STUDIES FOR SECURITY IN THE CONTEXT OF INTERNATIONAL REFORMS IN THE EUROPEAN UNION

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Abstract: Events ongoing in the twenty-first century, argue that the security environment becomes different from generally known. It is an environment in which one of the basic traits becomes knowledge. For this reason, should be made to identify the nature and forms of known threats and challenges predicted for different types of security. In this context, it should be considered the changing demand for knowledge in the sciences of safety, but also the need for education of various conditions for internal and external environment. Reflections on the future security of every organization are important. Safety inside of each institution, its defense and protection against any diagnosed and forecasted threats are crucial and need.

Keywords: Security studies, environment security, education, mobility window.

Резюме: Събитията, случващи се през двайсет и първи век свидетелстват, че средата на сигурност става по-различна от познатата досега. Това е среда, в която едно от основните и най-важни качества е знанието. Ето защо трябва да се извърива идентификация на същността и формите на познатите заплахи и предизвикателства, прогнозирани за различни видове сигурност. Променящото се търсене на знания в областта на науките за сигурност, а също така и необходимостта от обучение за различните условия на външната и вътрешната среда трябва да се разглеждат именно в този контекст. Обмислянето на бъдещата сигурност на всяка организация е особено важно. Вътрешната безопасност на всяка институция, нейната защита и закрила срещу всички диагностицирани и прогнозирани заплахи са от решаващо значение и необходимост.

Ключови думи: изследвания на сигурността, среда на сигурност, образование, прозорец на мобилността.

Introduction

Events ongoing in the twenty-first century, argue that the security environment becomes different from generally known. In this context, as importance should be considered the changing roles of the major actors on the international scene, the fall of totalitarian regimes, the disintegration of states as a result of demands of autonomy, including changes in political and social like as the Arab world, the region Eurasian (Ukraine, Moldova, Afghanistan, China, India, Pakistan, Korea). As a result of changes were generated: crises and conflicts, organized violence and violations of human rights, proliferation of WMD, terrorism, cyber-terrorism, organized international crime, corruption, or finally, changes of demographic and

climate. It is an environment in which one hallmark is a knowledge, as well as also wisdom. Reflections on the future of security and defence against any diagnosed and forecasted threats are important needed. Security is needed and valuable for every human being and trying to understand (predict, project, propose, plan) not only own life, but the fate of the organization, whom is the representative.

Therefore, trying to take into account the above aspects that it was high time to act strategically, create European Strategy addressed to a security environment in which one of the basic traits becomes - knowledge. Knowledge as power has been recognised as key driver within the last announced strategy. José Manuel BARROSO in Preface to the "*Strategy for smart, sustainable and inclusive growth*" in short Strategy Europe 2020 said [1]: "*Europe has many strengths. We have a talented workforce, we have a powerful technological and industrial base.… We must have confidence in our ability to set an ambitious agenda for ourselves and then gear our efforts to delivering it…*" Given that the safety of the future will be different and unpredictable, we must realize that we have to learn to live in such a world in which we live, achieve goals, pursue interests, but never stop in efforts to create a better world for future generations. Each EU country is responsible for its own security systems.

Background

Security issues make it necessary to build international studies, which should be an attempt to resolve the problems affecting the quality and level of security. They should influence the shaping and creating safety aspects that are interdisciplinary and complex. *Security studies* should be a particular challenge for the social sciences. They should be convinced of the need to deal with the issues of security of the future, the prospect of the actors of the system internal and external environment. A very important role in these studies should play all kinds of scenarios considered (real and projected, desirable or unexpected). The purpose of these studies should be the analysis and diagnosis occurring now and expected in the future between policy and military power. Therefore the planned issue of international studies should provide answers to the questions: What to do to prepare for the situation and possible events that could outline future scenarios? What should be achieved in the current education, to oppose diagnosed threats? How orient curricula to be a response to the forecasted challenges? Are changes in the conditions of civilization, building a new world order and shape can be expected that the existing study programs can remain unchanged and useful? By joining therefore to build a study of the international security environment, you should realize the fact that this is a subject very extensive, development and requiring constant upgrades in relation to emerging challenges. This process is intensified knowing that the projected threat will affect the nature of the security, which proves particularly difficult task. Immaturity issues related to the building of international programs for the study of security make it a misunderstanding on this background are extremely numerous and frequent.

Consequently, the lack of dissemination of knowledge about building programs of study, study of the safety aspects are limited to known and considered as positive, or who can not move around difficult problems. Lack of knowledge transmitted by professional intellectual faculty Security Studies, with international experience will not provide adequate preparation of graduates. From this point of view it is important to take into account aspects

of international exchanges in all types of study programs has been supported international educational programs. Thus, in such conditions, it is of little use so far to prepare graduates for future specialists in strategic studies, or studies on the safety of the future, based solely on the traditional and outdated conditions. Only the timely disclosure of adverse changes in the creation of safety (future and present), allows for possible adjustments in the programs of study and prior preparation of graduates. Doing so will give the most desirable determinant in the future.

According to Professor Marian Kozub from NDU Warsaw, items that should be involved in the study of security are:

• *Think tanks* or international organizations of teams of people involved in the preparation of reports and expert opinions, new ideas, thoughts, etc., which consequently can lead to numerous and various changes of interest to our strategic security environment, internal and external;

• Institutions offering such as *technology foresight studies* or studies on new technologies and scientific discoveries;

• Centers (institutes) referred to as *centers for strategic studies*. These, unfortunately, are not present on the Polish universities yet [2].

Studies on safety is also a professional infrastructure. It is properly prepared organizationally and intellectually teaching staff, proper infrastructure and factual literature, able to provide high efficiency of education. Hence the necessity of international studies due to the need for a comprehensive and multi-faceted look at security issues, far forward looking confronted with the experiences of other countries to be able to provide them with sufficient advance. This approach allows to describe the skills that acquires graduates:

• analyticity of thinking;
• multidisciplinary perspective;
• strategic thinking.

Support of European Union for higher education institutions

EU policy is designed to support national action and help address common challenges, such as ageing societies, skills deficits in the workforce, technological developments and global competition. The Europe 2020 Strategy is about delivering growth that is [3]:

• SMART through more effective investments in education, research and innovation;
• SUSTAINABLE, thanks to a decisive move towards a low-carbon economy;
• INCLUSIVE, with a strong emphasis on job creation and poverty reduction.

The strategy is focused on five ambitious goals in the areas of (1) employment, (2) innovation, (3) education, (4) poverty reduction and (5) climate/energy.

In this context, it should be considered the changing demand for higher education in the sciences of security, also the need for military education. In order to ensure the successful implementation of Strategy Europe 2020 in area of education was established the *Framework for Cooperation in Education and Training* - ET 2020 [4]. Education and Training 2020 set four common EU objectives to address challenges in education and training systems by 2020:

• Making lifelong learning and mobility a reality;
• Improving the quality and efficiency of education and training;

- Promoting equity, social cohesion, and active citizenship;
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

Reflections on the higher education is important even if only within an institutional strategy achieves following benchmarks:

- the rate of early leavers from education and training aged 18-24 should be below 10%;
- at least 40% of people aged 30-34 should have completed some form of higher education;
- at least 20% of higher education graduates and 6% of 18-34 year-olds with an initial vocational qualification should have spent some time studying or training abroad;
- the share of employed graduates (aged 20-34) should be at least 82%;
- at least 15% of adults should participate in lifelong learning.

Against this background, universities in the fields of security education and training must seek to address the following challenges to overcome the socio-economic crisis and to boost growth and jobs. In line with the provisions of the strategy, European Union programs can also be targeted to achieving the skills and competences of young people as well as their active citizenship. Strong and well-performing education goes in spirit of priorities of the Europe 2020: "at least 20% of higher education graduates should have spent some time studying or training abroad".

Funding for policy support and innovative projects is available through Erasmus+ for activities that promote learning and education at all levels [5]. Erasmus+ helps deal with these challenges by providing students with the skills required by the labour market and a competitive economy. Erasmus+ programme supports efforts of Programme Countries' to use the potential of Europe's human talent and social capital. The Erasmus Programme launched in 1987 was created as a programme of students mobility exchange and from 2014 exists as Erasmus+ programme. In order to achieve its objectives, the Erasmus+ Programme implements the following Actions [6]:

Key Action 1 –Mobility of Individuals
Key Action 2 – Cooperation for Innovation and the Exchange of Good Practices
Key Action 3 – Support for Policy Reform
Jean Monnet Activities
Sport

Internationalization project of higher education from the perspective of military academies in Poland

The functioning of the internationalization of the universities causing movement and volatility of relations between foreign universities, causing effects in the form of exchanges of people and processes, the transfer of knowledge and results of research and teaching. A process conducive to creative development of international relations is the Bologna process, generating disclosure and dissemination of tangible and intangible assets. The universality of common agreement of ministers responsible for education signed in Bologna in 1989 contributed to the initiative of the free cross-border mobility. The flourishing initiative was made possible in the European Union on the basis of the running in the years 2007 - 2014

program of Lifelong learning - Erasmus. This is what he caused, that in those years more than 3 million Europeans were in various foreign universities. But to make this possible was to create a common system of recognition and recognition of achievements, ultimately called the European Credit Transfer System achievements for all universities participating in the program. The system has an excellent tool accepting mutual implementation of exams but its negative side became the expansion of bureaucratic procedures. If you added are the procedures for obtaining and respect for the Erasmus University Charter transmitted by the European Commission, the submission of the accounts and reports electronically on-line via the website of the Executive Agency in Brussels are institutions that carry more than 200 mobility annually they need to develop, prepare or procure the software support of these activities.

To more effectively organize educational mobility and optimal use of the scholarship negotiated with foreign universities, institutions or organizations, a group of Polish universities uniformed formed a consortium. A consortium of universities was commonly established for the purpose of educational trips [7].

A consortium of six universities uniformed with the Erasmus University Charter: the National Defence Academy, the Military University of Technology, Naval Academy, Military Academy of Land Forces, the Police Academy and the Main School of Fire Service from 1 June 2014 meets the objectives of the Europe 2020 strategy in the efficient use of capacities and capital through international academic mobility in the European security environment. Established consortium declared themselves ready to pass the National Defense University as coordinator of the whole project. At the same time clearly it provided a common vision of mobility based on the principles of Erasmus +. Autonomy of each university is not limited. The attractiveness of the consortium is strengthened international dimension of education in the area of security within your own university and is realized thanks to the mobility of Erasmus+. Analyzing the activity of the university in the previous LLP-Erasmus noted that universities implement uniform exchange students for part of their studies, however, they could hardly cope with the organization of student placements. Aim of the consortium's activities was adopted for increasing the mobility of students and teaching staff and the skills of graduates of safety [8].

Consortium established in fulfilling its objectives adopted the following timeframes:

• 2014/2015 – increasing the mobility of students through apprenticeships in institutions related to security;

• 2015/2016 - expanding mobility of students and staff;

• 2016/2017 – supporting the internationalization of the university at all levels of education and training.

It was planned that co-organized trips to practice and study will increase the number of specialists in the broad sense of security, who are familiar with international security issues. In this way, graduates representing the consortium should be able to implement international standards and cooperate with foreign institutions in creating a secure space in Europe and the world. Jointly agreed framework for the realization of the project "Universities uniform in the European security environment" has been set for the achievement of the following criteria:

• Enhancing the capacities of the participants in the area of safety at national and international level;

- Strengthening cooperation with foreign partners responsible for the security of the European Union;
- Increasing the quality of studies and prepare graduates for the implementation of projects affecting the security of Poland;
- Enhancing qualification of teachers and university staff;
- Increasing the effectiveness of measures for the safety of the public;
- Modernization of universities in the security environment to readiness new threats Polish and European Union;
- Increasing openness to cooperation with non-governmental organizations dealing with the promotion of safety.

The activity of a consortium acting on the principles of Erasmus + has an impact on the development of the universities themselves, it contributes to improving the qualifications of graduates in the labour market [9]. A consortium of universities uniformed contributes to increasing the employability of their graduates and facilitate their entry into the labour market. In addition, a consortium of universities uniformed, which is an unprecedented project motivates other foreign universities to form strategic partnerships for the area of security. In the near future, the consortium may become a party representing the common interests of the university uniformed and striving to create a group of school uniforms at the European level. Consortium by bringing together universities dedicated to the area of security may be easier to organize cooperation with enterprises, provide students with practice in companies and graduates internships in companies.

Project Consortium Universities Uniformed KONSMUND is implemented through indirect management, which means that the National Agency entrusts the execution of an agreement coordinating institution - the National Defence Academy. This approach is aimed at the highest possible approximation Erasmus + institutions participating in the project and adapt it to the specifics of their own education programs and needs. To this end, National Defence University coordinates the project at the national level and acts as the entity responsible for the execution of the task before the national agency.

Modernisation of study programs in case of National Defence University in Warsaw

The National Defence University in Warsaw along the lines of a shared vision, leads to preparation graduates through the Key Action 1 –Mobility of Individuals of Erasmus+ program. Moreover, National Defence University is aware needs to permanent develop own curricula's for need of European dimension, notably in the fields of security and defence. From this reason, the fields of security studies makes a major contribution to help tackle the key challenges that Europe is facing both now and in the future of security. Shaping and creating present and future aspects of security is the domain of strategic studies to the safety. It is these studies should address to students as future analysts for security policy. The study should offer drawing conclusions from the specific experiences and formulate recommendations relating to specific situations. Security studies should address the issues of security architecture of the future, the prospect of individual and group actors of the system, evaluating, diagnosing and predicting its internal and external environment. It should be remembered "at least 20% of higher education graduates should have spent some time

studying or training abroad", and therefore the fundamental task of these studies should be the analysis, evaluation and diagnosis of the international processes taking place and that may occur in the future.

Study programs must include the periods of studies undertaken outside the university, for example: Mobility window. Mobility window is entered into the study program as mandatory semester implemented in a partner foreign university or AON (in situation of random, life or other reasons) to provide an alternative variant of horizontal mobility. Participation in mobility should be carried out at least after completing the second year of studies (BA) and 1 year of studies (Master). Making attempts to specified institutions that may be involved in strategic studies, it could be assumed that they are partners Erasmus + offers students a competitive advantage by acquiring the international, professional, cultural and linguistic competence using individual mobility [10].

According to research conducted at National Defence University in Warsaw in 2013-2014 by the Team of Bologna Process, the number of hours required to send one student from promotional campaign until close final documents, reach 30 hours [11]. 30 hours with the cost of 120 euro per person is sufficient to have software which reduce workload. For numbers of mobility semester students software must causes that the service of one student closes in about 10 hours. Although economics is not the primary goal in the process of sending / receiving students but .... Increasing numbers cannot increase the number of office workers performing non-effective hours. Now NDU is has ready to use software and we can implement standards under idea Erasmus without papers. Diametric difference is more favourable by using Mobility Online software. Intuitively, by definition of mobility as priorities of the Europe 2020: "at least 20% of National Defence University students can spent time studying or training abroad". We can add more - every student should has the opportunity to complete part of their studies at a foreign university. With the increase of mobility in relation to incoming students we confirm readiness to receive foreign students under signed agreements.

Conclusions

Of particular importance in creating appropriate attitudes and values, acquire knowledge and skills in the area of prevention of various risks plays an education. It is one of the basic ways of shaping the security, coping with difficult situations and conflict. Given that the safety of the future will be different and unpredictable and targeted people are projected international study programs must achieve in their goals. Gaining the knowledge and the search for ways and means to optimize the conditions for lifelong learning education is a human tasks that develop the potential of societies.

The content on enrichment Security Studies empower you to conclude that this type of study is becoming increasingly important. The fully achievable become when you will not be able neglected processes lead to a situation of stress, weakening the power of the potential conflict with different players. Masters will be only those who fully integrate and combine the roles played and the cumulative and synergistic treatment concepts such as strategic thinking and action.

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