



ACADEMIA GENERAL MILITAR  
JEFATURA DE ESTUDIOS  
ZARAGOZA

ISoDoMA 2015

## MAIN TOPIC & SUBTOPICS



### ENGLISH

#### Main Topic:

*“Comprehensive Education for Officers to Face New Security Challenges”*

#### Subtopics:

##### **PANEL 1**

##### **FORMATIVE CHALLENGES FACING NEW SECURITY THREATS**

In addition to the traditional risks and threats we can add nowadays some new ones whose nature is generally transnational, which are interconnected and maximize their level of danger, at the same time as new open spaces that facilitate their expansion and impact appear. To the risk of armed conflicts, national emergencies or natural disasters and the threat of international terrorism we now add others such as cyber-threats, organized crime, energy vulnerability, irregular migratory flows or economic instability/turmoil. Moreover, the international community today is faced with other potentiating factors such as poverty, inequality, ideological extremisms, demographic imbalance, climate change or the generalization of the harmful use of new technologies, which may generate new risks themselves or multiply threats which are already recognized. These new trends call for the development of an officer training program that is able to prepare graduates who are ready to adapt to, and understand the implications of a rapidly changing international environment.

##### **PANEL 2**

##### **TECHNICAL, SCIENTIFIC AND HUMANISTIC EXPERTISE: A STUDY OF DIFFERENT MODELS**

In all military training centers there is a combination of these three aspects to varying degrees. In this section the importance of each component in the training of future officers as well as the different ways to deal with this training will be discussed. This section also involves analyzing the systems in current use by the different Academies in order to provide this training as well as the relationship that each academy has with its respective country's mainstream education system. Questioned will be posed such as: Is university teaching provided in the Academy? Is it the civilian university itself or a military one who does so? Is it taught by civilian or military personnel? Is there a mainstream education system degree given in the Academy? and which degrees are taught in the different Academies? By answering these questions we can analyze and compare the wide array of strategies and experiences of every country on this issue.



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### **PANEL 3**

#### **EDUCATION IN VALUES AND LEADERSHIP AS THE BASIS FOR QUALITY OFFICERSHIP**

This is the cornerstone in every officer's training. In this section the procedures the different Academies adopt for achieving academic excellence in such a fundamental aspect will be discussed. The new plans in the education of values and leadership, their integration in the students' plan of studies in addition to the experience of different countries in their implementation will be studied. The section will involve the contribution of new ideas and options to improve this critical facet of the training of officers who will have facing new challenges in the 21<sup>st</sup> century.

### **PANEL4**

#### **NEW TECHNOLOGIES APPLIED TO THE ACADEMIC SCOPE**

The environment in which future officers will have to carry out their work will be highly technical and as a such their training require the proper exposure to and experience with hi-tech military computerized models they will be expected to use in real situations. In this section different technological and support tools for the officers' training will be explored, so that an optimization in training at the lowest possible cost can be achieved as well as their familiarization with a technologically advanced operational environment.