

## REFORMS IN MILITARY EDUCATION - GENDER ISSUES IN REPUBLIC OF MACEDONIA

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**Abstract:** *In this paper, we evaluated latest reforms in the system for military education in the Republic of Macedonia, and in line with that, we considered development and enhancement of gender integration in military education and training. Based on the determination for NATO and EU membership a need for transformation of military education and training system has emerged, and in line with that redefinition of the role and responsibilities of the Military Academy. Starting from the summary of the requirements for military education and conditions in which this system is developing, together with the influences of modern warfare on this system are considered. Evaluation of the curricula of military education, following with the need for permanent continuous education during the carrier is given.*

*In the paper we stress the importance of having a gender perspective as an integral part of military activities, and that all military personnel should be gender aware. We evaluated some of the priority challenges involved in integrating gender issues into military education and training, and considered social barriers to greater employment of women in defence. In addition, we considered representation of women in different levels and programs of military education. These figures indicate that not all levels of military education are equally accessible to female and male candidates, despite the principle of equal opportunities in place. Unfortunately, topics related to gender equality and gender-based violence are only partially integrated in the curricula of Military Academy. There is still no in-depth curriculum that specifically addresses gender-based and sexual violence, and provides security sector personnel with appropriate training to properly address these issues.*

**Key words:** *education, reforms, modern warfare, gender, curricula, integration, admission, equality, representation, leaders, information technology*

### **Preface**

Providing security in a rapidly changing and unpredictable world is a foremost task of every government - a task shaped by political, cultural, and technological characteristics of a nation and the potential of its people. Maintaining national security still depends to a large extent on the military, their morale, motivation, and specialized skills which are influenced by their academic background, professional education, and training.

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**Reforms in military education system can be considered as a part of** Security sector reform (SSR). This is generally defined as a process of transforming the security sector to strengthen accountability, effectiveness and respect for human rights and the rule of law. The security sector is a broad term used to describe the structures, institutions and personnel responsible for the management, provision and oversight of security in a country.

The social justification for the subsistence of the Military Academy comes out of the needs of the Republic of Macedonia to generate its own officer core that will fulfil certain duties within the defence and security system of the state. Education and training of officers and civilian personnel that carry out certain duties and tasks within the defence system and the Army entails acquisition of theory and practice of complex military and other sciences at different educational levels within the system of military education and training throughout professional carrier. In line with that, quality of education and preparedness of the personnel within the defence system is in high correlation with the development of theory and practice in the area of military sciences.

The current requirements for military education are shaped by the new world political order, economic, technological, and legal factors, and the development of democratic institutions in the Republic of Macedonia. Some of these are general for military educators worldwide, while others are specific for the present situation in the region in which the Republic of Macedonia belongs. Of a particular importance is the role of the military education for the development of democratic civil-military relations in the Republic of Macedonia. The most important single factor demanding change, however, is the Information Revolution and the corresponding Revolution in Military Affairs. More than ever, military must be educated to anticipate change, cope with ambiguity, question traditional boundaries, and lead organizational transformation.

Based on the Republic of Macedonia determination for NATO and EU membership a need for transformation of officer education and training system, and in line with that redefinition of the role and responsibilities of the Military Academy has emerged. The transformation of the system is conveyed in accordance with the standards of NATO and EU member countries and includes establishing a high level of compatibility with the educational systems of NATO member countries. The transformation was required in order to build a new officer development system. Success in conducting defence missions, personnel training, teamwork, high personnel motivation and efficient command and control will be enabled with the construction of this system. In other words, it would provide efficient professional and highly qualitative personnel working in the Army of the Republic of Macedonia (ARM), and other institutions within the defence and security system of the country. The goal is to have well educated and trained officer's core that should successfully accomplish the mission in the country and abroad, respecting the basic standards, values and regulations.

The transformation of the Military academy was connected with the requirements for the Republic of Macedonia to develop education and training in the crisis management area, which includes disaster relief and integral border control, in accordance with the standards and procedures adopted in the NATO countries and EU members, where crisis management is one of the basic security related tasks. The efficient conflict management and the active participation during the crisis management is an integral part in the NATO approach and represents significant contribution from our country in maintaining peace and reinforcement of stability and security in the region and all around Europe. The education and training of the personnel within this important area presents key for their development, and for their appointment on positions and duties within this system.

Constitutional and legal provisions that seek to ensure the equality of all citizens prohibit discrimination and envisage measures for the attainment of full equality (so-called positive discrimination) guarantee the equal representation of women and men in the security sector, and this is the case with the military education. Constitution of the Republic of Macedonia stipulates that

the state guarantees the equality of women and men and develops a policy of equal opportunities, enshrines the principle of equality for all in the Constitution and the law, and prohibits all forms of direct or indirect discrimination, especially on the basis of race, gender, national affiliation, social origins, birth, religion, political or other opinion, property status, culture, and language. It safeguards citizen's rights to assume public service positions and offices under equal conditions. In addition, it affirms the rights of all citizens to work and to choose their professional occupation freely, to access all workplaces under equal conditions, and to benefit from other labour rights, notably the right of women. Development and enhancement of gender integration in military education and training was one of the focuses of the **reforms in military education system**.

For many militaries, gender is still a new topic, educators face on one hand the challenges of developing new curricula and teaching materials on gender, and on the other, the broader call to integrate gender dimensions across all military education and training.

### **New requirements for military education**

The Military Academy educates and trains the future military personnel to become leaders in the 21<sup>st</sup> century in order to be able to command with modern general and military knowledge, skills, and techniques. They are also educated and trained to be honourable people who will serve their country. *Science, honour, duty and country* are the motto of the Military Academy. In the future we will need military who are critical thinkers, officers who can anticipate the change and deal with ambiguity and uncertainty, leaders who can promote organizational change in the face of traditional attitudes and adverse economic situation.

These new missions demand from the officers, often even on a platoon level, deeper knowledge of psychology and social behaviour, languages, history of the conflict, cultural and religious peculiarities of the fighting factions. Communication skills on every level become critical<sup>1</sup>. A proper attitude of an educated officer can speed up the solving of the conflict and lower the casualties among the soldiers, as well as among the civilian population.

So far, another dimension of the use of military force - the ecological impact has been largely unaddressed by the Macedonian military. However, the ecological dimension of a military operation could affect both the circumstances under which the Army is used and the way it is used<sup>2</sup>. The area of ecology is still to receive attention from our military educators.

Educating the military on gender issues has over the last ten years emerged as a new and important priority for NATO states and partners. Gender, as a security concern, remains at the forefront of defence institutions and military operations. Yet how to integrate this concern in a meaningful way throughout security and defence constituencies continues to surface as a critical concern. Bringing together gender and instructional specialists, resulted in incorporating best educational and instructional practices into this important topic of gender in defence education initiatives.<sup>3</sup>

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<sup>1</sup> See more in Gray and Tagarev, 1995.

<sup>2</sup> See more in Rokke, 1995.

<sup>3</sup> See more in Gender and military issues - A categorized research bibliography, The Norwegian Defence University

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Gender is not strictly focusing on women in the militaries, as many may initially think. When discussing gender and security sector reform, the topic cuts across a myriad of gender topics and includes gender relations among many cultures between men, women, boys and girls. It considers cultural development, individual socialization, education within communities, and development and existence of the acceptable gender roles in various societies, among others.<sup>4</sup>

Perhaps no single factor has as much potential as the information explosion for changing the way in which military organizations function during peace and war. Breakthroughs in sensors, information processing, communications, and visualization will make huge amounts of information available to the individual soldier. Time will shrink, and space will expand. Furthermore, emerging technologies will allow knowledge-level information to become largely the responsibility of computers rather than responsibility of individuals. To effectively implement these technological developments, military needs unprecedented delegation of decision-making authority, decentralization, and flatter organizational structures.

The emphasis of the education and training of military personnel should be put on critical thinking; value orientation towards professionalism, ethics, and cooperation; good academic background in the field of Operation Research, System Analysis, Artificial Intelligence, Networking, Organization of Life Cycle Support; Foreign Languages, Law and Economics Competence, as well as development of research experience and strive for quality.

Challenges such as new warfare forms, combined with the technical environment, will mean that officers have to be more comprehensively trained, less specialized and will have to cycle back through school often during their careers. They will need a broader range of skills in order to be more flexible<sup>5</sup>. Secondly, from a point of view of career, retirement from the military is not really a retirement but merely a change of careers. Therefore, to respond to personnel challenges, to contribute to the recruiting and retention of the best-qualified personnel, professional military education must tailor its education to individual needs.

One of the main features of democracies is the civilian control over the Armed Forces. Even countries with long-standing democratic traditions pay significant attention to maintaining such control. Main objective of the education, and the military education in particular, in societies where the military is subordinate to political power is “to harmonize professional efficiency and democratic values which are determining factor in the civil-military interrelationship”<sup>6</sup>. Traditionally, professional men and women tend to stress their special technical expertise which in many cases may lead to alienation from society. To provide professional efficiency without such an alienation, the education of officers (and future officers) should never be confined purely to the technical aspects.

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College, Norwegian School of Sport Sciences/Defence Institute, Oslo, 2010, [http://observatorio-mujer.resdal.org/Moving-soldier\\_Gender\\_and\\_Military\\_issues\\_web.pdf](http://observatorio-mujer.resdal.org/Moving-soldier_Gender_and_Military_issues_web.pdf)

<sup>4</sup> See more in Lorber, J., 1994.

<sup>5</sup> See more in Spacecast, 1995.

<sup>6</sup> See more in Gilman and Herold, 1993.

The general academic aspects are equally as vital. In the rapidly changing values and motivations of the society, understanding and accepting the principle of civilian control require constant attention.

The Military Academy aims to develop and improve the teaching staff as the foundation of the educational process and the bearers of scientific and research work. It also aims to modernise the curriculum according to above mentioned principles, develop military science and technology, and to fulfil the needs of the Army. Another aim is to develop the instructional material base by introducing the computer technology, and new teaching aids and equipment in the teaching process required by up-to-date teaching methods.

### **Why is gender important to military education system reforms**

Since the 1970s sociologists have used the term ‘sex’ to refer to the anatomical and physiological differences that define male and female bodies. ‘Gender,’ by contrast, concerns the psychological, social and cultural differences between males and females. Gender is therefore linked to socially constructed notions of masculinity and femininity, which boys and girls learn very early. Boys are, for example, often taught the importance of appearing hard and dominant – whether they like it or not.<sup>7</sup>

Gender refers to the socially constructed roles, identities and relationships of men and women. While “sex” refers to biological differences between females and males, “gender” is not determined by biology, but learned. Men and women are taught different roles and behaviours depending on their sex. For example, in many cultures, men are traditionally responsible for car repairs and women for food preparation. However, men are not biologically predestined to be mechanics, nor are women predestined to be cooks; rather, those roles are taught to them by society.<sup>8</sup> Gender refers to cultural meanings and connections associated with one’s biological sex. It refers to what is appropriate behaviour for women and men and thereby to what is masculine and what is feminine. It differs within and between cultures. Biology is always socially transformed, but culture is also always influenced by biology, and bodily differences are constructed as gender signs.<sup>9</sup>

Gender roles are not static, but change over time and vary widely within and across cultures. Moreover, they are influenced by many different factors in addition to culture, such as socio-economic realities, class, nationality, ethnicity, sexual orientation and age. As a result of their gender roles, men, women, girls and boys face different insecurities.<sup>10</sup>

To have a ‘gender perspective’ means that gender as a social construction is discussed or taken into account in descriptions, explanations and interpretations of the world. One can therefore say that a gender perspective refers to an attitude with which one recognizes that sexual discrimination, stereotyped division of roles between

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<sup>7</sup> See more in Lorber, J., 1994.

<sup>8</sup> See more in DCAF Backgrounder, Gender and Security Sector Reform, 10.2009.

<sup>9</sup> See more in Lorber, J., 1994.

<sup>10</sup> See more in DCAF Gender and SSR Project, <http://www.dcaf.ch/gender-security-sector-reform/>

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men and women, and prejudice have their origin in gender and that they are socially constructed.<sup>11</sup>

Since the armed forces are dominated by men and masculinities it is especially important to recognize that knowledge about men in the military with a ‘gender perspective’ may be very important in understanding the recruitment and experiences of women in the military. It is interesting to note that The Committee on Women in the NATO Forces (CWINF) recently (May 2009) changed its name to The NATO Committee on Gender Perspectives (NCGP). It promotes gender mainstreaming as a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies, programmes and military operations. The committee states that mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. This is important as long as one also takes into account the ‘gender order’, and the ‘gendering’ of the armed forces themselves, which can and probably will change when the implications for both women and men of any planned action are taken into account.<sup>12</sup>

There are several international and regional laws, instruments and norms concerning security and gender that require a gender responsive approach to the security sector. Prominent among such instruments are UN Security Council Resolutions 1325 (adopted in 2000) and 1820 (adopted in 2008) on women, peace and security, which stress the importance of women’s “equal participation and full involvement in all efforts for the maintenance and promotion of peace and security” (1325) and demand “the immediate and complete cessation by all parties to armed conflict of all acts of sexual violence against civilians” (1820). Security Council Resolutions 1888 and 1889 of 2009 complement and strengthen Resolutions 1325 and 1820. Resolution 1888 calls for new measures to address sexual violence in situations of armed conflict, such as the inclusion of sexual violence issues into security sector reform arrangements, vetting of armed and security forces and justice processes. Resolution 1889 re-emphasises the importance of women’s participation in peace processes and of developing concrete strategies to address women’s needs in post-conflict situations.<sup>13</sup>

These Resolutions also call for:<sup>14</sup>

– Member States to ensure the increased representation of women at all decision-making levels in national, regional and international institutions, and in mechanisms for the prevention, management and resolution of conflict (1325);

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<sup>11</sup> See more in Gender and military issues - A categorized research bibliography, The Norwegian Defence University College, Norwegian School of Sport Sciences/Defence Institute, Oslo, 2010, [http://observatorio-mujer.resdal.org/Movingsoldier\\_Gender\\_and\\_Military\\_issues\\_web.pdf](http://observatorio-mujer.resdal.org/Movingsoldier_Gender_and_Military_issues_web.pdf)

<sup>12</sup> See more in Gender and military issues - A categorized research bibliography, The Norwegian Defence University College, Norwegian School of Sport Sciences/Defence Institute, Oslo, 2010, [http://observatorio-mujer.resdal.org/Movingsoldier\\_Gender\\_and\\_Military\\_issues\\_web.pdf](http://observatorio-mujer.resdal.org/Movingsoldier_Gender_and_Military_issues_web.pdf)

<sup>13</sup> See the Annex to the DCAF, OSCE/ODIHR and UNINSTRAW Gender and Security Sector Reform Toolkit: <http://www.dcaf.ch/gssrtoolkit>

<sup>14</sup> See more in United Nations Security Council Resolutions on women, peace and security, [http://www.unifem.org/attachments/products/Analytical\\_Inventory\\_of\\_Peacekeeping\\_Practice\\_online.pdf](http://www.unifem.org/attachments/products/Analytical_Inventory_of_Peacekeeping_Practice_online.pdf)

- All actors involved in peace agreements to include the protection of and respect for the human rights of women and girls, particularly as they relate to the constitution, the electoral system, the police and the judiciary (1325);

- Those involved in planning programmes to consider the different needs of female and male excombatants (1325);

- UN-assisted efforts to consult with women and women-led organisations to develop effective mechanisms to protect women and girls from violence, in particular sexual violence (1820);

- Investigation and punishment of sexual violence committed by civilians or by military personnel (1888);

- Legal and judicial reform to ensure justice for survivors of sexual violence (1888);

- The inclusion of sexual violence issues into all stages of peace processes (1888);

- Member States to enhance women's engagement in political and economic decision-making in recovery processes (1889)

The United Nations Security Council Resolution 1325 (UNSCR 1325) recognises the urgent need to mainstream a gender perspective into peacekeeping operations as it will contribute to the maintenance and promotion of international peace and security. This resolution also calls for increased involvement of women at all levels, from early conflict prevention to post-conflict reconstruction.

Policymakers and practitioners increasingly recognise that the integration of gender issues into security sector reform programmes contributes to the operational effectiveness of security sector institutions.<sup>15</sup> Integrating gender in defence institutions is a means to:<sup>16</sup> *Respond to different security needs within society*. Defence reform must effectively respond to the needs of all in society. Individuals' security needs vary depending on factors such as sex, ethnicity, age, physical ability, sexual orientation, economic status, citizenship status and religion. Gender-based violence remains a significant threat to human security worldwide - including for men, who can be threatened by sex-selective massacres, sexual violence and gang-related violence. Ensuring the protection of women, men, girls and boys both during and after a conflict should be a priority within any defence reform agenda.

*Respond to the changing needs of the defence sector*: Defence forces are increasingly involved in complex peacekeeping and reconstruction missions which require skills such as communication, facilitation and cooperation with civilians. Diversity in force composition and gender mainstreaming in operations enables the defence sector to better perform the tasks associated with its evolving mandate. In particular, through gender training, the enforcement of codes of conduct and targeted operations, armed forces have the potential to strengthen prevention, response and accountability in regard to sexual violence in conflict.<sup>17</sup>

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<sup>15</sup> See more in Gender and military issues - A categorized research bibliography, The Norwegian Defence University College, Norwegian School of Sport Sciences/Defence Institute, Oslo, 2010, [http://observatorio-mujer.resdal.org/Movingsoldier\\_Gender\\_and\\_Military\\_issues\\_web.pdf](http://observatorio-mujer.resdal.org/Movingsoldier_Gender_and_Military_issues_web.pdf)

<sup>16</sup> See more in Defence Reform and Gender, Practice Note, can be found online at [www.dcaf.ch/gssrtoolkit](http://www.dcaf.ch/gssrtoolkit).

<sup>17</sup> See more in UNIFEM & DPKO, Addressing Conflict Related Sexual Violence - An Analytical Inventory of Peacekeeping Practice, 2010. [http://www.unifem.org/attachments/products/Analytical\\_Inventory\\_of\\_Peacekeeping\\_Prac](http://www.unifem.org/attachments/products/Analytical_Inventory_of_Peacekeeping_Prac)

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*Create representative defence forces and security organizations.* Women are under-represented in militaries, defence ministries and defence oversight bodies around the world. Even where there are not formal barriers, there are often ceilings to women's career advancement. The full integration of women into the armed forces maximises the military's ability to fulfil its roles, including in defence and peacekeeping operations. For instance, female personnel are often more trusted by host communities and able to access a broader range of intelligence.

*Strengthen democratic, civil oversight of the defence forces.* A key aspect of defence reform is improved civilian oversight. Including women and gender experts in defence oversight bodies can help to ensure that defence policies and programmes respond to the particular needs of men, women, boys and girls. Women's civil society organisations can bring a holistic understanding of security to civilian oversight processes.

### **Changes in military education system in the Republic of Macedonia**

Basis for new education and training system for officers in the Republic of Macedonia are connected with the promotion of quality, competitive spirit, training and younger officer corps, promotion of new sources and methods for promotion of officers, selection and education of quality and competent candidates for officers. It should also, insure that the roles, duties and responsibilities of officers match future force structure by rank and level of responsibility, and insure that education requirements are linked to the needs for new missions and responsibilities of the Army.

Revolutionary changes place information and knowledge at the core of national influence and military power. Budget cuts and technological developments are pushing for smaller and more flexible forces. The growing complexity of forces and missions requires a new level of weapon systems integration and organizational change. **The Information Age not only places requirements, but also provides opportunities to meet them. We conclude that the organization of military education has the chance to lead the changing military in the twenty-first century. It either becomes an agent for change or anachronism.** To cope within such environment, we need military who anticipate change, who can deal with ambiguity and uncertainty, who can break traditional boundaries and lead organizational change even with the risk of questioning authority. There is no better place to prepare such people than in the system of military education.

The environment in which the Republic of Macedonia system of military education functions can be characterized by several main factors. Some of them are general for any modern society, and others are specific for the Republic of Macedonia. The first group encompasses the changing international political situation, corresponding changes in doctrine and mission, and the impact of the Information Revolution. The second group incorporates the specifics of the Republic of Macedonia transition towards democracy, obligations from the Ohrid Framework Agreement, the financial constraints, and the changes of the legal framework.

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The changes in the international politics brought the end of the ‘simple and stable’ opposition of the Cold War. Answers to questions concerning players, capabilities, intentions, and perceptions, are not readily available anymore. Military students may nor presume who their opponent or coalition partner would be and how they would act. New threats appeared and threat perception is changing. Terrorism, and especially international terrorism, international drug trafficking and organized crime are becoming targets of the military worldwide.

Respective doctrinal changes are taking places. New missions appear, i.e., international peacekeeping missions under the United Nations or the Organization for Security and Cooperation in Europe, and the emphasis is shifting towards participation in international missions, coalition warfare, peacekeeping and peacemaking missions, thus requiring from the military student a qualitatively new level of ethnic, religious, cultural, ecological, and human rights awareness.

Since the end of World War II, women’s access to civilian jobs in the security sector has never been challenged, in contrast to their access to operational posts in traditional security institutions, which have remained largely beyond their reach. Military experimented with the introduction of women in operational posts during the socialist era. However, the real change occurred only in this century, when military institutions introduced basic training opportunities for women to acquire the expertise required for such posts. But there is still needed to develop a suitable environment for greater numbers of women to study and accede to positions in the military. As a result this will support the military commander and increases operational effectiveness. To ensure all military personnel from the highest commander to the soldiers in the field apply a gender perspective, appropriate and realistic training and education is crucial.<sup>18</sup>

The influence of technology, and the information technology in particular, is overwhelming. It impacts the process of planning and conducting military operations, organization, communication, command and control, intelligence, procurement, education and training. A new kind of warfare emerged - Information Warfare.

The domestic political situation influences the military in two main directions: orientation of the Republic of Macedonia toward integration in European and Euro Atlantic security structures and building democratic institutions. The first requires education and training of the military for cooperation with new partners through participation in the Partnership for Peace program, leading the way to future interoperability of military forces. The latter is primarily concerned with building of democratic civil-military relations in the Republic of Macedonia. Both demand a stronger emphasis on leadership and cultural awareness of the military.

The preparation for such missions is taking place in a declining economic situation, financial limitations, force reduction and professionalization of the Army. Furthermore, democratic transformations are paralleled by changes in attitudes of the population. Armed forces are faced by changing patterns of behaviour and changing motivations of society at large. Changes in the value system of the Republic of Macedonia society reflect in an

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<sup>18</sup> See more in Defence Reform and Gender, *Practice Note*, can be found online at [www.dcaf.ch/gssrtoolkit](http://www.dcaf.ch/gssrtoolkit).

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emphasis on the ‘occupational’ versus the ‘institutional’ trend in the attitudes toward the military profession<sup>19</sup>.

Finally, part of the process of changes in the military educational system are the corresponding changes in the legal basis. Military academy is founded by the Law for Military Academy and functions in accordance to the Law for High education and the Law for scientific-research activities in the Republic of Macedonia. It is accredited by the Ministry of education and science according to the European Credit Transfer System, as a high educational and scientific institution.

Military Academy become part of the higher education system in Republic of Macedonia with a status of associate member to the state university “**Goce Delcev**” – **Stip**. Military Academy offers studies in three cycles (the first cycle - bachelor degree, the second cycle - master studies and specializations, and the third cycle - PhD). The university diploma of completed undergraduate studies at the Military Academy is verified in the country, which provides cadets and students with relevant positions for further education within the educational system of the Republic of Macedonia and other countries members of the Bologna’s process.

Military Academy, as the only military higher education and research Institution in the Republic of Macedonia, has a basic role to conduct research work and to educate, train and qualify personnel for the needs of: Ministry of Defence, Army of Republic of Macedonia, System of Crisis Management and System of Protection and Rescue.

One of the key functions of the Military Academy, beside the education, is to carry out scientific and research work and development of special studies according to the guidelines from the Ministry of defence and General Staff of the ARM, as an support of activities in defence sector and accomplishes other tasks in the area of higher education which are in line with the law for higher education. Military Academy also has the lead in introducing the modern computer technology in the field of education and training and enables the use of these technologies to the other subjects in defence sector.

### **Curricula of military education**

The new military needs soldiers who use their brains, can deal with a diversity of cultures, who can tolerate ambiguity, take initiative, and ask questions, even to the point of questioning authority<sup>20</sup>. The military of the twenty-first century, more than ever, will need leaders able to anticipate change, to deal with uncertainty, to present ideas, to communicate vision, and to lead organizational change. There are no ready solutions. Some changes in the emphasis of the curriculum of military academies and colleges, however, cannot be postponed.

In the Information Age security environment, the first requirement for the curricula is to ensure that military students do not presume to know who their future opponents or coalition partners will be. This appreciation for uncertainty is the beginning of wisdom in

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<sup>19</sup> See more in Williams, 1995.

<sup>20</sup> See more in Toffler 1993.

the post-Cold War era<sup>21</sup>. Students must understand more than their predecessors about economics, technologies, and diverse cultures to make sound judgments. The emphasis of military curricula is shifting from preparing managers to preparing leaders.

In this context we can examine the cognitive difference in the 'Managers vs. Leaders' dilemma. Managers function in the lower cognitive domain of knowledge, comprehension, and application. Leaders function in the higher cognitive domain of analysis, synthesis, and evaluation. Managers are people who do things right and leaders are people who do the right thing. The difference may be summarized as activities of vision and judgment – *effectiveness* versus activities of mastering routines – *efficiency*. Capozzoli (1995) provides the following definitions<sup>22</sup>:

*Knowledge* is the ability to remember facts, terms, concepts, theories, and structures.

*Comprehension* is the ability to translate communication and the ability to interpret facts, terms, concepts, theories, and structures.

*Application* is the ability to apply facts, concepts, theories, and structures.

*Analysis* is the ability to recognize unstated assumptions; the ability to recognize which facts or assumptions are essential to a situation; the ability to distinguish relevant and irrelevant statements in a situation; the ability to identify complex relationships.

*Synthesis* is the ability to put together elements and parts from different sources to form a whole; the ability to identify patterns or relationships in information and events; the ability to convey meaning by developing a concept, model, or theme; the ability to develop creative solutions and new insights into problems; the ability to tap relevant knowledge and experience without much conscious awareness.

*Evaluation* is the ability to identify and appraise judgments and values that are involved in a course of action; the ability to apply sophisticated criteria (the highest known standards) to the judging of actions taken.

The dilemma in the military education how to provide balance between the academic and the specialized education, as well as between the humanitarian and the technical education, is not new. In the Information Age, however, the initial educational phase of preparation of a specialist is quickly rendered obsolete by the rate of progress. It is not only special skills and knowledge we should be seeking but a higher level of abstract thinking which can be acquired from a higher academic education and a system of life-long learning<sup>23</sup>.

The educational process in the Military Academy are accomplished through three cycles of university studies, and it will encompass continuous professional education for the officer core of the Army, mainly for the needs of the Defence System, but also for the System for Crisis Management and System for Protection and Rescue.

The three cycles of university studies are according to the Bologna Convention and European Credit Transfer System (ECTS) - university studies in duration of 4+1+3 years. The University diploma of graduate studies of Military Academy will be verified in the country, which provides cadets and students with relevant positions for further

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<sup>21</sup> See more in Rokke, 1995.

<sup>22</sup> See more in Capozzoli, 1995.

<sup>23</sup> See more in Gilman and Herold, 1993

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education within the education system of Republic of Macedonia and other foreign countries members of Bologna's process.

The curriculum for the I cycle (undergraduate study in duration of 4 years) will provide theoretical and practical (hand on) education: fundamental knowledge in the social, natural, technical and military sciences (security and defence systems, security and defence policy, world affairs, civil defence, strategy, operations, tactics, war fighting techniques, military equipment and technology), broader general and technical culture for further education, computer literacy for the service, good foreign language training (English + other optional language), high military knowledge and skills, higher level of military expertise at tactical level, physical fitness and mental readiness, and professional training for basic leadership responsibilities. The curriculum for undergraduate studies includes: academic disciplines, modules of military training, and physical education. First two years of education are general, and last two years will be branch specific (infantry, artillery, armour, signals, engineer, air defence, pilots, NBC, and also for specific duties in crisis management, disaster relief, and protection and rescue). This will provide all necessary preparation for the first commanding duty - platoon commander, and other duties. Military Academy will educate highly motivated, physically and military prepared cadets and students that will be challenged with all the dangers of asymmetrical and other threats, as well as organized crime, terrorism, WMD, etc.

Topics related to gender equality and gender based violence are only partially integrated in the curricula of Military academy. There is still no in-depth curriculum that specifically addresses gender-based and sexual violence and provides military personnel with appropriate training to properly address these issues. The main shortcomings remain weak preventive culture and policies, and inadequate inter-agency cooperation as well as analytical and planning capacity.

While legislation is in place to punish gender based violence, security institutions have insufficiently and only on an ad hoc basis developed institutional policies and mechanisms to prevent it. New policies were frequently introduced without consideration of previous experience gained in pilot courses or lessons learnt from the long-term engagement of civil society in addressing these issues. Most gender-sensitive policies focus on the role of women or children as victims of domestic violence or human trafficking or young delinquents.

### **Integration of the gender perspectives into recruitment process in Military Academy**

The key question is: what are the main challenges for the integration of gender issues in military education, which is the first step of the career of Army officers. The following are some of the priority challenges connected with this question in the recruitment process in Military Academy:<sup>24</sup>

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<sup>24</sup> See more in Lorber, J., 1994 and Paradoxes of Gender, New Haven, CT: Yale University Press. Defence Reform and Gender, Practice Note, can be found online at [www.dcaf.ch/gssrtoolkit](http://www.dcaf.ch/gssrtoolkit).

– *Discrimination and stereotypes.* Often women are prevented from joining security sector institutions or making a career in these institutions. The cultural stereotyping of security and justice provision as a job for men means that female security sector personnel can face disapproval by their family and community, and discrimination by their colleagues.

– *Gender-based violence (GBV) not seen as a security threat.* Despite the high prevalence and devastating effects of GBV, security policies and institutions rarely take adequate measures in response.

– *Lack of understanding.* Lack of understanding of the importance of gender issues may result in their being deprioritised on the security and justice agendas.

– *Shortcomings in the civilian educational system.* Due to discrimination against girls at schools and at universities in many countries, women may lack the educational requirements to join security sector institutions.

– *Weak oversight and accountability mechanisms.* This can lead to impunity for perpetrators of human rights violations and discrimination among security sector personnel, and to inadequate disincentives to discourage further abuse.

There are also social barriers to greater employment of women in defence, and connected with that, their application for the Military Academy. The position of women in the security sector is very much a reflection of the status of women in the Republic of Macedonia society in general. The perception of the security sector as a “male business” is dominant, but is changing, although slowly and mainly due to the reform of the sector as a whole. The international community and the media have played an important role in this respect, although additional support and assistance is needed to bring about real change more rapidly.

There are certain steps and measures taken for integration of the gender perspective into recruitment process in Military Academy, and military service in general. The most important are the following:

1. *The physical fitness criteria for the selection of female applicants are regulated.* During fitness testing, the same tests are administered; however standards and scores are adjusted to recognize biological differences between women and men. All remaining selection tests are the same. The physical selection test measures the physical potential of the applicant taking into account biological differences between men and women. The score on this test is included in the overall score of the applicant. A ranking, of the applicants, based on this overall score is made up. Standards for physical tests related to certain functions (e.g. pilot, combat diver) are the same for men and women.

**Advantage of this is that: the test measuring the physical potential of men and women is no longer gender neutral; women are no longer put at a disadvantage, so their chances to be recruited increase; increase of the number of women recruited; and recruitment is seen to be fair and unbiased as the best candidates are recruited, regardless of their gender. Of course, the certain challenge is perception of unfairness and a double standard.**

2. *Legal equality, what means that male and female personnel have the same rights and duties.* They receive equal pay to their male counterparts. Women can join the military

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forces both as civilian employees or military personnel, and the majority of posts in Army of the Republic of Macedonia (ARM) are open to women. The equality and diversity policy is to treat all people fairly, irrespective of gender. Officers are appointed to a service position according to the necessary qualifications; however measures may be adapted to promote equality of women and men.

Advantage of this is that: it helps to convince women to choose a career in the Army; fairness perception; increasing numbers of military female personnel in all areas proves that the military profession is an attractive option for those women who have the necessary skills and the right personal attitude to take up the challenge. Of course, the certain challenge are: equal rights are a necessary condition but not sufficient to obtain equal chances; the contribution of women to the combat effectiveness of the Army may not be valued as highly as that of men; physical strength of women may be a barrier for female soldiers to apply for specific functions, and some artificial barriers and prejudices regarding women in military may still exist.

3. *Promote equal opportunities between women and men.* Women enter the Army on a voluntary basis. Women can enter the Military Academy equally after passing competitive examinations such as medical, psychological, physical fitness, grades from high school, as well as a personal interview. In recruitment, attention is drawn to the fact that applications from women are welcomed.
4. *No influence on the carrier due to pregnancy or childbirth.* This is applicable after military education and training, when they will start with the military carrier. The assignment will remain open and conditional upon successful completion of the other tests. It does not hinder motherhood. Thus, motherhood does not become an obstacle for those women who want to have military carrier.
5. *Restricted duty during the time of pregnancy or breastfeeding.* After medical assessment, duties are modified without risk of losing their assignment. Civilian Laws with regard to protection of female personnel during pregnancy, maternity leave and post maternity rights are applicable to all members.
6. *Balanced composition between men and women in the Recruitment and selection boards.* Incorporating women to these bodies or, at least, integrating some feminine presence in them. It provides the female point of view and perspective and gives a positive perception that the boards are fair and representative. It is still difficult to find enough women to sit on the boards, so it is very time consuming for serving women because of the small numbers of women from which to choose.
7. *Information campaigns.* These campaigns have the goal to outlining possibilities to develop military careers for women and to combine professional and family life by men and women.

**Representation of women in the Military Academy**

The great progress in institutionalizing women’s recruitment into the Military Academy was made in 1997, when we started with education of female officers for the needs of the Army. In that year, the Education of the officer candidates that has finished higher education (faculty level) for the officers of logistic specialties and other services in the ARM, in a form of Course, was open for women. The results were clear: in the period 1997 – 2010 out of the 240 candidates, who finish this form of Course at the Military Academy and were promoted in officers rank, 99 were women or 41 % (Table 1).

**Table 1 – Women’s recruitment into the Military Academy for the Course for the officers of logistic specialties and other services in the ARM**

Course (School years)	Total	Male	Female	%
1997-1998	31	14	17	55 %
2000-2001	27	11	16	59 %
2001-2002	32	21	11	34 %
2002-2003	32	13	19	59 %
2003-2004	49	23	26	53 %
2005-2006	25	24	1	4 %
2007-2008	23	19	4	17 %
2009-2010	21	16	5	24 %
<b>TOTAL</b>	<b>240</b>	<b>141</b>	<b>99</b>	<b>41 %</b>

Government of the Republic of Macedonia in 2008 made decision to begin process to restart the work of Military Academy, and in 2009 new Law for Military Academy was endorsed in the Parliament. According to this Law women were authorised to enrol in the Military Academy as a students/cadets. That year, for the first time in the history of military education institutions in the Republic of Macedonia, the Ministry of Defence invited women to apply for admission to the Military Academy, as a regular students/cadets at the I cycle of study (undergraduate study in duration of 4 years). The numbers of women represented in all four generations of students/cadets at the Military Academy are given in Table 2. Although such efforts represent some progress, gender equality in the officer core of the Army of the Republic of Macedonia has yet to reach a satisfactory level.

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**Table 2 – Women’s recruitment into the Military Academy as a regular students/ cadets at I cycle of study**

Generation (School years)	Total	Male	Female	%
IV year (209-2013)	34	27	7	20 %
III year (2010-2014)	34	26	10	29 %
II year (2011-2015)	34	25	9	26 %
I year (2012-2016)	35	29	6	17 %
<b>TOTAL</b>	<b>137</b>	<b>105</b>	<b>32</b>	<b>23 %</b>

The total quota for admission of students/cadets for Military Academy is set each year ‘based on a job needs assessment’ prepared by the General Staff of the Army. No quota is set for the women’s enrolment in the Military Academy. During the 2009/2010 academic year, when the women were for the first time allowed to enrol, 7 women entered the Military Academy, as a regular students/cadets at the I cycle of study (undergraduate study in duration of 4 years), out of 34 total number or 20%. In the 2010/2011 academic year 10 women were admitted, out of 34 total number or 29%, the next 2011/2012 academic year 9 women were admitted, out of 34 total number or 26%, and the last 2012/2013 academic year 6 women were admitted, out of 35 total number or 17 % (Table 2). Based on this data, it may be concluded that number of women cadets in the Military Academy is approximately 23%.

These figures indicate that not all levels of military education are equally accessible to female and male candidates, despite the principle of equal opportunities in place. It is interesting to see national structure of women who were admitted in Military Academy (Table 3). Based on this data we can conclude that not all nationalities are equally represented, according to the number of respected national representation in population in the Republic of Macedonia, despite the principle of equal opportunities in place and the need of equal representation of all nationalities according to Ohrid Framework Agreement. This is especially case of women with Albanian nationality. Reasons for this can be elaborated separately.

**Table 3 – National structure of women’s recruited into the Military Academy at I cycle of study**

Generation (School years)	Total number of women students/ cadets	Nationalities							
		Macedonian	Albanian	Roma	Serbian	Vlach	Turk	Montenegrin	Bosnian
IV year (209-2013)	7	6	-	-	-	-	-	-	1
III year (2010-2014)	10	7	-	-	1	-	-	2	
II year (2011-2015)	9	6	1	-	-	-	-	1	1
I year (2012-2016)	6	4	1	-	-	-	-	1	
<b>TOTAL</b>	<b>32</b>	<b>23</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>2</b>

In order to remedy the unequal representation of women in the military, the active promotion of women’s recruitment should continue. However, this statistical data should not be regarded as a quota for affirmative action, but rather as a target against which the level of recruitment of both male and female candidates, and members of national minorities would be measured. For this to be effective, the human resources departments of the Ministry of Defence would need to systematically monitor data on the gender composition of the military forces in order to measure increases or decreases in women’s representation. Special emphasis should be placed on aiming for equal representation in operational and managerial positions.

In addition, these statistics should be reviewed periodically by carrying out in-depth studies into the motives of women and members of national minorities for joining or leaving the military. The studies’ findings should be presented on a regular basis to the public, alongside campaigns to promote a greater representation of women in security professions.

The practice from other countries indicated that the military either resort to formal channels for recruitment campaigns such as official websites, mainstream newspapers and television appearances, or expect female candidates to find information themselves. Therefore, it is recommended that special campaigns for women’s enrolment in the military should be developed. These campaigns should be more visible publicly in order to target greater numbers of women, and renewed every year until a critical mass of women is employed in

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military institutions. Special attention should also be paid to the placement of promotional materials in the media, as well as in public places most likely to be frequented by women. Training could be provided to leading media to increase their understanding of the need to promote gender equality and to draw increased public attention to gender issues, and to offer media professional guidance in this regard.

### **Permanent continuous education during the carrier**

In the Information Age, formal schooling provides only the first step in a lifelong process of learning and utilizing technology. Learning is truly becoming a life-long endeavour rather than an activity that ends with formal schooling. Thus, students must learn 'how to learn' which means being able to collect, organize, analyze, evaluate, and communicate all types of information. Military students (male and female) must become active problem solvers and collaborative learners. They must also learn to become effective users of information technology<sup>25</sup>.

Their education must be continuous, combined with training, coherent with the whole process of professional development and career planning. A long educational process or training apart from a real practice is not the remedy. The Information Age technology provides means for everyone to learn what they need, at a time they find convenient, from the place they are, in the way they prefer. Furthermore, the new technologies will greatly facilitate comparison shopping for education and will contribute to the emergence of a reliable education assessment system<sup>26</sup>.

A prerequisite is the openness of military academies and colleges to each other, toward civilian universities, as well as toward foreign and international military and civilian colleges.

In addition to the primary level of education, Military Academy is responsible for continuous professional military education of officers, which represents the system of gradual increase of knowledge, skills and perspective through out their career. The goal is to produce a quality officer core for the ARM with talent, courage, self-esteem, understanding and vision for future military tasks and ability to make right decisions at critical moments. Bearing in mind that ARM always has to be prepared to forefeel its duties and responsibilities stated in the Constitution, the officer core has to go through permanent training for functional roles as well as adaptation to newly developed situations and changes in accordance with high demanding tasks. This type of educational system has to be dynamic, progressive and integrated through out officer career.

Within the framework of continuous professional education for the officer core of the ARM, Military Academy will develop set of courses at intermediate level (for the duties of company commanders and staff duties for battalion level). At this level Military Academy offers Company commander course (with duration of 1 month) and

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<sup>25</sup> See more in Houston, 1995.

<sup>26</sup> See more in Jacobsen, 1993

Battalion staff officer course S-1 through S-7 (with duration of 1,5 months). The aim of the Company commander course is to produce officers for the appropriate positions while the second one is aimed to prepare the officers for battalion staff positions. The courses are organized and conducted by Military Academy in cooperation with Training command. Intermediate level of education is not branch specific and its aim is to provide the officers that are promoted to O-3 (captain rank) with all the leader skills, tactics and techniques necessary for command position on company level as well as battalion staff positions. Also one should be able to understand all the principles of joint military operations that includes oversight of resources, restraints and use of doctrine at this level of operations. At this level of education there is a shift from officer skills focused on training and missions on lower tactical level to development of analytical skills pointed to planning and evaluation of more complex military missions.

The next level of continuous professional education for the officer is advanced level. In this level Military Academy is organizing university studies for the II and III cycle (master and doctor of science studies) in the field of military science, defence and security. The aim is to further improve the officer knowledge in military science, and to prepare the officers for command and staff positions at higher levels. Selected officers will be developing values and standards to professionally carry out military and non-military operations during peacetime, conflicts and war. Throughout the studies officers will develop greater intellectual and analytical knowledge and skills.

At this level the officer studies procedures, tactics, scenarios and doctrines for joint tactical units at a battalion level and higher, and at the same time they are trained for staff positions at a brigade level and above, and command positions at a battalion level. Further at this level the officer develops skills to analyze and solve different military problems, to work as a part of a team at the unit staff, which includes full understanding of complex military operations, organization and procedures for the mission. This form of education is organized within the II cycle of university studies, as a Specialization for command and staff duties. Specialization will be organized and for the need of the employees in the system for crisis management and disaster relief.

All levels of professional military education in Military Academy are open equally for men and women, and opportunities are equal.

### Conclusion

Based on the Republic of Macedonia determination for NATO and EU membership a need for transformation of officer education and training system, and in line with that redefinition of the role and responsibilities of the Military Academy has emerged. Macedonian Military academy is determined to be top military educational and scientific institution comparable to similar institutions in the world.

The perception of the security sector as a “male business” is dominant, but is changing, although slowly and mainly due to the reform of the sector as a whole. The equal representation of women and men in the military is guaranteed by constitutional and

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legal provisions that seek to ensure the equality of all citizens, prohibit discrimination and envisage measures for the attainment of full equality, or so-called positive discrimination.

Educating the military on gender issues has over the last ten years emerged as a new and important priority for NATO states and partners. Gender, as a security concern, remains at the forefront of defence institutions and military operations. Yet how to integrate this concern in a meaningful way throughout security and defence constituencies continues to surface as a critical concern.

The emphasis of the education and training of military personnel should be put on critical thinking, value orientation towards professionalism, ethics, and cooperation, good academic background and their preparation for participation in international missions, coalition warfare, peacekeeping and peacemaking missions. Thus requiring from the military student a qualitatively new level of ethnic, religious, cultural, ecological, and human rights awareness.

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