

Annex A

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European Security and Defence College

Doc: ESDC/2024/239

Date: 26/08/2024

Origin: EUMSS Forum

Meeting of the ESDC

European Union Military Secondary Schools Forum (EUMSSF)

Annotated Agenda

15th Meeting (In-Person Only)

Debrecen, Hungary | 4 September 2024 (09:00-12:00)

Chair: Lt. Col. Symeon ZAMBAS

1. Adoption of the Agenda

- Review and approval of the meeting agenda. Welcome and introductions.

2. Introductory Remarks

- The Chair will outline the primary objectives of the Forum and detail the specific goals of the 15th EUMSSF meeting.

3. Renewal of the EUMSSF Configuration Ahead of the ESDC EAB Meeting

- Discussion and agreement on the renewal of the EUMSSF configuration in preparation for the ESDC Executive Academic Board (EAB) meeting.

4. 3rd Essay Writing Olympiad: Current Status

- Overview of the guidelines and deadlines for the 3rd Essay Writing Olympiad.

5. 'Train the Trainers' Course: Needs Assessment and Scheduling

- Evaluation of the requirements for the 'Train the Trainers' course and discussion of potential scheduling.

6. Curriculum Review: EU History and Core Values Course

- Review and discussion of potential updates to the EU History and Core Values course curriculum.

7. Future EUMSSF Projects Under the Erasmus Initiative

- Exploration and planning of upcoming projects to be implemented under the Erasmus initiative.

8. Way Forward and Agenda Topics for the Next EUMSSF Meeting

- Presentation of the way forward and invitation to Forum members to propose agenda topics for the next EUMSSF meeting.

9. Any Other Business (AoB)

- Discussion of any additional topics.



European Union Military Secondary Schools Forum (EUMSSF)

Objectives of the Forum

- promoting a common security and **defence culture**
- creating **common modules** to be included in school curricula (e.g. EU history and core values, the Lisbon Treaty, CSDP, EU Institutions, etc.)
- exchanging **best practices**
- creating **partnerships** and common **projects**
- facilitating **exchanges** of trainers and trainees

EU MS Members

- AUSTRIA
- BELGIUM
- CZECHIA
- HUNGARY
- ITALY
- LATVIA
- PORTUGAL
- ROMANIA

Potential EU MS

- POLAND
- FRANCE
- ESTONIA

Third countries

- UKRAINE
- SERBIA

16 Members

AT - Theresan Military Academy (Military Secondary School)
BE - Technisch Instituut Sint-Vincentius
CZ - Military Secondary School and College in Morava
HU - Károly Kratochvil Military Secondary School
IT - Scuola Militare "Nunziatella"
IT - Airforce Military School "Giulio Douhet"
IT - Navy Military High School "Francesco MOROSINI"
IT - Scuola Militare "TEULIE"

LV - "Colonel Oskars Kalpaks Military High School"
PT - Colégio Militar
PT - Instituto dos Pupilos do Exército
RO - National Military School Mihai Viteazul AirF-HQ
RO - Colegiul Național Militar "A.I.CUZA"
RO - CNM "Dimitrie Cantemir" – Breaza
RO - The National Military High School Ștefan cel Mare,
RO - CNM "Tudor Vladimirescu" – Craiova

2 Associate Members

- Military Vocational Secondary School-RS
- Naval Military High School from Odessa-UA

2 Potential Associate Members

- Military Grammar School (from the Serbian University of Defence)-RS
- Military High School 'Ivan Bogun' from Kyiv-UA

Achievements of last Academic year 2023-2024

- 12th EUMSSF meeting and **special ceremony** for the **2nd Essay Writing Olympiad** (Nicosia - 6 September 2023)
- 13th EUMSSF meeting and **ERASMUS workshop** (Brussels - 24 January 2024)
- 2nd iteration of the course on the **EU History and Core Values** hosted by Colégio Militar (6 to 10 May 2024, Lisbon) with 25 participants from 4 EU Member States (BE, LV, PT, RO)
- 14th EUMSSF meeting and **launch** of the **3rd Essay Writing Olympiad 2024-2025** (Lisbon – 10 May 2024)

Working Plan 2024-2025

Meetings:

- **15th EUMSSF meeting (Hungary, Nyíregyháza, 4 September 2024)**
- **16th EUMSSF meeting (Craiova, 11 December 2024)**
- **17th EUMSSF meeting (Lisbon, 28 March 2025)**

Working Plan 2024-2025

Courses and other Initiatives:

- **Course on EU History and Core Values, hosted by Colégio Militar, Lisbon. 24-28 March 2025**
- **Course on EU Institutions, hosted by the Royal Military Academy and Sint-Rembert School, Brussels. July (TBC)**
- **3rd Olympiad (July 2025 – TBC)**







Summer Camp 2024





Summer Camp - Diham Military Cabin, Romania. 14-20 July 2024



**European Union
Military Secondary
Schools
Forum
(EUMSSF)**

**Regulation
on how to
author & evaluate
Essays
for the
2024-2025
Essay Writing
Competition**

EN

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As of: 21 October 2020

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Author's note:

The ESDC's (European Security and Defence College) EAB (Executive Academic Board) configuration EUMSSF (European Union Military Secondary Schools Forum) invites students/pupils from military secondary schools across the EU (European Union) and associated members to participate in an essay competition. The EUMSSF has launched the essay-writing contest to encourage students to share their views on the EU topics.

This regulation should pass clear guidelines to the authors and should assure a fair evaluation of the provided essays.

The formatting of this regulation is created in the same way as the essays should be formatted. Consequently, it is easier for the authors to follow the format-guidelines by "brushing" the format from this regulation.

1. Table of Contents

1. Table of Contents	1
2. Rules for the Essay Competition	3
2.1 Topics of the Essays	3
2.2 Essay Requirements	3
2.3 Evaluation Criteria	4
2.4 Selection Process and Awards	4
2.4.1 First Stage at the School Level	4
2.4.2 Second Stage at the EU Level	5
2.5 Other Provisions	5
3. Formal Guidelines	6
3.1 Margins, Headers and Footers	6
3.2 Font, Font Size, Line Spacing and Section	7
3.3 Depth of Structure, Headings and Enumerations	7
3.4 Citation System	8
3.4.1 General Remarks	8
3.4.2 Use of Citation Abbreviations	9
3.4.3 Entire Citation of a Source	12
3.5 Footnotes	14
3.6 Descriptions of Pictures, Graphs or Tables	14
3.7 Length and Quality of the Essay	15
4. Sequence of the Essay	16
4.1 General Remarks	16
4.2 Title Page	16
4.3 Abstract	16
4.4 Table of Contents	16
4.5 Text Pages	17
4.5.1 Recommendation	17
4.5.2 Text-Sequence and Text-Modules	17
4.6 Annexes	18
4.7 Affidavit	18

5. Annexes	19
5.1 Title Page	19
5.2 Contents of Text-Modules	21
5.3 Affidavit	22
5.9 Evaluation Papers	23

2. Rules for the Essay Competition

The essay competition is open to students – in the penultimate year of school – from military secondary schools across the EU and associated members.

2.1 Topics of the Essays for 2024-2025

The students have to select one out of the following topics:

1. What does it mean to be a European Union citizen?
2. The importance of defending the principles of rule of law, democracy and human rights in the European Union.
3. The importance of strengthening, empowering and including youth participation in the European Union.
4. The role of the European Union in the context of the global peace and security.
5. The EU's agenda for a green transition.
6. The EU's role to enhance resilience and strategic autonomy, amidst growing geopolitical confrontation.
7. The importance of EU NATO relations

2.2 Essay Requirements

- The essays must be written in British English.
- The exact proposed title should be indicated in each essay on the cover page.
- Variations to the topic titles will not be taken in consideration.
- The essays' range of words is between 750 and 1,000.
- The essays must be typed in Word. Additionally a pdf must be handed-in.
- The essays must not have been published or considered for publication previously.
- The students must write the essay themselves with no assistance.
- Each student may only submit one essay.
- Essays must be accompanied by a cover page according to the example in the annex of this regulation.

2.3 Evaluation Criteria

The essays' evaluation has to be done according to the table hereinafter. A detailed evaluation paper can be found in the annex of this regulation.

Field	Percentage and maximum points
Introduction to the topic	10
Clear elaboration on the topic	15
Clarity/robustness of the arguments	15
Concise and clear conclusion	15
Originality	15
Writing style – including language & grammar – main points, sub-points, elaboration on sub-points and format	30
Total	100

Table 1: Evaluation criteria for the essay.¹

2.4 Selection Process and Awards

2.4.1 First Stage at the School Level

The principal or an authorised representative of the institution is to:

- 1) announce the essay competition and explain the rules of the competition to the students before the **end of the 2023-2024 Academic Year**;
- 2) collect the essays by **not later than the 29th of November 2024**;
- 3) select the essays based on the above mentioned selection criteria;
- 4) Submit the three best institution's essays to the ESDC/EUMSSF secretariat **by 30 January 2025**; **essays that are not submitted to the ESDC by this date will not be considered.**

The three best essays submitted by the school to the ESDC should bear the school's stamp and the signature of the principal or an authorised representative of the school at the end of each essay as confirmation that the writer is a student of the school in the class indicated

¹ Table created by the author.

and that the essay is the entrant's original, unaided work.

2.4.2 Second Stage at the EU Level

A jury comprised of EUMSSF representatives and representatives of the broader ESDC network will evaluate the submitted essays and select and rank three winners by the 31st of March 2025.

The three winners of the EU-level competition will receive trophies, in-kind awards, and certificates at a special ceremony to be held in September. The ESDC will cover their travel and accommodation expenses.

In addition, the best essays will be published by the EUMSSF in a booklet and/or on online communication platforms with the names of the respective writers.

2.5 Other Provisions

- Submission of an essay and/or participation in the organisation of the competition/jury implies acceptance of the conditions of the competition.
- The results of the competition may not be appealed. The jury's decisions will be final.
- Each participating institution shall also provide two evaluators in order to evaluate the essays at the second stage – see point 2.4.2.
- The ESDC/EUMSSF will keep all essays submitted to it by the relevant schools.
- The ESDC/EUMSSF will retain the copyright for the winning essays and may publish them.
- The ESDC/EUMSSF may amend the timeline for essay submissions and the selection process.
- The ESDC/EUMSSF bears no responsibility in the event that the competition must be modified or cancelled.

3. Formal Guidelines

3.1 Margins, Headers and Footers

Margins are to be set on the top, at the bottom and on the right side with 2.5 cm. On the left side – if published at a later stage to bind a book – 3.5 cm are to be set.

The distance of the header and the footer from the side edge is 1.5 cm.

The essay is to be formatted/printed single-sided.

The header includes left-aligned the author's family name – right-aligned the short title of the essay. This format starts on the page of the table of contents.

Header and footer have a font size of 10/normal.

All pages before the table of contents (title page and abstracts) are not to be numbered.

The footers have to include the respective page number and the number of all pages (e.g.: Page 1 of 34).

Pagination begins with number 1 on the page of the table of contents and is to be set continuously to the last page of the essay.

The text in the header and footer is to be separated from the essay text with a line. By typing the "enter key" – including a distance of 6 pt – a distance to the essay text is created accordingly. In doing so, no extra format is needed when writing the essay text.

By using the headers and footers guidelines each single page of the scientific paper can be attributed to the respective author.

3.2 Font, Font Size, Line Spacing and Section

Within the entire essay the font “Times New Roman” is to be used. The only exceptions are copies of illustrations (e.g.: pictures, graphs, tables, etc. are copied from an original source with another font into the essay. This is a literal citation and it is not allowed that the original font is changed).

The font size is 12-normal, exceptions are headings, citations (citations within the essay text as well as citations at the end of the respective page) and descriptions below the pictures, graphs or tables.

Line spacing is to be set at 1.5. When pressing the “enter key” the distance (section) is to be set with 6 pt.

Full justification is to be used.

3.3 Depth of Structure, Headings and Enumerations

Within the essay the depth of the structure is 3 as a maximum. That's why 3 levels of chapter headings are allowed. (e.g.: 3.3.1). If there is a need for more levels it is to be done with bullets (lines or dots).

The distance of the chapter number from the left is “zero”; the distance from the chapter number to the text of the chapter heading is 1 cm (tabulator position). The author of the essay has to assure that all chapter headings of the same level have the same indentation within the entire essay.

Each chapter heading is to be formatted with bold. The different levels of chapter headings are to be expressed with the font sizes, according to the following:

1st level	(main chapter):	(example: 3.)	16 - bold
2nd level	(sub-chapter):	(example: 3.4)	14 - bold
3rd level	(sub-sub-chapter):	(example: 3.4.1)	13 - bold

Any respective 1st level heading is to start at a new page at the top without any distance to the upper margin. All other sub-chapter headings are to be separated from the text before with a distance of pressing the “enter key” once (font size: 12). Of course, sub-chapter headings can be set on a new page without any distance to the upper margin, too if it fits to the overall appearance.

Sub-chapters shall be used in a logical sequence. It is not allowed just to use one single sub-chapter without another sub-chapter (e.g.: a sub-chapter has the number 3.3.1 → then a sub-chapter with the number 3.3.2 is to be used, too. If there is no sub-chapter used with the number 3.3.2 → the sub-chapter with the number 3.3.1 is to be deleted).

3.4 Citation System

3.4.1 General Remarks

The European citation system is to be used.

Literal quotations which are copied into the essay, are to be marked with “*quotation marks and in italics*”.

Spelling mistakes within literal quotations are not allowed to be corrected by the author of the essay, they are to be marked with [sic].

Literal quotations should be used in order to support or contradict the author's arguments. That's why literal quotations are to be commentated (e.g.: expert Xxxxx said in 2010: “Xxxxx xxxx xxxx”. Because of the previous arguments the author assents to the expert's view).

Pictures, graphs, tables, etc. which are copied from various sources into the essay are to be treated in the same way as literal quotations – they are to be commentated. Descriptions below the pictures, graphs or tables (captions) are described in sub-chapter 3.6 of this regulation.

In order to avoid plagiarism, each and every source which is not the author's one is to be accompanied by a footnote. This includes also pictures, graphics or tables.

If a section is solely created by the essay author herself/himself – this is to be mentioned in the footer too (e.g.: Author's note: Conclusions based on the author's arguments so far.).

Pictures, graphs or tables which are created by the essay author are to be noted in the footer, too (e.g.: Table created by the author.).

3.4.2 Use of Citation Abbreviations

If a source within the essay is used for the first time, the entire source with the page(s) used is to be noted within the footer (see sub-chapter 3.4.3 of this regulation).

Footer number (within the text) and entire source (within the footer) should appear on the same page.

It is recommended that immediately after writing the entire source into the footer, this source is copied into the bibliography using a certain system (e.g.: all books are copied into one sub-chapter of the bibliography, all web-pages are copied to another sub-chapter and so on). Within the bibliography the used page numbers (e.g.: P. 5.) as well as the citation abbreviations (e.g.: Cf. :) are to be deleted.

If the entire source was already used before, there is no need to note it a second time. In such a case the citation abbreviations *ibid.* (meaning "the same place") or *op. cit.* (meaning "in the work cited") is to be used.

The most used citation abbreviations are listed in the table hereinafter:

Abbreviation	Meaning	Explanations & examples
Ibid.	ibidem, the same place	The used source is exactly the same one as the source used before. It could be possible that another page is added. Example: Cf.: Ibid. P. 7-8.
Op. cit.	opere citato, in the work cited	The used source was cited "somewhere" before – but not immediately before. The entire source must not be indicated again, but it must be clear which source is used. Example: Cf.: Porta, S. & Hlatky, M. (2009). Op. cit. P. 27ff. If an author created more than one item within one year – then the short title of the source is to be noted to identify it clearly. Example: Cf.: Porta, S. & Hlatky, M. (2009). Understand stress – defeat burnout. Op. cit. P. 27ff.
Passim	here and there, everywhere	The source is not taken from a specific page but from a huge number of pages. It would be too confusing to list all the used pages in the footer. The citation abbreviation "Cf.:" can be left out. Example: Porta, S. & Hlatky, M. (2009). Understand stress – defeat burnout. Vienna. Publishing company of the doctors of medicine. 1 st edition. Passim.
	No abbrevi- ation	If at the beginning of the citation "Cf.:" or at the end "Passim" is not used – the citation is a literal one (word for word citation). Example: Ibid. P. 28.
Cf.:	Confer, compare, bring together	This indicates an "indirect" citation. The content of the source is taken over by analogy / the sense of the source is taken over. Example: Cf.: Selye, H. (1956). The Stress of Life. USA. McGraw-Hill. Edition 1978. P. 472.

Table continued on the next page.

Abbreviation	Meaning	Explanations & examples
Cit. acc. to	cited according to	<p>The original source cannot be found, that's why the secondary source is cited (e.g.: within a scientific paper the results of a research project are presented – but the author of the project is not mentioned.) Secondary sources have less scientific values.</p> <p>Example: Cf.: U. a. Cit. acc. to. Homepage of the ministry of education. URL: http://www.berufsbildendeschulen.at/en/glossar/k/kompetenz.html. [3-2-10].</p>
U. a.	Unknown author	<p>The author of the source cannot be found.</p> <p>Example: See previous example.</p>
et al.	et alii, and others	<p>If more than one author creates a scientific work all the authors are to be mentioned and are to be separated with the symbol “&”. If more than four authors create a scientific work – then the first author is to be mentioned and the citation abbreviation “et. al.” is to be added.</p> <p>Example: Cf.: Porta, S. et al. (2011). Are soldiers in love better riflemen?. Op. cit. P. 3f.</p>
f	following page	<p>Within the footnote one page is mentioned, after the figure the abbreviation “f” is added. This expresses that the source is also on the following page.</p>
ff	following pages	<p>Within the footnote one page is mentioned, after the figure the abbreviation “ff” is added expressing that the source is on the following pages, too.</p>
[sic]	sic erat scriptum, thus, thus was it written	<p>Spelling mistakes, misplaced commas, etc. within literally citations (word for word citation) are not to be corrected.</p> <p>The author using these citations adds the citation abbreviation [sic] expressing that she/he discovered the mistake.</p>

Table 2: Most used citation abbreviations and their meaning within scientific papers.²

² Table created by the author.

3.4.3 Entire Citation of a Source

When using a source for the first time, the entire citation is to be noted in the footer. In addition, the citation abbreviations (according to sub-chapter 3.4.2) and, if applicable, used pages are to be added.

For easier use of the entire citation's spelling the separation of the citation parts is to be done using full stops only.

If books, scientific magazines, etc. are found at the internet, then the book, the scientific magazine, etc. is to be cited and not the internet source where the book, etc. was found (not the URL).

If using an internet source, the date of download is to be mentioned in square brackets. E.g.: Cf.: Homepage of XXXXX. URL: www.un.org. [7-11-15].³

Basically, the entire citation of a source follows the following sequence:

- **Author(s)**
family name, comma, first name's first letter and full stop. If there are more authors they are to be separated with the symbol "&".
- **Year of publication**
in round brackets, then a full stop.
- **Title**
the complete title, then a full stop.
- **Place of publication**
where the source was published? If it was an institution – then the institution is to be mentioned with the location (e.g.: University of Vienna). Then set a full stop.
- **Publisher**
only to be mentioned if the source was created by a publisher. Then set a full stop.
- **Additional details**
this could be an edition, the type of the source (e.g.: book, master thesis, report, etc.), the number or the month of a magazine, the number of a revised edition, etc. Then set a full stop.

3 Author's note: This sequence of figures expresses in British English the 7th of November, 2015.

The table below gives examples of entire citations of various sources. Citation abbreviations and source's pages are not mentioned – they are to be added to the respective entire citation.

Type of the source	Example
Book	Porta, S. & Hlatky, M. (2009). Understand stress – defeat burnout. Vienna. Publishing company of the doctors of medicine. 1 st edition.
Magazine or professional journal	Gell, H. & Pichlkastner, K. & Cichocki, G. & Porta, S. (2009). A role of electrolyte and blood gas determination in the selection of military leadership personnel?. Munich. Dustri publishing company. Trace elements and electrolytes. Volume 27. No. 2/2010.
Dissertation or thesis	von Rennenkamff, A. (2005). Leadership competences for the use of application for a post. University Mannheim. Dissertation.
Research study	Kluge, N. & Sonnenmoser, M. (2001). Dream women and dream men – about the ideal appearances of spouses and life partners. University Landau. Research study.
Report	Porta, S. & Gell, H. & Pichlkastner, K. (2010). Lack of Magnesium – Officer Cadets' lack of electrolytes. Wiener Neustadt and Graz. First non-published situation report.
Law	District law of Vienna (1994). Official regulation 1994. District law gazette for Vienna No. 56 (regulation for official titles). Version as of 4-4-02. §3.
Document	Lichtenauer, E. (2009). Entrance exam 2009 – Tasks for role playing game. Fachhochschul-Bachelor Programme Military Leadership Wiener Neustadt. Document for observers.
Newspaper	U. a. (2011). US starting withdrawal. Vienna. Daily newspaper Kurier as of 4-12-11. Item.
Radio or television	Darabos, N. (2011). Radio Programme "Mittagsjournal" of radio station "Ö3" as of 18-7-11. Vienna. Interview.
Internet	Homepage of Fachhochschul-Bachelor Programme Military Leadership. Page Military Erasmus. URL: http://www.miles.ac.at/campus/iep/index_iep.php . [25-11-12].

Table 3: Most-used entire citations for scientific papers.⁴

⁴ Table created by the author.

3.5 Footnotes

Footnotes are to be set at the end of a page. The entire text of the footnote shall appear on the same page as the footnote's number appears within the text. Font size is 10-normal, line spacing is 1, paragraph (section) is 6 pt., tabulator 1 cm, full justification (an example you can find at the end of this page). If within the entire essay the number of footnotes remains in double figures, then the tabulator is to be set at 0.5 cm.

3.6 Descriptions of Pictures, Graphs or Tables

Under each picture, graphic and/or table a description (font size 10-normal) is to be set. At the beginning of the description the consecutive serial number within the essay of the respective picture, graph and/or table is to be set (font size 10-bold, at the end set a colon!).

The pictures, graphs or tables as well as the description are to be arranged centrally. The source of pictures, graphs and/or tables is to be described according to the citation rules.

The essay text following the description is to be separated from it by pressing the enter key once. Example:



Figure 1: National and international Officer Cadets during the leadership training Crisis Management Operations.⁵

Basically, pictures, graphs or tables are to use for supporting the essay's text. As literal citations they are to be commented before and/or after.

5 Picture created by the author during the leadership training on 23rd of May, 2009.

3.7 Length and Quality of the Essay

Basically, the essay is to run approximately from three to four pages. These are text pages (starting after the table of contents until before the annexes) and **do not include pictures, graphs, tables, literal quotations or footnotes.**

Counting the words – according to Microsoft Word word-counting – these numbers of pages equal 750-1,000 words for the essay.

Basically, students are to author their essays in English language. Spelling and grammar is to be used according to British English.

To assure a proper quality, the author has to minimise spelling and grammar errors. Two capital errors are allowed per 250 words (a capital error is, for instance, a spelling mistake or a grammatical error). Four comma errors or ten format errors are amount to one capital error.

4. Sequence of the Essay

4.1 General Remarks

It is recommended to put into practice the essay's sections according to the advice hereinafter for the purpose of creating a coherent content.

4.2 Title Page

Students have to use the title page according to sub-chapter 5.1 of this regulation.

4.3 Abstract

Immediately after the title page an abstract is to be created. The abstract does not count to the number of words.

The size of the abstract is to be approximately 30 per cent of one page.

After the abstract – on the same page – five keywords referring to the most essential essay parts are to be mentioned.

The abstract and the keywords should not exceed 50 per cent of a page.

4.4 Table of Contents

Immediately after the abstract a table of contents is to be created which includes all headings of all chapters. On the first page of the table of contents the essay page numbering (Page 1 of XX) has to begin.

The table of contents does not count as a text page.

The layout of the table of contents according to this regulation is to be used (1st level [main chapter] bold, font size 12, line-spacing 1.5, tabulator 1 cm) – see page 1 of this regulation.

4.5 Text Pages

The text-sequence according to sub-chapter 4.5.2 is to be used.

4.5.1 Recommendation

Students are to use the text sequence described in sub-chapter 4.5.2. In doing, so all pre-conditions for establishing the essay are fulfilled.

4.5.2 Text-Sequence and Text-Modules

Amount of pages ⁶	Number of the chapter	Name of the page or chapter or text-module ⁷	
1 page	-	Title Page	
0.5 page	-	Abstract and Keywords	
-	1	Table of Contents	
0.5 page		Introduction	Text-modules
2-3 pages		Elaboration on the Topic	
0.5 page		Conclusions	
-		Annexes	
1 Page		Affidavit	

Table 4: Text-sequence and text-modules of an essay.⁸

6 Author's note: This recommendation includes the minimum number of pages for the essay counting just the text. If pictures, graphs or tables are included – which would increase the essay's quality – the amount of pages will increase.

7 Author's note: The content of each text module is described in the Annex in sub-chapter 5.2.

8 Table created by the author.

4.6 Annexes

The table below describes the type and the sequence of the annexes. Not each part is to be mentioned (e.g.: if not any picture or graph is used within the entire essay, then there is no need to add a list of figures).

Annexes do not count to the text pages.

Sequence or sub-chapter	Type of the annex	Remarks
10.1	List of Abbreviations	To be listed in alphabetical order.
10.2	List of Figures	The figure's number, the figure's description and the page-number is to be listed.
10.3	List of Tables	The table's number, the table's description and the page-number is to be listed.
10.4	List of Literature	If a lot of different documents are used, the list of literature is to be subdivided (e.g.: Books, magazines, dissertations, web-pages, etc.). Within these sub-chapters all documents are to be listed in alphabetical order.

Table 5: Sequence of the annex within the essay.⁹

4.7 Affidavit

On the last page of the essay an affidavit is to be added and signed personally by the essay author.

The wording of the affidavit is presented in sub-chapter 5.3 of this regulation.

⁹ Table created by the author.

5. Annexes

5.1 Title Page

The original format is on the next page.

Remark: The title page on the next page has, contrary to all other pages of this regulation, neither a header nor a footer to avoid any misunderstanding how to format it.

The font size and the line spacing are described below.

The diagram illustrates the layout of a title page form. The text is centered and includes the following elements:

- Full-title-of-the-Essay (font size 14 pt-bold)
- Essay (font size 14 pt-normal)
- created for the
- European Union Military Secondary Schools Forum's (EUMSSF's)
- Writing Competition
- Author
- Forename-Family-name (font size 14 pt-bold)
- Age: XY years
- E-mail: XY
- Student of the (add the name of your school)
- (add your country)
- Postal Address:
- (add the postal address of your school)
- (add your city), Month 20XY
- Abschnittswechsel (Nächste Seite)

- Unless not stated otherwise in the figure above, all font sizes are 12 pt-normal.
- Line spacing is 1.5 – paragraph (section) is 0 pt.
- All the text is to be arranged centrally.

Full title of the Essay

Essay

created for the

European Union Military Secondary Schools Forum's (EUMSSF's)

Writing Competition

Author:

Forename Family name

Age: XY years

E-mail: XY

Student of the (add the name of your school)

(add your country)

Postal Address:

(add the postal address of your school)

(add your city), Month 20XY

5.2 Contents of Text Modules

The table below describes the respective content of each chapter.

Name of the chapter	Contents
Introduction	Should describe the essay concept – which problem should be solved? How would the author like to solve the problem?
Elaboration on the Topic	Describes what the author has done to elaborate the topic. Describes the details of the author's research. This chapter lists in a logical order the results.
Conclusions	This chapter leaves room for personal opinions of the author and concludes the essay. Pros and cons are mentioned.

Table 6: Description of the text modules content of the essay.¹⁰

¹⁰ Table created by the author.

5.3 Affidavit

The affidavit below is to be copied verbally onto the last page of the essay and the chapter number is to be added – e.g.: **6. Affidavit.**

This affidavit is to be signed by the author's own hand on all essay copies submitted to officials.

The sending institution is responsible that a scanned version with the signature is provided to the ESDC before the evaluation phase.

Affidavit

I declare that I have written the present essay independently and on my own. I have clearly marked any ideas borrowed from other sources as not my own and documented their sources. The essay does not contain any work that I have handed in or have had graded as a previous scientific paper earlier on.

I am aware that any failure to do so constitutes plagiarism. Plagiarism is the presentation of another person's thoughts or words as if they were my own – even if I summarise, paraphrase, condense, cut, rearrange, or otherwise alter them.

I am aware of the consequences and sanctions plagiarism entails. Among others, consequences may include nullification of the essay and exclusion from participation in the EUMSSF writing competition. These consequences also apply retrospectively, i.e. if plagiarism is discovered after the essay has been accepted and graded. I am fully aware of the scope of these consequences.

Signature

.....

(Forename Family name)

Location, Country in Month 20XY

5.4 Evaluation Papers¹¹

Evaluation – Page 1

Student:

NAME Forename	Student's home institution

Topic of the Essay:

Full title of the essay

Evaluator's Data:

Rank, Academic degree(s), NAME, Forename, Academic degree(s)	Evaluator home institution

Points achieved according to the evaluation – page 2:

Achievable points	Points achieved
100	

¹¹ Author's note: Evaluators are requested to fill in the blue fields.

Evaluation – Page 2

No.	Description	Achievable points in detail	Achievable points	Points achieved
01	Introduction to the topic:		10	
	Description of the problem/concept.	4		
	How the author will solve the problem in the next chapter?	4		
	Amount: 0.5 page	2		
02	Elaboration on the topic:		45	
	Logical sequence of the arguments.	8		
	Clarity/robustness of the arguments.	15		
	Originality.	15		
	Amount: 2-3 pages.	2		
Arguments are supported by graphs, pictures, tables (not counted to text-pages).	5			
03	Conclusions:		15	
	Personal opinions are mentioned.	8		
	Pros and cons are mentioned (short personal discussion of the topic).	5		
	Amount: 0.5 page.	2		
04	Formal & grammar aspects		30	
	The cover-page corresponds to the regulation.	2		
	Abstract and Keywords: The essential parts of the essay are included into the abstract and 5 keywords are mentioned.	2		
	Table of Contents: Names and echelons correspond to the regulation. Within the chapters the sub-chapters are chosen in a correct and logical way.	2		
	Annexes: All the necessary annexes are included according to the regulation.	2		
	Affidavit: It is included according to the regulation.	2		
	The total amount of words (pure text just of the 3 main chapters) is between 750 and 1,000 words. Per 100 words divergence – 2 points less. Minus-points are possible.	2		
	Quotations are made according to the regulation. The author ensures that not any part of the entire essay can be considered as plagiarism (1 wrong or not made quotation creates 1 point less).	4		
The format (margins, footnotes, font sizes, line spacing, commas, etc.) is according to the regulation (10 “small” mistakes create 1 fatal error which equals 1 point less).	4			
Spellings and grammar are corresponding to British English. 1 wrong spelling creates 1 fatal error which equals 1 point less. Negative points are possible.	10			
05	Total → please fill in also on page 1.		100	



WOLF SECURITY

**TECHNOLOGIES SUPPORTING
SCIENCE AND SECURITY**





INDEX

About us	2
E-learning	3
Wolfone	4
Intervention techniques	5
Technical protection measures	6

Professional English	7
Convoy simulation	8
Full-time courses	9
Business Security	12



ABOUT US

We have been operating in the broadly understood specialist training industry for 15 years. Every year we take care of to improve the qualifications of our staff, which translates into the level of training of our staff Listeners. We provide our services with attention to every detail. Training staff WOLF SECURITY consists of selected specialists, which is a guarantee of high the level of training we provide.

We have our own training infrastructure, the necessary equipment, which we constantly update due to the dynamic technological development, which translates into our capabilities thanks to which we can conduct training for 350 people at the same time!



E-LEARNING



MANAGEMENT

Full control over learning progress and advanced analytics supported by AI.



DATA SECURITY

We will provide "end to end" key-secured communication and the best VPNs. This prevents MITM attacks and complete discretion during the conversation.



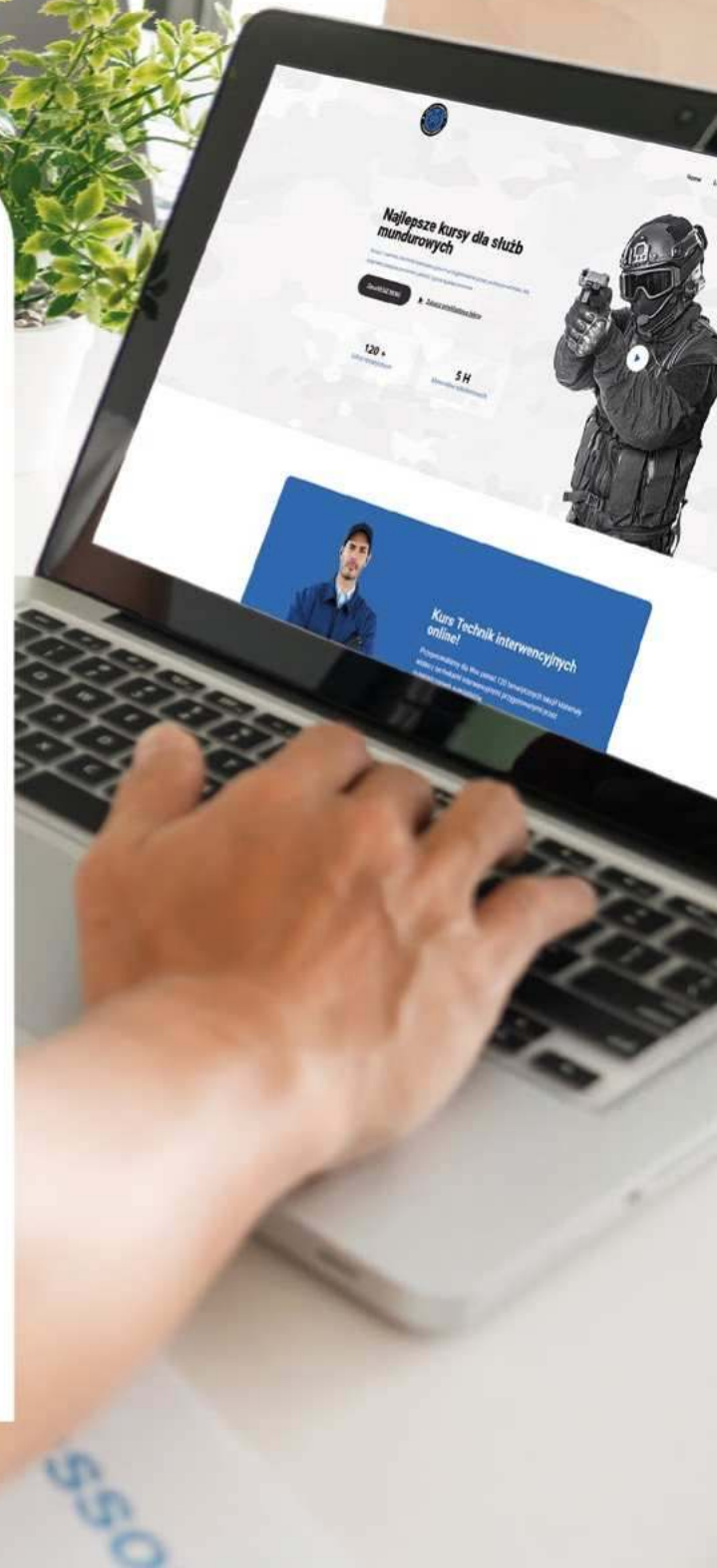
UNIQUE CONTENT

The advantage is selected practitioners. Develop content according to the methodology based on neuropsychology. The work of the team is always supported by a scientific support.



ECO SOLUTIONS

E-manuals, interactive e-tests are available 24/7 and do not require printing.





WOLFONE



ABOUT THE PROJECT

The main objective of the project is to increase professional competence in the field of security and adapting the skills/competences to the new challenges of the service staff operating for safety (police, paramedics). An offer will be developed vocational training in the form of an innovative professional development course for services responsible for security in Poland.





INTERVENTION TECHNIQUES

NEW TYPE VET TRAINING COURSE



ABOUT THE PROJECT

Hybrid course to improve the skills of intervening in real tactical situations. By combining online form with practical classes, officers can go through part of the training cycle as part of self-education. The main objective of the project is to perform a professional course improvement course in the field of intervention techniques, which responds to the real needs of the target group.



TECHNICAL PROTECTION MEASURES

Professional course developed for installers of alarm, CCTV and access control systems. Thanks to interactive exercises, the student can remotely program systems and check correctness Installation.





PROFESSIONAL ENGLISH

Weapon components or specialized tactical phrases. Instructor support tool was based on interactive simulations and materials that engage the student and lead to the acquisition of lasting knowledge.

CONVOY SIMULATION

Interactive command course in sections, thanks to which soldiers can interact in VR. The simulations were based on real tactical situations in Iraq and Afghanistan.





FULL-TIME COURSES

ASSASSINATION SIMULATIONS



TCCC



SHOOTING TRAINING



TACTICS



DRIVING TECHNIQUE



SECURITY COURSES





BUSINESS SECURITY



INTELLIGENT INTERNAL CONTROL SYSTEM

Integrated security systems together with physical control eliminate gaps. Recognition face, boards, motion detection, recognition of dangerous objects, at full integration of CCTV access control and other security systems. Preview the program and on-line image analysis.

HYBRID ITEM LOCATION SYSTEM

Location system Protection of handheld tools against theft. Prevention espionage through the RFID system and analysis of movement around the building and integration with access control and CCTV.



TECHNICAL COUNTER-SURVEILLANCE

Information during negotiations is more valuable than gold. Advantage gained in illegal the method causes serious image and financial consequences. We will detect all physical eavesdropping installed in the building regardless of their type and method of transmission.



AUDITS

SECURITY PLANS



SECURITY POLICY



KURSY24.INFO

ul. Kołobrzeska 15,
64-920 Pila, Poland
+48 791 613 414
f/wolfpila



scan me

WOLF SECURITY

Safety is our passion

Cooperation opportunities with Military Forum:

- *partnership in Erasmus+ projects*
- *organizing mobility in Poland for students from schools within Erasmus+ Accreditation*
- *partnership in the Capacity Building project in Ukraine*
- *possibility of using ready-made programs (e-learning) developed within the projects: "Intervention techniques - new type VET training course" and "Military classes at various levels of vocational education"*
- *joint development of micro-credentials and their implementation at the European level*





Training Center

- Bird's-eye view, airport and training center in the left corner. The area allows to perform many tactical scenarios (TCCC, green and black tactic), technical trainings, defensive and offensive driving.

Classrooms





Laboratory



Meeting room



Small Aula for 160
persons



Large Aula for 360 persons



Our training



Office

- 64-920 Pila, Kolobrzaska 15 street, POLAND
- E-mail: agatha.p@kursy24.info
- [Facebook.com/wolfpila](https://www.facebook.com/wolfpila)





KIILI GÜMNAASIUM

Kiili Gymnasium

State Defence study branch

Compiled by Eve Nõmmik, study branch coordinator

Main facts



KIILI GÜMNAASIUM

- Kiili Gymnasium, founded in 1858, is in essence a general education school with approximately 1000 students of whom around 120 are gymnasium students who, in the course of 3 years, focus on 2 separate study branches – media/ design and state defence.
- State defence/ military subjects have been taught in depth for 3 years, the first full circle was completed this spring.



Core values



KIILI GÜMNAASIUM

Diverse development

Learning everywhere and from everybody – not only on school premises, but also through study visits to Estonian military schools and military bases, inviting guest lecturers, arranging specific courses, etc. Intellectual and physical development must go hand in hand!



Cooperation



KIILI GÜMNAASIUM

- A strong and professional partner - a non-profit organisation called the State Defence Regiment who work closely with the Estonian Defence League and the Estonian Cyber Defence Unit.
- Establishing long-lasting relations with schools with a similar mindset both in Estonia and abroad. First steps: visiting Colonel Oskars Kalpaks Military High School in spring 2024 and sending 3 students to their summer training camp. First contact with EUMSSF.



Supportive environment



KIILI GÜMNAASIUM

- All activities must support the growth of open-minded, intelligent, well-balanced and responsible individuals who take great pride in their homeland, but also identify themselves as European citizens.



State defence curriculum

	Subject	Length
Year 10	Introduction to state defence (theoretical and practical)	70h
	First Aid	35h
	Self defence	35h
	Introduction to world religions	35h
Year 11	Military defence	35h
	Estonian defence and internal security establishments	35h
	Martial arts	35h
	Intelligence and counter-intelligence	35h
Year 12	Rescue and crisis management	35h
	Military defence	35h
	Legislation	35h
	Cyber defence	35h
	Geoinformatics	35h





KIILI GÜMNAASIUM

Thank you for your attention!

Contact for further info/
possible co-operation:
eve.nommik@kiili.edu.ee

**International Forum for Peace, Security and Prosperity 2025 (DISCUSSION 4th DRAFT)
 16-19 March 2025**

THEME: "Human Security in a VUCA (VOLATILE, UNCERTAIN, COMPLEX, AMBIGUOUS) World: Addressing Challenges, Building Resilience"

Human security has emerged as a critical concern for global stability and well-being in an era characterized by rapid geopolitical changes, socioeconomic disparities, and ever-changing security threats. The Forum theme "Human Security in a VUCA World" explores the multiple dimensions of human security in today's volatile landscape, addressing pressing issues such as armed conflict, terrorism, climate change, pandemics, and technological disruptions to establish lasting peace.

There are three types of forum activities:

1. **PANEL:** An IFPSP academic panel, a cornerstone of our forum, typically consists of experts, scholars, or practitioners who will gather to discuss a particular topic or theme formally. The panel will be moderated by a chairperson who introduces the topic and panelists and manages the discussion. Each panelist provides insights based on their expertise, often presenting research findings, theoretical perspectives, or practical experiences. Following the presentations, the panel will take questions from the audience. *Students will not be presenting as part of these panels.* The three themes are:
 - a. Hybrid warfare.
 - b. Children and war.
 - c. Human security approaches.
2. **EXERCISE:** An IFPSP interactive exercise, designed to engage participants actively, is a structured activity that involves problem-solving, teamwork, and active participation. These sessions, which are informative and involve one in the learning process, are part of workshops, training sessions, and educational classes to enhance understanding through practical application. There will be:
 - a. Student poster competition, with each contingent contributing at least one poster. More instructions will be provided separately. The six posters with the most votes will be presented during the Forum. Articles corresponding to the three panels will be provided in advance to support this exercise.
 - b. Resilience and leadership presentation and activity.
 - c. United Nations (UN) decision-making activity.
3. **SOCIAL ACTIVITY:** An IFPSP social activity is a casual and informal event encouraging interaction, networking, and relaxation among participants. These activities are organized to foster intercultural understanding and a sense of community, build relationships, and provide a break from our formal academic program.

Pre-forum assignment Academic Committee:

A written brief on the theme of the Forum and the panels (such as the one below) is included, along with an open request for poster presentations and papers reflecting the panel themes. **Academic panelists will be expected to contribute papers.**

Pre-forum communication:

A video introducing the mission and activities of the IFPSP with former Officer Cadets (OCs) describes the events and highlights the various activities. The themes are revised. The need to involve young people is defined, and participants are asked to view and evaluate high school applications. **The winners will be announced during the VIP lunch on day 3.**

DAY 1 Sunday 16 March 2025

1200-1700 Welcome desk, maps and logistics

1800 Assembly at Piazza Indipendenza (38.11069, 13.3510)

1800-1900 Opening Activities (at the Royal Stable) (GPS Coord?) consisting of (1) Speeches linking Sicily's choice for IFPSP to OPERATION HUSKY (1943) and (2) The price of peace and institutional greetings (Greetings from the Mayor and others)

1900-1930 A short memorial walk and laying of a wreath (monument of Villa Bonanno) (38.1125, 13.3551)

1930-2130 **SOCIAL ACTIVITY 1.** Cocktails and light appetizers (Royal Gardens TBC) (38.1113, 13.3523)

DAY 2 Monday 17 March 2025

0830-0900 Opening Speech (Palazzo Sclafani TBC) (38.1124, 13.3570)

0900-1130 **EXERCISE 1.** This is a poster activity in which each of the participating national service contingents, military academies and civilian universities presents one or more posters on aspects related to the themes of each academic panel.

This activity is about "getting to know each other." Students, academics, military practitioners, and other forum attendees will vote on the spot for the best posters. The six highest-rated posters will be invited to present their posters (up to 15 minutes each) and then participate in a discussion following each presentation.

A coffee station is available.

1130-1330 Lunch (Affiliated facilities near the event venues)

1330-1350 Open Forum - Day 2 Introduction (Hybrid Option Opening) (Palazzo Sclafani TBC) (38.1124, 13.3570)

1350-1520 **PANEL 1** Hybrid Conflict (UNINT-GEODI TBC)

"Hybrid Warfare: New Threats and Complexities in Human Security"

Hybrid warfare represents a fusion of conventional, irregular, and cyber warfare strategies, often

supplemented by information warfare and economic pressure. This multifaceted approach aims to exploit the vulnerabilities of states and non-state actors, creating complex challenges for human security. The evolution of hybrid warfare has introduced new threats and necessitates understanding its impact on human security.

1520-1540 Break

1540-1710 **EXERCISE 1a.** Student group discussion from the winning posters

1710-1730 Day 2 Conclusion

1900-2200 **SOCIAL ACTIVITY 2.** Evening activity (location and activities by the Municipality of Palermo TBC)

DAY 3 Tuesday 18 March 2025

0830-0840 Day 3 Introduction (Palazzo Sclafani) (38.1124, 13.3570)

0840-1130 **EXERCISE 2.** "Integrated Interactive Workshop on Resilience and Leadership"

By combining these elements of individual resilience in a single workshop, participants can develop a comprehensive set of skills and strategies to build resilience, foster leadership, navigate cross-cultural dynamics, make meaningful connections and manage stress effectively. This integrated approach maximizes the workshop's impact in a limited timeframe while addressing the 2025 International Forum for Peace, Security and Prosperity goals.

1130-1330 Lunch (Affiliated facilities near the event venues)

1330-1400 Academic Committee Remarks

1400-1530 **PANEL 2.** "Protecting Innocence: Children at War – A Human Security Perspective"
(Université Laval TBC)

The panel meets to explore the multiple challenges children living in conflict zones face, highlighting human security's critical importance in safeguarding their well-being. While conflict persists around the world, children are disproportionately affected, suffering physical harm, psychological trauma, and disruptions to their education and development. The discussion delves into strategies to improve protection mechanisms and promote resilience among children in conflict-affected areas.

1530-1550 Break

1550-1710 **EXERCISE 1b.** Student group discussion from the winning posters

1710-1730 Day 3 Conclusion

1900-2200 **SOCIAL ACTIVITY 3.** Evening activity (location and activities by the Municipality of Palermo TBD)

DAY 4 Wednesday 19 March 2025

0800-0810 Day 4 Introduction (**Palazzo Sclafani TBC**) (38.1124, 13.3570)

0810-1010 **EXERCISE 3**. UN Activity (UNIPA)

This activity aims to involve participants in the consensus-building process using a simulated (UN) scenario to respond to human security needs and create a safe environment for threatened populations.

1010-1040 Break and seating arrangements for VIP Day

1040-1120 Reporting on UN activity by UNIPA

1120-1200 Human Rights Lecture by Chief Prosecutor (TBC)

1200-1430

VIP Lunch (at the Circolo Unificato di Palermo) (38.1225, 13.3529)

1430-1500 Address by Chief Prosecutor (TBC)

1500-1630 **PANEL 3**. "Evolving approaches to human security" (**Teatro Politeama TBC**) (38.1254, 13.3564)

Evolving approaches to addressing human security challenges involve adapting strategies, policies, and interventions to respond effectively to changing global challenges. These include trends such as holistic and integrated approaches, as well as the safety of human centers. These responses include multilateral organizations, alliances, and diplomatic efforts crucial in addressing transnational threats that impact human security, using human rights-focused approaches and considering aspects such as environmental sustainability. These evolving approaches reflect a broader recognition that security goes beyond the absence of military threats and encompasses a range of factors that impact the well-being and dignity of individuals and communities. Adapting to these changes requires military and civilian organizations to be flexible, collaborate, and understand contemporary security challenges' complex and interconnected nature.

1630-1650 Day 4 Conclusion

1650-1710 Break

1710-1800 Closing Activities.