

ПРЕДИЗВИЦИ СО КОИ СЕ СООЧУВА СИСТЕМОТ ЗА ОБРАЗОВАНИЕ И ОБУКА ВО ОДБРАНАТА**CHALLENGES FACING THE EDUCATION AND TRAINING SYSTEM IN THE DEFENCE**

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АПСТРАКТ: Новите услови бараат да се инвестира во образованието, во менувањето на начинот на кој луѓето мислат (критичко размислување), во нови наставни програми и наставни методи за активно учење, со цел да се создадат нови генерација на воени и цивилни лидери. Притоа, важна е и потребна трансформација на академскиот контекст. Наставата треба да вклучува различни експерти вклучени во системот национална безбедност и тоа: претставници од Армијата, министерствата за одбрана, надворешни работи, трговија, внатрешни работи, правда и оние кои учествувале во мултинационални операции. Целите на високообразовните институции на Армиите на западните држави обично се слични, со мисии кои упатуваат на потребата за развој на офицери со критичка мисла, подготвени за високи командни позиции и кои ќе служат ефикасно на национални и мултинационални штабни позиции. Иако, целите се јасни, процесот на постигнување на истите обично не се остварува така лесно. Една од причините е тоа што не секогаш определен број на офицери и цивили од одбраната се подготвени за темелна анализа на процесот на военото образование и обука, иако, тоа од нив се очекува како континуиран процес. Имено, врвните воени и цивилни лидери треба да бидат подготвени да им дадат на политичките авторитети јасни и точни совети за суштинските воени прашања, меѓу кои и за военото образование и обука, дури и ако тој совет не е она што политичарите посакуваат да го слушнат. Всушност, за да се постигне посакувано воено образование, министерствата и вооружените сили мора да имаат јасна и сеопфатна визија за системот за оспособување и усовршување на офицерите - од базичното школување на Воените академии, во текот на кариерата на вработените, па до стратешките школи и курсеви за усовршување на полковници, идни генерали и висок раководен цивилен кадар.

Клучни зборови: воено образование и обука, нови предизвици, нови воени и цивилни лидери, интеграција, меѓународно опкружување.

ABSTRACT: New conditions require investments in education, changes in the way people think (critical thinking), new curricula and teaching methods for active learning in order to create a new generation of military and civilian leaders. In addition, transformation of the academic context is important and necessary. Instruction should include various experts involved in national security system and representatives from the Army, Ministries of Defence, Foreign Affairs, Commerce, Interior, Justice and those who have participated in multinational operations. The objectives of higher education institutions in the armies of western countries are generally similar, with missions that indicate the need to develop officers with critical thought, ready for senior command positions and to serve effectively on national and multinational staff positions. Although the goals are clear, the process of achieving them usually is not so easily accomplished. One of the reasons is that not always a definite number of officers and civilians from defence are ready for a thorough analysis of the process of military education and training, although it is expected of them as a continuous process. Namely, the top military and civilian leaders should be prepared to give political authorities clear and accurate advice on the essential military issues, including the military education and training, even if that advice is not what politicians want to hear. In fact, to achieve the desired military education, the ministries and the armed forces must have a clear and comprehensive vision of the system for training and professional development of officers - from basic education at military academies, throughout the employees' careers, to the strategic schools and courses for professional development of colonels, future generals and senior civilian management staff.

Key words: military education and training, new challenges, new military and civilian leaders, integration, international environment

Context in which military education and training is conducted

To understand the need for changes in the system of military education and training, the current conditions in which it is realized should be foreseen. This involves consideration of changes in the missions of the Army, impact of the method of performance on modern combat actions, personalized needs of the Army, professionalization, reduction of its numbers and increasing its mobility, process of transition to a democratic society and civilian control over the armed forces, economic situation in the countries and budget constraints, as well as the needs to amend the current legislation governing this area.

Environment in which the need to develop the system for military education and training in democratic societies and modern armies is characterized by several main groups of factors. The first group is associated with the changes in international political relations, which results in the change in military doctrine and military missions. The second group refers to the rapid technical

- technological development, where the greatest impact on armies has the development of information technologies and the effects of transition to a democratic society, the economic situation and budgetary constraints. (Angelevski, 2007. Taken from Gray, A. and T.D. Tagarev)

There have been new threats to security in international political relations since the bipolar era, whereupon the way the perception of threats has changed. Terrorism, especially international terrorism, proliferation of weapons, drug trafficking, organized crime and regional conflicts are a serious security challenge for the countries. Doctrinal changes concerning use of military potential are required to deal with such threats and challenges. There is a need for new missions such as peacekeeping, conflict prevention, peace-building, counter-terrorism, stabilization and reconstruction missions and others. This leads to the need for training of members of the armed forces to participate in international missions led by coalition forces. Military missions and operations in such conditions require military leaders to be educated and trained in consideration of ethnic, cultural and religious diversity and respect for human rights, which are regulated by the International Humanitarian Law. Development of new technologies, especially information technologies have a major impact in shaping the system of military education and training. These technologies impact on the way how future military operations will be conducted, especially in the process of planning and execution, organization, communications, command and control, and intelligence.

The strategic goals of the Republic of Macedonia for Euro-Atlantic integration, i.e. achieving full membership in NATO and the European Union, involve the development of military education and training in the direction that will ensure the achievement of interoperability with partner countries, the ability to participate in military operations led by coalition forces and building democratic civil - military relations. Preparation and implementation of standards for full integration into Euro-Atlantic alliances, amid a complex economic situation and budgetary constraints, inevitably leads to a reduction of the armed forces and the construction of a small modern army, which means giving priority to quality in terms of quantity. Some of these factors are short-term, while other long-term impact on the development of the military education and training system in defence and the army. In any case, all factors should be thoroughly analyzed and taken into account when building the system as well as in the implementation of a thorough analysis of how the current system solutions represent a good basis for the provision of quality education and training of military and civilian personnel for the needs of defence and the Army.

The research up to now on the current functioning of the segments of the education and training system in defence and the Army, shows that the situation is complex, with independent operation of entities in the system Ministry of Defence (MoD), the Army of the Republic of Macedonia (ARM) and the Military Academy (MA) and initial efforts by the MoD to integrate the functions of all subjects. The last few years the MoD has undertaken measures and activities for managing the system of education and training and its integration in the whole cycle of human resources management and managing the careers of military and civilian personnel in the MoD, ARM and MA. The remarks found refer to the practical implementation of the planned tasks and activities that are not exercised with the desired dynamics. There are problems regarding the positioning of the organizational units which are responsible for the activities, in the selection and placement of personnel, in the area of the incomplete application of the provisions of already adopted strategies and a lack of continuity in upgrading, updating and amending the already adopted documents and regulations in the field of education and training. These problems have also been identified in the analysis of all stages of the development of education and training for the past twenty three years, suggesting that the past experiences have insufficiently been applied and that there have not been comprehensive analyses. Ministry of Defence is trying to establish complete mechanisms for successful management, integration and coordination of the education and training system in the country and abroad. The legal competencies of the ARM and MA are clear. They have greater autonomy in the field of education and training; however, it is necessary for them to engage more in helping the Ministry of Defence to implement its integrative function. The solution is still in the MoD, because it should build a mechanism that will respect the autonomy of the ARM and MA, and also will motivate and commit more strongly to participate in building an integrated system, especially for those functions and tasks which must be centralized and managed from one place.

For the past few years the MoD has made distinctive efforts to promote training and professional development of civil servants, which is coordinated with the activities of the Ministry of Information Technology Society and Administration and the Agency for Civil Servants. This approach and work can serve as an example, how the MoD should coordinate activities for better management of education and training in the defence and the army.

The data for planning and implementation of training and professional development in the ARM indicate that still there is a constant in the professional development in the ARM. Continuity is seen also when analyzing the development of training and professional development in the past period in the ARM. The process of transformation, organizational improvements, construction of new bodies and preparing new documents, rules, instructions and acceptance and introduction of new NATO standards in training and education in the ARM has not been terminated. This allows constant training of the ARM personnel and professional development of their training, skills and readiness to perform military tasks. The ARM gradually follows the pace in the field of training and exercises which should allow a constant interoperability with other NATO armies. One of the main problems on this road is the insufficient funds for training and exercises.

Military Academy since its reactivation in 2009 has seen continuous development. A highly trained teaching faculty, quality study programmes and appropriate conditions for work and residence of the faculty and cadets are necessary for its successful operation. Since five years ago, the teaching faculty at the Military Academy consists of ten new young doctors of sciences that are the basis for the Academy's further development. The study programmes have been changed and upgraded in order to monitor and accept innovations in military education in the EU and NATO. With enrolment and education of cadets from other countries, the Military Academy is being promoted as a regional military institution, which of course is of great importance for more rapid development of the whole defence system of education and training. But this development and results are not sufficiently met in terms of material and financial support by the Military Academy. It is urgently necessary to improve the working conditions and accommodation, construction of more premises for professional military education, for learning foreign languages, information technology equipment, introduction of distance learning, applying simulation methods and exercises, building a gym and a modern library.

The development and improvement of the system of education and training in the defence and the army is a continuous process which does not tolerate improvisation and inconsistencies. It is necessary to have coherent implementation of the provisions of already adopted strategic documents, especially in the area of human resource management and the integration of the system of education and training. To ensure continuity in the development what is needed is to constantly update and improve strategies, regulations, guidelines, study programmes, curricula and annual calendars for training. It is especially necessary to invest in the human potential, building expert, professional and motivated personnel that will be responsible for the education and training in the defence and the army. The preparation and updating of the system documentation and investment in the personnel should be monitored by proper organizational and formational changes and improvements of the design of organizational units responsible for training and development in the MoD, ARM and MA.

Suggestions and solutions to improve the system of education and training at the Ministry of Defence

According to the Strategy for Human Resource Management and the Strategy for Education and Training in the Defence, the MoD through its organizational units in the Human Resource Department (HRD) should perform a strategic management with the system for education through coordination of competences and responsibilities of all parts of the system which will enable the implementation of goals of the Strategy for Human Resource Management.

HRD is responsible for the entire system of education and training in the defence, and in this regard it should:

- develop the Strategy for Education and Training for the MoD (MA) and ARM;
- develops policies for education and training for military and civilian personnel in the MoD and ARM;
- develop policies, executes planning, coordination and standardization of activities for learning foreign languages;
- coordinates and directs international cooperation in the field of education and training;
- enables all efforts to be put in compliance with applicable regulations and proposes amendments when there is a need;
- determines future needs / requirements for education and training in coordination with the GS of the ARM and education entities in the defence to align programmes with the Planning, Programming, Budgeting and Execution System (PPBES)
- determines the cost-effectiveness of education and training;
- monitors the development, studies and proposes budget for education and training in order to meet the priorities;
- avoids duplication of efforts, eliminates the risk of applying different standards in the training and education of personnel in defence and establishes cooperation and exchange of experiences with other governmental institutions for education and training in the system for security and protection of the Republic of Macedonia;
- develops more economical approach for the implementation of education and training, primarily through the introduction of new educational technologies;

- conducts annual review of policies for education and training and updates the policies if necessary.

The indicated definition of goals can ensure sustainable development of the abilities and capacities of military and civilian personnel to fulfil missions through effective management of the system for education and training through adoption and implementation of policies and programmes in the field of education and training, planning, distribution and coordination of competences and responsibilities of all entities of the system that execute education and training in the MoD, ARM and MA.

To achieve this we will mention certain suggestions for improving the system solutions in the Ministry of Defence, according to the priority of implementation.

*It is necessary to make changes and amendments to the Law on Defence and the Law on Military Service in the ARM, in the area of professional training and development for the employees in the MoD and the ARM and the training of the reserve forces.

*The Ministry of Defence in cooperation with the ARM and MA should develop a new Strategy for managing human resources, which will enable better management of the human resources, full execution of the missions of the Army, as well as achieving the legal powers and responsibilities of the MoD. In this respect, it is necessary to revise policies for managing human resources (to remove some parts, some to define appropriately and to include some new ones, according to the current and future needs).

*The Ministry of Defence in cooperation with the ARM and MA should develop a new Strategy for education and training in the defence, which will be in coordination with the provisions of the new defence strategy, the changes and amendments to the Law on Defence, the Law on Military Service in ARM, the new Long-term plan for the development of the defence (2014-2023), the Law on Military Academy and the Law on Civil servants.

*It is necessary to update the content of the Concept for professional development of the officer corps and the Concept for development of the NCOs, under the provisions of the new Defence Strategy, the changes and amendments to the Law on Defence, the Law on Military Service in the ARM, the Long-term plan for the development of the defence, the Law on Military Academy, the Concept for learning foreign languages, the Training doctrine and according to the needs of the new organizational structure and formation of the ARM.

*The Ministry of Defence, through its organizational units should consistently coordinate the activities, to prevent duplicating efforts and capabilities, to differentiate functions and responsibilities and to establish cooperation for the optimum use of available human and material resources.

*MoD through the HR Department to implement strategic management and coordination of the system for education and training by organising an annual Conference for planning and coordination of the education and training in defence and Conference for budgeting of the education and training, as it is regulated in the Army.

*MoD through the competent departments to draw up medium-term recommendations on what profile of prospective officer is needed for the Army and the defence, as a result of monitoring and studying the new needs and challenges in the country and abroad. Such recommendations would be useful for the ARM, and are designed for MA in the preparation and modification of curricula and lesson plans.

*MoD through the HR and the Department for International Cooperation (DIC) in collaboration with the Finance Department - FD and the Policy and Planning Department - PPD), to draw up a separate annual analysis of the effects, the results and the rationale for the proposed and implemented training for professional training and development of employees abroad.

*MoD through the HR, DIC, FD and PPD to prepare a training catalogue necessary for conducting work tasks for each specific position of the employees, which will be annexed in the systematization of work positions in the MoD.

*It is necessary to develop a medium and long-term plan for development and promotion of the Regional Communications Training Centre - RTCC of the MoD. The aim is to improve the coordination of capacity utilization of RTCC as NATO / PfP Centre for Education and Training.

*MoD should continue to maintain and nurture strong relations and links with the regional and international partners in defence. This will allow the employees to train abroad, and also foreign instructors to conduct training with us. The training and education of personnel of the defence in international educational institutions gives opportunity for better promotion of the defence and of the Army of the Republic of Macedonia, and the trainees in the schools and centres abroad have the chance to broaden their experience and increase their knowledge. International environment implies having acquired language competence, mostly English language, which emphasizes the need for training in knowledge of foreign languages within the education system and training in the defence. One of the objectives of the regional cooperation, such as the Adriatic Charter "A5" SEDM initiative and others, is organizing joint training and education which develops trust between the regional partners, fosters multicultural, multi-religious and multi-national values.

*MoD should initiate the establishment of a coordinating body for developing regional cooperation in military education and training through exchange of experiences, teaching faculty, joint use of resources for education and training, greater mobility of students of military academies, exchange of young officers for participation in training courses for professional training and development.

*Create conditions for planning and implementation of training in the country and international defence institutions by the use of techniques for distance learning - Advanced Distribution Learning, through the application of information technology. This concept of education and training enables, simultaneously, training and development of a greater number of people, intensive use of the teaching faculty and reduction of the cost of conducting the educational process in terms of classical methods.

*The annual training program for civil servants in the MoD and the Annual plan for professional development and training of employees in the MoD and the ARM should allow for the development and improvement of civil defence personnel, strengthening the commitment of civilian control over the armed forces and the apolitical role of the military in the society. The curricula, through part of the contents, should enable mutual education of military and civilian personnel and to create conditions for joint research on complex issues. This will improve the building of personal relations between the civilian and military personnel in the defence. The civil servants employed in the Ministry of Defence and other segments of the national security system are also a vital element of the comprehensive national linkage in the defence. Modern armed forces cannot operate without the support of the staff of professional civilians engaged in areas such as logistics, education, medicine, administrative support, law enforcement, as well as research and development. Recognizing the key specialties that civil servants should cover, and the need to be able to effectively support the armed forces, pushed the idea that civilians in the MoD should have education similar to the one provided for the key personnel in the armed forces.

*Identifying appropriate professional and managerial employees in the MoD and the ARM with a desire and capacity to carry out duties in the field of education and training and their continuous development in the career.

*Stimulating and encouraging individual researchers from MoD, ARM and MA to write scientific papers and researches in the field of education and training for the needs of the defence and the army.

*Establishment of a system of continuous information for the personnel directly involved in carrying out tasks in the area of education and training in the MoD, ARM and MA, with content of all laws and strategic documents, rules and guidelines governing the field of education and training.

*Introduction of institutional cooperation of the MoD with higher education institutions and training centres in the country and abroad. This cooperation should allow medium-term planning of needs and opportunities for professional training and development of employees in defence and the Army under policies and programmes for career development of the employees.

*As a part of the education and training policies, develop training programmes for managerial employees in the MoD, ARM and MA in coordination with the Ministry of Information Society and Administration, and according to the Annual Programme for generic training of civil servants in the country.

*Establish a Centre for simulations and distance learning in the Training and Doctrine Command in the ARM. This centre would enable an efficient and cost-effective training and implementation of simulation exercises for commands and unit headquarters of the ARM. The centre would enable the use of electronic materials available for distance learning, implementation of interactive courses and computer simulations. The main reason for using high-tech solutions in the process of military education and training is shortening the time needed for training, achieving better quality in teaching and training and saving finances. Distance learning allows the army officers after completion of formal schooling to continue with professional development and training, with minimal absence from the workplace. Of course, the first step would be to train the teachers who are to use platforms for e-learning and distance learning in best way, in order to master the use of new software modules for installing platforms for distance learning. The Centre for simulations and distance learning would also be proactively used for education and training of cadets and students of the Military Academy.

*MA in cooperation with GS and MoD should create a career system of military education and training through existing courses and schoolings, or through organizing additional forms, which will allow officers and elected civil servants from the MoD, Ministry of Internal Affairs, Ministry of Foreign Affairs and other entities within the system of national security to be sent by their organizations on regular training and development.

*Education of mid-level officers and senior officers acting in a multinational environment is essential and at the same, it should be strengthened and improved in the future. In addition to training courses for martial arts, there should be instruction that is appropriate to the role of today's soldier / officer. This means incorporation of subjects and topics like working in an international environment with other international / inter-agency actors; measures for military stabilization, doctrines and integrated approach; border management; gender issues; PR and media; disarmament, demobilization and rehabilitation; management of humanitarian activities; psychological operations; military diplomacy; familiarization with the police, legal and customs matters; role in the measures for stabilization and reconstruction; military observation and distinction; sexual violence; anticorruption and others.

*Introduction and studies of current trends in educational programmes should be done with careful planning and clear assessment of what, how much, where and at what level of education and improvement to increase the number of classes, because this entails a reduction in the number of hours someplace else. This means that the need to introduce curricula that reflect the new military

realities which require development of additional skills that are not always associated with purely military capabilities, be exercised successively and continuously through all stages of education and professional training and development. In other words, to determine the amount of content that needs to be presented to cadets and officers in all phases, according to their professional / career development and the need to perform combat and other tasks for the appropriate position.

*It is necessary to strengthen the capacities of the organizational unit for evaluation and analysis of education and training.

*Enable the STANAG 6001 team, that tests the employees' level of English proficiency, to complete all basic training in the country and abroad, required for certification of the teachers/testers; create optimal conditions for its continuous improvement and collaboration with other STANAG teams from NATO or PfP countries and uphold full administrative long-term support for the team's task completion.

*Establish a centralized database of existing capacities for education and training in the MoD, ARM and MA for efficient use and updating.

*Create conditions for a more intensive use of English in education and training, and in performing certain tasks at different work positions in MoD, ARM and MA.

*Plan and approve more funding for education, training and exercises. Current rates of spending the budget funds shows that priority was given to employees and maintenance of equipment and infrastructure at the expense of investment in training, modernization, readiness, increase of operational capabilities, improving living standards, research, development, etc.

CONCLUSION

The top civilian and military leaders and policy-makers should always plan long-term. Defence and the Army cannot function effectively without well-educated and skilled management personnel. This requires larger funds in order to be achieved. Attempts to save money in the defence and the army at the expense of the conditions for education and training are the worst possible choice one can make. Interoperability with other NATO structures implies constantly improving standards in education and training. Improvement of the standards will enable the MoD and ARM employees to actively participate in international peacekeeping operations, and such multinational environments among others will teach us that the military profession transcends national boundaries and cultures.

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