

# Partnership for Peace Consortium of Defense Academies and Security Studies Institutes

## ANNUAL REPORT 2012



**Study Group Information**





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## **PfP Consortium of Defense Academies and Security Studies Institutes**

### **Annual Report 2012**

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## Foreword



Dear Colleagues,

The Partnership for Peace Consortium (PfPC) of Defense Academies and Security Studies Institutes is proud to present its annual report for 2012.

This report provides a comprehensive overview of our activities throughout the year and serves as a handy compendium for the PfPC community and the interested public.

In this report, each of our study- and working groups and the editorial board of Connections, our quarterly journal, share information on their mission, goals, and accomplishments as well as their plans and priorities for the future.

As the Executive Director of the PfPC I want to extend my sincere appreciation to all of you, the many experts and supporters who contributed to the success of our consortium. Without our volunteers and their enthusiasm and energy, the accomplishments highlighted in the following pages would not have been possible.

A handwritten signature in blue ink that reads "Raphael Perl". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. Raphael Perl  
Executive Director



## Foreword



Dear Colleagues,

Since 1999, the Republic of Austria has contributed extensively to the PfP Consortium of Defence Academies and Security Studies Institutes, mainly through the Study Group on “Regional Stability in South East Europe” (RSSEE) but also through organising workshops and conferences. Austria regularly adds to the academic efforts of the Consortium community through policy recommendations and printed publications.

In September 2012, the National Defence Academy was honoured to host the Joint Meeting of the PfP C Senior Advisory Council and the Consortium Steering Committee in Vienna. There, the Austria and Canada promoted the re-establishment of a Study Group on “Regional Stability in the South Caucasus” (RSSC). Based on the model successfully employed with the RSSEE Study Group, the one on the South Caucasus has already started operating on a broad scientific basis, including neighbouring countries to the region.

It is in this framework that the Austrian National Defence Academy is pleased to support the editing and printing of the second Annual Report of the PfP Consortium. Austria is very much looking forward to a further collaboration with our partners in the PfP Consortium in the future. The role of the PfP Consortium as a unique vehicle of international scientific cooperation is evident.

A handwritten signature in black ink, appearing to read 'Erich Csitkovits', written in a cursive style.

Erich Csitkovits, LTG  
Commandant  
Austrian National Defence Academy





# **The Partnership for Peace Consortium of Defence Academies and Security Studies Institutes in 2012**

*Raphael Perl*

The PfPC, a multinational voluntary association of institutes of higher learning in defense and security affairs, is a nexus of over 800 defense academies and security studies institutes in 59 countries. The non-rotating governing board of the PfPC includes Austria, Canada, Germany, Switzerland, the United States, and the NATO international staff. By promoting the sharing of knowledge and best practices among both NATO and non-NATO nations in security education, conflict prevention and conflict resolution, the PfPC is in the forefront of electronic and mobile learning products targeted for educational use in defense academies and security studies institutes.

In 2012, PfPC operations staff coordinated and logistically provided support to a total of 69 defense education/defense institution building and policy-relevant events: 19 multinational workshops/conferences and 50 security related curriculum development/training events. Over 650 participants from 30 nations participated, an increase of 8% in events and an increase of 45% in participants over the previous year.

In a world where power is in many instances decentralizing from state to non-state actors, networks, especially volunteer based social, educational and business networks, assume increasing relevance. In this regard the PfPC has much to offer.

In a world increasingly globally linked, interdependent, and technologically savvy –responsive education follows this model. The PfPC is at the forefront of developing and delivering e-learning and m-learning products whose use goes well beyond just security and defense education institutes.

In a world facing rapid change and potential unrest, militarily neutral or non-aligned nations such as Austria and Switzerland have much to share in terms of applying “soft power” to conflict prevention and conflict resolution. In this regard, the PfPC, whose governing board includes both Austria and Switzerland as well as NATO member states, serves as an effective bridge for sharing best practices among nations with a record of often successful, but diverse approaches to conflict prevention and conflict resolution.

In a world where advanced education and critical thought is increasingly under siege from radical and intolerant elements, strengthening democracies through knowledge—the imprimatur of the PfPC—is indeed a worthwhile endeavor. It is within this context that the following summary of PfPC 2012 activities is presented.

Selected Highlights of PfPC 2012 Activities include:

- Developing multinational innovative e-learning/m-learning products via the Advanced Distributive Learning Working Group and incorporating them into: (1) the products and curricula of our ADL/ED and SSR working groups; (2) the activities of NATO and DEEP (Defense Education Enhancement Program) programs and (3) the curricula of other security and defense education institutes
- Publishing and distributing workshop-based policy recommendations oriented towards more than 800 decision makers in Europe, the United States, international organizations and local governmental and non-governmental institutions. In addition, workshop proceedings are published with a print run of 1000 copies for global distribution in the PfPC Study Group Information Series supported by the Austrian National Defence Academy
- Finalizing for publication in 2013, a forthcoming book: The Dangerous Landscape: International Perspectives on Twenty-First Century Terrorism. The book is produced by members of

the Counter Terrorism Working Group and designed for curriculum use in professional military education institutions

- Designing model lesson plans for teaching gender issues to the military targeting respectively the tactical, operational, and strategic levels (SSR WG)
- Producing a list of *recommendations on best practices on teaching gender to the military* and producing a *checklist for gender related curriculum review*
- Reaching a completion benchmark of 90 online training courses with 750 hours of content material for partner access in lieu of – and supplementing – resident course attendance (ADL WG).
- Continuing DEEP defense institution building activity including curriculum and faculty development in five Partner nations and addressing numerous requests for information regarding potential DEEPs in three additional nations
- Publishing in Russian PfPC informational/outreach material and our quarterly journal “*Connections*”
- Increasing the size of “*Connections*” editorial board from twelve to fifteen members with an eye to generating new membership thereby assuring continuous production of a fine academic journal of high quality and policy relevance
- Coordinating the Annual Conference, hosted by the Georgian MoD in Tbilisi, 19-21 June 2012. 97 defense education oriented participants from 24 countries addressed issues and options on the topic of *Promoting Security and Stability in the South Caucasus and Central Asia*
- Increasing the size of the PfPC Marshall Center-based operations staff from four to six full-time staff through the addition of one new program manager (Active Duty U.S. military) and a con-

tracted operations specialist (United States-funded Russian Federation national) in response to increased demand for PfPC activities and products in the year 2012

In addition, the following working/study groups were added to the PfPC portfolio: (1) *Emerging Security Challenges Working Group*, (2) *Regional South Caucasus Study Group*, and (3) *Conflict Studies Working Group* (formerly the Military History Working Group).

The Consortium's policy-focused Senior Advisory Council (SAC) and its' operations-focused Consortium Steering Committee (CSC) held their annual meetings as scheduled in 2012.<sup>1</sup>

More specifically and notably, the activities, outcomes, priorities, and future vision of the active working/study groups and those of the PfPC Editorial Board are provided in the 2012 Annual Report text that follows.

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<sup>1</sup> A notable SAC decision was the de-activation of the Regional Stability in the Greater Black Sea Area Working Group. Also during the year, Poland and Ukraine ended their terms as rotating SAC members, Canada was added as a permanent SAC member and Georgia became a new rotating SAC member.

**Lead Article**  
for the  
**15<sup>th</sup> PfPC Annual Conference**  
and the  
**10<sup>th</sup> International Security Forum**



# Shaping a World in Transition: The Role of “Education”

David C. Emelifeonwu<sup>1</sup>

The idea of a looming clash between a rising China and a declining United States (US) has made its way into policy and academic circles in recent years. Though as a global phenomenon they occur infrequently, the study of power shifts has held a certain fascination and interest for policy analysts and International Relations (IR) scholars alike.<sup>2</sup> The interest in transitions, especially the variant known as power transition, is easy to understand. Simply put, a power transition portends change and with few exceptions the historical track-record of global power transitions has not been positive. For the most part, violence has characterised global power transitions. Against this backdrop, what role can education possibly play in shaping the direction of power transitions, especially the presumed current power transition between the US and China? This is a formidable question because the violence associated with past power transitions has not been due to the lack of education, but perversely may have been abetted by education or what passes for education.

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<sup>1</sup> Senior Staff Officer, Defence Education Outreach, Canadian Defence Academy

<sup>2</sup> Recognising that there are other transitions afoot such as global warming, the Arab Spring, revolution in communication affairs, revolution in military affairs, change from unipolarity to multipolarity to mention just a few, this essay nevertheless focuses on the dynamics of hegemonic power transition. For extant works on power shifts, see Thucydides, *History of the Peloponnesian War*, Translated by Rex Warner and Introduced by M.I. Finley (New York: Penguin Classics, 1972); A.F.K. Organski, *World Politics* (New York: Alfred A. Knopf); Robert Gilpin, *War and Change in World Politics* (Cambridge: Cambridge University Press, 1981); Paul Kennedy, *The Rise and Fall of the Great Powers* (New York: Random House, 1987), Joseph S. Nye, Jr., “The Changing Nature of Power” *Political Science Quarterly* 105.2 (1990): 177-92, and Ronald L. Tammen, Jacek Kugler, Douglas Lemke et al, *Power Transitions: Strategies for the 21<sup>st</sup> Century* (New York: Chatham House Publishers, 2000).



This introductory essay is divided into two sections: in the first, I will review the narrative of power transitions, and then I will consider the potential role of education in shaping a world in transition.

### **Power Transition Theory (PTT)**

There have been just a handful of power shifts since the inception of the modern state system in 1648. In the early 16<sup>th</sup> century, Spain was the dominant European power only to be eclipsed by Dutch hegemony in the 17<sup>th</sup> century, followed by France in the 18<sup>th</sup> century, Britain in the 19<sup>th</sup> century and most recently the United States in the 20<sup>th</sup> century. With the exception of the peaceful power transition from Britain to the United States in the late 19<sup>th</sup> to early 20<sup>th</sup> century, each of the above mentioned transitions has been preceded by major conflicts and wars. It is largely as a result of this negative track-record that concerns have been raised about the likely outcome of the next power transition, presumably from the United States to China.

Like the theory of balance of power, PTT is a systemic level theory; meaning that it is focused at the interstate level. PTT assumes a hierarchical international system of states and distribution of power, with a dominant power at the top of the hierarchy and great, middle and smaller powers following suit (Tammen et. al., 2000, p6). A country's position in this hierarchy is principally owed to its power, which consists of the number of people who can work and fight, the level of economic productivity, and the effectiveness and capability of its political system (Tammen, p8).

In addition to enjoying a preponderance of material power over other states in the system, the dominant power is expected to set up the system of rules that shape and guide the conduct and behaviour of states therein (ibid, p6). The system of rules created by the dominant power and its allies constitute an order because relations among states therein are fairly stable and regularised. Describing the inherent stability of the order, A.F.K. Organiski observed that, "in time, everyone comes to know what kind of behaviour to expect from the others, habits and patterns are established, and certain rules as to how these relations ought to be carried

on grow to be accepted by all parties” (Quoted in Douglas Lemke, 1997, p24). Rule acceptance, and by extension satisfaction of the powers, are key elements in maintaining international order or status quo. Conflicts and wars arise when one or more powers that have achieved power parity with the dominant power become dissatisfied with the prevailing rules of the international order. According to Tammen et al:

The motivation driving decisions for war and peace is relative satisfaction with the rules of the global or regional hierarchy. While parity defines the structural conditions where war is most likely, conflicts are generated by the desire of a nation to improve its political position in the hierarchy (p9).

War, however, is not inevitable according to PTT. A rising country that eventually achieves power parity with the dominant power may not be inclined to go to war or tip the proverbial apple cart if it is satisfied with the prevailing international order. In other words, the transition from the dominant power to a challenger could very well end up as a positive-sum game (Lemke, 1997, p24).

Notwithstanding the realist rhetoric of John Mearsheimer that ‘a wealthy China would not be a status quo power but an aggressive state determined to achieve regional hegemony’, it is not a foregone conclusion that war is the most likely result of the struggle for global dominance between the United States and China (quoted in Mark Beeson, 2009, p95). Even the choice of the word “struggle” presumes that contestation is the ineluctable way ahead for both countries. Never mind the language of “declinism” or waning US power that suffuses current IR scholarship; the reality is that the United States retains as one scholar noted, “an enduring capacity to influence international economic, political and cultural practices in ways that are not captured” by a narrow reading of PTT (Beeson, 2009, p96). Recall that not too long ago Japan, another Asian power, was thought to be the heir apparent to the United States and predicted to overtake and possibly challenge US dominance (Beeson, p109).

Actually, the aspect of satisfaction in PTT suggests that there is at least some scope and opportunity to mitigate the predictable march towards conflict and war that the interaction between a declining dominant power and rising challenger might engender. According to Ronald Tammen et al.:

To preserve the existing status quo, the principal objective of the dominant country and its closest allies is to expand satisfaction in the international system. The dominant country must be careful not to allow disputes or perceptions of inequitable treatment to metastasize into dissatisfaction with the system (Tammen, p35).

Another way of thinking about how to mitigate the adverse effects of unalloyed power competition is to focus on the non-materialist elements of hegemony, notably the diffusion of ideas and values. A commonly under-emphasized but key dimension of US hegemony in the last century has been the way it has, with its closest allies, operationalized a certain set of ideas and values with broad appeal to a vast majority of countries in the world (Beeson, p98-99). Though much of these ideas and values, what Joseph S. Nye has termed 'soft power', has been frittered away in the last decade or so, the US still stands to benefit from this architecture it helped to create. This architecture is of course the panoply of multilateral institutions such as the UN, WTO and otherwise market-economy driven international financial institutions such as the IMF, World Bank to mention just a few. In effect, dominance is not to be measured only by a country's ability to flex its military muscle; rather, and perhaps more significantly, it is to be assessed by the sway and manner in which its ideas and values over time have come to be broadly accepted and internalised.

While it is hard to tell if China has embraced, let alone internalised, any of the ideas that underpin prevailing global institutions, the reality for now at least is that its ascent to dominant power status, if and when it happens, will have to traverse and rely on some of the very same liberal-minded and market-backed institutions that the US helped to create. Moreover, the path of China's current economic development has been anything but socialist (Beeson, p108) and it very much remains to be

seen if China is able to develop the same set of overarching ideas and vision around which the extant global and regional powers can cohere much like the Americans did in the post-WWII period (Beeson, p111). While significant cultural and ideological differences remain, and though China's ascent to the peak of global political power is not a foregone conclusion, the next power transition phase can be accommodated by a strategy of increased integration and interdependence rather than containment and exclusion; as such, ideas and by extension education, could have a role to play.

### **Education as Difference Maker**

Education broadly speaking encompasses all the processes through which a society's persons are developed (Scheffler, 1973, p136). In this sense education is more than the formal classroom; it extends to all the socio-economic and political institutions within a society because all these institutions no matter their primary functions have an educational side (Scheffler, p139). The idea that education is about the processes through which a society's individuals are developed begs at least two questions: first, what kind of society does one have in mind? Second, what specific attributes or qualities are to be developed in a society's individuals? These are by no means easy questions. It is one thing to consider both of these questions at the domestic level and, assuming the leap can be made, quite another at the international level. By the same token, while it is difficult to find agreement at the domestic level to both of these questions it is even more difficult at the international level.

Those challenges notwithstanding, a commitment to the ideal of democracy is the role that education can play in shaping a world in transition, power transition no less (p136). While this statement is apt to engender ridicule as utopian, it strikes me that commitment to the advancement of freedom and democracy is not only the way forward but must inform every initiative that entities such as the Partnership for Peace Consortium of Defense Academies and Security Studies Institutes pursue.<sup>3</sup> For

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<sup>3</sup> For early criticisms of idealism in IR scholarship, see Reinhold Niebuhr, *The Children of Light and the Children of Darkness: A Vindication of Democracy and a*

our purposes, democracy is defined as ‘government by discussion’ (Sen, 2006). Understood in this sense, cultural relativists who maintain that democracy is a distinctly Western idea must accept that there is a long history of public reasoning across the world (Sen, 2006).

Requiring as they do the active engagement and concern of all its citizens, democratic institutions constitute profoundly educative resources (Scheffler, p139). According to Scheffler,

[t]he democratic ideal is antithetical to the notion of a fixed class of rulers, with privileges resting upon social myths which it is forbidden to question. It envisions rather a society that sustains itself not by the indoctrination of myth, but by the reasoned choices of its citizens, who continue to favour it in the light of a critical scrutiny both of it and its alternatives (p137).

Therefore, a commitment to the ideal of democracy is more about consolidated democracies practicing and reconciling what they do at home with what they do abroad; it is an argument about inclusion rather than domination and subjugation (Archibugi, 2008, p4-7); it is an argument for fostering and enhancing interdependence rather than dependence or isolation.

Evidence of how this ideal has partially transformed interstate relations can be seen in the post-WWII developments in Western Europe. Though partly facilitated by the Cold War, hardly anyone during WWII could have imagined that in the not too distant future the UK, France and Germany could co-exist as part of a common European market and political architecture. Can this phenomenon of interdependence and collaboration be extrapolated to steer the relations among dominant powers away from a zero-sum to a positive-sum game? Is the solution to averting the ineluctable march to war implied in the PTT predicated on hav-

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*Critique of Its Traditional Defense* (Chicago: University of Chicago Press, 2011) and E.H. Carr, *The Twenty Year's Crisis, 1919-1939: An Introduction to the Study of International Relations* (New York: Palgrave, 2001)

ing democratic states across the globe? Improbable as such a prospect might appear at the present time, it is not an unreasonable proposition. To press home this point, Norberto Bobbio posed the following two questions: i) 'Is an international democratic system possible among solely autocratic states?' and ii) 'Is an international autocratic system possible among solely democratic states?'(quoted in Archibugi and Held, p17-18). If as Bobbio averred: "the negative answer is automatic in both cases" (p18), this is all the more reason to enlist education in advancing a commitment to the ideal of democracy.

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## **Working and Study Group Reports**





# Education Development Working Group

*John Berry*

## **Mission and Goals**

The ED WG supports the development of defense and professional military education in five partner nations of the Partnership for Peace. Discussions are underway to add several more partner nations in 2013. The Working Group's efforts are framed within the context of NATO's Partnership Action Plan for Defense Institution Building, its Education and Training for Defence Reform Initiative and the U.S. Office of the Secretary of Defense's priorities for Building Partner Capacity.

The Working Group focuses on three elements of partner needs in defense education: (1) curricula that respond to the education and training of modern armed forces; (2) teaching and learning methods that match best practices in use in Western defense education and training institutions, and (3) faculty and institutional development and mentoring through sustained engagement over time. For each participating partner country (Armenia, Azerbaijan, Georgia, Kazakhstan and Moldova), the Working Group has established a Defense Education Enhancement Program (DEEP) composed of US and NATO defense educators.

Each DEEP strives to respond to validated, demand-driven requirements from the partner nation and not on supply-driven availability of subject matter experts. At the same time, the DEEP will endeavor through dialogue and encouragement to influence partner educators in the direction of the following DEEP objectives:

- Guide and mentor reforms in professional and military education, both in individual defense education institutions and in a defense-wide holistic approach to professional military education.

- Promote learner-centered education and innovative use of instructional technologies.
- Encourage and enable the use of learning objectives which facilitate a depth of learning that can be readily applied through practice and partner experience.
- Assist in the development of faculty assessments and action plans to employ these methods in support of partner goals contained in their Individual Partnership Action Plans with NATO or bilateral arrangements with the U.S.

### **Highlights of 2012**

- 6th Annual Educators Program to encourage use of Western learning methodologies.
- Launch of an ambitious effort to draft and publish in FY 13 a Reference Curriculum for Non-Commissioned Officer Professional Military Education, a companion effort to the 2011 publication of a Reference Curriculum for Officer Professional Military Education.
- Armenia. Continued planning for an FY 13 launch of new a Senior Course (higher command and staff). Three-day faculty workshop in learning and teaching methods leading to significant improvements in pedagogy.
- Azerbaijan. New curriculum for defense planning and strategy adopted by the Military College of the Armed Forces. Planning for expanded end-of-course exercise; foundations laid for a senior defense college in FY 13.
- Georgia. Matriculation of the second-year cohort to the four-year Cadet Basic School leading to an officer's commission and a bachelor's degree. Graduation of the first full ten-month Command and General Staff Course following the FY 11 pilot course.

- Kazakhstan. Completion of the first year of the newly established two-year War College, distinct from the National Defense University. Addition of the Kazakh Partnership Training and Education Center at Almaty to the KAZ DEEP.
- Moldova. Completion of academic course-work and thesis defense for the new Senior Course (command and staff level) leading to a masters degree accredited by the Ministry of Education.
- Shadow faculty events conducted at Naval War College, Joint Forces Staff College and U.S. Army Command and Staff College for Azerbaijan, Georgia and Armenia respectively.

## **Outcomes and Achievements 2012**

### Curriculum

Following the publication and circulation of its second reference curriculum on officer professional military education in 2011, the ED WG began work on an even more ambitious project, a reference curriculum for non-commissioned officer professional military education. The challenge facing this effort is the very limited experience with the role of NCOs in the partner countries. A strong team of senior NATO and PfP NCOs came together this year under Canadian and Swiss leadership to draft a curriculum for three NCO levels – primary, intermediate, and advanced – in three core curriculum areas – profession of arms, leadership and NCO core competencies. A rigorous peer review, the addition of a fourth level for the highest NCO rank – command senior enlisted leader – and publication of the curriculum are anticipated for 2013.

### Learning Methods

The ED WG conducted its sixth annual multinational Educators Program in June. Hosted this time by Armenia, twenty-five partner educators from both DEEP and non-DEEP countries (funded by NATO) participated. Since the first such program in 2007, the ED WG has exposed

over 150 partner educators to an intense workshop on learning and teaching methods prevalent in Western countries. Attention is focused on adult-centered learning, critical thinking, case study method, problem-based learning and computer-supported instruction. Each of the five DEEPs confirms that partners are adopting these learning methods.

### Armenia

Launched in 2009 at the instigation of NATO and with the support of the Canadian Defense Academy, the Armenia DEEP has proceeded slowly and carefully in order to build confidence with senior Armenian officials. By 2012, sufficient rapport had developed that the Armenians were willing to engage in in-depth discussions on curriculum content and faculty development for both a pilot Junior Officer Staff Course and plans for a future Command and Staff Course. The US joined the team and introduced defense educators from the US Army's Command Staff College as lecturer-mentors and sponsors for a highly productive shadow faculty program. The highlight of the year, from the ED WG perspective, was a three-day workshop for 30-plus enthusiastic faculty members on learning and teaching methods considered best practices in Western defense education institutions.

### Azerbaijan

The DEEP for Azerbaijan began with modest objectives and has grown slowly but steadily. Activity in 2012 focused on inclusion of a module for defense planning and strategy taught at the Military College of the Armed Forces (MCAF) in both the Intermediate Course and the Senior (interagency) Course. Supporting activity included a reprise of a two-week shadow faculty event at the Naval War College and in-depth discussions on a final exercise module culminating these two courses. NATO HQ and defense educators from Poland, Romania and the Czech Republic participated actively in helping MCAF understand the requirements for accreditation of courses via Europe's Bologna Process.

## Georgia

Georgia's geo-political situation, the priority attention it receives from OSD and NATO, and mid-year elections that led to the replacement of key Georgian officials all added a challenging degree of complexity to this program. Moreover, the DEEP was only one of several contributors to defense education reforms in Georgia this year. Others included in-resident contract advisors and OSD's Fresh Look program focused on defense institution building. For its part, the DEEP has focused on support to the Command and General Staff School (CGSS), with primary attention to curriculum content for the operational planning process as well as faculty mentoring and learning methodologies. CGSS faculty members participated in the shadow faculty program at the Joint Forces Staff College. At the close of the year, DEEP activities remained on hold pending the installation of new MOD officials responsible for defense education.

## Kazakhstan

The DEEP for Kazakhstan embarked on its fifth year in June 2012. The Office of the Secretary of Defense, CENTCOM and NATO all continued their strong support for the enhancement of the curriculum and pedagogy of the National Defense University based on best practices in Western/NATO defense education institutions. The Kazakhs have been particularly responsive to workshops focused on teaching methodologies and the conduct of gaming, exercises and simulations. Interactive teaching techniques are now in use, and students are pressed to exchange ideas and to use critical thinking skills. Drawing on Western examples, the NDU has separated courses for senior and mid-level officers into two institutions on the same campus. Senior officers now attend a two-year course offering a masters degree, with an option for a doctorate in the future.

## Moldova

Launched in 2009 at the specific request of the President of the Republic of Moldova to NATO's Secretary General, the Moldovan DEEP moved forward quickly. By the fall of 2012, the two initial goals were achieved:

- Major revisions to the Basic Course, a four-year pre-commissioning course, leading to a bachelor's degree and an officer's commission. The first graduates of the completely revised curriculum will become Lieutenants in 2015.
- Launching of a new Senior Course, taught at the command and staff level. This eighteen-month course convenes every other year. Graduates receive a master's degree. The members of the first course graduated in December.

The Ministry of Education has validated the curricula of these two programs, validating their compliance with the Bologna Process. In addition, the Moldovan Military Academy is pursuing the maturation of the Center for Defense and Security Studies which will provide support to the MoD and General Staff. .

### **Way Ahead**

By the end of 2013, all five DEEPs will have completed five or more years of activity. The action plans for this coming year are focused on firmly embedding the reforms introduced in prior years. The emphasis will remain on curriculum content compatible with Euro-Atlantic standards, improved learning methodologies and faculty mentoring. While it is tempting to consider a gradual reduction in the tempo of the DEEPs, a consideration uppermost in submitting budget requests for FY 14, several partners are launching new courses and confronting the inevitable turnover of senior officials and educators. In those cases, a robust DEEP in 2014 is warranted. The interface between professional military education and human resource management (HRM) is also a high priority for the future.

## **Appendices**

Products and Publications:

Reference Curriculum for Officer Professional Military Education

### **List of Meetings**

- Annual Meeting of the Education Development Working Group, June 12
- Sixth Annual Educators Program, June 12
- Educators Workshop for Armenia, October 12

### **Key US and NATO Institutions**

- National Defense University, Washington DC
- Army War College, Carlisle Barracks PA
- Naval War College, Newport RI
- Joint Forces Staff College, Norfolk VA
- NATO School, Oberammergau GE
- Command and General Staff College, Fort Leavenworth KS
- Canadian Defense Academy, Kingston ON
- Polish National Defense University, Warsaw PL
- Netherlands Defense Academy, Breda NL
- Military Academy at ETH Zurich MILAK, Switzerland
- “Carol I” Romanian National Defence University, Bucharest RO
- Czech University of Defence, Brno CZ

### **Key Partner Institutions**

- Command and Staff Academy, Armenia
- Military College of the Armed Forces, Azerbaijan
- National Defense Academy, Georgia
- National Defense University, Kazakhstan
- Military Academy, Moldova





# **Study Group Regional Stability in South East Europe**

*Ernst M. Felberbauer*

## **Mission and Goals**

The Study Group “Regional Stability in South East Europe” (SG RSSEE) has contributed to peace and security in the Western Balkans since 1999. Its working principles, jointly established by the Austrian, Croatian and Serb co-chairs in its RSSEE vision statement, seek to

- Assess the situation in the South East European region and factors that promote regional stability through enhanced international co-operation, especially with institutions located in or close to the region of interest.
- Do strategic research on an academic level supplementary to and stimulating the practical work done in the region.
- Give support to the improvement of networks in the field of security policy and helping to create a peaceful, strategic and stable community in the SEE region compatible to the broader Partnership for Peace network and beyond.

These goals are being reached through focusing research on improvement of regional stability in a comprehensive approach; centring topics on current developments on the ground; selecting and promoting young, regionally-oriented, future leaders; and through providing and spreading policy advice in policy recommendations and academic publications (own Study Group publication series) distributed to decision makers in SEE and the International Community.

For the more than 250 partner institutions involved in RSSEE, regional stability in the Western Balkans means to strive for comprehensive and

cooperative political, economic, cultural, and civil/military relations in areas that have passed through wars, where the political and interethnic relations are still partly characterized by conflict, or that are afflicted with security problems due to differing geo-strategic interests of regional or global actors.

### **Highlights of 2012**

- Continuing a well-established tradition of workshop series in building trust and reconciliation, the Austrian-hosted 24<sup>th</sup> RSSEE workshop convened from 03 to 05 May 2012 in the recluse of the chateau of Reichenau/Rax focused on the implications for stability in the Western Balkans resulting from the EU's internal challenges.  
55 experts from the region and the international community discussed and drafted policy recommendations regarding *the EU crisis and ensuing policy consequences towards the Balkan* in the workshop entitled "*The EU Meeting its Internal Challenges – Implications for Stability in the Western Balkans*".
- The 25<sup>th</sup> RSSEE workshop on "*Meeting the Challenges of EU Membership and NATO Accession – Macedonia and her Neighbours*" was convened from 27 to 29 September 2012 in Skopje under the partnership with two Macedonian think tanks, Analytica and Progres Institute of Democracy.  
57 experts from the region, including representatives from Greece, discussed the reasons from Macedonia's stalled membership processes in both the EU and NATO and consequences a rising inner- and interethnic conflict potential might have on the Southern part of the Western Balkans.
- Jointly with those of the Regional Stability in the South Caucasus Study Group (RSSC), the policy papers to the two workshops listed above were marked as "recommended reading" by the US Under Secretary of Defense for Policy in December 2012.

## **Outcomes and Accomplishments / Achievements 2012**

- Two expert workshops bringing together more than 95 experts on Western Balkans issues in Austria and Macedonia.
- Concise yet comprehensive policy recommendations oriented towards more than 800 decision makers in the US, European governments, NATO, the EU External Action Service and OSCE as well as to national and local governmental and non-governmental institutions.
- Supported by the Austrian National Defence Academy in Vienna, RSSEE published volume 43 of the PfP Consortium “Study Group Information Series” with a print run of 1000 copies each and global distribution.

## **The Way Ahead**

In 2013, RSSEE will focus its policy and research orientation on “Regional Co-operation in the aftermath of the ICTY Verdicts: Continuation or Stalemate?” in its 26<sup>th</sup> Austrian-based workshop from 02 to 04 May 2013.

In the 27<sup>th</sup> RSSEE regional workshop from 26 to 28 September 2013 in Zagreb, decision makers will focus on Croatia’s EU accession and its implications on the region.

Following the high relevance given to the issues of “Security and Stability in South East Europe and the South Caucasus” at the 49<sup>th</sup> Munich Security Conference, the Republic of Austria, through its National Defence Academy and Directorate for Security Policy, will continue to support research activity in South East Europe focused at generating policy advice.

## **Appendices**

### **List of Meetings 2012**

24<sup>th</sup> RSSEE Workshop

“The EU Meeting its Internal Challenges: Implications for the Stability in the Western Balkans”

03 – 05 May 2012

Reichenau/Rax, Austria

25<sup>th</sup> RSSEE Workshop

“Meeting the Challenges of EU Membership and NATO Accession – Macedonia and her Neighbours”

27 September – 29 September 2012

Skopje, Macedonia

### **Key Institutions Partnered with in 2012**

In addition to the NATO, the European Union and OSCE representations and offices in South East Europe, RSSEE has more than 260 academic and institutional partners in the region. In 2012, among the main contributors were:

- 1) Albanian Institute for International Studies (AIIS), Tirana, Albania
- 2) Analytica Think Tank, Skopje, Macedonia
- 3) Bahcesehir University, Istanbul, Turkey
- 4) Bucharest State University, Bucharest, Romania
- 5) Centre for Security Studies, Sarajevo, Bosnia and Herzegovina
- 6) Faculty of Political Sciences, University of Belgrade, Serbia
- 7) Helsinki Committee for Human Rights in Serbia, Belgrade, Serbia
- 8) Institute for International Relations, Zagreb, Croatia
- 9) Institute for Security and International Studies, Sofia, Bulgaria
- 10) Kosovar Institute for Policy Research and Development, Pristina, Kosovo
- 11) Progres - Institute for Social Democracy, Skopje, Macedonia

# **Study Group Regional Stability in the South Caucasus**

*Ernst M Felberbauer*

## **Mission and Goals**

The South Caucasus has been a region of acute interest to the PfP Consortium since its inception. The region however, is highly challenging because of ethnic, economic and energy considerations since the breakup of the Soviet Union more than twenty years ago.

Because of these challenges, participants from the South Caucasus countries have sometimes had difficulty in contributing fully to the work of the PfP Consortium. A Study Group on the South Caucasus existed until 2005, and – in parallel with a Study Group on Central Asia – was disbanded seven years ago which left two important crisis and conflict regions in the PfP Consortium geographical sphere scientifically underrepresented.

In June 2012, the Austria Ministry of Defence and Sports, through its National Defence Academy, promoted the re-establishment of a “Regional Stability in the South Caucasus” (RSSC) Study Group. The Senior Advisory Council of the PfP Consortium, in its Annual Meeting from 10-12 September 2012 approved the re-establishment of the RSSC SG under Austrian coordination. Mr. Frederic Labarre from Canada, a senior research fellow in regional conflict issues and with the Consortium since 1999, was selected a co-chair for the RSSC SG.

In 2012, relationships in the South Caucasus were in full flux, and this warranted a renewed attempt at engaging the region. While Georgia-Russia relations were somewhat easing, and a new government was elected in Georgia, there is still no resolution as to the issues of Abkhazia and South Ossetia. On the other hand, there is a noticeable increase in tensions between Armenia and Azerbaijan.

With the exception of the PfPC engagement in South East Europe starting in the late 90s, rarely has the involvement of the PfP Consortium in a crisis and conflict region been so timely, necessary and critical.

Our experience informs us that success is driven by the level of the work performed and on how manageable the group is as it meets and performs its work. We know that there are historical, personal and even political sensitivities which will dictate the pace of success, and what themes can be addressed.

The PfP Consortium, through the activities of the Austrian Ministry of Defence and Sports and Austrian Ministry of European and International Affairs has set its aim at positively influencing security decision-making in the South Caucasus by meeting these goals:

1. Multinational participation in the RSSC Study Group, building on experts from all dimensions of the security-political spectrum of the on the three core countries Armenia, Azerbaijan and Georgia. This will be paralleled by bringing in experts on regional stability issues from the main partner countries and institutions to the region, namely the European Union (Member States), the Russian Federation, Turkey, the United States as well as NATO, the OSCE and the UN. Building ownership and trust from within is the utmost goal.
2. Constructive network of academic and policy-making influence. This is a medium term goal which the co-chairmanship can help us achieve by identifying and involving civil society, think-tanks and defence institutions in the work of the Study Group. We will rely on the chairmen to be our link to the region.
3. Alteration of the conflicting narrative in the region to enable the examination of security challenges from a regional point of view. This is a longer-term goal dependent upon the quality of the participants.

## Highlights of 2012

Based on the model successfully employed with the Regional Stability in South East Europe Study Group (RSSEE) and to maintain the pace of work, RSSC will operate on a two-meeting schedule per year. One Study Group meeting would be held in Austria, and another will be held close to or in the region.

Hence, continuing a well-established tradition of workshop series with the RSSEE in building trust and reconciliation, the Austrian-hosted 6<sup>th</sup> RSSC workshop in the reclusive of the castle of Reichenau/Rax focused on “*De-conflicting Protracted Conflicts: The Role of the EU and NATO*”. 37 experts from the region and the international community discussed and drafted policy recommendations.

## Outcomes and Accomplishments / Achievements 2012

- One expert workshop – the 6<sup>th</sup> RSSC Workshop - bringing together more than 35 experts on the South Caucasus in Austria. The opening speech was delivered by Amb. Philippe Lefort, the EU Special Representative to the South Caucasus and the Crisis in Georgia.
- Concise yet comprehensive policy recommendations oriented towards more than 800 decision makers in the US, European governments, NATO, the EU External Action Service and OSCE as well as to national and local governmental and non-governmental institutions.
- Supported by the Austrian National Defence Academy in Vienna, RSSC published one of the PfP Consortium “Study Group Information Series” to the 6<sup>th</sup> RSSC Workshop with a print run of 1000 copies each and global distribution.



## **The Way Ahead**

In 2013, RSSC will focus its policy and research orientation on two workshops:

- “*Building Confidence in the South Caucasus: Strengthening the EU’s and NATO’s Soft Security Initiatives?*” in its 7<sup>th</sup>, regional workshop from 11 – 16 March 2013 in Tbilisi, Georgia.
- The 8<sup>th</sup> RSSC Workshop from 07 – 09 November 2013 in Reichenau, Austria

## **Appendices**

### **List of Meetings 2012**

6th RSSC Workshop

“De-conflicting Protracted Conflicts: The Role of the EU and NATO”

08 – 11 November 2012

Reichenau/Rax, Austria

### **Key Institutions Partnered with in 2012**

In addition to the NATO, the European Union and OSCE representations and offices in the South Caucasus, among the main contributors in 2012 were:

- 1) Carnegie Moscow Center, Moscow, Russia
- 2) Caucasus Institute, Yerevan, Armenia
- 3) Center for International and Regional Policy, St. Petersburg, Russia
- 4) Economic Policy Research Foundation of Turkey (TEPAV), Ankara, Turkey
- 5) Ilia State University, Tbilisi, Georgia
- 6) Independent Center for National and International Studies, Baku, Azerbaijan
- 7) Royal Military College of Canada, Kingston, Canada
- 8) Université de Lyon/ Jean-Moulin, Lyon, France
- 9) Université de Montréal, Montréal, Canada



# Security Sector Reform Working Group

*Anja H. Ebnöther*

## **Mission and goals**

The objectives of the SSR WG are to enhance the process of security sector reform and good governance through cooperation in joint research, outreach and expert training initiatives; to encourage cooperation between international information networks to forward these objectives; and to enhance the exchange of ideas, insights, expertise, knowledge and best practices of security sector reform processes between consolidating and consolidated democracies in the Euro-Atlantic area. The working group and its objectives are widely acknowledged. It is supported by the Swiss Federal Department of Defence, Civil Protection and Sport.

## **Highlights of 2012**

- “Teaching Gender to the Military - In the Classroom and through Advanced Distributed Learning”, the 16th workshop of the SSR-WG in Oberammergau, Germany, 17 to 20 July
- “Designing Sample Gender Lessons – 17th Workshop of the SSR WG and Second Workshop on Teaching Gender to the Military” in Garmisch-Partenkirchen, Germany, 12 to 14 December
- Panel discussion “Soft Issues in Security Sector Reform” at the PfP Consortium Annual Conference in Tbilisi, Georgia, 19 to 20 June
- Collaboration with the Education Development and ADL Working Groups
- Expert support to development of a new ADL course on gender by NATO Allied Command Transformation
- Expert support to the development of NATO reference curriculum for professional military education of non-commissioned officers (NCOs)

## Outcomes and accomplishments/achievements 2012

The SSR WG activities in previous years had highlighted military training and education as a key area to addressing existing challenges in the integration of gender perspective in the defence sector. To address this need, in 2012 the SSR WG organised its 16<sup>th</sup> and 17<sup>th</sup> workshops in collaboration with the Education Development Working Group (EDWG), and involving members of the Advanced Distributed Learning (ADL) Working Group.

A first workshop was held in July at the NATO School in Oberammergau, titled “Teaching gender to the military - In the Classroom and through Advance Distributed Learning.” The workshop focused on methodologies of teaching gender, and brought together twenty-seven experts on military education, gender training for the military and integrating gender in military operations. This workshop produced *recommendations on best practices in teaching gender to the military, a checklist for curriculum review, and started a collaborative effort to support NATO Allied Command Transformation in producing an introductory-level gender ADL course*. The workshop also indicated a strong interest, and need, for continuing to exchange on gender in military education and training.

In December, the SSR WG continued its collaboration with the EDWG in organising a follow-up event: “Designing Sample Gender Lessons - Second Workshop on Teaching Gender to the Military” at the George C. Marshall European Center for Security Studies in Garmisch. The workshop brought together twenty experts from eleven countries to exchange on best practices and to develop, with the guidance of education development experts, lesson plans for teaching gender in different military contexts. The workshop produced *three sample lesson plans for teaching gender to the military, targeting respectively the tactical, operational and strategic levels*. This event highlighted the need to continue to collaborate across complementary fields of expertise, as well as suggested further topics to discuss, especially in the field of integrating gender across curricula.

In addition to organising these workshops, the SSR WG has *supported the development, under the leadership of the EDWG, of NATO reference curriculum for the professional military education of non-commissioned officers*. A representative of the SSR WG has participated in two drafting meetings, in Garmisch in April and in Lucerne in December, to develop the reference curriculum, providing input specifically on gender, human rights and diversity issues.

The SSR WG also chaired a very well received *panel discussion on soft issues in security sector reform at the Annual Conference of the PfP Consortium in June in Tbilisi*. The conference assembled some ninety-one senior government officials, scholars, civil servants, military and diplomatic professionals, and representatives of non-governmental organizations from throughout the Euro-Atlantic region who are actively involved in the fields of defense and security. The panel convened speakers from Azerbaijan, Georgia and Kyrgyzstan, and tackled regional trends, tendencies and cooperation on soft issues in SSR, including the integration of gender.

### **Way ahead**

The activities of 2012 highlighted the need address military education and training as a key entry point for the integration of gender in national defence structures. They also underscored the benefits of exchange across complementary fields of expertise - both in the collaboration between the PfPC working groups and in the exchange between experts in the development of ADL and among workshop participants. To continue the work that proved fruitful in 2012, in 2013 the SSR WG will continue its collaboration with the EDWG on the topic of gender education and training in the military, but will broaden the focus from gender as a stand-alone topic, to its integration across curricula. In addition to organising a workshop on the topic, the SSR WG will continue to support the development of the NATO reference curriculum for professional military education of non-commissioned officers, and NATO Allied Command Transformation's ADL course on gender.

### **Priorities for the coming year 2013 and beyond**

- Continued focus on questions relating to mainstreaming gender in SSR
- Maintain close collaboration with the EDWG and the ADL Working Group to support exchange on and to document best practices in integrating gender in military education curricula
- Continue to provide support to the development of the NATO reference curriculum for professional military education of non-commissioned officers
- Continue to provide support for ACT-developed gender ADL course

## Appendixes

- Products and publications:
  - DCAF, *Teaching Gender to the Military - In the Classroom and through ADL*, Workshop After Action Report for the NATO PfP Consortium Working Group on Security Sector Reform (Geneva: DCAF 2012).  
Available at <http://www.dcaf.ch/Event/PFPC-Workshop-on-Teaching-Gender-to-the-Military>
  - DCAF, *Designing Sample Gender Lessons - Second Workshop on Teaching Gender to the Military*, Workshop After Action Report for the NATO PfP Consortium Working Group on Security Sector Reform (Geneva: DCAF 2012).  
Available at <http://www.dcaf.ch/Event/Designing-Sample-Gender-Lessons-Second-PFPC-Workshop-on-Teaching-Gender-to-the-Military>
- Meetings in 2012
  - SSR WG Workshop on “Teaching Gender to the Military” in collaboration with EDWG
  - SSR WG Workshop on “Designing Sample Gender Lessons” in collaboration with EDWG
  - Panel discussion at PfP C Annual Conference
- Key institutions partnered with in 2012
  - The Geneva Centre for the Democratic Control of Armed Forces (DCAF)
  - NATO School Oberammergau
  - George C. Marshall European Center for Security Studies
  - Allied Command Transformation (ACT)





# Combating Terrorism Working Group

*John R. Schindler<sup>1</sup>*

## **Mission and Goals**

The CTWG, established in the aftermath of the 9/11 terrorist attacks on the United States, endeavors to develop an internationally recognized body of terrorism studies experts to better understand international, regional, and domestic terrorist threats, to educate future leaders who will have responsibilities to counter terrorism (CT), and to provide policy analysis and assistance to leaders dealing with the current and future terrorist threat. Its diverse membership, consisting of seasoned CT practitioners and scholars from more than two dozen countries across Eurasia and North America, is unique in the CT community and professional military education (PME) as well, offering special insights into emerging security problems including radicalization and extremism.

## **2012 Highlights**

Under the leadership of Dr. Schindler, who assumed the Chair from Dr. Jay LeBeau (Professor, GCMC) in the fall of 2011, the Working Group has executed two meetings in 2012, per standard practice. As Chair Emeritus, Dr. LeBeau has remained an active member of the group, ensuring a smooth transition, providing valuable guidance for several initiatives. As always, the hard work of Lt Col Ralf Lopau, DEU AF, was indispensable to the Working Group's operations at all levels. The 2012 CTWG theme was "The War on Terror after 10 Years," offering a retrospective, yet forward-looking, analysis of diverse aspects of CT strategy and operations, from multinational perspectives, combining both scholarly and practitioner viewpoints.

Our spring 2012 meeting (17-19 April) was in Zagreb, Croatia, hosted by the Croatian Ministry of Internal Affairs (MUP), and took place at the

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<sup>1</sup> Professor, U.S. Naval War College

National Police Academy; our longtime WG member Dr. Krunoslav Antolis generously hosted us at his parent institution. Our fall 2012 meeting (18-20 September) was hosted at GCMC, per customary Working Group practice, and represented a follow-on session to discuss CT ideas and concepts which were introduced in Zagreb.

CTWG is particularly proud of having brought several new members into the group, mainly from the think tank community, who presented excellent papers and who offered valuable perspectives to a group comprised mainly of academics and practitioners (military, police, and intelligence).

Additionally, CTWG has forged a new partnership with NATO's Emerging Security Challenges Division; at Garmisch in September, the CTWG gave Dr Juliette Bird (NATO/ESCD), who came from Brussels, a full afternoon to discuss her organization's unique requirements, forging a partnership in joint CT education which will bring PfPC and NATO HQ into closer alignment on key pedagogical issues, with CTWG providing expertise in curriculum.

### **Outcomes and Accomplishments**

- Executed two WG conferences, one offsite (Zagreb);
- Brought several valuable new members into the WG;
- Forged new partnership with NATO/ESCD;
- At their own expense, Croatian MUP published the conference proceedings from our April event, in time for our September meeting;
- Developed several important new WG initiatives for 2013 (see below).

## Way Ahead/Priorities for 2013

The year 2013 brings several important new WG initiatives which will expand the organization's working lines and overall profile of the CTWG.

- Closer partnership with NATO/ESCD, particularly in CT curriculum;
- Three "road show" events in spring 2013 (Austria, Bosnia, and Montenegro, dates TBD), in which CTWG key members will provide tailored CT seminars to local practitioners, with support from local WG members, to enhance CT knowledge in PfP countries and to forge closer links with regional experts at CTWG and PfPC;
- Increasing membership among non-traditional members, including efforts to bolster WG participation by Turkey and Russia;
- The CTWG's book, entitled *The Dangerous Landscape: International Perspectives on Twenty-First Century Terrorism: Transnational Challenge, International Responses*, and comprised of chapters written by WG members (and edited by Dr. LeBeau), will be published in spring 2013, and distributed to PME institutions; this represents a significant scholarly body of work, and a tangible sign of the CTWG's value to PME and security studies institutions worldwide;
- Our spring 2013 meeting is scheduled for 16-18 April, and will be hosted by the Romanian Foreign Intelligence Service (SRI), and is facilitated by our longtime WG member Mr. Bogdan Udriste; our annual theme is "Emerging Threats in a Dynamic World," and will feature presentations on a host of CT topics, including domestic right-wing radicalization, in light of recent events in Europe. Current events in North Africa and their impact on CT and regional security will also be discussed in depth.

## **Appendices**

### List of Meetings 2012

- CTWG meeting “THE WAR ON TERROR AFTER 10 YEARS” Phase I, Zagreb, Croatia, 17-19 April 2012
- CTWG meeting “THE WAR ON TERROR AFTER 10 YEARS” Phase II, Garmisch-Partenkirchen, Germany, 18-20 September 2012

### Key Institutions Partnered with in 2012

- U.S. Department of Defense (multiple agencies and PME institutions)
- NATO (multiple offices)
- German MoD and security organs (including Bavarian LfV, LKA)
- Austrian MoD and security agencies
- Organization for Security and Cooperation in Europe
- Asia-Pacific Foundation (United Kingdom)
- Croatian Ministry of the Interior (MUP) and Parliament
- Bosnia and Herzegovina Ministry of Security
- Serbian MoD and MUP
- Azerbaijani MoD
- Albanian security services
- Polish Ministry of the Interior
- Institute for Defense Analyses (USA)
- Multiple universities in Europe, Central Asia, and the USA

# **Advanced Distributed Learning Working Group**

*Reto Schillinger*

## **Mission and Goals**

The Advanced Distributed Learning (ADL) Working Group's mission is to strengthen e-learning-based defense and security policy education through international and institutional collaboration. Its core activities are based on SCORM, the widely established standard developed by the U.S. Advanced Distributed Learning Initiative. The activities include the creation and sharing of interactive, widely needed e-learning courseware; providing access to interoperable, open-source e-learning technologies; and the exchange and dissemination of ADL-based best practices.

In terms of goals, the ADL Working Group seeks to ensure that all interested PfP C countries and institutions know and understand the benefits of using ADL as an alternative/complementary approach to education and training; that they have access to a range of free content that centers on defense and security policy education; that they have access to free open-source tools to support content production and distribution; and that they have the opportunity to collaborate in the fields of content production and tools development, primarily in order to lower the individual investments they have to make.

Finally, a special focus of the ADL Working Group is on "ADL capability building" in countries and organizations that are new to this area. Indeed, providing the required infrastructure and expertise is a prerequisite to spreading e-learning and mobile learning content that specifically supports the PfP C's interests.

## Highlights of 2012

Our first major event in 2012 was the yearly ADL Cooperative Development Team Training program, which was hosted in June by the NATO Communication and Information Systems School (NCISS) in Latina, Italy. The event was organized as a joint project of NATO SACT, the Swiss International Relations and Security Network (ISN), and the U.S. DoD ADL Initiative. A total of 50 e-learning professionals from 14 countries participated in the three-day workshop. In particular, they received an introduction to all aspects of producing effective, focused, and cost-efficient e-learning products, with a special emphasis on familiarizing themselves with standard instructional design processes, established NATO procedures and the Content Production Process Kit of the PfP C ADL Working Group. The workshop's practical work involved setting up and operating an ILIAS Learning Management System as well as using the ILIAS SCORM Editor, which is a current open-source tool available to all ADL Working Group members.

The second major event of 2012 was the yearly ADL Working Group meeting, which was held in November in Vienna, Austria, and which was kindly hosted by the Austrian National Defence Academy. The event, organized by the ISN in close cooperation with the PfP C staff from the George C. Marshall Center, attracted 53 participants from 30 organizations in 18 countries. The first (optional) day featured three hands-on, instruction-centered workshops on how to use new mobile technologies to expand one's ADL activities. The ISN introduced, for example, its Mobler Learning Cards App, which is freely available to those who use smartphones running the iOS or Android operating systems. (The App, which is based on the widely used ILIAS Learning Management System, facilitates on-the-go learning by permitting its users to develop pools of questions and answers on various subjects.)

The other two workshops that we conducted covered 1) the production of eBooks by using SIGIL, an open-source tool, and Apple's free iBook Author, and 2) the creation of complementary mobile learning content by using MASLO, yet another tool that is supported by the US ADL Initiative.

Second, the two main conference days focused on the exchange of ADL-centered experiences and best practices, a review of the latest technical trends and developments in the e-learning field, and a brainstorming session designed to support ongoing and future research activities.

Finally, and as established several years ago, the conference was followed by a “National ADL Day,” which was designed to foster regional collaboration around specific projects. This time around, the meeting brought together ADL stakeholders from Austria, Switzerland and the NATO School Oberammergau. Potential areas of collaboration were identified and are currently being pursued.

Besides the above key events, members of the ADL Working Group supported an Education and Development Working Group visit to Armenia in order to intensify further collaboration. Areas of cooperation were subsequently identified among the three players involved. Additionally, the ADL Working Group was represented by its chairman and selected members at two meetings of the NATO Training Group’s Task Group on Individual Training and Education Development, and ISN members shared their mobile e-learning research findings at several scientific conferences.

### **Outcomes and Accomplishments/Achievements 2012**

The user base of the PfP C learning platform (located at <http://pfp.ethz.ch>) grew this past year by approximately 4,500 users, thus reaching a total of 45,300 users by the end of the year. The majority of these users are from professional schools and institutes such as the NATO School in Oberammergau, the NATO Defense College in Rome, the Inter-American Defense College, the Portuguese Atlantic Committee, the Geneva Centre for Security Policy (GCSP) and the Geneva Centre for the Democratic Control of Armed Forces (DCAF).

Important: The above statistics do not include users taking ADL Working Group courses on other Learning Management Systems (e.g. NATO ACT, Joint Knowledge Online, NDU Warsaw, Romania’s Carol I Defense University, and the Swiss Armed Forces).



The content base grew again with additional courses being added, including:

- The First Module (NATO Basics) of the revised Intro to NATO course (NATO School/ISN)
- A new course, Introduction to Cultural Awareness (NDU Poland/NATO/ISN)
- The French Version of TEPSO Mine Awareness (Translated by Belgium)
- Introduction to COIN (NATO School)
- Resource Management in NATO (NATO School)
- A revised version of Combating Trafficking in Human Beings (NATO School)
- NATO Procurement and Contracting 240 (NATO School)
- A Polish Version of Common Security & Defense Policy (Translated by NDU Poland)
- Mobile Learning Cards designed for Introduction to NATO (ISN)
- Experimental eBooks, to include Introduction to NATO for eBook Readers, Tablet PCs and Smartphones (ISN)

In total, the PfP C Learning Platform now features a total of 90 courses that are available at no cost to all, that represent more than 750 hours of instruction, and which have an estimated value of over \$10M USD if they were to be created from scratch.

With the ISN Mobler Cards now representing another 2012 accomplishment, all members of the ADL Working Group have access to a state of the art App for mobile learning on smart phones. And since the content production for this App relies on known ILIAS functionalities, the development of content can start immediately by anyone who is interested in doing so.

Finally, in 2012 the Georgian government prepared to set up its own ADL infrastructure by translating the ILIAS Learning Management System user dialogues, which will facilitate the establishment of its own ADL Department soon in the future.

## **The Way ahead**

In 2012 the ADL WG strengthened its focus on new e-learning trends such as mobile learning, gaming applications, and simulations. (This focus is in line with the US ADL Initiative's attempts to develop a new technical standard in order to integrate current and future channels for e-learning.) The strategic goal of the ADL WG for 2013 will thus be to build on existing trends – i.e., to further expand mobile learning activities and to continue and deepen the collaboration with the Education and Development Working Group.

## **Priorities for 2013 and Beyond**

- Multinational project work (Additional modules to “Introduction to NATO”)
- Providing mobile content to be used with the ISN Mobler Cards
- Support one CDT-Training (spring) and stage one ADL Working Group meeting (autumn) per year
- Continue our ADL capability building efforts in more countries and organizations.
- Collaborate in the field of mobile learning research



# Emerging Security Challenges Working Group

*Detlef Puhl*  
*Graeme Herd*

## **Mission and Goals**

The newly formed Emerging Security Challenge's Working Group's mission is to provide a collective professional framework to assess the changing security environment of the 21<sup>st</sup> century and beyond – an environment which has evolved significantly in recent years and continues to rapidly mutate. This security environment will continue to transform, but more importantly, from a comprehensive security and defence framework what can or should we do about such change? Which professional backgrounds and perspectives should be assembled to address the new and latent emerging security challenges of the 21<sup>st</sup> century and beyond? Of crucial importance to this group's success will be the ability to find compatible, if not common answers for these concerns. The newly created ESC WG will develop substantial elements of such answers and will aim to provide products and policy recommendations.

In terms of goals, the ESC Working Group pursues:

1. Enhancing awareness and common understanding of the character of “emerging security challenges” among NATO nations and partner countries, a prerequisite for commonly addressing the issue.
2. Fostering engagement between NATO nations and partner countries to arrive at common analyses of the challenges and common policies to address them, thereby enabling the exchange of ideas leading to an academic-political ESC network.

3. Developing products such as modules for curricula of education of military and civilian leadership which would cover the fundamental question of the “connectedness” of “emerging security challenges” – among each other, as well as with the Alliance and our traditional policy-making bodies.

### **Highlights of 2012**

At its meeting on September 12, 2012, in Vienna, the SAC decided to create a new Working Group on Emerging Security Challenges. NATO International Staff (ESC Division) and the GCSP were designated to chair this Working Group. Detlef Puhl (NATO IS) and Graeme Herd (GCSP) serve as Co-Chairs, with Sean Costigan (New School) as Senior Advisor.

The Working Group was conceived as a “pilot project” which seeks to contribute to developing a clear idea of where Allies and Partners need to go next, as ESC will continue to evolve in different ways and to challenge the way in which NATO, its member and partner nations, do business in the field of international security.

An organizational meeting was set up to establish a work plan to include

- Defining areas of ESC for which politically useful results are most badly needed
- Identifying the critical actors and agencies to be engaged, and
- Exploring policy options for responding to the challenges and actors identified.

On November 29/30, a small group of experts convened at NATO HQ in Brussels to prepare the work plan. Extensive discussions on how best to address the issue led to a consensus among the 11 participants to organize 2 workshops in FY 2013 on the “Assessment and Management of Strategic Uncertainties” in consecutive steps.

## **Outcomes and Accomplishments of 2012**

Establishment of the ESC Working Group, followed by an initial planning workshop hosted at NATO HQ in Brussels, Belgium, 29-30 November. Eleven attended the workshop, which was used to define scope, as well as discuss a working plan through 2013. Participants from Austria, Germany, Netherlands, Poland, Switzerland, United Kingdom and United States comprised the first meeting. The diversity of the group – with experts on technology, science, cyberspace, finance, geopolitics and history – as well as the infusion of new members to the Consortium, made for informed and considered discussion.

## **Way Ahead**

On March 11-13, 2013, ESC will convene a workshop to detail methodologies for the assessment and analysis of emerging threats on our security (“Identifying and Assessing Emerging Threats”) at the NATO Defence College in Rome. In late June, a follow up workshop on policy implications and the policy making/policy shaping process will be convened.

The conclusions of both workshops should enable us to enter into the development of policy papers, modules and/or a curriculum for teaching purposes at our Consortium partner institutions in order to establish the topic of emerging challenges in its comprehensive form as an element of regular professional education.

## **Priorities for 2013 and Beyond**

1. Emerging Security Challenges Workshop #1, NATO Defence College, Rome, Italy, 11-13 March
2. Emerging Security Challenges Working Group Panel, ISF/PfPC Annual Conference, Geneva, Switzerland, 22-24 April
3. Emerging Security Challenges Workshop #2, National Defence University, Warsaw, Poland, 17-20 June 2013

4. FY14: one planning meeting, two workshops, one “1st International Forum on Emerging Security Challenges” approved budgets pending, to be co-sponsored by PfPC, US-EUCOM and GCMC.
5. Continue multinational collaboration between NATO and PfP/partner nations
6. Expand networks of Emerging Security Challenges collaborators
7. Collaboration in the fields of Emerging Security Challenges with wide network/variety of experts cross-cutting spectrum of ESC
8. Produce relevant policy recommendations and educational products

# Partnership for Peace Consortium Editorial Board

*Sean S. Costigan*

## Mission and Goals

The mission of the PfPC Editorial Board (EB) is to produce high quality scholarly, policy-relevant publications that represent and inform members of the PfPC and its partner nations. The EB's goal is to publish the best from and for the Consortium; in order to do so, the EB produces a quarterly journal, *Connections*, as well as occasional longer monographs called *Athena Papers*.

Each print run of *Connections* produces 1,600 copies of the journal (1,200 English, 400 Russian), which in turn are sent to 811 institutions in 58 countries. *Connections* is the most widely circulated physical product of the Consortium. *Connections* is also available on the PfPC website; in digital form. Visits average 2,000 per month from over 70 countries. *Connections* is downloaded over 200 times in a month.

The PfP Consortium Editorial Board is a working board comprised of the following members:

- Sean S. Costigan – New School University, New York, Executive Editor
- Jean Callaghan – George C. Marshall Center, Garmisch, Managing Editor
- Enrico Muller – George C. Marshall Center, Garmisch, Publications Coordinator
- Aida Alymbaeva, Institute for Analysis and Initiatives Development, Bishkek
- Ernst M. Felberbauer – National Defence Academy, Vienna
- Peter Foot, United Kingdom
- Piotr Gawliczek – National Defence University, Warsaw



- Hans-Joachim Giessmann – Berghof Conflict Research Centre, Berlin
- Graeme Herd – Head of the International Security Program (ISP), Geneva Centre for Security Policy (GCSP)
- Elena Kovalova – National Defense University, Washington, D.C.
- David Mussington – Institute for Defense Analyses, Washington, D.C.
- Chris Pallaris, Director and Principal Consultant of i-intelligence, Zurich
- Tamara Pararait – Caucasian Institute for Peace, Democracy and Development (CIPDD), Tbilisi
- John Reppert – United States
- Philippe Sommaire – France
- Todor Tagarev – Bulgarian Academy of Sciences, Sofia

### **Highlights of 2012**

- New editorial members joined to help improve the reach, skills and diversity of the board.
- Four issues of Connections were published in 2012, one of which was produced in close cooperation with the EDWG.
- The editorial board started a new effort to develop an improved website for the journal, aiming to present it in a professional and more user-friendly way. Strategic communications efforts were undertaken to improve the increase the global outreach of the Consortium through inclusion of the PfPC in Wikipedia and other outlets.

## **Outcomes and Accomplishments/Achievements 2012**

The PfPC Editorial Board met twice in 2012: in Garmisch in July and in Brussels in November, for a new members introductory workshop. During the first meeting, the EB agreed upon themes for 2013 and revitalized the board through voting in new members from diverse backgrounds, thus ensuring the continued development of valuable assets to all stakeholders of the PfP-Consortium.

### **Way Ahead**

For 2013, we have begun publishing articles on the following highly topical themes:

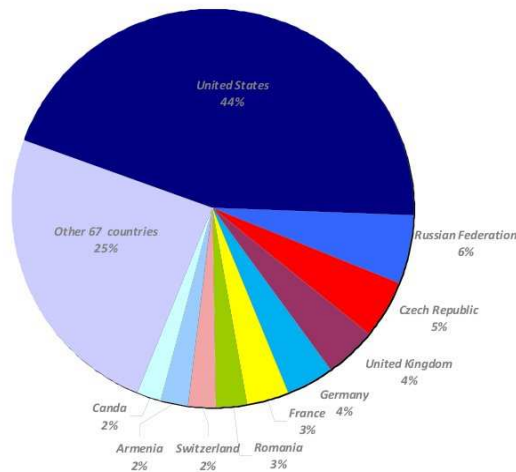
- Cyber Deterrence and Cyber Warfare
- Environmental Security: Sources of Cooperation and Conflict
- Crisis Management/Disaster Response
- Lessons Learned for Interoperability
- Security, Stability, and Reconstruction Operations
- Civil-Military Relations in Transformation and Expeditionary Operations
- Integration of Euro-Atlantic Norms and Values
- Innovative Approaches to Defense Education
- Dealing with Armed Non-State Groups

## Priorities for 2013 include

1. Gaining even wider acceptance in the academic and policy community for our articles and publications
2. Developing a completely new website tailored to publications, but with an eye towards a complete new website for the Consortium as a whole
3. Pursuing global outreach efforts through Wikipedia and other strategic partnerships
4. Increasing the number of publications produced by the PfPC working and study groups
5. Entering into syndication relationships for PfPC Publications

## Representative Usage Data for Month of June 2012<sup>1</sup>

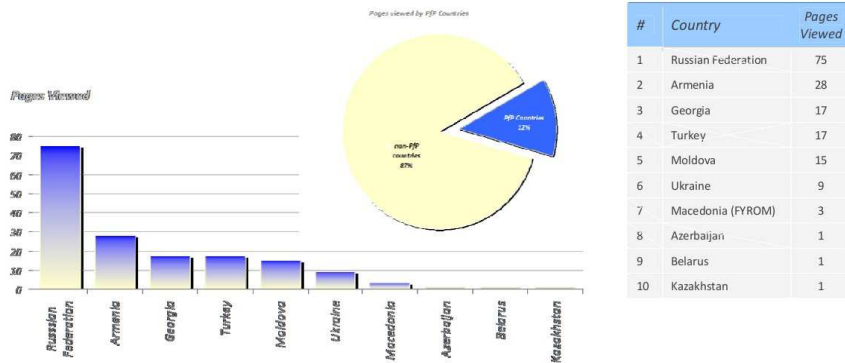
1,316 visits came from 77 countries



#	Country	Pages Viewed
1.	United States	591
2.	Russian Federation	75
3.	Czech Republic	60
4.	United Kingdom	57
5.	Germany	52
6.	France	42
7.	Romania	33
8.	Switzerland	29
9.	Armenia	28
10.	Canada	26
	Other 67 countries	323

<sup>1</sup> Note: Due to changes to the way the PfPC collects data in the GlobalNet platform, cross-comparison across years is no longer possible.

323 visits out of 1,316 came from 10 Pfp Countries



### Top Downloads

Title	Web Address	Downloads	Unique Downloads
Total		200	184
1 Connections Fall 2011	<a href="https://pfpconsortium.org/journal-issue/connections-quarterly-journal-fall-2011-1">https://pfpconsortium.org/journal-issue/connections-quarterly-journal-fall-2011-1</a>	17	17
2 Group Photo - 6 <sup>th</sup> Defense Educators program	<a href="https://pfpconsortium.org/resource/img2281.jpg">https://pfpconsortium.org/resource/img2281.jpg</a>	9	8
3 Connections Summer 2005 "Crisis Management: The Transformation of National and International Systems of Response"	<a href="https://pfpconsortium.org/journal-article/crisis-management-transformation-national-and-international-systems-response">https://pfpconsortium.org/journal-article/crisis-management-transformation-national-and-international-systems-response</a>	7	7
4 Connections Summer 2005	<a href="https://pfpconsortium.org/journal-issue/connections-quarterly-journal-summer-2005">https://pfpconsortium.org/journal-issue/connections-quarterly-journal-summer-2005</a>	4	4
5 RC Profession of Arms (NCO PME RC)	<a href="https://pfpconsortium.org/resource/rcprofessionofarmsprimary-final-draft-07-18-12doc">https://pfpconsortium.org/resource/rcprofessionofarmsprimary-final-draft-07-18-12doc</a>	4	4
6 Armenia faculty booklet + Schedule (6 <sup>th</sup> Defense Educators Program)	<a href="https://pfpconsortium.org/resource/armenia-faculty-bookletschedulepdf">https://pfpconsortium.org/resource/armenia-faculty-bookletschedulepdf</a>	9	3
7 Connections Winter 2005	<a href="https://pfpconsortium.org/journal-issue/connections-quarterly-journal-winter-2005">https://pfpconsortium.org/journal-issue/connections-quarterly-journal-winter-2005</a>	3	3
8 Bologna booklet professional	<a href="https://pfpconsortium.org/resource/bolognabookletprofessionalpdf">https://pfpconsortium.org/resource/bolognabookletprofessionalpdf</a>	3	2

### Top Downloads, June 2012