

TRANSFORMATION OF THE MILITARY EDUCATION SYSTEM IN CROATIA

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Abstract

Investment in human resources in modern organizations implies continuous education and employee training. In terms of this, there are various forms of education, such as specialized courses, financial support for foreign language courses and postgraduate scholarships, which can be offered to personnel. Military organizations cannot be exempt from this practice as they have continuously been affected by various challenges while seeking to adapt their education systems. The truth of the matter is that new approaches to the employment in the military forces call for the transformation of military organizations. Not only does the transformation change the organization, but it also transforms the ways in which militaries run the operations. It inevitably calls for a paradigm shift in defense planning and implementation. Thus, a modified form of a military organization will be developed into smaller, faster and highly networked units, able to be deployed in the shortest possible time. Therefore, the question arises as to how a military education system can be transformed in order to make new command and staff structures ready to respond to numerous challenges.

Keywords: transformation, military education, military organization

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1. INTRODUCTION

Over the past thirty years, the term “organizational transformation” has often been emphasized in the economic literature; therefore, in an organizational context, the transformation is considered to be the ultimate process (Ackerman L., 1986:1-8). During a recession or a crisis, *transformation* is one of the most frequently used words in everyday life. A military organization with the armed forces as its most important element is not exempt from this process (Barić, 2010). What does transformation mean and why is it important for the armed forces? According to Tucker (Tucker, 2001:153-158), “transformation is a general term which refers to integrating new concepts, organizational changes and technologies into the armed forces.” Thus, an emphasis is placed on the word “change” for which the U.S. general Starry (Starry, 1983:20-27) said at the beginning of the 1980s that “[it] is always within us... but still it doesn't mean it will happen or occur as a simple and regulated process.” It is for certain that in the periods when new conceptual

solutions, and doctrinal and strategic documents, which define national interests and assess security threats, risks, and challenges, are being adopted, a respective military organization has to change its structure, introduce new technologies and develop new capabilities (Sabor RH, 2017). New approaches to the force employment call for the transformation of military organizations. Therefore, efforts have been made to transform the US military into a rapid and easily deployable force with the capabilities to act in different situations. Not only does the transformation change the organization, but it also changes the way in which the military runs its operations, which calls for a paradigm shift in defense planning and implementation (Owens, 2003). The military organization, which has undergone changes, will develop in the form of small, rapid, and highly networked units. It is very important to define the expectations imposed upon the military personnel in this process and the consequences that the above-mentioned

change may have on military personnel management, compensation system management, as well as on further education and professional development of the employees (Savych, 2005). How could a military education system be reformed and adjusted to meet the contemporary needs of a military organization? Do we still have to insist on military/defense academies and universities, or should we rather focus on new solutions, which have already been applied in some European countries, and which include defense universities that are integrated into the academic community in accordance with the Bologna Process and its basic principles? (Paile, 2011).

2. PROBLEM ANALYSIS AND RESEARCH METHODS

2.1. Problem analysis

The purpose of this paper is to offer suggestions on how to transform the Croatian military education system in the most feasible way. The main reason for the transformation of the Croatian military education system is the accreditation of the professional military education programs which include *progressive* and *sequential education* as well as the possibility to autonomously initiate and implement different levels of military study programs. In addition, the aim of the paper is to emphasize the importance of integrating Dr. Franjo Tuđman Croatian Defense Academy (CDA), as a *higher education and scientific research institution*, into the European Higher Education Area (EHEA).

2.2. Research methodology

In this paper, the following methods of scientific research have been used: analysis, synthesis, compilation, comparative research, empirical research method, and description.

3. OVERVIEW OF THE CROATIAN MILITARY EDUCATION SYSTEM

The Croatian military education system has been developing since October 1991. At first, military

education and training was conducted through short and intensive courses prepared for the members of the Croatian National Guard (CNG). These courses laid the foundation for the establishment of the Officer's Training Center which later on would be renamed into Petar Zrinski Croatian Defense Academy. The purpose of its establishment was to develop an institutionalized education system. However, in this paper, the authors focus on the functions of CDA over the last fifteen years. So far, the Academy has been the only educational institution established to meet the requirements and needs of the Croatian Armed Forces (CAF). More than thirty-five thousand students have completed various courses there. Together with the members of the CAF, those courses were attended by the students from other ministries, such as the Ministry of Interior, Ministry of European and Foreign Affairs, National Protection and Rescue Directorate, Security and Intelligence Agency, and **Croatian Firefighting Association**, as well as by students from other countries. The main stages of the military education system development from 1991 until the present day (HVU, 2013) are as follows:

- a) Wartime period (1991-1996). The education system was in direct support of military operations.
- b) Post-war period (1996-2002). At a tactical level, the educational system was gradually divided into three training departments under the command of three respective service branches. At the operational and strategic levels, students were taught in military schools as well as in the Foreign Languages School.
- c) Period 2002-2007. The main feature of the educational system was that it was organized and realized at the service branch and operational levels. This period was characterized by the beginning of the Cadet Project, a form of civil-military education of the cadets for the CAF needs (HVU, 2010).
- d) Period 2007-2014. This period was characterized by the development of a new curriculum

for the professional military education of commissioned officers (COs) and non-commissioned officers (NCOs), together with the continuation of the Cadet Project, integration and development of the civil-military education system, modernization of classroom and accommodation capacities, and the application of new teaching methodologies. In addition to the above, a new Education Concept (MORH, 2007) was implemented. This document set the guidelines for the development of the military education system for the needs of the CAF in the period to come.

- e) Period 2014 - present. This has been one of the most demanding periods in the last fifteen years of military education system development. The undergraduate study programs of Military Engineering (ME) and Military Leadership and Management (MLM) have been designed and launched. These four-year study programs are the result of joint efforts of the CAF and the University of Zagreb (Vlada RH, 2013). They primarily focus on technical and social sciences. Their main feature is *interdisciplinarity* with many common subjects. The programs offer both academic and military education. Their integral part is military training which is designed to equip the cadets with the competences and skills needed for their first officer duties in the Croatian Army. The syllabi were designed for the *progressive and sequential education of COs and NCOs*. From 2014 onward, the CDA has developed, designed, and provided education and training for healthcare professionals and military specialists. Since the very beginning, the *bachelor's* military study programs (ME and MLM) have called for the involvement of a great number of CDA employees as lecturers and instructors. This resulted in the development of the election procedure on the basis of which they were granted scientific-educational and educational titles. In addition to the aforementioned

undergraduate military study programs, ME and MLM, special efforts have been made towards the development of a new military study program titled Naval Studies (Vlada RH, 2017), which is supposed to be launched in the academic year 2018/2019. It is a five-year *integrated bachelor's/master's degree program* the aim of which is to educate future Ministry of Defense (MoD) and CAF officers. It has been designed and developed in cooperation with the University of Split. Study programs are as follows: Naval Nautical Studies, Naval Marine Engineering, and Naval Marine Electrical Engineering. The process of accrediting master's *degree programs for ME and MLM has also been launched*. The ME and MLM master's degree programs are interdisciplinary programs which encompass interdisciplinary research areas (scientific fields: military-defense and security-intelligence science and skills), and logically follow the bachelor's military studies programs. The proposal for a new Concept of Education for the needs of the CAF is currently being considered. Although all aforementioned forms of education at the CDA have been realized in conformity with the existing laws and policies (the Defense Act, the Official Gazette – 73/13, 75/15, 27/16, 110/17, 30/18; and the Armed Forces Act, the Official Gazette – 73/13, 75/15, 50/16, 30/18), they are formally recognized only within the CAF. This means that the diplomas and certificates issued upon graduation are not valid in a civilian context. Having designed the accredited military study programs in cooperation with the universities of Zagreb and Split, the CDA has to aim at accrediting other military programs. The accreditation could improve the quality of education as a whole, enable students to get [European Credit Transfer System \(ECTS\)](#) credit points and motivate instructors, teachers and lecturers to develop their competencies so that they could obtain the titles in

the scientific fields of military-defense and security-intelligence science and skills.

4. A BRIEF ACCOUNT OF MILITARY EDUCATION SYSTEMS IN SOME OF THE NATO, EU AND NEIGHBORING COUNTRIES

The Belgian Armed Forces conduct education and training of the members of the *Belgian Army*, Navy, and Air Force at the Royal Military Academy (RMA). The RMA is a university which, like any other civilian university, runs the undergraduate, graduate, and postgraduate study programs in the scientific fields of social, military, and technical sciences (HVU, 2013). However, the members of other specific professions (e.g. health-care professionals), get their education at civilian universities. The study programs at the RMA are executed at two faculties: 1) Polytechnic Faculty (Mathematics, Physics, Chemistry, Weapon Systems and Ballistics, Construction Engineering and Materials, Communication & Information Systems), and 2) Social and Military Sciences Faculty (Psychology, Economy, Management and Leadership, Conflict Studies and Operations). In addition to the study programs, one of the most important RMA activities is scientific research which is conducted in several research laboratories. As a part of their professional development, Belgian officers are encouraged and directed towards higher levels of military education and training which are also provided by the RMA (Paile, 2011).

In the Czech Republic, University of Defense was established as a higher education institution responsible for the execution of accredited bachelor's, master's and doctoral degree study programs (HVU, 2013). Unlike the public universities, the University of Defense, being a state institution with limited authority, is the only state university in the Czech Republic. It is not a legal entity, but an integral part of the Ministry of Defense structure. The main feature of the Czech military education system (Paile, 2011) is that it is fully aligned

with the Czech Higher Education Act, the Bologna Declaration, and the ECTS. The university consists of several faculties which are as follows: Faculty of Military Leadership, Faculty of Military Technology, Faculty of Military Health Sciences, NBC Defense Institute, Security and Military Strategic Studies Center, Language Center, Physical Training and Sports Center.

In Hungary, the National University of Public Services has been established and it is an integral part of the Hungarian higher education system. It is directly governed by the Minister of Defense. Its mission is to provide education and training for military officers, law enforcement officers, and public administration officials. Education and training are aligned with the European education system, so they match civilian higher education (HVU, 2013). The University conducts research studies in different fields (i.e. defense and related sciences) (Paile, 2011) and it is also responsible for educating and preparing military officers and law enforcement officers for the highest positions in their respective services and agencies, as well as civilian experts in national security agencies. Moreover, it prepares professional civil servants for all levels of state administration. The university consists of the Faculty of Military Sciences and Officer Training, the Faculty of Law Enforcement, the Faculty of Science of Public Governance and Administration, the Faculty of International and European Studies and the Faculty of Water Sciences.

In Latvia, military education is organized within the National Defense Academy which is placed under the Ministry of Defense. The Academy has taken ownership over all the accredited bachelor's degree study programs for the three service branches of the Latvian Armed Forces and is responsible for their execution. In addition, it cooperates closely with the Riga Technical University and Latvian Maritime Academy (HVU, 2013). Future Latvian officers complete one of the three bachelor's degree study programs which include Land Force Military Leadership, Naval Force Military Leadership, and Air Force Military Le-

adership. Those who have completed one of the aforementioned programs are offered the possibility to continue their education at the second level of higher education at the University of Riga within the Baltic Defense College. However, they need to meet the additional requirements by taking tests in the subjects they did not have within their bachelor's study programs (Paile, 2011). The graduate and postgraduate studies are carried out alternatively at the Academy and the University of Riga. The Academy has been completely transformed into a higher education institution, and it is an integral part of the Latvian defense system.

Military education in Serbia is executed at the Military Academy throughout the three levels of studies during which the ECTS points are accumulated (HVU, 2013). This military education system has been completely integrated into the higher education system. It also incorporates scientific-research activities. The diplomas issued by Serbian military institutions are recognized in the civilian context. The academic titles awarded upon the completion of the studies are aligned with the civilian ones. The students acquire military skills and competencies, which are stated in their diploma supplements. The Serbian Military Academy operates under the Ministry of Defense.

Upon the completion of a thorough study of the aforementioned military education systems and their respective military institutions, the authors have drawn the following conclusions: a) most higher military institutions offer comprehensive university or professional studies after which the officers can continue their professional development b) military education has been aligned with the provisions of the Bologna Declaration respecting the traditions and specifics of military education in some countries c) a higher military education institution has completely taken ownership over the study programs for the cadets d) the academies prepare and educate people for military, defense and national security systems e) students, teachers/professors and military institutions (colleges and academies) benefit from the

advantages of the new education system.

All these are crucial for a new high-quality education system which enables better coordination and cooperation between the military and civilian higher education systems at both national and international levels. Such a system allows for a transparent system comparison and evaluation, as well as for teacher and student mobility.

5. REASONS FOR THE TRANSFORMATION OF THE CROATIAN MILITARY EDUCATION SYSTEM AND PROPOSALS

The main reason for the transformation of the Croatian military education system is the accreditation of the professional military education programs, which includes the progressive and sequential education (MORH, 2015) as well as the possibility to autonomously initiate and execute different levels of higher education study programs. Undergraduate degree programs in ME and MLM were launched and accredited in cooperation with the academic community. However, other military study programs have not been accredited yet. Their accreditation should be done in conformity with the Act on Scientific Activity and Higher Education (Sabor RH, 2017) and the Act on Quality Assurance in Science and Higher Education (Sabor RH, 2009). Without this, the Croatian military education system cannot be linked to or aligned with the national higher education systems and military education systems of the EU countries. Therefore, it is imperative that we begin the accreditation process for the benefit of the officers' and NCOs' professional development and the development of their prospective second careers. The launching of the above-mentioned undergraduate degree programs, followed by the degree accreditation, was the first and crucial step towards the transformation of the CDA into a higher education and scientific research institution. The next step will be the accreditation of graduate degree programs in ME and MLM. The initiation of the integrated

undergraduate and graduate degree programs in Naval Studies will be a logical continuation of this transformational process. Another argument for the necessity of the transformation lies in the fact that it will provide the CDA employees with opportunities to conduct research studies in the fields of the military-defense and security-intelligence science and skills. Providing opportunities for its own scientists and researchers to thrive and develop their professional competences in individual scientific fields is certainly a challenge for every military organization. The transformation will make room for the beginning of this long process. Creating the conditions for the development of a competitive military education system in the region is yet another reason for the transformation. Countries with high-quality military study programs have good infrastructure and are of great interest to those that don't possess those qualities. That, of course, makes each one of them a desirable partner for educating military personnel of other countries. The CDA has been providing education and training to foreign students from the neighboring countries for many years. Some of the advantages to this tradition are the common language and cultures these students share. The fact that the military personnel from those countries can understand Croatian language and easily embrace the culture similar to their own is just one of the advantages to this tradition. The number of foreign cadets who come from those countries is continuously rising. Another argument in favor of the transformation is that it facilitates the student and faculty exchange programs with both military and civilian educational institutions in the NATO and EU countries. In addition, it facilitates the alignment of the Croatian military education system with the international higher education standards such as the NATO Bi-SC Education and Individual Training Directive (NATO, 2015). We should not, of course, fail to mention scientific-research activities as a support to a defense system development. Their role should not be neglected or undermined. Another valid reason has its foot-

hold in the new National Strategy for Homeland Security (Sabor RH, 2017) and in the Homeland Security Act, which is yet to be adopted and serves as an important tool for the implementation of the Strategy.

5.1. Proposals for prospective ways of transformation

While analyzing the military education systems in some NATO, EU and neighboring countries (Paile, 2011), the authors have singled out three possible ways of transforming the CDA into a higher education and scientific research institution. *Proposal No. 1* implies the education system based on the institution establishment which executes professional military education programs for COs and NCOs, academic degree programs for the needs of the CAF, education programs for the needs of the Ministry of Interior and Firefighting Service, and the curricula for the needs of the National Protection and Rescue Directorate. Such an institution could get an independent status within the academic community and would remain under the MoD. The final objective would be the establishment of the National Defense and Security University. Its foundation and the execution of academic study programs would be possible with two scientific areas and/or artistic areas in numerous fields. The transformation as proposed in this paper presupposes the adoption of high academic standards and ensures lifelong learning. It expands the spectrum of the CAF missions and tasks (with the emphasis on the international activities) and fosters scientific research in the field of defense. Professional military education would become the integral part of the education system of the future University. The main objective would be the training of military and civilian personnel for the tasks assigned to them by the CAF and MoD. In addition, all the changes could create the prerequisites for the professional development of the staff at the postgraduate specialist and doctoral studies in the field of military-defense and security-intelligence sciences and skills. The challenge this proposal is

faced with is found in the fact that it takes a lot of time to meet the conditions for the establishment of the university in conformity with the national legislation. Other concerns are the lack of teaching staff elected to scientific-educational titles and educational titles and the necessity to create a base of lecturers with academic competences.

Investing in infrastructure, i.e. classrooms, offices, workshops, accommodation, and gyms should be closely linked to human resources management and the development of academic degree programs. *Proposal No. 2* implies the education system based on the institution establishment to execute professional military education programs for the COs and NCOs, as well as the academic degree programs for the Croatian service branches. On one hand, the institution has the status of a faculty and is a component of the University of Zagreb. On the other hand, it is placed under the CAF or MoD. The development of the faculty conceived in this way could be realized in one or more scientific and specialist fields. The transformation as envisioned in Proposal 2 could enable the independent establishment, accreditation, and development of study programs at all academic levels (i.e. undergraduate, graduate, and postgraduate degrees) for the needs of the defense system. In addition, such an education system could facilitate the election of the CDA's employees to the academic titles as well as a professional development of its own educational and scientific-educational personnel. The challenges to this proposal are the same as we find with Proposal 1. Namely, the national legislation demands that the faculties are established in one or more scientific fields. It is necessary to point out that there are two scientific areas, i.e. an interdisciplinary study program, with the CDA as a partner of the University of Zagreb and the University of Split to execute study programs at different academic levels. Finally, there is a problem of raising the level of professional military education to the faculty level. *Proposal No. 3* rests on the amendments to the existing organizational structure of the military education institutions.

The amendments yet to be introduced require the change of the CDA organizational structure with the purpose of strengthening certain functional areas and getting rid of the unnecessary ones. Partnership and cooperation with the University of Zagreb and University of Split in the realization of the undergraduate and graduate study programs would continue without the CDA's insisting on the establishment of an autonomous military/defense university or faculty. So, this proposal would only require minor "cosmetic" changes. However, this would also mean that professional military education could not be recognized in accordance with the existing national legislation in the area of science and higher education. In the end, the transformation as suggested by *Proposal 3* would not lead to the change of the CDA status.

5.2. Advantages of the CDA's transformation into a higher education and scientific research institution

Taking into consideration all three proposals for the CDA transformation in 5.1., the authors have tried to emphasize the advantages of transforming the CDA into a higher education and scientific research institution. The advantages are as follows:

- a) the realization of an autonomous initiation, accreditation, and development of the academic study programs at the undergraduate, graduate, and postgraduate levels for the needs of the defense-security and intelligence systems
- b) the transformation of the CDA into a central scientific research institution in the scientific field of military-defense and security-intelligence sciences and skills in Croatia and the neighboring countries
- c) the independent development of teaching and research staff, and their election to the educational, research, and scientific-educational and scientific titles
- d) the possibility of issuing valid diplomas and certificates which are in conformity with

national legislation and standards e) the extension of the cooperation with the academic community in Croatia as well as in the NATO/EU countries on equal terms

- f) CDA would become the leader among the neighboring countries in the area of military, as well as defense-security and intelligence education
- g) the creation of the self-sustainable education system within which the courses for the members of other Croatian ministries and national directorates, such as diplomacy, strategic planning, and crisis management, are developed
- h) the take-up of the leading position in conducting the scientific-research and development projects in cooperation with and for the needs of the target industry.

6. CHALLENGES OF INTEGRATING THE CDA INTO THE ACADEMIC COMMUNITY AT HOME AND ABROAD

Firstly, it is important to mention that the very accession of the CDA to the EHEA with the status of a higher education and scientific-research institution is challenging. The next challenge is found in the necessity to form partnerships between the professors, lecturers and other employees of the higher education institutions within the Universities of Zagreb and Split on one hand, and the CDA students and cadets on the other, as partners in the process of quality assurance, realization and assessment of the learning outcomes at the CDA. In summary, there are four priorities to be realized by the CDA:

- a) introducing the academic degree system at the CDA
- b) assuring the quality of the curricula for all levels of education at the CDA
- c) getting the diplomas for all levels of education verified, which includes a full recognition of certificates and diplomas acquired at the Officer Training School, Advanced Officer

School, Command and Staff School, War College and Katarina Zrinska Foreign Language Center

- d) promoting the social dimension of education.

6.1. Academic degree system

It is necessary to introduce the academic degree system in the form of three-cycle degree programs, i.e. the undergraduate, graduate, and post-graduate study programs. It is important that half of the CDA students enroll in the study programs stemming from the above-mentioned cycles. Furthermore, the dialogue between the partners and participants should be improved because it would enable the students with the CDA diplomas to get adequate positions in both civil and public service sectors, as well as in the private sector. Starting with the national qualifications framework, it is important to ensure that the CDA higher education system is complementary with lifelong learning, which includes professional training and development conducted within the existing *progressive and sequential education*. So, it is crucial that two complementary higher education systems are established, one stemming from the academic cycle degree programs and the other from the lifelong learning cycle (NATO, 2011).

6.2. Curriculum Quality Assurance

It is imperative that the CDA introduces a Quality Assurance System into all levels of education. The system should be established and aligned with the one adopted by the Croatian academic community. For that purpose, a high level of mutual cooperation and coordination should be established. This should also involve the introduction of internal mechanisms that would correlate with the external quality assurance, as well as with the specifics of the CAF. If the ultimate goal is to improve the employment opportunities for the CDA graduates enabling them to work in civil and public services, as well as in the private sector, then quality assurance in the curriculum development through the means of mutual cooperation and coordination is

a prerequisite. Therefore, it is important that quality assurance standards and quality control guidelines as proposed by the European Network for Quality Assurance (ENQA) are adopted.

6.3. Recognition of diplomas, certificates, and educational periods

The development of the national qualifications framework together with the existing European framework serves as a solid foundation upon which lifelong education can be integrated into higher education. In cooperation with the University of Zagreb and the University of Split, as well as with other Croatian education institutions, a framework should be established to formally recognize students' past accomplishments, such as studying at all levels of the *progressive and sequential education, learning foreign languages, receiving infrequent and informal training throughout the military training, camps, exercises, simulation, field lessons and on-the-job training*.

6.4. Social dimension of education

Promoting the social dimension of education before getting the CDA transformation underway is a prerequisite to making the military study programs and scientific research appealing to the public. Studying at the CDA and doing scientific research is normally available to all students regardless of their level of education and their socio-economic background. For that reason, the students are provided with all the necessary conditions and means to complete their military education throughout their studies. The social dimension of education includes a set of measurements aimed at providing financial and economic aid to the students in need, particularly those who come from the socially disadvantaged groups. The assistance received in this manner enables them to complete their studies, receive a better education, and get steady jobs. The issue of scholarship transfer (especially in the private sector) should also be addressed at this point in order to make the mobil-

ity smoother and remove the barriers that prevent the students from fully engaging in their military study programs which require a 24-hour involvement in the boarding school life.

7. CONCLUSION

Taking into consideration all the facts pointed out in this paper, and drawing upon the experience from the previous development stages of the Croatian military education system and military education systems of some NATO, EU and neighboring countries, it is high time the Croatian military education system got transformed into a system for higher education and scientific research that will meet the needs of the defense sector and national security as a whole. In conclusion, this process requires institutionalization, which, in this case, means the transformation of the CDA into a higher education and scientific-research institution. Such an institution should be founded in conformity with the existing national legislation in the area of science and higher education. Having that in mind, we propose as a possible solution the establishment of the National Defense and Security Studies University. In order to accomplish that, we ought to create all the legal and organizational prerequisites. One of them is enacting the legislation on the establishment of a defense university, i.e. passing the Defense University Foundations Act. The Act should enable the design and the development of new study programs for the needs of national security. In this paper, we have discussed several possible ways of transforming the military education system. However, in our opinion, other options cannot be justified. They would only postpone the necessary changes and slow down the process of developing the education for the needs of national defense and security.

We hope that the practice of rejecting the idea of further development of academic study programs and insisting on the programs tailored exclusively for the professional military personnel belongs to the past. The existing academic study programs, namely ME and MLM, executed in cooperation

with the University of Zagreb, and Naval Studies, executed in cooperation with the University of Split, as well as the new graduate study programs in ME and MLM, make us hopeful. Regardless of the study programs developed in cooperation with the Croatian civilian universities, the CDA must aim at receiving the accreditation for military education and training programs, which would enhance the overall quality of education in the CAF, enable the CDA students to get ECTS credit points, and provide the opportunities for the CDA teaching staff to advance in the scientific field of military-defense and security-intelligence sciences and skills. Moreover, we should strive for the establishment of the CDA as an institution for scientific and research activities for the needs of the CAF. We want the CDA to become a place where scientific research studies are conducted and various methodologies applied. The research results which include the use of scientific methodologies will lay the foundation for strategic planning (i.e. defense planning) and decision making at higher levels of management. It is imperative that the CDA creates a base of its own educational and scientific-educational personnel, and see to it that the human resources development is enhanced as it is the basis for a prospective defense university. The EHEA to which the CDA aspires must be open and attractive to all prospective students, regardless of their position within the system. Therefore, the form of higher education which is supposed to be installed at the CDA should be based on the self-sustainability principle and aligned with the international best practices in the process of developing guidelines for quality in the area of higher education without limitations. In cooperation with the international academic world (academia), academic values and principles should prevail over the internal rules and administrative regulations. The EHEA ought to be perceived as a partner that encourages various exchange programs and cooperation among the students, teachers/lecturers, scientists from different scientific-educational and higher education institutions. In conclusion, the

authors would like to emphasize the fact that the implementation of a new approach to education at the CDA should lead towards:

- the implementation of the academic standards and guidelines for quality assurance,
- the implementation of the National Qualifications Framework,
- the validation of university qualifications at the CDA, including a doctoral degree in the future,
- the opportunities for the flexible university and lifelong education which takes into account the students' past accomplishments, such as studying at all levels of the *progressive and sequential education, learning foreign languages, receiving infrequent and informal training throughout the military training, camps, exercises, simulations, field lessons, and on-the-job training.*

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TRANSFORMACIJA VOJNOG OBRAZOVANJA U HRVATSKOJ

Sažetak:

Ulaganje u ljudske potencijale u suvremenim organizacijama podrazumijeva i kontinuirano školovanje i trening zaposlenika. Pritom se primjenjuju različiti oblici izobrazbe poput specijalističkih tečajeva, stipendiranja zaposlenika za učenje stranih jezika, ali i poslijediplomskog usavršavanja. Vojna organizacija ne može biti izuzeta od ovakve prakse jer je i sama prožeta različitim izazovima koji traže nove prilagodbu sustava školovanja. Naime, novi pristupi uporabe vojnih snaga zahtijevaju transformaciju vojne organizacije. Transformacija mijenja organizaciju, ali i način na koji vojska vodi operacije, što traži i promjenu paradigme obrambenog planiranja i implementacije. Tako će se, na primjer, promijenjena vojna organizacija razvijati u obliku malih, brzih, visoko umreženih postrojbi koje moraju imati sposobnost razmjешtanja u što kraćem vremenu. U skladu s tim, postavlja se pitanje kako transformirati sustav vojnog obrazovanja, a sve u cilju osposobljavanja nove zapovjedne i stožerne strukture osoblja koja mora biti spremna odgovoriti na navedene izazove.

Cljučne riječi: transformacija, vojno obrazovanje, vojna organizacija