

Ambassador, ladies, and gentlemen. First, I would like to thank the EAPTC for this opportunity to be here as one of today's speakers. I'll cover my theme "Role of EAPTC" according to the theoretical part and guidance's given by our moderator.

It was nice to hear what Charlotte said about European Security and Defense College. Finnish Defense Forces International Center has an excellent relationship with the ESDC. FINCENT and CMC Finland arrange two courses according to ESDC Curricula; one is the European Union's Integrated Crisis Management Course and second is Security Sector Reform courses. Also, the support of the International Security Sector Advisory Team is essential for facilitating the SSR course in Helsinki.

During my speech, I try to describe what we are already doing in part together. The goal is to broaden the idea of how we can promote or expand our cooperation.

Before that, I would like to highlight that what I'll be going to present are my personal opinions and thoughts and do not represent the official views of any armed forces or other actors.

From theoretical perspectives we should have common understanding and definitions of learning and teaching principles, how to plan, organize and evaluate training and education. Also, we should think and analyze what are the requirements for training audiences and instructors for different learning solutions.

We can divide our actions at least seven different ways. First our national or interstate systems. For example, in Finland, we have close cooperation within CMC Finland, FINCENT as one department of Finnish National Defence University and Police University College. Also, we hope that the Finnish Border and Coast Guard Academy takes a more active role in the future. We also have a loose connection to NCO and IOs. All those training providers have their own civilian, police and military networks inside and outside Finland. I think some of you are part of those systems already.

Second, some geographical areas are their own regional systems where they have divided roles and responsibilities to arrange training. It's easier and cheaper to arrange training and education when you can focus on your own areas of expertise. For example, within the Nordic Defence Cooperation framework Norway Defence International Center is responsible for training Joint Mission Analyses Centers and Joint Operation Center personnel. Even if, five Nordic countries have different focus areas they are promised to support each other to send instructors and students their courses.

Third, there is room for needs based cooperation between a broader amount of training providers. When some actor or actors find out some training gaps for example related to the Protection of Civilian, then different actors can build up and run courses together. “The Protection of Civilians for NATO and UN-led Operations Pilot Course” was a project where The Finnish Defence Forces International Centre, with partners from the UN, NATO, United States Army Peacekeeping and Stability Operations Institute, CIMIC Centre of Excellence and the International Committee of the Red Cross created learning solution at a higher level. Collaboration between different training providers in the role of the bridge builder was very successful.

Fourth, we have opportunities to support other regional actors or do bilateral cooperation. Nordic Countries are supporting the Eastern African Standby Forces by using Train, Advise and Assist methods. They have helped the EASF to plan and organized their staff exercises, trained staff personnel and arranged courses according to the EASF Action Plan to achieve the EASF strategic goals.

To arrange this kind of training they are using Mobile Education and Training Teams. Teams civil, military and police members are selected based on competence requirements. I hope that training providers can use locals Subject Matter Expert more often. One Nordic METT game back from Mali just a few weeks ago. This team was led by the Swedish Armed Forces. I think that other training providers are the same kind of activities.

When training providers do bilateral co-operation, the goals of co-operation are more clearly defined or agreed. One way to do this is by using the common food-fish-fishing idea. Those students who have participated in a specific course abroad are going to be instructors on their own classes in the home countries supported by foreign SMEs. Afterward, they can arrange those courses without outside help. Also, those SMEs support the local instructors to modify curricula to more suitable for their needs and training facilities. This bi-lateral cooperation can be just to change students and instructions.

Fifth, we have opportunities to participate in different exercises and practice what we have learned. We could use exercise areas more creatively. They could be used, for example, for conducting various studies during regular or basic exercises. We have good experience in such activities. I want to highlight to the Combined Joint Staff or Viking exercise in SWEDEN. I would like to thank our Swedish neighbors to organize the excellent Computer Assistance Staff Exercise of Peace Operation supported by international actors. This year the CJSE19 was quite small only 900 participants, but it gave Training Audiences as real picture as possible the UN

Mandated (Chapter 7) Crisis management operation with the UN, NATO, and other international organizations as actors.

Civilian – Military component from High-con to boots on the ground level was heavily involved in game and Training Audiences daily work. If you have an intention to participate CJSE20 next year to be active and contact our Swedish colleagues. Of course, your organization will get more benefit if you take part also in the planning phase than just participating in the exercise itself.

Sixth, we can use modern technology to achieve our training goals. We have a lot of opportunities to use advanced techniques and Advance Distributed learning solutions as one part of embedded training. But we must understand why and how we use these possibilities. If we increase time for distance learning, then we must reduce the time for face-to-face periods. It might be challenging to decide what are the most essential subjects to maintain at curricula.

Seventh, I would like to mention NATO and their Peace Training and Education Centers networks' activities, even if Finland is not a member of NATO. PTEC community consists of 33 training providers and they train annually approximately 50 000 persons.

FINCENT is coordinating the NATO Military Contribution to Peace Support training offered by other education and training centers so that their curricula and syllabi correspond to NATO's needs and requirements. This is a task that goes beyond NATO and includes non-NATO actors. Cross-Cutting Subjects are to the first review. I would like to use this opportunity to thank all those who are working to achieve these goals during the last years.

Conclusion. We are doing already a lot together. Unfortunately, we really don't know what other training providers do and what are their short, middle and long terms goals. We don't have a clear situational awareness of other training providers needs or capabilities. We might have an old way to think and execute our activities. If we want to achieve more as the EAPTC community then we should have courage take more risks to cooperate and work together. Perhaps a functional approach would be to collaborate among selected training providers based on needs, and in the coming years, we would extend it to the level of EAPTC. Thank you for your attention.