



20 YEARS OF THE BALTIC DEFENCE COLLEGE: PROFESSIONAL MILITARY EDUCATION IN THE BALTIC STATES

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FOREWORD

Historical realities prior the Second World War showed to the Baltic states that they have a solid commitment to each other and that they must cooperate with each other. Regarding contemporary security, this mutual responsibility started with the formation of the Baltic Battalion (BALTBAT), of which I had the honour of serving in. However, the best and most enduring example of the cooperation between the Baltic states has certainly been the founding of the Baltic Defence College. During the Opening of the Baltic Defence College, the President of the Republic of Estonia Lennart Meri wisely said that *“Security is indivisible wealth and must be cultivated in the spirit of close regional concord. Estonia, Latvia and Lithuania have the task to ensure, to the best of their ability, the security of the Baltic region, which is a necessary precondition to stability in Europe. Such future can be shaped in co-operation with our neighbours, provided that we have the will to do it.”* Our college is definitely one of the best examples of mutual effort. It is a truly unique organization, as it is owned by three different sovereign nations, open to allies and partners, thus signifying and embodying the will to cooperate and literally forming the basis of a common understanding.

It is always a challenge to make something a reality. Throughout my professional career, the Baltic Defence College has been my ‘teacher’, and I have had the privilege of observing its development for over two decades. First, as a graduate of the Staff Course in the year 2000, and then as a graduate of the Higher Command Studies Course (HCSC) in 2004; where I later went on to serve as a course director. I can say that during that time I have seen the college undergo many positive and rapid changes.

Here I would like to underline the truly significant importance and invaluable dedication of the person who stood at the cradle of the college - Brigadier General Michael Clemmesen. Owing to his brilliant initiative, strong character and decisive actions the Baltic Defence College came into existence. As the first Commandant he influenced and shaped the course of the college, handpicked staff members and added to the selection of students into the college. One important aspect that made establishing the college possible was the outside support from Belgium, Denmark, Finland, France, Germany, Hungary, Iceland, the Netherlands, Norway,

Poland, Romania, Sweden, Switzerland, the United Kingdom and the United States; as well as the City of Tartu, the University of Tartu, A.P. Moeller-Maersk AS and the Celsius group.

Over the years, the college has kept pace with the challenges of the evolving security domain. It must continue to do so. Therefore, the core curriculums should still prepare students for an unknown and unpredictable future. The college has sought to maintain its focus on the Baltic Sea Region, while at the same time shifting its attention more towards a broader Euro-Atlantic outlook by following NATO procedures and staying abreast of the latest security developments. These include Russia's aggressive behaviour and the necessity of maintaining balance in an increasingly unstable world. In order to gain a comprehensive picture of the current security situation in the region and the broader European context, the college covers a large spectrum of topics that range from homeland defence to NATO crises response operations, hybrid, cyber, energy security and strategic communications, defence capabilities, technology innovations and project management, and the acquisition process. In this way, we are quickly adapting to changes, staying updated and relevant, and seeking to deliver innovative knowledge.

The college has been recognized as a positive and proactive institution by the Ministries of Defence of Estonia, Latvia and Lithuania and our counterparts. However, without the excellent faculty and support from its partners none of this would have been possible. We have always perceived and presented our college as a truly multinational, multiservice and comprehensive international general staff college offering high quality education not only to the three Baltic states, but also to our allies and partners. Now we have 13 nations in the staff and together with students we have 20 nations represented at the college. The academic atmosphere in the college is prudently balanced with a modern professional military education (PME) and is delivered according to the highest standards. But modern warfare and military organizations are not imaginable without civilian partners. The comprehensive aspect is the key to overall success. Thus our education is provided in concert for both military officers and civilians - and very soon, as we have been tasked by the college framework nations, also for command senior enlisted leaders, who are also supposed to work at a strategic level. It clearly shows that the college is adaptive and continues to contribute to the needs of our customers.

In addition to the regular course offerings of the college, our yearly conferences and roundtable seminars are our bedrock. The annual Conference on Russia and the Baltic Military History Conference have become internationally recognized events that attract high level regional and international military and political practitioners, as well as foremost military experts, academics and security professionals. Every year these events contribute to the overall quality of education offered by the college. The support and cooperation of our partners – among them numerous countries like Canada, Poland, the US and others; international organizations, namely NATO, the EU, and the Cyber, Energy Security and STRATCOM Centres of Excellence; think-tanks such as the International Centre for Defence and Security; civilian and military institutions like the University of Tartu, Polish War Studies University; and especially other Nordic PME institutions – help to make it possible.

Indeed, the Baltic Defence College has developed into a prominent and indispensable PME institution for military and civilian leaders, but additionally we have also made sure that the college is delivering its significant contribution to military research, as we are publishing our own academic works and journals, contributing to writings and books and organizing conferences, seminars and roundtables on topical defence and security issues, thus adding our meaningful contribution to the military research community.

The college has implemented several new initiatives. One of the most recent is NATO Allied Command Transformation (ACT) Accreditation, which will help to facilitate greater integration with NATO in its deterrence efforts and to increase the visibility of BALTDEFCOL. The accreditation will also help in our efforts to recruit the best students and faculty possible for the college. The quality of the education offered by the College is further guaranteed by the implementation of quality assurance mechanisms. The idea was presented to the Military Committee on 19 April 2017 in Lielvārde, Latvia and was accepted by the Ministers of (National) Defence of Estonia Latvia and Lithuania. Next, the college is also becoming more involved in the NATO Defence Education Enhancement Programme (DEEP) which assists countries such as Ukraine and Georgia in their efforts to undertake reforms within their professional military education institutions by providing customized practical support in carefully selected and agreed upon areas. We are also working with the European Security Defence College to create

the Common Security and Defence Policy (CSDP) for the EU. This endeavour makes Estonia, Latvia, Lithuania respected and active EU members.

Initiatives such as these will keep the college thriving and will ensure that it continues to contribute to a stable security environment and secures prosperity for Estonia, Latvia, Lithuania, as well as for our other partners. As history has showed, the best way to face difficulties is to have good partners and allies.

This year our college is celebrating its 20 years of existence. Over these years, it has developed into a widely known, attractive, modern and future-oriented Professional Military Education institution for military and civilian leaders from the Baltic states, as well as NATO and partner countries. All in all, the college has graduated 1383 professionals from 40 countries. They are not only graduates, but they are very significant and capable enablers brought back to their home countries. Students have always been and will be our core value, as they are the ones who will shape the future of their organizations and nations. Our graduates certainly are special and we are proud to follow and observe the incredible achievements of our alumni. We are also always pleased to have them back on the staff, because they enhance the quality of our education and the development of the college.

I use this opportunity to thank Brigadier General Clemmesen and the staff who built the college and all who have helped to develop the college to this point, where we are now.

Dear students, staff, alumni, contributors and supporters, let us continue doing the excellent work of our college and *Alma Mater* and keep in touch for the benefit of security in the region and beyond!

ANDIS DILĀNS
Major General (LVA A)
Commandant
Ad Securitatem Patriarum



*Current Commandant Major General
Andis Dilāns as Major in the first
Senior Staff Course 2000.*

THE HISTORY AND ORIGINS OF THE BALTIC DEFENCE COLLEGE

The story of the Baltic Defence College begins in 1991 when the three Baltic Republics openly broke with the Soviet Union and renounced the fifty-year occupation of their territory by proclaiming their full national independence. The independence of the Baltics was first recognized by the Nordic nations, with the Western nations soon following suit.



One of the BALTDEFCOL rooms is named the Baltic Way Room to commemorate the Baltic Way – a human chain that was formed on 23rd of August 1989 stretching from Vilnius to Tallinn (over 600km). It was the largest public activity in the Baltic states in the process of the fall of the Soviet Union. The aim of the event was to remind the world of the Molotov-Ribbentrop pact signed fifty years before, which brought about the loss of independence of the three Baltic countries.

However, although Estonia, Latvia and Lithuania were once again independent, economically speaking they were in a shambles and lagged far behind the West. But with strong support from many Western nations, the new states were quickly able to create viable democratic governments, transition to free market economies and move towards full integration with the West. Overall, it was both an amazing and rapid process of transformation.

One of the most critical components of both independence and reintegration was for the three nations to create their own armed forces based on a Western Defence model. This process began in 1991 with the establishment of the National Defence Ministries and the National Defence Forces in each of the countries. This process had to be done virtually from scratch as the new forces were created from a mix of volunteer militias that was with the regular forces, the latter of which were led by a few national personnel who only had some cadre experience in the old Soviet armed forces.

During the first years of independence the aid and support from the Western nations was a key factor. Volunteers in the newly created Baltic Armies were given the opportunity to take part in Western training courses and were provided with an armed service academy education in the Nordic nations, the UK, and Germany. These programs put the new volunteers through tough and intensive training, which allowed them to become competent lower level leaders. As the forces improved, the officers who showed promise were selected to go to higher-level professional military education (PME) institutions abroad, such as courses in the US military staff colleges, the French military staff college and the Scandinavian staff colleges. Attending such staff colleges usually required that the students spend considerable time beforehand learning a particular foreign language. At that time, the Baltic peoples were not yet highly fluent in Western languages such as English, French or German. As many Western nations generously provided support for the military training of highly motivated Baltic personnel, a small cadre of officers with full Western training was gradually built up in the Baltic armed forces through the 1990's.

Yet as the Baltic armed forces grew in size and organizational complexity, the imperative for a properly educated higher-level leadership cadre, together with a lack of coordinated and unified vision for defence became clear. As early as 1992 the defence ministers of the three Baltic states noted that, there was a pressing need for closer cooperation between the Baltic states and a need for a common training programme for the three national forces. The first trilateral meeting between the three Baltic ministers of defence took place in Pärnu, Estonia in July 1992. In their first policy statement, the ministers of the Baltic states agreed that there should be cooperation between the three countries in the fields of officer

and specialist training. In 1993 the Baltic states agreed to form a common peacekeeping battalion (BALTBAT). However, the formation of the BALTBAT battalion meant that the three countries would also need to institute common tactical doctrine and training standards. In 1994 the three Baltic states joined the Partnership for Peace (PfP) program and declared their intention to work more closely with NATO. The organisation and management of the BALTBAT project laid the groundwork for all future common projects. The initial agreements to cooperate on defence training and education were reaffirmed in 1995 as ministerial discussions noted that there was an urgent need for properly trained junior staff officers (at the battalion and brigade level), as well as for general staff officers who could serve in the defence ministries and in the headquarters.

THE VISION OF COLONEL MICHAEL CLEMMESSEN

The Baltic Defence College itself grew out of the efforts of one particular officer who would go on to become the College's first Commandant. This was professional Danish army officer Colonel Michael H. Clemmesen. Colonel Clemmesen was a professional Danish army staff officer who was able to fuse his military education with that of a university educated historian to form a unique vision. From 1988 to 1994 he had served at the Royal Danish National Defence College, first as Director of Joint Operational Studies, and then as the Director of Strategic Studies of the Joint Senior Staff Course. As an officer from a NATO nation who had an operational studies background, Colonel Clemmesen had a clear view of the type of training and education that would be needed by the officers of the three Baltic states.



Brigadier General Michael H. Clemmesen developed the Baltic Defence College concept and became the first Commandant leading the College from 1999 until 2004.

In mid-1994 Colonel Clemmesen was appointed as the defence attaché of Denmark and was accredited to all three of the Baltic states. He was stationed in Riga, where he served until autumn 1997. When he arrived in Riga in 1994 he saw that there were already numerous training, assistance and advisory programmes that had been set in place by the Western countries, but all of these programmes were being carried on a small scale and with very little coordination between them. At that time, only a limited number of the Baltic units were receiving updated training and equipment. The Baltic officers that were being trained in the Western and Nordic countries could only take part in basic officer courses, or in lower level, or mid-level staff courses. Progress was slow and haphazard. Colonel Clemmesen realized that the most pressing need of the Baltic states was for a new kind of officer education that could meet the Western standards. The training of the Baltic armed forces would need to focus on attaining this goal, and it would need the support of the Western countries to do so. Since 1994 all three of Baltic nations had, expressed a strong desire to join NATO and the EU, so bringing the Baltic officer corps up to NATO standards as quickly as possible became an urgent priority.

Colonel Clemmesen saw that there was not only an immediate need for a Western type general staff officer education in the Baltic region, he also noted that the various staff courses that were being offered to Baltic officers abroad were not developing the necessary common understanding and thinking needed by a multinational armed force. Over the winter of 1996–1997, he met with the Defence Ministries of Denmark, Sweden and the three Baltic states to discuss the possibility of founding a College that could develop the framework for such a common staff course.

Both Denmark and Sweden gave their tentative support to the idea, and in May 1997, the first the heads of the three Baltic Defence Ministry Planning Departments, and the three Commanders of Baltic Armed Forces fully endorsed the idea. During the Nordic-Baltic Defence Ministers' meeting in Kuressaare, Estonia, on 9-10 June 1997, the ministers "... considered that the establishment of a Baltic Defence College would be a progressive way to develop the military education system in the Baltic countries. To that end the Ministers decided to set up a working group." Sweden offered to take the lead in the project, and Denmark agreed to appoint Colonel Clemmesen as the common "Project Officer" to coordinate all of the internal Baltic countries' deliberations. The three Baltic nations unanimously agreed to

the approach and judged it to be the most suitable. In a letter to the three Defence Ministries on 11 May 1997, Colonel Clemmesen gave an overview of the proposed project. The 1997 memo outlined the idea of establishing a higher military college that would be dedicated to the education of medium (mainly brigade and military district level) level staff officers, as well as higher-level officers and civil servants. Most notably the College would also be owned jointly by the three Baltic nations. The College would also be completely Western in terms of doctrine and organization and would use English (the NATO command language) as the common language.

The original memo suggested that the College be located in Tartu. There were several reasons for this. First, it was agreed that the College should not be in a national capital, due to the fact that too close proximity to a national government might tend to make it a more national, rather than a multinational institution. Secondly, the College would need to be near a first rate university so that the parts of the College curriculum that dealt with strategy, theory, international relations, leadership and management would benefit from having the faculty of a top university nearby. The Defence College students and faculty would also



Cornerstone laying ceremony for the Estonian Defence League building on 3rd of September 1939. The cornerstone is set by Estonian President (1934-1940) Konstantin Päts.

need access to an excellent university library as well as to other important facilities. While the College would initially focus on tactical level, military courses (these were the courses that the Baltic states most urgently needed at the time), there would be enough flexibility built in to the development process to provide a higher-level education in strategy and leadership to students later on.



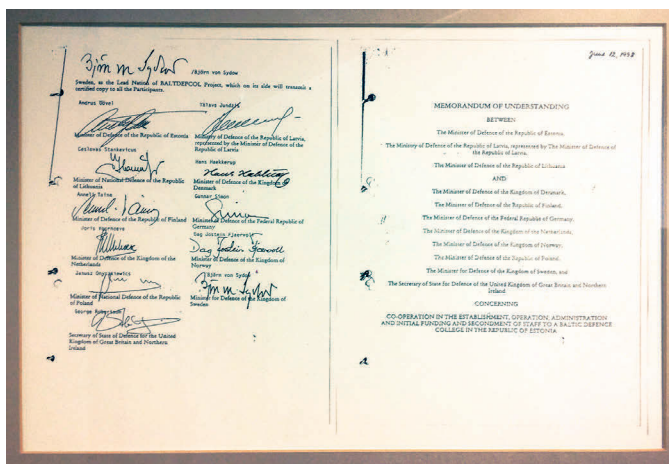
The Baltic Defence College today.

The selection of Tartu was a fortunate one as the College would benefit from being located right next to the main university campus. Moreover, the Estonian Defence Ministry already had a large building complex that had been built for the Estonian Defence League in 1939. During most the Soviet occupation, the building had been used by the Estonian Agricultural Academy. However, when independence was declared in 1991, the building was returned to its original owner, the Estonian Defence Forces, and the city embarked on a programme to build a new facility for the Estonian Agricultural Academy, which is now the Estonian University of Life Sciences. As the Defence Ministry of Estonia already owned a suitable facility, renovations could then be carried out on the half of the building that would later become the Baltic Defence College (the other half belongs to the Estonian National Defence College where lieutenant's course and the MA course of the Estonian Armed Forces are conducted).

From the very beginning, Colonel Clemmesen envisioned a multinational institution that would have faculty members originating from not only the Nordic nations that were providing the bulk of the support, but also from European nations as well, as the United States and Canada. While most of the students originated from the Baltic states, Colonel Clemmesen encouraged the supporting Nordic and Western governments to send their own students as well so that the Baltic students would be able to interact with peers from other NATO and Nordic nations who had extensive

operational and other relevant experience. Colonel Clemmesen knew that students learn from each other as much as they do from the faculty, and that both the officer and civilian students would benefit more from a multinational environment. It was also recognized that if the students from the Baltic nations were to participate in UN/NATO and coalition operations, then training in a fully multinational atmosphere would only benefit them. As the Baltic nations had started the process to join NATO, it would also be necessary for them to reach a NATO standard as quickly as possible. A multinational institution such as the College would accelerate the process.

During the summer months of 1997, Colonel Clemmesen conducted meetings in the three Baltic capitals. In August and September 1997 he was the chair of two common meetings held at Ilmatsalu outside Tartu. During the 10 September meeting, a preliminary plan was outlined. The three states agreed on the overview of the follow-up work, in what would become known as their "Common Position". Two weeks later, when Colonel Clemmesen presented the project to the Swedish delegation, at the first "BALTSEA" Group meeting in Copenhagen. The non-Nordic states pledged to support the project and promised to lend assistance to the Staff Course. The legal and practical work would be left to the other states that would be involved in the project. The most important part of this work was concluded with the signing of the Memorandum of Understanding on 12 June 1998 in the chambers of Swedish Delegation to NATO.



The Memorandum of Understanding – signed on 12th of June 1998.

While he was serving as the Danish defence attaché in Riga, Colonel Clemmesen worked closely with other Nordic nations to help find staff for the College. He also sought out corporate and international support to fund and man the College. His combination of enthusiasm and persistence paid off. Although he was not known for being tactful, and diplomatic his bluntness was quite evident on many occasions - he moved the process along very quickly and overcame the normal bureaucratic inertia. The fact that a three-country staff college was unprecedented was a deterrent neither to Colonel Clemmesen nor to the Baltic countries.

In the initial stages of the College project, the resources of the three Baltic states were very limited, so the College was dependent on a number of financial and non-financial contributions from the international community in order for it to begin its operations. Twenty nations came forward to provide instructors, staff, education equipment, motor vehicles, textbooks and contributions to the College Library, IT and other support equipment and the other physical requirements of a proper staff college. The Estonian, Latvian and Lithuanian Defence Ministries did provide some initial funding, but it was only later on that the Baltic nations took over full responsibility for funding the College.

In the first years of the College, all of the Nordic nations - Denmark, Finland, Norway and Sweden - provided generous support to the College. Both the Netherlands and Switzerland provided not only personnel, but also considerable aid to develop the College Library. Belgium, France, Germany, Hungary, Iceland, Poland, Romania the US and the UK, also provided personnel and support. The city of Tartu and Tartu University welcomed and supported the new College. Support came even from private companies. In the early years companies such as A. P. Moeller-Maersk AS and the Celsius Group stand out as important friends and supporters of the College.

DEVELOPMENT OF THE COLLEGE'S FIRST COURSES

As Colonel Clemmesen had led the College project from the beginning, the three Baltic Defence Ministries agreed that he should be the first Commandant of the College. Initially, due to a lack of experienced military leaders in the Baltic armed forces, it would be necessary for most of the senior instructor positions to be filled by staff from the contributing nations, with a few of the tactical instructor positions being filled by Baltic national officers who had completed staff college training in other countries. However, a timeline was established to train Baltic national officers so that they would be able to fill the instructor slots as quickly as possible. Over time, more and more Baltic officers would indeed go on to fill the instructor positions and the leadership would become more "Baltic". However, the aim to preserve the multinational character of the College, both in terms of instructors and students, was still maintained as part of the long-term plan. Multinationality has always been considered to be one of the great assets, and biggest strengths of the College.

Upon being appointed Commandant of the Baltic Defence College Colonel Clemmesen was also promoted to Brigadier General. His first priority was to implement an urgently needed mid-level officer training programme. During the summer of 1998, as the facilities were being refurbished and equipped to welcome both students and faculty, a small management staff from Denmark arrived to join Estonian management staff in their preparations for the formal opening of the College. During the summer and through the fall, the international faculty from a dozen different supporting nations trickled in. This small cadre of staff and faculty members welcomed a number of Baltic leaders, dignitaries and foreign ambassadors to the formal opening of the College in February 1999. Even as the College was being set up, it was beginning to attract considerable attention around Europe. Various personnel from other defence colleges in the Baltic region and abroad came to see the new institution. Even students and faculty from the Royal College of Defence Studies in the UK made the voyage to come see the College. After the opening many notable leaders and dignitaries continued to come to visit the College. One of the first major speakers at the College was Supreme Allied Commander Europe, General Wesley Clark who addressed the first class of the Staff Course of the College in April 2000.



Inauguration Ceremony of the Baltic Defence College on 25th of February 1999.

In April 1999 Mrs. Anneli Taina, the Finnish defence minister, came to speak. In May of that year, the defence ministers from each of the Baltic states came to visit the College. In the first year, both the presidents of Lithuania and Latvia also came to visit the College. At the College's first graduation ceremony the President of Estonia, H.E. Mr Lennart Meri gave the graduation speech. In the address, he offered a perspective on the long term demands and future of the security situation in the Baltics:

"Security is precious and there is never too much of it. And small countries, such as Estonia, Latvia and Lithuania, are often uncertain in their attitudes towards their own security. Overlaid self-confidence is only too often accompanied by an arrogant shrug. This attitude is based on an illusion that there would be no point for a small country in spending its scanty resources on self-defence. Or on the blind conviction that, if necessary, security will be provided by friendly partner states. Few are aware that Estonia's, Latvia's and Lithuania's attitude towards their security will determine whether our countries are to endure or not, determine the future of our children, our mother tongue, our culture and our home country. These things depend directly on our ability to reckon with the security structures of Europe and the world, and on our ability and will to contribute to these structures.

Security is indivisible wealth and must be cultivated in the spirit of close regional concord. Estonia, Latvia and Lithuania have the task to ensure, to the best of their ability, the security of the Baltic region, which is a necessary precondition to stability in Europe. Such future can be shaped in co-operation with our neighbours, provided that we have the will to do it. Everything begins with the will. We are able and willing to choose ourselves, which international security systems to rely on. Estonia, Latvia and Lithuania have expressly stated their wish to become members of the North Atlantic Treaty Organisation. We are willing to take on voluntary obligations for achieving this goal. And this is what we are doing. It is true that the task is difficult, even more so because unlike Poland or Hungary, all three Baltic States had to start from below the zero point: the occupation powers had destroyed our defence forces, and for many years, army and military service meant the distorted military political machinery serving the purposes of the Soviet empire and their ideology.

Today, our toilsome development has yielded the first results in the international co-operation in peace securing operations."

The initial interest shown by both Baltic and regional political leaders, as well as scores of European military leaders, has remained strong over the years. The list of presidents, ministers, senior generals, and even European royalty (the Prince of Orange and Princess Maxima of the Netherlands visited the College in 2002) that have visited the College and addressed the students over the years could fill several pages of this history. In the early stages of the College, part of the interest was spurred by the readiness of many Western nations and institutions to support the new Baltic democracies. Yet over time outside interest in the College has still remained high due to its unique characteristic of being a military institution that is equally owned by three separate nations. The Baltic Defence College remains the only higher military institution of its kind, and in recent years, its record of success has attracted the attention of other small countries that are interested in applying the multinational model of the College to similar institutions.

THE EARLY ORGANIZATION OF THE COLLEGE

The teaching staff of the College was initially organized into three departments:

- The Department of Operations, Tactics and Logistics;
- The Department of Strategy and Political Studies;
- The Department of Defence Administration, Management and Leadership.

As is standard for any modern staff college, each department was responsible for delivering its respective area of education, which came under the overall auspices of a Course Director.



Directing Staff in 1999. Its members included officers from the Baltic states, Denmark, Finland, France, Germany, Norway, Sweden, Switzerland, the UK, and the US - showing the multinational nature of the College from the beginning.

The trilateral departmental organization has remained in place at the Baltic Defence College, although the names of departments have changed slightly over the years. At present, the College is comprised of:

- The Department of Military Studies;
- The Department of Political and Strategic Studies;
- The Department of Leadership and Management Studies.



College Support Staff in June 2000.

This particular organizational method has been endorsed by the administration of the College. The Department of Support oversees the procurement of equipment and furniture, in addition to providing IT support.

The College Library and the information management system was set up and staffed by professional library and research personnel. The University of Tartu also gave its support by granting the Baltic Defence College students and Directing Staff full access to its large university library and its research resources. From the start, the College prioritized good IT equipment together with internet support that would allow it to be the equal of that of the best Western defence colleges. This meant that the students and faculty of the College could have close and immediate connections and support from the outside world. The IT system of the Baltic Defence College allows students and faculty to network with various international military events, and social media platforms and to carry out interactive conferences via VTC.

THE OPENING OF THE COLLEGE - THE FIRST COURSES

The Baltic Defence College officially opened in February 1999. The first few weeks were spent simply organizing, gathering equipment, developing the College Library, and, most importantly, making preparations to teach a variety of high level courses. The College started with a rather flat organization. Initially there was the Commandant and his office, the educational departments, the Library and the Course staff and the Department of Support with an administrative and IT staff, which was comprised of mostly of local Estonians.

As there was so much that was new and innovative about the programme, the Baltic Defence College made a point of carrying out a thorough and critical evaluation of all the course material at the end of every academic year. The College reported these findings to each of the respective governments and to each of the supporting and participating nations. For their part, the Baltic armed forces took the recommendations from the College very seriously and worked to adjust and improve their own courses and the national military academy programmes in order to meet the Western and NATO standards as soon as possible. Many of the reports from this era are all highly critical of the knowledge gaps of the students and there are frequent mentions of problems related to teaching courses in English to students who did not yet have a strong grasp of the language. The early reports, including the published annual White Books, give the impression that the Baltic Defence College was making little progress, but in fact it was making tremendous headway. The frank criticism of the reports was actually an indication of the pragmatic spirit of the College.

As nothing quite like the Baltic Defence had been attempted before, there were naturally numerous practical issues to be overcome. The level of English language proficiency was an enormous problem at first, but this was soon addressed. The College worked extensively with the support nations and suggested ways in which they could adjust their own national academy courses. The Baltic Defence College Directing Staff and Support Staff faced new and unique problems on a daily basis, but with the 'can do' attitude of the College faculty, the Support Staff and the students everything was taken in stride. Equally important was the culture of healthy criticism and adaptation. There was a spirit of looking forward

and a real attempt to improve and develop the College over the next two or three years.

The first 1999–2000 “Senior Staff Course” (SSC) was scheduled to begin on 16 August 1999. The Estonian and Danish Management Staff arrived in Tartu during the summer and autumn of 1998. However, the international faculty that was tasked with developing the “Common Position” into a fully developed, detailed staff course curriculum with tactical exercises, only arrived intermittently over the winter, spring and summer of 1999 and into the spring of 2000, after the College had already formally opened. With the first faculty on board only a few weeks before the first course was scheduled to begin, there was a frantic race to put together an effective course. Luckily, the faculty members were experienced officers who had a solid understanding of operations and were well versed in their military specialties. Good exercise models and course materials were provided by the Nordic nations and other NATO nations. It is worth mentioning that the course materials and models that were provided by the Canadian Forces were particularly well suited to the College due to their being well designed, and being in English. Thanks to some long hours of work by the faculty and staff, the first Staff Course was made ready just a few weeks before the 32 students of the Senior Staff Course arrived in August 1999. The dedication and enthusiasm of the faculty paid off and the first courses were deemed a complete success.

The first students of the Defence College were mostly from the three Baltic states and ranged in rank from lieutenant to lieutenant colonel. Most of the students were members of the army, with the majority of the Latvian and Lithuanian officers being graduates of their national military academies. As Estonia had started its academy courses later, most of the Estonian students came into the course with a civilian university education background that was coupled with a short basic officer course. A typical student in the first course was usually a mid-rank officer in the army, 34 years of age, and was a member of a battalion staff. Most of the students had completed at least five months of military training abroad.

The first Senior Staff Courses included the Basic Tactics Course that lasted approximately 37 days. This course taught the students the basics of operational and tactical planning, as well as the principles of tactics, logistics, in addition to NATO operations and procedures. The first course

was difficult for many of the students because some of the students from the Baltic Nations still did not have a good grasp of battalion level operations. The tactics course was followed by several weeks of tactical exercises, which were carried out in various training areas in two of the Baltic states, but without troops. This field training was essential for ensuring that the students had a sound understanding of the tactical conditions of the region. The Department of Strategy and Political Studies participated in one of the defence exercises and worked with the Department of Operation, Tactics and Logistics to develop and analyse different scenarios.



Senior Staff Course 1999/2000 in one of the field exercises.

The Staff Course included a military technology module where the students received instruction on the latest Western technology and were required write a paper about applying this technology to the battlefield. This was followed by a military modernization seminar that emphasized bringing older technologies up to modern standards. The Baltic students formed national syndicates to brief their respective governments on the needs and requirements of a national modernization effort. The Department of Strategy and Political Studies taught a course covering international relations, European security and civil/military relations. This was followed by modules in crisis and conflict management, international law, future defence, total defence, and modernization. These modules included an assignment to analyse the current state security policy and also tasked the students with applying various total defence organization models to the defence of the homeland. The Department of Defence Administration, Management and Leadership also taught modules in

military staff skills, personnel administration, financial administration, as well as materiel administration and defence management. In addition to the academic work and exercises, students of the first staff course were sent on several study tours to learn more about NATO and allied nation forces. The study tours included trips to the UK Ministry of Defence, the Joint Service Command, the French Ecole Militaire, the Doctrine Centre, and the Belgian National Defence College. The trips included briefings by NATO headquarters, SHAPE and the EU Commission. The course participants also visited all three of the Baltic capitals where students met with top officials and had briefings on security and defence policy.



Lieutenant Colonel Ron LaGrone of US Army delivering a lecture after his leg injury in 2005. Lieutenant Colonel LaGrone, a highly experienced US Army Special Operations officer, was part of the first group of instructors to set up the College in 1999 and taught in the College the first three years. After his retirement, Ron came back to the College in 2009.

The outcomes of the initial Baltic Defence College courses helped the Defence planners of the Baltic Nations to identify the successes and shortfalls of their own officer training programmes and to refine them. But it was the close coordination between the College, the military academies, the training departments and the armed forces of each the Baltic nations that had been established at the beginning of College, which laid the foundation for its future success.

One of the unique features of the Baltic Defence College is that it strives to provide a truly multinational perspective to the students. During the first year, the students took several trips abroad where they visit major defence schools and headquarters and were briefed on the latest defence developments. These study trips included the SHAPE Headquarters in Mons, NATO headquarters, the EU Commission in Brussels, the NATO Headquarters for Northern Europe in Brunssum, the German Führungsakademie in Hamburg, and the Polish National Defence University as well as several other important European Defence institutions. The College leaders worked hard to establish a high-level Western equivalent staff course that would be suited to the Baltic region. The first class also made several study trips around the Baltic states where they received briefings from the national leaders during their visits. They also took part in major military reviews such as the annual Army Day celebrations in Riga. These events would become a tradition for the College. From the start the College received great recognition from the public and from many allies.

The first course that was offered by the new College was a standard tactical level staff course that was designed to prepare the officers for brigade level operations. The course emphasized NATO doctrine and procedures while teaching modules on logistics and peacekeeping. Tactical and operational exercises were a key part of the course and the students took part in multiple brigade level exercises in the field.

The Department of Strategy and Political Studies provided the students with the necessary training in international relations and theory. It also gave them an introduction into the intricacies of the NATO alliance and international military alliances in general. International law was, and remains, an important part of the staff course curriculum.

The Department of Defence Administration, Management and Leadership focused their efforts on issues related to manpower, funding and equipment, especially as they pertained to the Baltic states. Because the faculty was small, it became common practice to invite top-level guest lecturers and experts from around the region and Europe. It became common for Swiss academics to give talks on media operations, Finnish officers to give briefings about mobilization systems, Germans to talk about medical services and Norwegian specialists to speak personnel

management. The study trips, the curriculum as a whole, and the variety of international guest lecturers exposed the students of the Baltic Defence College to a wide variety of Western defence ideas and doctrines.

After the first class of students graduated from the Senior Staff Course in June 2000, the College Directing Staff undertook an intense evaluation period where an effort was made to improve the next course. Overall, despite the arrival of new faculty that had limited time to prepare, and the difficulties involved in teaching an entirely new course, the first course was deemed a complete success. The students had learned a great deal and had received a solid basic grounding as mid-level staff officers. The multinational nature of the College was singled out as being a great asset. One student of the first course (then a captain, now a general) even remarked years later that the multinational approach of the College and the wide variety of issues studied by the students had prepared him well for his later NATO service and his work in multinational operations. Over the years, this has become a common sentiment of graduates of the Staff Course (now the Joint Command and General Staff Course).



Graduation of the first Senior Staff Course (SSC) 1999/2000 in June 2000 - the very first course of the Baltic Defence College.

After making several revisions to the very first Senior Staff Course, the second course of 2000–2001 was able to start off on a sound foundation. However, the original mission of the college was not limited to teaching a basic military staff courses. When it was founded, three Baltic states had agreed that the College should also provide a course for civil servants, who would come mainly from the national defence ministries, as well as from other ministries. As the College was in the midst of teaching its first military staff officer's course, the faculty of the College were also working on a civil servants course that was scheduled to begin in February 2001. Establishing the course for civil servants became a high priority for the Baltic states, as at that time many of the civilian staff who were working in the Baltic states' defence ministries had no military background. Thus, the College staff worked to design a course that would familiarize these civilians with key military concepts as well as foster civilian and military interactions in terms of operations, strategy and defence management. This was especially important for building cohesion within the Baltic defence ministries.

In fact, the very act of establishing such a course was in and of itself a highly innovative step because it demonstrated that the College had a strong vision, and possessed a broad understanding of future defence needs from the very beginning. While all of the Western nations, and especially the NATO member nations, already had a clear understanding of the specific type of professional military education necessary for officers to transition from military cadet to mid-grade officer to field grade officer (major to lieutenant colonel) and ultimately senior officer (colonel and above), there was no such equivalent for the civilians who were working in the defence ministries. Thus, the Baltic Defence College was again at the forefront of modern defence education by creating a systematic educational and training programme for mid-level civil servants who would graduate with the ability to deal with security issues and coordinate with the armed forces to meet national security requirements.

One takeaway from the first Senior Staff Course in 1999–2000 was that it was not meeting the needs of all the Baltic officers, especially those of higher rank. Some of the officers who took the first course were already lieutenant colonels and although the battalion and brigade focus of the course worked well for the lower and mid-ranking officers, it was inadequate for the majors and colonels who would go on to work at the

national defence headquarters, or with the defence ministry on issues that were far above the tactical level. It became clear that a course specifically focusing on the strategic level and that would be oriented towards colonels would be necessary to meet the needs of the Baltic states. Thus, the decision was made to further develop the College programme by offering a shorter course that would be specifically designed to educate senior officers. This course would be offered in the academic year of 2000–2001.

In this way the College took on the responsibility of offering two more courses after only its first year of operation. This however meant that additional personnel from the Baltic states as well as from the supporting countries would be necessary. It also necessitated an increase in the budget. Fortunately, the three Baltic states and the supporting nations saw that the need for the new courses was clear and additional support was immediately forthcoming.

THE SECOND YEAR OF THE COLLEGE - ACADEMIC YEAR 2000–2001

The second academic year began with the inauguration of the 2000–2001 Senior Staff Course. There were 37 students enrolled in the Course with one withdrawing halfway through the year (he was a highly experienced officer who was needed at home to fill a specialized position - such was the personnel situation of the three very new Baltic forces). The remaining group of 36 students was comprised of 2 Americans, 1 Czech, 2 Danes, 10 Estonians, 1 Finn, 1 German, 1 Hungarian, 8 Latvians, 9 Lithuanians and 1 Swede. In the first class the students ranged in rank from lieutenant to lieutenant colonel. All the students were evaluated with the final evaluations ranging from excellent to satisfactory. The experiences gathered from the teaching of the first course allowed the second Senior Staff Course to be better prepared as numerous adjustments had already been made. In 2000 the Baltic Defence College teaching staff (now called the Directing Staff) numbered 16 officers and civilians, from 14 different countries.

The multinational character of the college was designed to allow the students to learn and benefit from each other's experience. But the tactical

and service experience of the Baltic students was unfortunately lower than had been expected and many of the students did not enter the course with the level of English proficiency that had been expected. The lack of depth of some of the students and the problems with English made the first course a tough learning experience for both students and faculty. One of the lessons identified from the first Staff Course of 1999/2000 was that the early problems with English comprehension had required regular adjustments and more time was needed] for the teaching of the basics of tactics.

The graduation of the first Senior Staff Course has made it clear that future courses would be a strain on the available physical space of the College. However, as word of the success of the first course of the College spread to NATO and the supporting nations, as well as to the Partnership for Peace nations, it became evident that many non-Baltic states were interested in sending their own officers to study at the Baltic Defence College. This meant that the scope of the College and also the size of the course would become larger. With more courses, such as the Civil Servants Course and the Colonels Course already approved and in development, more space would be needed for the students and for the Directing Staff. As the host nation of the College, Estonia accepted the challenge to develop a larger and better facility for the College, and in 2001 the fourth floor of the Estonian National Defence College building was renovated to offer a new and larger education facilities. Estonia had already renovated the basement of one of the wings of the College in order to accommodate part of the common Estonian-BALTDEFCOL war-gaming installation known as the "Tactical Trainer". The 2001-2002 Senior Staff Course began with 41 students, and together with the participants of the Civil Servants Course, moved into the new education facilities in the early autumn of 2001.

From the beginning the multinational character of the College was one of its strongest features. A German officer who went through the second Staff Course noted, *"Not only had I learned to serve with officers from various nations, I had learned more than I thought upon graduation about NATO and the way NATO HQs function on a day-to-day basis... the experience of officers from different nations with their different ways of doing things are indeed a very good preparation for a multinational position too."* Since then there have been many similar endorsements for the Staff Course. Often these are from non-Baltic officers who have noted that working together in syndicates and doing

exercises with a group of officers from various countries was an excellent preparation for serving in a multinational headquarters or operation. The astuteness of doing everything in English was also confirmed on numerous occasions. Although in the beginning it was tough on many of the students, especially the first groups of Baltic students who had not been extensively educated in English, later on it made it easier to attract non Baltic officers from NATO and Western nations for whom high English fluency was a given.

Ensuring that the Baltic Defence College facilities, including the student housing, were attractive and up to date, was also a high priority for the College from the beginning. It was well known that learning and administrative facilities that failed to meet Western standards would not attract the desired multinational students. Arrangements were made with the city of Tartu to ensure that the families of the non-Estonian students and staff of the College could have their children taught in English. A private international school with teaching in English up to 9th grade was set up. Over time, the College continued to expand its offering of educational opportunities, both for its staff and the students via cooperation and support from the city of Tartu and the Estonian Ministry of Education. By 2008, the children of the College faculty and students had the opportunity to send their children to the Tartu International School (to grade 9), the Tartu Catholic Educational Centre (to grade 9), and to Miina Härma Gymnasium, which offered education up to grade 9, as well as a grade 9-12 high school education. All of this was made possible through the efforts of the City of Tartu and the Estonian Government. Many members of The Directing Staff also served on the school board of the Tartu International School when it began, and continue to do so up to the present day. The wives of members of the College Directing Staff have also taught at the Tartu International School, and at Miina Härma Gymnasium, thereby ensuring that the close cooperation between the College and the schools that serve the College dependents continues.

TARTU - THE COLLEGE HOME TOWN

Another aspect that made the College attractive for students and the Directing Staff was the location. Tartu is a thriving city of 100,000 people with a world-class university that is one of the oldest and best in Eastern Europe. It is also the main employer in the city. The city hosts up to 20,000 students during the school year, and has many cultural attractions. The city offers a wide range of opportunities for dependent families in terms of work and study. Over the years some of the Baltic Defence College dependents and personnel have taken courses at the University of Tartu (which offers many courses and programmes in English), as well as at the Estonian National Defence College, and also at the Local *Folkuniversitetet* (Peoples University) where local people can take language courses and a variety of other cultural and specialist courses for low fees. In Tartu there are many social and sporting events, and the city has many fine restaurants and pubs that range from student hangouts to upscale bars.



Students and Staff at Tartu airport before enjoying a beautiful aerial view of their current home town, 5th of May 2007.

Tartu, which was once a medieval Hansa city, is also nicely situated alongside the River Emajõgi. It is one of the larger cities of the Baltic region. The historical heritage of the city is evident in the mixture of buildings that have been preserved in the city centre. The architecture of the city ranges from Tartu's grand fourteenth century St. John's Church (one of the best

examples of a brick Gothic church in northern Europe) to buildings dating from the 17th and 18th centuries, to an impressive town hall and university building built in the late 1700's and early 1800's built in the neoclassical style. Tartu is located in southern Estonia and is only half an hour from the resort town of Otepää, which is located in Estonia's southern hills. Here one can ski in the winter or golf, boat and swim in summer. As Tartu has an international university, English is widely spoken and the residents are quite welcoming to foreigners.

The social life of the students and staff is also considered important. Throughout the year the College offers various family and social events for the students and faculty members and their families. These events include sporting competitions, tours around Estonia and visits to local places of scenic and historical interest. The social programme of the College is supported by the Estonian government. This enables the non-Estonian College members to really get to know Estonia during their stay at the College.



Challenge Cup – Go-kart racing 2012. Challenge Cup is a series of competitions where departments of the College compete against each other to win the trophy. There are usually 3-4 competitions per academic year – pistol shooting, bowling, go-karting etc. Challenge Cup promotes sports, friendly competition and spending quality time with colleagues.

THE FIRST COLONELS COURSE

The first course made it clear that a special program for more senior officers was needed. For this reason, the College decided to offer its first Colonels Course in the spring of 2001. Initially it was a small course with only 5-6 officers of the rank of lieutenant colonel or colonel attending. The first Colonels Course was taught in parallel with the Senior Staff Course with the students of the Colonels Course attending some of the same lectures and exercises as the Senior Staff Course students.



The first Colonels Course 2001/2002.

However, there were some additional lectures and small syndicate discussions that were also held in order to prepare the higher-ranking officers to be chiefs of staff and to occupy higher level positions. The exercise tasks assigned to the students in the Colonels Course were different from those that were assigned to other courses and the participants were organized into a special syndicate. The College faculty assigned to teach the Colonels Course had more flexibility and were able to present more complex problems to the course students. This arrangement fostered

higher-level small syndicate discussions. The small Colonels Course was taught in the years 2001–2002, 2002–2003 and 2003–2004. There were a total of 16 Baltic officers (20 officers in total) who graduated from the first three courses.

THE CIVIL SERVANT COURSE EVOLVES

The first Civil Servants Course began in the spring of 2001 with 14 students from Estonia and Latvia. The Civil Servants Course (CSC) became a yearly event with other students from abroad, notably from the Partnership for Peace countries, attending the course. The Civil Servants Course was fairly unique in that it provided a civilian equivalent of the very well-established Western officer education model (the four-phase PME model). Prior to Defence College's CSC, no such model had existed for educating civilians who were working in the defence, foreign, or any other kind of ministry that cooperates closely with military forces. Therefore, the establishment of the CSC at the Baltic Defence College was another highly innovative step.



The first Civil Servants' Course (CSC) 2001/2002.

The first group of students to take part in the Civil Servants Courses were divided into syndicates with each syndicate being assigned a particular faculty member. In this way a university seminar environment that is commonplace in Western military higher education institutions was created. In the first years of the course, the teaching was oriented towards meeting the immediate needs of the Baltic states. The intent was to have a cadre of civil servants who would be able to understand the rapid development and transformation that the Baltic countries armed forces were then undergoing. The Civil Servants Course was also designed to strengthen the students' ability to understand the complex processes of build-up, reforms, maintenance and management that were taking place within the national defence structures of the Baltic states. The course was initially designed for approximately 10-16 students per course. The first five courses from 2001 to 2006 graduated a total of 61 students.

The second Civil Servants Course was judged to be a great success. Moreover, the greater experience gained by the graduates underscored the need to raise the level of the course and to investigate ways of further developing the higher military education of the Baltic states. The course was organised into one syndicate consisting of officials from Estonia (2), Latvia (2), Lithuania (3) and Hungary (1). All eight of the course members graduated with good results. The student evaluation after the course was very positive and the students believed that they had gained considerable knowledge during their year at the Baltic Defence College.

As with the previous course, the second course used the available College staff with contributions from external lecturers. However, for the first time the course also used external lecturers to provide instruction for the Civil Servants Course, which was now separate from the Joint Command and General Staff Course. This was an important step towards instituting a methodology that was more akin to a war college level course taught in the US and major Western countries. The course program was evaluated continuously, with adjustments being made for the later courses. The course has undergone even further changes and has since become more international, with an increasing number of non-Baltic students taking part in the course.

Most of the Civil Servants Course was taught within the framework of the Joint Command and General Staff Course. However, the main

difference between the Civil Servants Course and the Joint Course lay in the tasks given to the students of each course and the teaching staff that was assigned to each of the courses. One important task that was given to the members of the Civil Servants Course was the Staff Project, which was an academic research project of some 70 pages to be written by the student group. The teaching part of the Course included a two week long, two module course, which was called the Chief of Staff course. In order to develop an understanding of the most appropriate management tools, each of the CSC students were assigned to write a paper about different business management techniques that a military leader could use to streamline their peacetime central staff. Students taking part in the Civil Servants Course were also tasked with writing an Individual Staff Paper and were also required to take a 100 item test. The test covered subjects that shared in common with the Joint Command and General Staff Course.

The new requirements for the civil servant education as well as changes in the political environment created a need for a thorough reformulation of the Civil Servants Course curriculum. The intent of the CSC was now directed towards enhancing the knowledge and skills of students. The restructuring was also necessary in order to carry out an effective and active role in the development and implementation of the national security and defence policies of each of the Baltic states. This required giving an idea of what a successful civil-military partnership should look like, and making cooperation at the operational and strategic levels a reality. To achieve maximum synergy among the courses of the College, it was decided that the students of the Civil Servants Course should have more exposure to the military environment and culture by conducting most of the classes jointly with the JCGSC (this is still done today). This provided the students of both courses with the best possible perspective regarding the most current developments of security and defence policies. The College found that the mixing of the Civil Servants Course students, who are all civilians with the military JCGSC students, who are all military, during the major exercises that are held in the spring of every academic year, was very beneficial for both groups.

The Baltic Defence College was among the first to recognize that the value of integrating of civilians and the military in major expeditionary, stability, or humanitarian operations. This has now become the norm as contemporary conflicts with large civilian element are commonplace.

By including civilians in military exercises where the civilians play the civilian roles and the military plays the military, the entire enterprise becomes more realistic and valuable as a training tool. Secondly, the civilians and the military both bring different yet equally valuable expertise and perspectives to planning and problem solving situations. All of the Baltic Defence College advanced and planning exercises bring the Joint Command and General Staff Course and the Civil Servants Course students together, thereby providing each group with the opportunity to learn from the other and to appreciate each other's point of view.

Over time, the Civil Servants Course has become increasingly integrated with the JCGSC and the emphasis has moved towards preparing students for the large multinational exercises that are held in the spring of every year and that serve as the capstone of the Joint Course. At present the Civil Servants Course begins with a few special modules and additionally provides the civil servants with some special training that is intended to help them understand the basics of military operations before they are integrated directly into the syndicates of the Joint Command and General Staff Course. The Integration of the civil servant students with the military students is seen as being beneficial for everyone involved.

DEVELOPING THE COLLEGE IN 2002–2004

The school year of 2002–2003 was a period of transition for the 50 students of the Staff Courses. The College's mission gained momentum as it became clear that in 2002 the three Baltic states would be invited to join NATO in 2004 – a major goal of all three Baltic nations since 1994. In 2002, at the NATO summit in Prague, a formal invitation to join NATO in 2004 was extended to the three Baltic states. This led to the Estonia, Latvia and Lithuania working closely with the Baltic Defence College to move towards developing a third and fourth level Western professional military education model that would allow the College to become part of the wider NATO educational framework. If the officers from the Baltic Defence College were to function effectively within the NATO alliance, their education would have to follow the NATO model and would have to meet its standards.

The first phase of a standard Western military education model consists of a basic officer education course to produce lieutenants. This mission was fulfilled when the three Baltic states w established their national military academies and instituted 3-4 year programs that would lead to a lieutenant graduating with a university education and a basic junior military leader education. The second phase is a professional course in an officer's service branch in order to turn the officers into competent lower level leaders. This was provided by the Baltic Defence College's Senior Staff course, which covered the tactical level of the officer education. The third phase of the standard NATO and Western professional military education is the mid-career staff officer course, which covers general staff education and prepares an officer to become a leader. It also trains them to carry out staff work at the operational level of war. Normally this course is taken by mid-career officers who have completed the first two phases of military education and have reached the rank of major. The general staff course of most NATO and Western countries lasts at least a year and in some countries even longer. The Western model has a final and fourth phase of professional military education that is undertaken by officers when they reach the rank of colonel. This kind of a course that is designed to educate an officer or senior civilian to serve as a staff officer or commander at the strategic level.

The Baltic states' goal of having armed forces that could be fully integrated with NATO forces meant that in 2002 the Staff Course would have to undergo a major redesign in order for it to cohere with the NATO and Western model of professional military education. The College had become aware that the name of the Senior Staff Course did not properly represent the character and level of the course in the current Western context. In order to make it fit better with the NATO and Western concept of professional military education, the Senior Staff Course was renamed the Joint Command and Staff Course (JCSC). This new title was quickly approved by the College boards. The course would still be administered as a one-year course, but the students would now be mid-ranking officers, normally majors, who has already completed phase one and two of their military education. This meant that the Joint Course would drop the lower level tactical exercises and focus on the operational level of war and would provide much more emphasis on air and naval operations rather than the land-heavy curriculum that was already being taught at the College. The aim was to prepare graduates for the nature of modern joint warfare.

The College Deputy Commandant and Course Director, Colonel Sven-Olof "Olle" Broman of the Swedish Army, used the experience gained from the 2001-2002 courses together with observations gathered from international visits to reorganize and refocus the overall curriculum. But the Baltic states still needed to adapt their officer training and education to fulfil the four phases of the NATO/Western model. During the 2001-2002 academic year the three Baltic states, started using recent College graduates as instructors, and established several "Junior Staff" or "Captain" professional courses for the members of their forces who were serving as officers in a given branch of the military (army, navy, air force). These courses lasted from 4-6 months and were modelled on the junior officer professional courses that are normally attended by first lieutenants and captains. With each of the Baltic states having already established a proper national officer academy they could now begin providing a three to four year accredited BA degree to graduates (phase one of the NATO professional military education model). And the new professional captain's courses that had been set up in each of the countries could now fulfil the Phase Two part of the professional military education (PME) model. While the Baltic Defence College would still continue to teach a tactical level officer Staff Course, (now renamed the Army Staff Course), it could now focus its efforts on teaching of phases three and four (operational and strategic) of the Western professional military education model. Thus, only three years into its founding, the College was quickly moving away from being an experimental military education project and moving towards building a robust system of higher military education that is standard throughout all of the NATO Alliance.

The intermediate officer courses established by the Baltic states were part of the ongoing effort to merge the Baltic states' forces with NATO forces. Adoption of the four tier professional military education model meant that the Baltic officers who graduated from the national academies and the captain's level national intermediate courses would be not only better prepared but would be prepared in a far better and more uniform manner, thereby making the transition to the Joint Staff Course and later the senior officers courses held at the Baltic Defence College, more seamless. As both the Baltic armed forces and their national military education programs evolved, some of the early problems with English language proficiency and insufficient instruction at the tactical level that had been experienced earlier by the College, were significantly reduced. These better prepared

officers meant that the standards of the staff course could be raised. As the College had adopted NATO procedures and chosen to use English as the language of instruction from the very beginning, when the invitation came for the Baltic states to join NATO in 2002, the College was already well into the process of having the Staff Course ready to follow the NATO PME model.

However, it was not until 2003–2004 that the full transformation of the Staff Course took place. By this time, the Staff Course had evolved considerably and moved away from its early focus on a territorial and a Nordic type of “total defence” towards an emphasis on more generic staff and tactics studies at the brigade level. This then transitioned into a study of Joint Expeditionary planning at the operational level of war during the second semester. In order to make the level of the course more familiar to continental Europeans, the name was adjusted again. With approval from the College boards, the Staff Courses were renamed to the “Joint Command and General Staff Course” (JCGSC) from 2003 onwards. This new name, and the new curriculum, fit well into phase three of the PME model, due to its being specifically geared towards providing a standard NATO operational level course.



Joint Command and General Staff Course 2003/2004 during the Exercise Iron Fist in Lithuania, 2003. Realistic exercises have always been and will remain a key part of JCGSC.

At the end of 2003, the College entered another important phase, as the Baltic states took over full ownership of the institution. After 2004 a new Memorandum of Understanding came into force. The Memorandum stipulated that the three Baltic states should begin sharing the full cost of funding the budget of the College. It was a step towards moving the College away from what had largely been an experimental aid project by the Western nations, and towards it becoming a truly Baltic institution. The Long Term Development Plan of 2005–2012 grew out of the understanding that there would be a gradual phasing out of the unilateral assistance from the supporting nations, with further assistance being directed towards a new framework of bilateral cooperation projects. The system for managing the College would be changed to match that of other common projects. The Baltic Defence College Co-ordination Group would take over direct responsibility for managing the College. This did not mean that the Western military participation in the College would end, but rather that the nature of the interaction would change from being an assistance programme to becoming a bilateral cooperation programme, as the Baltic states became full NATO partners.

As General Clemmesen readied for the transfer of leadership to a Baltic Commander, he was able to look back on a tenure of real achievement. With the fifth graduating class in 2004 there were close to 130 officers from the three Baltic states that had been educated at the College and who would go on to serve as general staff officers. Already by its fifth year of operation the College was well-established and had become a key defence institution in the Baltic states.

During its first five years, the education programme of the College underwent constant development. This was partly inspired by the new students and staff members, and partly due to the improved levels of Baltic student preparation. The Baltic officer academies and training programmes were now ensuring that the officers who came to the College were well prepared and knew English fluently. Another factor driving the constant evolution of the courses was the need to provide a more comprehensive vision of a cohesive security framework that would guide the future development of the Baltic state's armed forces.

DEVELOPING THE COLLEGE INTO A BALTIC-OWNED AND NATO-ORIENTED INSTITUTION

The supporting nations of the Baltic Defence College continued to support the new developments of the College as well as the evolution of its curriculum as it transitioned from a tactical level focus towards a strategic and operational level one. One of the key aims of the development of the Joint Command and General Staff Course (JCGSC) was to gain recognition and accreditation from the NATO nations, so that they would readily send their officers to the JCGSC. Because a Joint Course requires air and naval expertise, in addition to army expertise, it was essential to have highly qualified naval and air officers from supporting countries who could serve on the faculty. This would give the students a truly “joint” understanding of operations and doctrine.

Canada, Denmark, France, Germany, Norway, Romania, and Sweden, as well as the Netherlands, and the US all sent officers to support the new Joint Course. Realistic exercises also became (and remain) a key part of the JCGSC curriculum. Canada and the UK would go on to send additional specialist teams of officers (often with high-level joint air and naval skills), who helped to direct and supervise the operational exercises of the Joint Course. In order to ensure that the exercises were realistic, the specialists utilized the most current NATO doctrines and standards for the planning and execution of operations. As the JCGSC was being developed it was the Canadian Forces, and especially the Canadian Forces Staff College, who proved instrumental in holding the course to the highest standard possible. The Canadian Forces Staff College, which is one of the top staff colleges in NATO, shared its Joint Course curriculum with the Baltic Defence College. This curriculum was modified slightly and became an important part of the course. Canada’s contributions proved instrumental because their curriculum was fully accredited, designed for NATO operations, was in English, and emphasized a full spectrum of joint operations.

When the three Baltic nations joined NATO in March 2004 (all three of the Baltic states also joined the EU in May 2004) the change in the College became evident as the courses of the College were transformed to support and emphasize a more NATO oriented and multinational focus. The Colonels Course, which had been created to provide a basic strategic education for Baltic officers, became the Higher Command Studies Course

(HCSC). It was grounded by a “Leadership of Transformation” course that was designed to educate strategic level military and civilian leaders in how to oversee and conduct the transformation of their armed forces from the antiquated Cold War organization into a modern force that would be capable of addressing the most current and complex security needs of the NATO and Western nations and the broad level of security threats levelled against them. These prerogatives included dealing with counterterrorism, military interventions, humanitarian responses and other miscellaneous operational issues. The emphasis on transformation paralleled what was going on in the other major NATO nations and in the non-NATO Western nations.



Graduation of the first Higher Command Studies Course (HCSC) 2004.

During this time the College applied for, and gained, accreditation from, the NATO ACT Headquarters in Norfolk, Virginia. This recognition meant that the High Command Studies Course had met the NATO standards. This was a huge accomplishment for the College as NATO accreditation meant that other nations would now want to send their officers and civilians to the six-month course. It also meant that the course would be transformed in nature. Originally, the Colonels Course had a narrower focus and was geared towards the three Baltic states armed forces, but the

attainment of accreditation meant that it would need to address broader security issues. It would also need to educate civilian leaders from foreign ministries as well as defence ministries. As the issues of transformation were important for all of the European and Western nations, as well as for the Partnership for Peace nations, the new Higher Command Studies Course (HCSC) course was redesigned to meet the needs of to a wide spectrum of nations from outside the Baltic states as well.

In short, the course quickly evolved into a multinational, strategic level course that was designed to also educate civilian leaders working in the security domain. This evolution from the Colonels Course to a the HCSC paralleled a larger trend in NATO and the Western nations where, ever since the post-Cold War changes of the 1990's, civilian MOD and Foreign Ministry personnel were educated alongside military officers, so that the military and civilians could work effectively in the new security environment.



HCSC students from various nations participating in a team building activity in 2004.

From 1999 until 2004, the tactical/operational curriculum of College changed significantly. Initially the course started with battalion level

studies and moved on to military region, whereas later the teaching started with infantry brigade tactics and then moved on to the joint operational level in the final months of the course. This refocus was necessary, but it was only made possible by the existence of the junior staff courses that were created by each of the respective armed forces of the three Baltic states, and which were largely taught and conducted by graduates of the BALTDEFCOL Staff Course. During the first years, the operational framework was focused on a territorial defence model, while still retaining the NATO standards and procedures. Later the teaching would become more broad based and covered the field of tactics and operations in general. It also taught students how to deal with the issues related to planning procedures for combined expeditionary operations.

The “New NATO” character of the education programme opened up many opportunities. Places in various courses such as at the NATO School at Oberammergau, Germany were offered to the College teaching staff in order to further develop their expertise. Membership in the NATO Alliance also influenced the military education of the College by making it more “mind-opening” and academic in nature. To keep NATO viable, the member nations had to look beyond their own national territorial defence and prepare parts of their forces for deployment outside of Europe. The troop contingents sent by the Baltic states to support the US-led Coalition efforts in Iraq, and the strong commitment by the Baltic States to the NATO mission in Afghanistan, underscored the need to have well educated group of staff officers and commanders who could take on highly complex missions in a joint and multinational environment. Thus, the College played a small but important role in the effort to transform the Baltic states armed forces into a more deployable force - a transformation process that was already taking place in other NATO nations on a larger scale.

The leaders of the three Baltic states understood that a successful transformation and the maintenance of relevance depended on enhancing the professional effectiveness of the leaders of the European armed forces and training them to deal with 21st century security threats. This is what drove the decision to turn the Colonels Course into the High Command Studies Course (HCSC), which would now used to educate both members of the military as well as civilians. The first High Command Studies Course was run as a small pilot project in 2004 and proved to be highly

successful. The new scope of the course and the focus on the strategic level transformation brought the HCSC more into alignment with the curriculum and the common approach used by the top Western defence colleges. The first group of graduates of the 2004 Higher Command Studies Course went on to serve with distinction in the military and foreign service.

In 2005 the choice was made to make the Higher Command Studies Course open to all potential higher level officers and civilian defence officials from other NATO and PfP countries. The Course would also be conducted as an Allied Command Transformation “Centre of Excellence” project. Due to its importance and its clear NATO education requirement focus, all of the non-Baltic course members had their course fees covered by the Baltic Defence College.

A BALTIC COMMANDANT TAKES CHARGE

In December 2004, five years after its being founded, there was another milestone at the College when Brigadier General Michael Clemmesen handed over the command of the BALTDEFCOL to the new Commandant, Brigadier General Algis Vaičeliūnas of the Lithuanian Army. Brigadier General Vaičeliūnas had graduated from the German General Staff Course (Führungsakademie) in Hamburg and was very well prepared for assuming command of the College. He had spent a significant amount of time observing operations at the College and had attended a six month long National Security Studies Course that was offered by the Canadian Armed Forces.



The first Baltic Commandant of the College (2004-2007), Brigadier General Algis Vaičeliūnas.

This began a tradition for the Baltic Defence College wherein each of the appointed Commandants have at some point attended a higher level command and staff course, or taken part in a strategic level course, at one of the top military school in a NATO country. This policy ensures that the Baltic Commandants have a military and national security education equal to that of Commandants of other NATO military colleges. It also ensures that the Commandants have taken elite level courses, and are fully familiar with Western standards and practices. The policy decided upon by the Baltic states was to have the command of the College rotate between the Baltic states with each of the Commandants serving a three-year term. Several of the top positions at the College, such as the Director of Support and the Course Director of the Higher Command Studies Course, would also be rotated among the Baltic nations. Other key leadership positions such as the Dean, the Course Director of the Joint Command and the General Staff Course, and the Heads of Departments would be filled by supporting nations' personnel or by people hired by the College. This is an organizational construct that remains in place today.



Picture from a Tug-of-war competition at the family team building event in 2005. BALTDEFCOL Commandant (2004–2007) Brigadier General Vaičeliūnas is leading the rope pulling team, whereas the current Commandant (2016–...) Major General Andis Dilāns is the anchor man.

General Vaičeliūnas brought with him a new vision as he took over from General Clemmesen. Commandant Vaičeliūnas made it his mission to finalize the College's Long Term Development Plan of 2005–2012, which had been

approved by the Baltic Ministerial Committee and was published in 2005. The new development plan meant that there would be significant changes at the College, but essentially it would also support the directions that the Baltic states were already moving in. The plan suggested that the three states create a Combined Baltic Officers Professional Development System and implement a program to integrate the courses of the College into a common system of military education that would correspond with the NATO/Western PME model. The new plan also called for increasing the number of civilian academic staff by adding lecturers to the conflict studies and defence studies courses. The new plan also envisaged an expansion of the joint combined operations course and further recommended that the Civil Servants Course be revised by placing a greater emphasis on the planning and conducting of peace support operations and crisis response operations.

All of these important changes were an outgrowth of the three Baltic states armed forces becoming NATO members. Joining NATO meant that participation in multinational expeditionary combat operations and overseas deployments for humanitarian and crisis operations would now become key missions for the Baltic armed forces and a priority of the defence ministries in the future. This necessitated a much broader approach to tactics and operations and a much deeper look into the strategic origins of the overseas deployments and crises that NATO armed forces would face in the long-term future. The new plan also recognized that the nature of modern conflicts would necessitate greater cooperation between civilians with government posts, the defence ministry, the foreign ministries, the police, and other branches of the government dealing with defence matters. Considering the more than decade long involvement of the Baltic states armed forces in Afghanistan, and the deployment of Baltic personnel to various UN, NATO and multinational peace operations, as well as expeditionary operations, the direction that the College opted to take was very well justified.

MATURING AS AN INSTITUTION

The transition from Brigadier General Michael Clemmesen to General Vaičeliūnas was seen as clear proof that the College was maturing as an institution. While the initial funding and support of the College came

largely from the Nordic and Western nations, by 2005 most of the annually increasing budget, was coming from the Baltic states. This reflected the increasing prosperity of the Baltic states and showed their greater ability to deal with international defence issues.

The first Commandant originating from one of the Baltic Nations was seen as clear proof that the College was moving towards becoming a more Baltic institution rather than a Western institution located in the Baltic states. As the Baltic armed forces grew in size and complexity there were a new generation of officers who were originally from the region and had been entirely educated in Western staff courses or in Baltic Defence College courses. This meant that the instructor positions could increasingly be filled by officers from Estonia, Latvia, and Lithuania. But despite many officers from the three Baltic states having gained operational experience by serving alongside the Coalition forces in Iraq (all three of the Baltic nations sent contingents to support the Iraq operations) and Afghanistan, most of this experience was still at the tactical level, which meant that the College still needed to rely on officers from the Nordic and NATO nations with operational experience to serve in the higher level staff positions. In practice, although the College had become somewhat more Baltic in terms of its personnel, the nature of the courses and the ethos of the College nevertheless remained the same, even after the command was turned over to a commandant from the Baltic states.

According to the 2005–2012 Long Term Development Plan, the main task for the College from 2005 to 2008 would be to separate the Joint Command and General Staff Course from the regular staff courses. The original Staff Courses were extensively redeveloped, then shortened to six months and renamed the Army Intermediate Command and Staff Course. This was done in order to focus on teaching lower level officers - mainly captains and majors - the key skills related to staff and planning that they would need in order to function effectively at the tactical level (battalion and brigade operations).

The Army Intermediate Command and Staff Course, which emphasized the fundamentals of doctrine and leadership, was combined with command and planning studies at the battalion and brigade level. This development roughly paralleled the practices that are common in most other Western countries that normally have shorter tactical level staff

courses for military personnel when they reach the rank of first lieutenant or captain. As more and more Baltic officers were acquiring the education and experience to teach at this particular level, a competent teaching staff became more available. The army focus of the course grew out of the fact that the three Baltic states' all have "army heavy" forces with only a small contingent of air and naval forces. Thus, army tactics and operations were what the Baltic states most urgently needed.

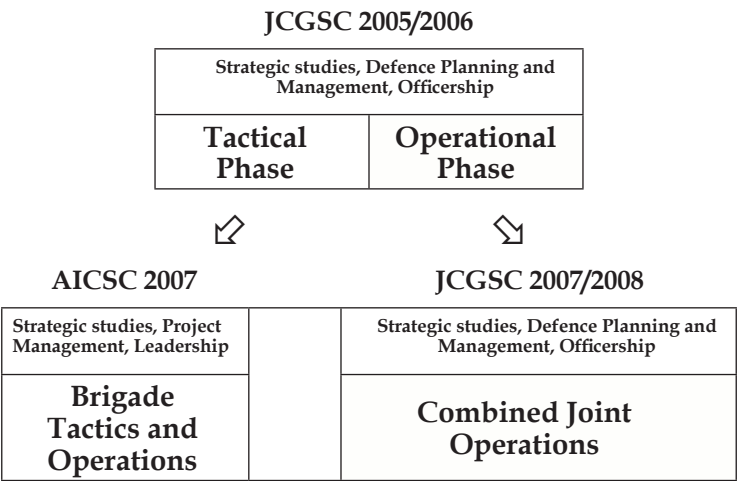
It was more difficult to develop a year-long Joint Command and General Staff Course due to the fact that such courses are taught at the operational level of war and the Baltic states armed forces still lacked enough officers with education and experience at that level. The majority of these officers were needed in the defence ministries and armed forces to fill the key positions that required a deeper level of understanding of operations, planning and senior leadership. Therefore, developing an effective Joint Command and General Staff Course would, for the near future, require that officers be sent to Colleges in Western and NATO nations that had experience in teaching such courses and where the level of operational education was higher. The Joint Command and General Staff courses required more of a contribution from civilian faculty academics who were knowledgeable in the dynamics of national and alliance strategies and military operations. Such courses were also needed in order provide a theoretical background for the practical application of operations, management and leadership.



Joint Command and General Staff Course 2011/2012 during the Planning Exercise Collaborative Effort I, 2012.

NEW PLANS AND POLICIES INITIATED BY THE COLLEGE AFTER 2004

In autumn of 2005, after the Baltic Military Committee and the Ministerial Committee endorsed the proposals for improving the courses, the College recommended that further measures be undertaken in order to bring the officers education programme in the Baltic states to a higher level of development. It was advised that a common Navy Junior Staff Officers Course (NJSOC) be implemented by the Latvian National Military Academy for officers from the navies of the Baltic states. This was followed by the recommendation that a similar combined air force junior staff course be created at the Lithuanian Military Academy. The College remit stipulated that the brigade level instruction from the JCGSC should be replaced by a separate 5-month Army Intermediate Command and Staff Course (AICSC), which would focus the JCGSC instruction at the joint operational level. Specific elements of the CSC revision and development were also identified in the 2005 report.



In accordance with the guidelines of the approved Long Term Development Plan of 2005–2012, the Baltic Military Committee finalized the Combined Officer Professional Development Program in April 2006. Under this program, a new format of the JCGSC was mandated. This consisted of a 5-month AICSC, and an 11-month JCGSC. With these changes well underway, the Ministerial Committee requested that the Commandant of the College draft a new Baltic Defence College Development Plan for

2007–2012. In January 2007, the Ministerial Committee endorsed a policy paper on the BALTDEFCOL outlining the need for the Baltic states to continue developing the College into a high level, and well respected international military educational institution that would be based upon Western values and standards. The policy paper also stressed the necessity to sustain the broad multinational character of the College with regard to the teaching staff and students.

From 2005 to 2009 the College taught two Staff Courses in alternate years. The original tactical level “Senior Staff Course” had evolved into a half year Army Intermediate Command and Staff Course that focused on imparting the skills that would be needed by lower ranking officers. The new Joint Command and General Staff course was a year-long course (11 months) that was modelled on the standard operational general staff courses of the Western nations. During this period the number of students for each class was set at approximately 50 students, with sixty per cent of the students coming from the three Baltic states and the other forty percent coming from NATO, and Western countries, as well as from partnership for peace countries (Armenia, Georgia, Ukraine, Serbia and others)

The multinational aspect of the Baltic Defence College is what makes it unique. Other national staff colleges have international officers attending the courses, but more often than not the host nation officers are almost always in the majority. The Baltic Defence College defies this norm by ensuring that every small group and every faculty department is internationally diverse. In this way, both the students and faculty interact with people from very different backgrounds and experiences in an environment where open exchanges and discussions are encouraged. As many graduates have noted, such an environment is the best real life preparation for working in a multinational headquarters or mission later on in one’s career.

From January 2007 onwards, the launch of the AICSC signalled the beginning of the Combined Officer Professional Development Program at the Baltic Defence College. This coincided with the air force staff officers’ course in Lithuania, and the NJSOC offered by the Latvian National Military Academy. In August 2007, the redeveloped JCGSC was initiated. On 14 September 2007, the Ministerial Committee approved the BALTDEFCOL Development Plan of 2007–2012, together with a new Memorandum of

Understanding Concerning the Operation, Administration and Funding of the College.



Graduation of the first Army Intermediate and Command Staff Course (AICSC) 2007.

From 2005 until 2007, the College focused on revising and developing the design of its course documentation, adopting new formats and introducing various new elements. Each course was now to be governed by a standardized set of documents, consisting of the course plans, the compendia and weekly schedules. These components would serve as the framework of the overall course program. During the same period, the College put considerable effort into reviewing and developing its educational methodology, especially with regard to expanding the range of active learning methods that were to be used for the educational process. As a result, all of the courses were able to draw their methods from a single standard methodological toolbox, but could now be combined in the way that would adequately meet the aims and required outcomes of a particular course.

DEVELOPMENT OF THE HIGHER COMMAND STUDIES

In recognition of the significance and relevance of training leaders for the transformation, the Higher Command Studies Course (HCSC) received partial accreditation from NATO's Allied Command Transformation as a NATO course at the beginning of 2007. This was a big step towards the Baltic Defence College becoming an internationally recognized education institution.

The Higher Command Studies Course evolved from the College's early Colonels Courses. The first Colonels Courses had a strategic level focus, but the emphasis of the course was on teaching higher-level military officers to understand strategic thinking, planning and management in order to prepare them for positions in the national defence ministries or in the national armed forces headquarters. It was now understood that Baltic Officers needed to be better versed in strategic level of conflict. However, by reserving the class for only military officers it was limiting the kind of training that would be necessary to turn the students into defence and security leaders. The solution was to turn the Colonels Course into a strategic level course that would be opened to both civilian leaders - mainly from the defence and foreign ministries - and to strategic level military leaders (lieutenant colonels or colonels) who could serve at the higher levels of the defence establishment.

The first Higher Command Studies Course, which was the new strategic level course, was launched in 2004 at the request of the Ministers of Defence of the Baltic states. It was to be highly demanding course that would last half a year. The aim of the course was to graduate military and civilian defence officials at the NATO OF-4/5 level or equivalent. Graduates from the course would be ready to initiate, and implement transformations in their own defence institutions, as well as in NATO and the EU institutions. The course would essentially be limited to 12-16 officers and civilian officials. This group size would foster the individual and small group learning environment that works best with older professional people. Since the Course began in 2004 many of the graduates from the Higher Command Studies Course (which has been conducted on a yearly basis since 2004) have received important and demanding postings in their home countries and in international organizations.

The HCSC has, since its beginning, used the usual war college learning methodology, which emphasizes active learning, full participation and contributions from all of the students in an open and positive environment. Greater emphasis is placed on individual and group study. The students are required to share their knowledge, experience and learning with others in the class. The HCSC also relies on external contributors as well as input from competent and experienced guest speakers. In autumn 2005 the Visiting Senior Mentors programme was incorporated into the overall programme. The Visiting Senior Mentors are a group of widely recognized authorities in their fields of expertise. They mentor students and assist the course Directing Staff with the course development. The Visiting Senior Mentors program was introduced into the JCGSC in autumn 2007.

Unlike the Joint Command and General Staff Course and the Civil Servants Course, which are mostly taught and led by the College faculty with some guest lecturers, the presentations and short modules of the Higher Command Studies Course are taught by current or retired senior military and civilian leaders, or by highly qualified experts. This methodology parallels the standard practice of the top US and European war colleges, where the aim is to bring the students into contact with highly experienced practitioners in the strategic field who can speak directly about the realities of dealing with strategic problems and planning. As there are relatively few leaders in the Baltic states who have experience working with large armed forces, or at the top levels of NATO, the College brings a very diverse and international group of experienced strategists to engage with the students. In a practical sense, the Baltic Defence College is a relatively small institution, so the College policy has always been to find academic partners who can bring greater expertise and experience to the College.

From the beginning, the UK Defence Academy, which runs strategic level courses for British military leaders, has played a big role in developing and teaching the Higher Command Studies Course. The HCSC is a relatively small course and consists of about 12-16 senior officers, (usually lieutenant colonels or colonels) or defence ministry or foreign office civilians. In some respects it is the most international of the courses at the Baltic Defence College, and in most years only half of the students are from the Baltic countries. The remainder usually originate from diverse countries such as Austria, Georgia, France, Japan, New Zealand, and the UK.

In its first years the Higher Command Studies Course focused its efforts on the transformation process, but as this process has largely been completed in the Baltic states and Western Europe, the course's academic focus is now directed towards broader security issues and multinational strategic planning and approaches.

The HCSC is based on six key based-learning outcomes. The outcomes are built up from the knowledge and skills that the students will be able to demonstrate upon completion of the course. The learning outcomes of the HCSC are based on a student's ability to (based on the HCSC 2018 Course Plan):

1. Generate research-based papers and oral presentations;
2. Appraise the key theories of international relations and be able to assess their geopolitical implications;
3. Examine the current and historical use of military power using various examples and explain the lessons that were learned;
4. Formulate a strategy at the national level and assess its implications;
5. Formulate defence management policies
6. Formulate proposals on defence policies and force structure.

The HCSC was accredited and certified by the NATO Allied Command Transformation (ACT) in 2008. It became a 'Listed' course that was included in the Education and Training Opportunities Catalogue (ETOC NATO) in 2015. The course has established itself alongside other courses that are at a similar level and it is able to deliver added-value education to military and civilian students from the Baltic states, as well as to their allies and partners. The HCSC is recognized by several NATO countries at the national level.

The Baltic Defence College has adopted the Bologna process, which was initiated within the European Higher Education domain in order to standardize European educational courses, streamline the assessment procedures and facilitate the transfer of qualifications between academic institutions.

The curricula of the HCSC is delivered through a series of modules, international study trips and exercises. The assessment system is continuous and tracks the student's progress throughout their time in the HCSC.

THE HIGHER EDUCATION MODEL FOR 2007–2011

The main courses that are currently offered by the College and which were developed under the tenure of Brigadier General Vaičeliūnas were:

- The Joint Command and General Staff Course;
- The Higher Command Studies Course
- The Civil Servants Course

The third Commandant to serve at the Baltic Defence College was Brigadier General Gundars Ābols of the Latvian Army. He assumed command from Brigadier General Vaičeliūnas and went on to enact further changes. In December 2007 General Ābols began preparations for a ten year review of the College that was to be conducted in early 2009 by a team of international education experts led by German Brigadier General (ret) Klaus Wittmann, who had taught at the Bundeswehr's Führungsakademie in Hamburg. The comprehensive review was initiated at the request of the three Baltic states in order to ensure that all aspects of the College would be thoroughly examined and evaluated by an expert third party. The review group would recommend policies and suggest curriculum changes in order to ensure that the College was maintaining its progress and continuing to meet the needs of the Baltic states. The Assessment would also ensure that the Defence College was conducting a higher military education programme that was fully the equal of the best Western staff colleges and was employing the most effective educational techniques and technologies to deliver this education.



*Brigadier General Gundars Ābols,
Commandant of the Baltic Defence
College 2007 - 2010*

In February 2009 the Baltic Defence College celebrated its tenth anniversary with speeches and a reception at the Dorpat Conference Centre that was attended by presidents and ministers of the three Baltic states as well as notable academic and political leaders from the region. Following the tenth

anniversary celebration of the College, the Wittmann Report, together with a five-year development plan based on the report, was published. The Wittmann Report gave very positive feedback about the progress that the College had made in its first decade, but it did also recommend that some major changes be undertaken in order to prepare the College to grow and develop to meet the future needs of the Baltic states.



BALTDEF COL celebrated its 10th Anniversary in 2009. The main event of the anniversary day took place in the evening of 27th of February when the Commandant of the College, Brigadier General Gundars Ābols invited the distinguished guests to Dorpat Conference Centre.

The Report, which was forwarded to and endorsed by the three Baltic defence ministries, recommended that the Baltic Defence College transfer the Army Intermediate Command tactical level Staff courses over to the Baltic national defence ministries. It was concluded that the military education level of the Baltic states armed forces had improved to such an extent, that each of the countries was fully capable of teaching their officers at the basic (military academy) and tactical level (captain's professional course). The Report proposed that the Baltic Defence College should concentrate on the third and fourth level of the Western PME model, which was more oriented towards an operational and strategic education. The Baltic Defence College should also focus more of its efforts on the Joint Command and General Staff Course. This would allow the military expertise of the College faculty to concentrate on the operational level of conflict thereby simplifying the educational planning of the College. There was some debate about whether the national defence ministries of

the Baltic states were indeed capable of teaching phase two of a professional military education to the high standard that the College had achieved. However, the Wittmann Report's proposal was accepted by the Baltic ministries.

The Wittmann Report noted the success of the Higher Command Studies Course and the Civil Servants Course and recommended that they be retained. The report even suggested that the College could make the courses longer and broader in focus. However, in order to ensure that the operational level joint course retained its high quality, the

Report also emphasized that the College should still NATO and Western faculty members who had expertise in higher military operations.



Brigadier General Klaus Wittmann

One of the main recommendations of the Wittmann Report was to encourage the College to undertake more academic research so that it would be able to conduct advanced investigations into the fields of security and strategy for the three Baltic states. In short, the Wittmann Report strongly encouraged the College to pursue becoming a security and defence studies centre in addition to being a staff college. This was not to detract from the fundamental military nature of the College, but was rather intended to serve as an acknowledgement of the reality of modern conflict and security, which are no longer purely, or even predominantly, military tasks. Today the combined efforts of military forces with civilian agencies has become the norm, especially for conducting operations and missions in places such as Afghanistan, Northern Africa and peacekeeping operations in the Balkans. While educating officers for conventional conflicts has always been the priority of higher military education, current conflict situations require that there be coordination between many different agencies in order to respond to conflicts that fall below the level of conventional war. These are essentially the kinds of operations that NATO anticipates will be the most common in the future. The Wittmann Report also emphasized changes in the College organization structure by recommending that a Deputy Commandant serve as the Chief of Staff.

The position would guide planning and operations, with more emphasis being placed on long term planning at the College.

The need to develop a more academic approach to its military education incited a major change under the tenure of General Ābols. This was the introduction of the Master study program “Military Security and Leadership”, which was led by the Latvian National Defence Academy at the BALTDEFCOL. The programme was linked to the Joint Command and General Staff Course and provided educationally qualified officers of the JCGSC the opportunity to acquire an academic degree. The JCGSC provided 60 ECTS together with a 90 credit point program; the rest of the credit points were collected through participation in advanced seminars that were run by the BALTDEFCOL faculty and by writing the Master’s Thesis.

The design and implementation of the Master study program at the BALTDEFCOL followed the example to the Canadian Forces Staff College in Toronto, in that the Canadian Forces Staff College, like the Baltic Defence College, does not have the legal authority to grant graduate degrees. To address this, the Canadian Staff College approached the Royal Military College of Canada, which does have a legal authority to grant degrees, and developed a partnership with them. This allowed certain modules to be taught as part of the overall Canadian Forces College programme. In a manner similar to that of the Royal Military College of Canada, the Latvian National Defence Academy had the legal authority to grant university degrees and was interested in having certain parts of its programme implemented at the BALTDEFCOL.

The Master study program “Military Security and Leadership” was conceived as a three semester or 90 ECTS Credit Point professional degree program, in which 60 credit points would come from the modules of the JCGSC. The MA students would need to enrol in an advanced graduate seminar that was to be taught by a PhD level faculty member of the BALTDEFCOL and would be required to complete a Master’s thesis (in English or Latvian), also under supervision of a PhD academic. It would also be possible for a JCGSC student of the Baltic Defence College to do all their course work during their year at the Joint Command and General Staff Course, and then complete and submit their MA thesis after graduating from the Baltic Defence College. The MA degree would be

offered to students for free, which of course made it a highly attractive opportunity.

There was a rigorous accreditation process that was carried out by the Ministry of Education and Science. After several months of assessment together with an onsite review led by a team of Latvian education experts, the Master's program "Military Leadership and Security" was formally approved, and was granted full accreditation. This meant that under the Bologna system, the degree would be recognized in all EU countries. Moreover, the programme was granted the highest level of accreditation.

Linking a Master studies programme together with the staff courses is now standard practice among NATO staff colleges. In addition, within NATO, it is now the unwritten norm for an officer above the rank of major to have a Master's degree (often earned at a staff college). The implementation of the Masters programme at the BALTDEF COL made it the equal of other Western staff colleges.

The opportunity to earn an academic degree free of charge while attending the staff college has made the College an attractive place to study for non-Baltic students as well. Now that the Baltic Defence College was no longer considered to be a "project" or experiment, it needed to offer programmes and instruction of such quality that it would be desirable for professional officers and civilians from outside the Baltic states to attend.

Ever since its inception in 2009, the Master's programme has proved to be a popular and valuable part of the programme, so much so that some of the faculty members have even decided take the course themselves. Writing a master thesis in a foreign language requires hard work, high motivation, a good amount of academic curiosity, as well as solid analytical and linguistic skills. However, this does not deter around 25% of the JCGSC students from enrolling in the programme every year. The programme does set preconditions for the development and selection of the category of the senior officers who can take the course. These individuals must be capable of, conceptualizing, theorizing, conducting scientific analysis, and contributing to military education and science as a whole.

DEVELOPING THE ADULT LEARNING MODEL

When Brigadier General Meelis Kiili assumed command of the College in December 2010 he recognized that it would be necessary to prioritize the higher levels of military education (phases three and four of the PME), as had been advised by the Wittmann Report. This would entail a transition from the more training oriented style of teaching that was the norm for the Army Intermediate Command and the Staff Course towards a more advanced style of teaching that would be suitable for the older and more experienced officers and civilians serving in the Joint Command and General Staff Course. During his tenure, General Kiili recognized the great value of the adult learning/ small group model of education used by the College and sought to preserve and enhance it.



Brigadier General Meelis Kiili from the Estonian Army. Commandant of the College in 2010 – 2012. He was a student in the very first staff course offered by the College.

The adult learning model, used in most higher staff college and civilian courses, places greater emphasis on learning in small groups. Here students are better able to interact with each other and with the visiting experts. However, the adult learning model depends on the personal commitment of the individual student and their motivation to read and prepare before each module or seminar. The operational and strategic levels of conflict require officers and civilian leaders who can think critically, and also possess strong analytical skills that can be applied to a wide array of problems and situations. In short, the adult learning model requires more effort and planning from both students and the directing staff. In the adult learning model, the directing staff act more as rather transmitters of knowledge rather than as teachers, and seek to create an environment where the students and faculty can ideally learn from each other.

Adoption of the adult learning model meant that considerably more effort had to be placed on the selection and preparation of the Syndicate Guiding Officers (SGOs). The students who take part in the Baltic Defence College courses are divided into small group syndicates of 8 to 10 students. Most of the learning takes place in this small group environment. This system sees the SGOs serving as educational leaders and mentors for the students. Their role is to guide the small group learning process rather than lead it. The responsibility for creating an effective learning environment is the imperative of the SGOs. In 2011, a special training programme for the SGOs was instituted before the start of the academic year. Since 2011, the faculty preparation has become even more thorough with teams of small group education specialists being brought in from the Swedish National Defence University to prepare the new SGOs. The enhanced training follows the best practices of the major Western staff colleges.

The transition to the adult learning model was a reflection of the overall changes occurring in the armed forces of the three Baltic states at that time. When the College was established in 1999 the students, and most of the faculty, had only a theoretical understanding of modern conflict as only a few of them had actually seen actual combat operations, large scale or otherwise. But after the Baltic States committed their troops to Iraq from 2003 to 2008, and to Afghanistan from 2002 to 2013, the experience levels of the students and the Directing Staff rose dramatically. For more than a decade, the Baltic states sent company sized units and specialist teams to some of the toughest regions in Afghanistan, such as the Helmand Province in the South, to support the NATO effort there. Lithuania ran a provincial reconstruction team in Western Afghanistan. It was the smallest nation to take on such a responsibility. In one decade the Baltic states' armed forces went from being small and inexperienced, to having extensive combat experience. Most of the officers and NCOs even did repeated tours.

Thus, by 2010 most of the students of the Baltic Defence College, as well as the majority of the Directing Staff, had been deployed overseas or had served on combat tours in a complex multinational environments (mostly at the tactical level of operations). Over the last several years the College faculty and most of its students have become veterans who bring with them a great deal of practical experience. Current students are much more likely to have had hands on experience in planning operations and are much

more likely to have insights into what can go wrong, what information is most useful, and what the limitations of an operation are. This requires a skilled faculty that can channel this expertise and encourage discussion, analysis and debate.

As teaching at the operational and strategic level of conflict requires students who have above satisfactory proficiency in writing, the College has, since 2012, put considerable effort into improving its English language-writing programme. The current programme uses writing and research to teach critical thinking skills. It should, however, be noted that the use of English as the language of instruction at a school where almost all of the students (and faculty) have learned it as a second or even third language, has not been without its difficulties. But it is a challenge that the College cannot ignore as many of the Baltic Defence College graduates will later go on to serve in multinational assignments or operations where the ability to communicate clearly and fluently in English is needed for mission success. There has been an ongoing effort to develop more effective English comprehension and writing tests. At the beginning of every academic year the students are assessed to determine their skill level. Those with weak English language skills are provided with extra instruction from qualified English language teachers in order to bring their English proficiency up to a higher standard.

The Department of Political and Strategic Studies has taken the lead in teaching writing skills to the students. Since 2012 the Department has dramatically changed its approach to teaching English. The College also relies on specialist English instructors from the Estonian National Defence College - the College's immediate neighbour, which has had a very effective English as a second language programme in place for some time.

In addition to focusing on small group learning, and teaching effective English communication, the College also continues to refine its quality assurance programme. This programme ensures that the College effectively assesses both student learning and faculty teaching in a fair and accurate manner. It also guarantees the delivery of the educational courses that are needed by the armed forces and civilian agencies. The best practices of the major Western staff colleges are used as a model to evaluate the educational outcomes. Every year changes are made to the courses in order to ensure that the Baltic Defence College is moving towards meeting

its goal of being a first rate military educational institution that can offer the kind of education that is relevant to current and future needs of the national armed forces and civilian agencies.

The highly complex nature of current and future conflicts, in which military and civilian agencies are closely intertwined, places a heavy burden on the military education system. In order for the College to meet these challenges the course and curriculum must evolve over time. When Major General Vaikšnoras became Commandant in December 2012 sought to develop a long term planning process for the College. In 2013 he formed a standing team of key College faculty members who were tasked with focusing on long term planning well beyond the cycle of the next course year. Long term

planning assumes that the courses will need considerable adjustment and that the new courses and programmes will have to be developed to keep the education of the College relevant. As military and defence education must continually respond to new requirements and trends, developing courses to meet not only present, but also future needs, was a priority for the College.



Major General Vitalijus Vaikšnoras from the Lithuanian Army. Commandant of the College in 2012–2016.

The Baltic Defence College's course design and instruction were vastly improved by the College leadership's decision in 2013 to create elective courses within the Joint Command and General Staff Course. The change would come into effect for the spring semester of 2014 and required considerable adjustments to the JCGSC, namely the reduction of teaching hours in some areas in order to allow enough time for two different periods within the course. This would enable students to pick from a variety of electives that were taught by faculty who were experts in their field.

Between January and April 2014 students of the JCGSC were required to take two elective modules from an overall offering of fourteen courses that

had been developed by the faculty and approved by the College in the fall of 2013. The elective modules ranged from cyberwar, crisis management, case studies in military operations, military history, operational law as well as many other diverse subjects. The range of the elective programme was broad enough to allow the faculty to propose specialty modules that could fit into a broader understanding of security studies. With the students having a choice of being able to study selected topics in depth, and the faculty having a chance to teach their areas of special interest, the electives ended up becoming very popular. Learning occurred a small group seminar setting and after the addition of the electives the morale of both the students and faculty became much higher.



Joint Command and General Staff Course 2013/2014 and Civil Servants' Course 2014, International Study Trip to Norway in May 2014. Since the early years, ISTs have become an integral part of the College courses.

RESEARCH AND ACADEMIC PARTNERSHIPS OF THE COLLEGE

Research and advanced academic work had been an important part of the College since its founding in 1999. In the early days of the College, it was recognized that it would be much more than just a school, but would also provide a forum within the Baltic states where discussion and scholarship

on a whole range of current defence issues could be carried out. Even before the arrival of its first students, the College had hosted a number of internationally recognized conferences on important defence issues. Just after its opening in February 1999, a conference on “The Integration of the Baltic states into the Euro-Atlantic Institutions” was held at the College. The first Senior Staff Course in August 1999 began with an international conference on the “Role of Defence Structures in Smaller countries”. Since its beginning, the College has also hosted an array of seminars or workshops. Some of these have been held yearly and have attracted many notable international academics and speakers. In the early years, the focus of the conferences and seminars tended to be about small states and Baltic defence issues. However, with the Baltic states joining NATO in 2004 the focus of the conferences and workshops has moved beyond that realm and now tends to concentrate on broader European defence and security issues.



Seminar “Integrating Ukraine into Euro-Atlantic Structures: Regional Strategic Challenges Ahead” on 14th of December 2005. The seminar aimed to stimulate discussions on the issue of integration of Ukraine into the Euro-Atlantic Community and to contribute to the awareness building in this domain among the students and directing staff members.

In 2006, the College hosted the Annual Baltic Conference on Defence (ABC/D), which was co-organized together with the ministries of defence of the three Baltic states. The conference was organized for policymakers, military officers, defence analysts, academics and media representatives. The aim was to open a discourse about the conceptual and practical issues related to defence reforms and military transformation. The idea of the ABC/D grew out of the Baltic Security Assistance (BALTSEA) forum that was originally held in 1997. This forum consisted of 14 Western nations that wanted to help the Baltic states gain admission to NATO. After the Baltic states had become members of NATO, the BALTSEA had outlived its purpose. The 2006 conference focused on the challenges of transforming NATO and national armed forces to match the current and future security threats. The follow-up conference, held in September 2007, focused on analysing NATO's role in Afghanistan. Since then there has been at least one major international conference held yearly at the College in which Baltic and international defence academics present their views. All of the presented conferences have seen active participation by students from the BALTDEFCOL, and the University of Tartu.

In order to engage more closely with other defence and staff colleges, the Baltic Defence College became a member of the International Society of Military Sciences (ISMS) in 2008. The ISMS is an organization of eight Western higher military education colleges that is dedicated to furthering cooperation, scholarship and research among its member institutions. The original member institutions of the ISMS were the Baltic Defence College, the Finnish NDU, the Swedish NDU, the Norwegian National Defence Academy, the Danish National Defence Academy, the Austrian National Defence Academy, the Royal Netherlands Staff College, and the Royal Military College of Canada. These institutions have since been joined by the Royal Belgian Military Academy and the Polish National Defence University (currently the War Studies University). The ISMS is organized around nine working groups that cover different fields of military research ranging from technology to leadership to military history. The ISMS holds a large international conference each year. In 2011 the Baltic Defence College was selected to be the host of the annual conference that ended up attracting more than 120 academics from Europe, North America and Asia. More than 75 papers were presented. The College has also chaired the Working Group 2 for Military History, and has made many other valuable contributions to the activities of the ISMS. Another international organization that the College

belongs to is the Central European Forum for Military Education (CEFME). It is a group of Eastern European staff colleges and military academies that work together on educational issues, such as Bologna accreditation. All of the international PME organizations each support a variety of exchanges of experiences and work together to educate officers and civilian students to expand the network of professional relations.

The Baltic Defence College also has also hosted and supported several other international meetings and courses. In 2011 and 2013, NATO's European Security and Defence College (ESDC) held several week-long special courses for senior officers and civilians at the College, with the Baltic Defence College serving as the host. These courses bring dozens of NATO senior officers and state officials to the College. The ESDC has even requested that the College host future courses within the framework of its high-level educational modules. This cooperation has continued and the College has delivered a multitude of modules and has organized panels depending on the need, or as part of its continuous involvement with the education of EU staffs. The most recent contribution to the European initiative *the Sectoral Qualifications Framework in the form of the Military Officer Profession (SQF-MILOF)* is to support developments of core competencies of a European officer. The operational and strategic level education offered by the College creates an environment where intermediate level (OF 3-4) and superior (OF 4-5) officers can exchange ideas. It has also proven to be of great value for the ESDC. The College is continuing contribution to high-level modules being a provider to the EU Common Security and Defence Policy (CSDP) allowing recognition of Estonia, Latvia, and Lithuania as credible and active EU members. Those initiatives are to be continued enhancing cooperation with partners to follow the visions to be modern and future oriented PME organization.

Since 2009 the College has hosted an annual conference on the Baltic region's military history, which brings academics from all over the region as well as from Western Europe and North America. Participants present their latest findings regarding military history. The Baltic Defence College conferences are open to the students and faculty members of Tartu University. The Military History conference was initially conceived as a kind of seminar for experts researching a specific domain, but over the years it has evolved into an academic conference. Its growth since 2014 has resulted in the creation of more discussion panels with recognized experts.

In 2018 it was decided by College Management Group to make the Military History Conference part of its curriculum. The 2018 conference was titled “1918–2018, One Hundred years of armed forces development”. The conference helps to familiarize the students of the Defence College with the regional history. It is worth mentioning that the keynote speaker for the 2018 conference was Brigadier General (ret) Michael H. Clemmesen, who served as the first Commandant of the BALTDEFCOL. The closing remarks were provided by General Sir James R. Everard, Deputy Supreme Allied Commander Europe (DSACEUR).



General Sir James Everard, DSACEUR, delivering the Closing Remarks at the Annual Baltic Military History Conference 2018.

In 2015 the BALTDEFCOL organized the first edition of the Conference on Russia, which became the annual academic event as high-level discussion forum on regional security and defence issues, integrated within the mission of the College. It proved to be interesting and valuable event allowing exchange of experiences by inviting politicians, military leaders, and academics as speakers. The Conference is serving the recognition of the College as academic professional military education organization contributing actively to research within security domain. From



Professor Mark Galeotti delivering the Keynote Speech at the Annual Conference on Russia 2018.

2018 the Conference is integral part of curricula of courses as extension of education. It is allowing faculty and students to follow current development within regional security and beyond along with an opportunity to discuss it with well-recognized experts. In 2019 the Conference on Russia will include discussion panels composed of students as speakers and they will share their knowledge coming from educational modules and research. The 2018 4th Conference on Russia was titled "*Russia in 2018: Challenges and Responses*" and more than 300 participants participated in it. Faculty and students are participating also in similar regional security forums as the Riga Conference and Annual Baltic Conference on Defence.

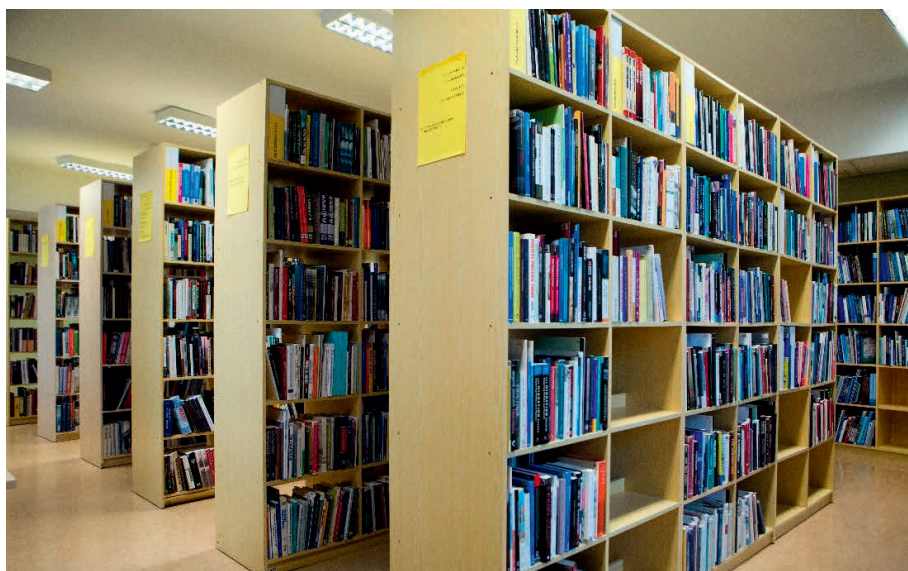
Cooperation with University of Tartu (UT) is especially important. The faculty members of the University regularly lecture at the Baltic Defence College and the College's faculty members often teach graduate courses at the University. This cooperation is proof that the decision to link the College with UT was the right one. The arrangement has proven beneficial for both organizations, especially in terms of support for academic events, as there is an ample supply of speakers for conferences and seminars. The College also offers a trainee program for UT students. This has turned out to be very beneficial for those students who are conducting Master level research on topics related to regional security. The program is appreciated by both organizations and will be continued in the future. The College faculty has served as speakers for various UT academic events such as the Eastern Platform – the Tartu Seminars, the Annual Tartu Conference on Russian and East European Studies, and the Baltic Alliance for Asian Studies.

Since 2011 the College has also co-hosted several academic conferences in cooperation with the College's immediate neighbour, the Estonian National Defence College. The faculty members of the Baltic Defence College have also collaborated with faculty members of the Estonian National Defence College on publications and undertaken collaborative research. The Estonian National Defence College has also helped the Baltic Defence College to improve its English teaching and writing programme, which has become more focussed and more professional in terms of its support for the students' verbal and academic writing skills.

Recognition of the Baltic Defence College's achievements is confirmed by the fact that members of the faculty are often invited to participate and

give talks at regional academic events such as the ABCD in Tallinn, and the Riga Security Conference. Faculty members have also been invited to speak at the NATO Defence College, the Warsaw Security Forum, and the Europe-Ukraine Forum to mention just a few.

As the College intended to become a hub for security research in the Baltic Region, General Clemmesen advocated for starting a publication. A yearly journal titled the *Baltic Defence Review* was established in 1999. The journal published academic articles mostly related to Baltic security issues. In 2006 the journal was renamed the *Baltic Security and Defence Review* (BSDR) to better reflect the broad spectrum of research topics the journal would engage in. In 2009 the *Baltic Security and Defence Review* was turned into a peer-reviewed biannual journal that was published in both print and electronic formats with seven to nine major articles per issue. Upon becoming an academic research journal, the BSDR expanded its reach to deal with issues related to European security in while still covering the Baltic region. The Review was renamed the *Journal on Baltic Security* in 2015 and again shifted its focus by exploring the current and future challenges of the modern security environment and proposing solutions for the most current pressing problems.



A. P. Møller Defence Research Library is a specialised military library in the Baltic Defence College. The primary goal of the library is to support the educational activities and research.

As of 2019 the College publishes two academic journals. These are: *The Journal of Baltic Security*, which is a peer-reviewed academic journal with research covering the defence and security issues of the wider Baltic region, and *Ad Securitatem*, which consists of the best research papers from the academic year from the JCGSC, the HCSC and the CSC.

An agreement with de Gruyter Publishing Company to expand the reach of the Journal of Baltic Security was signed in 2015. The journal has become well recognized and highly regarded by the worldwide academic community. This has helped to further the BALTDEFCOL efforts to become an academic organization capable of making substantial contributions to defence research. The Baltic Defence College publications have found a wider audience throughout Europe and the Western nations. The Journal is published under a policy of full academic freedom and encourages the open exchange of views on Baltic and European security matters.

In 2008 the College began publishing *The Bugle*, which in addition to being a newsletter also serves as a platform for posting internal communications and announcing local events. In 2018 the internet platform: *Blog on Baltic Security* was established. The Blog addresses different security or military-political issues of the Baltic region and abroad. The authors are free to express their opinions, although these do not necessarily represent the position of the Baltic Defence College.

Beginning in 2012, in addition to hosting conferences on security and cyber issues, the College began inviting senior government officials to give presentations to small groups of faculty and selected students. The Fourth Annual Cyber Security Conference: *Integrating the Cyber Domain into Professional Military Education* was conducted in October of 2016. It was the last conference related to the cyber domain hosted by the College. The reason for this was that the NATO Cooperative Cyber Defence Centre of Excellence located in Tallinn took over the organization of the regional cyber related academic events. Nevertheless, the BALTDEFCOL still contributes to, and supports the COE.

An important aspect of the College's program is the series of roundtable seminars that it holds every year. These seminars allow the College to stay current in regards to security developments, not just in the Baltic region but all over the world. These Roundtables allow small groups of

faculty members, usually 15-20, to discuss the most current and important defence issues with government experts. The small group forum operates under the Chatham House rules (non-attribution) so as to allow open and honest discussion. The Roundtable programme was originally initiated by the Department of Political and Strategic Studies. It serves to keep the College faculty well-informed on current strategic issues.

The MA program is run based on cooperation with the Latvian National Defence Academy in Riga. The theses of students who complete the MA programme (normally graduates of Joint Command and General Staff Course) are made available to the general public. Essentially these are research monographs of 60 to 80 pages, and are often reprinted by civilian and military academic organizations. The publication of these monographs locally and abroad, brings greater circulation and recognition within NATO. Graduate theses can also be accessed via the Latvian National Defence Academy website. These MA theses, normally cover a range of topics related to low intensity conflicts, reforms and developments taking place within the Baltic armed forces, as well as dealing with international relations theory, peacekeeping operations, and the general experiences of the NATO forces in Afghanistan. The MA program was accredited by the Latvian Ministry of Education and Science in 2018 for five years. This achievement confirms that the cooperative effort between the College and the Latvian National Defence Academy in Riga has been successful. It is also a testament to the strong commitment of the College leadership and the Defence Ministries of the Baltic states towards making the Baltic Defence College an important research institution.

Since 2017, the College has implemented a system of educational quality control and quality assurance mechanisms. This system oversees educational processes, insures the availability of the right educational materials, and promotes faculty improvements. Student feedback is a critical part of the process. The system is continuously evolving and is designed to meet the academic best practices of Western and NATO standards, including the NATO Quality Management standards. Audits must be independent and professional, and must be conducted by or with the involvement of international experts.

The College has implemented several other new initiatives such as ACT Accreditation, in order to increase the visibility of the BALTDEFCOL and

further foster its connection to NATO. The College continually works to support future recruitment of students and faculty. The prospect of accreditation was presented to the Military Committee on 19 April, 2017 in Lielvārde, Latvia. It was accepted by the Ministers of (National) Defence of the three countries, and received their endorsement. The process is ongoing and the first step is to have one of modules to be recognized by ACT. The College also participates in the NATO Defence Education Enhancement Programme (DEEP) program. The intent of this program is to assist professional military education institutions, which are usually located in the PFP countries such as Ukraine and Georgia, to undertake specific, individualized, and agreed upon reforms.

PROFESSIONAL MILITARY EDUCATION AND COURSES AFTER 2015

In 2016, the College introduced the Code of Conduct and Educational Charter. The purpose of this was to facilitate better teamwork, enhance transparency as well as promote a common understanding of the College's educational philosophy. The Code of Conduct is comprised of the following main principles: respect, responsibility, openness, and having fun. The College's Educational Charter is also a good reminder for the faculty. Those main principles are:

1. Education is not received, but achieved
2. Minds are not vessels to be filled, but fires to be kindled
3. Knowledge is a potent weapon, so arm yourself well
4. Professionalism is the key to education and research
5. Assessment should be rigorous and fair
6. Voices should not be raised, arguments should be improved

The Development Plan for 2017–2025 has prioritized the following goals for education at the College:

- The College will provide comprehensive education that is tailored to the needs of the Baltic States;
- The College's courses should be recognised by NATO/EU and the NATO PfP nations. The courses should apply standard NATO procedures to military studies;

- The professional military education (PME) programmes of the Baltic States should be in synchronicity with each other, especially the interface between levels 2 and 3 of the PME.

The core educational programme of the College consists of four primary courses, which are the HCSC, the JCGSC, the CSC and the Senior Leaders Course (SLC). The latter one is held in the capitals of each of the respective Baltic countries. All the courses are primarily designed to meet the educational needs of the Baltic states. The requirements of the allies and partners are also taken into consideration and incorporated whenever possible in order to ensure interoperability.

The educational development of the college sought to address the various areas that were in need of attention. As the Baltic states use national based tactical level officer training, the College must ensure that the gaps between the nation based (level 2) and the Baltic Defence College (level 3) education programs are minimal.

The current development plan there prioritizes an integrated curricula, which means that students must be able to recognise the interrelationships between different concepts, contents and processes. Students should also be knowledgeable of the relationships/connections between past, present, and future experiences and learning. Therefore, the integrated curricula, in particular for the JCGSC, needs to be developed further.



Senior Leaders' Engagement, 2-11 November 2015. A pilot project that aimed to provide a 'capstone' of education within the Baltic states' professional military education programme, particularly for flag officers and their civilian colleagues from national ministries of defence and foreign affairs.

In 2015, a new pilot project was inaugurated. The initial title was the “Senior Executive Leaders Engagement” course, but this was later changed to the “Senior Leaders Engagement” course, before finally settling on the name the Senior Leaders Course (SLC). The course is a constituent of continuous education. In its efforts to offer the best course possible, The SLC invites military leaders (General/ Flag officer level) and civilian executives working in the governments sector of the Baltic states to work as the faculty for the SLC. This was done in order to enhance the strategic thinking, leadership and managerial abilities of its participants.

As recent Russian provocations have caused an overall deterioration of the strategic situation in the “Wider Baltic” region, it was decided that the SLC should be tasked with analysing these large scale strategical changes. The course itself is quite short, yet intensive. It lasts one week and is comprised of debates and discussions on topics related to political and higher-strategic aims. The participants include leading academics, military commanders and civilian representatives from across the Europe and North America. The design of the course allows participants to gain an enhanced understanding of the overall geopolitical and strategic dynamics of the region and to develop new avenues for exchanging ideas during the hosted events. The course itself is not hosted by the Baltic Defence College, but rather shifts yearly between the Baltic states.



Opening of the Senior Leaders' Course 2017 in Riga.



LTG Frederick Benjamin (Ben) Hodges delivering a lecture to the Joint Command and General Staff Course 2017/2018 and the Civil Servants Course 2017 in May 2017.

The JCGSC curriculum follows developments in the security environment by linking it very closely with the demands and challenges of current military affairs. It is supported by introduction of electives conducted by the faculty and in cooperation with regional Centres of Excellence. The introduction of the Contemporary Information Environment, Innovation and Military Technology modules, and the other miscellaneous Electives that were focused on regional security (e.g. STRATCOM, Energy Security, Cyber, Hybrid Warfare) have helped participants to understand the changing character of regional security and the evolving character of modern warfare. Shifting the focus of the internal exercises from a non-Article 5, into an Article 5 scenario has also been an important development at the College. The Article 5 scenario was developed by the College faculty in cooperation with the Joint Warfare Centre and is based on the Skolkan script. It was tested during AY 2017/2018 and will be used in AY 2018/2019 to serve as the basis for a joint exercise together with the Polish War Studies University. The shift to the Article 5 scenario exercise was requested by the military leadership of Baltic countries. It is underpinned by the development of a separate Operational Level Planning Module that is based on the NATO Comprehensive Operations Planning Directive (COPD). The two-week intensive module was also open to external participants, including the students and officers from

the PfP nations. Their involvement was highly appreciated based on the received feedback. The quality of education was further enhanced by the introduction of the Oral Exam in AY 2017/2018, which allowed organizers to verify the students' knowledge of the course material and assess their verbal ability to present arguments concerning a variety of problems. The oral exam also proved to be an invaluable tool for making adjustments to the JCGSC as a whole. The Course has changed the focus of the topics that are related to the Research Paper. These changes were made in cooperation with the Baltic states in order to assure their relevance and link them to the overall education programme. The amendments to the JCGSC curriculum were made in order to maintain the flexibility of allowing the students to enrol in the Master's degree program of the Latvian National Defence Academy.



Joint Command and General Staff Course 2017/2018 in-house Exercise Joint Resolve 2018 execution phase in March 2018. The exercise applied a new scenario focused on NATO Article-5 operations adopted and developed by the BALTDEFCOL faculty. It is considered as one of the most important academic events at the College.

In 2015, the Baltic states decided that the CSC needed to be updated in order to face new strategic realities and to bring the education up to modern standards. It was also determined that the learning outcomes also needed to better reflect the Baltic states' requirements. The 2016 CSC adopted a

new and updated pilot curriculum. This became the cornerstone of the effort to bring a higher level of synthesis and integration to the JCGSC and CSC curriculums. The updated CSC 2016 was conducted during the first semester of the JCGSC and lasted for twelve weeks.

Another priority of the College has been to continue to improve of Baltic civil servants course. Although the level and kind of education that is presently offered at the college is not matched by any other institutions in the Baltic States the Defence College still strives for continual improvements. Only the Baltic Defence College is able to offer high-level instruction in leadership, defence management, military operations, and provide guidance in manoeuvring within the current international security environment.

The underlying philosophy of the CSC is to provide an education that covers the most salient aspects of defence and security. It also aims to promote an exchange of ideas and points-of-view between the military and civil servants and vice versa. Students taking part in the course must be able to apply what they have learned to a wider context of international relations and national politics.

The CSC is a highly engaging and task oriented programme. Students are required to conduct individual research, and to participate in a range of collective research projects and discussions.

Upon graduation, the civil servants will have the ability to work more cohesively with their military counterparts and to assist in the development of military capabilities. They will also have the ability to contribute to the planning and conducting of military and non-military operations. Most importantly, they will have formed a network of connections with their counterparts in the defence forces and with those who work in the civil services of other nations, which can then prove useful for their future work. The CSC is open to external participants who are unaffiliated with the security and defence establishments. The presence of external students (i.e. students from other educational institutions) in the CSC adds a new perspective and improves the overall level of discussion.

To sum up, the College continues to search out the best methods for delivering the highest quality of education necessary to produce the

future leaders. These leaders that will be needed to shape and meet the challenges of the future.

In May 2017, during the Nordic CHODs' meeting in Stockholm, an idea to establish a Regional Executive Command Senior Enlisted Leaders' Course (CSELC) was proposed. But because there are only a limited number of personnel per nation who require such a course annually, it was suggested that it be established, run and manned in common by the Baltic Sea Nations. In order to facilitate the creation of this new course, it was proposed that the new course be administered at the BALTDEFCOL, which is a multinational military educational institution. The initiative found support from General Curtis Scaparrotti, the Supreme Allied Commander of Europe (SACEUR).



Command Senior Enlisted Leaders' Course initial planning meeting on 29th of August, 2017.

Starting from August 2017, subject matter experts (SMEs) from the Baltic Sea Region and NATO have worked to develop the concept of the new course. The initial fact finding meeting was held at the BALTDEFCOL, and was followed by other planning activities. Meanwhile a mandate to proceed was granted by the Baltic states. The project has attracted increasing support from the Baltic states, other regional nations and

NATO institutions. As of September 2018, the following Baltic Sea Region nations have contributed to the development of the course concept: Denmark, Estonia, Finland, Latvia, Lithuania, Norway, Poland and Sweden. The process got off to a good start and in May 2018 the Baltic Ministers of Defence sent a Joint Communiqué to the BALTDEFCOL requesting establishing a CSELC. The College was directed to develop a course programme and open the course to allied and partner nations and to allow those nations to send students and instructors. . In principle, the Joint Communiqué formalises and frames the course creation process, yet at the same time it leaves enough space for other nations to contribute to the Pilot Course in a manner that they choose.

Therefore, BALTDEFCOL is on the cusp of entering a completely new domain of military training and education. The efforts of the BALTDEFCOL and its pursuit of projects such as the CSELC Pilot Course have helped the Baltic states to move towards being not just recipients NATO security, but to become active contributors to the overall effectiveness of NATO as a whole.

The renewal of the accreditation of the College as a PME institution by the Allied Command Transformation (ACT) is an ongoing project that will help promote recognition of the College. Additionally, accreditation will help to encourage other NATO, partner and PfP nations to send their students to participate in the offered courses. This particular project has already been initiated. The first step is for the ACT to accredit one of modules with accreditation then progressing for the rest of the College.



Curriculum of the College is supported by various historical staff rides. One of the most important of those is Staff Ride Operation Albion. In the picture students and faculty members are posing on top of the naval artillery position in Saaremaa in October 2018.

STRUCTURAL CHANGES 2014–2018 AND THE COLLEGE DEVELOPMENT PLAN 2017–2025

“If you want to change the culture, you will have to start by changing the organization” this quote by Dame Mary Douglas, British scientist and renowned anthropologist, perhaps best describes the journey undertaken by the Baltic Defence College since its inauguration in 1998. Any organization that remains static is doomed to atrophy and decay. Although this is particularly true in the world of academia, it is even more applicable to the Defence realm, but it most certainly does not apply to what has been the Baltic states’ most successful Defence project ever – the Baltic Defence College.

In 2014, the Dean of the Baltic Defence College published a book covering the first 15 years. As events continue to shape strategies on the world stage, the professional military education offered by the Baltic Defence College has kept pace. Today, most key positions are filled by Officers, Civil Servants and personnel from the Baltic states.

The Baltic Defence College continues to receive substantial international support. This support, based on the “Memorandum of Understanding concerning co-operation in the establishment, operation, administration and initial funding and secondment of staff to a Baltic Defence College in the Republic of Estonia”, was signed in Brussels on 12 June 1998.

Although the *Baltification* process has mostly been completed, the College still continues to seek out international faculty and staff. Today, the College family includes representatives from 13 nations. The process of filling staff positions with Baltic staff has always been considered very thoroughly. This is necessary in order to ensure that the overall high standard of the BALTDEFCOL education will continue to be held in high regard by Allies and Partners alike.

In 2015, Major General Vaiksnoras published his Vision for the future of the College. This document has helped to guide essential developments at the College. In August 2016, the new Commandant, Major General Andis Dilāns assumed the office. He made it his mission to implement the new Development Plan 2017–2025 for the College, which had been approved by the Defence Ministers of Estonia and Latvia, and the Minister of National Defence of Lithuania in October 2016.

The Development Plan transformed the Vision 2020 and Essential Guidelines into a realistic plan with tangible goals and concrete outcomes. The Plan took the Vision and Guidelines and identified strategic goals, assigned Mission and Tasks for an eight-year period, from which the Annual Activity Plans would actualize these goals into tangible activities.

During the 2010–2016 Development Plan era, the College grew not only in size, but in quality. The results of the 2014 external Performance Audit showed that it had made significant gains. The recommendations of the Audit and the College’s Vision 2020 findings of 2015 were later incorporated into the Baltic states Ministers of Defence “Essential Guidelines for BALTDEFCOL Development”, which served as the basis for the new Development Plan for 2017–2025.



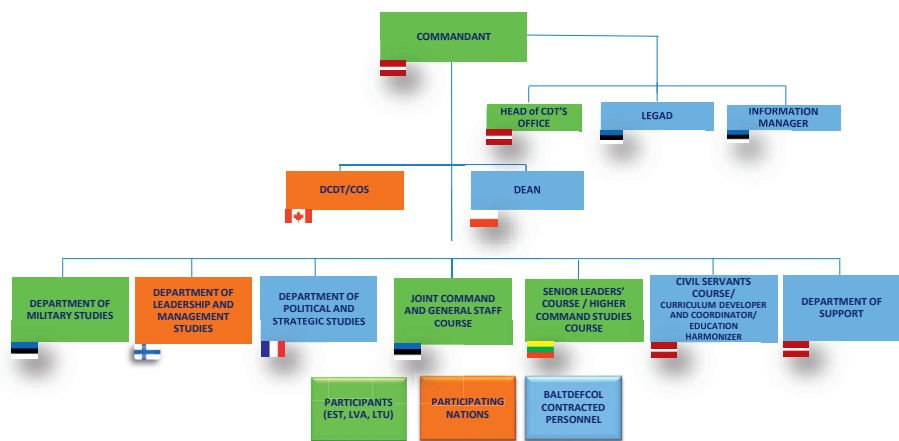
BALTDEFCOL Staff and Faculty in August 2018.

This plan was an upgrade of the previous one and addressed various contemporary threats and challenges that are now part of the common security environment. It was recognized that there was an urgent need for flexible, highly educated and well trained military and civilian leaders. The new Development Plan placed particular emphasis on coping with collective defence frameworks as well as fighting violent extremism, terrorism, hybrid and cyber threats. The following is a list of goals for graduates and faculty, as well as for the overall environment:

- College graduates should become valued as professional individuals with the ability to serve in national and international capacities;
- The College faculty and staff personnel should provide excellent leadership, education and research;
- The College should offers an attractive educational environment for learning and self-development and provide state of the art infrastructure.

The plan also contained provisions requiring that the current *Memorandum of Understanding between the Ministry of Defence of the Republic of Estonia, the Ministry of Defence of the Republic of Latvia and the Ministry of National Defence of the Republic of Lithuania, Concerning the Operation, Administration and Funding of the Baltic Defence College* be updated. These changes are still ongoing at time of writing and they will shape the future development of the College.

Structure of the College 2018



The Development Plan also introduced several new initiatives. Since 2017, the College has offered continuing education at the most senior level. It has established clear goals in the fields of Education, Research, Management and Support. Advanced Distributed Learning was also introduced as a key educational component that could be used to prepare candidates for the very demanding Joint Command and General Staff Course. Further applications are being considered. A comprehensive quality control and assurance mechanism was also adopted. The College has become one of the leading institutions dealing with regional security. It also seeks to strengthen and further developing its cooperation with its various research partners. The Development Plan envisaged the establishment of an organizational structure that would promote the fields of Management, Education, Research, Planning and Support. This was to be implemented by 2019. However, after ground-trothing the plan, it was found that the structure envisaged in the Development Plan was not feasible. Therefore, the existing structure was maintained, albeit with a few changes related selected positions based on outcome of an Education Requirement Seminar. In in 2018, the College would establish a pool of Senior Mentors, who would work under the Dean's stewardship, and would apply their expertise to all of the College's courses throughout the year.

The College has made it its mission to continue to prepare students for a permanently changing security situation. For this reason, graduates must be intellectually agile, knowledgeable, and be capable of decisive action in an uncertain environment. The College continues to analyse developments and challenges in the field of Defence and Security and has taken on the task of conducting applied research, and incorporating relevant findings into its educational programme.

THE MOTTO AND SYMBOLS OF THE BALTIC DEFENCE COLLEGE

OFFICIAL MOTTO OF THE BALTIC DEFENCE COLLEGE:

“Ad Securitatem Patriarum” - “For the Security of the Homelands.”

The motto was adopted at the founding of the College.

SYMBOLS OF THE BALTIC DEFENCE COLLEGE



Flag of the Baltic Defence College

Two-thirds of the flag's fabric is covered by the national flags of the Baltic states and one-third by the blue colour of the NATO flag. The size of the flag is 120cmx190cm. The flag symbolises the cooperation of the Baltic states in educating Staff Officers. The flag was inaugurated in 2000 and it was replaced with new flag on occasion of 20th Anniversary of the College in 2018.



Emblem of the Baltic Defence College

The emblem is composed of the interlaced flags of the Baltic states impaled on a triangular shield. Behind the shield is a golden sword crossed with a general's baton. The emblem is used in all official documents of the Baltic Defence College.

The current emblem came into use starting from 2006 when it replaced the initial design of the college, which was in use between 1999 and 2006.



Rounded emblem of the Baltic Defence College

The rounded emblem is composed of the interlaced flags of the Baltic states impaled on a triangular shield. Behind the shield there is a golden sword crossed with a general's baton. The emblem's background is green. The emblem is used on the sleeve of the uniforms of military staff and course members.



Graduation Badge, Senior Leaders' Course

The Senior Leaders' Course's Graduation Badge is composed of the interlaced flags of the Baltic states – Estonia, Latvia, Lithuania - impaled on a triangular golden coloured shield. Behind the shield, there are two-crossed golden Marshal's batons. The name of the Course "Senior Leaders' Course" is written in black letters horizontally on silver coloured background above the shield. The name of the institution is written in black capital letters on the silver coloured background below the shield.



Graduation Badge, Higher Command Studies Course

The Higher Command Studies Course's Graduation Badge is composed of the three interlaced flags of the Baltic states impaled on a triangular shield. Two-crossed golden general's batons are placed behind the shield and are flanked by two garlands of laurel leaves. The image of the Tartu city arms is attached to the upper part of the badge.



Graduation Badge, Joint Command and General Staff Course

The Joint Command and General Staff Course's Graduation Badge is composed of three interlaced flags of the Baltic states impaled on a triangular shield. Behind the shield there is a golden sword crossed with a general's baton. The shield is flanked by two garlands of oak leaves.



Graduation Badge, Civil Servants Course

The Civil Servants Course's Graduation Badge is composed of the three interlaced flags of the Baltic states impaled on a triangular shield. Behind the shield there is a golden sword crossed with a general's baton.



Lecturer's Badge

The Lecturer's Badge is composed of the interlaced flags of the three Baltic states – Estonia, Latvia, and Lithuanian – impaled on a triangular silver coloured shield. There is a golden coloured sword crossed with a marshal's baton behind the shield. The name of the institution is written horizontally in silver capital letters on the black coloured background below the shield. The motto of the BALTD EFCOL 'Ad Securitatem Patriarum' is written horizontally in silver letters on black colours above shield.



The Service Cross

The Service Cross is composed of the golden Cross of Malta, the frontage of which is covered with dark blue enamel. The image of the three interlaced flags of the Baltic states on a triangular shield is at the centre of the cross. A golden sword crossed with a general's baton is behind the shield. The Service Cross has been used since 2001 as a decoration for good service at the college.



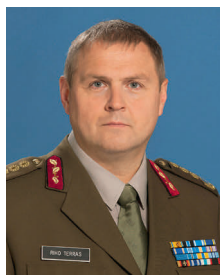
The Medal of Merit

The Medal of Merit is composed of the image of the three interlaced flags of the Baltic states on a triangular shield. A golden sword crossed with a general's baton is behind the shield. The image is encircled with a garland of oak leaves. The Medal of Merit has been used since 2001 as a decoration for outstanding support and dedication to the college. There are three classes of the Medal of Merit. They are gold, silver and bronze.

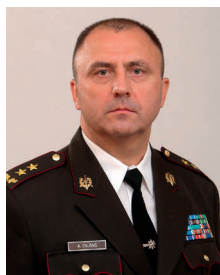
BALTDEFCOL'S HALL OF FAME

On 22nd February 2016 Baltic Defence College hosted the Hall of Fame induction ceremony. The Hall of Fame was established in 2016 to honour graduates who have distinguished themselves in their military and/or civilian careers and reached high-level positions.

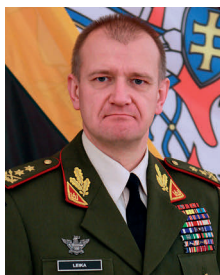
Distinguished persons on Hall of Fame:



**Lieutenant
General Riho
Terras**
*Commander of the
Estonian Defence
Forces
12 January 2016*



**Major General
Andis Dilāns**
*Latvian Military
Representative to the
EU and NATO
8 March 2016*



**Major General
Almantas Leika**
*Lithuanian Land
Forces Commander
12 April 2016*



**Mr. Romualds
Ražuks**
*Member of the
Latvian Parliament
"Saeima"
15 December 2016*



**Brigadier General
Meelis Kiili**
*Commander of
Estonian Defence
League
22 February 2017*



**Major General
(ret.) Valeri Saar**
*Former Commander
of the Estonian Air
Force
22 February 2017*



**Major General
Leonīds Kalniņš**
*Chief of Defence of
Latvia
10 April 2017*

FACTS ABOUT THE COURSES

JCGSC - Joint Command and General Staff Course (1999-2009)

Country	99/00	00/01	01/02	02/03	03/04	04/05	05/06	07/08	08/09
Estonia	10	10	11	12	11	13	12	13	-
Latvia	8	7	10	14	12	7	8	14	-
Lithuania	8	9	9	12	10	10	10	15	-
Albania							1		-
Armenia							1	1	-
Azerbaijan							1	2	-
Bosnia & Herzegovina			2	6	4	5	5	3	-
Canada			1	1	1			1	-
Croatia					1		1	1	-
Czech Republic		1	1	1			1		-
Denmark	2	2	2	2	2	2	2	2	-
Finland		1	1	1		1		1	-
Georgia				1	1	1		1	-
Germany	1	1	1	1		1	1	1	-
Hungary	1	1	1	2	1		1		-
Moldova							1	1	-
Norway					1	1	1	1	-
Poland			1	1	1	1	1	1	-
Romania			1			1			-
Montenegro									-
Serbia					1	1	2	1	
Sweden	1	1	1		1	1	1		-
Ukraine					1	1	1	3	-
United Kingdom			1	1					-
United States	1	2	1	1	-			1	-
Republic of Macedonia						1	1	1	-
Total	32	37	41	56	48	52	54	64	0
Graduated	32	35	39	56	48	47	54	64	0

JCGSC - Joint Command and General Staff Course (2009-)

Country	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Estonia	10	10	11	10	11	13	9	9	9
Latvia	11	13	10	10	9	8	13	13	15
Lithuania	10	12	12	13	13	14	13	16	18
Albania	1	1				1			
Armenia			1	1	1	1	1	1	
Azerbaijan	1	1	1	1	1	1	1	1	1
Bosnia & Herzegovina	2	1	2	1	1	3	1	1	
Canada	1	1	1	1					1
Croatia	1					1			
Czech Republic		1							
Denmark	1	1	1						
Finland									
Georgia	3	2	1	2	2	2	4	3	3
Germany	1	2		1	1		1	1	1
Hungary									
Italy					1				
Moldova	1			1	1	1	2	2	2
Norway	1		1	1	1		1	1	
Poland	1	1		1	1	1	1	1	1
Romania									
Montenegro				1	1				
Serbia			1	1		2	1	1	
Slovakia									
Slovenia			1						
Sweden					1		1		1
Ukraine	3	2	2	1	1	1	2	3	2
United Kingdom									
United States	1	1	1	3	2	4	2	4	2
Republic of Macedonia	1	2			1	1			
Total	50	52	48	49	49	55	53	57	56
Graduated	50	51	48	49	49	55	53	57	53

HCSC - Higher Command Studies Course

Country	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2015	2016	2017	2018	Total
Estonia	2	2	2	2	2	2	4	4	2	2		3	3	4	34
Latvia	2	1		2	2	2	1	1	1	2	2	1	2	2	21
Lithuania	2	3	2	2	2	2	2	4	4	4	4	5	5	5	46
Albania		1				1									2
Armenia				1											1
Austria			1		1					1					3
Belgium														1	1
Bulgaria			1	1											2
Croatia	1	1	1	1		1									5
Czech Republic						1								1	2
Denmark												1			1
Finland				1										1	2
France						1									1
Georgia	1	1	1	1	1	1	1	1	2	2	2	2	2	1	19
Germany												1	1	1	3
Greece		1									1				2
Hungary			1		1						1			1	4
Italy		1													1
Japan									1						1
Republic of Macedonia			1									1			2
Moldova			1		1			1	1	1	1	1		1	8
New Zealand							1								1
Poland			1	1	1	1		1		1	1	1	1	1	10
Romania						1									1
Serbia		1	1		1										3
Spain			1									1			2
Switzerland			1	1											2
Sweden		1		1								1			3
Montenegro	1														1
Slovakia		1								1	1		1	1	5
Slovenia							1		1					1	3
Turkey			1												1
Ukraine			1	2	1	1	1	2	1	1	2		1	1	14
UK								1	1		1				3
Total	9	14	17	16	13	14	11	15	14	15	16	18	16	22	210
Graduated	9	14	17	16	13	14	11	14	13	15	16	18	16	21	207

CSC - Civil Servants Course

Country	2001	02/03	03/04	04/05	05/06	2008	2010	2012	2013	2014	2015	2016	2017
Estonia	8	6	4	6	7	4	5	2	2	3	2	2	2
Latvia	6	5	4	3	7	4	-	1	1	2	-	3	3
Lithuania	-	2	2	2	-	-	-	2	2	2	2	2	2
Georgia	-	-	-	-	-	1	1						
Denmark	-	-	-	-	-	-	1						
Japan	-	-	-	-	-	-	-	1					
Moldova	-	-	-	-	-	1		1					
Montenegro	-	-	-	-	-	-	1						
Ukraine	-	-	-	-	-	1	1						
USA	-	-	-	-	-	-	-	1					
BALTDEFCOL staff	-	1	1	-	-	-	-	1		1			
Panama											1		
Total	14	15	12	11	14	11	9	9	5	8	5	7	7
Graduated	12	15	9	11	14	11	9	9	5	8	5	7	7

SLC - Senior Leaders' Course

Country	2015	2016	2017
Estonia	3	4	2
Latvia	3	3	4
Lithuania	3	2	2
Denmark	1	1	
Sweden	2		2
Finland	1		
UK	1		
Poland	1	1	2
Canada		3	2
Germany	1	1	1
Albania			1
Belgium			1
USA			4
Total	18	15	22
Graduated	18	15	22

AICSC - Army Intermediate Command and Staff Course

Country	2007	2008	2009
Estonia	13	11	8
Latvia	15	14	7
Lithuania	21	15	14
Armenia	1		
Azerbaijan	2	1	1
Finland	1		
Republic of Macedonia	1		1
Poland	1		1
Ukraine	3	2	
Georgia		1	3
Montenegro		1	
Moldova		1	1
Ukraine			2
Total	60	45	38
Graduated	59	45	38

"The book underlines that the College story is one of constant change to the developing expectations, framework and situation. It is abundantly clear that the new challenges since the Russian occupation of Crimea and now the U.S. process to change its strategic posture means that all Europeans must do more for its own security and defence. The Baltic Defence College is a natural contributor even if it may have refocus to a degree on the traditional German General Staff Officer ideal and conventional high-intensity regional defence operations that guided the 1999–2002 courses."

Michael Hesselholt Clemmesen, first Commandant of the Baltic Defence College

„The much revealing historical publication witnessing a strong determination, an ideological coherence and a historical solidarity of the three Baltic States, when regenerating their newly re-established independent states they successfully absorbed a priceless support of western countries and have launched such a unique international professional military education institution, which already for two decades ensures and will ensure a highest western standards professional military education for generations of the Baltic officers."

Brigadier General (ret.) Algis Vaičeliūnas, former Commandant of the Baltic Defence College (2004–2007)

"In the time when traditional defence alliances are questioned and friendships strained, and when national solutions are the "fashion" of the day, it is important to remember the stories of successful international security projects; – the projects that were designed not to be "against", but designed to promote cooperation and peace. This book tells exactly such a story, – when against all odds, the idea of cooperation, development and knowledge for the Baltic States military was realized, and as we see today, – has borne fruit. Today's success of the Baltic defence systems has been possible due to exceptional quality of military and civilian personnel, many of whom took their inspiration from their studies in the Baltic Defence College. These days when many of current security challenges seem daunting, this book reminds that the ambition, courage, dedication and hard work is what we need to succeed."

Mr. Jānis Sārts,
Director of NATO Strategic Communications Centre of Excellence

„The role that the Baltic Defence College has played in shaping our Officers' and Civil Servants' education is of paramount importance. The graduates of the College are at the highest level of our key military personnel. The Baltic Defence College is a success story of co-operation between the three Baltic countries and our friends and allies. It is also a success story of transformation by being a mobile and flexible educational institution."

Jüri Luik,
Current Estonian Minister of Defence
(in office: 1994-1995; 1999-2001; 2017-...)

