

Armaments Co-operation Education and Training

An EDA Supporting Note to the Cz Presidency Conference 15-16 June 2009

1. Background

1.1. Top-level Support

The topic of education as an “enabler” for cooperative programmes was first introduced in the EDA’s work on cooperative lessons learned (CLL) and best practice. The topic received wide-spread support from the EDA participating Member States and the March 2007 EDA Steering Board, in National Armaments Directors configuration, “...*directed the Agency to focus in particular on education in European armaments acquisitions...*” In April 2009 the EDA Steering Board approved the European Armaments Co-operation Strategy which recognises that we need to be “... *clear on how we work together, learning from each other and tackling co-operation from a European perspective will be essential. In the long-term we wish to see a common understanding and approach emerge, supported where required through training and education.*”

In addition, the Human Resource Directors of Great Britain, France, Germany and Italy have identified, alongside other initiatives to develop and reinforce cooperation in the domain of training and exchange of personnel, that “*intercultural competence and mutual understanding is one of the basic requirements for European armaments and defence personnel.*”

The Czech Republic has included “European Education and Training in Armaments Co-operation” in its EU Presidency Agenda and will hold the conference on this subject in Prague 15-16 June, whereby serving as a catalyst for change of the European attitude towards armaments co-operation. This note is in support of this conference.

1.2. EUISS Study

A study was placed with the EU Institute for Security Studies (EU ISS) in 2007 with the overall aim to provide the platform for an informed debate on how to enhance the mutual understanding of those stakeholders engaged in cooperative programmes. The EU ISS mapped the existing education and training organisations; consulted stakeholders through questionnaires, workshops and seminars; and identified options for enhancing the provision of multi-disciplinary training and education.

The main recommendations were:

Member-States should:

- Try to ensure that existing education and training courses on defence and security include courses on European armaments cooperation and cooperative programmes.

The EDA should:

- Develop a virtual learning centre with its past and future studies and other core texts on European cooperation. The website should also be used as a preparation course for national programme managers training;
- Create a database of national training providers and courses on its website;
- Organise an annual conference on best practice for cooperative programmes.

The European Security and Defence College (ESDC) should:

- Include sessions on armaments cooperation and cooperative programmes within the High level Course, and for programme managers within the Orientation Course.
- Create a specific armaments education network of national defence colleges.
- Investigate the possibility of organising a specialist course on European armaments cooperation, including best practice for managing cooperative

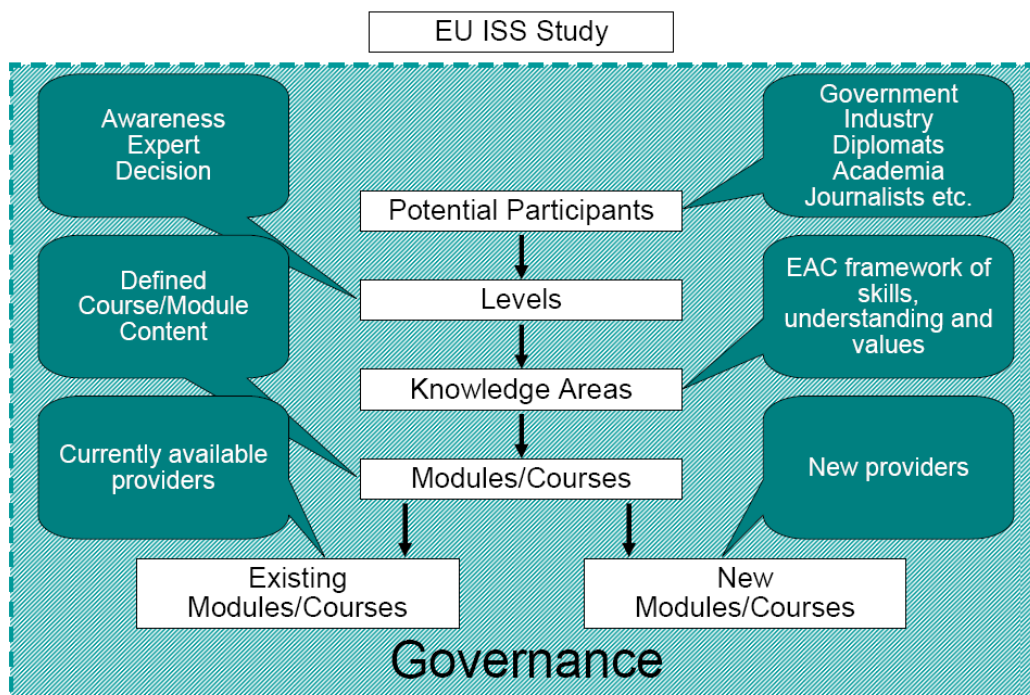
programmes.

All initiatives, as much as possible, should be open to non-EU countries involved in cooperative programmes.

The recommendations relating to the ESDC have been included by the ESDC in its proposals for future development, with the idea of acceptance in part or whole by its Steering Committee at the appropriate juncture. Meanwhile, the EDA has taken the EUISS recommendations forward through two workshops with the aim to determine what constitutes the fundamental elements of armaments co-operation education and training, how to integrate the existing providers and how this could be supervised and coordinated at a European Level.

2. The EDA Workshops

Overall Approach



The approach, as depicted in the above figure, has been to categorise **potential participants** from government, industry, diplomats, academia, journalists etc. into three **levels** of awareness, expert and decision. Then from these levels to define **knowledge areas** against which required courses or modules can be defined, and

existing modules/courses identified or **new modules/courses** developed. Finally to define a **governance** structure to supervised and coordinated the initiative at a European Level.

Above all, the outcome aims to meet the needs of stakeholders both using and providing the education and training.

2.1. The First EDA Workshop

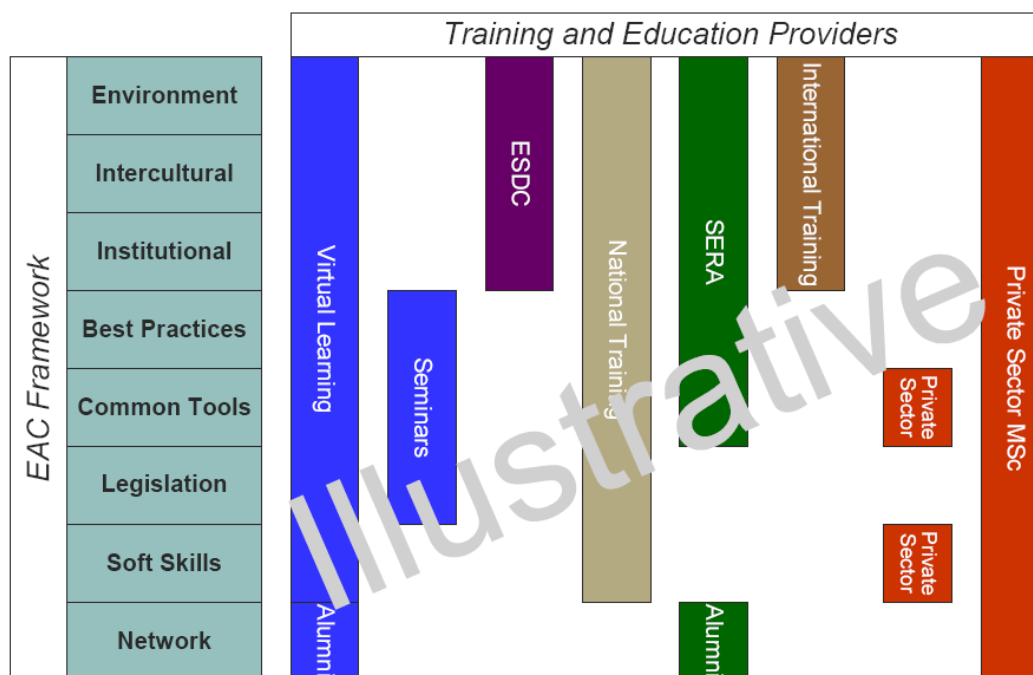
The 1st workshop on 03 March 2009 defined the main attributes of the European Armaments Co-operation (EAC) framework of skills, understanding and values in order to provide a more detailed definition of the knowledge areas for which education and training is needed. Eight knowledge areas were identified:

- Political & Economical Environment
- Intercultural Awareness
- Institutional
- Co-operative Best Practices
- Common Tools
- International legislation
- Core Soft Skills
- International Network

Further details are provided at the Annex, and this provided the basis for the 2nd workshop.

2.2. The Second EDA Workshop

The 2nd workshop on 26 May 2009 put the EAC Framework side-by-side with the education and training providers identified by the EUISS Study, as illustrated in the graphic below.



Initial analysis identified clear possibilities to utilise or develop existing courses to fulfil the training and education needs. There are also gaps that should be filled. It was decided to initially concentrate on the “Expert” Level, recognised as Lt Col to 1 star or their equivalence. The Session Européenne des Responsables d’Armement (SERA) was identified as already covering a number of the required modules/courses for this level of participant, and it was recommended that SERA should be recognised by the EDA Steering Board and brought under the umbrella of the EDA.

In addition, other training and education providers that are open to international students should be invited to provide details of their courses relevant to the EAC Framework. These courses would then be made visible to maximise the opportunities for those interested to attend, and the syllabi used to identify best practice to be reflected back into the EAC Framework. Such a database of courses would fulfil one of the EUISS Study recommendations.

To ensure the efficiency of the training and education provided, the workshop emphasised the need to provide pre-course information to attendees, ideally through a web-based virtual learning package. This is consistent with the implementation roadmap of the European Armaments Cooperation Strategy, approved by the EDA

Steering Board in April 2009.

Intercultural awareness was considered to be one of the knowledge areas with the highest impact on co-operation, and would be used as a test case to bring together the users and suppliers of training and education to define a common module/course. If successful, other knowledge areas would be tackled in a similar way.

Finally the EAC Framework would continue to be developed and refined by defining the objectives and the entry requirements for each module/course, thus forming an important reference for co-operation training and education needs, with utility beyond just armaments, for example co-operation in research and technology or the security sector. Recognition of the training and education provided would also need to be addressed.

2.3. Governance

The 2nd workshop also touched on the overall concept of education in armaments co-operation, including how to pragmatically integrate and join-up existing arrangements for education and training and co-ordinate this at a European level. This would ensure that the courses/modules offered are at an appropriate quality level and collectively they form a coherent and complete set of education and training necessary to fulfil the needs of various stakeholders. Possible options under consideration include using the existing European Security and Defence College structure, and establishing an EDA Ad Hoc Project on “Armaments Co-operation Education and Training” but as yet discussions are too immature for any firm recommendations to be reached.

3. Presidency Support

The Czech Republic support of this initiative in its EU Presidency Agenda has provided real impetus and it is expected that support from future EU Presidencies would do likewise.

4. Way forward

Following the Cz Presidency Conference on 15-16 June 2009, to present a set of recommendations to the EDA Steering Board this autumn on how to make European education and training in armaments co-operation a working reality. Subject to the normal staffing procedures with the EDA's participating Member States, the following could be made:

- To focus initially on training and education at the 'Expert' level.
- The EDA Steering Board to recognise SERA, bring it under the umbrella of the EDA and to start co-operation with the 2010 session.
- To establish a database of training and education currently available for international students.
- To develop a common intercultural awareness module/course as a test case for developing other knowledge areas in the EAC Framework.
- To introduce a virtual learning package by 2011.
- To approve the top-level EAC framework as the reference for co-operative training and educational needs, and to develop this further to define the objectives and entry criteria for each module/course.
- To establish recognition of the training and education provided.
- To define the governance arrangements to join-up the existing arrangements for education and training and to co-ordinate this at a European level.

Annex

European armaments co-operation - a framework of skills, understanding and values

Knowledge Areas	Awareness Level (understanding the basics of armaments co-operation)	Expert Level (EAC Manager - preparing and delivering armaments co-operation)	Decision Level (deciding to partake in a armaments co-operation)
<u>Political & Economical Environment</u> European Security and Defence Policy (ESDP) European Defence Agency (EDA) NATO European Commission Letter of Intent Organisation Conjointe de Coopération en matière d'Armement (OCCAR) Etc.	General appreciation	Appreciation of the political & economical environment and its impact on armaments co-operation	Appreciation of the political & economical environment and its impact on armaments co-operation
<u>Intercultural Awareness</u> National defence acquisition processes, procedures and structures National traits - how nations see themselves, the basis for decisions and behaviours, sources of misunderstanding and how they may be overcome	Appreciation that these types of issues are important to understand	General understanding, plus a detailed understanding of the nations participating in the co-operative programme	General overall understanding
<u>Institutional</u> National <ul style="list-style-type: none"> • Interrelationships between government departments • National economies and policies • National planning cycles OCCAR <ul style="list-style-type: none"> • OCCAR Convention • Management Procedures Council European Parliament European Union Military Committee and European Union Military Staff Commission <ul style="list-style-type: none"> • Defence procurement and public procurement rules • Structure, functioning and working • Dual use (Framework 7) • Small Business Act NATO <ul style="list-style-type: none"> • Conference of National Armaments Directors (CNAD) • NATO Production and Logistic Organisations (NPLOs) EDA <ul style="list-style-type: none"> • Joint Action • Principles, Strategies, 	Appreciation that these types of issues are important to understand and an awareness of where they can find out further information	An understanding of role of all relevant institutions and their impact on the acquisition of co-operative programmes. An awareness of where they can find out further information.	General understanding of role of each institution and their impact on acquisition of co-operative programmes.

For Discussion

Processes and Initiatives (including): <ul style="list-style-type: none"> - Armaments Co-operation Strategy - Preparation of a Co-operative programme - Capability Development Plan (CDP) - European Defence Technological and Industrial Base (EDTIB) Strategy and European Defence and Equipment Market - European Defence Research and Technology Strategy - General rules and procedures for EDA Ad hoc Projects/Programmes - Defence Test and Evaluation Base (DTEB) Documents - Etc. 			
<u>Co-operative Best Practices</u> Lessons learned from the past Best practices <ul style="list-style-type: none"> • Requirements • Budgets • Project management • Industrial co-operation • Legal aspects Reasons to co-operate	Appreciation of the general principles	Thorough understanding of the principles and how to apply them in co-operative programmes	Understanding of the general principles
<u>Common tools</u> Through-life management Risk management Standardization & Certification Quality Management Legal Framework	Basic skills	Thorough understanding of the principles and how to apply them in co-operative programmes	Understanding of the general principles
<u>International legislation</u> Commission Defence Package Commission Directive on the transfers of defence-related products Health, Safety and Environment Export Customs Intellectual Property Rights US Foreign Military Sales End-user regulations	Not required	Awareness of international legislation and where to seek advice	Awareness of international legislation and where to seek advice
<u>Core Soft skills</u> Team theory Negotiation skills Leadership Language and Communication skills Building effective relationships	Basis skills	Full understanding	Full understanding
<u>International Network</u>	Not required	Access to an international network of EACM Experts	Access to an international network of EACM Decision Makers