Curriculum

To be reviewed by Feb. 2024	Activity number 25	**Course on European Armament Cooperation** **(Awareness and Expert Level)**	ECTS **3**

CORRELATION WITH CTG / MTG TRAs	EQUIVALENCES
Civilian training area n 2: Leadership & Management Military Training Discipline n 8: Leadership and Management	**SQF-MILOF: Level 2** **Focus: Pol Civ-Mil**

Target audience	Aim
The course aims at personnel working in national and inter-national armament cooperation related posts who need to gain knowledge and experience in co-operative acquisition and project management and supports experts for future leadership positions in the wider defence area. Open to: ▪ EU member States ▪ EU Institutions and Agencies ▪ Member States having a security agreement with the EU	The aim of the European Armament Cooperation (EAC) Course is to enhance mutual understanding in armament cooperation by critical analysis of the armaments sector; identifying the frameworks, stakeholders, tools and processes, understanding the challenges at stake and benefits at EU level. The Course will deliver commonly educated EAC managers who can undertake international armament cooperation projects with skill and efficiently in the context of a developing CSDP.

Learning Outcomes	
Knowledge	LO1. Identify the main stakeholders and explain the role they play in armament co-operation LO2. Acknowledge the political and economic environment of armament co-operation LO3. Describe the existing frameworks of armament co-operation LO4. List the principles of strategic management and common tools LO5. Identify and consider best practices and lessons learned in armament co-operation LO6. Use harmonised vocabulary
Skills	LO7. Dramatize the concept of armament co-operation LO8. Employ the core soft skills in armament co-operation LO9. Apply cultural awareness in armament co-operation
Responsibility and Autonomy	LO10. Describe European and international legislation, agreement and treaties LO11. Asses main structures, processes and roles of the European Institutions and other relevant actors LO12. Analyse the main trends in capability development, research and technology, industrial development and armament co-operation

The course is evaluated according to the Kirkpatrick model: it makes use of *level 1 evaluation* (*based on participants' satisfaction with the course*) and *level 3 evaluation* (*assessment of participants' long-term change in behaviour after the end of the course*). *Evaluation feed-back* is given in the level 1 evaluation on the residential modules.

In order to complete the course, participants have to accomplish all learning objectives, which are evaluated based on their active contribution to the residential modules, including their syndicate sessions and practical activities as well as on their completion of the eLearning phases: course participants must finalise the autonomous knowledge units (AKUs) and pass the tests (*mandatory*), scoring at least 80% in the incorporated out-test/quiz. **However, no formal verification of the learning outcomes is foreseen; proposed ECTS is based on participants' workload only**.

The Executive Academic Board takes these factors into account when considering the award of *Certificates* to participants. Module leaders provide an evaluation report for each residential module. The Course Director is responsible for overall coordination, with the support of the ESDC Secretariat, and drafts the *final evaluation report, which* is presented to the Executive Academic Board.

Course structure

The residential phase is conducted in two consecutive levels [Awareness (AWL) and Expert Level (EXP)] and gives an overview of the political / economic environment, co-operative framework, lessons identified, European and International Legislation, Programme Management and Leadership Core Soft Skills.

Main Topic	Suggested Working Hours (required for individual learning)	Suggested Contents
1. Political and economic environment	9 (4)	1.1. Challenges of the CSDP and main trends in European capability development, needs and shortfalls up to 2025 and beyond 1.2. Role and responsibilities of main stakeholders 1.3. Multilateral initiatives, including PESCO and EDF 1.4. Current trends in national defence spending 1.5. Key EU strategies, policies, concepts and regulations impacting security and defence 1.6. European Defence Technological and Industrial Base (EDTIB) and specificities of the European Defence Equipment Market (EDEM)
2. Institutions and Stakeholders	12	2.1 The main players in the regional defence co-operation in Europe - interplay between regional platforms and the mainstream European efforts in capability development 2.2 Strategies, policies, common tools, legal framework and major programmes and projects the EDA manages on behalf of the Member States 2.3 Strategic partnerships with other institutions, organizations and countries 2.4 Institutions and stakeholders: European Defence Agency, NATO, AeroSpace and Defence Industry Association in Europe 2.5 Existing Defence procurement tools: Defence and Security Procurement Directive 2.6 European defence procurement directives and their influence on the stakeholders
3. Intercultural Awareness	4 (1)	3.1 Developing awareness, appreciation, and ability to collaborate with each other 3.2 Exploring informal mechanisms for collaborative efforts, negotiation and consensus-building capabilities 3.3 Negotiation and consensus building to develop skills in interpersonal and group dynamics at both the dyadic level and the group team level
4. Co-operative Framework, best Practices and Lessons Identified	18 (2)	4.1 Objectives of armament co-operation and its effects 4.2 Case studies used to identify lessons from defence co-operation

		4.3 Reasons to co-operate or not co-operate: pros and cons of collaborative approach and the principles and concepts that underlie successful and unsuccessful defence co-operation
		4.4 Best practices in setting requirements, planning budgets, conducting project management and dealing with legal aspects
		4.5 The role of defence research and development in co-operative programmes and the main trends
		4.6 The major phases of the programme preparation (e.g. Common Staff Targets, Common Staff Requirements, Business Case, MoU
5. European and International Legislation, Agreements and Treaties	5	5.1 The main legal aspects associated with the preparation of the co-operative programmes
		5.2 Overview of the most common legal instruments
		5.3 Case studies used to analyse various legal aspects of co-operative programmes
6. Strategic Management and Common Tools	15	6.1 Language and communication skills
		6.2 The process for establishment co-operative programmes and the role of OCCAR and NSPA
		6.3 Cooperation between EDA and OCCAR in terms of Programme generation
		6.4 Case studies involving programme management problem solving and decision making in the acquisition environment
7. Programme Management and Leadership Core Soft Skills	12	7.1 Language and communication skills
		7.2 The process for establishment co-operative programmes and the role of OCCAR and NSPA
		7.3 Cooperation between EDA and OCCAR in terms of Programme generation
		7.4 Case studies involving programme management problem solving and decision making in the acquisition environment
TOTAL	**75 (7)**	

Materials	Methodology
Required: Essential eLearning: AKU 2 EU Global Strategy AKU 7 Treaty of Lisbon AKU 15 Armaments Co-operation AKU 21 Intercultural Awareness European Armament Cooperation Glossary **Recommended:** HANDBOOK ON CSDP Syndicate materials, scenarios and other documents provided by Course director Recommended study on voluntary basis: Learning materials (reading, video and audio) and other online training courses (computer-assisted simulations, role play, case studies and virtual interactions), as decided by the Course director / training provider.	The course is based on the following methodology: lectures, panels, workshops etc. **Additional information** All course participants have to prepare for the residential module by going through the relevant eLearning preparatory phase, which is mandatory. The number of AKU's included in the e-learning module is decided by the Course director, but should not be fewer than two. In order to facilitate discussion between course participants and trainers/experts/guest speakers, the Chatham House Rule is enforced during the residential module: "participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed".