

# The Education of Foreign Military Personnel in the Polish Military Universities and Academies as a Factor Enhancing National Security — Selected Aspects

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**Abstract.** *The article discusses factors enhancing the development of international cooperation in military education limited to several chosen aspects of educating foreign military personnel in Polish military schools between 2013–2017. Such cooperation is conducted through making contact with foreign partners and participation in mutual events in the field of science, research and didactics, as well as the exchange of students and teaching staff. Additionally, the paper presents legal conditions for the education of foreigners — primarily the regulations of the Higher Education Act by which the Minister of National Defence is authorised to coordinate the cooperation of Polish and foreign schools and academies as a part of international agreements. Moreover, the priorities of the cooperation are also mentioned. Such priorities are treated as an effective tool in supporting the process of the creation of a friendly international environment and as a part of trying to achieve some kind of unification of education and training. One of the best examples of such a priority is an increase of exchanges of military students that were made possible by the establishment of a system of exchange of students from military higher education institutions (officer cadets) and this programme is called the European Initiative for the Exchange of Young Officers (Military ERASMUS). A significant role for the development of international cooperation is also played by 1<sup>st</sup> degree studies (bachelor degree), run in the English language, conducted by three Polish military academies — Naval Academy, Military University of Land Forces and Air Force Academy. Finally, postgraduates studies, English language courses on different levels, according to STANAG 6001, and the Polish language course for foreigners complete the educational offer for the foreign partners.*

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## Introduction

In the era of globalisation, direct military contacts, including the education of military personnel to satisfy the needs of other countries, greatly influences international security in its broader sense. Such activities prove the concept that culture, education included, is one of the key factors shaping the functioning of societies and, in turn, creates objectives, actions and processes regarding security. At the turn of the 21st century, it was frequently underlined that cultural differences, which result in a lack of understanding of cultural diversity, complicated international relations to a great extent. There are several arguments that confirm the thesis that culture and education are the important determinants in the context of international security. According to Jan Czaja: “international relations are a kind

of a capstone of a long process of relations between social and cultural groups, relations that form a long sequence of interactions, beginning with individuals, moving on to ethnic or religious groups, and ending with large autotelic cultural groups that formed nations".<sup>1</sup> Hence, the skilful use of the impact of education has over time become, in the international context concerning the dynamics of international relations between the entities, a most significant factor that has an influence on the international environment, and in consequence, on security. The education of foreign personnel plays a vital part in the context of training and international security.

Military schools and academies are legitimate participants in the public college and university system. Just as in the case of other public universities, military schools and academies were created under generally applicable law. The functioning of military academies was regulated by statutory law,<sup>2</sup> and, in the case of higher education officer schools that hold the status of vocational universities, by the Ordinance of Council of Ministers.<sup>3</sup> Being university level schools, they are at the same time military units in the sense of the Act on General Defence Obligation.<sup>4</sup> Under this Act, military schools of all types follow defence objectives set by the Ministry of National Defence. International cooperation is one of their keystones. It is conducted through making contact with foreign partners and participation in mutual events in the field of science, research and didactics, as well as the exchange of students and teaching staff.

Taking into consideration a wide range of possibilities of international cooperation in military education, the authors of the article have limited their consideration to several chosen aspects of educating foreign military personnel in Polish military schools between 2013–2017. The selected time period mentioned above allows us to highlight the educational offer of Polish military schools and academies fully. Moreover, it illustrates foreign partners' interest in the possibility of educating and training military personnel in Poland. The system of teaching foreigners<sup>5</sup> is dedicated to both civilian and military personnel (professional soldiers, candidates to become professional soldiers, and civilian employees of military departments).

The issues concerning the education of foreign students are settled by the regulations of the Higher Education Act.<sup>6</sup> The minister is authorised by the Article

<sup>1</sup> Czaja J., *Kulturowe czynniki bezpieczeństwa*, Oficyna Wydawnicza AFM, Cracow 2008, p. 115.

<sup>2</sup> Ustawa z dnia 27 lutego 2003 r. o utworzeniu Akademii Marynarki Wojennej im. Bohaterów Westerplatte, Dz.U. 2003, nr 60, poz. 533 z późn. zm., Ustawa z dnia 27 lutego 2003 r. o utworzeniu Wojskowej Akademii Technicznej im. Jarosława Dąbrowskiego, Dz.U. 2003, nr 60, poz. 534 z późn. zm., Ustawa z dnia 20 maja 2016 r. o utworzeniu Akademii Sztuki Wojennej, Dz.U. 2016, poz. 906.

<sup>3</sup> Rozporządzenie z dnia 7 czerwca 1994 roku w sprawie zniesienia dotychczasowych wyższych szkół oficerskich oraz utworzenia wyższych szkół oficerskich, Dz.U. z 1994, poz. 311 z późn. zm.

<sup>4</sup> Obwieszczenie Marszałka Sejmu Rzeczypospolitej Polskiej z dnia 31 sierpnia 2016 r. w sprawie ogłoszenia jednolitego tekstu ustawy o powszechnym obowiązku obrony Rzeczypospolitej Polskiej, Dz.U. 2016, poz. 1534.

<sup>5</sup> All persons without Polish citizenship, in the light of the Polish law, are foreigners. Persons with Polish citizenship and with citizenship of one or more other countries, on the Polish territory are by law treated as Polish citizens.

<sup>6</sup> Ustawa z dnia 27 lipca 2005 r. prawo o szkolnictwie wyższym, Dz.U. 2005, nr 164, poz. 1365, z późn. zm.

41 of the above mentioned Act to coordinate the cooperation of Polish and foreign schools and academies as a part of international agreements. It is conducted in close contact with the Ministry of National Defence as well as the ministers responsible for interior affairs, health, culture and national heritage, science and marine economy. The regulations oblige the ministers to secure the funds for fulfilling the financial commitments originating from international agreements. It provides the possibility to create policies concerning proper and free cooperation between Polish and foreign educational institutions within obligations stated in international agreements. Citizenship is the key factor as far as being a member of a foreign group is concerned. Polish citizens, regardless of their place of living and having another citizenship are treated in the light of the regulation as if they stayed in the country permanently.<sup>7</sup>

## **1. Educational Universalism**

The influence of culture and education is visible in all areas of the contemporary environment of international security. Its determinants produce the result that international educational exchange can become a peculiar stabilising factor, essential at both a strategic and political level. It is vital due to, among other reasons, the necessity of effective cooperation with culturally different countries, like China and India. The ability for the appropriate counteraction of extremisms is important as well, as in a great measure guided by political aims, they are above all a cultural phenomena with a religious, ideological or ethnic basis. Activities aimed at the creation of a positive picture of one's own cultural environment in the international environment are also desirable. This is often realised by the strengthening of "soft power", which is equally as important as military force (hard power). In the 21st century the need for effectively standing up to challenges of a transnational character and, in consequence, the necessity to build multicultural coalitions, including military ones, supported by direct contact between representatives of the armed forces of various countries, emerges more and more often.

The promotion of transnational educational cooperation is an effective tool in supporting the process of the creation of a friendly international environment. Cooperation with foreign partners contributes to skill-sharing and supports the exploitation of solutions, which have not been applied on Polish soil yet. Moreover, it is a part of trying to achieve some kind of unification of education and training, which could cover a significant number of countries. The realisation of the above undertakings takes place with the use of a rich set of patterns, beginning with bilateral training contacts, up to international educational networks. The final range and character of cooperation will be conditioned by the capabilities of other, interested countries. Therefore, the significant factors supporting the possibility of its extension are all types of aid and scholarship programmes.

In order to meet the needs of the contemporary security environment in Polish military academies the offer of education and training anticipated for foreigners has been extended. Numerous controversies concerning the "employment" of science

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<sup>7</sup> Izdebski H, Zieliński J, Prawo o szkolnictwie wyższym. Komentarz, wyd. 2. Warsaw: LEX, 2015.

to support activities in the context of military security appear permanently. One of the examples of the successful combining of both civilian and military means and goals in this field is the implementation of *Advanced Distributed Learning* (ADL)<sup>8</sup> courses. The concept of the programme was initiated by the Office of the Undersecretary of Defence for Personnel and Military Readiness of the American Department of Defence. The advanced use of modern technologies in military education is managed by the ADL Initiative that operates with the Department of Defence. It is responsible for standards, technology and the specification of education. Educational solutions promoted by the Initiative are developed in partner laboratories (ADL Labs), which are situated in: Canada, Norway, Poland, Romania and the United Kingdom, among other places. Directives of the ADL Initiative are most often used in the planning, structuring and realisation of educational programmes with the use of modern technologies. Combining the traditional teaching method (face-to-face contact with a teacher) with activities remotely-operated by a student through the Internet is considered by the ADL Initiative to be the most effective form of conducting classes. A wide spectrum of educational possibilities allows for the system to be easily adjusted to the course participants' needs and preferences. This is shown by the broad range of courses offered by Allied Command Transformation in Norfolk.<sup>9</sup> The Polish equivalent of this programme is *The concept of e-learning in the Ministry of National Defence*.<sup>10</sup> Its main objective is to improve the functioning and development of distance learning in the Ministry of National Defence.

## 2. Legal Conditions for the Education of foreigners

The legal and international basis for educating military personnel of other countries are mainly letters of intent and bilateral agreements made at the ministerial or governmental level. A detailed framework for education is specified in agreements signed prior to the start of education or a course. The framework includes in particular: the status of personnel being educated during their stay in the territory of the Republic of Poland, the manner of educating or conducting a course and the procedure of settling payments for the education or a course. When there are no such agreements the decision is taken by the Minister of National Defence.<sup>11</sup>

Under paragraph 35 of the *Organisational Regulations*<sup>12</sup> of the Ministry of National Defence, the Department of Military Foreign Affairs (DMFA) is responsible for organising international military cooperation in the MoND. The detailed interpretation of its actions is defined by Decision No 21/MON, *Instruction regarding*

<sup>8</sup> NATO e-Learning. Education & Training „Anytime, Anywhere”. *Electronic source*: <https://jadl.act.nato.int/>, *accessed*: 2017.07.19.

<sup>9</sup> NATO Joint Advanced Distributed Learning Online Course Catalogue 2017. *Electronic source*: <https://jadl.act.nato.int/CourseCatalogue.pdf>, *accessed*: 2017.07.19.

<sup>10</sup> Konceptcja szkolenia na odległość w resorcie obrony narodowej, zatwierdzona przez Ministra Obrony Narodowej w dniu 30 listopada 2016 r., Departament Nauki i Szkolnictwa Wojskowego MON.

<sup>11</sup> Art. 43 ust. 3 pkt 3 Ustawy z dnia 27 lipca 2005 r. prawo o szkolnictwie...

<sup>12</sup> Zarządzenie Nr 33/MON z dnia 24 sierpnia 2015 r. w sprawie regulaminu organizacyjnego Ministerstwa Obrony Narodowej, OJ MON 2015, poz. 250.

the planning and realisation of projects concerning international cooperation in Ministry of National Defence.<sup>13</sup> Under this decision, paragraph 10, the guidelines of the Minister of National Defence for budget planning are the basis for the annual planning of projects as well as the guidelines of the Under-Secretary of State for the Defence Policy for the planning of international cooperation in MoND. These are specified by the plans of projects prepared for calendar years by the Director of DMFA and plans of in-service training courses and events prepared by the Director of the Personnel Department (PD). There can also appear an unplanned need for the additional training of foreigners in Poland. This usually results from ongoing actions of sections within the Ministry of National Defence and occasional suggestions by our foreign partners. The decisions in the above mentioned cases are taken by the Minister of National Defence.

On the basis of the *Organisational Regulations of the Ministry of National Defence* the person responsible for all affairs connected with the education and in-service training of foreigners in Polish Military academies and schools is the Director of The Science and Military Education Department (SMED). The legal basis for his actions is the *Decision of the Minister of National Defence No 72/MON dated 30 March 2017 on coordination of the education process or the training of military personnel from other countries in military academies and Polish Armed Forces School of Languages as well as the scholarship system for foreigners who are exhibitioners of Polish side*.<sup>14</sup> According to this decision, the powers of the Director of SMED include the coordination and organisation of the educational process for foreigners, the preparation of an offer of studies and courses, along with the scholarship system, and furthermore the planning of budgets funds for the education of foreigners and their scholarships. To acquaint foreign partners with the offer of Polish military academies, DNiSW periodically publishes a special guide.<sup>15</sup> This contains basic information concerning Polish military academies, as well as information concerning the opportunity to educate and train foreigners there. The Department of Military Foreign Affairs (DMFA) is responsible for publishing the guide — the department hands it over to, among others, military attaches accredited in Poland.

### 3. Priorities of Cooperation

The significant element of activities aimed at establishing or increasing the intensity of bilateral and multilateral military cooperation is to define its priorities. They include both desirable directions of the cooperation, as well as its factual scope. Every year they are defined in guidelines for planning of international cooperation in the Ministry of National Defence.

<sup>13</sup> Decyzja Nr 21/MON z dnia 10 lutego 2012 r. w sprawie planowania i realizacji przedsięwzięć współpracy międzynarodowej w resorcie obrony narodowej, OJ MON 2012, poz. 33.

<sup>14</sup> Decyzja Nr 72/MON Ministra Obrony Narodowej z dnia 30 marca 2017 r. w sprawie koordynacji procesu kształcenia lub szkolenia personelu wojskowego innych państw w uczelniach wojskowych i Wojskowym Studium Nauczania Języków Obcych oraz systemu stypendialnego dla cudzoziemców będących stypendystami strony polskiej, OJ MON z 2017, poz. 68.

<sup>15</sup> Liberacki M, Grabowski J, Skrzypek A, Military Higher Education System. Outline of Trainings for International Students, WCEO, Warsaw 2017.

In 2015 the Council of Ministers established *the Programme of Support of the Region Security 2022* (ReSAPP).<sup>16</sup> Its aim is, among others, the broadening of political and military relations with countries of the Visegrad Group (Czech Republic, Slovakia and Hungary), Baltic countries (Lithuania, Latvia and Estonia), as well as Romania and Bulgaria. Practically, it will spread over the consolidating area of the Eastern flank of the North Atlantic Treaty Organisation. The programme intends to provide assistance to interested countries of the region concerning the attainment of military capabilities by providing their personnel the opportunity to be educated in Polish military academies and training centres. The designers of *the Programme* assume that it will contribute to the tying together of the defence potentials of the cooperating countries by the use of the same patterns of weaponry and standardised training processes and joint exercises. The Polish side declares in the subject document the willingness to organise studies and courses in military academies for representatives of the countries covered by the programme with an assumption that, in the long-term, these undertakings will result in an increase in the confidence of Polish military equipment and methods of training. In future it will lead to an interest in the acquisition of Polish military products. *The Programme aims at* financing of education and training to the sum of 5 million PLN a year. The following undertakings have been carried out in 2015–2016 within the framework of the Programme<sup>17</sup>:

- a) the Course for Guidance Navigators, consisting of the theoretical part carried out by the Polish Air Force Academy (PAFA) and the practical part carried out on the basis of the 1 Regional Centre of Commanding and Guidance in Cracow (JW 4750). The first part (didactic classes, training materials, accommodation, alimentation) has been financed from the subsidy awarded to the Academy, and the practical training has been provided for by Centres for Commanding and Guidance of the air training of Air Bases. The course participants gained the qualifications to guide aircraft under control, with category "C" (STANAG 1183). The course was conducted from February 22 to May 15, 2016. It involved two Estonian soldiers.
- b) Exit Air Navigator courses at the PAFA in Deblin. The first one was carried out between the 7th September — 16th October 2015. Two Latvian soldiers participated in the course. The second course took place on 14 March — 22 April 2016. The above mentioned course is designed for professional soldiers assigned to the Joint Terminal Attack Controller (JTAC). The course provides training on air-to-land integration, airspace management, planning and implementation of direct air support missions for general military subdivisions and procedures for calling in and improving artillery and helicopter firepower.

<sup>16</sup> Uchwała nr 173 Rady Ministrów z dnia 22 września 2015 r. w sprawie ustanowienia „Programu Wsparcia Bezpieczeństwa Regionu 2022”. *Electronic source*: <http://www.infor.pl/akt-prawny/MPO.2015.183.0001019,uchwala-nr-173-rady-ministrow-w-sprawie-ustanowienia-programu-wsparcia-bezpieczenstwa-regionu-2022.html>, *accessed*: 2016.10.25.

<sup>17</sup> Kontrakt Szkoleniowy Nr 2 dotyczący szkolenia personelu wojskowego SZ Republiki Estońskiej w RP, DNiSW MON, niepubl; Kontrakt Szkoleniowy Nr 3 dotyczący szkolenia personelu wojskowego SZ Republiki Łotwy w RP, DNiSW MON, niepubl.



The Defence Education Enhancement Programme (DEEP)<sup>18</sup> is being implemented in cooperation with the Partnership for Peace (PfP) Consortium<sup>19</sup> and is designed for the educational institutions of NATO countries and NATO itself. The programme is addressed to the partner countries of the North Atlantic Alliance. The first endeavour took place in Armenia in 2007. Recently, it has been extended to Mauritania, the Mediterranean Dialogue countries, Iraq (under the Structured Cooperation Framework) and Afghanistan (in the context of the Enduring Partnership).<sup>20</sup> The programme aims at supporting military educational institutions in the process of institutional reforms and at adapting the fields of education (training) to the requirements of the modern battlefield. Polish military universities cooperate with their counterparts from Ukraine as part of the Programme. So far, study visits have been organised to support the reforms of Ukrainian military universities. In addition, courses in English special terminology were organised for 45 soldiers and staff from the Ukrainian Ministry of Defence at the National Defence Academy in 2015.

Another priority is to increase exchanges of military students. This is made possible by the establishment of a system of exchange of students from military higher education institutions (officer cadets).

Such systems of exchanges were first launched during the French Presidency of the European Union in August 2008 and were continued during the next presidency. In addition, the European Security and Defence College (ESDC) in Brussels has given its active and substantive support. This demonstrates the important role of this programme in terms of EU military education. The European Initiative for the Exchange of Young Officers, so called "European Initiative for the Exchange of Young Military Officers" Erasmus (Military ERASMUS)<sup>21</sup> is a project aimed at increasing the interoperability of the armed forces of EU Member States through training and scientific exchanges. It is consistent, among other things, with international trends in increasing student mobility in the process of academic education and vocational training based on the principles of bilateral exchange. Its implementation enables cadets and junior officers to acquire knowledge and skills at military universities in the EU Member States. The expected result of the programme is to ensure better cooperation in the conduct of complex international military operations through joint multinational education and training. It is extremely important that such exchanges will facilitate the building of a common European security and defence policy, national and European awareness and the intensification of the exchange of experience in the field of didactic activities, as well as a better understanding of the existing cultural and moral differences within the Union's member states. As a result of the work carried out by experts in working groups called Lines of Development and intra-EU consultations, the Steering Committee of ESDC adopted a Memorandum

<sup>18</sup> Defense Education Enhancement Programs. *Electronic source:* <http://www.pfp-consortium.org/index.php/activities/defense-education-enhancement-program-deep>, accessed: 25.10.2016..

<sup>19</sup> Partnership for Peace Consortium. *Electronic source:* <http://www.pfp-consortium.org>, accessed: 25.10.2016.

<sup>20</sup> Afghanistan and NATO's EnduringPartnership. *Electronic source:* [http://www.nato.int/nato\\_static/assets/pdf/pdf\\_2011\\_04/20110414\\_110414-AfghanPartnership.pdf](http://www.nato.int/nato_static/assets/pdf/pdf_2011_04/20110414_110414-AfghanPartnership.pdf), accessed: 25.10.2016.

<sup>21</sup> European Initiative for the Exchange of Military Young Officers. *Electronic source:* <http://www.emilyo.eu>, accessed: 25.10.2016.

of Understanding<sup>22</sup> on February 24, 2010. This document covers legal and administrative issues and frameworks concerning the principles of exchange, financial regulations, trainer exchanges, academic exchanges, subordination and national implementation. Participation in the programme should be voluntary, respecting the decision-making autonomy, the individual nature of military higher education institutions and their training programme. The Programme is financed from the individual academic centre's own resources. It may be supported by the national budgets of the EU member states. The emilyo<sup>23</sup> IT platform was prepared primarily for the Programme participants. It contains information on the topic of working groups, cooperating organisations and other organisations and institutions as well as training exchange opportunities. The portal contains address details of supervisors of the Ministries of Defence of the countries involved, as well as address details of all cooperating universities. All Polish universities teaching future officers are a part of the scheme.

#### 4. Propagation of the Idea of foreign Military Personnel Education

Between 22<sup>nd</sup> and 26<sup>th</sup> June 2016 the IV edition of the International Military Academic Forum (IMAF) was held at The Military Academy of Land Forces in Wrocław. The Forum is a platform to exchange scientific ideas concerning the education of candidates for future officers and is addressed at both military and civilian institutions. The key topic of the meeting was to look for possibilities to finance the exchange of officer cadets and junior officers as well as to provide organisational support for the schools and institutions involved in the project. The Academy in Wrocław is the leader of the *Strategic Programme* project. The long term objective of the works conducted within the Forum is to create the programme framework of the so-called "international semester". The assumption is to make it possible for the students of military academies to go on a one semester exchange programme to foreign military schools. Essentially, a semester of education abroad comprising of specially selected educational modules. At present five such modules have been prepared and work on the next six is under way. The Jagiellonian University, which is the leader of the *Joint Master Degree*<sup>24</sup> programme also participates in the IMAF project. This programme has been launched as the Interdisciplinary Programme of Master Studies within the Joint Policy of Defence and Security. It is open to both civilian and military students.

Another periodic venture is The Olympiad of Knowledge "*Common Security and Defence Policy*" (CSDP)<sup>25</sup>. In 2016 it was organised between 4<sup>th</sup> and 7<sup>th</sup> October at the Slovakian Armed Forces Academy in Liptovski Mikulas and 49 officer cadets and junior officers from 15 countries (including 4 cadets and 1 junior officer from Poland)

<sup>22</sup> Konferencja nt. europejskiej inicjatywy wymiany oficerów młodszych — inspirowana programem ERASMUSA. *Electronic source*: <http://archiwalny.mon.gov.pl/pl/arttykul/11996>, accessed: 27.10.2016.

<sup>23</sup> European Initiative for..., accessed: 27.10.2016.

<sup>24</sup> *Ibid.*

<sup>25</sup> European Initiative for the Exchange of Military Young Officers. Calendar. *Electronic source*: <http://www.emilyo.eu/event-created/2016-10>, accessed: 27.10.2016.



registered to attend. Similar to earlier years, the participants were first tested online (the so-called IDL Phase). During the next stage they had to write an essay connected with the CSDP and finally they had to prepare a presentation about their work.

The biggest number of ventures and enterprises connected with the training and educating of foreign military personnel at Polish military educational institutions is realised on the basis of agreements on bilateral cooperation in the field of defence. The structure of such agreements is essentially based on one model.

In this paper the principles of educating soldiers and military personnel from foreign countries will be discussed on the basis of the agreement signed with the Ministry of Defence of the People's Republic of China.<sup>26</sup> This agreement specifies the potential areas of cooperation (the exchange of experience at expert level, studies and training, the exchange of academic teachers and trainees, as well as the exchange of educational materials). According to the arrangements made, the presented forms of the agreement are determined in the annual plans of cooperation for the coming years. The forms of financing studies and courses are defined in separate contracts and agreements. Since the agreement came into force the contracting parties have already signed 10 different documents specifying the process of education. The Polish side ensures, on the principle of reciprocity<sup>27</sup>, free accommodation, meals, tuition, technical and administrative service, as well as any other materials and facilities required during the process of education. Travel expenses connected with studies and research are also covered by the Polish side.

## **5. Practical Scope of Cooperation**

Between 2010 and 2017 there has been a dynamic development in cooperation between Polish military academies and their partners. In 2010 only 12 foreign officers studied and attended courses in Polish military education centres. In 2016 the number of students from abroad increased up to 220, including soldiers, soldiers candidates and military civilian personnel. Presented below is the main forms of education implemented in the military schools in the years 2013 — 2017, which are also envisaged to be attended by foreign students.

### **5.1. 1<sup>st</sup> Degree Studies**

Since 2015, as a new project, the Polish Naval Academy (PNA) has offered fee-paying seven-semester full-time studies of the first degree (first-cycle studies) for professional soldier candidates.

These studies are conducted in English in the Faculty of Navigation and Naval Weapons. Apart from the academic component, the curriculum also contains vocational practice including time spent on warships. The studies are preceded by two semesters of preparatory and refresher training. During this training foreign officer cadets learn

<sup>26</sup> Umowa między Ministrem Obrony Narodowej Rzeczypospolitej Polskiej a Ministerstwem Obrony Narodowej Chińskiej Republiki Ludowej o współpracy w dziedzinie obronności, podpisana w Pekinie dnia 16 grudnia 2009 r. M.P. 2010, poz. 1131.

<sup>27</sup> The Polish Side, directing its officers to military universities in China, uses the same conditions.

the basics of the Polish language and culture, they are familiarised with the main legal regulations of the Republic of Poland as well as the statute and rules in the Academy. In the academic year 2016–2017 officer cadets from the Persian Gulf area: Saudi Arabia, Qatar and Kuwait started their studies at PNA. In the case of Qatar and Kuwait the number of students has increased in proportion to the original estimates of participants.

**Table 1. Foreigners educated at bachelor studies at PNA**

Country	Academic year		Total
	2015/2016	2016/17	
The Kingdom of Saudi Arabia		15	<b>15</b>
Quatar	10	10+10	<b>30</b>
Kuwait	15	15+18	<b>48</b>
<b>Total</b>	<b>25</b>	<b>63</b>	<b>93</b>

Source: information from The Polish Naval Academy

A similar project, six-semester studies (bachelor) will be conducted at the Military Academy of Land Forces from 2017. A total of 10 officer cadets from the Kingdom of Saudi Arabia will be studying at the Management Faculty — specialising in airmobile troop command. Their studies will be preceded by a year-long preparatory phase — refresher course. It will comprise of both military training and preparations for their studies.

The training will allow the KSA cadets to familiarise themselves with: elementary Polish and English language, as well as specialist Polish and English terminology; the fundamentals of Polish culture; the basic scope of Polish legislation regulating public order on the territory of the Republic of Poland; as well as military rules and regulations in force at the specific higher education institution. The studies will start on September 4, 2017 and they will last till June 30th 2020. Ten cadets expressed their willingness to enrol for the course (tab.2).

**Table 2. Cadets pursuing first-cycle studies at WSOWL (the gen. Tadeusz Kosciuszko Military Academy of Land Forces)**

Country	Academic year
	2017/18
The Kingdom of Saudi Arabia	15

Source: information from the gen. Tadeusz Kosciuszko Military Academy of Land Forces

Seven-semester first-cycle studies meeting KSA needs will also be organised at the Polish Air Force Academy (PAFA). The studies will start in the academic year 2017–2018 in the field of Aviation and Astronautics at the Department of Aviation and they will finish in February, 2021. The course will be conducted in English. Apart from the academic component of the programme, there will also be practical aviation exercises. The studies at PAFA are preceded by a one-year preparatory and remedial course. It will consist of language and military training as well as preparation to start studies. This programme includes, among other things: elementary

Polish and English language; the fundamentals of Polish culture, the basic scope of Polish legislation regulating public order on the territory of the Republic of Poland; as well as internal military rules and regulations in force at the Academy also referred to as Szkoła Orłąt (School of Eaglets). According to initial assumptions, after finishing their education in Dęblin, the soldiers would continue their further professional training in Polish aviation units. It is planned that the additional practical training is going to last approximately 18 months depending on the soldiers' specialisation. This sort of professional training is undertaken by the soldiers coming from the United Arab Emirates (tab.3).

**Table 3. The number of national and foreign students at PAFA**

Country	Academic year
	2016/17
Kingdom of Saudi Arabia	15
United Arab Emirates	18 (pilot course)
<b>Total</b>	<b>33</b>

Source: information from Polish Air Force Academy

## 5.2. Post-graduate Defence Policy Studies

The post-graduate studies (2 semesters) are dedicated to the officers who are going to be assigned to the posts classified as brigadier general/rear admiral full-time staff posts. The main objective of the studies is to prepare officers for work in the Ministry of Defence central institutions in managerial full-time positions of brigadier general/rear admiral. The officers are trained to hold positions at headquarters as well as those of tactical, operational and strategic level staff in both national and international structures. The curriculum of postgraduate studies is focused on national and international security matters. It covers the issues concerning the alliance and coalition obligations; diplomacy; international law; and operational and strategic activity; as well as a prognosis of development strategy. Such studies took place at AON (Academy of National Defence) until 2016 and since then they have been carried out by ASzWoj (War Studies University). Within the period of time analysed 5 foreign officers attended the above mentioned professional development training (tab. 4).

**Table 4. Foreign students of Postgraduate Defence Policy Studies**

Country	Academic Year			Total
	2013/14	2014/15	2015/16	
Kingdom of Saudi Arabia	1			1
Brazil	1			1
Ukraine		3		3
Total	2	3		5

Source: information from Polish Air Force Academy

### 5.3. 3-level Studies

Since 2013/14 academic year, 3-rd cycle studies have been conducted at the Military University of Technology (WAT) for the needs of the Algerian Armed Forces. The lectures are carried out in English. Currently, eight Algerian soldiers are studying at WAT. The education cost is covered by the Algerian side.

**Table 5. The number of grade three students at the Military University of Technology**

Country/ academic year	2013/2014	2014/2015	2015/2016	2016/2017	Total
Algeria	2	8	8	8	26
Altogether	2	8	6	8	26

Source: information from the Military University of Technology

### 5.4. Upper Operational-strategic Course

The course is intended for officers due to be appointed for posts up to the rank of colonel/commander. Its main aim is to deepen knowledge and create the skills to solve the problems of preparing and conducting operational and strategic operations. It prepares the trainees to assume posts in national and multinational environments comprising of all the services. The curriculum of the course is focused on operational and strategic subjects. It is completed by such subjects as: safety; management; international humanitarian law of war/conflicts; negotiation and media. Previously, the courses were conducted at AON. However, since mid-2016 they have been taken over by the Wartime Studies Academy. One course is ten months. In the period in question twelve foreign officers took part in this form of professional training (tab. 6).

**Table 6. Foreign students at the upper operational strategic course**

Country/ academic year	2013/2014	2014/2015	2015/2016	2016/2017	Total
China	1	1	1	1	4
Germany	1	1	1	2	5
South Korea		1	1	1	3
Mongolia			1		1
Altogether	2	2	4	4	13

Source: information from Department of Science and Higher Military Education

### 5.5. Advanced Tactical Operational Course

The course prepares officers to take up positions at a tactical and operational level. Its substantive content coincides with the Postgraduate Operational and Tactical Studies. The issues relating to national solutions are omitted. The course is designed for officers who are scheduled to be assigned to a full-time post of major. By 2016, 16 officers from five countries participated in the course. (tab. 7).

**Table 7. Foreigners trained at Advanced Tactical Operational Course**

Country	Academic year			Total
	2013/2014	2014/15	2015/16	
Brazil	2	2	2	6
Mongolia	1			1
Moldova			1	1
Serbia			3	3
Ukraine	1	4		5
<b>Total</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>16</b>

Source: information from Department of Science and Higher Military Education

### 5.6. Advanced Operational Strategic Course

The course prepares officers to take up positions at the operational and strategic level. Its substantive content coincides with the Higher Operational and Strategic Course. The issues related to national solutions are omitted. The course is designed for officers who are scheduled to be assigned to a full-time post of colonel/captain (navy). By 2016, 10 officers from four countries participated in the course (tab. 8).

**Table 8. Foreigners trained on Advanced Operational Strategic Course — operational-strategic level**

Country	Academic year			Total
	2013/14	2014/15	2015/16	
Brazil	2	2	2	6
Spain	1			1
Mongolia	1			1
Ukraine		1	1	2
Total	4	3	3	10

Source: information from Department of Science and Higher Military Education

### 5.7. Polish Language Course Preparing for Undertaking Studies in Poland

In accordance with the regulation of the Minister of Science and Higher Education of 12<sup>th</sup> October 2006<sup>28</sup> foreigners can be accepted for the first and second degree studies, master’s studies and unified master’s studies, post-graduate studies and doctoral studies conducted in the Polish language. Candidates can apply if they meet one of the following requirements/conditions:

<sup>28</sup> Regulation of the Minister of Science and Higher Education of 12th October 2006 concerning the undertaking and continuing of studies by foreigners and their participation in scientific research and development work, JO. 2016, item 1501

- a) Complete a year-long course preparing them to start studies in the Polish language in units/schools/training centres selected by the minister in charge of higher education
- b) Have a certificate of the command of the Polish language issued by the State Commission for Certifying the Knowledge of Polish as a Foreign Language.
- c) Gain a confirmation from the school or university accepting them as students that their command of the Polish language, as well as professional preparation, allows them to take up studies in Polish.
- d) Polish Language Courses for foreign military personnel qualified for various forms of training were, up till now, ran by the Academy of National Defence (AON). At present they are conducted by the War Studies University. The numbers of students between 2012 and 2017 are shown in the table below.

**Table 9. Foreigners trained on Polish Language Preparation Courses**

Country	Academic year				Total
	2013/2014	2014/2015	2015/2016	2016/2017	
China	1	1	2	2	6
South Korea	1	1	1	1	4
Moldavia			6		6
Mongolia			1		1
Ukraine	4	4	1		9
Vietnam			1	4	5
<b>Total</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>7</b>	<b>31</b>

Source: information from Department of Science and Higher Military Education

### 5.8. English Courses — Levels SPJ 2222 and SPJ 3333

According to STANAG 6001, these types of courses are 590 hours long. Persons, whose language competence is on level I, as far as all required skills are concerned, can enrol on these courses.

**Table 10. Foreigners trained at English courses — level SPJ 2222**

Country	Academic year				Total
	2013/2014	2014/2015	2015/2016	2016/2017	
Azerbaijan		2	3		5
Belarus	2	0	0	0	2
Georgia	4	4	5	5	18
Ukraine	3	3	4	6	16
<b>Total</b>	<b>9</b>	<b>9</b>	<b>12</b>	<b>11</b>	<b>41</b>

Source: information from Department of Science and Higher Military Education

According to STANAG 6001, courses of this type are conducted within 620 hours. The lessons are taken by people who have acquired all the required language skills at Level II.



**Table 11. Foreigners trained on English language courses level 3333**

Country	Academic year				Total
	2013/2014	2014/15	2015/16	2016/17	
Azerbaijan		4	6		<b>10</b>
Belarus	2	2	2	1	<b>7</b>
Georgia	4	4	7	10	<b>25</b>
Romania	1				<b>1</b>
Ukraine	7	4	8	12	<b>31</b>
Ukraine within DEEP			45		<b>45</b>
<b>Total</b>	<b>14</b>	<b>14</b>	<b>68</b>	<b>23</b>	<b>119</b>

Source: information from Department of Science and Higher Military Education

## Conclusion

Security remains a central issue in both individual countries and the international community. New solutions that minimise existing and emerging threats are constantly being looked for. Recent events have deepened the sense of deficit in this aspect, which is linked to the increasing number of new threats and conflicts. Such a situation forces us to continually supplement and revise preventive actions. There are many factors which determine international security. Undoubtedly, culture and education play an important role in this aspect. An important element of its formation and cognition is the extensive international cooperation, in particular broad-based activities related to the exchange of students and scientific and didactic staff. This process is the basis for the exchange of views and understanding of the position of the other party. The paradigm of thinking about security is gradually changing through the holistic understanding of the process of learning.

As part of international security policy, interest in educational co-operation has been growing steadily. In the second decade of the 21<sup>st</sup> century, intensified interest in the Polish military school system from foreign partners has been taking place. Since 2010, the number of foreigners studying in Poland has increased considerably. At the beginning of the decade, only 12 foreigners studied in Polish military colleges and the number soared up to 220 in 2016. This growing tendency results partially from the buoyant development of the international co-operation of the Polish Armed Forces, but primarily from the more and more comprehensive educational offer aimed at foreign students. At present, they can study in Poland at all levels, including doctoral studies and post-graduate studies for officers who are designated for high command posts and positions in the general staff in the future. Also, a substantial course offer has been prepared for them. A real novelty in military training is the very attractive, substantive offer of undergraduate studies, where candidates for the professional military of other countries can be educated.

Up to 2015, the majority of foreign military students in Poland came from the post-Soviet area as well as from Asian countries. The most numerous ethnic group

were Ukrainians, whose number grew rapidly after launching the DEEP Ukraine programme. China, South Korea, Mongolia and Germany have also been sending their professional soldiers to study in Poland regularly. Presently, warrant officers from Arab countries constitute a more and more numerous group.

Year after year, military universities expand their educational offer for foreigners. Along with the offer, the contents of education has been evolving, readjusting to current trends and the needs of the military forces of the countries involved. The education of candidates for entering the professional military is an especially conspicuous example. An educational offer of this kind, also in the English language, was initiated in the current academic year. Taking into account the considerable interest in this form of education, it could be expected that in the consecutive years its scope and contents will develop. Analysing the thriving Polish military co-operation in the international arena as well as the substantive and financial attractiveness of the educational offer from the Polish military schools, we can anticipate further increases in the number of foreign students in Poland in the near future. This will influence positively the image of Poland in the international environment. It will also contribute to the development of proper international contacts and by doing so ensure security in the international community. Polish educational efforts will be mostly oriented towards the further development of cooperation in the regional agreements/pacts, especially those based on the Baltic States ( B3); Vysehrad Group (V4); and the so called "formula of nine" (the states of the Eastern flank of NATO).

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**Streszczenie.** W artykule omówiono czynniki wspierające rozwój międzynarodowej współpracy w edukacji wojska, które zostały przedstawione na przykładzie kilku wybranych aspektów kształcenia zagranicznego personelu wojskowego w polskich uczelniach wojskowych w latach 2013–2017. Współpraca polega na nawiązywaniu kontaktów z partnerami zagranicznymi i udziale we wspólnych wydarzeniach naukowych, badawczych i dydaktycznych, jak również wymianie studentów i kadry dydaktycznej. Ponadto w artykule przedstawiono prawne uwarunkowania edukacji cudzoziemców, przede wszystkim zaś przepisy ustawy o szkolnictwie wyższym, na podstawie których minister obrony narodowej jest upoważniony do koordynowania współpracy polskich oraz zagranicznych szkół i akademii w ramach umów międzynarodowych.

Autorzy przedstawiają również priorytety współpracy, uważane za skuteczne narzędzie wspierające proces tworzenia przyjaznego środowiska międzynarodowego oraz element dążenia do pewnej unifikacji edukacji i szkoleń. Jednym z najlepszych przykładów danych priorytetów jest zwiększenie wymiany studentów wojskowych, która stała się możliwa dzięki wprowadzeniu systemu wymiany studentów wojskowych instytucji szkolnictwa wyższego (podchorążych) pod nazwą Program Europejskiej Inicjatywy Wymiany Oficerów Młodszych i Podchorążych (Wojskowy ERASMUS).

Istotną rolę w rozwoju współpracy międzynarodowej odgrywają również studia pierwszego stopnia (licencjat) prowadzone w języku angielskim przez trzy polskie akademie wojskowe: Akademię Marynarki Wojennej, Akademię Wojsk Lądowych i Wyższą Szkołę Oficerską Sił Powietrznych. Ofertę dla partnerów zagranicznych uzupełniają studia podyplomowe, kursy języka angielskiego na różnych poziomach zgodnie z wymaganiami normy STANAG 6001 oraz kursy języka polskiego dla obcokrajowców.

**Резюме.** В статье обсуждаются факторы, способствующие развитию международного сотрудничества в области военного образования, которые оедставлены на примере нескольких избранных аспектов обучения иностранных военнослужащих в польских военных учебных заведениях в 2013–2017 гг. Сотрудничество осуществляется путем установления контактов с зарубежными партнерами и участия в совместных мероприятиях в области науки, исследований и обучения, а также обмена студентами и преподавательским составом.

Кроме того, в статье представлены юридические правовоположения, регулирующие обучение иностранцев, прежде всего, положения Закона о высшем образовании, на основании которого министр национальной обороны уполномочен координировать сотрудничество польских и иностранных школ и академий в рамках международных соглашений.

Авторы представляют приоритеты сотрудничества, которые рассматриваются как эффективный инструмент поддержки процесса создания благоприятной международной обстановки и являются элементом стремления к достижению определенной унификации системы образования и обучения. Одним из лучших примеров данных приоритетов является повышение мобильности студентов военных вузов, что стало возможным благодаря созданию системы обмена студентами военных высших учебных заведений (курсантов) в рамках Европейской программы по обмену младшим офицерским составом и курсантами (Военный ЭРАЗМУС). Значительную роль в развитии международного сотрудничества играют также курсы высшего образования первой вузовской степени (бакалавриат), которые преподаются на английском языке в трех польских военных вузах, т.е. Военно-морской академии, Военной академии сухопутных войск и Высшей офицерской школе военно-воздушных сил. Предложение для иностранных партнеров дополняется курсами посеузовского профессионального образования, курсами английского языка на разных уровнях в соответствии с требованиями стандарта STANAG 6001 и курсами польского языка для иностранцев.

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