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## Brief Review

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### **The 8<sup>th</sup> Clearing House on Defence Education Budapest, Hungary, 17-19 June 2019**

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The Eighth NATO Clearing House (CH) on Defence Education was convened during 17-19 June 2019 in Budapest, Hungary. Its aim was to address the need to further develop capacity and defence institution building through defence education. A total of 70 personnel, representing 44 defence education institutions and NATO staff elements, from 17 Allied Nations and Western European Partner countries, participated in the three-day session. This report summarises the wide-ranging discussions held during the Clearing House, and describes the offers of support registered by the participants for individual Defence Education Enhancement Programme (DEEP).

#### **Introductory speeches and greetings**

On behalf of the host nation delivered a welcome address Deputy Head of the Defence Policy Department, Ministry of Defence of Hungary Mr. György Rábai. He highlighted that the Clearing House offers a great opportunity to discuss military and defense education reforms to meet present and future needs. The expansion of the DEEP network across the globe was underscored.

Mr. Marc Di Paolo, Director for Defence Institution and Capacity Building, NATO International Staff Operations Division, expressed gratitude to Hungary for hosting the CH in Budapest, and to the PfP Consortium staff for their roles in this event. He emphasized the importance of the DEEP program to continue to fulfill partner needs for reform.

Mrs. Biatrice Cretulescu, Defence Advisor in the Romanian Delegation to NATO, highlighted the importance of the “Friends of DEEP” community. She emphasized the role of the DEEP program in developing a capacity for recipient partner countries. She reiterated the added value of DEEP as a key vehicle for transformation for partners where NATO can deliver credible expertise and reach tangible results. The role of education and training was underscored in its support of developing defense and security reform and building partner interoperability with Allied states in accordance with NATO standards. Dr. Alan G. Stolberg, U.S. DEEP Coordinator for the Institute for Security Governance/RAND Cooperation described the history of the DEEP program and how it was created in the mid-2000s. The demand-driven concept originated with partner nation requests for NATO assistance to professionalize and modernize their armed forces and respective PME systems. DEEP has three principal components: (1) curriculum development (what to teach); (2) faculty development (how to teach); and (3) administrative and management oversight of a defense education institution.

## **Ongoing deep programmes**

### ***DEEP Afghanistan***

Initiated in 2010 at the request of COMISAF and the Afghan National Army Chief GS, the program aims to develop the capacity of Afghan national defense and security education institutions. Since 2017, DEEP Afghanistan has been an integral part of NATO’s Strengthening Enduring Partnership with Afghanistan, which implies more political visibility and support. The main areas of cooperation are: Afghan Senior Leader Professional Education; Faculty and Curriculum Development; and Institutional Capacity Building.

### ***DEEP Armenia***

Armenia restarts the DEEP program in 2018. The programme enjoys substantial support from the political leadership (MoD, Deputy MoD) and actively works with the country’s four key Profesional Military Education

institutions (V. Sargsyan Military University (VSMU), National Defence and Research University (NDRU), the Military Aviation University (MAU) and the NCO School) in the fields of faculty development (MIP, ADL) and curriculum development (new courses, especially a strategic level interagency course delivered by the NDRU). The integration of Building Integrity (BI) curriculum elements into the curricula of all four Professional Military Education institutions is ongoing through a combined program between DEEP Armenia and the NATO BI program. One focus of DEEP remains on the NDRU and its strategic level courses.

### *DEEP Azerbaijan*

Azerbaijan restarts the DEEP program in 2018. An Master instructional program has successfully begun and is expected to be complete by late 2019. The build-up of an ADL distance learning capacity at the Military College of the Armed Forces (MCAF) is proceeding and will create a first ADL test laboratory in late 2019. Upon the request of the Azerbaijan MOD, the Higher Military School (HMS) (military high school), with its three branches (army, air force/air defence, and navy) was integrated into the DEEP. The Bulgarian Naval Academy actively supports the curriculum development at Azerbaijan.

### *DEEP Bosnia and Herzegovina (BiH)*

A team of experts conducted an initial scoping visit between 1-9 April 2019. The DEEP team addressed Officer Professional Military Education, Non-Commissioned Officer education, and English Language Training. The primary target of DEEP assistance will be the Armed Forces of Bosnia and Herzegovina (AFBiH) Professional Development Centre (PDC) within its Training and Doctrine Command (TRADOC). The DEEP program will address the Basic Officer Training Course (pre-commissioning), Staff Officer Course (battalion-level staff training), Command and Staff Course (brigade-level and higher staff training). The execution of the DEEP program is proposed to be done in three distinct, but interrelated phases. The first phase

will focus on Curriculum Development, the second on Faculty Development, and the third phase will provide feedback on progress in the earlier phases.

### *DEEP Georgia*

DEEP Georgia successfully continues its efforts in support of the Georgian defense education institutions. Their faculty have become self-sufficient and graduates are becoming intellectually interoperable with their NATO peers. Georgia has repeatedly sent experts to participate in other DEEP programs, hosted multi-national workshops and increasingly become a provider of PME expertise. DEEP focus is on the National Defence Academy (NDA) with its 4-Year Programme (pre-commissioning) and its new Master's Degree Programme, as well as on the non-commissioned officer (NCO) Training Centre. Emphasis is on the academic processes, teaching methods, and curriculum development

### *DEEP Iraq*

This program renews the original DEEP program initiated in Iraq in 2012. It was suspended in 2014 after the beginning of the ISIS offensive. The current DEEP is being conducted in close coordination with the t NATO Mission Iraq (NMI), formally launched at the request of the Iraqi government and in coordination with the Global Coalition to Defeat ISIS at the Brussels Summit in July 2018. NMI has a non-combat training and capacity-building mission. DEEP was identified as the program to support NMI's PME development task. The DEEP team assessed three institutions under the Iraqi Defence University for Military Studies (DUFMS) - the National Defence College (NDC), the War College (WC), and the Defence Language Institute (DLI). The report of the scoping visit provided immediate-, medium- and long-term recommendations for each of the three institutions that address their identified needs and priorities. Based on the recommendations, the DEEP team generated a list of activity proposals for 2019 and 2020.

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*Discussion of Support:*

***DEEP Kazakhstan***

DEEP Kazakhstan was launched in 2007 for the Kazakh National Defence University (NDU). The program focus to establish a Kazakh NDU with curriculum and teaching pedagogy that are compatible with those in NATO/Western defense education institutions. The NDU is now delivering three DEEP-support multihour courses in its core curriculum: Western Operational Art, Logistics and Civil-Military Relations.

***DEEP Kyrgyzstan***

The DEEP activities in Kyrgyzstan have been resumed after a visit that took place 23-27 July 2018. A faculty review event was conducted on February 2019 and a curriculum development workshop on Leadership Skills was organized in June 2019. Future steps for DEEP Kyrgyzstan will be to work on an overall PME concept, to assist the Military Institute in its transition to a Military University (e.g. through familiarisation visits to partner country institutions) and to continue supporting in the curriculum development process (workshop on Democratic Oversight of Armed Forces).

***DEEP Mauritania***

The DEEP program supports the Mauritanian National Staff College (ENEM). It is an intermediate level school: students are captains, former company commanders, and ENEM prepares them for assignments to joint headquarters as staff officers. It focuses on ENEM capacities in the following areas: exchanges with peer institutions, operational English, development of Counterterrorism, Counterinsurgency, and Operational Planning curriculum. A major step for 2019 is the review of the ENEM core curriculum. Finally, interactions between the ENEM and the Tunisian Staff College are

encouraged under DEEP Mauritania and DEEP Tunisia in order to promote regional cooperation and synergies.

### ***DEEP Republic of Moldova***

DEEP Moldova has progress achieved in the core capabilities supported during the past years in the Military Academy, to include the senior course (staff college-level) and the post-graduate master's degree program. DEPP focus on the development of the Ph.D. program in the Moldovan Military Academy.

### ***DEEP Mongolia***

The Mongolian Ministry of Defence 2019 sent a letter to the NATO Deputy Secretary-General (DSG) to request the reactivation of DEEP Mongolia to address NCO education. After its start in 2013, DEEP Mongolia had focused on curriculum and faculty development at the Mongolian National Defence University (MNDU), the country's primary PME institution. Currently Mongolian MoD requests to sustain these achievements and to support the Mongolian Armed Forces in the development of professional NCO education.

### ***DEEP North Macedonia***

Main areas of cooperation DEEP North Macedonia include events in all three pillars of DEEP: institutional development, faculty development, and curriculum development. The Academy has completed a full cycle of faculty development workshops and the Master Instructor Programme (MIP) only requires one last workshop for completion. Feedback from both visiting DEEP experts and the resident faculty is very positive, indicating substantial capacity within the Academy. Additional ADL/distance learning progress has been made to date.

### *DEEP Serbia*

DEEP Serbia gives Assisting the development/improvement of military education to make the national system compatible with international academic (Bologna Process) and NATO standards are the priority, with a goal for closer cooperation with NATO and NATO partner countries in the field of military education. To do so, objectives are the following: (a) curricula and teaching methodology compatible with international academic and NATO standards; and (b) quality management for University of Defence (UoD) Faculty, and introduce/improve teaching methods (exercise/simulation capacity for the UoD; and capacity for distance learning). The continued cooperation with Allies and western partners will gradually improve the partnership and thereby lead to the adaptation of new structures (courses, institutions, etc.). Special focus is given on NCO education support and peers to peer engagements.

### *DEEP Tunisia*

DEEP Tunisian thanks to excellent cooperation between NATO Operations Division, the Academic lead and Tunisian PMEs, the program has been very successful so far. The PME institutions have developed nine new curriculum modules (Joint Operations Planning (JOPDM), Cybersecurity, Geo-strategy, and international relations, leadership, defense planning, post-conflict reconstruction, stabilization policies, operational English, humanitarian law, and crisis management). In addition, more than fifteen faculty development support events have taken place. Also, a Master Instructor Programme (MIP) and an ADL program have begun in support of the Tunisian War Collage.

### *DEEP Ukraine*

The DEEP program after six years of working with the support of 16 Allied countries, Phase I of the programme which focused on institutional/organizational adaptation and on basic faculty development had been essentially concluded. Ukraine PME schools have established good working

relations with major Euro-Atlantic defense universities and academies and adapted their structures to be more efficient in offering modern teaching methodologies for new officer-instructors. The majority of new instructors have recent eastern Ukraine Anti-Terrorist Operations (ATO) combat experience and some PME schools have established a faculty pool that is very well trained in pedagogy and able to train the new instructors in modern teaching methodologies. Beginning in 2017 and continuing into 2018 and beyond, the DEEP program is emphasizing support for curriculum development that is in compliance with NATO standards in seven (7) Ukraine PME institutions: Ground Forces Academy in Lviv, Odessa Military Academy, Naval Institute in Odessa, Kharkiv Air Force National University, Tank Institute in Kharkiv, NDU in Kyiv, Zhytomyr Military Institute, Military Institute of Taras Shevchenko and National University of Kyiv.

## **Specific defence education working groups**

### *Reference curricula working group*

The lead for the PfPC Education Development Working Group (EDWG) Reference Curriculum Working Group, provided an update on the status of all reference curricula, with emphasis for the ongoing development of the Counterterrorism Reference Curriculum, to be released by the end of this year. He highlighted that this is a multinational and multicultural effort, and noted the necessity for a broad approach to terrorism and counterterrorism measures.

### *Educators faculty development working group*

The lead of Educators Faculty Development Working Group provided an overview and way forward for the work of the Educators Faculty Development Working Group. The main goal of the tailored national workshops and the former annual multinational educators' workshops for partners was to share and instil western experience in learning and teaching



methods. Topics focused on experience in student-centered learning, learning plan development, learning objectives and outcomes, learning methods, active learning, blended learning, e-learning, and curriculum design. After a successful introduction, Master Instructor Programme (MIP) has become an attractive measure that is being sought after by other DEEP countries: Armenia, Azerbaijan and North Macedonia have on going MIPs, while Afghanistan and Tunisia will begin the program this autumn. The “Master Instructor” is an individual educated in creating and delivering faculty development to new partner school faculty while educating his or her successor.

### ***Bureau for International Language Co-ordination (BILC)***

NATO BILC Chair explained that BILC is a community of language teaching and testing professionals from the defense ministries and defense sponsored organizations of some 45 countries. It is NATO’s consultative and advisory body for language training and testing issues. The main objective is to foster cooperative professional support among BILC member nations and to extend support to NATO within the field of language training and education and language assessment. She confirmed that BILC will continue supporting DEEP activities in the future: all events, such as the BILC Annual Conference, Professional Seminar and other workshops and seminars are open to Allies and partner nations.

### **Summary of discussions**

The Clearing house reviewed the DEEP plans currently in existence, with the following outcomes:

- Participants renewed their expressions of satisfaction with the format of the CH as the appropriate multinational forum for the coordination of assistance amongst donors, the alignment of support with requirements identified by partners, and the objective assessment of challenges faced and successes reached by partners in their institutional reform efforts.

- Emphasized the success of the introduction of sub-groups. The possibility to discuss in-depth details and lessons learned across programs was much appreciated. The groups also provide the potential for possible synergies and regional cooperation.
- Participants coming from NATO staff elements highlighted their support to DEEP objectives and requirements. The benefit of leveraging resources and expertise at other institutions within the NATO education and training landscape, including the Partnership Training and Education Centre (PTEC) community, was acknowledged.
- The participating institutions agreed to examine the continuation and gradual progression or down-sizing of individual country programs as partner nations reach self-sustainability.
- Approximately 90% of identified program requirement gaps were met, thanks to new offers provided by Clearing House participants.

## About the author

**Colonel Andrija Kozina holds Ph. D.** in the social field of pedagogy at the Dr. Franjo Tuđman Croatian Defense Academy, University of Zagreb. For his Ph. D. work, he received the MAGNA CUM LAUDE certificate for outstanding achievements during his doctoral studies. His major fields include andragogy, military pedagogy and contemporary teaching methods. His secondary field is the intercultural curriculum in the military. Actively involved in popularizing the profession by issuing technical and scientific papers. Currently, he works as a Military Pedagogy and Contemporary military concepts course associate at the University of Zagreb. He is a permanent member of the DEEP team and Educators Faculty Development Working Group. So far, he has actively participated in the work of DEEP Northern Macedonia, DEEP Afghanistan, and DEEP Ukraine. His current position is Vice Dean for Science and Development in Dean's Office.