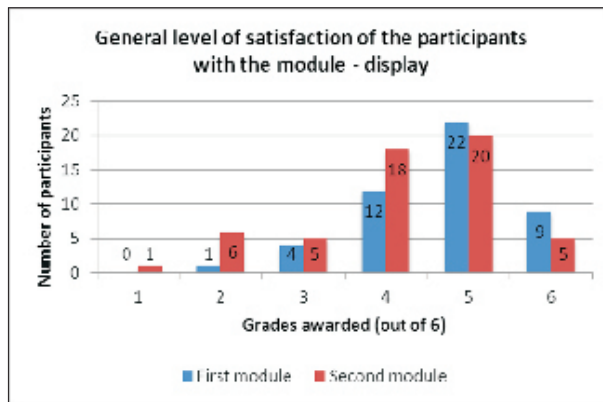
As of the aspects they liked, it is interesting to note that comments generally stress the organisational aspects, such as the diversity and expertise of the lecturers, who provided not only the basics but also an “honest presentation of the state of the art of the CSDP” and allowed debating the prospective views about the future of the CSDP. They also liked the focus made on practice, not only with the feedbacks from missions' experiences but also, for instance, with the visit of the United-Nations headquarter. However, what appears as the strongest point of the CSDP modules is the specific learning environment which is, for most of the participants, the first opportunity to “work in an international environment”, an opportunity to improve one's English and making contact with foreign cadets, notably through the social

events and sport. Overall the fundamental objectives seem to be fulfilled since it has been reported that the modules effectively are a good balance between interaction and learning. Finally, it must be emphasised again that the role played by the hosting cadets in the integration of their international comrades has been unanimously appreciated.

As it could be expected from the observations summarized along this report and the previous experiences of the CSDP modules, the suggestions for improvements provided by the participants mostly focused on key ideas such as increasing international participation from EU and EU-third countries, increasing interaction among participants (*e.g.* through sport) and between participants and lecturers (*e.g.* through reducing lecturing time and increasing syndicates), improving the representation of “foreign” viewpoints on CSDP in the lecturing team, providing “handouts” and extending the timeframes for these modules. Some participants, from both modules, also suggested that, because they considered that the level of detail of the module was too high, the module be rather proposed to cadets at the end of their curriculum, after they have a first “legal education” which would provide them with the keys for understanding the complex issues raised. As regards the contents of the lectures, the participants ask for more vocabulary and formal vocabulary lists, suggest that the lecture on the “Europeanization of officer training” be provided on the first day – which would effectively help them connecting CSDP to their own professional realities and expectations – of the module and – no doubt from the ratings and comments analysed, however, that this suggestion does not reach consensus – to dedicate more time to teachings on gender issues.

A few of these suggestions can be directly thought about for consolidating the general “interactive” philosophy in next modules, such as introducing the course with the lecture on the “Europeanization of officer education”, which would help the students locating themselves on the “map” of the CSDP, or extending the time dedicated to the syndicates. In addition or alternatively, it can be proposed to “institutionalise”, to generalise the questions and answers sessions which the participants seemed to have appreciated. Informally, the lecturers proposed such constructive exchange of views at the end of their presentations but the participants rarely took actual advantage of these opportunities, due perhaps to a very intense programme. One solution, therefore, would be to make these “Q&A” sessions formal, together with reducing the timeframe of the lecture itself if necessary, in order to favour direct interaction between the lecturer and the audience.

All in all, these comments show that the 2011 edition of the CSDP modules in Austria fulfilled the objectives they were assigned and that these participants self-appropriated the module, even proposing innovations for the future organisation of it. As shown by the graph below, the modules, even though the levels are different, met high levels of satisfaction. The average grades awarded for the first module amounted 4,7 out of 6 for the first modules, 4,2 out of 6 for the second module, which are somehow normal for CSDP modules⁴⁰⁾. The feeling of general satisfaction, furthermore, is objectively comforted by the fact that more than 55 per cent of the participants rated this module with a 5 or a 6 out of 6.



⁴⁰⁾ The difference of grades between the first and the second module cannot be explained with the comments – either positive or negative – provided by the participants of the two modules, which have been similar for most of the investigations conducted (both “satisfaction – level 1” and “improvements – level 3”). It must be reminded that the specific ratings had been globally higher in the first module and it may therefore be presumed that this slight difference is owed to the individual logics and dynamics of the two groups of participants.

Lessons learnt for the initiative

Even though the CSDP module has been now organised several times in different Member States, the Austrian experience brought its own stone to the construction, pointing at new challenges or confirming trends indicated since previous modules.

During summer 2011, investigations inspired from Kirkpatrick's level 4 were conducted for the second year and pointed, like in 2010, that recognition remains a challenge not only for the CSDP module but for all the mobility experiences of the European cadets. The Austrian organisers, along the first two years of organisation at the TMA, offered potential solutions for the discussion on the amount of ECTS to be attached to the CSDP module, although the scope of the recognition ultimately belongs to the sending institution. The TMA is willing, indeed, to promote and encourage the discussion at the European level of solutions for increasing the total amount of ECTS attached to this module to 2 ECTS, which would ease the recognition⁴¹⁾ by – and the possible participation of – a greater number of European partners in the modules. The organisers have proposed in 2010 and 2011 two solutions for an additional 0,5 ECTS. One, including an essay on a CSDP topic, can also be proposed to the foreign participants if their institutions so wish. Concluding on this particular issue, it appears from investigations conducted by the external evaluator that some of the sending institutes, which could not recognise the *acquis* of the CSDP modules in the past, may now propose to their participants to the CSDP modules to recognise its value in their individual curricula through the diploma supplement and possibly also through ECTS. Level 4 investigations to be proceeded to at the end of the academic year 2011-2012 may thus show improvements *vis-à-vis* the issue of recognition.

The Austrian experience offered also some prospects with regard to the work currently under development in the line of development (LoD) 2 of the Initiative, on the creation of a common framework of qualifications in military higher education. The matrices and the concept of a “qualifications-other-than-knowledge” evaluation according to these definitions of learning outcomes may provide the LoD 2 with an example of the concrete

⁴¹⁾ Some basic military education institutes do not recognise half-ECTS points. See, Sylvain Paile (2010), *op. cit.*

implementation of a qualification framework at the level of a course, a view on the final end-use of the forthcoming framework. The principle of an examination at the end of the module as a condition for the award of ECTS is also an important added value of the Austrian experience, since it has been called for by military institutes in the level 4 investigations. It will undoubtedly contribute, if it is extended to other future CSDP or other common modules, to generalise the recognition of the *acquis* of these modules. As it corresponds to the requirements of most of the educational institutes in Europe, the fact that the module is sanctioned by an examination will certainly incite the sending institutions not to add extra workload on the shoulders of the participants.

As regards the general objective of increasing the European participation to the CSDP modules, and the common modules in general, prospectively, the Theresan Military Academy think about different options which it intends to propose as food for thought to its partners. The CSDP modules could be organised jointly by 2 or 3 academies from neighbouring Member States which would like to train an important number of their cadets (a class, *e.g.*) to CSDP. At this occasion, several cadets could be exchanged for the residential phase and the other cadets would follow the same lectures with information and communication technologies, *e.g.* videoconferences. The idea of gathering 2 or 3 Member States makes sense from a geographical point of view but is not intended for promoting a purely “regional” approach of the CSDP. Academies of different Member States, especially in Central and Eastern Europe are geographically close to each other, which would diminish the travel costs of the exchanges and reinforce the existing links between neighbours. Furthermore, such organisation would help “internationalising” the lecturing teams and would provide opportunities for spreading different national visions about given issues, as was asked for notably during these 2011 CSDP modules. Finally, it can be thought, from a financial perspective, about combining different modules, for example a CSDP module in Week One and a Law of Armed Conflict module in Week Two in order to reach the length required (2 consecutive working weeks) for applying for the status of “Erasmus Intensive Programme”⁴²⁾.

⁴²⁾ For more information on the intensive programmes, see: http://ec.europa.eu/education/erasmus/doc900_en.htm

As regards the participation of EU third-countries nationals to the CSDP modules, this 2011 experience showed that it is positive not only for them but also for the European participants in enabling them to self-identify as Europeans and observe and compare different cultures of security and defence. Therefore, their participation, within the limits of budgetary possibilities linked to hosting as well as the rules of the European Security and Defence College regarding the use of the IDL, may be seen as an asset with view to future common modules.

Finally, it must be noted that some of the lessons learnt from the 2010 edition of the CSDP modules in Austria have contributed to innovations in the Initiative itself. Instruments of communication on the mobility events have been created, such as the Mobility Newsletter, and efficiently contributed to providing adequate and on-time information to the potential European partners on all kinds of mobility events. The CSDP modules and the lessons that are learnt from them are thus important beyond the boundaries of the CSDP or other common modules themselves.

Conclusions

The two CSDP modules conducted at the Theresan Military Academy in October 2011 had been a success not only from the satisfaction aspect but also in terms of outcomes. 103 participants from 8 Member States and the United-States of America were introduced, for most of them for the first time, to this important theme for the future of the European armed forces and gained precious understanding, skills, competences and attitudes that are expected from a future actor of the European defence. The external evaluation provided through this report attempted to measure these outcomes but does not pretend to have made an exhaustive list of them.

The CSDP module, itself, is a living support of this acquisition of qualifications by the future military elites and is in constant evolution, as the Austrian experiences demonstrated. It became “hard” education in the meaning that the learning process is sanctioned by an examination, which decides upon the award of ECTS credits or not. It became comprehensive in the meaning that learning outcomes had a real importance in the learning process of a student and have an impact on his/her curriculum. This year after a second edition, the CSDP module truly became an integral part of the educational offer of the Theresan Military Academy.

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

In Wiener Neustadt, the organisers found original solutions for promoting interactive learning in the process and successfully put them into practice. Furthermore, they developed a new dimension for the implementation and development of these modules in making the hosting cadets real co-

organisers, responsible for parts of the module before them but above all before their Austrian and European comrades. Their achievements and their major contribution to the success of this 2011 Austrian edition suggest not only that their role be developed further with regard to these modules but also potentially at the scale of the Initiative for the exchange of young officers itself.

Annex 1: Programme of the residential phases



CSDP Module (J-1) SCHEDULE

Further information at www.miles.bc.ca "Military Ensembles"

[illegible]

UCLA Dr. CELL, MSc, MEd, MBA (jerry.guy@ucla.edu)

1st October, 2011

Annex 2: Level 2 questionnaire

EVALUATION of EFFECTIVENESS

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

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

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

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

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

Concept – Initiating Military Directive – Concept of Operations – Operation Plan;

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

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

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

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

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

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

- To be more active, to be more capable, to be more coherent and to work with partners
- Countering the threats, building security in the Neighbourhood and International Order based on Effective Multilateralism

- ☐ Development of a strategic culture, ability to sustain several operations simultaneously, international cooperation and develop closer relations with strategic partnership
- ☐ To provide one of the indispensable foundations for a stable security environment in Europe, based on the growth of democratic institutions and commitment to the peaceful resolution of disputes

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

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

7) Do Human Rights apply in CSDP operations?

- ☐ No, they do not, because CSDP operations may involve the large-scale use of armed force, so only International Humanitarian Law will apply.
- ☐ Yes, they do, and may overlap with International Humanitarian Law, because the protection of human rights does not cease in armed conflict.
- ☐ No, they do not, because the EU is not a party to the European Convention on Human Rights.
- ☐ No, they do not, because the European Court of Justice does not have jurisdiction over CSDP operations.

8) Which one of the following statements on the scope of application of the European Convention on Human Rights is correct?

- ☐ It applies only to nationals of a State which has ratified it.
- ☐ It applies to anyone under the territorial jurisdiction of a State which has ratified it.
- ☐ It applies to anyone under the jurisdiction of a State which has ratified it.
- ☐ It does not apply in the European Union, because the EU has its own Charter of Human Rights.

9) Which are the ongoing CSDP operations?

- ☐ EUFOR ALTHEA, EUFOR CHAD, EUNAVFOR ATALANTA
- ☐ EUFOR ALTHEA, EUTM SOM, EUNAVFOR ATALANTA
- ☐ EUFOR ALTHEA, EUFOR RD CONGO, EUTM SOM
- ☐ EUTM SOM, EUNAVFOR ATALANTA, EUFOR RD CONGO

10) What does the term «Athena Mechanism» stand for?

- ☐ The system of financing of CSDP civil missions and military operations
- ☐ The system of financing of CSDP civil missions
- ☐ The control mechanism by the European Parliament
- ☐ The system of financing of CSDP military operations

11) Who is taking EU action into consideration when a crisis occurs?

- ☐ EUMC
- ☐ PSC
- ☐ EUMS
- ☐ Member States

12) What level of command is an LCC?

- ☐ Tactical
- ☐ Political
- ☐ Military strategic
- ☐ Operational

Thank you for your co-operation!

Annex 3: Austrian matrices of learning outcomes

Evaluation sheet – giving impulses		Applicant:		Observer:		
No.	Gives impulses for co-operative working within the group.	Supports co-operation with suggestions and ideas.	Can focus on the given topic.	Is spontaneous, dynamic, active.	Uses creativity for problem solving.	Σ
Remarks						
	- - 0 + ++ 0 0 0 0 0	- - 1/2 + ++ 0 0 0 0 0	- - 0 + ++ 0 0 0 0 0	- - 1/2 + ++ 0 0 0 0 0	- - 1/2 + ++ 0 0 0 0 0	
Examples	Takes actively part in group activities.	Works with the group.	Proposes proper ideas for relevant questions	Works emotionless within the group	Agrees with the group's solution.	

Remarks:
3 = 0 = mean
4 = + = above the mean
5 = ++ = far above the mean
2 = - = below mean
1 = -- = far below mean

Evaluation sheet – communicative skill

Applicant

Observer:

№:	Good communicative skills in the second language.	Gives clear and concise statements.	Verbal and non-verbal communication match	Profound language skills and proper grammar, syntax, and semantics	Talks directly to other people and looks them into the eyes.	Σ
Remarks						
	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	
	0 0 0 0 0	0 0 0 0 0	0 0 0 0 0	0 0 0 0 0	0 0 0 0 0	
Examples	Can express himself in the second language so that the group can follow him/her	Works towards a group's solution.	Supports his/her expressions with words or gestures	Describes certain terms in order to make them more understandable.	Talks only to the group leader	

Remarks:

- 3 = () = mean
 4 = + = above the mean
 5 = ++ = far above the mean
 2 = - = below mean
 1 = -- = far below mean

Annex 4: Addendum to the evaluation reports on the CSDP modules organised during the academic year 2011-2012

The satisfaction of the sending institutions

Introduction:

As presented in the evaluation reports on the organisations of the common modules on CSDP in Austria⁴³⁾ in the course of the academic year 2011-2012, the assessment should be completed with an analysis of the satisfaction of the institutions which allowed their cadets participating to these modules. This additional part of the evaluation is inspired by the Kirkpatrick's model of evaluation of advanced training⁴⁴⁾, which had been used as a guide for the overall process. In the Kirkpatrick's model, the fourth level of the evaluation corresponds to the assessment of the results, *i.e.* the effects on the business or the environment of the trainee's added value after completing the training. Consequently, the evaluation process shall normally use business or organisational performance indicators.

Due to the particular nature of the modules that are assessed hereby and because the "trainees" go back to an other educational process – more global – after these modules, it is inadequate to use similar indicators to business performances, for example. Based on the idea behind the level four of an evaluation, we have therefore opted to address the impact, in a more general way, of the organisation of these modules on the normal conduct of the educational activities of the sending institutions.

These institutions, indeed, shall be considered as stakeholders in the organisation of these modules, since they entrusted the Austrian organisers with a part of the training of their cadets and, somehow, delegated their powers in allowing their counterparts to award ECTS and diploma supplements which could be recognised as a valid part of their own educational activities. In this regard, they might also be considered as "participants" to these modules. Their satisfaction, as mentioned earlier, was thus assessed through questionnaires

⁴³⁾ "Common Security and Defence Policy Module – External Evaluation Report, Theresan Military Academy, Austria", Sylvain Paile, January 2011, available: <http://www.emilyo.eu/>.

⁴⁴⁾ Donald L. Kirkpatrick & James D. Kirkpatrick, *Evaluating Training Programs: The Four Levels*, San Francisco: Berrett-Koehler, 1998.

distributed at the end of the academic year 2011-2012. It is worth mentioning that this assessment is limited by the fact that – even though relatively few⁴⁵⁾ – some institutions did not respond. Overall, the results obtained on the basis of the limited number of replies had been mostly similar to the satisfaction investigations conducted in 2009-2010 and 2010-2011⁴⁶⁾, which were the first two years these modules were organised. Furthermore, the breakdown corresponds in the same extent to the assessment made by the individual participants, meaning that they can be regarded as excellent and most encouraging, which shows that these CSDP modules have effectively met the criteria of excellence pursued in the European military officers' basic education.

Feedbacks from the sending institutions:

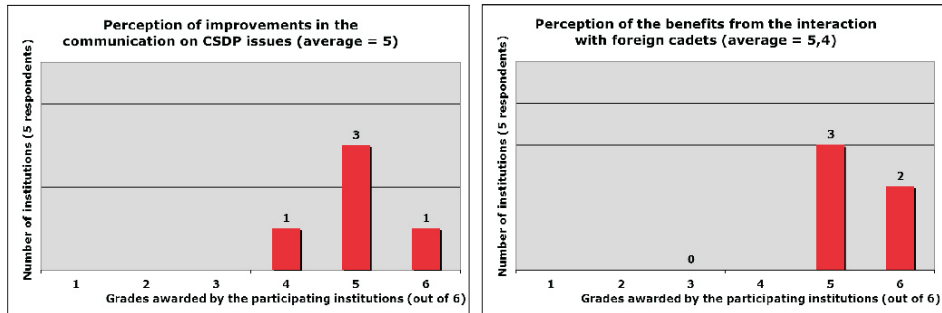
As illustrated by the graph below, the institutions feel that the modules have successfully achieved their primary objective (average 5 out of 6), which consists in giving the tools for communicating on CSDP matters to the European cadets. In their comments, they stressed the fact that the participation to the modules had provided the cadets with an excellent introductory background of knowledge on the CSDP with view to enable them discussing the issues related to this topic. Discussing and debating has not only been seen as a goal of these seminars but also as a reliable tool for learning, which shall be extensively used. Interacting in learning with future officers from other EU Member States, through the syndicates notably, is considered to allow the participants “coming back with new ideas and points of view and a with a good experience of the international work”.

The benefit from the interaction with other European cadets is, according to the institutions and their students, the strongest point of these modules as demonstrated by the average grade awarded (5,4 out of 6) and the following graph. The intercultural dimension and environment are seen as the most valuable asset in order to develop flexibility and open-mindedness of the participants thanks to the exchange of their experience of the military and personal exchanges about their respective cultures. As it has been reported, competition could be witnessed only between the “internationalised” syndi-

⁴⁵⁾ Five institutions, representing five EU Member States took part to this evaluation. Two institutions, representing three Member States, did not.

⁴⁶⁾ “Addendum to the evaluation reports on the ESDP/CSDP modules organised during the academic year 2009-2010”, Sylvain Paile, September 2010, and “Addendum to the evaluation reports on the ESDP/CSDP modules organised during the academic year 2010-2011”, Sylvain Paile, September 2011, available: <http://www.emilyo.eu/>.

cate groups but never between nationalities and the cadets have maintained the relationships between them long after the modules.

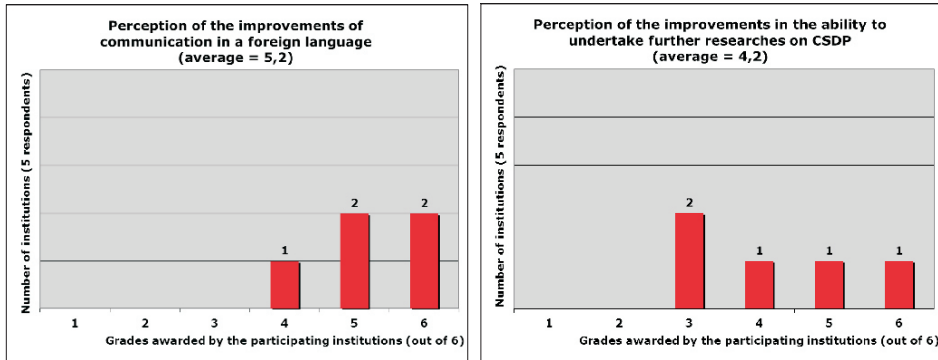


The institutions also expressed their high level of satisfaction regarding the opportunity presented by these modules to make their students improve their communication skills in a foreign language, as illustrated below (average 5,2). According to them, their students could practice on the field the knowledge they were provided with in their national institutions and use and acquire specific terminologies. This helped them gaining self-confidence and to feel more comfortable in situations of interaction with the other participants and actors of the modules. Conversations inside and outside the lecture rooms are, according to the respondents, a priority for the improvement of their fluency in foreign languages.

In a general way, the institutions considered that the modules had provided the cadets with the basic skills for undertaking further researches on CSDP-related subjects if they so wish, as shown by the graph below (average 4,2). They stressed that, beyond the background of information received, the cadets have been enabled making contacts and identifying sources for further studies in the field. It has been also suggested, in order to maintain the interest in the CSDP topics raised through the module, that “follow-up” actions be undertaken at the national level, such as actively proposing bachelor or master thesis topics, and/or at the European level, such as developing the “CSDP Olympiads”⁴⁷⁾ and widening the participation of the participants to such events.

⁴⁷⁾ The “CSDP Olympiads”, which will be organised for the first time in October 2013, is a common module established in the framework of the European initiative for the exchange of young officers, inspired by Erasmus. It is a two-day competition, individually and in international teams on the basis of papers they prepare and write on CSDP-related issues, between European cadets selected by their Member States and training institutions.

Some of them also stated that these courses have not only raised curiosity and interests, but that these interests had soon after been translated into actual bachelor thesis, for example⁴⁸⁾.



The question was posed to the sending institutions whether their cadets had the possibility to share their experience and knowledge acquired through these modules with their colleagues at the national basic education institutes. If most trainees have done so informally through social interaction or during unspecified learning times, some other institutions have additionally set a dedicated process for highlighting this feedback through reporting – to the class and the hierarchy – or publishing articles in their institutions’ media about their perception of the modules.

Regarding the recognition by the institutional stakeholders of these experiences, two questions were included in the questionnaire. The results are presented in the next two graphs.

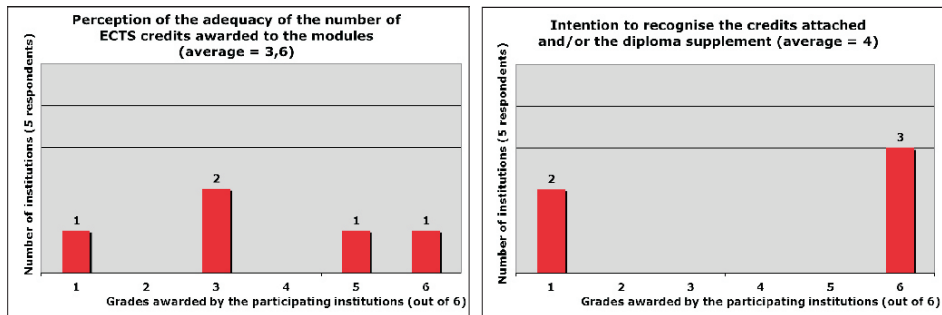
The institutions expressed their mixed feelings with the adequacy of the number of credits given (1,5 ECTS in both modules), in the grades they awarded (average 3,6 out of 6). Some of them considered, in their comments, that this amount was adequate taking into consideration the workload for the participants. However, two respondents, promoted an increase to 2 ECTS of the “value” of the module. One, indeed, stressed the fact that it was not able to recognise half-ECTS points. The Implementation Group of the

⁴⁸⁾ Some of the institutions reported in the questionnaires about the increase of studies undertaken by their students on CSDP-related subjects. From the academic year 2010-2011 to the year 2011-2012, the number of studies increased by 50% in average for these responding institutions. Besides, no comparison could be made of the evolutions between 2008-2009 and 2010-2011 since the respondents were different in the two “level four” surveys (2009-2010 and 2010-2011).

Initiative, on the basis of the former CSDP modules' global assessments, has already agreed, in December 2011, that future common CSDP modules will be given 2 credits. The Austrian Military Academy, which organises the module on a yearly basis, has already implemented this solution in its educational offer as regards the academic year 2012-2013.

Regarding the intentions to effectively recognise the credits given or to mention the completion of these specific courses in the diploma supplements, as illustrated by the second graph below, the average grade obtained amounted 4 although only 4,7 in 2010-2011, thus proving that recognition remains an issue and a challenge for the development of the European exchanges in general. 3 out of 5 respondents declared that this experience will be fully recognised through the ECTS and the diploma supplement awarded to the students at the end of their curricula in their institutions. One of these respondents conditions the recognition to the demand by the students themselves. However, 2 other respondents reported that the ECTS awarded by the Austrian Military Academy for the completion of the module would not be recognised and that this experience would not be mentioned the participants' diploma supplement.

The recognition, broadly understood, thus remains an objective to pursue and accompany at the European level, possibly in reaching common standards, in order to achieve the objectives of mobility set by the Initiative for the exchange of young officers.

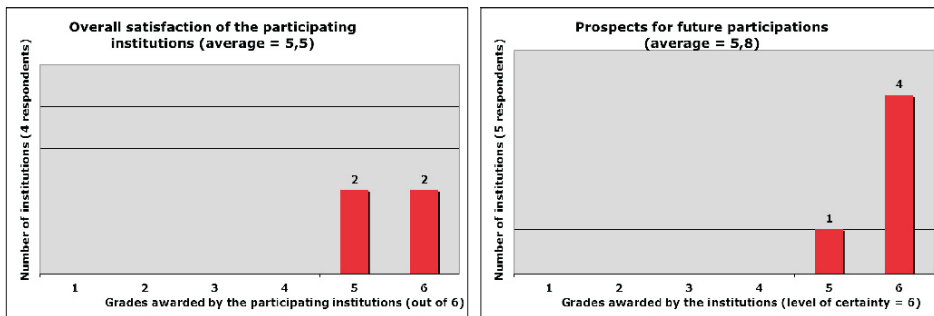


The overall level of satisfaction of the sending institutions may be considered as excellent, with an average grade of 5,5, as illustrated below⁴⁹⁾. The comments that were added confirm this trend and salute the initiative and

⁴⁹⁾ The organising institution did not take part to his specific assessment.

successful organisation by the Austrian Military Academy for the – study and social – programme, the administrative aspects, the hosting but also, together with the ESDC Secretariat, for the monitoring of the internet-distance learning phase. The lessons learnt from this 2011-2012 experience will nonetheless be fully taken into account for the preparation and organisation of the next modules planned by the Austrian Military Academy in particular – as it is the only European training institution having declared its intention to organise the module on a yearly basis – or by the other European basic education institutions which would intend to do so.

When asked whether they would participate again in similar modules in sending cadets in the future, the answer of the stakeholders is clearly and enthusiastically “yes”. The average grade obtained was 5,8 out of 6 thus confirming the enrooting of the modules in the use and culture of the European officers’ basic education. Nevertheless, all the comments showed that this “yes” of intention is pending on financial capacities as to transform it into practical sending of future participants. Money, especially in times of general budgetary constraints for the European military education and training institutes, remains the main challenge for the actual development of the European mobility of the future military elites. Original solutions must thus be sought, one of which being the organisation of the module jointly between institutions of three or more – neighbouring as to reduce transport costs, *e.g.* – Member States under the Erasmus “intensive programmes”⁵⁰⁾.



⁵⁰⁾ The Erasmus intensive programmes must be organised on a minimum two-week period. To this end, it may be thought about combining the CSDP module with another common module set in the framework of the Initiative, for example. For information on the intensive programmes, see: http://ec.europa.eu/education/erasmus/doc900_en.htm

Conclusion:

This last stage of the evaluation of the CSDP modules conducted during the academic year 2011-2012 has confirmed the conclusions drawn from the assessment of the participants' satisfaction, which reached a high level, objectively. However, it is also an added value in the evaluation processes because it gives the opportunity to the institutions, which trusted one of their counterpart with the training of their future military elites, to present and – indirectly – debate about their views on pedagogy and education in general. The results of this survey are most encouraging for the future organisations of similar experiences, not only for CSDP modules but also for other common modules that are called for. It appears, indeed, that the CSDP modules have succeeded in becoming a “tradition” of the European military education, or at least are now commonly accepted and expected. Nevertheless, such investigations reveal also that issues like the recognition of the value of such common pedagogic experiences in the national curricula and the financial capacities for developing the mobility remain, years after years, challenges to be dealt with.

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