

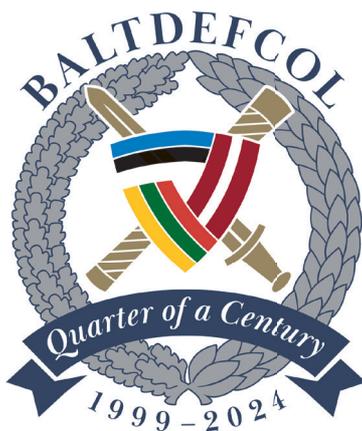


Excellence in Professional Military Education

BALTIC DEFENCE COLLEGE



Excellence in Professional Military Education Baltic Defence College



**Tartu
2024**

Excellence in Professional Military Education Baltic Defence College

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Art Johanson

Author

Foreword by the College Commandant



Each anniversary serves as a significant milestone and provides an opportunity to reflect on the journey and accomplishments that have been achieved over past years. Twenty five years represent not only growth of the Baltic Defence College (BALTDEFCOL), but also maturity and stability.

Year 2024 is special not only for the College, but also for the Tartu city becoming a European Capital of Culture, and marking 20 years since Baltic states joined NATO. It is a year that can be celebrated with pride and used to strengthen partnerships and connections within the region and with the broader international community.

From the very beginning, our college was founded on the principles of cooperation among the Baltic countries. Over these 25 years, we have continued to develop and evolve, always striving for excellence in our mission. Today, we stand as one of the most successful examples of cooperation among the Baltic nations. The evidence is clear: our graduates hold high-ranking positions in various fields, our academic activities have gained significant scale and visibility, and our contribution to regional security awareness and the promotion of NATO's eastern flanks cannot be understated.

Our journey has been marked by a commitment to serve the ever-growing



Brigadier General
Alvydas Šiuparis,
Commandant of the Baltic
Defence College.

level of ambitions of our main stakeholders, the Baltic states. Not only have we witnessed a considerable increase in the number of students, but we have also expanded our services to cater to NATO countries and partners beyond the Baltic region. In the last five years alone, we introduced ground-breaking initiatives such as the first of a kind – the Command Senior Enlisted Leader's Course that is now an integral part of the college curriculum, besides, the new quality concept of the of the Civil Servants Course was firstly adapted during this time, and several shorter courses have been developed and included in the NATO course catalogue. Our dedication has been acknowledged by the Allies, with NATO ACT certifying us as a NATO Accredited Education and Training facility.

At the heart of our success lies our genuine multinational and cooperative spirit, mirroring that of NATO itself. Our college has become a diverse and enriching workplace for individuals from across the alliance, fostering an environment of mutual understanding and collaboration. Equally important is our thriving partnership with the City of Tartu and the University of Tartu, which adds immense value to our academic endeavours, our institution, and the citizens of Tartu.

It is with a heavy heart that I must acknowledge the ongoing Russian invasion in Ukraine. In these trying times, our college stands proud as a stronghold of support for the heroic Ukrainian Defence Forces. We are dedicated to educating Ukrainian officers and NCOs, strengthening Ukrainian Professional Military Education, and aiding the National Defence University of Ukraine. It is our solemn duty to contribute to the defence of our allies and friends in Ukraine, and we will continue to do so with unwavering commitment.

While we take immense pride in BALTDEFCOL's accomplishments during its inaugural quarter-century, our primary focus must now shift towards addressing imminent challenges and meeting the expectations and demands of our Framework Nations. Ensuring the continuity of our high standards remains an imperative mission. Additionally, we must align ourselves with renewed NATO plans to ensure that our students receive information grounded in accurate foundations.

In an era where the contemporary battlefield is constantly evolving, our responsibility extends to furnishing our students with more comprehensive insights and considerations, particularly regarding the Multi Domain Operations concept as per ACT guidance. Furthermore, we must delve into the significance

and impact of Artificial Intelligence and digitalization in the realms of operational planning and execution. Achieving these goals necessitates a heightened emphasis on distilling valuable lessons from the ongoing war in Ukraine.

Given that leadership stands as one of the pivotal topics in BALTDEFCOL's educational framework, we must diligently ensure that our unique international environment equips our students with the requisite tools to effectively navigate tasks, both in domestic and international contexts.

A quarter of a century. To paraphrase once said – such a short step in our Nations' history, such a substantial period in our human lives. Best wishes to the Baltic Defence College family, our steadfast supporters, and our dedicated students!

Greetings from the Mayor of Tartu, Mr Urmas Klaas



Dear Baltic Defence College family,
President Lennart Meri said at the opening ceremony of the Baltic Defence College in 1999 that *security is an expensive commodity and one that there can never be a surplus of. Security is an indivisible wealth and it must be cultivated by close regional cooperation.* These words have not lost their meaning almost a quarter of a century later. Security is the most precious commodity in today's world and those countries and its people who have been able to secure the peace and independence of their countries and their partners by ensuring security are all the better for it. Increasing security has been the greatest endeavour of this educational institution, from which hundreds and hundreds of officers from around the world have received higher military education.



Mr Urmas Klaas,
Mayor of Tartu.

When I presented the flag to the Baltic Defence College four years ago, I said that the location of this educational institution in Estonia and Tartu is a strong indicator of the presence of the highest security in this space and region. It means sharing our common values and principles with all our allies and friends. I believe that the city of Tartu has been the perfect home for your educational institution due to the academic atmosphere and the environment of the city itself. The high-level education and academic attitude provided at the Baltic

Defence College are appreciated in all allied countries of NATO and our friends. Thanks to the Baltic Defence College, Tartu has gained a powerful reputation and global recognition. Tartu is proud.

In 2024, Tartu is the European Capital of Culture. This major European event brings thousands of friends from all over the world to Tartu and lets the positive thoughts abide with peace here. It is a big year. We have chosen "the arts of survival" as the guiding principle of the year of the Capital of Culture, which, in today's context, provides some food for thought for ensuring security and peace as well. Tartu, the ancient city of peace, knows the value of peace and security and history has taught us a lot about mastering the arts of survival. Peace must not lull us into a false sense of security and we must know how to appreciate the wealth that is born of peace. This is the greatest wisdom of all schools.

I wish the Baltic Defence College family a great and peaceful future.



The Origins of the Baltic Defence College

In many ways, the three Baltic states had developed as such through difficult experiences in the 20th century. They had a similar national background both in terms of independence and occupations. At the same time, despite the occupation, the Baltic countries were united by a very strong desire for independence. For example, 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.

One of the most important events for the Baltic states was the restoration of independence after half a century of Soviet occupation. Lithuania was the first to do so in March 1990, followed by Latvia and Estonia. International recognition was achieved after the 1991 Soviet coup d'état attempt in Moscow. The independence of the Baltics was first recognised by the Nordic nations, then by Western nations followed by other nations, including the Soviet Union.

However, although Estonia, Latvia and Lithuania were once again independent, economically speaking, they were in a shambles and lagged far behind the West. But 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.

It was necessary to start building state institutions, including essentially building defence capabilities from scratch. One of the most critical components



■ The College has the Baltic Way room memorizing the Baltic Way, which was formed on 23 August 1989 and stretched from Vilnius to Tallinn (over 600km) and it was the largest public activity between the Baltic states during the fall of the Soviet Union. The aim was reminding the world of the Molotov-Ribbentrop pact signed fifty years before, which brought about the loss of independence of the three Baltic countries.

of both independence and reintegration was for the three nations to create their own armed forces based on a Western 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 were with the regular forces. The latter of which were led by a few national personnel who only had some cadre experience from the old Soviet armed forces or the personnel who returned from exile from the Western countries.

Cooperation with Western countries was important when creating the officer corps. 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. The Estonians had a particularly close cooperation with the Finnish National Defence University, where they formed separate classes. 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 United States (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 societies 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 1990s.

Yet as the Baltic armed forces grew in size and organisational 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 joint 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 Clemmesen

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 Danish army officer Colonel Michael Hesselholt Clemmesen. Colonel Clemmesen, as an army staff officer, was able to fuse his military education with that of a university-educated historian to form a unique vision. From 1988 to 1994 he 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.

In mid-1994 Colonel Clemmesen was appointed as the Defence Attaché of Denmark and was accredited to all three Baltic states. He was stationed in Riga, where he served until the autumn of 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 out on a small scale and with very little



■ *Brigadier General Michael H. Clemmesen developed the Baltic Defence College concept and became the first Commandant leading the College in 1999–2004*

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 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 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 of general staff officer education in the Baltic region. However, 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-spring 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 heads of the three Baltic Defence Ministry Planning Departments and the three Commanders of the 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 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 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, since 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 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 into the development process to provide higher-level education in strategy and leadership to students later on.

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 of 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 program 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 and the other half belongs to the Estonian Military Academy where lieutenant's course and the master's degree 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

MEMORANDUM OF UNDERSTANDING

BETWEEN

The Minister of Defence of the Republic of Estonia,

The Ministry of Defence of the Republic of Latvia, represented by The Minister of Defence of the Republic of Latvia,

The Minister of Defence of the Republic of Lithuania

AND

The Minister of Defence of the Kingdom of Denmark,

The Minister of Defence of the Republic of Finland,

The Minister of Defence of the Federal Republic of Germany,

The Minister of Defence of the Kingdom of the Netherlands,

The Minister of Defence of the Kingdom of Norway,

The Minister of Defence of the Republic of Poland,

The Minister for Defence of the Kingdom of Sweden, and

The Secretary of State for Defence of the United Kingdom of Great Britain and Northern Ireland

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

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 10th of September meeting, a preliminary plan was outlined. The three states agreed on

SECTION 1 INTRODUCTION

1.1 Pursuant to and in recognition of the main objectives of the Baltic Defence College, as set out in the Agreement between the Government of the Republic of Estonia, the Government of the Republic of Latvia and the Government of the Republic of Lithuania concerning the Baltic Defence College, signed in Brussels on June the 12th, 1998, in the following referred to as the Agreement, and in order to:

- (a) give substantial support to the effort of the Republics of Estonia, Latvia and Lithuania to develop their national defence structures under democratic control as part of their national security policies, and
- (b) increase interoperability by enhancing the training of staff officers and other key personnel of their armed forces and of their Ministries of Defence', and
- (c) support the high priority that must be given to the development of active and independently thinking staff officers, and
- (d) contribute to the further integration of democratic principles of leadership in the armed forces and to the development of the national concepts of total defence,

being duly authorised, the Ministers of Defence of the Republics of Estonia, Latvia, Lithuania, in the following referred to as the Baltic Participants when appropriate, and the Ministers of Defence of Denmark, Finland, Germany, the Netherlands, Norway, Poland, Sweden and the Secretary of State for Defence of the United Kingdom of Great Britain and Northern Ireland, in the following referred to as the Supporting Participants when appropriate, have concluded the following Memorandum of Understanding (MOU) concerning co-operation in the establishment, operation, administration and initial funding and secondment of staff to a common institution for higher defence education, the Baltic Defence College.

1.2 The programme of support, set out in this MOU, is intended to assist in the development of the Baltic Defence College towards the said objective over a period of five years. During this period, and subject to a Review of Progress taking place in accordance with the Project Plan, steps will be taken towards achieving a phased taking over of responsibility for the management, funding and staffing of the college by the Baltic Participants. Both Supporting and Baltic Participants recognise that progress towards this taking over of responsibility will depend upon a number of factors, including the availability of suitable Baltic staff, and that this is unlikely to be completed within the lifetime of this MOU.

1.3 The provisions of this MOU do not intend to conflict with the national laws of the Participants, or with International Law. If conflicts arise the interested States and authorities will be notified and International Law, the current international agreements or national laws of the Participants will prevail.

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 12th June 1998 in the chambers of the Swedish Delegation to NATO.

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 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 for the 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 the University of Tartu 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 stood 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,



■ *Opening/Inauguration Ceremony of the Baltic Defence College on 25 February 1999.*

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 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.



In April 1999 Mrs. Anneli Taina, the Finnish Defence Minister, came to

■ *General Wesley K. Clark (SACEUR) giving a speech for the Senior Staff Course.*

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. Overloud 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, Generals and even European royalty (the Prince



■ *President of the Republic of Estonia H.E. Mr Lennart Meri and College Commandant Brigadier General Michael Clemmesen. President of the Republic of Lithuania H.E. Mr Valdas Adamkus on the right.*

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.



Tartu – the College Hometown

Another aspect that made the College attractive for students and the 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. QS World University Rankings 2023 positions the university to the 296th rank in the world. It is also the main employer in the city. The Estonian University of Life Sciences is also located in Tartu. The city hosts up to 20,000 students during the school year and has many cultural attractions. Tartu is also called the intellectual capital of Estonia and its motto is “City of Good Thoughts”.

Tartu, which was once a medieval Hansa city, is also nicely situated alongside the River Emajõgi. It is one of the largest cities in 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 1700s and early 1800s 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. One can ski in the winter or golf, boat and swim in the summer. As Tartu has an internationally recognized university, English is widely spoken, and the residents are quite welcoming to foreigners.

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 (UT) (which offers many courses and programmes in English), as well as at the Estonian Military Academy (EMA), and also at the Local *Folkuniversitetet* (Peoples University)

where local people can take language courses and a variety of other cultural and specialist courses. 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. Several College events are also held in of Tartu – one of them is the boat ride in August.



■ *A delegation from the University of Tartu visits the College. Commandant Major General Vitalijus Vaikšnoras discussing cooperation with Rector Professor Volli Kalm.*

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.

Housing of the students has been always very important for the College. In the first years, the students were in a Taru hotel and the conditions of were more or less reminiscent of a classic dormitory. In 2010, modern residential buildings were completed on Ida Street.

We have always had warm and mutually understanding relations with the city of Tartu, and the mayor has always been a welcome guest at college events.



■ *Lithuanian students are hosting charity run “IN MEMORIAM” charity run to remember and support the families of brothers/sisters in arms who passed away. The run traditionally takes place at the Anne Kanal in Tartu, Estonia.*

It is very gratifying that the same year that the College celebrates its 25th anniversary, is the year when Tartu is the European Capital of Culture.

The College location is quite historical and the building is sharing significant historical value in Tartu and Estonia. Already during the Swedish rule in Estonia, Riia Street (College address is Riia Street 12) was located in the hub of Tartu, and the inn-post station was located at the current place of the building. In 1843, a new post office was built. During the 1920s, there was a bus station for rural lines, and in the 30s it was decided to build the Tartu headquarters of the Estonian Defence League. In its current form, the Riia Street 12 building was completed in 1940 according to the project of the architects Alar Kotli and Elmar Lohu.

The building was planned for the Estonian Defence League, but it was taken over by the occupation authorities. At first, it was called the Worker's House. In 1941, the building was damaged during the war and was restored by the Germans. During the German occupation, the commissariat operated in the building. The building was also damaged during the battles of 1944, and after the restoration, the regional office of the Academy of Sciences of the Estonian SSR was located there. The building housed regional administrative institutions – for example, the



■ The cornerstone laying ceremony for the Estonian Defence League building on 3rd September 1939. The cornerstone is set by President of Estonia in 1934–1940 H.E. Mr Konstantin Päts.

court and various institutions of the Communist Party apparatus. In addition to other features of the Soviet occupation, a Lenin monument was erected in front of the building in 1948, which was replaced by a new one in 1953.

Educational life began in the building at Riia Street 12 in 1954. Then it became the main building of the Estonian Agricultural Academy. The building remained in the hands of the Academy until the mid-90s, and many graduates still visit their „old schoolhouse“. The building was used as a telephone exchange from the 1920s. Radio stations also operated in the building, that was until the early 90s.

In 1995, the Estonian Ministry of Defence took possession of the educational building on Riia Street. In addition to the Baltic Defence College, the Estonian National Defence Academy (now Estonian Military Academy) and the regional headquarters of the Defence League also started operating in the building.



■ *The house was completed under the first Soviet occupation (1940) and it was decorated with ideologically appropriate symbols.*



■ *During the war, the house was damaged by fire. This is also clearly visible in this photo. The German occupation authorities began to restore it. Here you can see the completion of the rafters, and like the Soviet regime, an ideological approach was also used.*



■ *In the 1950s, the effects of the Second World War were still clearly visible. Many buildings had been destroyed, so there was a lot of empty space around.*



- *The building complex the BALTDEFCOL now inhabits was originally built for the Estonian Defence Forces in 1939. Under the Soviet occupation the building was used by the University of Tartu as the faculty of agriculture. However, with independence regained, the building was returned to its original owner. Estonian Ministry of Defence soon began the renovation of the building for half of it to become the Baltic Defence College. The other half belongs to the Estonian Military Academy.*



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 mainly comprised of local Estonians.

As there was so much that was new and innovative about the programme, the Baltic Defence College thoroughly and critically evaluated all the course material at the end of every academic year. The College reported these findings to each respective government and supporting and participating nations. For their part, the Baltic armed forces took the recommendations from the College very seriously. They worked to adjust and improve their courses and the national military academy programmes to meet the western and NATO standards as soon as possible. Many of the reports from this era are highly critical of the students' knowledge gaps and 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 College had been attempted before, there were naturally numerous practical issues to be overcome. The English

language proficiency level 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 1998 and into the spring of 1999, 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 at the Baltic Defence College were mostly from the three Baltic states and ranged in rank Lieutenant up to Lieutenant Colonel. Most of the students came from the armies, 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 a battalion staff member. Most students had completed at least five months of military training abroad.

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

The Staff Course included a military technology module where the student's received instruction on the latest Western technology and were required to 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.

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 of the Baltic nations that had been established at the beginning of the 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 visited 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



■ *Visit to the SHAPE headquarters during the College International Study Trip.*

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 new College's first course was a standard tactical-level staff course 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 introduced them 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 at 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 with 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 a mid-level staff officer. 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).

After 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 basic military staff courses. When it was founded, the 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 did not meet 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 2000–2001.



■ *Support Staff in June 2000*

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 and 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.



- *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 multinational nature of the College from the beginning.*



- *Senior Staff Course 1999/2000 in the first field exercise. A syndicate prepares a briefing near the river of Miniija in Lithuania in the spring of 2000.*



■ *Graduation of the 1st Senior Staff Course 1999/2000 in June 2000 - the very first course of the Baltic Defence College.*



■ *First Senior Staff Course.*



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 up 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.



■ *Mr Björn von Sydow, Minister of Defence of Sweden in 1997-2002 and Speaker of the Swedish Parliament Rikstag in 2002-2006. 16 October 2001 Mr von Sydow opened the new lecture hall on the fourth floor, bearing his name.*

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 Military Academy 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 excellent preparation for serving in a multinational headquarters or



■ *Von Sydow Hall is the main lecture hall in the College. Lectures are mainly held there. Students do seminars or syndicate work in smaller classes.*

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. Of course, day-cares and kindergartens also operate, where children of the faculty and staff members are present.



■ *The College building was thoroughly renovated before the arrival of the students.*



The 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



■ *Participants of the first Colonels Course 2001/2002.*

Senior Staff Course students. The aim of the course was to educate a limited pool of senior officers in order to familiarize them with western type military thinking and organization, thus the course as such was temporary.

However, some additional lectures and small syndicate discussions were also held 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 differed from those 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 was a total of 14 Baltic officers (18 officers in total) who graduated from the first three courses.



The Civil Servants' 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 the 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 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



■ *First Civil Servants' Course (CSC) graduates 2001/2002.*

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 complex test. The test covered subjects that were shared in common with the Joint Command and General Staff Course.

The new requirements for 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 elements 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 2002–2003 was a period of transition for the 50 students on 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 Estonia, Latvia and Lithuania working closely with the Baltic Defence College to move towards developing a third and fourth



■ *Joining NATO was important for all Baltic countries. NATO brought the countries together to cooperate even more militarily. The photo shows the NATO flag ceremony in 2004.*

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 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



■ *The College's Media Week in 2002. In the course of it, communication skills were practiced and various challenges were proposed.*

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 course was 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. 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 have 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 (CD), 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

Development level 1	Development level 2	Development level 3		Development level 4	Continuing Education	
Basic	Junior	Advanced		Senior	Executive	
Tactical	Tactical	Operational		Strategic	Strategic - Political	
Basic and specialist courses	Captain career and intermediate courses	Civil Servants' Course	Joint Command and General Staff Course	Higher Command Studies Course	Senior Leaders' Course	Command Senior Enlisted Leaders' Course
National or international military academies		BALTDEFCOL or international staff/war colleges				
OF-1	OF-1 – OF-2	OF-3 – OF-4 and selected civil servants		OF-4 – OF-5 (P) and selected civil servants	OF-6 / (P) – OF-7 and CIV equivalents	OR-9

- Professional Military Education (PME) model and the level the College is focused on.

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.

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



■ *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 the JCGSC.*

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 Coordination 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 Brigadier 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. At the same time, it should not be forgotten that, for example, 19 out of the 52 students at JCGSC 2004–2005 were from non-Baltic students. Thus, the College also had a clear international dimension.

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, Sweden, 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



- *JCGSC starts studies in 2003. Commandant Brigadier General Clemmesen welcomed the course.*

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, created to provide a primary strategic education for Baltic officers, stopped after serving its purpose and became a higher-level course: 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



■ *The College staff and faculty in 2005.*

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.

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 (initially four). 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 the civilian leaders from foreign and defence ministries with high career potential. 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 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. 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.

From 1999 until 2004, the College's tactical/operational curriculum changed significantly. Initially the course started with battalion level studies and moved on to a military region level, 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 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 broader 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



■ There have been social events with the College family. Picture from 2005 family event.

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



■ *Although the first Higher Command Studies Course course was small, it was still very important that the heads of state and ministers of the Baltic countries attended the graduation.*

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, which would now use 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.



■ *Baltspouses, formerly known as Baltgirls, first came together in 1999. The club offers the spouses a chance to get to know each other, share information, find people with the same interests and help find solutions to different needs in the community. Charitable projects constitute an important part of the club’s annual activities.*

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 Brigadier General Algis Vaičeliūnas of the Lithuanian Armed Forces. 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.

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 schools 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 top positions at the College during the 2000s, such as the Director of Support



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

and the Course Director of the Higher Command Studies Course, 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 people hired by the College. Later, the appointment of rotating positions and those elected by the College changed. However, the logic that the framework nations fill certain positions (for example, Commandant) is still the same.

General Vaičeliūnas brought with him a new vision as he took over from General Clemmesen. Commandant Brigadier General 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



■ *Among other social events, there were Baltic Nights and International Nights. Nowadays everyone celebrates together International Nights.*

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 Brigadier General Algis 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 annual increase in 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



■ *College students and leadership in the academic year of 2004-2005.*

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 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 "Land



■ *Students practicing possible operation scenarios on the map.*

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 to provide a theoretical background for the practical application of operations, management and leadership.



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, 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



■ *Graduation of the 1st Army Intermediate and Command Staff Course (AICSC) 2007 in June 2007.*

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 signaled 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.

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.



■ *Lieutenant Colonel of US Army Ron LaGrone delivering a lecture after a leg injury in 2005. Due to an unexpected accident, the students of the College's JCGSC course had to go to the University of Tartu Hospital to listen a lecture - it is one of the most memorable tragicomic incidents in the College's history.*

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 a way that would adequately meet the aims and required outcomes of a particular course.



Development of the Higher Command Studies Course

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 was of a higher level than 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 program was incorporated into the overall program. 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 25 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 United Kingdom.

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 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. In July 2022, the NATO Allied Command of Transformation granted the College unconditional institutional accreditation status. The contemporary aim for HCSC is to prepare military officers and civilian government officials at the strategic level. It facilitates an understanding of the multifaceted actions required for the accomplishment of national and Allied strategic objectives within an uncertain international environment. Learning objectives are in four categories:

- 1) Assess key drivers and trends in evolving security environment and appraise their implication for the security and defence of the Euro-Atlantic community, the Baltic Sea Region and the Baltic states.
- 2) Contribute to the development and implementation of defence policies, strategies and management decisions.
- 3) Develop as creative, proactive and agile leaders while performing executive responsibilities at the strategic level in interagency, national and international environments, demonstrating the traits essential to the profession of arms.
- 4) Formulate and communicate solutions to complex problems in the field of security, defence and strategic leadership and high command by using critical thinking and effective communication skills.

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 in order to standardize European educational courses, streamline the assessment procedures and facilitate the transfer of qualifications between academic institutions.

The curriculum 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.



■ HCSC visiting Sweden in 2017 during International Study Trip.

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 are:

- 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 Brigadier 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.



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

The Assessment would also ensure that the Baltic 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.

In February 2009 the Baltic Defence College celebrated its 10th 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 10th 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.



■ *The college has also actively participated in regional cooperation. One important event is the meeting of commandants, attended by representatives of PME institutions from the Baltic states and the Nordic countries. Here the meeting takes place in Kalvi manor in 2007, where the College is represented by Commandant Brigadier General Algis Vaičeliūnas and Colonel Almantas Leika.*

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.

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 have 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 Brigadier 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 College. 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 College faculty and by writing the Master Thesis.

The design and implementation of the Master study program at the College 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 College.

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 thesis (in English or Latvian), also under the supervision of a PhD academic. It would also be possible for a JCGSC student at 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 degree 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 master's programme at the College 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 to take the course themselves. Writing a master's 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 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, Brigadier 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.

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.



■ *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.*

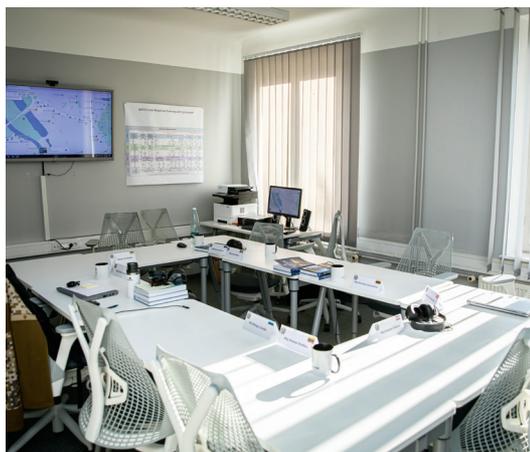
In the adult learning model, the directing staff act more as transmitters of knowledge rather than as teachers and seek to create an environment where the students and faculty can ideally learn from each other.

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 program 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 at 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 environment (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)

■ *College classrooms assigned to each Syndicate.*



■ *Hans Hækkerup Hall. Mr Hans Hækkerup (1945-2013) was a Danish Defence Minister during the time when the initial defence cooperation started between the Baltic states, including the Baltic Battalion (1995) and the foundation of the Baltic Defence College.*

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 had 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 problems with students' language skills have significantly decreased over time, especially compared to the early years of the College.

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 Military Academy – 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 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 and he aimed 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.

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



■ *Major General Vitalijus Vaikšnoras. Commandant of the College in 2012–2016. Later he became the Chief of Defence Staff (Lithuania).*



■ *Baltic Defence College International Study Trip in Latvia 2013 May.*



■ *Baltic Defence College International Study Trip in Lithuania 2013 May. Since the early years, ISTs have become an integral part of BALTDEFCOL courses.*

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 in a small group seminar setting (syndicates) and after the addition of the electives the morale of both the students and faculty became much higher.

In 2016, Latvian Major General Andis Dilāns took over the Commandant position (2016–2020) of the College. In his case, he was largely the College's own upbringing – he was the graduate of the first Senior Staff Course in



■ *Major General Andis Dilāns from the Latvian Army. Commandant of the College in 2016-2020.*

2000, and then as a graduate of the Higher Command Studies Course in 2004. He later served as Course Director of the HCSC. In his case, it was clearly visible, that he had strong vision and he helped to develop the College in many areas.

One of these areas was the public image of the College. Greater emphasis was placed on the organization of two internationally recognized conferences related to the security environment as well as the identity of the Baltic States themselves. Those are the Annual Conference on Russia and the Annual Baltic Military History Conference. Both of those have since rapidly evolved and are gaining wide attention.

The college also focused on the NATO Allied Command Transformation (ACT) Accreditation. The prospect of accreditation was presented to the Military Committee on 19 April 2017 in Lielvārde, Latvia by Major General Dilāns. It was accepted by the Ministers of (National) Defence of the three countries and received their endorsement. To initiate the process two Electives were certified by ACT – Energy Security and Strategic Communication and those were delivered in close cooperation with respective NATO COEs. The process was postponed as of COVID and NATO ACT on-site visit at the College towards NATO institutional



■ *Celebrating Women's Day in the College.*



■ CSELC initial planning meeting 29.08.2017

accreditation was conducted only in June 2021. Prior to the visit, the College submitted its self-assessment report that provided the analysis of the current standards and the future development areas. The outcome of the visit was successful and helped to confirm the quality of professional military education. During this year, the College became 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.

A new course – the Command Senior Enlisted Leaders' Course (CSELC) – was also opened in the college in 2018, which turned out to be successful and continues to this day.

During the College 20th anniversary, Major General Dilāns wrote: *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.*

The next Commandant, Estonian Brigadier General Ilmar Tamm, completed many important developments. Brigadier General Ilmar Tamm had graduated Finnish National Defence University. His previous service consisted of several

leading positions: Chief of Staff of the Defence League and Head of Cooperative Cyber Defence Centre of Excellence. In 2018, he came to the College as Course Director for JCGSC.

During 2020 there were the challenging times of COVID, which shifted a lot of teaching to distance learning. In the case of the College, it certainly changed the content of the study, because many face-to-face seminars and social events were cancelled, but still the study continued as planned. The college had its challenges with the Russian aggression to Ukraine. Some of our students had immediately to leave to defend their country and two alumni's fell in the first days of the war. There is continuous cooperation with the National Defence University of Ukraine. Where both parties share their experiences and knowledge. It is also positive that there is a significant number of Ukrainians among the graduates every year.

One important milestone was reached on 13 July 2022 when the College gained the NATO Institutional Accreditation, this is a quality proof for the College. The College received a certificate signed by the Deputy Chief of Staff Joint Force Development of the NATO Allied Command of Transformation (ACT) granting the Baltic Defence College unconditional institutional accreditation status.

This was the result of the College's purposeful efforts over the last couple of years during which the internal Quality Assurance (QA) processes and quality management system were reviewed, assessed against the standards and guidelines established by NATO, and finally improved. This was done based on the Self-assessment Report prepared in 2020, followed by NATO's Quality Assurance Team's on-site visit to Tartu in 2021. The process was finalized by the NATO Evaluation Report of the College Quality Assurance System.

The areas of evaluation by NATO were as follows: leadership and management; personnel management; management of resources; delivery of education; students' assessment; support for training and learning, and contribution to NATO requirements. The unconditional Institutional Accreditation of the Baltic Defence College is valid for six years until July 2028.

One challenge that the College management has had to deal with is exhausted infrastructure. Some of it does not meet the requirements and should be



■ Brigadier General Ilmar Tamm. Commandant of the College in 2020-2023.



■ *The Commandant Ilmar Tamm with Ms Kristine Atmante, the Curriculum Developer and Coordinator and Education Harmoniser .*

modernized. Some courses are forced to operate outside the main building on rented premises which is not a sustainable solution. Therefore, there was initiated a long-term infrastructure project towards a future “BALTEFCOL Campus” in Tartu to be realized in a 10-year perspective.

Brigadier General Alvydas Šiuparis took over the Commandant position in June 2023. He has been studying at the Royal Danish Military Academy and Defence College and before the College he was serving as a Commanding Officer of the Training and Doctrine Command.

The 25th anniversary year of the College also begins with a new Commandant.



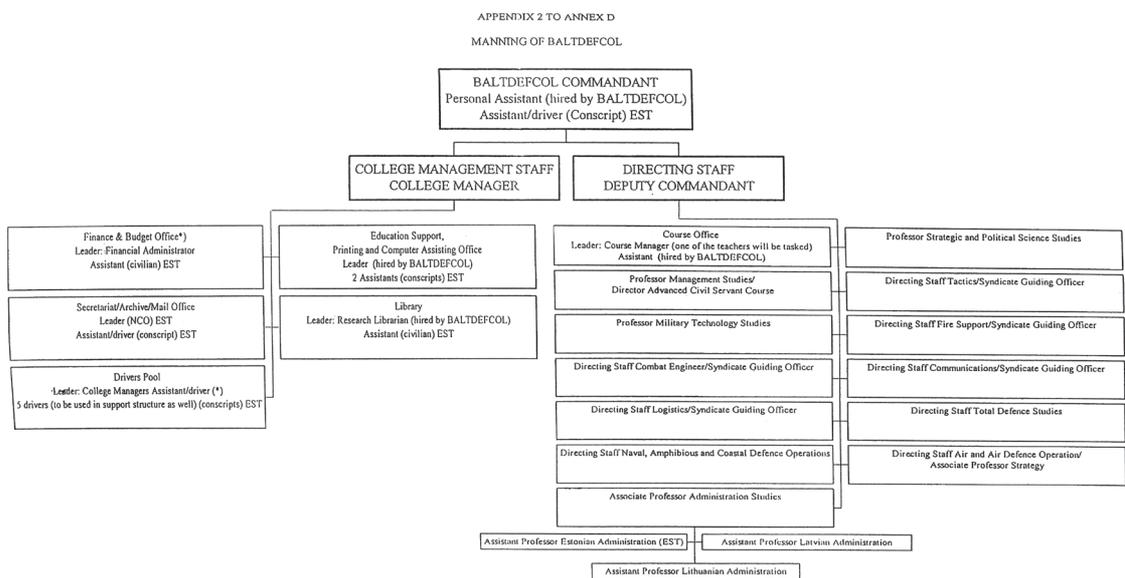
■ *The Change of Command and Graduation of the JCGSC and HCSC on 21 June 2023. From the left Minister of National Defence Mr Arvydas Anušauskas, outgoing Commandant Brigadier General Ilmar Tamm, incoming Commandant Brigadier General Alvydas Šiuparis and Minister of Defence of Estonia Mr Hanno Pevkur.*



The Organization of the College and its History



The college is today headed by a Commandant and the leadership consists of four positions: Commandant, Deputy Commandant/Chief of Staff, Dean and Command Sergeant Major. The highest decision-making body is the College Management Group (CMG), which includes employees in positions of responsibility: starting from the Commandant to the heads of departments.

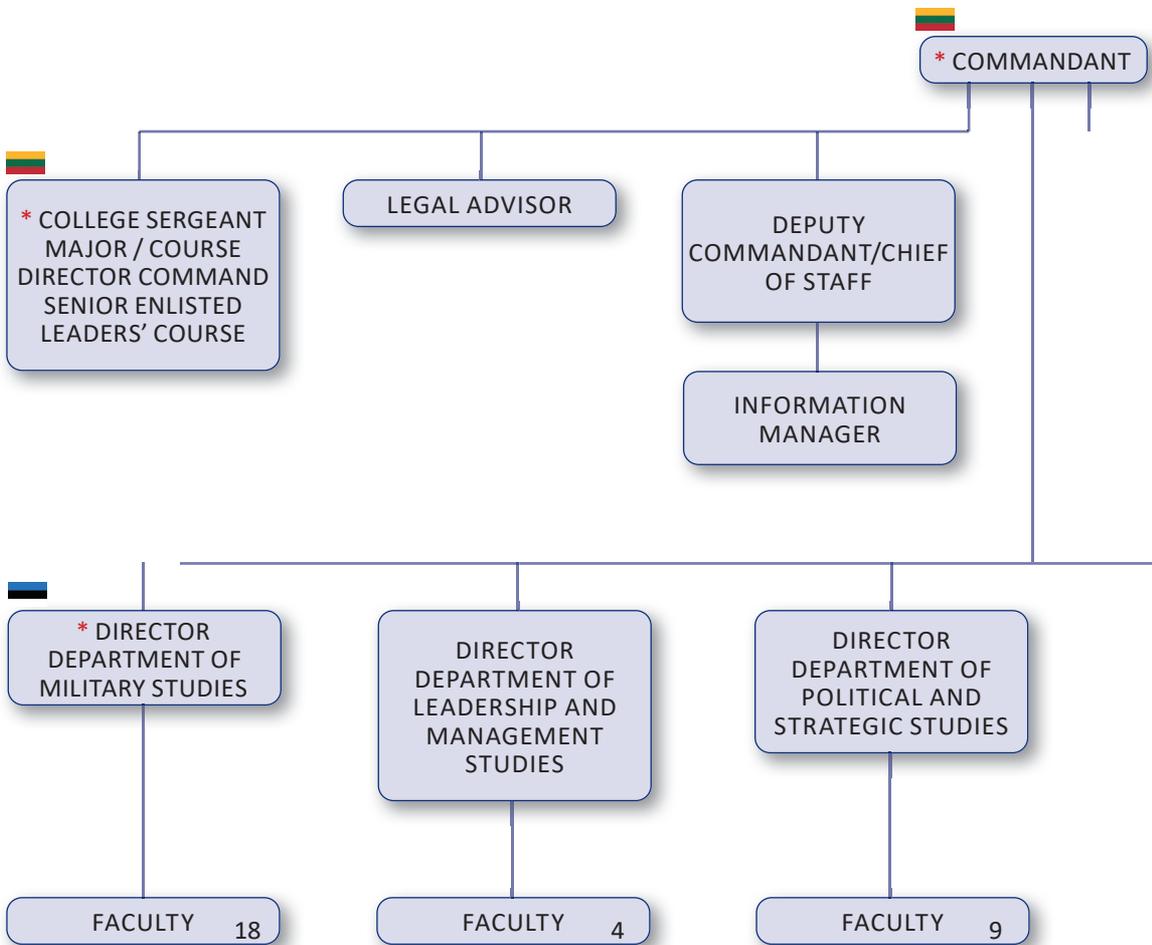


■ Extract of the planned structure of the college in 1998, which was agreed upon in the Memorandum of Understanding. Of course it changed, but many sections and ideas from it are still in use.

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.

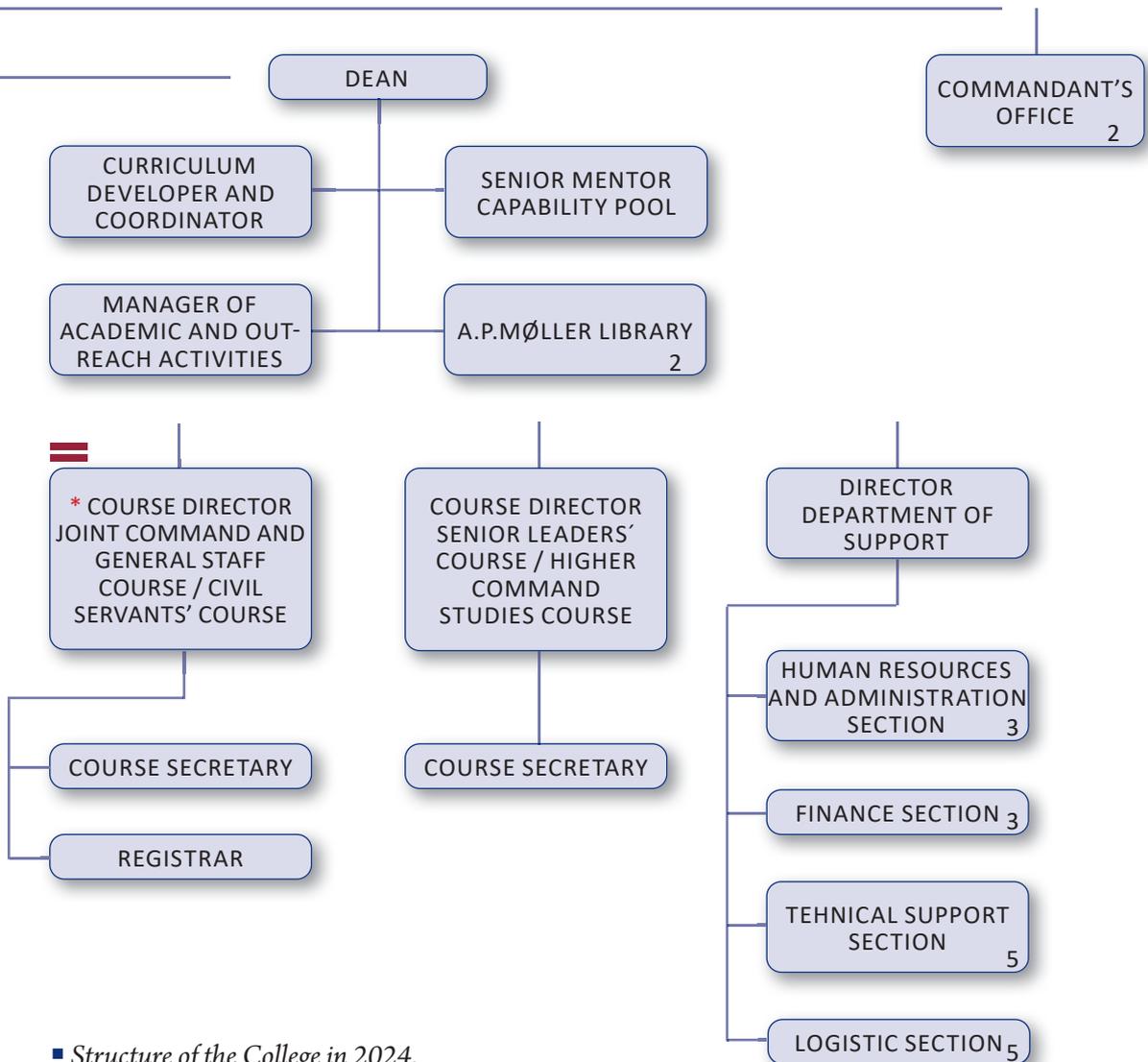
The previous departments were responsible for teaching in the college according to their specifics. For administrating the College there is additional department:



* Framework Nations Key Rotational Posts.
The numbers show the number of staff.

• The Department of Support.

The departmental organization has remained in place at the Baltic Defence College. The names of the departments and their number have undergone certain changes over time. Especially after the establishment of the College. Today, the number of departments is the same – but both the curricula and their content have undergone many changes. The current departments of the College are as follows:



■ Structure of the College in 2024.

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

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

Teaching organization in the College is dependent on faculty. Faculty of the College is consisting civilian and military personnel who are deployed or hired by the College and who are related with educational activities. It includes members all the members of the College Management Group.

There are positions outside the departments that directly deal with teaching or its development: The Course Directors are directly responsible of the development, planning and execution of allocated course. Senior Mentors assist with supervision of student work, offer advice on how they might tackle particular tasks, and assist in evaluating their achievements and assignments. The Course Office is helping with all daily secretarial and administrative duties. Teaching in the departments is also divided into different areas of responsibility. It includes Module and Elective Coordinators and Syndicate Guiding Officers.

An important pillar of the college – the Department of Support.

This particular organizational method has been endorsed by the



■ Reading corner and the College Hall of Fame.



■ A. P. Møller Defence Research Library is a specialised military library within the Baltic Defence College. The primary goal of the library is to support the College's courses and research program.

administration of the College since the establishment 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 were set up and staffed by professional library and research personnel. The official name of the college library is A. P. Møller Defence Research Library. It got its name thanks to the support made by the Maersk shipping and logistics company for the College's research inventory.

After the establishment of the College 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. The library has provided students and teachers with access to various international databases and has been very helpful to students.

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, social media platforms and to carry out interactive conferences via VTC.



■ *The College staff and faculty in the summer of 2023.*



Structural Changes 2014–2018 and the College Development Plans After 2017



“If you want to change the culture, you will have to start by changing the organization” 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 Dr James Sterling Corum 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 BALTDEF COL education will continue to be held in high regard by Allies and Partners alike.

In 2015, Major General Vaikšnoras 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 College staff and faculty in the beginning of academic year 2018/2019.*

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 BALTDEF COL Development", which served as the basis for the new Development Plan for 2017–2025.

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 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 offer an attractive educational environment for learning and self-development and provide state-of-the-art infrastructure.

The plan also contained provisions required that the *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* was updated.

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 development plan for the next decade 2024–2032 is currently being prepared and needs official confirmation, but there is quite a detailed draft to give a clear scope of it. The goals there are to improve the exemplary nature of the College's curricula and certainly contribute to NATO's formation processes. Including framing future cooperation with Finland as a new NATO member and with Sweden as a potential NATO member.

By the Development Plan 2024–2032 the vision for the College is to be a modern, future-oriented, attractive and competitive, English language-based international defence college with a regional focus and Euro-Atlantic scope. The College serves as a PME institution teaching at the operational and strategic levels, applying latest educational principles, effective management and best use of intellectual and material resources. The mission of the College is to educate military and security-related civilian personnel of the Framework Nations, allies and partners, while promoting international cooperation and networking and contributing to



■ *The International Nights are one of the most exciting social events in the College.*

research in security and defence policy, in order to meet the enduring defence and security needs of Estonia, Latvia and Lithuania.

In addition, emphasis is placed on four “Lines of Effort’s”: Education, Research, Management and Support which are detailed and give a broad perspective for the development of the College.

Education includes the further development of all courses as well as other aspects, e.g., MA program, exercises, quality management, etc. Research contributes to curriculum development and ensures the development of comprehensively experienced faculty. One important aspect of research is further developing cooperation with the research partners and publishing quality papers by the faculty.

Support includes many different roles, first, the College has to offer an attractive educational environment for learning and self-development as well as state-of-the-art infrastructure. Additionally, an important aspect is infrastructure development. It is clear that in recent years, due to the increase in the number of students at College and Estonian Military Academy the infrastructure needs to expand on the current campus or there should be some other solutions. These decisions will be made in the near future, and at the moment it is not known what further developments lie ahead.

Management contains a general chain of command and management of the College, human resources management, areas of expertise and qualifications of the College. It includes the communication and cooperation aspects of the College as well.

In the Development Plan 2024–2032 the outlook for the College is, that there are strong indicators that College will see a growing significance as a provider of Professional Military Education. There are two key factors which are attributing to that development: First is the outbreak of Russia’s large-scale war against Ukraine and the escalating threat posed by Belarus and second is the expansion of NATO and presence in the region. NATO’s footprint in the Baltic Sea region clearly enlarges. The continued significance of the College within the context of NATO and the College’s primary mission of educating military and security-related civilian personnel from the Framework Nations, allies, and partners, will endure and grow.



■ During International Night, different nations present their traditions, but historical sword fights are also held or historical uniforms are demonstrated. Here it is done by the mighty knights and officers of Lithuania.



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 five primary courses:

- Senior Leaders' Course (SLC)
- Higher Command Studies Course (HCSC)
- Joint Command and General Staff Course (JCGSC)
- Command Senior Enlisted Leaders' Course (CSELC)
- Civil Servants' Course (CSC)

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 prioritizes an integrated curriculum, which means that students must be able to recognize 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, required further development. Following the ACT accreditation, the College further invested in contribution to NATO education opportunities by providing, as listed, the Comprehensive Operational Planning Course (COPC) and the Strategic Decision Making in NATO. As of growing interest in the Command Senior Enlisted Leaders' Course (CSELC) the College has already provided the Course Control Documents II (CCD) to complete the process after delivering CCD III 'Programme of Classes'. The new course, certified by the European Security & Defence College (ESDC), is Cyber Defence Policy on National and International Levels, which is delivered by the College with the NATO Cooperative Cyber Defence Centre of Excellence contribution. The active and growing contribution to education within NATO is one of priorities and will be continued.



Senior Leaders' Course

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. The SLC started engaging with military leaders (General/Flag officer level) and civilian executives working in the government sector of the Baltic states. This was done to enhance participants' strategic thinking, leadership, and managerial abilities. Later, in its efforts to offer a comprehensive view from various angles, the course was extended to include senior leaders from the armed forces and governmental institutions of the Baltic states and their Allies as well as non-governmental entities. Such an inclusive approach is the key to achieving the aim of the SLC in the complex contemporary security environment – to prepare senior leaders for future challenges by improving their strategic vision and enhancing their capacity to lead better and manage their respective institutions. As one of the most significant added values, the course provides a forum for creating and exchanging new ideas and enables the establishment of mutually beneficial networks.

As Russian aggression caused an overall deterioration of the strategic environment in the wider Baltic region, it was decided that the SLC should be tasked with analysing these large-scale and far-reaching changes. Thus, the course provides the participants with insight into current national, regional, and NATO strategies and policies related to the shared Euro-Atlantic and defence security. The primary focus, though, falls on NATO's Eastern flank and security considerations in the wider Baltic Sea Region and perspectives from the countries situated along NATO's Eastern flank. SLC aims to develop a shared understanding

of defence, deterrence, and resilience as essential aspects of the Baltic region security, which becomes increasingly relevant as NATO's Enhanced Forward Presence (eFP) in the region grows in size and scope. To adapt adequately to the ever-changing strategic environment, SLC cooperates closely with the eFP framework and contributing nations, offering unique knowledge, experience, and expertise within the region.



■ *Senior Leaders' Engagement, 02–06 November 2015 – a pilot project initiated that aimed to provide a 'capstone' of education within the Baltic states' Professional Military Education program, particularly for flag officers and their civilian colleagues from national Ministries of Defence and Foreign Affairs. Now known as the Senior Leaders' Course.*

The Baltic Defence College does not host the course itself but instead shifts yearly between the Baltic states. The course 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. Guest speakers and lecturers include leading academics, military commanders and civilian representatives from across Europe and North America. The course design allows participants to gain an enhanced understanding of the region's overall geopolitical and strategic dynamics and to develop new avenues for exchanging ideas, providing a platform for networking

for the course participants and an opportunity to exchange ideas in both formal and informal settings. Interaction with key leaders, subject matter experts, and faculty in the class or social events further enhances the learning experience provided through keynote sessions, panels, and small group activities.

The Senior Mentor, carefully selected every year from the former high military ranks of the host country, facilitates quality discussions in the classroom. At the end of the course, participants are better equipped with the knowledge and skills to evaluate security in the Baltic region in the context of contemporary geopolitical developments and assess main global and regional factors affecting defence and security considerations in the Euro-Atlantic area.

The construct of the Senior Leaders' Course is built so that it will maximise the experience and knowledge already found at the Baltic Defence College and is bolstered with specific additional skills and wits from outside. Thus, active learning and full participation and contribution of all participants is heavily encouraged; this allows participants to share their knowledge, experience and learning with others in an open and positive environment.



■ Graduation of Senior Leaders' Course 2023 in Tallinn, Estonia on 22 November 2023.



Higher Command Studies Course

As we enter 2024, the Higher Command Studies Course (HCSC) has now clearly found its form. It is solidly based on the huge efforts laid down since its inception back in 1999. Over the last five years, this has allowed the faculty to maintain a gradual approach to education and training – no major shift of direction has been necessary. Throughout, the main asset has always been – and still is – the students, keenly supported by the faculty and support staff. Still, there have been challenges to overcome and opportunities to seize.

The HCSC was, like other PME institutions, affected by the lockdowns and restrictions caused by the Covid pandemic. Without any viable alternatives, the faculty gradually became accustomed to the use of electronic tools such as Microsoft Teams and other systems. Nevertheless, some activities, like the International Study Trip, team building, and social activities could not be replicated. The inability to travel also meant that the interaction with some of the guest speakers, who had served so well in the past, declined. Currently, blended learning is opening new opportunities to implement video-based education along with recognized speakers' personal appearances. This is highly appreciated by all College course participants and in most if not all cases, also by an individual lecturer.

The role of Senior Mentor (SM) was introduced in 2018 by the Commandant at the time, Major General Andis Dilāns, and the Course Director Colonel Albertas Dapkus. Over the five months of the HCSC, module coordinators interact with the students, but none of them more than three or four weeks each. The Course Director is available throughout but has many different administrative and organizational tasks limiting his time with the Course. An Senior Mentor is contracted to fill this void and spend time with the course participants, in the



■ HCSC opening ceremony 2023. In the first row from the right are the College Deputy Commandant/ Chief of Staff Colonel Dietmar Hartung and Commandant of the Estonian Military Academy Brigadier General Vahur Karus and the College Dean Dr Zdzislaw Sliwa.

classroom to guide, assist, help, even correct, the students and assist in creating an environment where the individual participant can reach the maximum of his or her potential. Such the continuous presence of an experienced flag officer is acknowledged as very helpful for all.

The third big event that has characterized this period is of course the brutal and unprovoked Russian attack on its neighbour Ukraine. It is no exaggeration to state that this came as a profound shock, especially for two Ukrainian students, one of whom immediately returned to his homeland and one who was tasked as the liaison officer to the Estonian authorities. The developments, in particular during the first months of the attack, kept all of us on our toes. Suddenly, our work and studies were seen in the sinister light of the war, in particular after the unprecedented atrocities and crimes of places like Bucha and Irpin became visible for all. To make sense of the world became an implied task for the faculty, the CD, and the SM – and a huge learning experience. We are not complacent, but the situation is looking more stable now than in the critical days of late February and March 2022. The Ukrainian officer who left in 2022, came back as a student in 2023. Some of the previous students of BALTDEFCOL have

sacrificed their lives – they will always be a reminder of why we educate military leaders at the College.

The composition of the students has generally been the same over the last five years, with numbers in the low twenties. 25 seems to be the maximum practical level. The course always benefits from the greatest variety of students possible – nationalities, services, gender, mil/civ, experience and other factors. It is a pleasure to see how this diverse, international group acts together, how they learn to respect each other and how they develop contacts and friendships that for some may last a lifetime. The three framework nations (Estonia, Latvia, Lithuania) are well represented, together with many central European and partner nations. Germany, France, Italy and Greece are “steady customers” and highly welcomed contributions. There are expectations of stronger contributions from Finland and Sweden, as it could reinforce the body of students with new experiences and strategic outlook.

The relations between the CD, SM and faculty formulate the longer lines and the future development of the course, which in turn is up to the faculty and the module coordinators to implement. They evaluate and assess student performance and agree on how to reward and encourage team effort and individual contribution. It is valid particularly when it comes to student evaluation, which is always done in the most careful way. It is also important to interact with the participants in a social setting. During the course, every opportunity, without infringing on individual studies and work, is used to meet in a relaxed atmosphere. This also gives the students an opportunity to engage with the faculty in a more informal way.

The HCSC is on the right path. Based on the efforts laid down from the beginning of the college, a steady evolution continues. For this work to be effective, student feedback is essential and taken most seriously. Small and big challenges like COVID and the war against Ukraine, have been absorbed and overcome – a sure sign that the fundamentals are about right. Student engagement, expectations, and demands are all motivations for the continuation of the course. The reward and primary source of motivation include any students from years back greeting the College faculty with a smile and kind words and seeing them assuming high level position in their home countries. More of the same appears to be the conclusion, and the BALTDEFCOL has every intention of delivering that – and to make our countries and alliance stronger every day.



Joint Command and General Staff Course, and Civil Servants' Course



The Joint Command and General Staff Course (JCGSC) curriculum follows developments the security environment by linking it very closely with the demands and challenges of current military affairs. It is supported by the 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 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 scenario. It was tested during AY 2017/2018 and is used during last five years 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 feedback received. During AY 2017/2018 there was the introduction of the Oral Exam, which allowed to verify the students' knowledge of the course material and assess their verbal ability to present arguments concerning a variety of

problems. Later, however, the Oral Exam was changed to a written exam, but it was still a memorable part of the course. 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.



■ *Operation ALBION Staff Ride to Saaremaa Island with the JCGSC in October 2023. Operation Albion is serving an important case for the studies. Especially from the joint warfare approach.*

In 2015, the Baltic states decided that the Civil Servants' Course (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.



■ In addition, staff rides also take place in the nearby region. This is the Kurland staff ride, which takes place in western Latvia and at the moment the participants are on the Baltic Sea around Liepāja.

During last five-six years the JCGSC curriculum had undergone some changes in adapting to the growing framework nations requirements and major shifts in the security environment. JCGSC 2017/2018 curriculum consisted of ten modules and six electives built upon each other, supported by Baltic Defence Study Trip, International Study Trips visiting Ministries of Defence of Ukraine and Georgia, JFC Naples & Brunssum, Baltic Military History Conference, Conference on Russia, a Suwalki Corridor staff ride and culminated with the Combined Joint Staff Exercise 'Viking' organized by the Swedish Armed Forces.

In JCGSC 2018/2019 curriculum shifted focus towards the Article 5 scenario operations and mentality according to FN requirements. This shift implementation demanded rearrangement of course flow, splitting some existing and introducing few new modules. Course started with the Leadership and Command module allowing to build proper group dynamics within the syndicates, enabling positive team spirit and adult educational methodology from the beginning

of the course. Main changes included introduction of the new Staff Ride 'Operation Albion in 1917' in Saaremaa instead of Suwalki Corridor, posting modules Allied Joint Operations and Operational Level Planning in the second semester, closer to newly developed together with the Polish War Studies University and conducted using Article 5 based Skolkan scenario the Combined Joint Staff Exercise Joint Resolve (JR).

JCGSC 2019/2020 curriculum envisaged thirteen modules, two elective periods, two conferences, two study trips, one staff ride and one major combined joint staff exercise. Due to COVID-19 pandemic outbreak only two thirds (2/3) of the curriculum were delivered, the final phase of the course had to be revised and resulted in the earlier completion of the course. JR20 in Poland, and the International Study Trip to Poland and Germany were cancelled but the cancellations did not affect the basic achievement of learning outcomes. From the middle of the 2nd semester until the end of the course, education was delivered via e-Learning methodologies, adapting a new software (Microsoft Teams), and adjusting teaching methods. With its advantages and disadvantages e-Learning methodologies and usage of Microsoft Teams as a platform proved their value and a blended learning was integrated into college methodology since then.

JCGSC 2020/2021 curriculum envisaged twelve modules, two study trips, two elective periods, two conferences, one staff ride and one major combined joint staff exercise. Due to the continuous outbreak of the COVID-19 pandemic, one third of education was delivered in contact mode, one third completely online, and one third in a blended mode (with 50% of students and faculty present and rest online). Fortunately, the faculty was prepared and successfully adapted to the changing circumstances, thus, course was delivered near 100%, with all learning outcomes achieved. Nevertheless, the initially planned Baltic Defence Study Trip to Baltic capitals and the International Study Trip to Brunssum and Naples were conducted online. Because of pandemic restrictions JR21 in Tartu was shortened by a week, excluding the execution phase. Additionally, restrictions precluded the physical participation of the Polish War Studies University students in the exercise.

JCGSC 2021/2022 curriculum envisaged thirteen modules, two elective periods, two conferences, two study trips, one staff ride and major combined joint staff exercise. The course started with newly introduced Foundation module aimed to familiarise students with the Critical Thinking, tools and practices of

academic research and writing, effective communication, the requirements of course assignments and assessments. While the first half of AY 2021/2022 was primarily affected by the ongoing COVID-19 wave, the second half was hit with the unjustified Russian aggression in Ukraine. Five JCGSC Ukrainian officers had to leave the course to defend their homeland. During second semester the officers of JCGSC were merged with CSC students who joined JCGSC 2021/2022 from January to April. Nevertheless, this time planned Baltic Defence Study Trip and the International Study Trip to Sweden and Finland, Combined Joint Staff Exercise (CJSE) JOINT RESOLVE 22 (JR22) in Warsaw were successfully conducted in presence. Results of the exercise and latest geopolitical changes showed that Skolkan scenario is outdated. In respect to Sweden and Finland accession to NATO and possible willingness to observe and participate in exercise JR, it was decided, in cooperation with Joint Warfare Centre (JWC) in Stavanger, to adapt unclassified OCCASUS scenario started at JR23.

For both courses the International Study Trip 2024 is planned to JFC Naples & Brunssum. JCGSC curriculum is stabilised based on results and experience gained from previous academic years and Framework Nations requirements.



■ *Students during Combined Joint Staff Exercise (CJSE) Joint Resolve (JR) 2023, held between 05-26 May 2023 in Tartu. The aim of the exercise, a collaborative project delivered by Baltic Defence College (BALTDEFCOL) and the Polish War Studies University (WSU) since 2019.*



Integration of the Civil Servants' Course to Joint Command and General Staff Course

Due to Joint Command and General Staff Course (JCGSC) 2018/2019 curriculum implemented shift towards the Article 5, followed by rearrangement of course flow, CSC 2018 planned in 1st semester had to be postponed to the 2nd semester, and was conducted in the beginning of 2019. From 2019 until 2022 Civil Servants' Course (CSC) course was conducted annually during the second semester of the JCGSC, mirroring the change in JCGSC 2018/2019 curriculum implemented according to FN requirements. CSC participants were fully embedded in the JCGSC, allowing CSC students to take part in several academic and social activities, including the Annual Conference on Russia and other academic events. The course content was linked with educational activities designed for the JCGSC. Additionally, CSC students could choose one of the elective topics and benefit from exploring their chosen topic in smaller groups together with the students from the HCSC and the JCGSC. The course was very successful, validating the decision to join with the JCGSC. The course provided unique networking opportunities and facilitated civil-military interaction and interagency cooperation. Most of the curriculum was delivered jointly with the JCGSC, included lectures in plenary, both by in-house faculty and guest lecturers, syndicate group work, and individual study. Unfortunately, due to pandemic, two (2) CSC courses (2020 and 2021) were delivered in remote virtual and blended modes, culminating with the online graduation, precluding students from building coherence, course identity, and team spirit. Another drawback

was that by joining the pre-set JCGSC curriculum with fixed dates, civil servants lacked the flexibility and possibility to choose studying in areas of interest or/and in areas of needed expertise that different parts of the JCGSC might have provided.

To mitigate mentioned above, the new concept of conducting the course was introduced and applied for CSC 2023/2024 and CSC 2024/2025 in which only framework nations participants are invited. According to the new concept CSC will begin and end together with the JCGSC. The new CSC curriculum consist of three parts, the mandatory, specialization (obligatory) and additional (optional). Most of the educational activities for mentioned parts are designed in JCGSC curriculum and situated in both semesters. The mandatory part includes preidentified modules (Fundamentals and Components and Managing Contemporary Crisis), electives from Elective 2 period, two conferences and a staff ride 'Albion'. The specialization part includes four choices of different modules or combination of modules (Security and Strategy, Defence Planning and Management with Project Management, Allied Joint Operations, and Operational Level Planning) that only one choice to be made by the participant. The additional part consists of the rest of JCGSC curriculum that any, all, or none of educational activities could be chosen by the course participant with the approval and financing of his or her respective sending organization.

Redesigned CSC course allows civil servants to pick individually tailored content of interest or job requirement, to familiarize themselves with the profession of arms and BALTDEFCOL's mandate, which is knowledge that can be directly applicable upon their return to their respective ministries, defence, and security organizations by enabling them to better contribute to the whole-of-government approach managing defence and security challenges.

Priority of the College has been to continue to improve the Civil Servants' Course. Although the level and kind of education that is presently offered at the college are 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 program. 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.



Command Senior Enlisted Leaders' Course

In May 2017, during the Nordic Chiefs of Defence 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 College, which is a multinational military educational institution. The initiative found support from General Curtis Scaparrotti, the Supreme Allied Commander of Europe (SACEUR).

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 College 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 Communique to the College 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 Communique 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.

Since the initiation of the multinational working group, which established the CSELIC concept, it took almost two years to launch the first trial edition of the course in 2019. It was agreed among Estonia, Latvia and Lithuania that the first three iterations in 2019–2022 to be the test period, validating the content and quality of the course before deciding on the initiative's future.



■ *Inauguration Ceremony of Command Senior Enlisted Leaders' Course. On 24 September 2019, General Tod D. Wolters, Supreme Allied Commander Europe (SACEUR), delivered the keynote speech of the opening ceremony.*

The first-ever CSELIC class at the College included 13-course participants from 8 Nations. As a testament to the US's constant support of the initiative, General Todd Wolters, the SACEUR and the Commander of US European Command honoured the inauguration ceremony of the CSELIC concept with his physical presence.

Significantly, in 2019 the core part of the class consisted of the persons who contributed to the creation of the concept. It allowed collecting first-hand

feedback from people aware of the working group's intent and vision. Thus, guaranteeing the course is evolving in the expected way. As the formal project lead and the Course Director Sergeant Major Peeter Einbaum wanted to experience the course from the class perspective, Estonian Defence Forces contributed with Sergeant Major Meelis Koger to fulfil the Course Director duties for the pilot edition.

The first successful iteration was followed by the next ones, with each next year witnessing the growth of the class in the number of participants and the countries represented. By the end of the trial period in 2022, the class size increased from the initial 13-course participants to 22. Simultaneously, the number of nations in the class grew from 8 to 15. Moreover, in support of the delivery of the program, a significant contribution from the NATO top-tier CSELs was received. All of this naturally led to the rise of the College's international visibility as the course was well recognised within the NATO organisation and among a variety of Nations which formed a waiting list to get seats to the CSELC class.



■ College Sergeant Major and Course Director of CSELC Sergeant Major Peeter Einbaum handed over his duties to Lithuanian Command Sergeant Major Alvydas Tamošiunas on 21 June 2023.

In addition to that, the College was added in the different international formats focussed on Non-Commissioned Officers' (NCO) Professional Military Education. It mainly contains various outreach activities under the umbrella of the NATO Defence Education Enhancement Program (DEEP) in support of NATO Partner nations. Significantly, College directly contributed to the working group, which designed in 2021–2023 the "NCO Instructor Development Reference Curriculum."

In 2022, all this value-added logically led to the Framework Nations' decision to formally include CSELC in the academic portfolio of the College. By this time, a number of CSELC graduates were already assigned to executive positions in the NATO Force Structure (NFS), demonstrating the feasibility of the concept to the NATO needs. As a consequence, the goal was set to get the CSELC NATO certified by the end of 2024.

Another milestone was reached in 2023 when Sergeant Major Peeter Einbaum handed over his duties to his successor Command Sergeant Major Alvydas Tamošiūnas from Lithuania. It marked the end of the era of the position of College Sergeant Major/Course Director CSELC belonged to the host nation Estonia. From 2023 onwards, it is foreseen the function of the Course Director CSELC to rotate among Estonia, Latvia and Lithuania every three years.



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 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 and 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.

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 conferences have seen an active participation by students from the College, and the University of Tartu.

The college has working relationships with a variety of networks and institutions. Some of the more prominent partnerships will be highlighted in the following section.

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 National Defence University, the Swedish National Defence University, the Norwegian Defence University College, the Royal Danish Defence College, the Austrian National Defence Academy, the Netherlands Defence Academy, and the Royal Military College of Canada. These institutions have since been joined by the War Studies University in Poland and the Military University Institute of Portugal.

The International Society of Military Sciences is widening its reach and has partner institutions that include the Royal Military Academy of Belgium, the Turkish National Defence University, the Mongolian National Defence University, the University of Namibia and the General Jonas Žemaitis Military Academy of Lithuania. The ISMS is organized around ten 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 'Military History' and from 2023 Working Group 5 "Law and



■ Conferences are one of the most popular events in the college, aimed at the external audience. The purpose of the conferences is to share the contemporary scientific knowledge and in-depth expertise in areas covering current political and strategic developments in the region and military history in the Baltics.

Ethics”. The College has made many other valuable contributions to the activities of the ISMS.

Another international organization the College was a long-time member of the Central European Forum on 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. However, since 2023 College parted ways with the organization largely due to other cooperation formats fulfilling the development and cooperation needs of the College.

The College continues cooperation within the Nordic-Baltic Conference of Commandants and NATO Conference of Commandants. This regional forum was reactivated after the COVID pandemic based on similar security-related concerns and a strong desire to share experiences related to PME. The first meeting in the new format was hosted by the Royal Danish Defence College created a common understanding and expectations of the organization. The concept is meeting the College’s desires, especially as both Finland and Sweden are



52nd Conference of Commandants 09 to 11 MAY 2023



■ From 9th to 11th May 2023, the Baltic Defence College and the NATO Defense College jointly hosted the 52nd Conference of Commandants in Tallinn, Estonia. It is an annual event organized by the NATO Defence College, which brings together the Commandants of NATO's and partner nations' leadership of PME institutions to exchange information and ideas in the field of higher military education.

interested to extend cooperation with the College in specific areas of expertise such as operational planning. The nations are also aiming to join the College-led Combined Joint Staff Exercise in the future.

The Baltic Defence College has become valued as a hub of experts in its field and was invited to join the Cambridge Centre for Geopolitics Baltic Geopolitics Network in 2022. This is a network of international higher education and research institutions concentrating of the wider Baltic Sea area through a geopolitical lens.

The 52nd NATO Conference of Commandants titled “*Online education as a full substitute to in-person education*” jointly hosted by BALTDEFCOL and the NATO Defence College in Tallinn in May 2023. The conference was co-chaired by Lieutenant General Olivier Rittimann, the Commandant of NATO Defense College,

and Brigadier General Ilmar Tamm, the Commandant of Baltic Defence College. This academic event brought together the Commandants of NATO's and partner nations' leadership of Professional Military Education (PME) institutions to exchange information and ideas in the field of higher defence education.

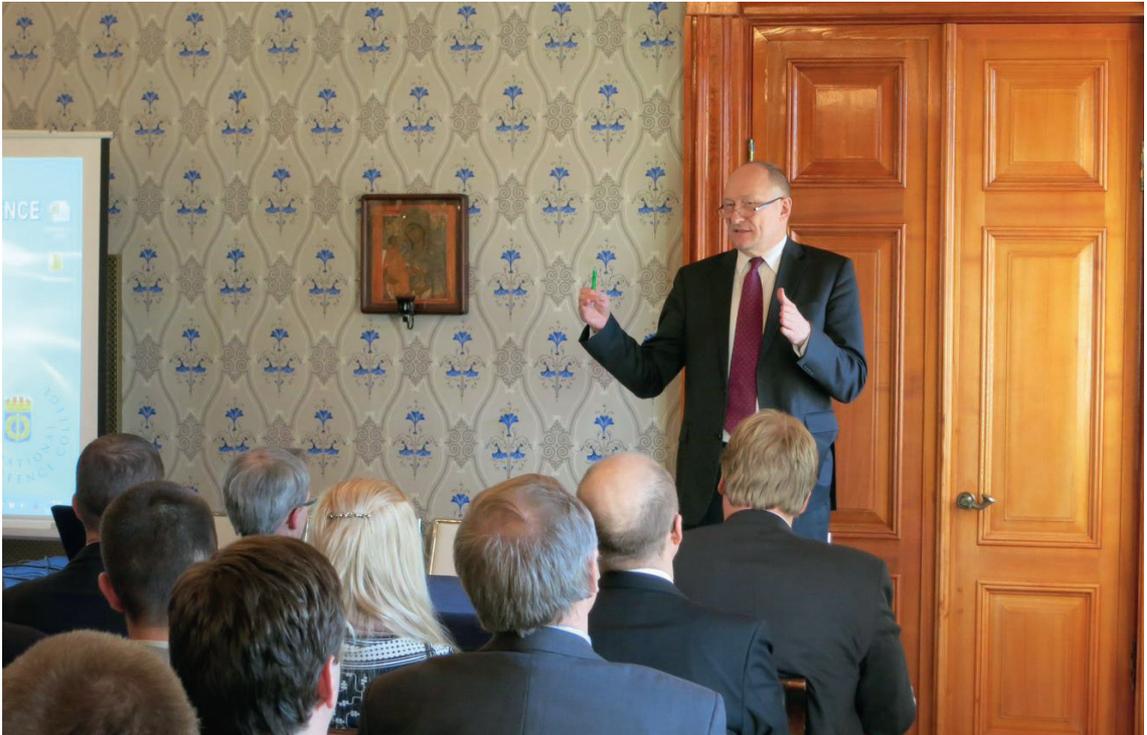
The Baltic Defence College has also hosted and supported several other international meetings and courses. In 2011 and 2013, NATO's European Security and Defence College (ESDC) held several week-long special courses for senior officers and civilians at the College, with the Baltic Defence College serving 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 continued involvement with the education of EU personnel. 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. In addition, the Cyber Defence Policy on National and International Levels course has become a permanent part of the ESDC course catalogue. The aims to provide participants with the conceptual framework to facilitate strategic thinking about cyber defence and develop an understanding of how to integrate cyber considerations into national and international security policy and strategy formulation.

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 the University of Tartu and Estonian Military Academy. 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.

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 College still contributes to, and supports, the COE.

In 2018 it was decided by the College Management Group to make the Annual 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 College students with regional military history.



- The college also organized a conference in the field of cyber security - in this case, in 2014 the cyber conference was held in Tallinn and the Estonian Minister of Defence Mr Jaak Aaviksoo will deliver the keynote speech.

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 College. The closing remarks were provided by General Sir James R. Everard, Deputy Supreme Allied Commander Europe (DSACEUR). Since 2019 the Estonian War Museum – General Laidoner Museum has joined the organizing team of the Annual Military History Conference widening the reach of the conference. The 2023 conference was titled “Military Thought and its Transformation in the Newly Independent States of Europe in 1918–1940”. Cooperation with the military academies from Estonia, Latvia and Lithuania will also be deepened in the field of the military history conference.



■ *In recent years, the scope of the conference has expanded and it has been organized in cooperation with the Estonian War Museum and Estonian Military Academy. In the photo Prof. Jeremy Black is giving his keynote speech at the conference in 2022.*

In 2015 the College 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 an 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. 2018 the Conference is an integral part of the curricula of courses as a valuable extension of education. It allows the faculty and students to follow current developments within regional security and beyond along with an opportunity to discuss it with well-recognized experts.

Since 2021 the college publishes Conference Proceedings which have been warmly welcomed by the international academic community. The conference adopted a hybrid mode during the COVID-19 pandemic and has retained but also successfully developed this format. The conference usually takes place the first week of March and thus the 2022 conference presented unique challenges with the Russian large-scale invasion having started a mere week prior to the opening of conference. The theme of the 2024 conference is “The Russia Paradox: Between Total Control and Complete Chaos”.

Cooperation with the University of Tartu (UT) is especially important. The faculty members of the University regularly deliver lectures at the Baltic Defence College, and the College’s faculty members often teach graduate courses at the



■ Annual Conference on Russia 2023. Mr Pål Jonson, Swedish Defence Minister, is giving the Keynote Speech.

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 an internship 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 have 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.

Another interesting cooperation has been set up with the University of North Georgia (UNG), US. In 2022 BALTDEF COL had its first cadet-intern from UNG. This program offers a unique opportunity for young US cadets to experience an international higher military educational environment, with an opportunity to learn about the Baltic Sea Region's security and defence perspectives. As for the beneficial outcome of the first internship, there is an intent to continue the activity in the future.

Since 2011 the College has also co-hosted several academic conferences in cooperation with the College's immediate neighbour, the Estonian National Defence College (since 2019 Estonian Military Academy – EMA). The faculty members of the Baltic Defence College have also collaborated with faculty members of the EMA on publications and undertaken collaborative research. EMA has also helped the Baltic Defence College to improve its English teaching and writing programme, which has become more focused and more professional in terms of its support for the students' verbal and academic writing skills. In 2021 the Estonian Military Academy and the Baltic Defence College signed a cooperation agreement formalizing the day-to-day cooperation in the various avenues of activity. The cooperation is based on developing working plans for every academic year.

The College has maintained its momentum in its assistance programme to the National Defence University of Ukraine (NDUU) and military education reform under the auspices of, and funded by, the NATO DEEP. The College has conducted events in-house and provided experts to the Ukrainian domestic institution the situation allows. The NDUU Faculty has been invited to stand-alone courses

such as the NATO Comprehensive Operational Planning Course (COPC) and the cooperation has also included the opportunity to observe or participate in selected Modules within College courses. An important opportunity was participation of the NDUU Faculty at the Combined Joint Staff Exercise 2023 conducted in cooperation with War Studies University (WSU) of Poland in May 2023. Their interaction with highly experienced Senior Mentors, Subject Matter Experts, and faculty members from both PME institutions, and familiarization with exercise setting and scenario, allowed to support developing NDUU cadre of teachers who could support delivery of the operational planning courses.

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 Annual Baltic Conference on Defence (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 BSDR 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.

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. The college faculty has developed academic papers covering Baltic Sea Region security aspects in a much broader context. Those papers are published online to present the faculty's expertise and

research. Parallel, publications are underpinning the education and development of students' research papers.

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, the Europe-Ukraine Forum Seventh Annual Tartu Conference on East European and Eurasian Studies, the 15th Conference on Baltic Studies in Europe (CBSE), and the Baltic Military Conference to mention just a few.

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.

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 regard 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 conducted based on cooperation with the Latvian National Defence Academy in Riga and it is accredited by the Latvian Ministry of Education and Science. 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. MA theses, normally cover a range of topics related to leadership, security, low intensity conflicts, and developments taking place within the Baltic armed forces, as well as dealing with international relations theory, peacekeeping operations, and the EU and NATO topics. The MA program was accredited first time 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 has been

successful. It is also a proof of strong commitment of the College leadership and the Defence Ministries of the Baltic states towards making the Baltic Defence College an important research institution. The accreditation process will be continued in 2024 to continue this important educational opportunity for the students of the JCGSC.

Since 2017, the College has implemented a system of educational quality control and quality assurance mechanisms. This system oversees educational processes, ensures 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. It will include audits to be completed by independent and professional and must be conducted by or with the involvement of international experts. The College will continue its further development following the required quality standards to meet the expectations of the Framework Nations. This will contribute to developing NATO and partner nations' officers and NCOs to prepare them to fulfil their duties in evolving security environment. College will contribute to the NATO Defence Education Enhancement Programme (DEEP) program to continuously 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.



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.

Marching Song of the Baltic Defence College:

Estonia, Latvia and Lithuania;
Three sisters of the Baltic Sea;
Like fingers in the fist;
United in the fight for peace;
In the darkness light always finds the way;
Together banners never be alone;
Hope of the future lives in the college;
In us and the brothers in arms.

Melody: Sergejs Austris Universs (Latvia)

Lyrics: LTC Valerijus Šerelis (Lithuania)



Banners together

Text and music by LTC Valerijus Šerelis
Arranged for male choir by ms. Velli Ilvik

Flag of the Baltic Defence College

The Flag of the Baltic Defence College is two-sided. The background of the front side of the flag is NATO blue symbolising strength through unity. The emblem of the Baltic Defence College is centred to the flag side. The background of the backside is ivory representing the College's association with the guard corps, as an institution of military higher education, thanks to its loyalty and dedication. The contour of the map of Estonia, Latvia and Lithuania is grey while the names of the respective countries are having identical colour with the background. The common contour map



reflects the geographical region and the owning countries of the Baltic Defence College. It also marks the main educational focus of the Baltic Defence College. The motto of the College “AD SECURITATEM PATRIARUM” in golden upper-case letters is arched over the map, and arched beneath the emblem is the inauguration date of the College 25. February 1999.

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.



Sleeve emblem for the Battle Dress Uniform

The Baltic Defence College emblem will be used as the principal insignia for the battle dress uniform sleeve emblem of BALTDEF COL military staff and as the principal insignia for the battle dress uniform sleeve emblem of BALTDEF COL military staff and military students. The rounded emblem comprises the interlaced flags of the Baltic states impaled on a triangular shield. Behind the shield, is a crossed sword and a general's baton. The name of the institution is in black capital letters. The emblem's background is green.



Graduation Badge of 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. Name of the Course "Senior Leaders' Course" is written in black letters horizontally on silver coloured background above the shield. Name of the institution is written in black capital letters on the silver coloured background below the shield.



Graduation Badge of 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 coat of arms is attached to the upper part of the badge.



Graduation Badge of 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 of 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.



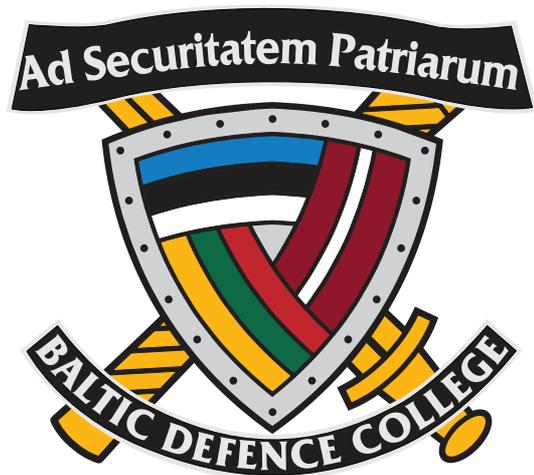
Graduation Badge of Command Senior Enlisted Leaders' Course

The Command Senior Enlisted Leaders' Course's Badge is composed of the three interlaced flags of the Baltic states impaled on a triangular golden shield. Two crossed silver swords are placed behind the shield flanked by two garlands of laurel leaves.



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 BALT-DEFCOL '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.





The Baltic Defence College Commandants



Brigadier General
**Michael H.
Clemmesen**
DNK
1999–2004



Brigadier General
Algis Vaičeliūnas
LTU
2004–2007



Brigadier General
Gundars Ābols
LVA
2007–2010



Brigadier General
Meelis Kiili
EST
2010–2012



Major General
Vitalijus Vaikšnoras
LTU
2012–2016



Major General
Andis Dilāns
LVA
2016–2020



Brigadier General
Ilmar Tamm
EST
2020–2023



Brigadier General
Alvydas Šiuparis
LTU
2023–...



The Baltic Defence College Deputy Commandants and Chief of Staffs

Baltic Defence College had a Deputy Commandant position, whose duties included the position of Course Director until 2009. In 2010, the office was renamed to the position of Chief of Staff, which also includes the duties of Deputy Commandant.



Colonel
Sten Wadensjö
SWE
1999–2001



Colonel
Olle Broman
SWE
2001–2004



Colonel
Olle Ljung
SWE
2005–2009



Colonel
Ingemar Gustafsson
SWE
2011-14



Colonel
Axel Pfaffenroth
DEU
2014-2017



Colonel
Jean Trudel
CAN
2017-2021



Colonel
Dietmar Hartung
DEU
2021-...



The Baltic Defence College Deans



Dr Ole Kværnø

DNK

1999–2003



Ms Elizabeth Tromer

DNK

2003–2004



Mr Tomas Jermalavičius

LTU

2004–2008



Dr James Sterling Corum

USA

2009–2014



Dr Augustine Meaher

USA

2014–2016



Dr COL (ret)

Zdzisław Paweł Śliwa

POL

2016–...



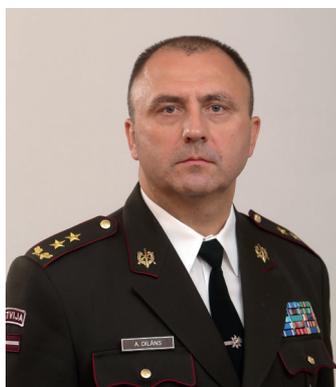
The Baltic Defence College Hall of Fame

On 22nd February 2016 Baltic Defence College hosted the first 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. In the overview, the ranks have been updated, but their job titles have been left as they were at the time of induction into the Hall of Fame.

Distinguished members on Hall of Fame:



General (ret)
Riho Terras
Commander of
Estonian Defence Forces
Inducted:
12 January 2016



Major General
Andis Dilāns
Latvian Military
Representative to EU
and NATO
Inducted: 8 March 2016



Major General
Almantas Leika
Commander of
Lithuanian Land
Forces
Inducted: 12 April 2016



Mr **Romualds Ražuks**
Member of Latvian
Parliament “Saeima”
Inducted:
15 December 2016



Major General (ret)
Meelis Kiili
Estonian National
Military Representa-
tive to SHAPE
Inducted:
22 February 2017



Major General (ret)
Valeri Saar
Commander of
Estonian Air Force
Inducted:
22 February 2017



Lieutenant General
Leonīds Kalniņš
Commander of the
Latvian National
Armed Forces
Inducted:
10 April 2017



General
Martin Herem
Commander of the
Estonian Defence
Forces
Inducted:
26 February 2019



Žilvinas Tomkus
Vice Minister of
National Defence of
the Republic of
Lithuania
Inducted:
16 June 2022

Honorary Fellows

An Honorary Fellowship is an award bestowed annually by the Baltic Defence College to distinguished individuals who have made either an outstanding personal input to the development of the Baltic Defence College or those who have contributed significantly to the improvement of the defence and security culture of the Baltic states.



Dr Margarita Šešelgytė

Director of Studies at the Institute of International Relations and Political Science at the University of Vilnius
Inducted: February 2014



Dr René Värk

Associate Professor of International Law at the University of Tartu
Inducted: February 2014



Dr Artis Pabriks

Latvian Minister of Defence (2010-2014; 2019-2022) and Minister for Foreign Affairs (2004-2007)
Inducted: February 2014



Professor Andres Kasekamp

Professor, Elmar Tampold Chair of Estonian Studies at University of Toronto
Inducted: June 2016



Tomas Jermalavičius

Research Fellow and Head of Studies at the International Centre for Defence and Security (ICDS) in Tallinn
Inducted: June 2016



Professor Žaneta Ozoliņa

Head of Department of Political Science, Director of Advanced Institute of Social and Political Research at the University of Latvia
Inducted: June 2016



General (ret) Knud Bartels
Adjunct Professor at the Royal Danish Defence College, former Chairman of the NATO Military Committee
Inducted: December 2018



General (ret) Hans-Lothar Domröse
Former Commander of Allied Joint Force Command Brunssum
Inducted: December 2018



Mr Janis Garisons
The State Secretary of the Ministry of Defence of Latvia since August 2015
Inducted: February 2019



Commodore (ret) Hans Helseth
The Baltic Defence College's Senior Mentor since January 2018
Inducted: January 2022



COL (ret) Dr hab. Zdzisław Śliwa

Dean of the Baltic Defence

College since 2016

Inducted: June 2023

Department of Political and Strategic Studies (DPS)

Mr Arunas Molis	2007	LTU
Dr Frederic Labarre	2008–2010	CAN
Dr Augustine Meaher	2010–2015	USA
Mr James Rogers	2015–2017	GBR
Dr Asta Maskaliunaite	2017–2018	LTU
CDR (ret) Kjetil Berge	2018	NOR
Mr Maxime Lebrun	2018–2019	FRA
Dr Asta Maskaliunaite	2019–...	LTU

Defence Management and Officership Department (DMO)

COL Pekka Sviili	2007–2008	FIN
LTC Dr Mika Juha Kerttunen	2009–2014	FIN

Renamed in 2013 to **The Department of Leadership (DOL)**

and 2016/2017 to **The Department of Leadership Management Studies (DLMS)**

COL Jan Erik Mikkelsen	2014–2015	NOR
Dr Ashley Roden-Bow	2015–2016	GBR
COL Yrjö Lehtonen	2016–2019	FIN
COL Tarmo Ränisoo	2019	EST
CPT (N) (ret) William Combes	2020–...	USA

Department of Land Operations, Tactics and Logistics

COL Risto Gabrielsson	1999–2001	FIN
CPT (N) Kenneth Nyholm	2001–2002	FIN

Name change: **Department of Land Operations and Leadership**

COL Seppo Soikkeli	2002–2004	FIN
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Name change in 2003: **Department of Operations (OPD)**

COL Svein Ruderaas	2004–2007	NOR
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Department of Operations was renamed in 2005 to **Operations Department (OPD)**

BG Michael H Clemmesen	2004	DNK
COL Kristian Ekroll	2007–2011	NOR
COL Jan Erik Mikkelsen	2011–2015	NOR
COL Ørjan Pettersen	2015–2016	NOR

Operations Department renamed 2016/2017 to

Department of Military Studies (DMS)

COL Miroslaw Smolarek	2017	POL
COL Tarmo Ränisoo	2017–2020	EST
COL Dzintars Roga	2020–2023	LVA
COL Toomas Möls	2023–...	EST

Department of Defence Administration and Management (DAM)

(Was merged with BIDS 2004)

LTC Andrew Parrott	1999–2003	GBR
Assoc Prof Jeppe Plenge Trautner	1999–2001	DNK
LTC Jens Sund	2003–2004	DNK

Department for Joint Operations and CIMIC (was merged with OPD in 2003)

COL Fritz Zurbuchen	2002	CHE
CPT (N) Dan Trifanescu	2003	ROU

Director of Support, position was named till 2010 Chief of Staff.

CPT Rein Vaabel	1999-2000	EST
CPT Ülo Raudmäe	2000-2001	EST
CPT Urmas Nigul	2002–2005	EST
MAJ Peeter Läns	2005–2008	EST
MAJ Paul Indrek Rajamäe Volmer	2008–2010	EST
COL Igors Rajevs	2010–2013	LVA
LTC Mart Mikkelsaar	2013–2016	EST
CPT (N) (ret) Juris Roze	2016– ...	LVA



Course Directors

Joint Command and General Staff Course

LTC Finn Chemnitz	1999–2000	DNK
COL Olle Broman	2001–2004	SWE
COL Olle Ljung	2005–2009	SWE
LTC (Ret) Ron LaGrone	2009–2011	USA
COL Mark Derber	2011–2014	USA
COL Remigijus Baltrenas	2014–2015	LTU
COL Mark Hollis	2015–2018	USA
COL Ilmar Tamm	2018–2020	EST
COL Andriejus Grachauskas	2020–2023	LTU
COL Ivo Mūrmanis	2023–...	LVA

Civil Servants' Course

COL Olle Broman	2001–2004	SWE
CPT (N) Eero Karhuvaara	2004–2006	FIN
COL Pekka Sviili	2006–2007	FIN
COL Almantas Leika	2008–2010	LTU
LTC Dr Mika Juha Kerttunen	2010	FIN
COL Andrej Boičišin	2010–2013	LTU
COL Mark Derber	2013–2014	USA
COL Remigijus Baltrenas	2014–15	LTU
Mr Hannes Möllits	2016	EST
Ms Kristine Atmante–Berge	2017–2019	LVA
COL Ilmar Tamm	2020	EST
COL Andriejus Grachauskas	2020–2023	LTU
COL Ivo Mūrmanis	2023 –...	LVA

Higher Command Studies Course

BG Michael H. Clemmesen	2004	DNK
LTC Andis Dilāns	2005–2007	LVA
COL Almantas Leika	2007–2010	LTU
COL Andrej Boičišin	2010–2013	LTU
COL Igors Rajevs	2013–2016	LVA
COL Albertas Dapkus	2016–2020	LTU
COL (ret) Dr Eugeniusz Cieslak	2020–...	POL

Army Intermediate Command and Staff Course

COL Svein Ruderaas	2006	NOR
COL Olle Ljung	2006–2009	SWE

Command Senior Enlisted Leaders' Course

SGM Meelis Koger	2019–2020	EST
SGM Peeter Einbaum	2020–2022	EST
CSM Alvydas Tamošiūnas	2023–...	LTU

The Senior Leaders' Course

COL Albertas Dapkus	2017–2020	LTU
COL (ret) Dr Eugeniusz Cieslak	2020–...	POL



Graduation Statistics

■ *Graduates of Joint Command and General Staff Course 1999-2013*

COUNTRY	99/00	00/01	01/02	02/03	03/04	04/05	05/06	07/08	09/10	10/11	11/12	12/13
Albania	-	-	-	-	-	-	1	-	1	1	-	-
Armenia	-	-	-	-	-	-	1	1	-	-	1	1
Azerbaijan	-	-	-	-	-	-	1	2	1	1	1	1
Bosnia & Herzegovina	-	-	2	6	4	5	5	3	2	1	2	1
Canada	-	-	1	1	1	-	-	1	1	1	1	1
Croatia	-	-	-	-	1	-	1	1	1	-	-	-
Czech Republic	-	1	1	1	-	-	1	-	-	1	-	-
Denmark	2	2	2	2	2	2	2	2	1	1	1	-
Estonia	10	10	11	12	11	13	12	13	10	10	11	10
Finland	-	1	1	1	-	1	-	1	-	-	-	-
Georgia	-	-	-	1	1	1	-	1	3	2	1	2
Germany	1	1	1	1	-	1	1	1	1	2	-	1
Hungary	1	1	1	2	1	-	1	-	-	-	-	-
Italy	-	-	-	-	-	-	-	-	-	-	-	-
Kosovo	-	-	-	-	-	-	-	-	-	-	-	-
Latvia	8	7	10	14	12	7	8	14	11	13	10	10
Lithuania	8	9	9	12	10	10	10	15	10	12	12	13
North Macedonia	-	-	-	-	-	1	1	1	1	2	-	-
Moldova	-	-	-	-	-	-	1	1	1	-	-	1
Montenegro	-	-	-	-	-	-	-	-	-	-	-	1
Norway	-	-	-	-	1	1	1	1	1	-	1	1
Poland	-	-	1	1	1	1	1	1	1	1	-	1
Romania	-	-	1	-	-	1	-	-	-	-	-	-
Serbia	-	-	-	-	1	1	2	1	-	-	1	1
Slovenia	-	-	-	-	-	-	-	-	-	-	1	-
Sweden	1	1	1	-	1	1	1	-	-	-	-	-
Switzerland	-	-	-	-	-	-	-	-	-	-	-	-
Ukraine	-	-	-	-	1	1	1	3	3	2	2	1
UK	-	-	1	1	-	-	-	-	-	-	-	-
USA	1	2	1	1	-	-	-	1	1	1	1	3
Total	32	37	45	56	50	52	54	64	50	52	48	49
Graduated	32	35	45	56	50	47	54	64	50	51	48	49

■ *Graduates of Joint Command and General Staff Course 2014-2023*

COUNTRY	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	TOTAL
Albania	1	-	-	-	-	-	-	-	-	4
Armenia	1	1	1	-	-	-	-	-	-	8
Azerbaijan	1	1	1	1	-	-	-	-	-	12
Bosnia & Herzegovina	3	1	1	-	-	-	-	-	-	37
Canada	-	-	-	1	1	1	-	1	1	13
Croatia	1	-	-	-	-	-	-	-	-	5
Czech Republic	-	-	-	-	-	1	-	-	-	6
Denmark	-	-	-	-	1	-	-	-	-	20
Estonia	13	9	9	9	10	11	11	12	15	243
Finland	-	-	-	-	-	-	-	-	-	5
Georgia	2	4	3	3	3	3	3	3	3	41
Germany	-	1	1	1	2	1	1	1	1	21
Hungary	-	-	-	-	-	-	-	-	-	7
Italy	-	-	-	-	1	1	1	1	1	6
Kosovo	-	-	-	-	-	-	-	-	1	1
Latvia	8	13	13	15	15	15	16	15	15	258
Lithuania	14	13	16	18	19	18	19	18	18	296
North Macedonia	1	-	-	-	-	-	-	1	-	9
Moldova	1	2	2	2	1	-	1	1	1	16
Montenegro	-	-	-	-	-	-	1	1	1	5
Norway	-	1	1	-	1	1	-	1	-	13
Poland	1	1	1	1	-	-	1	-	-	15
Romania	-	-	-	-	-	-	-	-	-	2
Serbia	2	1	1	-	-	-	-	-	-	11
Slovenia	-	-	-	-	-	-	-	-	-	1
Sweden	-	1	-	1	1	-	-	2	1	13
Switzerland	-	-	-	-	-	1	-	-	-	1
Ukraine	1	2	3	2	3	5	5	5	5	46
UK	-	-	-	-	-	-	-	-	-	2
USA	4	2	4	2	4	2	4	1	3	40
Total	55	53	57	56	62	60	62	63	66	1165
Graduated	55	53	57	53	62	60	62	63	66	1161

■ *Graduates of Higher Command Studies Course 2004-2013*

COUNTRY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Albania	-	1	-	-	-	1	-	-	-	-
Armenia	-	-	-	1	-	-	-	-	-	-
Australia	-	-	-	-	-	-	-	-	-	-
Austria	-	-	1	-	1	-	-	-	-	1
Bulgaria	-	-	1	1	-	-	-	-	-	-
Croatia	1	1	1	1	-	1	-	-	-	-
Czech Republic	-	-	-	-	-	1	-	-	-	-
Denmark	-	-	-	-	-	-	-	-	-	-
Estonia	2	2	2	2	2	2	4	4	2	2
Finland	-	-	-	1	-	-	-	-	-	-
France	-	-	-	-	-	1	-	-	-	-
Georgia	1	1	1	1	1	1	1	1	2	2
Germany	-	-	-	-	-	-	-	-	-	-
Greece	-	1	-	-	-	-	-	-	-	-
Hungary	-	-	1	-	1	-	-	-	-	-
Italy	-	1	-	-	-	-	-	-	-	-
Japan	-	-	-	-	-	-	-	-	1	-
Latvia	2	1	-	2	2	2	1	1	1	2
Lithuania	2	3	2	2	2	2	2	4	4	4
North Macedonia	-	-	1	-	-	-	-	-	-	-
Moldova	-	-	1	-	1	-	-	1	1	1
Montenegro	1	-	-	-	-	-	-	-	-	-
New Zealand	-	-	-	-	-	-	1	-	-	-
Poland	-	-	1	1	1	1	-	1	-	1
Romania	-	-	-	-	-	1	-	-	-	-
Serbia	-	1	1	-	1	-	-	-	-	-
Slovakia	-	1	-	-	-	-	-	-	-	1
Slovenia	-	-	-	-	-	-	1	-	1	-
Spain	-	-	1	-	-	-	-	-	-	-
Switzerland	-	-	1	1	-	-	-	-	-	-
Sweden	-	1	-	1	-	-	-	-	-	-
Turkey	-	-	1	-	-	-	-	-	-	-
UK	-	-	-	-	-	-	-	1	1	-
Ukraine	-	-	1	2	1	1	1	2	1	1
Total	9	14	17	16	13	14	11	15	14	15
Graduated	9	14	17	16	13	14	11	14	13	15

■ *Graduates of Higher Command Studies Course 2014-2023*

COUNTRY	2014	2015	2016	2017	2018	2019	2020	2021	2022	2024	TOTAL
Albania	-	-	-	-	-	-	-	-	-		2
Armenia	-	-	-	-	-	-	-	-	-		1
Australia	-	-	-	-	-	1	-	-	-		1
Austria	-	-	-	-	-	-	-	-	1		4
Bulgaria	-	-	-	-	-	-	-	-	-		2
Croatia	-	-	-	-	-	-	-	-	-		5
Czech Republic	-	-	-	1	-	-	-	1	1		4
Denmark	-	1	-	-	-	-	-	-	-		1
Estonia	-	3	3	4	4	3	4	4	6		55
Finland	-	-	-	1	-	-	-	-	-		2
France	-	-	-	-	-	-	-	-	1		3
Georgia	2	2	2	1	1	2	1	1	1		25
Germany	-	1	1	1	1	1	2	1	2		10
Greece	1	-	-	-	1	1	-	1	1		6
Hungary	1	-	-	1	-	1	-	-	-		5
Italy	-	-	-	-	1	1	1	1	-		5
Japan	-	-	-	-	-	-	-	-	-		1
Latvia	2	1	2	2	2	2	2	1	1		29
Lithuania	4	5	5	5	5	4	4	5	4		68
North Macedonia	-	1	-	-	-	-	-	-	-		2
Moldova	1	1	-	1	-	-	2	1	1		12
Montenegro	-	-	-	-	-	-	-	-	-		1
New Zealand	-	-	-	-	-	-	-	-	-		1
Poland	1	1	1	1	1	1	-	2	1		15
Romania	-	-	-	-	1	-	-	-	-		2
Serbia	-	-	-	-	-	-	-	-	-		3
Slovakia	1	-	1	1	2	1	1	1	2		12
Slovenia	-	-	-	1	1	-	-	1	1		6
Spain	-	1	-	-	-	-	-	-	-		2
Switzerland	-	-	-	-	-	-	-	-	-		2
Sweden	-	1	-	-	-	-	-	-	-		3
Turkey	-	-	-	-	-	-	-	-	-		1
UK	1	-	-	-	-	-	-	-	-		3
Ukraine	2	-	1	1	1	2	2	2	2		23
Total	16	18	16	21	21	20	19	23	25		317
Graduated	16	18	16	21	21	20	19	23	25		315

■ *Graduates of Civil Servants' Course 2001–2023*

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

2014	2015	2016	2017	2019	2020	2021	2022	Total	COUNTRY
1	-	-	-	-	-	-	-	4	BALTDEFCOL staff
-	-	-	-	-	-	-	-	1	Denmark
3	2	2	2	4	4	4	2	66	Estonia
-	-	-	-	-	-	-	1	3	Georgia
-	-	-	-	-	-	-	-	1	Japan
2	-	3	3	3	2	3	3	48	Latvia
2	2	2	2	3	2	2	2	27	Lithuania
-	-	-	-	-	-	-	-	2	Moldova
-	-	-	-	-	-	-	-	1	Montenegro
-	1	-	-	-	-	-	-	1	Panama
-	-	-	-	-	-	-	-	1	Poland
-	-	-	-	-	-	1	-	3	Ukraine
-	-	-	-	-	-	-	-	1	USA
8	5	7	7	11	8	10	9	160	Total
8	5	7	7	10	8	10	9	160	Graduated

■ *Graduates of Senior Leaders' Course 2015–2023*

COUNTRY	2015	2016	2017	2018	2019	*2021	2022	2023	Total
Albania	-	-	1	-	-	-	-	1	2
Belgium	-	-	1	-	-	-	1	1	3
Croatia	-	-	-	-	-	-	-	1	1
Czech Republic	-	-	-	-	-	1	-	1	2
Canada	-	3	2	2	2	2	2	2	15
Denmark	1	1	-	2	1	-	-	-	5
Estonia	3	4	2	1	3	1	2	2	18
Finland	1	-	-	1	-	-	1	3	6
France	-	-	-	-	-	-	-	1	1
Germany	1	1	-	1	-	1	11	2	17
Hungary	-	-	-	-	1	-	1	1	3
Italy	-	-	-	-	-	1	-	3	4
Latvia	3	3	4	1	2	2	2	3	20
Lithuania	3	2	2	3	3	1	3	1	18
Netherlands	-	-	-	1	-	-	-	1	2
Poland	1	1	1	1	1	4	1	1	11
Portugal	-	-	-	1	-	-	-	-	1
Romania	-	-	-	1	1	1	1	1	5
Slovakia	-	-	-	-	-	-	1	1	2
Slovenia	-	-	-	-	1	-	-	-	1
Sweden	2	-	2	-	-	-	-	2	6
UK	1	-	-	-	1	1	-	-	3
USA	-	-	5	4	3	5	3	5	25
Total	16	15	20	19	19	20	29	34	172
Graduated	16	15	22	19	19	20	29	33	171

*SLC 2021 course took place in April 2022.

■ *Graduates of Command Senior Enlisted Leaders' Course 2019–2023*

COUNTRY	2019	2020	2021	2022	2023	Total
Australia	-	-	-	-	1	1
Canada	-	1	1	1	1	4
Czech Republic	-	-	-	1	1	2
Denmark	1	2	2	2	2	9
Estonia	2	1	-	1	1	5
Finland	1	-	-	-	1	2
France	-	1	-	-	-	1
Georgia	-	-	1	1	-	2
Germany	-	-	1	2	1	4
UK	-	1	1	1	-	3
Ireland	-	-	-	-	1	1
Italy	-	-	-	-	1	1
Latvia	2	1	2	2	2	9
Lithuania	2	2	2	2	2	10
Netherlands	-	1	1	1	1	4
Norway	2	2	2	2	2	10
Poland	2	-	2	2	2	8
Slovakia	-	-	-	1	1	2
Sweden	-	2	2	2	2	8
Switzerland	-	-	1	1	-	2
Ukraine	-	-	-	1	1	2
USA	1	1	1	1	1	5
Total	13	15	19	24	24	95
Graduated	13	15	19	24	24	95

■ *Graduates of Army Intermediate Command and Staff Course 2007–2009*

COUNTRY	2007	2008	2009	Total
Armenia	1	-	-	1
Azerbaijan	2	1	1	4
Estonia	13	11	8	32
Finland	1	-	-	1
Georgia	-	1	3	4
Latvia	15	14	7	36
Lithuania	21	15	14	50
Moldova	-	1	1	2
Montenegro	-	1	-	1
Poland	1	-	1	2
North Macedonia	1	-	1	2
Ukraine	3	2	2	7
Total	60	46	38	143
Graduated	58	45	38	141

