

*Within the paradigm of security studies*¹_____

_____ *Vilma Spahiu, Blendi Lami & Kristaq Xharo*² _____

Abstract

Security studies curriculum remains an important commitment to lecturers and academics. As the security process is becoming increasingly asymmetrical, the concept of security is constantly changing. Security is not considered only a military or diplomatic dimension, but a comprehensive process. State institutions are supposed to cooperate at local, national and international level to meet the needs of the population to mitigate and prevent security threats. Therefore, education and qualification of those dealing with security enables analysis, expertise, management and leadership. Security study programs are part of a dynamic trend in universities, colleges, military academies and other research institutions. They have transcended the traditional concept, as it was applied during the Cold War. It is encouraging, but also challenging, that the European University of Tirana is successfully developing advanced modules on security studies. These are programs where the field of security is integrated not only with international relations and political science, but also with strategic studies, crisis and conflict management, negotiation, international organizations, history, geopolitics, philosophy, methodology, etc. The paper concludes that the old curriculum in the security field in Albanian universities and institutions, focusing on traditional concept of territorial security, is challenged by the trend of innovative universities such as European University of Tirana, offering contemporary programs in this field.

Key words: *Security studies curriculum, comprehensive process of security, international relations, contemporary programs*

¹ The paper reflects ideas and proposals in the framework of a broader project with the same title, which was prepared to assist the European University of Tirana in preparing the university curricula in the domain of security.

² Contact at: vspahiu@uet.edu.al; blendi.lami@uet.edu.al; kristaq.xharo@uet.edu.al

Introduction

Security is considered one of the areas with the fastest growing interest in the social, political, economic, military, environmental and academic context. It has occupied a central place in matters of international interaction. The environment is changing so fast that states that were not previously exposed to threats are becoming more vulnerable and others with their elimination appear safer. More than ever before, national or international structures, large corporations, but also non-governmental organizations feel the need for analytical, research, and recommendatory skills and capacities that help understand and influence, by evaluating and designing operational and strategic tactical analyzes. In countries with stable economic levels, security has become a priority, while in countries with poor economic performance security is closely connected with the idea of survival.

Security is like a mirror reflecting the threats. Threats to security are not part of a limited approach to protecting territorial integrity from armed threats, a feature of this field before the Cold War. The traditional approach focused mainly on state actors and their military capabilities. But over the past few decades, especially after the Cold War, the concept of threats, and with it the contemporary definition of security, have expanded to include objects and entities that transcend geographical and analytical boundaries. We have embarked on the principle of *multiple security*, says Stefan Walt, a professor of international relations at Harvard University. This concept is based on the assumption that in a globalized world, “security can no longer be thought of as a ‘fixed-outcome’ game involving only states.” (Walt, 1991: 211-239) Like threats, security is now expanding to other dimensions that highlight aspects that include human, national, trans-national, environmental, and trans-cultural security that cannot be achieved without good governance at all levels and that guarantees security through justice for all individuals, states and cultures. UET, as an academic forum of the Anglo-Saxon model follows the contemporary line of the security concept.

Security studies as an academic paradigm explore the framework of threats and the evolution of the concept of security in an increasingly uncertain world. The need to understand the changing global security landscape with increasing threats, sophisticated terrorist attacks in urban areas globally, nuclear ambitions, the growing threat of cyber attacks, the resurgence of ‘empires’, the dangers the failure of new democracies, ‘fragile’ states, violations of individual rights, full of other aspects - has never been greater. “In this environment, security studies appear as an academic field that aims to provide genuine analysis and forecasts for every actor who feels or engages in security issues.” (Collins, 2014: 15). Security studies increasingly refer to:

- basic values of the community;
- strategies implemented by the actors, which are perceived to threaten these

fundamental values

- formal and informal tools and instruments that threaten the community
- assumptions that security experts assess for the resources and skills they need to maintain and protected; and
- best methods to organize, educate, train and develop the most effective capacities.

In the West, prominent university institutions, academies, colleges, research institutes, cover, study and anticipate developments in the field of security. They are inclined to offer to decision-making institutions, commissioned or even independently, scientific analysis and recommendations on the dynamics of developments. The security curricula that are organized scientifically, analyze security issues at all levels, from individual to trans-national. “. . . in a deeper context, they [security studies] integrate issues of international relations, diplomacy, geopolitics, strategic leadership strategy, crisis and conflict management, elements of state power, etc.” (Collins, 2014: 18). European University of Tirana (Universiteti Europian i Tiranës - UET) follows a curriculum that has already gained great reputation and is considered ambitious at the most prominent western universities. The universities of Harvard, Oxford, London King’s College, Paris School of International Affairs, US Defence University, US War College, Copenhagen University, Georgetown University, Johns Hopkins University and dozens of others, implements such curricula and serve as reference points for other university institutions.

Security studies in our country are following similar strategy in compiling the curricula, as Albania faces the range of threats, which is already as widespread as in other parts of the globe. The threats are almost common in specific areas. Therefore, academic institutions in the West remain a reference for the context of studies. But, unlike the risks of evolving threats, the space of the security studies in our country is dominated by two main features. Firstly, it’s the pressure from the traditional concept, focusing only territorial security. And secondly, it’s the dominance of the concept of training and not education and qualification. Those few state institutions with a long tradition in security issues seem to be dominated by the traditional concept and coping with risks through training and courses, bypassing thus the proper education. “Training by means of short courses cannot replace education. Training is a process that successfully solves current problems, but only education provides opportunities to prepare for the present and the perspective.” (Xharo, 2013: 23). The positive trend is the re-establishment of the Security Academy, which trains public safety specialists. It is not just the academic institutional gap, but rather the contemporary approach that has positioned the European University of Tirana as a unique auditorium for the study of security issues.

Finally, the contemporary concept of security today challenges not only academic institutions but it is equally important for decision-making institutions. Currently there are more actors facing security concerns than few years ago. “Cycles of strategies, manuals of doctrines, tactics are shortened every day and the need for more knowledge is a permanent dilemma.” (Baylis, 2013: 121). There is a chain of institutions – up to the highest levels of the political hierarchy - that should be focused on security issues and should have the qualified staff with the necessary academic knowledge for dealing with such issues. Security threats have evolved and are difficult to cope with. Confronting them is strongly related to the knowledge to understand and evaluate specific situations with a contemporary mindset. UET has the capacity and responsibility to respond to current needs and challenges, by preparing specialist who can succeed in such areas.

Methodology

There is also a more extensive way of looking at the concept and security process. “In the modern security system, the feeling acts as a phenomenon, which includes not only the military aspect, but also emphasizes other areas which position the state in their field of interest. Under these circumstances, it seeks to achieve stability, equilibrium, a balanced environment, which ensures continuous development without complications,” (Collins, 2014: 135). says Alan Collins in *Contemporary Security Studies*. Classical theories, liberalism and neo-conservatism, English school, constructivism, securitization and Copenhagen school, critical theories and British school, post-structuralism and Paris school, identity, geopolitics and insecurity are some of the theoretical foundations for the analysis of contemporary security studies and reference for producing efficient contemporary curricula.

Security issues are increasingly occupying an important place, getting gradually aligned with strategic documents, which capture a spectrum that reflects from territorial security to the preservation of integrity, increasing prosperity to the protection of freedoms and human rights. Classical and modern authors, schools and theories would serve as the basis for security studies. Hobs, Lock, Montesquieu, Buzan, Weiver are some of the most prominent representatives who have configured the contemporary security studies. The curricula of the programs aim to provide an in-depth study of theories of security studies that can provide an original way of looking at our national and regional issues in relation to security issues. In particular, it should be said that this space has become a key forum in which social constructivist approaches have challenged traditional approaches, offering some new approaches to the analysis of international politics. (Collins, 2014: 431).

The methodology of this research aims to provide recommendations for the steps – along a challenging process - in order to answer the questions the security academic institutions in Albania are facing nowadays. This methodology enables the transition from the research question to the study project and clarifies the issues related to the realization of the research. The main components of the strategy used in this study are: determining the purpose of the research and research questions, methods / options for conducting the research, data collection, data processing, causal links between variables, for ensuring the veracity and validity of the study findings.

In this framework, the old curriculum in the security field in Albanian universities and institutions, focusing on traditional concept of territorial security, is challenged by the trend of innovative universities such as European University of Tirana, offering contemporary programs in this field.

Overview of Security Studies

The dawn and development of the discipline of Security Studies

“... I think that the biggest failure of culture is the failure of the imagination. It is very difficult to think outside the box: to think outside the cultural, institutional, political and religious context, where all of us are imprisoned within its walls . . . The victory smiles on the one who predicts change, and not on those who expect to they adapt themselves after the event happens” (Tofler, 1980), says Alvin Toffler, American writer, futurist, and businessman known for his works discussing modern technologies, including the digital revolution and the communication revolution, with emphasis on their effects on cultures worldwide.

Academic studies on security issues seem to have their beginnings in the 1940, and of course World War II offered a catalytic impact in this regard. As the scholar William Fox wrote in his early work in this field, during the mid-1950s, “... it was expected that fifteen years of world war, but also of post-war tension, with problems of national security at the centre of public and governmental interest, would have an impact and would leave dominant traces in research and scientific activities.” (Fox, 1954: 279). David Baldwin, another well-known security researcher, goes so far as to describe these early years as “ . . . the most exciting and creative period in the history of security studies” (Baldwin. 1995: 278-88). This period marked the creation of new schools with a focus on national security. Because security studies were not conceived as a separate academic discipline at the time, a number of researchers alluded that it failed to appear directly as a clearly defined discipline. For a relatively long time, it encountered more than any

other discipline with “interweaving”, but also “interference” with other disciplines of political, diplomatic, military and social sciences.

At the same time, an immediate agenda of the ‘security dilemma’ which had previously spiralled the world out of control and brought about two catastrophic conflicts, motivated a tendency to recognize and develop research in the areas of national and global security. As part of this effort, the integration of the military aspects with other non-conventional techniques created a special interest in the academic world. In parallel to these developments, perhaps and similarly, intellectual efforts have been made to examine security issues even more deeply than military ones, but also in other national objectives, such as economic prosperity and individual freedom.” (Ibid).

The concept that national security issues need to be studied in a more systematic and rigorous way, began to crystallize perhaps in the late 1940s. And this was a view that would evolve into a genuine science, with a fairly dominant position. Of course, the beginnings were not easy, and Brodie was quite right in saying that “. . . just as the need to train our military leaders in the scientific study of strategy has been quite costly in war, so is this process reflected in our efforts to recognize, understand and develop security issues” (Brodie, 1949: 468). Brodie’s quoted article coincided with the creation in 1948 of the RAND Corporation in California, an organization funded by the US government, which was the first of its kind dedicated to systematic and rigorous studies of strategic security issues. At this initial phase, the political influence during the years of the Cold War could not be denied. It is important to mention the contributions of main scholars in this field, such as Alexander George, Herman Kahn, Andrew Marshall, Thomas Holbah and Albert Wohlstetter, who created the foundations of security as a genuine scientific discipline.

Evolution of Security Studies after the Cold War

The creation of RAND Corporation and the publication of the Brodie article marked the formal beginnings of national security studies as a field of academic studies. (Walt, 1991:11-39). Security studies at the time focused directly on issues related to the use of armed force in international politics. The focus of this research, of course, could not be detached from the beginning of the nuclear age. The emergence of nuclear weapons would remain a hot topic not only by policymakers and diplomats, but also by academics. Nuclear weapons seemed to be a “game changer” in the true sense of the word, potentially transforming behaviour and costs of war. As Richard Betts noted, “... their appearance proved entirely the academic goals, precisely because there was very little empirical evidence to work with it . . . but nuclear warfare was more theoretical than empirical. This had never happened,

except for Hiroshima and Nagasaki, where there was no issue of revenge, there was no vague outline of historical evidence to complicate elegant abstractions . . .” (Betts, 1997: 14).

National security researchers of this period, the so-called the “golden age of security studies”, offered a number of possible approaches. Based on the assumption that all political decision-makers seem to have behaved rationally - an assumption directly influenced by the realist theory of international relations, which were prevalent at the time - they suggested that a country’s nuclear capabilities could to be organized in such a way as to discourage other actors from engaging in a nuclear exchange, and vice versa. During this period, reflecting the concern of security researchers on nuclear weapons, Henry Kissinger would argue “. . . on the possibility of controlling and limiting nuclear war.” (Kissinger, 1999: 22). This line of thought has a considerable impact, but was also disputed for decades. Even a third generation of knowledge in the field of national security studies, which emerged in the early 1960s, could not be detached from the influence of the idea of gun control perspectives in the nuclear age. (Bull, 1961: 33).

Although most security studies during this “golden age” were presented by American institutions, a large number of researchers also appear in other western or even eastern countries. They managed to shift the debate to the supranational level and influence the key intellectual debates of the time. However, by the mid-1960s, the “golden age” of national security studies seemed to be rapidly coming to an end, with two overwhelming developments contributing to its “failure.”

As decades of declining tensions between the United States and the Soviet Union diverted researchers’ attention away from the focus on military threats, researchers faced a broader theme of security challenges which, in addition to those of a military nature, also focused on developments and economic impacts. Meanwhile, two other phenomena seem to have encouraged this new focus. *The first* is related to the view that Vietnam had exposed some of the limits of American power internally (due to the deep divisions caused by this conflict) and externally (giving a blow to the idea of the American “invincibility”). *The second* was related to the fact that predictions of withdrawal from aggression, prevalent at the time, would have global effects on security issues.

The decline of many economic indicators in this period stirred up great interest in the economic dimensions of security. The so-called “oil shock” in 1973 reaffirmed this interest by showing the degree to which national security could be jeopardized by the use of “economic weapons”, in this case not only against a single country but also the entire West. (Knorr and Trager, 1977: 34). The study of security issues in the 1970s seemed to have greater attention to the economic dimensions of security. The main exponents of the concept of interdependence were Robert Keohane and Joseph Nye, who in their classic study in 1977, “Power and Interdependence”,

argued that the national security of any country is as “sensitive” and as tangible as the security of others countries. (Keohane and Nye, 1997: 29).

During this period, efforts to develop more sophisticated theoretical approaches to international security studies were increasingly evolving. It's op worth mentioning the work of American political scientist Kenneth Waltz, who in 1979 in his study *Theory of International Politics* suggested that . . . “to understand domestic developments and seek to analyze trends of each state is indecisive as long as these issues were not related to the dynamics of global developments, specifically those of the security issue. In an international anarchist political environment, the relationship between the external and internal environment is essentially predetermined on the one hand to balance influential powers in the international system and on the other hand to allocate additional resources for national security.” (Waltz, 1979: 274). The clarity and accessibility of Waltz's theories of structural reality appealed to national security researchers this trend, as they were focused to highlight the tensions of the Cold War, especially between the United States and the Soviet Union.

Graham Allison is very often cited during this period. In his study on the Cuban Missile Crisis “The Essence of Decision”, he states that decisions and actions in the field of national security are ultimately the product of complex international political processes. Consequently they lead to compromise, conflict, and confusion of individuals with different interests and unequal influences. National security decisions simply cannot be understood, nor can they be foreseen, without giving due consideration to those who “participate” and to “what role they play.” (Ibid, 275). The resurgence of superpower tensions in the 1980s shifted the focus of post-national security studies to issues related to the use of armed force in international politics. However, unlike the beginning of the Cold War, where studies in this area were quite theoretical, security studies during this period took a firm analytical turn, directly related to the de-classification of a number of documents that were used as empirical basis.

And again, as in the 1970s, the academic focus of these works shifted away from the study of military threats. A period of euphoria ensued, and a large number of scholars went so far as to proclaim the obsolescence of the main concept of war. The main proponent of this view was probably Francis Fukuyama, who in 1989 claimed in the pages of the American magazine “The National Interest” that the “end of history” (Fukuyama, 1989: 3-18) had come and, according to him, the collapse of the Soviet Union had resulted in the triumph of democracy as a dominant ideology in international politics. Faced with no competitors, and with a political ideal that simply could not be compared, Fukuyama argued that humanity had reached the peak of its political development, and preached that the main concept of war would become a thing of the past in this new democratic world (Fukuyama, 1992:

33). Reflecting the existence of a similar sense of optimism and euphoria among politicians, many prominent figures of this period would announce the prospects for a new world order, which was being established on the eve of the end of the Cold War (Bush, 1990).

On the other hand, as in the 1970s, once again, the interest of economic dimensions in national security began to revive. At the time, “globalization” replaced “interdependence ... as a new quiz among international relations scholars.” (Keohane and Nye, 2000: 104-119). Accordingly, national security researchers began the debate on the merits attributed to threats of a transnational and global nature. This debate was especially sharpened over the issue of whether global environmental degradation poses a threat to national security. Led by researchers such as Robert Kaplan, with the famous essay “Coming Anarchy”, they predicted that with the advent of another model, state authority would be questioned, especially when it came to increasing the level of environmental degradation (Kaplan, 1994: 44-76). Another group, represented by Marc Levy, suggested that it is better not to consider the environment as a national security issue, as there is little or no direct link between environmental problems and violent conflicts (Levy, 1995: 35-62). Other scholars, such as Alan Dupont, have been instrumental in this debate, seeking a middle ground between these two schools of thought, arguing that environmental problems should be considered national security issues, because they create conflict within and between states, and threaten human survival (Dupont, 2001: 14-16).

Finally, we can note that the study of security issues has evolved considerably as an academic endeavour, since its inception in the 1940s. During this period, the nature and purpose of this field has been significantly modelled by real-world developments. The beginning of the nuclear era in the 1950s gave the study of national security issues a broader focus. In contrast, the experience of the Vietnam War, in the late 1960s and 1970s, but also the end of the Cold War in the late 1990s seemed to offer to a considerable extent a sort of pessimism in these studies. However, the study of security issues has been adapted to these circumstances, in order to face the new international challenges.

Security Studies in Albania

Security Studies during the Cold War

Security studies in our country failed to follow the trend of curricula that were developed in Western countries. They retained the traditional features within the framework of defence studies with the main focus on the armed forces. In our country, security studies are currently following a process of development

and consolidation. With few exceptions, the development environment of these studies is lacking and there is lethargy of the institutions responsible for security. From an institutional point of view, the situation of education and studies does not respond satisfactorily to the general status in which our country finds itself and is required to engage, both at the regional level and beyond, in alliances or forums. Studies and academic security works are becoming increasingly rare. Instead of deepening and expanding contemporary curricula, those few institutions engaged in education in this field were prejudiced, and were led towards an outdated concept of security, where security was seen as a phenomenon that took place only inside the courtyard of military barracks. To operate with the same standard as our partners, but also to harmonize the way of acting at the national level, the only way to face multidimensional challenges in the field of security remains education, qualification and training with contemporary programs. Academic institutions have a primary role not only in conducting these studies, but also in creating a warm, cooperative and intellectual environment and climate for such development.

In the period 1945-1990 security studies are not properly addressed in the academic studies (Ribaj, 2012: 10). It was almost the same trend with other countries in the West and East, where the study of war and defence captured the whole context of issues that are clearly categorized today within the security studies. The study on the war, internal defence and security were the domains of academic institutions of military education such as the United High School and the Defence Academy as well as the High School of the Ministry of Interior.

The curricula that were developed in these institutions had three features: the political (ideological) content, the general culture and the professional part. Eastern school was the main reference point, and in the second half (after the 1970s) there was a tendency to provide a unique national physiognomy. Candidates were selected to engage in future positions within the structures of the security institutions. Similar to today's system, after the 1970s all three levels of study were adopted: university level (United School of Officers and the School of the Ministry of Interior), postgraduate level (Defence Academy) and doctoral level and scientific research (Defence Academy).

Until recently, the only academic institution that had as its object of study in the field of security and defence was the Defence Academy "Spiro Moisiu". This institution represented at the same time the highest educational institution in security structures. Since the late 1970s, based on a decision of the Council of Ministers (Agolli, 2012: 10), postgraduate qualifications began at this Academy, which focused mainly on research studies in the field of defence. Candidates from other structures, such as the State Police, the Intelligence Service and even the Ministry of Foreign Affairs, were pursuing qualification courses at this institution. This period corresponds to the time when in other countries (west or east) defence

studies were identified with security studies. At the same time, the Defence Academy had the attribute of awarding scientific titles and degrees.

The evolution of Security Studies after the Cold War

Security studies in our country followed three main directions. First, with no consolidated institutions and a legacy of security studies, the aim was to prepare candidates in Western countries. The USA, Germany, Italy, England were the main countries that contributed in the preparation of specialists for security issues. Second, the emergency related to security issues, forced our Western partners to engage directly with Albanian specialists to provide consultancy and prepare strategic documents. Thirdly, in the near future, our country would have to prepare specialists for its needs. This process was oriented in two directions: a) in direct training at all levels up to those of decision making and b) in the orientation for contemporary security curricula. To this end, after the 1990s, there was a tendency to introduce a broader spectrum than the field of defence into the field of study. It was about security studies. Cooperation with institutions in the West, mainly German, American and British ones, aimed to give academic institutions the nature and content of these countries that were at the forefront of theoretical thought (Hasani, 2014: 53).

In the 2000s, Albania seemed ready to implement Western countries' curricula, as it was also influenced by integration objectives in the North Atlantic Alliance. This led to the expansion of the field of study within the legal framework: from defence to that of security and defence, i.e. the transition from the traditional concept to the contemporary concept of security. According to the programs, the candidates were becoming familiar with theoretical concepts on international relations and the dimensions of national, regional, European and global security, on geopolitics, on public relations, with international institutions, etc. These concepts were intended to train specialists in national security institutions and experts at public authorities operating in the field of national security, such as international profile bodies (UN, NATO, EU, etc.) (Xharo, 2013).

Furthermore, some of the graduates were supposed to form the elite of future researchers, lecturers and analysts on national and international security issues. Previous 40 years of experience and current cooperation with Western counterpart institutions served as guarantors of the success in fulfilling the objectives in this area. But, despite the above, the process was constantly interrupted for subjective reasons and the interference of political preferences, creating a vacuum in these studies.

Due to the cessation of studies in a number of state academic institutions, a considerable number of qualified pedagogical staff was laid off. Regarding security structures, this was a wasted investment both financially and professionally. A commendable effort to fill this gap in the state educational institutions for the

Security studies was made by the Security Academy, with advanced programs and a contemporary concept. Perhaps a coordination of this institution with other university educational institutions (public or non-public) in the field of security studies can create more opportunities to ensure the coherence and continuity of studies in this field and the creation of a dynamic agenda in the security studies. Of course, in the context of the liberalization of the educational process, a number of other non-public educational institutions covering studies in this field should be considered. However, in the current period, these institutions are limited due to specifics, staff and interest.

Qualitative training in the context of security studies occurred mainly after 2006 when private academic institutions implemented successfully security curricula. Some of them did not manage to create continuity. It is encouraging, but also challenging, that the European University of Tirana has been successfully developing advanced security modules in the first cycle and full study programs in the second and third cycle, over a period of several years. These are programs where the field of security is integrated not only with international relations and political science, but also with strategic studies, crisis and conflict management, negotiation models, international organizations, history, geopolitics, philosophy, methodology, etc. These programs are similar to the most prestigious universities in the west. Students are provided with theoretical capacities in security issues at all levels. The university curriculum is challenging, with an integrative philosophy with all the institutions and structures dealing with security issues.

Students from the country, but also from Kosovo, Macedonia and Albanian territories have attended these programs and conducted in-depth studies on security issues at the individual and community level, at the national, regional and beyond. Programs in security studies provide knowledge and experience for candidates aspiring to professional careers in analysis, consulting, security policy counselling in institutions, or in government service functions focused on diplomacy, foreign policy, conflict resolution and prevention, management of emergencies and disasters, intelligence and defence, and even engagements in international governmental or non-governmental organizations. This field is also adapted for candidates seeking professional academic research in the third cycle of studies, or as public intellectuals, experts or journalists engaged in security policy.

Findings and recommendations

This paper aims to explore the evolution of discipline through analysis, current developments and expected trends, and through assessing the impact of these studies in the security environment. It suggests and recommends ways and opportunities to organize curricula as effective as possible in the service of security

issues. Based on this goal, a number of programs and curricula were analyzed focusing on the object and purpose, method and dissemination in comparison with contemporary experiences and trends in the study of the degree of public perception and its role and then through analysis, treatment and attracting different opinions to reach effective suggestions. The study addresses the basic question of how security studies align with current national security needs and future trends. The following are some key findings:

- The concept of security is at a modest level of recognition and in an initial stage. State institutions have a limited knowledge of the concept of security and the traditional concept still dominates. Only a very limited number of academic institutions develop part-time curricula, and only the European University of Tirana conducts full-time security study curricula.
- The main strategic documents have significant limitations. They are prepared by foreign specialists and consequently carry difficulties in applying the methodology to national specifics. There are still shortcomings in coordinating the drafting of strategies between institutions. The Foreign and Defence Ministries 'clash' over their leading role, while other institutions are almost avoided.
- There is a gap in the preparation and participation of security specialists in the analysis, drafting and presentation of strategies, doctrines and plans for the implementation of security issues.
- Security measures do not precede security risks but rather are a reflection of threats. Official propaganda to present a 'gray' view of the environment has not previously managed to raise the awareness of the public.
- Only the European University of Tirana develops complete programs according to contemporary standards for security studies in the second and third cycle. Launched in 2009, they have been consolidating and evolving for more than 8 years, reflecting on contemporary trends and current and future needs of the country.
- Curricula for security studies follow the best experiences of the most prominent western universities. The most significant influence derives from Anglo-American universities, such as Oxford, King's college, Yale, Kansas, Michigan etc., which serve as an important reference for organizing the curriculum. They continue to adapt and evolve periodically.
- Participants are from Albania, but a significant number come from the Republic of Kosovo, Macedonia and other Albanian territories. Their interest in security issues is growing.
- UET has the experience and capacities to develop first level programs with specific modules, but also with second and third cycle programs.

Recommendations

- It is necessary that the contemporary concept of security extends beyond academic curricula. This can be done in many different ways and ways. UET can contribute not only through master's and doctoral programs, but also through courses, workshops, conferences with participants from all fields.
- Security curricula should be linked with the development of security threats. UET offers the most qualitative curricula of the contemporary concept of security. However, it can be deepened by reflecting the specifics of security threats at national and regional level.
- Security studies are currently found in the first, second and third cycles of education. But they are limited regarding their scope. Only a few academic institutions develop them. The need for security is much broader. In addition to the institutions in Albania, there are also study centres with special focus on security even in Kosovo. Coordination between them is an opportunity to further enrich such studies.
- Cooperation with specific security institutions can be an opportunity to conduct more effective studies in the area of security. There should be cooperation with state actors, but also with the religious institutions, the civil society and other actors who are not integrated in the formal structures.
- Security curricula need to reaffirm the specific issues of our nation. Organized crime, the fight against narcotics, environmental protection, identification and preservation of national assets, elements of individual action or terrorist groups and groups of religious extremists and others may be the subject of analysis and development in security curricula.
- The popularity of security curricula is an urgent need. It is essential to understand that security is a matter for everyone - from the ordinary citizens to the highest personalities, from students to academics – all can be actors for securitization.
- Official state structures usually address security issues in a separate manner. National Security Council, the Security and Defence Commission and other institutions are formed on the basis of the traditional security concept. The need for a reconceptualization of security issues is a priority.

The need for a dynamic security studies agenda

The time has come for the concept of security to evolve over this scenario. In an international anarchist political environment, the relationship between the external and internal environment was essentially predetermined - on the one hand - to

balance powerful powers in the international system and - on the other hand - to allocate additional resources for national security.³

Currently, the interest of studies in security issues has begun to revive. It's the time when "globalization" is replacing "interdependence" ... as a new quiz among international relations researchers.⁴ In line with this, security researchers are in the midst of a debate on how to deal with a wide variety of threats that are constantly changing. Robert Kaplan, in the famous essay "Coming Anarchy", predicts that with the emergence of this diversity, the formal authority is being put in a dilemma . . .⁵ The concept and environment of security are in constant, rapid and uninterrupted evolution. Scenarios are constantly changing and the security process is becoming increasingly difficult. The most effective way to predict the future is to prepare for change. Academic forums are at the forefront of analysis, evaluation and opportunities for solutions. In the West, prominent institutions: universities, academies, colleges, institutes are committed to studying, explaining and anticipating developments in the field of security. They offer to the decision-making institutions scientific analysis and recommendations on the dynamics of developments.

Like the concept, security studies have been expanding and deepening, and today they cover territories of complex issues, nationally and internationally, with impacts on community survival. These complex issues range from traditional concepts, mainly related to sovereignty and elements of military power, and are further developed in the causes and consequences of conflicts in and between states, economic capacities, ethnic, religious and ideological conflicts, energy, scientific and technological resources. They continue to threaten human security and the stability of states from political and environmental degradation, infectious diseases, climate change to the activity of non-state actors. The most typical demonstration of the evolution of the security concept is NATO's New Strategic Concept, adopted at the 2010 Lisbon Summit, where the basic vision of the alliance relates to "human security."⁶

In contrast to the lack of any strategy or vision based on national interest in the training of security specialists, the assistance provided by Western allies in preparing a number of security experts is a special contribution. The Marshall Centre and some of the most famous colleges in the U.S., and NATO countries have been major contributors for more than 20 years, preparing experts in the field of security. Through training and qualification programs in Western institutions, investments were made in intellectual resources, which could serve in the future to

³ Kenneth Waltz, *Theory of International Politics*, (New York: Random House, 1979)

⁴ See Robert O. Keohane and Joseph S. Nye Jr., 'Globalization: What's New? What's Not? (And So What?)', *Foreign Policy*, Issue 118, Spring 2000, pp.104–119.

⁵ Robert D. Kaplan, "The Coming Anarchy", *The Atlantic Monthly*, vol.273, issue 2, February 1994, pp.44–76.

⁶ New NATO Strategic Concept Tirana 2010

create the basis for genuine analysis, studies and evaluations in the field of security. It is also a fact that, due to lack of ideas, vision, attention or interest, some of these investments have failed to achieve the desired results.

To operate with the same standard with our partners, but also to harmonize our operations at the national level, the only way for those who are engaged in security issues remains education, qualification and training with contemporary curricula. Academic institutions have a primary role not only in what we have emphasized since the beginning, i.e. security studies, but also in bringing an intellectual environment closer to these issues. It is quite significant what Freedman states: “Certainly, if security studies exist and evolve, they must be embedded in the university system. Although security studies are part of relevant policies and theories of action, they must first and foremost be intellectual fields and disciplines that will be able to reflect on state performance.”⁷ Recognizing security risks and challenges is more difficult than preparing to face them. And the confrontation cannot be realized with slogans or pompous conferences but with contemporary curricula.

This is a direct contribution to the security environment, an environment that should interest us all. We cannot be safe when we do not understand how to guarantee security. We cannot tackle scenarios and security challenges in a dilettante and delirious manner. Seen in this light, challenges to future security studies could be reflected in the following questions: Which relevant developments in the field of security, such as uncertainty, risks, threats, etc. will dominate studies in this field for the next 20 years? Which topics and will prevail in the field of security for the next decades? Which disciplinary perspectives are identified in the face of security studies? And what are the challenges for the future of studies in this field?

However, there is optimism that the field of security studies will expand further to address many emergency issues. “... the threats based on emergencies and disasters with the potential to cause a high degree of damage in a short period of time have been added to the menu of possible solutions for security researchers.”⁸ The study of security issues will adapt to these circumstances, to face new challenges.

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⁷ Friedman “Next Hundred Years”. Tirana 2010

⁸ Christian Enemark, *Disease and Security: Natural Plagues and Biological Weapons in East Asia*, (London: Routledge, 2007), p.1.

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