

## Curriculum

To be reviewed by <b>Feb. 2026</b>	Activity number <b>25a</b>	<b>Course on European Armament Cooperation (Awareness Level)</b>	<b>ECTS 2</b>
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CORRELATION WITH CTG / MTG TRAs	EQUIVALENCES
Civilian training area n 2: Leadership & Management Military Training Discipline n 8: Leadership and Management	<b>SQF-MILOF: Level 2 Focus: Pol Civ-Mil</b>

<p><u>Target audience</u></p> <p>The course aims at personnel working in national and inter-national armament cooperation related posts who need to gain solid knowledge in cooperative acquisition and project management and supports experts for future leadership positions in the wider defence area.</p> <p><u>Open to:</u></p> <ul style="list-style-type: none"> <li>EU member States</li> <li>EU Institutions and Agencies</li> <li>Member States having a security agreement with the EU</li> </ul>	<p><u>Aim</u></p> <p>The aim of the European Armament Cooperation (EAC) Course AWL is to enhance mutual understanding in armament cooperation by analysis of the armaments sector; identifying the frameworks, stakeholders, tools and processes, understanding the challenges at stake and benefits at EU level.</p> <p>The Course will deliver commonly educated EAC staff and managers who can contribute to international armament cooperation projects with skill and efficiently in the context of a developing CSDP.</p>
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Learning Outcomes	
Knowledge	L01. Identify the main stakeholders and explain the role they play in armament co-operation L02. Describe the political and economic environment of armament co-operation L03. Describe the existing frameworks of armament co-operation L04. List the principles of strategic management and common tools L05. Determine and consider best practices and lessons learned in armament co-operation L06. Use harmonised vocabulary
Skills	L07. Define the concept of armament co-operation L08. Employ the core soft skills in armament co-operation L09. Apply cultural awareness in armament co-operation
Responsibility and Autonomy	L010. Describe European and international legislation, agreement and treaties L011. Describe main structures, processes and roles of the European Institutions and other relevant actors L012. Explain the main trends in capability development, research and technology, industrial development and armament co-operation

Evaluation and verification of learning outcomes

The course is evaluated according to the Kirkpatrick model, particularly 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 feedback is given in the level 1 evaluation of the residential modules.

In order to complete the course, participants have to accomplish all the learning objectives, and are evaluated on the basis of their active contribution to the residential modules, including their teamwork sessions and practical activities, and on their completion of the eLearning phases. Course participants must complete the autonomous knowledge units (AKUs) and pass the tests (mandatory), scoring at least 80% in the incorporated test/quiz. However, no formal verification of the learning outcomes is provided for; the proposed ECTS is based solely on participants' coursework.

The Executive Academic Board takes these factors into account when considering whether to award 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 of [Awareness levels (AWL)] gives an basic 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	4 (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. Multinational programmes including CARD, PESCO, EDF and recent EC initiatives (e.g. EDIRPA, ADAP, EDIS, HEDI ) 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	6(6)	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, DG DEFIS, NATO, OCCAR, EEAS, EUMS, EUMC, AeroSpace and Defence Industry Association in Europe 2.5 Existing Defence procurement tools: Defence and Security Procurement Directive and their influence on the stakeholders
3. Intercultural Awareness	2 (2)	3.1 Communication skills 3.2 Developing awareness, appreciation, and ability to collaborate with each other 3.3 Exploring informal mechanisms for collaborative efforts, negotiation and consensus-building capabilities 3.4 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	3 (2)	4.1 Objectives of armament co-operation and its effects

Practices and Lessons Identified		4.2 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 4.3 Best practices in setting requirements, planning budgets, conducting project management and dealing with legal aspects 4.4 The role of defence research and development in co-operative programmes and the main trends 4.5 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	2 (2)	5.1 The main legal aspects associated with the preparation of the co-operative programmes 5.2 Overview of the most common legal instruments
6. Strategic Management and Common Tools	3	6.1 Cooperation between EDA, DG DEFIS and OCCAR in terms of Programme generation
7. Programme Management and Leadership Core Soft Skills	4	7.1 The process for establishment co-operative programmes and the role of OCCAR and NSPA 7.2 Practical examples involving programme management problem solving and decision making in the acquisition environment
<b>TOTAL</b>	<b>24 (16)</b>	

<p style="text-align: center;"><u>Materials</u></p> <p><b>Required:</b></p> <p>Essential eLearning: AKU 2 EU Global Strategy AKU 7 Treaty of Lisbon AKU 15 Armaments Co-operation AKU 21 Intercultural Awareness</p> <p>European Armament Cooperation Glossary</p> <p><b>Recommended:</b></p> <p>HANDBOOK ON CSDP</p> <p>Syndicate materials, scenarios and other documents provided by Course director Recommended study on voluntary basis:</p> <p>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.</p>	<p style="text-align: center;"><u>Methodology</u></p> <p>The course is based on the following methodology: lectures, panels, workshops etc.</p> <p style="text-align: center;"><u>Additional information</u></p> <p>The Chatham House Rule is applied during all residential modules of the course, i.e., "participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s) or any other participant(s), should be revealed".</p> <p>Course participants must be available for the whole course, which includes the eLearning phases and residential modules, and must be willing to contribute with their specific expertise and experience throughout the course.</p> <p>The nominations of participants are submitted via the ESDC channels by the designated national ENLIST nominators. The Member States will be encouraged to nominate 2-3 candidates from different domains, but only one seat per Member State will be allocated. The ESDC network may also forward proposals from academia and industry to the Secretariat. Based on the applications, the Head of the ESDC will decide on the final list of participants and will forward this list to the co-organisers.</p>
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