

Appendices

Appendix A. Data for the Themes on Integration of NSIs in the Curricula of MEIs

The following tables contain data and supplemental results that support or validate the themes presented in Tables 1 to 4. Except as otherwise indicated, the information sets in these tables are from the respective MEI's official website, accessed in 2024.

MEI	Higher Education Status and Degree Programs
RMCC- O	<ol style="list-style-type: none"> 1. Accredited as a university by the Ministry of Education of Ontario 2. Offers 20 undergraduate programs in the specified categories. For the ROTP cadets, these programs are Bachelor of Engineering, Bachelor of Science (BSc & BSc-Honours), Bachelor of Arts (BA & BA-Honours), and the Bachelor of Military Arts and Science in both English and French. There are majors under each. 3. Graduates of the ROTP are commissioned into the respective branch of service.
RMCC-SJ	<ol style="list-style-type: none"> 1. Accredited as a university by the Ministry of Education of Quebec 2. Bachelor in International Relations. "This program addresses major global issues that future officers will face in the course of their profession." It will prepare officer cadets "for dealing with complex situations involving relations between states, international development, security issues, and international issues pertaining to various disciplines: political science, history, geography, economic science, law, sociology, anthropology, communication, psychology, literature, and more." 3. Graduates of the ROTP are commissioned into the respective branch of service.
JNDA	<ol style="list-style-type: none"> 1. Accredited as a university by Japan's MECSSST and the NIAD-QEHE, an independent administrative institution that reviews and awards bachelor's degrees to JNDA graduates. 2. Four-year degree programs, Bachelor's degree (Humanities), Bachelor's degree (Social Sciences), Bachelor of Science, and Bachelor of Engineering. There are 14 majors in Engineering and 2 in the Social Science programs. 3. Graduates have the option to enter one of the JSDF's Officer Candidate Schools through which they can eventually be commissioned into the JSDF.
ROKAFA	<ol style="list-style-type: none"> 1. Confers two bachelor's degrees to each graduate. It is a ROK Air Force "university that grants bachelor's degrees and the speciality of a military education institution." 2. Four-year academic undergraduate programs: Bachelor's degree in Computer Science; Bachelor's degree in Engineering (majors: Aerospace, Electronics and Communication, Mechanical, and Systems); Liberal Arts Bachelor's degrees (majors include Aerospace Policy, International Relations, and Defense Management) 3. Graduates are commissioned into the ROK Air Force.
ROKMA	<ol style="list-style-type: none"> 1. Confers two bachelor's degrees to each graduate: an academic bachelor's degree and a Bachelor of Military Science degree. 2. Four-year academic undergraduate programs: Bachelor of Science, Bachelor of Engineering, and Bachelor of Arts (majors: International Relations, Defense Management) 3. Graduates are commissioned into the ROK Army.
ROKNA	<ol style="list-style-type: none"> 1. Confers two bachelor's degrees to each graduate: an academic bachelor's degree and a Military Science degree. 2. Four-year academic undergraduate programs: Bachelor of Science, Bachelor of Engineering, and Bachelor of Arts (majors include: International Relations, Military Strategy, and Foreign Language) 3. Graduates are commissioned into the ROK Naval Force or Marine Corps.
PMA	<ol style="list-style-type: none"> 1. The country's Commonwealth Act No. 1 (also known as the National Defense Act of 1936) authorizes the PMA "to confer a Bachelor of Science degree on its graduates after they successfully complete the four-year course." 2. One Bachelor of Science program, currently, BSMSS. 3. Graduates are commissioned into the respective branch of service.

Table A.1. The Higher Education Status and Degree Programs of the MEIs

MEI	Some Institutional Guide Ideals
RMCC- O and RMCC-SJ	<ol style="list-style-type: none"> 1. Mission: "As a military university, the Royal Military College of Canada educates, develops, and inspires bilingual, fit, and ethical leaders who serve the Canadian Armed Forces and Canada". 2. Motto: "Truth, Duty, Valor". The motto "guides staff and N/OCdts in everything they do. These words reflect the ethical foundation of the instruction provided at CMC inspired by the ideals of integrity, self-discipline and courage." 3. The Four-Pillar Program of the Regular Officer Training Plan (ROTP) are Military, Academic, Bilingualism, and Physical Fitness.
JNDA	<ol style="list-style-type: none"> 1. Founding vision: "to train the Army, Navy, and Air force cadets as the future leaders of the JSDF. Cadets of NDA are expected to develop themselves in all aspects, intellectually, physically and mentally". JNDA is "to broaden the cadets' worldview, teach them to think analytically and critically, and develop their leadership qualities." 2. Motto: "Honor, Courage, Propriety" 3. The values that NDA upholds: dedication to national defense service, loyalty to people, and determination to fulfil its missions.
ROKAFA	<ol style="list-style-type: none"> 1. Aim/Mission: "to produce professional elite Air Force officers who will become the core leaders of the 21st century's aerospace force." 2. Motto/Precept: "We learn and endeavor, devoting our bodies, hearts, and minds to our nation and the sky above." 3. The entire curriculum is divided into 3 Pillars: degree program education, life (or character & military life aptitude) education, and military training (basic, summer, and flight aptitude training).
ROKMA	<ol style="list-style-type: none"> 1. Purpose: "Training elite officers for the Army who can devote himself to national defense." The KMA will "do its best to foster upright, competent, and dedicated core talents who will lead the transformation of the future Army in the rapidly changing security environment of the 4th Industrial Revolution (So, n.d.)." 2. Mission: "Proper values and moral character. You can develop into a military expert. Build capacity and work with the country." 3. Motto: "Wisdom, Integrity, and Courage" 4. Four Pillars: Wisdom, Benevolence, Courage; Culture; Military Science Major; and General Studies Major.
ROKNA	<ol style="list-style-type: none"> 1. Aims of education: "To guide midshipmen to be morally, mentally, and physically developed so that they become competent leaders serving the navy and the country." 2. Motto/Precepts: "Pursue the truth, Forsake the falsehood, Sacrifice ourselves." 3. Core principles of Academics: Intelligence (Emphasize military-related education); Mentality (Promote patriotism, self-sacrifice, honor, and responsibility; Strength (foster physical strength and relentless spirit)
PMA	<ol style="list-style-type: none"> 1. Vision: "By 2028, the Philippine Military Academy shall have reached the international standards for military academies in producing principled and competent officers." 2. Mission: "To instruct, train, and develop the cadets so that each graduate shall possess the character, the broad and basic military skills, and the education essential to the successful pursuit of a progressive military career". Motto/Core Ideology: "Courage, Integrity, Loyalty" 3. Core Values: "Selfless service to God and country, Honor, and Excellence." 4. The well-rounded or total view of man education and training of the cadets who will become the future officers and leaders of the AFP rests on 4 pillars, namely: Character, Academics, Military Skills, and Physical Fitness.

Table A.2. Some of the Institutional Guide Ideals of the Selected MEIs

MEI	Aside from the military training provided, the following are example of courses more directly related to NSIs by name and content
RMCC-O and SJ	<ol style="list-style-type: none"> 1. Military Professionalism and Ethics (PSE 401 in Ontario; PSY 401 in Saint John) 2. Introduction to Canadian Military History (HIE203 in Ontario; HIS 203 in Saint John) 3. Introduction to Military History and Thought (HIE271 in Ontario; HIS271 in Saint John)
JNDA	<ol style="list-style-type: none"> 1. Required in core curriculum: 24 credits of Defence Science courses 2. 1st Year: Defense Science Basic Studies 1 & 2 (Basic of Japan's defense policies & NS strategies) 3. "Inclusion of cybersecurity concerns, such as cyberwarfare..."
ROKAFA	<ul style="list-style-type: none"> • Military Studies Courses, like North Korean Studies, History of War, Weapon System, National Security Theory, Cyber Warfare/ Cyber Intelligence Warfare
ROKMA	<ul style="list-style-type: none"> • Military Science courses like: National Security Theory, Defense ICT, Military Engineering, Military Theory I, Military Theory II, Future Weapon Systems
ROKNA	<ul style="list-style-type: none"> • Military Studies courses: Naval Weapon Systems, Study on North Korea, History of Naval Warfare, Introduction to Military Strategy, Study on Military Operations and Naval Warfare, Military Cybersecurity
PMA	<ol style="list-style-type: none"> 1. The PMA offers only one program and one major. Thus, the curriculum of the PMA cadets are the same, except for the branch of service specific courses. Some of the courses required for all of the PMA cadets are Military Tactics, Cyber Security 1 & 2, Fundamentals of Security Studies, Philippine Military History, Human Rights and Peace Studies, Terrorism and Violent Extremism. 2. Some courses required for all of the PMA cadets that do not by name indicate connection to NSIs are Principles of Management, Organizational Behavior, Principles of Economics, Human Resource Management, Leadership and Decision Making, Operations Management. <p>(Source: PMA, 2018b).</p>

Table A.3. Some of the Courses of the Cadets of the Selected MEIs

MEI	Some Data on Content from Official Website or Other Sources	Interpretation
RMCC-O	<ol style="list-style-type: none"> 1. "The curriculum is a mixture of <i>discipline-specific engineering</i> courses, rounded out by knowledge broadening courses in the sciences and humanities. The successful solution to any engineering problem will inevitably involve the interaction of several subject areas." 2. "The fourth-year programme includes a realistic engineering design project for which students must define the problem and find the solution." 3. "The Bachelor of Military Arts and Science reflects the unique mission of RMC as the Canadian military university with a national vision of educating leaders for the country. Through a <i>multidisciplinary</i> programme, students receive an education of atypical breadth, which is oriented towards those issues fundamental to the profession of arms." 4. "...practical applications to military problems of the engineering courses." 5. "the cyber programme... involves many experts across the college" 	<p>"discipline-specific engineering courses" = indicate multidisciplinary interaction of several subject in solving problem & in project = interdisciplinary to transdisciplinary</p> <p>Multidisciplinary in the program</p> <p>engineering discipline + military field/discipline = interdisciplinary</p> <p>interdisciplinary</p>
RMCC-O and RMCC-SJ	<ol style="list-style-type: none"> 1. "the industry or government leaders are involved in the discussion of the topic; School Board composed of Canadians from various theoretical and practical fields helps ensure that RMC-Ontario and RMC-Saint Jean also give sufficient attention to the military" 2. "Long-standing co-operative ventures with Queen's have now been extended to undergraduate courses. Cadets at RMC and students at Queen's may now, subject to departmental approval, take undergraduate courses at the other institution and count these courses as credits towards their degrees. ..." 	<p>Interdisciplinary and transdisciplinary</p> <p>Multidisciplinary to interdisciplinary</p>

Table A.4.a. Disciplinarity in Integrating the NSIs in the Curriculum

MEI	Some Data on Content from Official Website or Other Sources	Interpretation
RMCC-SJ	<ol style="list-style-type: none"> 1. "As of August 2018, RMC Saint-Jean has been offering a baccalaureate in <i>International Studies</i>. This program addresses major global issues that future officers will face in the course of their profession. Officer cadets will benefit from the <i>multidisciplinary</i> nature of the program, which will prepare them for dealing with complex situations involving relations between states, international development, security issues, and international issues pertaining to various disciplines: political science, history, geography, economic science, law, sociology, ..., psychology, literature, and more." 2. "RMC Saint-Jean professors and researchers are developing state-of-the-art projects and programs, <i>often interdisciplinary</i>, that are relevant to the needs of the CAF and are peer-recognized." 	<ol style="list-style-type: none"> 1. Primarily multidisciplinary but without closing the doors to interdisciplinary and transdisciplinary integration 2. Indicates there is multidisciplinary and the possibility of transdisciplinary since relevant to an external group
JNDA	<ol style="list-style-type: none"> 1. Interviewee: "The School of Defense included 2 courses <i>focused on</i> the tactics aspect of national security." 2. Interviewee: "experts, i.e., the commanders under the Air, Ground, and Maritime defense forces, for example, may lecture all of the cadets one after the other in the same forum." 3. "...in addition to liberal arts education that <i>emphasizes interdisciplinary</i> education..."; "the <i>interdisciplinary "programs"</i> Crisis Management, Safety Science, Life Science, and Cross-disciplinary (Space, Cyber, Electromagnetic Waves)." 4. "the industry or government leaders are involved in the discussion of the curriculum content" 5. Interviewee: Joint Forces drills/activities integrate NSIs in the different domains -land, sea, air & cyber- in actual field <i>exercises with experts assigned in the field</i> 6. Interviewee: "there is now a greater importance given on integrated operation training/drills even if their cadets belong to the different branches of service". There was a time when during the year 2 and up, not much importance was placed on integrated operation; now, integrated operation training activities are conducted during all year levels. (Interview at JNDA, 2024 November) 	<p>More multidisciplinary</p> <p>More multidisciplinary</p> <p>More interdisciplinary, with the possibility of multidisciplinary and transdisciplinary</p> <p>More transdisciplinary</p> <p>More transdisciplinary. If without experts in the field, multi or interdisciplinary</p> <p>More interdisciplinary</p>
ROKafa	<ol style="list-style-type: none"> 1. Exchange visit meeting cadets from friendly countries living in different cultures allows cadets to understand other cultures and feel the military spirit and cadet honor that transcends nations . 2. "The Korean History Tour is a training program that allows students who will become patriots to establish <i>a thorough view of the nation, security, and history</i> by visiting major Korean war sites. Starting in 2024, it is being promoted to "Security Awareness Training III" that will visit nearby UN bases to strengthen the ability to conduct combined and joint operations and to gain a practical understanding of the weapons systems of friendly countries and other militaries." 3. "International relations is <i>an academic discipline that focuses on the causes of conflicts (wars)</i> that occur between countries and ways to achieve peace... ..Students majoring in International Relations will grow into military experts with an international perspective and become key players in national security in the future." 4. Major annual educational schedules include midterm/final exams, <i>joint education, security awareness training, military training intensive period</i>, military service, and overseas navigation training. 	<ul style="list-style-type: none"> • Multidisciplinary to interdisciplinary • Multidisciplinary to interdisciplinary • Primarily multidisciplinary but without closing the doors to interdisciplinary and transdisciplinary integration • Multidisciplinary to interdisciplinary

Table A.4.b. Disciplinarity in Integrating the NSIs in the Curriculum

MEI	Some Data on Content from Official Website or Other Sources	Interpretation
ROKMA	<ol style="list-style-type: none"> 1. Collaborative Integration: “we will gather the wisdom & capabilities of all soldiers in the school...”; “the vision and pledge of all members of the KMA to contribute to national security and world peace” 2. “Joint Education” 3. ‘One Person, One Military Science Team Project’ before graduation in order to increase interest in military science, to break away from learning methods centered on knowledge transfer and to create an <i>integrated</i> military science learning environment centered on topics or problems, and to strengthen the networking capabilities required by future society. “...2nd, 3rd, and 4th year cadets form a team, cadets will recognize the importance of communication and collaboration cadets will recognize the importance of communication and collaboration between senior and junior cadets...” “...<i>exhibitions and presentations</i> within the school (during the Hwarang Festival), etc.” 4. To promote research for developing the military: the Hwarangdae Research Institute conducts, for example, the Hwarangdae International Symposium every year. 	<ul style="list-style-type: none"> • Imply more on Multidisciplinary to Interdisciplinary • Multidisciplinary to Interdisciplinary and a form of “vertical” integration • Multidisciplinary to Interdisciplinary
ROKNA	<ol style="list-style-type: none"> 1. Cruise Training 2. In order to <i>enhance a cooperative spirit</i> among the military-service academies, the Military, Naval, and Air Force academies have special exchange programs. 3. On the week of George Mason University Korea’s 10th anniversary celebrations, Mason Korea signed an MOU with the Republic of Korea Naval Academy (ROKNA) to cooperate on educational initiatives. Through this agreement, the two institutions will cooperate on the development and implementation of educational programs and promote various exchange activities to strengthen the capabilities and expertise of both cadets and faculty members. (George Mason University, 2024). 4. More than 160 midshipmen and faculty from the Republic of Korea Naval Academy visited U.S. Forces Korea/United Nations Command headquarters on July 15, 2022. United States Forces, Korea (2022). 	<ul style="list-style-type: none"> • Multi- to Inter-disciplinary • Multidisciplinary to Interdisciplinary since institution to institution • Via the pedagogical approach, the content is linked in Multidisciplinary to Interdisciplinary ways • Can be up to transdisciplinary level
PMA	<p>Source: some faculty members:</p> <ol style="list-style-type: none"> 1. DNSS courses more directly integrate the NSIs. 2. “we need more interdisciplinary faculty...” for the topics... 3. The “Interdisciplinary Educational Tour”. In practice, the interdisciplinarity of the tour is sometimes not emphasized so multidisciplinary. Experts in the field/sites also discuss lessons. 4. Industry experts as guest lecturers 5. Fourth year cadets have an Officer Preparatory Course in the branch of service site. 	<ul style="list-style-type: none"> • More multidisciplinary • Implies there are some interdisciplinary ways • Multidisciplinary to Transdisciplinary • Multi- to Trans-disciplinary • More Transdisciplinary

Table A.4.c. Disciplinarity in Integrating the NSIs in the Curriculum

MEI	Some Data on Robust Military Program
RMCC-O and RMCC-SJ	<ol style="list-style-type: none"> 1. The Regular Officer Training Plan at RMCC-O and RMC-SJ is designed to develop selected individuals as officers in various career occupations within the CAF. The cadets receive comprehensive training on four interconnected pillars: university education, bilingualism, leadership, and physical fitness. 2. Officer-cadets are provided structured professional development that emphasizes leadership and <i>officership</i>. The program includes summer training that encompasses <i>military occupation training</i> and second language training (Kowal, 2019). 3. The military program, like the other components of the ROTP, is founded on <i>transformational</i> (influence, rather than authority) and <i>practical</i> leadership principles and pedagogies. For example, “learning from mistakes”; failure is seen as an essential part of life and learning (Kowal, 2019). 4. RMCC-SJ (2023): Teaching-learning approaches include Orientation Program, occupational military training on the Canadian Armed Forces’ bases throughout the country, and scheduled group activities and training that normally monopolize two weekends of each month during the school year.
JNDA	<p>Defense Science core curriculum: 24 units. Ways of teaching-learning include:</p> <ol style="list-style-type: none"> 1. Throughout the academic term, all cadets undertake a set number of hours of <i>fundamental field training each week</i>, complemented by an <i>annual six-week intensive training course</i> held at various SDF bases. Over their four years at the academy, cadets accumulate <i>1,005 hours of military training</i>. 2. On and off campus military training (includes training in long distance swimming, skiing, and cutter boat racing). There are foundational/basic/general military training activities at each year level. 3. Specialized training, which is given to students in their second year after they are designated as ground, naval, or air personnel, under the policy of “training students in the basic training required by the JSDF, understanding their responsibilities as officers, and cultivating the qualities and skills necessary to comply with these responsibilities.” 4. Course training, which is conducted for about two hours every week 5. Lectures and practical field exercises, aligning with the purposes and functions of the JSDF 6. Emphasis on higher order thinking skills, that include decision-making, assessment, adaptive, and learning skills, needed throughout the actual career of the members of the JSDF. <p>Main Source: JNDA Brochure, 2024 accessible in the JNDA official website.</p>
ROKAFA	<ol style="list-style-type: none"> 1. The ROKAFA plays a pivotal role in advancing South Korea’s NSIs through its specialized military education, leadership development, and alignment with defense modernization initiatives. The robust military program is indicated by ROKAFA requiring its cadets to pass a military degree program aside from the academic baccalaureate program. ROKAFA trains future Air Force officers in advanced military tactics, aerospace engineering, and defense strategy, ensuring a pipeline of skilled leaders capable of managing complex security challenges. 2. Approaches include those on basic military training, summer military training, reinforcement training, and cadet flight training throughout the four years of the cadets’ education and training in ROKAFA. 3. Emphasis on innovation and adaptability; also integrate emerging AI and unmanned systems operations. 4. Other more specific teaching-learning approaches of the military program include training for cultivating Sung-mu spirit, space challenge events, paragliding training, Ground Survival (4th year), Water Survival (4th year, a week during summer), and Sea Survival SERE Training; there are also Ranger Training (3rd year, 2 weeks), Parachute Training (2nd year, 3 weeks), Flight Aptitude Training, Ground Firing Training (twice a year).

Table A.5.a. Robust Military Program Teaching and Learning Approaches of the MEIs

MEI	Some Data on Robust Military Program
ROKMA	<ol style="list-style-type: none"> 1. The ROKMA plays a crucial role in South Korea's NSIs by producing highly trained military leaders and adapting to evolving defense needs. Like ROKAFA, the robust military program is indicated by ROKMA requiring its cadets to pass a Bachelor of Military Science degree program aside from the academic baccalaureate program. 2. The academy <i>continuously updates</i> its curriculum to meet the demands of contemporary military challenges. This includes training cadets in <i>advanced tactics and technologies</i> that align with current geopolitical threats, particularly from North Korea (Kim, 2018). 3. <i>Four fields of the Military Science major program</i>: National Defense Strategy, Command and Management, Military Science, and Military Engineering. 4. Teaching-learning approaches include basic military training (called Hwarang Basic Training), set of summer military trainings, yearly 'Hwarang Command (COMMANDEF) Competition', and virtual reality (VR)-based practical integrated combat training environment to enable precision shooting training, tactical training, and command and control training anytime, anywhere without restrictions on time, space, and weather. The 4th-year cadets undergo a 'pre-commissioning education' to strengthen their connection with the field in order to perfect the abilities required as a platoon leader in the field.
ROKNA	<ol style="list-style-type: none"> 1. The military training program of the ROKNA plays a crucial role in enhancing South Korea's NSIs through a comprehensive curriculum designed to develop capable naval officers. ROKNA emphasizes a <i>demanding training regimen</i> that instills discipline, physical fitness, and <i>military ethos</i> among midshipmen. 2. Like ROKAFA and ROKMA, the robust military program is indicated by ROKNA requiring its cadets to pass a Bachelor of Military Sciences degree program aside from the academic baccalaureate program, where cadets undergo 34 mandatory military courses. 3. Teaching-learning approaches include semi-entrance training, basic military training, set of summer military training, branch of service-specific military training, special exchange activities with the ROKAFA and ROKMA.
PMA	<ol style="list-style-type: none"> 1. An indicator of PMA's robust military program is its offering the single major in National Security Studies under its single BS Management program (PMA, 2018). 2. The Headquarters Tactics Group (HTG) is the main group that is dedicated to handle the "character development, military leadership, and physical development" of the PMA cadets. 3. Department of Ground Warfare: focus on the knowledge, attitude, and basic skills in the art of ground warfare so the cadets will be with desirable character traits and leadership attributes vital to the army. 4. Department of Air Warfare: focus knowledge and skills for the cadets to perform the duties and responsibilities normally assigned to a squadron grade officer of the Philippine Air Force. 5. Department of Naval Warfare: focus on the arts and sciences of the naval profession and developing the cadets' character and leadership traits to become effective officers of the Philippine Navy. Approaches include those on basic military training, set of summer military training, branch of service-trainings, and Officer Preparatory Course. The PE courses contribute to the development of the military and war ethos.

Table A.5.b. Robust Military Program Teaching and Learning Approaches of the MEIs

MEI	Examples of Integrated Education Approaches
RMCC-O and RMCC-SJ	<ol style="list-style-type: none"> 1. Integrated education at the RMCC-O and RMCC-SJ occurs through a <i>comprehensive approach</i> that <i>combines military training with academic education</i>, to ensure the attainment of the RMCC mission. 2. The Language Centre courses of RMCC-O are <i>based on a military curriculum</i> that aims for a <i>professional and functional bilingualism</i> (2024). 3. The fourth-year engineering programme of RMCC-O includes a <i>realistic engineering design project</i> for which students must define the problem and find the solution. As indicated in the Strategic Plan 2025 of RMCC-SJ, 4. The training students receive fosters the simultaneous integration of military, intellectual and critical, and professional university education. This training is also in close collaboration with RMCC-O. 5. Teaching-learning approaches to improve the military leadership program. This includes developing more formal programs to consolidate the military leadership, the bilingualism and physical fitness pillar, including their integration into the bachelor's degree, include educational innovation like <i>technopedagogy</i>, will also help to assert the college's unique expertise in culture, conflict and security; fosters the acquisition of a rigorous and balanced curriculum through the integration of learning.
JNDA	<ol style="list-style-type: none"> 1. The integrated education offered is designed to establish a robust foundation for the <i>seamless collaboration and coordinated operations</i> of the three armed services. This comprehensive training approach fosters a <i>deep understanding of joint strategies</i> and cultivates a <i>spirit of teamwork and camaraderie</i> among future military leaders. (JNDA Brochure, 2024, accessible in the JNDA official website). 2. JNDA Interviewees: Joint training experiences occur, not just during the first year level, but also in each higher year level, to strengthen the cadets' competencies in joint operations, as well as learning, decision-making, assessment, and adaptive. 3. JNDA Interviewees: The military instructors (JSDF officers) rotate to offer lectures on the different ground, sea and air forces subjects, thus providing a well-rounded perspective on joint operations.
ROKafa ROKMA ROKNA	<ol style="list-style-type: none"> 1. The ROKMA, ROKNA, and ROKAFA prepare future military leaders for joint operations through a <i>blend of theoretical instruction, practical exercises, and alliance integration</i>. Examples are as follows. 2. The three academies have special exchange programs among themselves so as to strengthen capabilities, for example, for joint training and undertakings in the field. 3. ROKAFA cadets undertake a "Security Awareness Training III" that will visit UN rear bases <i>to strengthen the ability to conduct combined and joint operations</i> and to gain a practical understanding of the weapons systems of friendly countries and other militaries. 4. ROKAFA's Reading Promotion Program: designate and operate <i>60 must-read books</i> for the cadets during their four years of life, and we actively reflect <i>recommended books from the Ministry of National Defense, Air Force Headquarters, Army, Navy, and Air Force Academies</i>, etc.3. 5. ROKNA cadets sometimes have opportunities to compete and work with other civilian universities.
ROKMA	<ol style="list-style-type: none"> 1. "<i>One Person, One Military Science Team Project</i>" (where 2nd, 3rd, and 4th year cadets form a team; may include proposals for combat development, doctrine development, etc.; they will submit the research results to competitions within and outside the military, and also publish them in the form of an academic journal. 2. Customized smart education using Internet of Things (IoT), artificial intelligence (AI), and virtual reality (VR) technologies are also increasingly enhanced as part of pedagogies to strengthen the robust military program. 3. Some other integrated teaching-learning approaches are overseas cultural hours, Hwarang Festival, university student security debate competitions, self-directed learning approaches, graduation thesis, and other approaches that enhance students' self-initiative.
PMA	<ol style="list-style-type: none"> 1. Cadets undergo joint training activities and intercompany academic and military training events. These teaching-learning approaches are anchored on the five graduate roles at the tactical and operational levels. 2. As the culmination of their military training, all PMA cadets, regardless of branch of service, undergo the <i>Joint Field Training Exercises</i> (JFTX) which is designed to simulate real-world military operations and enhance leadership, teamwork, and tactical skills. 3. Cadets from different year levels compete in the <i>intercompany Academic Olympics</i>. 4. Capstone research project where cadets work in groups. (PMA, 2018)

Table A.6. Integrated Education Teaching and Learning Approaches

MEI	Some Data on Experiential Learning
RMCC-O and RMCC-SJ	<ol style="list-style-type: none"> 1. The RMCC emphasizes experiential learning through various leadership opportunities and practical exercises. Cadets participate in military training closely aligned with their academic studies, allowing them to apply theoretical knowledge in practical settings (RMC Saint Jean 2020-2025 Strategic Plan). 2. Cadets engage in various training scenarios that simulate real-world military situations. This experiential learning allows them to apply theoretical knowledge in practical settings, enhancing their decision-making and leadership capabilities under pressure. 3. Bachelor of engineering programs: modern, well-equipped laboratories that permit students to supplement their theoretical knowledge with practical experience, including on robotics & jet propulsion; “practical application to military problems and the low student to professor ratio”. 4. Some military training experiential teaching-learning approaches are those on basic weapons handling, first aid, training exercises involving force protection, field training, navigation, and leadership. <p>Source of data: the institutions’ official websites.</p>
JNDA	<ol style="list-style-type: none"> 1. Through a variety of classes, JNDA aims to develop well-balanced personalities with flexible thinking and a rich culture, for example through the basic thinking ability teaching-learning approaches of the basic subjects, balanced/scientific way of thinking via the science and engineering pedagogies (like laboratory activities & experiments on defense equipment, computer simulations and modeling experiments), extracurricular and special lectures by well-known people and professors from Japan and abroad, and facility tours as part of classes, and English communication approaches. 2. Experiential approaches under military training include visits to the Ground, Maritime, and Air JSDF units and training exercises to deepen their understanding of their future workplaces and duties, rifle-handling, cutter boat operation by teams, first aid, emergency medical procedures (such as drowning rescue), long-distance swimming, ski training, mentorship of first year cadets by upper class cadets, graduation research thesis. 3. Specialized training: The purpose is to "provide basic training and experiential training for each ground, sea, and air personnel to develop professional qualities." This includes activities under land personnel training, combat training, field fortification, field reconnaissance and surveillance activities.
<p>The ROKMA, ROKNA, and ROKAFA incorporate experiential learning into their curricula through hands-on training, real-world simulations, and reflective practices. These methods aim to develop practical skills, leadership abilities, and adaptability in cadets.</p>	
ROKMA	<ol style="list-style-type: none"> 1. Field Training Exercises: Cadets participate in rigorous field exercises that simulate battlefield conditions, including live-fire drills, tactical maneuvers, and survival training. These activities develop combat readiness and decision-making under pressure. 2. Leadership Development: Cadets are assigned command roles during exercises to practice leading teams in operational scenarios, fostering leadership skills. 3. Historical and Cultural Immersion, like national pilgrimage events: to enhance cadets’ understanding of their roles in national defense. 4. University student security debate competitions.
ROKAFA	<ol style="list-style-type: none"> 1. Flight Training Simulations: ROKAFA simulates air operations using Live, Virtual, Constructive (LVC) systems. Cadets experience realistic scenarios such as mission planning, aerial combat, and emergency response. 2. Joint Operations Exercises: Cadets engage in joint training with other academies to understand inter-service collaboration and the integration of airpower with ground and naval forces. 3. The academy emphasizes experiential leadership learning through field exercises, simulations, and joint operations with other military branches. Cadets participate in realistic training scenarios that require them to apply their knowledge and skills in dynamic environments. 4. The Korean History Tour is a training program that allows students who will become patriots to establish a thorough view of the nation, security, and history by visiting major Korean war sites in northeastern China. 5. "Security Awareness Training III", AI Competition for Cadets, cadet squadron volunteer activities, conduct of research forum (Aerospace Conference).

Table A.7.a. Experiential Learning in the MEI Curriculum

MEI	Some Data on Experiential Learning
ROKNA	<ol style="list-style-type: none"> 1. The curriculum includes hands-on military practices tailored to different academic years, allowing cadets to apply theoretical knowledge in real-world scenarios. Activities such as combat swimming and participation in the Armed Forces Day parade enhance their operational readiness and teamwork skills. This practical experience is essential for ensuring that midshipmen can effectively lead troops in operational environments. 2. Maritime Training: Freshmen undergo amphibious operations training to understand Marine Corps tactics and discipline their bodies and minds. Sophomores adapt to maritime environments by training aboard naval ships and engaging in scuba diving exercises. 3. Coastal Navigation: Juniors practice ship administration and coalition operations by navigating the Korean coast aboard naval vessels. 4. Cruise Training: Seniors participate in extended cruise training, visiting multiple countries to develop international perspectives, enhance diplomacy skills, and represent South Korea globally. 5. Even though midshipmen do not have much free time, they often use their limited time to visit welfare facilities such as asylums for the old, orphanages and rehabilitation centers for the handicapped
PMA	<ol style="list-style-type: none"> 1. Essentially and with a few exceptions, the PMA cadets also undergo the basic and general military training seen in the other MEIs. Examples include combat training, surveillance, field fortification, field reconnaissance, and activities. There are experiential activities under each branch of service. 2. The capstone courses, namely, Research Statistics, Methods of Research, Research I, and Research II are more experiential and more practical in their approach. They require cadets to synthesize program learning, critically analyze security issues and problems related to the program, propose solutions to problems and pursue independent research. 3. Other more experiential courses and approaches include: flight simulator training, on-the-job training (OPC), Small Unit Leadership, Platoon Operations, Engineering 1 (Military Electronics and Communications project, and laboratory activities). <p>(Main source: PMA, 2018b)</p>

Table A.7.b. Experiential Learning in the MEI Curriculum

MEI	Some Data on Global Perspective Approaches
RMCC-O and RMCC-SJ	<ol style="list-style-type: none"> 1. Recognizing the importance of bilingualism in Canada, RMC provides education in both English and French. This aspect of integrated education prepares cadets to communicate effectively in both official languages, which is essential for their future roles as officers. Proficiency in both official languages ensures that leaders can communicate effectively with all personnel, fostering unity and operational cohesion across bilingual units. Further, bilingualism facilitates collaboration with international allies, particularly those from French-speaking nations. As military operations increasingly involve multinational forces, the ability to communicate in English and French is vital for effective coordination. 2. The strategic plans of the two institutions indicate that they collaborate with key institutional partners, foreign military academies, research centers, industries and businesses in the country, other agencies of the Ministry of National Defence, and the Canadian and provincial governments 3. They also have international exchange programs.
JNDA	<ol style="list-style-type: none"> 1. JNDA has its International Exchange Programs. The Exchange of Short-Term Visits enables JNDA cadets to participate in visits lasting from one to three weeks to the service academies in Canada, Singapore, and the United States. Cadets from the service academies of Australia, India, the Republic of Korea, Singapore, Thailand, and the USA can also avail of ten-day visits to JNDA. Conversely, the Exchange of Long-Term Visits provides JNDA cadets with the opportunity to study for one year at the ROKAFA or for one semester at service academies in the USA, France, Germany, the Republic of Korea, and Qatar. 2. Currently, the JNDA hosts cadets from countries, such as Cambodia, Indonesia, Malaysia, Mongolia, the Philippines, the Republic of Korea, Thailand, Timor Leste, and Vietnam. Most of the international cadets spend their first year focused on studying the Japanese language, followed by years of taking the same academic courses as their Japanese peers, for their bachelor's degrees. 3. JNDA organizes the International Cadets' Conference (ICC), an annual week-long event for cadets from about 20 countries. Established in March 1998, the conference aims to broaden the cadets' international perspectives and foster mutual understanding. <p>Main Source: JNDA Brochure, 2024 accessible in the JNDA official website.</p>

Table A.8.a. Global Perspective Approaches in the MEI Curriculum

MEI	Some Data on Global Perspective Approaches
ROKAFA	<ol style="list-style-type: none"> 1. The ROKAFA continuously carry out cadet exchange activities, such as mutual visits, commissioned education, and overseas field trips for public and private purposes with foreign military academies. Commissioned education is education in which students complete the curriculum at foreign military academies and educational institutions, graduate, and return to the home school to complete the curriculum and graduate. 2. Exchange visit: Cadets from friendly countries such as the USA, UK, Canada, France, Germany, Italy, and Greece visit our Air Force Academy; ROKAFA cadets also make exchange visits to those countries. 3. ROKAFA hosts international exchange cadets from countries such as Japan, Turkey, and Thailand. This fosters cross-cultural understanding and enhances the academy's global perspective. 4. Overseas navigation training on board military aircraft 5. Approaches to ensure the cadets' learning the security environment and relations with neighboring countries; pedagogies on topics like international politics, studies on Korea-US relations, studies on inter-Korean relations, Chinese politics, foreign policy decision-making, and international conflict
ROKMA	<ol style="list-style-type: none"> 1. The ROKMA integrates a global perspective into its curriculum by fostering international awareness and cross-cultural understanding and preparing cadets to engage with global challenges. Key approaches include: 2. International Exchange Programs: ROKMA collaborates with foreign military academies and institutions to facilitate exchange programs. Cadets participate in overseas training or educational visits, allowing them to experience different military cultures and practices firsthand. These programs promote cross-cultural understanding and enhance cadets' ability to work in multinational military environments. 3. Global History and Strategic Studies: The curriculum includes global history, international relations, and military strategy courses. Cadets study historical conflicts, global security issues, and the dynamics of international alliances to understand the interconnected nature of modern warfare. Emphasis is placed on South Korea's role in global security frameworks, particularly its alliance with the United States and participation in UN peacekeeping missions.
ROKNA	<ol style="list-style-type: none"> 1. ROKNA's training aligns with South Korea's broader national defense strategy, which aims to deter aggression from North Korea and maintain regional stability. The emphasis on military spirit and understanding of national security issues prepares cadets to navigate the complexities of the Korean Peninsula's security landscape. By cultivating leaders who are aware of both domestic and international threats, ROKNA strengthens South Korea's defense posture. 2. Every senior midshipman could have a chance to visit many countries while taking part in cruise training. 3. Selected midshipmen could have a chance to study at other naval academies in the United States, France, Germany, Turkey, and Germany. Moreover, many students have an opportunity to visit other military organizations in many countries (such as the U.S., Australia, the U.K., and France.) 4. Cadets can also participate at International Scientific Research Seminars.
PMA	<ol style="list-style-type: none"> 1. The PMA participates in student exchange programs as part of its efforts to foster international military cooperation and enhance the training of its cadets. These programs allow PMA cadets to study at foreign military academies, promoting cultural exchange and the sharing of tactical and academic knowledge. 2. PMA collaborates with institutions like the Australian Defence Force Academy (ADFA) and the JNDA, among others. For instance, PMA cadets have been sent to JNDA for a five-year cadetship program, which includes intensive language training and academic instruction in Japanese <p>(Source: PMA "Face-Bok", 2024)</p>

Table A.8.b. Global Perspective Approaches in the MEI Curriculum

MEI	Some Data on Leadership Program
RMCC-O and RMCC-SJ	<ol style="list-style-type: none"> The RMC and RMC Saint-Jean leadership programs are designed to cultivate the essential leadership skills required for effective service in the CAF. This program is integral to preparing officer cadets to meet national security interests through a structured and comprehensive approach. The leadership program is structured to facilitate three key transformations throughout the cadets' four years at RMC. The first year is focused on personal development, followership, and teamwork. The 2nd year is focused on preparation for leadership roles while continuing personal and teamwork development. The 3rd and 4th years are concentrated on leadership skills, culminating in preparation for commissioning as officers (Kowal, 2019). Mentorship and coaching are key components of the leadership programs at RMC and RMC Saint-Jean. The program incorporates mentorship from experienced military personnel who guide cadets through their leadership journey. This support helps reinforce ethical behavior, discipline, and professional responsibility -key attributes for effective military leaders (Kowal, 2019). The RMC Saint Jean 2020-2025 Strategic Plan indicates that leadership training is pursued during the academic year through typical military activities.
JNDA	<ol style="list-style-type: none"> JNDA's training policy emphasizes that cadets' academic education, training, extracurricular activities, and the cultivation of military discipline in their daily lives are designed to foster the spirit, character, and leadership necessary for fulfilling their responsibilities as officers of the JSDF. A key component of JNDA's leadership program is the structure of its Cadet Corps. This Cadet Corps instills in cadets the principles of discipline and collaboration, enabling them to perform routine duties while developing self-control efficiently. The Cadet Corps consists of four battalions, each comprising four companies, with each company divided into three platoons. Leadership is provided by cadet officers selected from the senior class, who operate under the guidance of regular officers from the three Self-Defense services. Cadet officers serve for four months. <p>Main Source: JNDA Brochure, 2024 accessible via the JNDA official website.</p>
ROKAFA	<ol style="list-style-type: none"> The ROKAFA leadership program is designed to develop future Air Force leaders by emphasizing character, military skills, and strategic thinking. This program integrates various educational and training components to ensure cadets are well-prepared for their officer roles. The academy emphasizes experiential leadership learning through various approaches indicated in the preceding tables. Throughout their training, cadets are given opportunities to take on leadership positions within their units. This hands-on experience allows them to practice leading peers, making decisions under pressure, and managing team dynamics. Finally, experienced officers mentor cadets, providing guidance and support throughout their training. This mentorship helps cadets navigate challenges and develop their leadership style. Character and Leadership/Followership Education include character and leadership symposiums, intensive programs by grade (PITO), team building activities, and various special lectures.
ROKMA	<ol style="list-style-type: none"> ROKMA focuses on cultivating elite leaders who possess both moral integrity and the technical skills necessary for modern warfare. The academy emphasizes values such as honor, loyalty and responsibility, which are essential for military leadership (Kim, 2018).
ROKNA	<ol style="list-style-type: none"> The ROKNA leadership program is designed to cultivate competent and ethical leaders who are prepared to serve. This program emphasizes a comprehensive approach to leadership development, integrating military training, academic education, and experiential learning. ROKNA emphasizes character development through various leadership activities, like team-building exercises and leadership roles during training scenarios. Midshipmen are encouraged to take on responsibilities that challenge their leadership capabilities. Reflection and feedback are integral parts of the program, helping cadets to evaluate their performance and learn from their experiences.
PMA	<ol style="list-style-type: none"> Branch of service specific leadership approaches (Combat Leadership-Army, Air Force Leadership, Naval Leadership). Small Unit Leadership & operations activities, followership activities, military tactics activities Leadership and Decision-making course: lectures, and other classroom activities and assessments Conduct and Aptitude courses (in each year level) are designed to develop the discipline and character of the cadets and assess the cadets' individual attributes.

Table A.9. Leadership Program Approaches in the MEI Curriculum

MEI	Some Data on Physical Fitness
RMCC-O	<ol style="list-style-type: none"> 1. RMCC-O & RMCC-SJ recognize that physical readiness is crucial for military effectiveness and leadership development in future officers of the CAF. Their physical fitness programs are designed to develop officer cadets' physical capabilities, leadership qualities, and overall well-being. Both institutions emphasize a structured approach to physical training that aligns with the demands of military service. 2. Physical Education Program: The RMCC-O's Physical Education Department is to establish a strong foundation in physical fitness, sports, and military-related activities. The program is progressive and diverse, led by a bilingual team of professional physical educators. Cadets participate in physical education classes for at least four hours per week, including individual and team sports. This helps develop fitness, teamwork, and leadership skills. 3. Physical Performance Test: RMC administers the Physical Performance Test bi-annually, which includes a timed 2.4 km run, maximum repetitions of push-ups and sit-ups, a long jump, an agility run, and a mid-high pull. These tests are designed to assess the cadets' physical readiness for military duties. 4. FORCE Evaluation: All cadets must pass the Canadian Armed Forces' FORCE test annually, which measures operational fitness through a series of tasks reflecting the minimum standards required for military service
RMCC-SJ	<ol style="list-style-type: none"> 1. Cadets have a two-hour physical education period each week during the academic year 2. Physical Fitness Focus: Similar to RMC, RMC Saint-Jean emphasizes physical training as essential for developing leadership qualities such as commitment, discipline, and determination. The program prepares cadets for the FORCE test and future roles in the Canadian Armed Forces. 3. Physical Training Program: Physical training is viewed as a means to cultivate leadership skills among cadets. The rigorous fitness regimen helps instill qualities vital for effective military leadership. 4. Periodical testing, interactive educational programmes, practical courses, representative sports, as well as assessment, remedial physical training and personalized training, emphasis on the basics of cardio-vascular and muscle training as well as on preventive warm-up techniques
JNDA	<ol style="list-style-type: none"> 1. In JNDA, cadets are expected to develop themselves physically, intellectually, and mentally. Thus, all cadets are encouraged to participate in sports and physical strength training. Cadets are required to join extracurricular sports activities to foster physical strengths and social skills. 2. Physical education is aimed at developing the strong physical strength, athletic skills, harmonious social skills, and practical instruction skills required of future SDF officers. For this reason, students are required to take both theory and practical courses over a four-year period as compulsory subjects. 3. In physical education practical courses, students undergo basic physical training in their first year. From their second year onwards, students take individual courses, ball games, and martial arts events to improve their athletic skills, harmonious social skills, and physical strength. Instructors who specialize in the subject are in charge. 4. Physical fitness tests conducted at the time of enrollment and every autumn. Various supplementary programs are available for students with low levels of physical strength
ROKafa	<ol style="list-style-type: none"> 1. Program: ROKafa emphasizes aerobic endurance, agility, and strength through activities tailored to the demands of Air Force operations. The program integrates Live, Virtual, and Constructive (LVC) systems for simulated operational scenarios alongside physical conditioning. 2. Fitness Testing: Fitness tests include running, push-ups, sit-ups, and other measures aligned with the Ministry of National Defense standards for Air Force personnel.
ROKMA	<ol style="list-style-type: none"> 1. Program: ROKMA's fitness program emphasizes general physical and combat-specific fitness. It includes instructional coursework, physical fitness testing, competitive sports, and seasonal training programs (summer and winter) designed to prepare cadets for the physical demands of military service and combat environments. 2. Fitness Testing: Cadets undergo two types of fitness tests: a health-related fitness test (e.g., running, push-ups, sit-ups) and a combat fitness test tailored to military performance requirements. <p>Competitive Sports: Participation in team sports is mandatory to instill teamwork and leadership skills. These activities also support the development of "warrior-athletes" who embody physical excellence and character</p>

Table A.10.a. Physical Fitness Approaches in the MEI Curriculum

MEI	Some Data on Physical Fitness
ROKNA	<ol style="list-style-type: none"> 1. Program: ROKNA's program focuses on gradual intensity training to improve fitness levels progressively while reducing the risk of injury. It includes swimming, running, strength training, and flexibility exercises. Special emphasis is placed on maritime-specific skills such as combat swimming and shipboard fitness routines. 2. Fitness Testing: The Naval Academy uses a standardized test that includes push-ups, sit-ups, and a 1.5 km run. These tests are conducted multiple times during training to monitor progress. Black belt in Taekwondo, Judo or Kendo is required for graduation. Cadets also undertake the emergency 5km rifle run. <p>Maritime Fitness Activities: Unique to ROKNA are activities like scuba diving and amphibious operations training, which prepare cadets for naval missions requiring water-based skills</p>
PMA	<ol style="list-style-type: none"> 1. The Sports and Physical Development Unit (SPDU) is tasked "To equip the cadets with the basic knowledge and skills in sports, the required physical and motor fitness and the inherent values necessary for a future officer in the Armed Forces of the Philippines." 2. Sports and Physical Development courses are designed to prepare the cadets for the rigors of military operations and physical stress. Includes physical and sports training and development in all the year levels. 3. Cadets undergo regular physical fitness tests.

Table A.10.b. Physical Fitness Approaches in the MEI Curriculum

MEI's	Description of MEI's Recruitment, Selection and Sources of Faculty
RMCC-O and RMCC-SJ	<ol style="list-style-type: none"> 1. Recruits faculty from various sources, including the Canadian Military Colleges Faculty Association (CMCFA); 2. RMC advertises available positions in its official websites and relevant platforms; 3. Makes use of common sessional inventory with Canadian Forces College (CFC); 4. Classifies employment status and tenure depending on the academic ranks. (Data source: https://www.rmc-cmr.ca/en/faculty-services/employment-opportunities-royal-military-college-canada)
JNDA	<ol style="list-style-type: none"> 1. Faculty with relevant qualifications are recruited both from the civilian and military sectors across departments; 2. Current thrust is recruiting faculty that are well-versed cybersecurity to fill in the new department; 3. Significant portion of the faculty members are products of the Masters and Doctorate programs of the NDA of Japan; 4. Hires or invites active and retired military officers to teach in the School of Defense. (Source of data 1-4: Key informant interviewees at JNDA, Nov 2024) 5. Civilian faculty members are recruited through job postings, such as those listed on the Japan Research Career Information Network (JREC-IN) (JNDA, 2024).
ROKAFA	<ol style="list-style-type: none"> 1. Recruits faculty from both military and civilian sectors – typically selects from experienced officers within the Republic of Korea Air Force.; 2. Civilian faculty members are recruited based on academic qualifications and professional experience; recruitment and selection are based on needs of the academy
ROKMA	<ol style="list-style-type: none"> 1. Recruits externally through official webpage announcement; 2. Qualifications-based recruitment; 3. Faculty positions are based on specializations. (https://kma.ac.kr:461/kma/427/subview.do)
ROKNA	<ol style="list-style-type: none"> 1. Recruits faculty members through public announcements on the official website. Openings of faculty positions are posted there by the Naval Academy Academic Affairs Planning Office External Cooperation Manager. (https://www.navy.ac.kr:1001/board/)
PMA	<ol style="list-style-type: none"> 1. Recruits civilians, including those who are retired from the military service, with specific qualifications in a term-appointment status (part-time), depending on the academic departments' requirements. 2. Civilians with non-regular faculty status have the opportunity to become part of the regular teaching position after having satisfied the requirements for regularization. 3. Military officers, particularly from alumni, are invited to teach courses requiring military background. 4. Guest lecturers (other institutions term this as "session faculty"), both civilian and military subject matter experts (SME) are invited to teach highly specialized topics. 5. Military instructors go through a vetting process which determines both the professional qualifications and service or personal reputation. (Interview: Commandant of Cadets, PMA, Baguio, March 2025); while civilians are selected based on the qualifications set by PMA and through the hiring process governed by the PMA and AFP guidelines. 6. Military officers are sourced from the different branches of service, specifically from the PA, PN, and PAF who pass the vetting process. (Interview: Commandant of Cadets, PMA, Baguio, March 2025)

Table A.11. MEI's Recruitment, Selection, and Sources of Faculty

MEI's	Description of MEI's Strategic Alliances and Faculty Exchange Programs
RMCC-O and RMCC-SJ	<ol style="list-style-type: none"> 1. Partnership with Queen's University bolstered academic capacity and capabilities as well as extended stakeholders and societal commitment. (https://tinyurl.com/5n6fmw5z) 2. As part of the National Innovation system, RMCC continues to collaborate with Defence Research and Development Canada (DRDC). This collaboration aims to enhance and facilitate access to external science and technology capabilities, new partnerships and delivery models are being developed (https://tinyurl.com/3symahuv)
JNDA	<ol style="list-style-type: none"> 1. Collaboration through active cadet exchange program (https://www.mod.go.jp/nda/english/) 2. Engagements in international defense education forums allow the NDA to share knowledge and collaborate on military educational advancements. (https://www.mod.go.jp/nda/english/exchange/conferences/)
ROKafa	<ol style="list-style-type: none"> 1. Visits other air force academies and Air Force Units and Space Force Units for learning partnership and for strengthening capabilities (https://tinyurl.com/yavzrced; https://tinyurl.com/432rfyp5) 2. Professor Exchange Program and strategic alliance with US Air Force Academy (https://www.koreaherald.com/article/10355724) 3. Hosted International week for Air Force Academies which allows the delegates to visit sites such as Korean Aerospace Industry (KAI). This event was attended by more than 20 international military academies (https://tinyurl.com/mc9r3jz2)
ROKMA	<ol style="list-style-type: none"> 1. Collaboration with leading companies in technology industry to advance digital talent in the defense sector (https://tinyurl.com/38ndev2z) 2. Participation in educational cooperation (https://www.koreaherald.com/article/3394994) 3. MOU's with other training institutions for joint training exercises (https://www.koreatimes.co.kr/www/nation/2024/10/113_197489.html) 4. Professor Exchange Program with USMA – “to help broaden horizons for individual professors and ultimately improve competitiveness of the faculty as a whole” (https://www.koreaherald.com/article/10355724)
ROKNA	<ol style="list-style-type: none"> 1. MOU's with other universities, such as George Mason University Korea, for development and implementation of educational programs and promote various exchange activities to strengthen the capabilities and expertise of both cadets and faculty members. (George Mason University Korea, 2024) 2. Visits to and conferences with other international military academies to foster stronger alliance and cooperation (https://www.usfk.mil/) 3. Professor Exchange Program (https://www.koreaherald.com/article/10355724)
PMA	<ol style="list-style-type: none"> 1. Collaboration with the University of the Philippines, Los Baños in developing a responsive curriculum 2. Senior officers and civilian faculty members visit other MEIs for cooperative academic engagements 3. Other universities are invited to PMA for academic engagements 4. Visits other MEI's with the objectives of strengthening ties and mutual understanding which aim to enhance the training and operational capabilities of faculty members (PMA, 2024: https://tinyurl.com/5ce97stj)

Table A.12. Strategic Alliances with Industry Organizations and Other Defense Institutions and Faculty Exchange Programs

MEI's	Description of MEI's Specialized Programs and Courses and Professional Development Opportunities for Faculty
RMCC-O and RMCC-SJ	<ol style="list-style-type: none"> 1. Lunch and Learn program – intended to promote conversations about pedagogy at the college and facilitate the sharing of ideas, practices, and resources. (https://www.rmc-cmr.ca/en/professional-development-and-teaching-resources) 2. Self-directed modules – <i>Teaching for learning: Principles and Practices</i> “...intended to increase awareness about useful teaching tools, resources, and best practices, and to provide a platform for discussions about teaching and learning at RMC. Each module combines theoretical perspectives with practical information about specific approaches, practices, and activities that instructors can use to inform their approach to teaching. The modules also provide forums for participants to reflect on their own experiences and share ideas with colleagues and are designed to evolve over time in light of these conversations. They are tailored to RMC and offered in both official languages.” (https://www.rmc-cmr.ca/en/professional-development-and-teaching-resources) 3. RMC offers specialized programs that focus on national security, such as the Master of Defence Studies (MDS) and the National Security Programme (NSP) (https://www.rmc-cmr.ca/en/graduate-studies)
JNDA	<ol style="list-style-type: none"> 1. Faculty training model of continuous education 2. Faculty members are given the opportunity to pursue higher degrees such as masters and doctorate JNDA programs, particularly programs under the School of Defense. <p>(Source of data: Key informant interviewees at JNDA, Nov 2024)</p>
ROKafa	<ol style="list-style-type: none"> 1. One of the three emphasis areas in ROKafa's maximizing its efforts to produce professional elite Air Force officers is “Improving Professor and Training Officer Capabilities”, under which ROKafa “retains highly motivated professors and training officers through... providing many self-improvement opportunities for our staff and faculty to enhance their skills and capabilities”. A review of the introduction to the ROKafa Professors in the website shows that the faculty members have varied graduate and post-graduate degrees and research foci.
ROKMA	<ol style="list-style-type: none"> 1. A review of the “INTRODUCTION TO PROFESSORS AND DEPARTMENTS” sub-view at ROKMA's website that the faculty members have varied graduate and post-graduate degrees and research foci, both in the country and outside the country. That is true not just for their military faculty members. The tasks of the English department, for example, include “Developing reading skills for major subjects, military-related books, and textbooks”. The Math Department states that “the professors' majors are evenly distributed across various fields of mathematics and statistics”.
PMA	<ol style="list-style-type: none"> 1. The Dean of Academics established a program with funding resources, on higher education and expert competence education for both military and civilian faculty of PMA. Faculty members enroll, through scholarships, to different local and foreign universities that provide education in line with military defense and national security. 2. Scholarship opportunities from the AFP and PMA associated organizations are given to the military and civilian faculty members. <ol style="list-style-type: none"> a. The PMA Foundation, Incorporated, a non-government organization dedicated to assisting the Academy, offers scholarship grants and other assistance for military and civilian faculty members. b. Additionally, military faculty members can go on full-time graduate or post-graduate schooling with full pay as provided for in Section 22K of the National Defense Act. 3. Leadership Development Series, a program designed to enhance the leadership knowledge and skills of the military and civilian faculty with the aim of enabling the PMA faculty to effectively mentor and guide cadets. 4. Continuing Education Programs which are designed to help military and civilian faculty members to keep abreast with advancements in their fields, and incorporate new knowledge and technology into the curriculum.

Table A.13. Specialized Programs and Courses and Professional Development Opportunities for Faculty

MEI's	Description of MEI's Research Engagement and Collaboration
RMCC-O	<p>The Royal Military College of Canada Strategic Plan 2023 specify the following:</p> <ol style="list-style-type: none"> 1. Professors “conduct research and provide expert advice to support the needs of the CAF in many areas such as defence policy, cyber, Chemical, Biological, Radiological and Nuclear (CBRN), nuclear, Electronic Warfare (EW), space, ammunition, the environment, aerospace, critical infrastructure, political science business and economics, English and French language, literature and culture, military studies as well as military history.” (p. 5) 2. RMC has facilities for research to include cyber-laboratories, nuclear reactor, wind tunnels and others. 3. Strategic Statement on Research engagement sets out the intent and direction of researchers particularly on research challenges faced by the Canadian Armed Forces and the Department of National Defense as well as by the Canadian Society. “Our research relationships will allow recruitment and retention of the world-class Faculty interested in defence-related research.” (p.10)
RMCC-SJ	<p>The institution's 2024-2029 Strategic Research Plan states the following:</p> <ol style="list-style-type: none"> 1. The Plan is put in place as a guide for research endeavors of the Institution, particularly, <i>of its faculty</i>. 2. “Research and teaching complement and reinforce each other,” and “The acquisition of new knowledge enhances the quality of teaching and makes it more relevant to naval and officer cadets and non-commissioned officers.” (p. 5) 3. It established the Centre for Security and Crisis Governance in 2020. Among its activities is to offer a series of lectures by international experts on <i>current issues</i>. 4. Research priorities fall under the following research interests (p. 7): <ol style="list-style-type: none"> 1. Crisis management, governance and human security 2. Military education and leadership 3. Modelling, machine learning and quantum information 4. Art, media, languages and cultures (cultural intelligence) 5. Physical and psychological health
JNDA	<ol style="list-style-type: none"> 1. Research outputs from the graduate school, both from master and doctoral degrees, (https://www.mod.go.jp/nda/english/education/gsss/) 2. Research studies of members of the institute cover a broad spectrum of topics as evidenced by their publications in different e-libraries such as the Scispace (https://scispace.com/institutions/national-defence-academy-8zcsr6c4/2024) and Nature Index (https://tinyurl.com/yzftmjtt)
ROKFA	<ul style="list-style-type: none"> • Research studies of faculty members are on different fields not only on military defense and security as evidenced by their publications indexed by various organizations (https://www.researchgate.net/institution/Korea-Air-Force-Academy)
ROKMA	<ul style="list-style-type: none"> • Research studies of faculty members are on different fields not only on military defense and security as evidenced by their publications indexed by various organizations (https://www.researchgate.net/institution/Korea_Military_Academy)
ROKNA	<ul style="list-style-type: none"> • Established affiliation with Maritime Education Promotion Foundation and Marine Research Institute (http://navy.ac.kr.10001)
PMA	<ol style="list-style-type: none"> 1. Formulated Group research agenda (Memorandum dated 02 March 2022, HAG, PMA) and PMA Research Agenda 2023-2024 (STL dated July 20, 2023; still not rescinded by a new agenda). 2. The Headquarters Academic Group, through the leadership of the Dean of Academics, initially created 3 research teams namely, The Academic Group Research Team (AGRT), Socio-Humanistic School Research Team, and the Techno-Scientific Research Team. 3. Members of the research teams were sent to different MEIs abroad to conduct research.

Table A.14. Research Engagement and Collaboration