



# **BALTIC DEFENCE COLLEGE**



# **White Book 2008**

<b>Content</b>	<b>Page</b>
<b>Foreword</b>	3
<b>1 Baltic Defence College Staff</b>	11
1.1 Organization and manning	11
1.2 Cooperation with other defence colleges	13
<i>1.2.1 NATO Conference of Commandants</i>	13
<i>1.2.2 Nordic Commandants Conference 2008</i>	13
<i>1.2.3 Central European Forum on Military Education</i>	14
<i>1.2.4 European Security and Defence College</i>	15
<i>1.2.5 Other activities</i>	16
1.3 Cooperation with the universities	16
1.4 Faculty development and external activities	17
<b>2 Courses at the Baltic Defence College 2008</b>	20
2.1 Army Intermediate Command and Staff Course 2008	20
<i>2.1.1 Teaching of the AICSC</i>	20
<i>2.1.2 Feedback of the AICSC</i>	21
<i>2.1.3 Students of the AICSC</i>	23
2.2 Joint Command and General Staff Course 2007/2008	25
<i>2.2.1 Teaching of the JCGSC</i>	25
<i>2.2.2 Feedback of the JCGSC</i>	29
<i>2.2.3 Students of the JCGSC</i>	30

2.3	Higher Command Studies Course 2008	33
2.3.1	<i>Teaching of the HCSC</i>	33
2.3.2	<i>Feedback of the HCSC</i>	38
2.3.3	<i>Students of the HCSC</i>	39
2.4	Civil Servants Course 2008	40
2.4.1	<i>Teaching of the CSC</i>	40
2.4.2	<i>Feedback of the CSC</i>	41
2.4.3	<i>Students of the CSC</i>	41
<b>3</b>	<b>Baltic Defence College Research in 2008</b>	43
3.1	Research activities	43
3.2	Conferences, Seminars and Workshops	45
3.3	Publications	50
3.4	A. P. Möller Defence Research Library and Information Resources Centre	51
<b>4</b>	<b>Baltic Defence College Development</b>	53
4.1	Courses 2008 – 2012	53
4.2	Army Intermediate Command and Staff Course 2009	53
4.3	Joint Command and General Staff Course 2009/2010	54

## Foreword



*Brigadier General Gundars Abols, Commandant of the Baltic Defence College*

In some respects, ten years doesn't seem like a long time, but it is time enough for the world to change. The consequence of those changes has imposed challenges on the nature and tempo of NATO and EU operations, and on the policies of the Baltic States. The Baltic States, as patrons of the Baltic Defence College (BALTDEFCOL), have recognised the impact and significance of those changes, and have issued requirements spelled out in the 2007-2012 Development Plan, approved by the Ministries of Defence.

Several tasks were identified from this Development Plan, but the chief task is to remain always vigilant to new ways to keep our product fresh and at the cutting edge. The use of modern information and communication technologies, the review of our student feedback and assessment methods and systems, should be aiming to better support and situate our product within the professional officer development system of the three Baltic States are the methods whereby we. To the latter, the BALTDEF COL should remain committed to its mission as a college rather than as a higher education institution as legally defined by the Baltic States, even if the quality of what it delivers is similar, and in some cases equivalent.

The use of new technologies makes our life easier and our delivery of products faster and more efficient. In terms of educational support, our IT team has already started working with outside contractors to install a new Learning Management System (LMS) created by a Swiss and German team. The ILIAS system, as this LMS is called has been transferred to our BALTDEF COL server already, and within this capability we find the means to rationalise the online presentation and pre-reading packages for our current courses, and we find the tools to make the Civil Servants Course's existing online portion perform better.

The BALTDEF COL is moving forward with its own limited capabilities to develop advanced distributed learning (ADL) curriculum. Between February and June, a study was conducted of the self-paced courses made available online by the Joint ADL website of Allied Command Transformation (ACT) and the PFP Consortium of Defence Academies and Security Institutes. It was evident that the level of the courses

analysed was too low, except in the case of stand-alone English Skills for Staff Officers (ESSO) course, which will be made available to JCGSC students in 2009, perhaps with the support of the NATO Defence College with whom BALTDEFCOL staff are in contact. In the short run, we are developing, upon the advice received by members of ACT and US Under-Secretary of Defence for Personnel and Readiness department and US Joint Force Command in April, a short self-paced information package which will incorporate audio-video on a PowerPoint based presentation. This will be made available on CD or online by the middle of the summer 2009, on time for our JCGSC students to use.

The ILIAS LMS has also the capability built into it to offer electronic feedback for our courses. We are applying a standardised electronic feedback system that will yield the data in a way that saves important amounts of time for our staff to compute. In effect, the feedback system can yield data in Excel format, and graphs that tell us from one look how we are performing and where we need to bring improvements in the eyes of our students.

Similarly, the students of the Joint Command and General Staff Course (JCGSC) have alerted us to the need to refine our assessment system. I have asked our Dean to look into this matter, and the result is that our assessment system will be based on more summative assessment than before. Summative assessments are the type of assignments for which you give formal grading, whereas formative assessments, which we used already, merely give us a subjective idea of where the student is headed. In addition to this, we are currently looking at ways to see whether the assessment done by Syndicate Guiding Officers (SGOs) could not reflect better the aims and goals of the course plan,

and be reconciled with the feedback we receive from the students so as to produce a picture where we can corroborate our performance with that of the students. Results from this experiment will be available early in 2009.

In short, we are always aware that we need to constantly improve our delivery and working methods and we take the means to make these improvements happen. This is how we move from lessons identified, to lessons learned.

When it comes to the harmonization of Baltic officer development and the role of the BALTDEFCOL within it, there are still some challenges. We must rejoice that the three Baltic Ministries of Defence (MODs) have agreed upon a Common Baltic Officer Development System and also on a Combined Officer Professional Development Programme. These programmes benefit from the appropriate vision, philosophy and structure which are reflected in the systems of all three countries, but if the role of the BALTDEFCOL is well-defined within it, coordination is still needed so that the curriculum delivered here is in line with the requirements of the Baltic MODs.

For a long time already, the BALTDEFCOL has been contributing its resources to the naval and air staff courses of Latvia and Lithuania, and this trend will continue. Other multinational efforts are also on the rise. They enable the Baltic States to be well represented in Europe, and in other institutions. Efforts at outreach are fundamental in maintaining the College multinational. Outreach efforts reveal our expertise, bring added value to the endeavours of our partners, and help Baltic States secure their interests not only in the educational

sphere, but in the political sphere as well, because the BALTDEFCOL is the instrument with which they give back to the Euro-Atlantic community.

Such initiatives include the NATO Conference of Commandants (COC), held annually with a Euro-Atlantic focus, the Conference of Nordic Commandants, also held annually, gives expression to the regional concerns of education. Many initiatives spring from these meetings. At the NATO COC, we were given the opportunity to discuss issues of curriculum recognition and accreditation. Recently, we have continued exploring these issues, increasing our institutional knowledge of the Bologna Process, and now of an upcoming "Military Erasmus" project revealed at the latest Central European Forum on Military Education (CEFME) held at the BALTDEFCOL in late November. Outreach with like-minded institutions is essential and should continue. Participation in initiatives such as the International Society of Military Sciences (ISMS), in which BALTDEFCOL became a partner this year, contributions to the Nordic Security Seminar and other such initiatives enable our staff to demonstrate their talents and put them to the benefit of the greater good. They reflect our value as a partner and are important forums to exchange ideas and attract resources for our own programmes and project and must therefore continue.

The accreditation of military education is important if we want our officers to be employable after retirement, and also, it means that civilian education can sometimes be leveraged to help in our own delivery. Lately, discussions with the University of Tartu point in just such a direction; exchange of curriculum and exchange of faculty. But in every case, we must ensure that the standards of the College

education correspond with civilian expectations. Recognition of our courses with Vilnius University is already achieved, but judging by the discussions of the CEFME, still a long road remains to be travelled in understanding what depths the meaning of accreditation and recognition may have.

There are three levels of recognition; institutional, programmatic, and individual. The attribution of the Diploma Supplement (a document from the Bologna Process), allows an individual to present the details of the education received at the BALTDEFCOL to other institutions, including civilian ones. As you already know, we already issue a Diploma Supplement, and so far, this is the limit that is achievable autonomously for recognition of our courses. The next step, where we can make the output of the BALTDEFCOL count for our students and for other institutions, is at the programmatic level accreditation. This requires the analysis and benchmarking of some of our courses by outside experts. In some ways, this is already achieved for the Higher Command Studies Course (HCSC) which has received blessing by ACT as a NATO approved course. To do this with universities, whether civilian or military requires us to be more predictable and transparent in our delivery of planning documents.

This is why I remain convinced that the documentation stating the level of the courses, the description of modules, the number of hours, and the readings be approved and inserted in the course training support package well before the start of a course (6 months before). The compendiums, otherwise known as the analytical programme, must be clear not only to the student who wants to better manage his time, but also to the institutions and experts who may wish to consider

a part of our courses equivalent to theirs. By relieving the project officers of this mundane task as the course is ongoing, we can hope to better prepare for lectures and modules, and perhaps save time to think for the next course iteration.

The JCGSC remains our flagship course, and to ensure proper continuity, the issue of faculty development is crucial at a moment where some countries will terminate their contribution to the BALTDEFCOL. As we develop the college to make it an attractive work destination and thereby sustain multinationality, we must be careful that we have a proper service mix from the student body that also preserves the joint nature of the course.

The HCSC seeks to prepare officers and civil servants at OF4-OF5 and A4-A5 levels. The aim is to deliver teaching that will enable senior officers and civil servants to initiate, lead and implement transformation. This course uses Visiting Senior Mentors (VSMs) and active learning methodology, commonly found in war colleges. Although the VSM approach is a costly one, it has shown its value time and time again to support the Socratic atmosphere of learning, where students who already have a lot of experience can teach each other in addition to the new knowledge delivered by the VSM.

The Civil Servants Course (CSC) aims at developing the skills necessary for effective civilian participation in military activities foreseen within a comprehensive approach or "whole of government" approach. For the next iteration of the course in 2010, the curriculum will examine the civilian contribution in joint, interagency, multinational, non-governmental and intergovernmental activities and

operations. The distance learning portion will also be enhanced with the use of the new ILIAS system.

To maintain the quality of our output, we require the input of friends and partners. Multinationality must make the object of a steady campaign attract other countries to support the college by sending capable, competent and qualified directing staff members. For this to happen, the BALTDEFCOL and the three Baltic States must make employment and secondment in our institution more attractive, including corollary services for deployed personnel and their families. An atmosphere of trust and welcome must be sustained throughout our dealings with the countries we want to attract, and every effort must be made to synchronise our positions on this matter.

With essential external support the BALTDEFCOL can look to the next ten years with optimism. It is not enough to be optimistic. Let's face it demonstrating an effort at giving back will go a long way into recovering multinationality at the college, but in a moment of fiscal scarcity, we must look very closely at the cost of programmes at the BALTDEFCOL. In fiscal year 2009, notice has been given to project officers to be more frugal. One thing is for sure, the challenges that await us should be transformed into opportunities to better serve our ultimate client: the student at the BALTDEFCOL

GUNDARS ĀBOLS

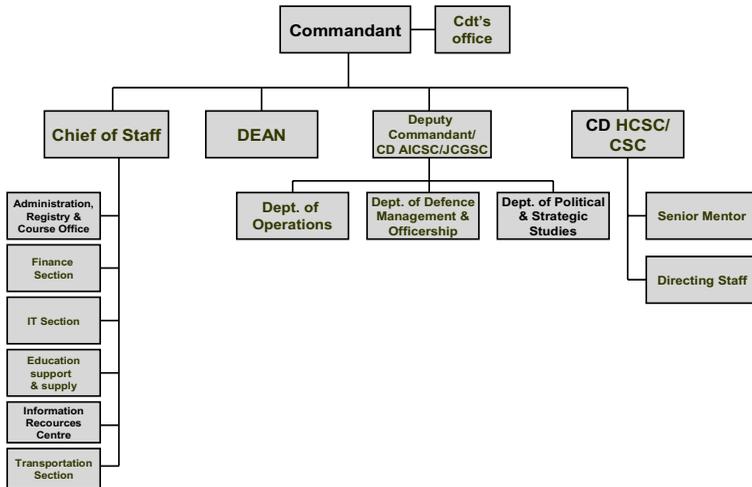
Brigadier General (LVA A)

Commandant



# 1 Baltic Defence College Staff

## 1.1 Organization and manning



The BALTDEFCOL structure (above) was implemented in August 2007, approved in August 2008 and amended in December 2008.

The manning plan comprises 65 positions – 40 Directing Staff (DS) members including the College Management Group and 25 Support staff members. The main body of the Directing Staff members belongs to one of the three Departments – Operations Department (OPD), Department of Defence Management and Officership (DMO) and Department of Political and Strategic Studies (DPS). Staff members from 12 nations are present at the College.

Totally 12 positions were vacant at the end of December 2008 and are presented in the table below:

	Planned manning					Vacancies
	Officers	NCOs	Academics	Admin/ support	Total	Total
Management	4		1		5	1 <sup>1</sup>
Cdt Office	1	1		1	3	-
OPD	19				19	6 <sup>2</sup>
DPS			6	2	8	2 <sup>3</sup>
DMO	5				5	3 <sup>4</sup>
HCSC	2		2		4	-
Support Staff		4		17	21	-
<b>Total</b>	<b>31</b>	<b>5</b>	<b>9</b>	<b>20</b>	<b>65</b>	<b>12</b>

*Planned manning and vacancies as of December 2008*

	Officers	NCOs	Academics	Admin/Supp	Total
Estonia	4	4	2	18	<b>28</b>
Latvia	6	1	1		<b>8</b>
Lithuania	5		2		<b>7</b>
Canada	1		1		<b>2</b>
Denmark	1				<b>1</b>
France	1				<b>1</b>
Norway	1				<b>1</b>
Poland	1				<b>1</b>
Romania	1				<b>1</b>
Sweden	1				<b>1</b>
UK			1		<b>1</b>
US			1		<b>1</b>
<b>Total</b>	<b>22</b>	<b>5</b>	<b>8</b>	<b>18</b>	<b>53</b>

*Actual manning of BALTFEFCOL per nation as of December 2008*

<sup>1</sup> = College Dean. Manning expected from Jan 2009

<sup>2</sup> = NATO Joint Ops 1 pos, NATO Land/Joint Ops 1 pos, NATO Air/Joint Ops 2 pos, NATO Navy/Joint Ops 2 pos

<sup>3</sup> = Research assistants 2 pos. Manning delayed until spring 2009 of economical reasons

<sup>4</sup> = Head of Department, Senior instructor and Civil Emergency Planning instructor

## **1.2 Cooperation with other defence colleges**

### **1.2.1 *NATO Conference of Commandants***

The 37th annual Conference of Commandants, entitled "Comprehensive Approach to Security – the Role of Educators" was held in the city of Toledo, Spain on 21-22 April 2008.

The Conference, attended by 122 representatives of 56 institutions from 45 different countries, brought together NATO and non-NATO military educators under the chairmanship of NDC Commandant Lt Gen Wolf Dieter Loeser.

A number of discussions and "Thinking platforms" were used to address different subjects during the meeting. The BALTDEFCOL Commandant participated in thinking platform "New challenges and approaches in strategic-level education, key studies, ADL, feedback and responsiveness to the Curriculum" representing the topic "Challenges of distance learning in small military learning establishments".

### **1.2.2 *Nordic Commandants Conference 2008***

Nordic Commandants Conference was hosted by the Royal Danish Defence College in Copenhagen, Denmark on 22 October.

The Nordic Commandants Conference focused on the development of cooperation between the Nordic Defence Colleges/Universities of

Denmark, Norway, Sweden, Finland and the Baltic Defence College. The overall conclusion of the Conference was that the cooperation and knowledge sharing between the five institutions will continue and increase in the future.

The Nordic Commandants Conference was followed by Research Conference "Comprehensive Approach" where the topic "Effects-Based Post-Conflict Stabilisation and Reconstruction" was represented by Mr. Frederic Labarre, Head of Political and Strategic Studies.

The main topic of the next year's Nordic Commandants Conference will be Lessons Learned and Comprehensive Approach in International Operations.

### **1.2.3 Central European Forum on Military Education**

The topics of the Central European Forum on Military Education, CEFME, which took place 27-28 November 2008, focused this year on issues of accreditation, benchmarking and equivalencies. Head DPS moderated a panel on the "Erasmus militaire", and gave a briefing on the use of the "Diploma Supplement" (Bologna Process). The intention of the BALTDEFCOL is to continue exploring ways in which the mobility of its graduates can be facilitated not only between military education and training establishments throughout the NATO world, but also with civilian universities.

#### **1.2.4 European Security and Defence College**

On 11-14 March, together with the Austrian National Defence Academy, BALTDEFCOL organized and delivered Module 4 of the European Security and Defence College's High Level Course. This activity attracted diplomats and senior EU civil servants to the College for the high-level portion of the course, entitled "ESDP in Regional Context". BALTDEFCOL was again invited to host a module of the ESDC in 2010.



*ESDC High Level Course "ESDP in regional context"*

### **1.2.5 Other activities**

A number of other external activities, in order to deepen cooperation with other colleges and defence universities, were conducted during 2008. The Commandant visited Führungsakademie der Bundeswehr, US JFCOM Joint Warfighting Centre and Marine Corps University among other institutions.

On 21 May the Commandant had the honor to participate in the meeting of Forum for Security Co-operation (FSC) during the chairmanship of Estonia in Vienna where he gave a presentation about the BALTDEFCOL, introducing the college in the Organization for Security and Co-operation in Europe (OSCE) participating countries at the FSC.

### **1.3 Cooperation with the universities**

Baltic Defence College has actively pursued cooperation with the universities as it is part of the BALTDEFCOL strategy to develop a network of academic partnerships in the Baltic States, in order to create new professional and educational opportunities for the college's faculty, students and graduates. This entails exchange of the lecturers, research cooperation as well as possibility for the university students to participate in certain educational activities of the BALTDEFCOL.

On 12 June an agreement of academic cooperation between the BALTDEFCOL and the University of Tartu was signed. The agreement established a framework for academic and educational exchange as well as joint activities in research.

Both organizations, the University of Tartu and the BALTDEFCOL, also see each other as natural partners in maintaining international character of their research and education. The two institutions will proceed with developing specific cooperation initiatives and projects at the level of institutes and departments.

In 2008, a significant milestone was reached in terms of facilitating mobility of the BALTDEFCOL graduates across the educational programmes and institutions. On the basis of the cooperation agreement, signed in 2007, Institute of International Relations and Political Science of Vilnius University conducted the equivalency analysis of the JCGSC curriculum in relation to its MA in War and Peace Studies programme.

The outcome of this analysis is the recognition of one semester of studies for the JCGSC graduates, should they decide enrolling on the aforementioned programme, which is delivered in English. Thereby, the residential part of Master's studies in Vilnius University is reduced to one semester, leading to significant financial and time savings for the JCGSC graduates as well as their nations. This opportunity of combining studies at the BALTDEFCOL with the MA degree studies in Vilnius University was announced to the nations in the invitation letters concerning the students on the JCGSC 2009/2010.

#### **1.4 Faculty development and external activities**

A range of internal and external activities have been conducted in order to develop and enhance the competence of the Colleges' staff

members. Due to low manning and a high work load, not all planned faculty development activities have been conducted. BALTDEFCOL participation in external activities which contributed to faculty development includes:

- Conferences on international law, international humanitarian law, conflict resolution and leadership.
- Conferences on EU policy-making and the "new Eastern Europe".
- Operational Planning Course, NATO School, Oberammergau, Germany.
- Network Centric Warfare Seminar in London, UK.
- Exercise Enabler 08 at Joint Warfare Centre in Stavanger, Norway.
- Baltic Defence Technology Exhibition, Tartu, Estonia.
- Annual Reichenau conference of the Study Group on Regional Stability in South East Europe of the PfP Consortium
- Annual Conference of the PfP Consortium of Defence Academies and Security Institutes, NATO HQ.
- Visit to Theresian Academy, Austria, to study implementation of the Bologna Process, benchmarking and recognition issues.
- Comprehensive approach conference in Royal Danish Defense College, Denmark.
- Emerging military technologies, ethics and leadership conference in the Netherlands.
- Cooperation with Danish Advisory Training Staff, DATS, in Riga, Latvia.
- Support to the Air Force Intermediate Command and Staff Course in Vilnius, Lithuania.

- Support to the Navy Intermediate Command and Staff Course in Riga, Latvia.
- Support to Baltic CIMIC Functional specialist course.
- Internal workshop addressing the NATO Operational Planning process to prepare for the Combined Joint teaching for the Joint Command and General Staff Course.
- Introduction seminar for DS members and Syndicate Guiding Officers (SGOs).



*BALTDEFCOL staff with families during team building event in August 2008*

## **2 Courses at the Baltic Defence College 2008**

### **2.1 Army Intermediate Command and Staff Course 2008**



*Army Intermediate Command and Staff Course students and staff members August 2008*

#### **2.1.1 Teaching of the AICSC**

The AICSC 2008, the 2<sup>nd</sup> intermediate course since its establishment, started on 4 August and ended on 12 December 2008. Based on the positive feed back from the first AICSC, only minor changes to the curriculum and to the course programme were necessary and included in the new Course Plan.

The main emphasis of the course – to develop skills and knowledge required for planning and conducting formation level operations (mainly brigade tactics) – remained the same, and was reflected in the time spent on the different Learning Areas. Approximately 70 % of the

teaching was dedicated to Formation level operations and the three remaining Learning Areas – Small states’ national security, Project management as well as Leadership and military ethics – were almost equal in time.

After a decision in spring 2008, the student assessment system was completely changed in order to implement a more objective system with a grading system in accordance with civilian universities. Upon graduation, each student received a final grade, from A – F where F is the failure, based on a number of formative and summative tests, observations and examinations conducted within five separately assessed components.

The College has developed and launched a new electronic feed back system that was tested during the Civil Servants Course 2008 and fully used for the AICSC students. The development continues.

### **2.1.2      *Feedback of the AICSC***

The overall feedback together with detailed comments from the students and the Directing Staff has been used in the planning guidance for AICSC 2009. Main conclusions are as follows:

- The AICSC 2008 achieved the specified aims.
- The overall course structure is well balanced and has to be maintained. Only minor changes and adjustments to the curriculum flow are necessary.

- The newly developed student assessment system will be maintained but needs some minor adjustments to be implemented in the AICSC 2009.
- The Student Assessment Data Base (SADB) will be developed and transferred to the new LMS-system (ILIAS)
- Some of the students did not meet the admission requirements, especially the required language skills and basic staff skills. The College will take necessary actions to early identify weak students. The sending nations need to develop the selection process to assure that the requirements, in all areas, are met.
- The process of withdrawing students from the course must be improved and the responsibilities clarified.



*AICSC students in the Björn von Sydow Hall*

### **2.1.3 Students of the AICSC**

The AICSC 2008 was planned for 48 students, 14 from each Baltic nation and 7 sponsored students. As a "stand-alone-course", not followed by a Joint Command and General Staff Course, the sponsored students were only invited to the AICSC.

Of the 48 in-processed students, 3 students left the course before graduation and one student did not receive the graduation diploma. The main reasons were:

- Weak English skills and long absence - 1 student
- Academic misconduct (plagiarism) - 2 students
- Not satisfactory examination - 1 student

Totally 44 students were finally graduated on the 12<sup>th</sup> of December 2008. The final grades (using the new assessment system with grades A – F, where F is the "Failure" grade) were:

- Grade A - 2 students
- Grade B - 10 students
- Grade C - 24 students
- Grade D - 8 students
- Grade E - 0 students
- Grade F - 1 student

All together, 8 nations were represented in the course and the majority of the students had the rank of either Captain or Major:

<b>Rank Nationality</b>	<b>LtCol</b>	<b>Maj</b>	<b>Capt</b>	<b>1<sup>st</sup> Lt</b>	<b>In-processed</b>
Estonia	-	7	4	1	12
Latvia	-	5	9	-	14
Lithuania	2	14	-	-	16
Armenia	-	-	1	-	1
Azerbaijan	-	-	1	-	1
Georgia	-	1	-	-	1
Montenegro	-	-	1	-	1
Ukraine	-	-	2	-	2
<b>Total</b>	<b>2</b>	<b>27</b>	<b>18</b>	<b>1</b>	<b>48</b>

*Nationalities and ranks in the AIGSC 2008*

## **2.2 Joint Command and General Staff Course 2007/2008**



*Joint Command and General Staff Course students and staff August 2007*

### **2.2.1 Teaching of the JCGSC**

The first “new format” of the Joint Command and General Staff Course, JCGSC 2007/2008, started in August 2007 and graduated successfully on the 13<sup>th</sup> of June 2008.

The aim of the course was to “prepare selected officers for tactical level command and key staff appointments within combined joint headquarters” and has not been changed compared to the earlier courses. The focus on joint operations was clearly visible in the curriculum, where nearly 50 % was time dedicated for Joint Combined Operations, and this contributed to a better fulfilling of the defined aim. The teaching activities within the other Learning Areas – International Security and Strategy, Defence Planning and

Management as well as Officership – contributed to the overall successful outcome of the course.

The course was conducted in five main phases. The first phase “Foundation” and the second phase “Framework of Combined and Joint Operations” was conducted during the first four months and is described in the White Book 2007.

The third phase ‘Planning of Combined Joint Operations’ began in December 2007 with the first main Planning Exercise (PLANEX) appropriately titled Collaborative Effort I (CEI).

CE I was designed so that the students had to role play the staff of a Joint Operational Planning Group (JOPG) of a Combined Joint Task Force (CJTF). The student body was divided in 3 JOPGs and each group had to analyze and plan for a Combined Joint Operation within a Combined Joint Campaign. The teaching, coaching and mentoring of students was supported by the use of BALTFEFCOL own Head Teachers (HT) and Assistant HTs. In addition, the use of Visiting Senior Mentors (VSM), LtGen Scharling (DNK A), LtGen Riechmann (DEU A) and Col Appleton (CAN A), role playing the Task Force Commander/Component Commander, provided added realism for this phase, proper mentoring and was found to be much appreciated by the students.

CE I was followed by a second Planning Exercise, Collaborative Effort II in January when the Course was divided into Components, where students had to analyze the CJTF’s Concept of Operations and apply plans at the Component’s Commander’s level.

February was dedicated to Crisis Response (CRO) and Peace Support Operations (PSO). The aim was to get the student to understand the characteristics and challenges related to PSO at the operational level.

The following subject was the Nature of Insurgency and Counter-Insurgency (COIN). Conducted in March, this teaching aimed at making the student understand the nature of COIN and analyze the predominant campaign themes.

This segment was concluded by Collaborative Effort III, the third Planning Exercise where student again manned positions in a CJTF, had to apply the concepts and procedures related to planning a Combined Joint Peace Support Operation at the operational level.

This third phase culminated in Sweden, where in March, the students participated in a scenario driven PSO Command Post Exercise (CPX), SWEDEX 2008, in cooperation with the Swedish National Defence College.

BALTDEFCOL students have realized through their active participation that they had learned a lot from this phase and that they actually performed very well in all assigned staff position. In conclusion, this phase was an intensive one but the actual hands on training, provided by a total of 4 exercises, made the learning much more interesting and real.



*. A Danish student from JCGSC gives a briefing to the Swedish CHOD, General Syrén, during the SWEDEX exercise in April 2008*

The fourth and the fifth phase, “Defence Planning and Management” respectively “Strategic Planning and Decision Making”, marked the final part of the Course. Particular attention in the College is paid to the management and defence planning teaching which was followed by modules covering strategic planning and decision making, including the Baltic Capitals Study Tour to visit Ministries and General Staffs in the three Baltic States. This teaching particularly supported the needs and challenges of small and new NATO/EU member states, therefore once more highlighting the uniqueness of the BALTDEFCOL within the frame of Western military education.

### **2.2.2      *Feedback of the JCGSC***

The overall positive feed back from the students and the Directing staff underlined that the new JCGSC was on the right track and that only minor adjustments to the course program and the curriculum are necessary for the future. Below are the major recommendations and required changes listed. These, and a number of more detailed lessons identified have partly been integrated in the AICSC 2008 and are included in the planning directive for the JCGSC 2009/2010:

- Strive for a continued multinational mix with students from different countries.
- Create a real joint environment by assuring the participation of Navy and Air Force students.
- JCGSC curriculum is in general well balanced and requires few changes.
- The course structure and the existing balance between Learning Areas has to be maintained.
- The student assessment system needs to be developed to achieve a more objective and transparent model. The assessment system should use the grading system A – F.
- Review and develop the quality of the tests.
- Reintroduce an international study tour as a part of the joint operational teaching to visit joint Headquarters etc outside the Baltic States.
- Establish a student board with greater influence on the planning and execution of the teaching activities.

### **2.2.3 Students of the JCGSC**

All of the 64 in-processed students continued the course and were successfully graduated after 11 month in June 2008. The final grades (using the grading system Excellent, Good, Satisfactory and Not Satisfactory) were:

- Excellent - 13 students
- Good - 46 students
- Satisfactory - 5 students
- Not Satisfactory - 0 students



*H. E. Mr Tomas Ilves with JCGSC students*

The majority of the students, 41, were graduates from the 1<sup>st</sup> Army Intermediate Command and Staff Course (AICSC 2007). All together, 19 nations were represented in the course – 42 Baltic and 22 non-Baltic students, including 14 sponsored students:

<b>Rank Nationality</b>	<b>LtCol/ Cdr(sg)</b>	<b>Maj/ Cdr(jg)</b>	<b>Capt/ Lt(sg)</b>	<b>Total</b>
Estonia	-	7	6	13
Latvia	-	5	9	14
Lithuania	6	9	-	15
Armenia	-	1	-	1
Azerbaijan	-	-	2	2
BiH	-	2	1	3
Canada	1	-	-	1
Croatia	-	1	-	1
Denmark	-	-	2	2
Finland	-	-	1	1
FYROM	-	-	1	1
Georgia	-	1	-	1
Germany	-	1	-	1
Moldova	-	-	1	1
Norway	-	1	-	1
Poland	-	-	1	1
Serbia	-	-	1	1
Ukraine	-	3	-	3
USA	-	1	-	1
<b>Total</b>	<b>7</b>	<b>32</b>	<b>25</b>	<b>64</b>

*Nationalities and ranks in the JCGSC 2007/2008*

Although the multinational mix was very good in the course, the students' service background created problems and did not meet the aim to create a real joint environment. The planning of the course was

made from the assumption that a minimum number of 8 Navy and 8 Air Force students would be selected for the course, thus having all services represented in each of the eight syndicates. To achieve this, the invitations to the nations specifically pointed out the preferable service for each invited nation. Neither the Baltic States nor the other invited nations were able to fully meet the requirements and the actual division between the services was the following:

<b>Service</b>	<b>Army</b>	<b>Navy</b>	<b>Air Force</b>	<b>Total</b>
<b>Nationality</b>				
Estonia	10	-	3	13
Latvia	12	1	1	14
Lithuania	13 <sup>5</sup>	-	2	15
Non-Baltic	18	-	5	22
<b>Total</b>	<b>52</b>	<b>1</b>	<b>11</b>	<b>64</b>

The lack of Navy competence had a negative implication, especially during the joint exercises, when the different components had to be manned and played. BALTDEFCOL invited additional Navy competence from the three Baltic States and the Nordic countries for these exercises.

---

<sup>5</sup> One Navy student was transferred to the Army group because of lack of Navy competence even though he had a Navy rank

## **2.3 Higher Command Studies Course 2008**

The most significant development in the Higher Command Studies Course in 2008 was that the NATO's Supreme Allied Command Transformation recognized the value of the Course and accredited it as a NATO course included into the NATO Course Catalogue.



*Commandant BG Gundars Ābols, HCSC 2008 students and Directing Staff*

### **2.3.1 Teaching of the HCSC**

The HCSC 2008 as a NATO course was conducted between 4 August and 12 December. The overall course length is 25 weeks: six weeks are allocated (during May – June) for dispersed preparation and the accomplishment of required reading prior to arrival for the residential

part of the course; and 19 weeks for the residential part itself (August – December). During the main residential period, from Monday to Thursday each working day in principle comprises five academic hours, and Friday three hours, for classroom activities, plus at least four further hours per day for self-study and preparatory reading.

The HCSC uses the usual war college learning methodology, emphasising active learning and the full participation and contribution of all students in an open and positive environment. The Baltic Defence College does not seek to provide conclusive answers, but to inspire mature and capable people to open their minds to the difficulties and complexities of defence transformation and to develop their own approaches to the problems of adaptation to a new strategic environment. Thus, much reliance is placed on an individual and group study. Students are expected to share their knowledge, experience and learning with others. Students are encouraged to think critically and analytically and required to research and present material on all aspects of the curriculum, which is critiqued by guest lecturers and the College Directing Staff.

Because of the strategic nature of the course, and the intention to deliver the curriculum at an appropriate level of expertise, knowledge and credibility, the main source material for the HCSC is an extensive programme of lectures from a range of distinguished guest lecturers. To ensure freedom of discussion, unless otherwise stated, the College teaching takes place strictly under the Chatham House Rule. The course also has a very high requirement for individual preparatory reading and studies. The students are required to write one short essay and one individual research paper.



*HCSC 2008 students and guest lecturer Ms Giji Gya in Admiral Cowan Hall*

During the residential part of the course 5 senior mentors (General Joachim Spiering, former NATO operational joint forces commander, Rear Admiral Richard D. Jaskot, former commandant of US National War College, Professor Tomas Jermalavicius, Dean, Baltic Defence College, Professor John F. Troxell from the US Army War College, Dr. Michael Dunn from Cranfield University, Colonel Stephen B. Appleton) and up to 70 speakers visited the College to provide the teaching for the HCSC 2008.

The course was able to attract many high-level external speakers to address the students, including Minister of Defence of Estonia, Chiefs of Defence of Estonia, Germany, Latvia and Lithuania, former Chiefs of Defence of Denmark and Hungary, Supreme Allied Commander

Transformation/Commander U.S. Joint Forces Command, NATO Joint Force Command Brunssum Commander, NATO Joint Warfare Centre Director, NATO Joint Forces Training Center Commander, NATO Joint Analysis and Lessons Learned Center Director as well as a number of high level military experts and highly respected academics and civil servants. These included Professor Christopher Dandeker of King's College, London, Dr. Anthony G. McGrew of Southampton University, Dr. Grant Hammond of NATO Defence College, Rome, Rear Admiral Ries Ward of the Royal Navy, Major General Ton Van Loon of the Dutch Army and many others.

A two week Force Planning Exercise was also conducted with the assistance and support of a team of the UK MoD analysts. The aim was to provide the students with an opportunity to use force planning tools and techniques. During the exercise, the students evaluated the existing security and defence policies of the three Baltic States and applied force planning tools and techniques in order to recommend appropriate improvements to the force structures of the three Baltic states.

Two field study trips complemented the classroom activities and allowed the students to gain additional insights and first-hand information on issues relevant to the course objectives and curriculum.



*HCSC 2008 students and staff visiting SHAPE (Mons, Belgium) during the Field Study Trip*

The first study trip to strategic level NATO/EU HQs was combined with a visit to Kiev where the course met with the representatives from the NATO Liaison Office, the Ministry of Defence, the General Staff, the Ministry of Foreign Affairs, and the Security and Defence Council. In Brussels and Mons, the students were able to analyse transformation programmes and discuss major policy issues with representatives from NATO IS and IMS, SHAPE, EUMS, ACT cell at SHAPE, EDA, the Office of EU High representative for Common Foreign and Security Policy, the three Baltic states' Permanent and Military Representatives to NATO and the EU and the Belgium MoD. During the other trip to Riga, Vilnius and Tallinn, the students were addressed by representatives from the Parliaments, Ministries of Foreign Affairs and Defence and Defence Staffs, and were able to gather the facts necessary to support the Force Planning Exercise.

### **2.3.2      *Feedback of the HCSC***

The HCSC developed a robust Course evaluation and assessment system. In January 2009, the HCSC Directing Staff will formally assess the feedback from students, guest lecturers and staff in order to develop lessons identified and recommendations for the future development of the course.

In addition, the course was evaluated regularly throughout its duration by the staff and through student feedback on each module. This system allowed the Directing Staff continuously assessing the progress of the course, making online changes if needed and streamlining the management of the course according to the students' needs to the greatest extent possible. From this initial evaluation we conclude that:

- HCSC 2008 experience shows once again that the course focus on the leadership of transformation and the targeting of medium and small Eastern European states is relevant. This approach was praised not only by the students, but also by a number of visiting lecturers and mentors.
- For the success and sustained quality of the course, the right balance of high-quality students and participating nations is important. The possibly best representation of nations should be 30% for the Baltic states, 25% for the Central European states, 25% for the Western nations and 20% for outreach countries. It would make 6 Baltic-, 5 Central European-, 5 Western- and 4 outreach students in a class of 20. Presence of civil students has utmost significance and the ideal proportion of civil servants should be 1/4 out of the total number.

- The extensive use of external speakers should be continued as we should maintain focus on enlarging and enhancing the network of potential contributors.
- The modular approach to building the curriculum should be continued with adjustments made as necessary based on lessons identified and feedback received from the staff and graduates.

### **2.3.3 Students of the HCSC**

HCSC 2008 had 13 students from 10 nations, 10 officers and 3 civilians:

<b>Country</b>	<b>Rank</b>	<b>Colonel</b>	<b>LtCol/ Commander</b>	<b>Civilian</b>	<b>Total</b>
Austria	-	-	1	-	1
Estonia	-	-	1	1	2
Georgia	-	-	-	1	1
Hungary	-	-	1	-	1
Latvia	2	-	-	-	2
Lithuania	-	-	1	1	2
Moldova	-	-	1	-	1
Poland	-	-	1	-	1
Serbia	-	-	1	-	1
Ukraine	-	-	1	-	1
<b>Total</b>		<b>2</b>	<b>8</b>	<b>3</b>	<b>13</b>

*Nationalities and ranks in the HCSC 2008*

## 2.4 Civil Servants Course 2008



*CSC 2008 students with the Commandant and Directing Staff members*

### 2.4.1 *Teaching of the CSC*

Lessons learnt from the last CSC course 2005/2006 were taken into account and in January 2008, the Baltic Defence College started the 6<sup>th</sup> Civil Servants Course (CSC).

A particular emphasis had been placed on building skills and knowledge necessary for contributing to the international operations, both at the strategic and operational levels. The course lasted 5 months and covered a broad area of subjects reflecting the fundamental underlying philosophy of providing a broad, multi-disciplinary education and the analytical instruments necessary for the

civil servants to deal with complexity and volatility of the contemporary environment.

Significant part of education was conducted using distance learning approach, which is recognized as very useful tool.

#### **2.4.2      *Feedback of the CSC***

CSC 2008 was the first course in the College which used new, electronically based feedback system. Students' feedback for the CSC 2008 was very positive. As the most positive, mentioned by students in their feedbacks was the possibility, during most of modules, to study together with colleagues (officers) from the JCGSC. Other points mentioned were Very competent lecturers and very well organized and synchronized course.

For the next course CSC students wished even deeper involvement into the military teaching together with their colleagues from the JCGSC.

#### **2.4.3      *Students of the CSC***

Totally 11 students were in-processed in the Civil servants Course - 4 from Latvia, 4 from Estonia, 1 from Georgia, 1 from Moldova and 1 from Ukraine. The same number of students successfully graduated the CSC. The grades were: Excellent – 4, Good – 6, Satisfactory – 1.

As the course is aimed at addressing the needs of the national ministries and other governmental agencies, which are dealing with security issues, students represented a very wide spectrum of institutions. There were representatives from ministries of Defence, Foreign Affairs, Interior and other agencies.



*CSC 2008 graduation, June 2008*

### **3 Baltic Defence College Research in 2008**

#### **3.1 Research activities**

Due to budgetary constraints, the BALTDEFCOL did not conduct any large continuous research projects during 2008. The focus was set on creating new opportunities for future projects:

- Baltic Defence College, together with the staff colleges and defence universities of Austria, Canada, Denmark, Finland, the Netherlands, Norway and Sweden, became a founding member of the International Society of Military Sciences (ISMS). The Letter of Intent to establish the ISMS was signed by the commandant's / rector's in Copenhagen on 22 October. The ISMS provides excellent conduit for the BALTDEFCOL researchers to network with their peers and start joint research projects. BALTDEFCOL committed itself to leading Military History Working Group as well as participating in several other working groups of the Society. It was also agreed that the College will host the 3<sup>rd</sup> Annual Conference of the ISMS in 2011.
- In Spring 2008, BALTDEFCOL secured the approval of the Baltic States to launch, together with the Netherlands, a joint scholarship project entitled "Annual Prince Maurits Strategic Studies Scholarship". The project aims at stimulating scholarly interest of the academic community of Estonia, Latvia and Lithuania in strategic studies in order to enhance capability of the Baltic academia to contribute to the educational mission of the Baltic Defence College as well as to a broader strategic debate in the three countries. It envisages sponsoring a research

fellow from one of the Baltic universities, selected through a competitive bid of research proposals, for a three-month residential research tour at the BALTDEFCOL and the possibility of mentoring by a senior researcher from the Netherlands. The Netherlands Ministry of Defence will be providing significant funding for the project for the period of five years. It is expected that the scholarship will be formally launched in early 2009.

In addition, BALTDEFCOL academic staff continued pursuing their individual research interests:

- Dr. Maskaliunaite continues her work on the project examining the roots of societal resilience to terrorist threat.
- Mr. Sibul continues his effort to compile a Baltic battlefield study guide.
- Dr. Molis published a book review in the *Baltic Security and Defence Review*.
- Mr. Labarre published an article in the spring issue of "Connections" on the 10<sup>th</sup> anniversary of the PfP Consortium. He finished an article on "Russian neo-mercantilism" which will be published in Canada as a textbook chapter. He also presented a paper on "Effects-based post-conflict reconstruction" that also was published as a chapter in a compendium at the "Whole of Government" Conference held in Copenhagen, in October 2008, as well as a talk on the impact of the Georgian-Russian crisis at the Fall Conference of the Atlantic Council of Canada (paper to be published in 2009), and finally, a paper to be published in early 2009 on Canadian Forces transformation in the 21<sup>st</sup> century for the benefit of the Nordic Security Seminar held in Helsinki, in addition to short monographs.

### 3.2 Conferences, Seminars and Workshops

BALTDEFCOL hosted and conducted several important activities during year 2008. On 10-14 March Module IV (ESDP in Regional Context) of the European Security and Defence College (ESDC) High Level Course was held at the BALTDEFCOL. The Module was co-organized by BALTDEFCOL, the Austrian National Defence Academy, and authorities of Estonia, Latvia and Lithuania. ESDC HLC Module IV focused on the regions which are of special concern to security in Europe: the Balkans, Eastern Neighborhood of the EU, the Middle East and South Asia.



*ESDC High Level Course "ESDP in regional context"*

On 12-13 March a seminar on Effects Based Approach to Operations was held in the premise of the BALTDEFCOL. The key objective of the conference was to explore the challenges of implementing the EBAO as it is accepted by NATO, European and Coalition forces, to enhance knowledge and understanding. The seminar not only focused on how EBAO is applied in major military operations taking place today, but also the civilian applications and on how to possibly apply the EBAO concept in the whole spectrum of operations, from Counter-Insurgency and Peace Support to Humanitarian Relief operations.



*Participants in the EBAO seminar, March 2008*

On 2-3 April BALTDEFCOL hosted the experts on advanced distance learning (ADL) from HQ Allied Command Transformation and Office of the US Secretary of Defense and US Joint Forces Command. The meeting enabled ACT and US representatives to explain the

fundamental changes that have occurred with NATO's learning management system (LMS).

Another event, the Multiple Futures Workshop, co-presented by the BALTDEFCOL and Allied Command Transformation on 23 September, was a great success. Forty-five participants from the three Baltic States, Canada, Denmark, Finland, France, Germany, Norway, Sweden, the United Kingdom, and the United States were on hand to consider four possible security scenarios for future up to the year 2030.



*Multiple Futures Seminar in September 2008*

On 25-26 September the BALTDEFCOL was the venue of the 3rd Annual Baltic Conference on Defence – a major gathering of the defence experts from NATO, EU and partner nations. Previous two

conferences were also held at the BALTDEFCOL in 2006 and 2007 and focused on NATO's transformation as well as NATO's campaign in Afghanistan respectively.



*3<sup>rd</sup> Annual Baltic Conference on Defence (ABC/D)*

On 26-28 November the BALTDEFCOL played a host to the 2nd Central European Forum on Military Education (CEFME). This time the CEFME brought together 21 military and civilians from military educational institutions from Eastern and Central European Countries who shared their ideas and perspectives on Bologna process, accreditation and diploma supplement and ADL.

In 2008, BALTDEFCOL also continued its highly successful series of roundtable discussions on military theory and contemporary strategy. In August, the College held a seminar of this series on the strategic thought of John Boyd. Seminar's panel consisted of three experts on Boyd, Dr. Grant T. Hammond of NATO Defence College, Colonel (Dr.) Frans Osinga of the Royal Netherlands Defence Academy, and Mr. William S. Lind, who is also one of the originators of the 4th Generation Warfare theory. Participants in the event included the HCSC and AICSC students, civil servants of the Estonian MOD, military personnel of the Estonian Defence Forces, faculty members from other military educational institutions in the Baltic region.

There was a lively discussion of such topics as "mission command" concept, the military as a learning organization and Boyd's ideas on maneuver and guerrilla warfare. Lind and Hammond knew and worked with Boyd in the U.S. Marine Corps and U.S. Air Force educational institutions. Based on mainly Boyd's ideas on military theory, Mr. Lind authored the Maneuver Warfare Handbook. Dr. Hammond is one of two biographers of Boyd, authoring *'The Mind of War: John Boyd and American Security'*. Colonel Osinga authored *'Science, Strategy, and War: the Strategic Theory of John Boyd'* which is considered the foremost written source on the strategic thinking of Boyd.

Department of Political and Strategic Studies also organized a seminar on the use of case studies in military education with help from Dr. Bruce Gudmundsson of Marine Corps University.

### **3.3 Publications**

BALTDEFCOL published the tenth volume of the *Baltic Security and Defence Review* in August 2008.

The issue contains articles on NATO's nuclear deterrence policy by Dr. Vaidotas Urbelis and Dr. Kestutis Paulauskas; NATO's defence and force planning by Holger Pfeiffer; on energy security by Dr. Kevin D. Stringer; counter-terrorism policy from an ethical perspective by Dr. Irfan Khawaja, which was a response to the article of Dr. Asta Maskaliunaite published in Vol. 9; on the U.S. military culture and its implications to counterinsurgency campaigns by Robert Cassidy as well as on the Nordic reserve and home guard forces by Milton P. Davis. The volume also features an article on the conflicting interpretations of history, underlying the April 2007 events in Estonia, authored by Heiko Pääbo.

Following the new tradition, best research papers of the JCGSC and HCSC graduates were also included into the 2008 volume: by Arturas Litvaitis (JCGSC) on network-centric warfare in a coalition environment and by Aivars Purins (HCSC) on the transformational leadership of Field Marshall Lord Slim. The volume also includes proceedings of the leadership seminar conducted in the margins of the Nordic Commandants Conference of 2007, which contain articles by Rear Admiral Louise Bastviken of the Norwegian Defence Education Command, Dr. Gerry Larsson of the Swedish National Defence College and Dr. Aki Huhtinen of the Finnish National Defence University. Two book reviews and a traditional overview of defence policies of the Baltic States in 2007 complete the issue.

### **3.4 A. P. Möller Defence Research Library and Information Resources Centre**



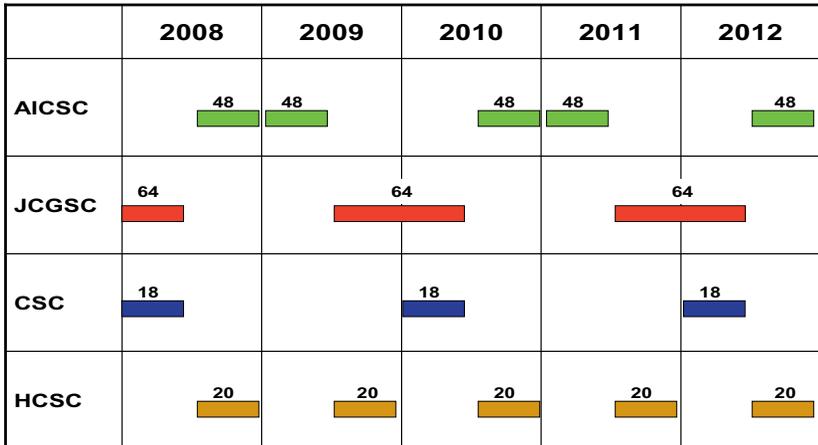
Baltic Defence College continued further development of its outstanding research library collection as well as ensuring access to a broad range of online research resources.

In 2008, the library collection was increased by 572 items to the total of 11500: 82 items were purchased using the BALTDEFCOL funds and 490 items were donated or made available free of charge by various organisations.

The College particularly appreciates the generous donation of 90 books by the Netherlands Ministry of Defence. The Research Library/ Information Resources Centre maintains annual subscription to 23

journals, 12 of which are also available online, as well as to two major search databases (EBSCO and CIAO); 7 regular publications are received free of charge. In 2008, the BALTDEFCOL Research Library/Information Resources Centre also became involved in the development of the bibliographic database project, entitled "Baltic Security and Defence".

## 4 Baltic Defence College Development



*Courses and study slots 2008 - 2012*

### 4.1 Courses 2008 – 2012

The figure above, Courses and study slots 2008 – 2012, shows the agreed course program for the coming years. The question about reintroducing the Joint Command and General Staff Course (JCGSC) as a course conducted on a yearly basis has been raised and is currently under consideration in the three Baltic States. A positive decision might influence the course program already from 2010.

### 4.2 Army Intermediate Command and Staff Course 2009

The Army Intermediate Command and Staff Course 2009 will be conducted from 7<sup>th</sup> of January to 20<sup>th</sup> of May 2009. Lessons from the AICSC 2008 have been identified and conclusions implemented in the

Course plan for AICSC 2009. The new Course plan for the AICSC 2009 was approved in the beginning of December 2008. The main change from the previous course is the adjustments in curriculum flow to enable AICSC participation in Command Post Exercise based upon a Peace Support Operations scenario in Sweden scheduled in April 2009. Invitations to the course were sent out in September 2008. The non-Baltic students, totally 12, are invited also to continue in the Joint Command and General Staff Course 2009/2010.

<b>Nations</b>		<b>Available slots</b>	<b>Used slots<sup>6</sup></b>	<b>Remark</b>
Estonia		12	8	
Latvia		12	14	
Lithuania		12	14	
International	Sponsored	9	8	Also to JCGSC
	Not sponsored	3	1	Also to JCGSC
<b>TOTAL</b>		<b>48</b>	<b>45</b>	

### **4.3 Joint Command and General Staff Course 2009/2010**

The development of the JCGSC 2009/2010 has been an activity running parallel to the teaching activities from the early autumn 2008, when the planning directives were issued. The directive was based on lessons identified from the earlier courses and, in detail, the feed back

---

<sup>6</sup> Situation as of December 2008

from the JCGSC 2007/2008 (see Chapter 2.2.2). A draft course plan was presented to the Commandant in December 2008. Invitations were sent out in September 2008 to those nations who are invited also to the AICSC 2009. For the nations, invited only to the JCGSC, the invitations were sent out in December 2008. The course will start 10 August 2009 and end 18 June 2010. One week prior to course start, the students have to be available for pre-course assignments. BALTDEFCOL foresee maximum 64 students from all services in the course:

<b>Nations</b>		<b>Study slots</b>	<b>Remark</b>
Estonia		14	
Latvia		14	
Lithuania		14	
International	Sponsored	9	From AICSC
	Not sponsored	13	3 students from AICSC
<b>TOTAL</b>		<b>64</b>	Minimum 8 Navy and 8 Air Force students

**Baltic Defence College**

Riia 12

51013 Tartu

Estonia

Phone: +372 717 6000

Fax: +372 717 6050

E-mail: [info@bdcol.ee](mailto:info@bdcol.ee)

Website : [www.bdcol.ee](http://www.bdcol.ee)