

Chapter 7:

Defence Education



Main Training Courses in the Area

Country	Training Course and Institution
Argentina	<p>National Defence School:</p> <ul style="list-style-type: none"> - Masters in National Defence - Advanced Training Course on National Defence - Special Course on National Defence <p>Superior War School "Teniente General Luis María Campos":</p> <ul style="list-style-type: none"> - Masters in Strategy and Geopolitics - Masters in the History of War - Recognition of the Bachelor Degree on Strategy and Organization - Course on Doctrinarian Update - Information Management for Strategic Decision Making - Planning and Military Education Management <p>Naval War College:</p> <ul style="list-style-type: none"> - Masters in Strategic Studies <p>Argentine Centre for Joint Training in Peace Operations(*):</p> <ul style="list-style-type: none"> - Training course on Human Rights and International Humanitarian Instructor - International Course on Humanitarian Assistance in the Context of United Nations Peace Operations - Course on Civil Military Coordination in Complex Operations - Course on Civil Personnel in Conflict Zones and Humanitarian Assistance "White Helmets" - Training Course for Journalists in Hostile Areas <p>University of La Plata:</p> <ul style="list-style-type: none"> - Masters in National Strategic Intelligence "XXI Century" <p>Torcuato Di Tella University:</p> <ul style="list-style-type: none"> - Masters in International Studies. Specialization on Politics and International Security
Bolivia	<p>University for Strategic Research in Bolivia (UPIEB)-Ministry of the Presidency-Ministry of Defence and Ministry of Government</p> <ul style="list-style-type: none"> - Master in Research of Security and Defence Public Policies <p>National School of Higher Education Studies "Coronel Eduardo Avaroa":</p> <ul style="list-style-type: none"> - Masters in Security, Defence and Development <p>Centre for Peacekeeping Operations of the Bolivian Army (COMPEBOL) (*):</p> <ul style="list-style-type: none"> - Training Course for Journalists in Peace Operations
Brazil	<p>Superior War School:</p> <ul style="list-style-type: none"> - Advanced Studies in Politics and Strategy - Advanced Course on Strategic Intelligence - Course on Logistics and National Mobilization - Course on Management of Defence Resources <p>Universidade Estadual Paulista, Universidade Estadual of Campinas, Catholic University of São Paulo:</p> <ul style="list-style-type: none"> - Post-graduate studies on International Relations. Specialization area in "Peace, Defence and International Security" <p>Centre for Peacekeeping Operations of the Brazilian Army(*):</p> <ul style="list-style-type: none"> - Course for Journalists in Conflict Areas
Chile	<p>Pontifical Catholic University of Chile:</p> <ul style="list-style-type: none"> - Masters on Political Science, specializing on Defence Studies. <p>National Academy of Political and Strategic Studies:</p> <ul style="list-style-type: none"> - Degree on Political and Strategic Studies - Masters on Security and Defence, specializing on Defence Economics. - Masters on Security and Defence, Policies on Defence - Introduction to Security and Defence Studies - The Policy of Defence and Social Media - Foreign Policy and Defence of Chile (together with the Diplomatic Academy Andrés Bello) - Negotiation in complex situations - International Security and Peace Operations <p>Diplomatic Academy Andrés Bello:</p> <ul style="list-style-type: none"> - Bachelor in Business Administration, specialized in Defence - Graduate in Defence Projects Management <p>Army War College:</p> <ul style="list-style-type: none"> - Masters on Military History and Strategic Thinking - Defence Correspondent Degree - Degree on Security and Defence Studies - Masters on Military Sciences, specializing on Security and Defence Studies. <p>Joint Centre for Peace Operations (*):</p> <ul style="list-style-type: none"> - Course of Peace Operation for Civilians and Officers, specializing on Civil/Military Cooperation
Colombia	<p>Superior War School:</p> <ul style="list-style-type: none"> - Masters in National Defence and Security. - Orientation Course on Defence <p>Military University Nueva Granada:</p> <ul style="list-style-type: none"> - Degree on National Defence and Security Management - High Management of National Defence

Country	Training Course and Institution
Dominican Republic	Institute of High Studies for Security and Defence: - Masters on Defence and National Security Military Institute of Human Rights and Humanitarian International Law: - Superior Course of Human Rights and Humanitarian International Law. - Intermediate Course on Human Rights and Humanitarian International Law. - Women and Armed Conflicts. - Post-graduate on Specialization of Human Rights and Humanitarian International Law.
Ecuador	Institute of National High Studies: - Masters on Security and Development, specializing on Public Administration and Management.
El Salvador	College of High Strategic Studies: - Course on Security and Development - Course on National Defence
Guatemala	ESTNA Centre (Foundation for the Institutional Development of Guatemala): - Degree of National Strategic Studies Minister of Defence (with the guarantee of San Carlos University, University Francisco Marroquín and Panamerican University): - Degree on Security and Regional Defence Security in Democracy: - Basic course on Democratic Security Superior Command of Education of the Army: - Course of High Strategic Studies
Honduras	National Defence College: - Superior course of National Defence - Masters on Central American Defence and Security (together with the University of El Salvador - Argentina)
Mexico	Centre for Superior Naval Studies: - Masters on National Security National Defence College: - Masters on Military Administration for National Security and Defence
Nicaragua	Nicaraguan Army: - Course on National Defence and Security
Paraguay	Institute of High Strategic Studies: - Masters on Planning and Strategic Management Metropolitan University of Asunción: - Masters on Security and National Defence - Doctorate on Development and National Defence
Peru	Centre for High National Studies: - Masters on Development and National Defence - Masters on Public Administration and Management specializing on National Defence and Development. - Degree on Development and National Defence - Degree on Administration and Management - Degree on Regional and Local Government Administration - Course on High Studies on Politics and Strategy University Alas Peruanas: - Masters on National Reality, Defence and Development Catholic University of Peru: - Degree on Political Science specializing on Security Policies
Uruguay	High National Studies Centre - Masters on National Strategy - Course on High National Studies - Course on Strategic Exercises - Course on Scientific Investigation applied to National Strategy
Venezuela	Institute for High National Defence Studies: - Masters on National Security - Special Course on Security and Defence - Special Course on Security and Integral Defence for Legislators. - Course on Geopolitics and Borders - Specialization on Negotiation and Conflict Solution in Security and Integral Defence.

(*) In the case of the training centres, the courses open to civilians are referenced.

Source: Compilation based on the information supplied by the above mentioned institutions.



Number of Applicants and Admitted Candidates to Officers Academies (Year 2008)

Countries	Candidates			Admitted Candidates		
	Army	Navy	Air Force	Army	Navy	Air Force
Argentina	795	682	445	439	167	145
Bolivia	n/a	400	498	300	120	198
Brazil	500	767	n/a	452	240	89
Chile	1,260	539	630	207	166	120
Colombia	2,500	1,141	1,500	750	128	120
Dominican Republic	222	55 ⁽¹⁾	n/a	62	20 ⁽¹⁾	59
Ecuador ⁽²⁾	1,545	523	522	166	111	60
El Salvador	550			130		
Guatemala	459			187		
Honduras	354	170	523	173	122	64
Mexico	2,787 ⁽³⁾	4,036	2,557 ⁽³⁾	350 ⁽³⁾	420	277 ⁽³⁾
Nicaragua	219			125		
Paraguay	379			101		
Peru	1,339	664	524	240	100	63
Uruguay	160	76	65	85	44	36
Venezuela ⁽⁴⁾	1,401	321	134	n/a	n/a	n/a

n/a: no available data.

(1) Year 2007. As for August 2008, the 2008 admission process was in its final stage. 72 candidates applied to the Naval School.

(2) Year 2007. As for August 2008, the 2008 admission process was in its final stage. 1,020 candidates applied to the Military Superior School; 582 to the Naval Superior School; and 415 to the Military Aviation School.

(3) Year 2007. As for August 2008, the 2008 admission process was in its final stage. 2,503 candidates applied to the Heroic Military College, and 2,557 to the Air College.

(4) Candidates for the National Guard: 1,447.

Sources:

- Argentina: Ministry of Defence.
- Bolivia: Ministry of Defence and Naval Military School.
- Brazil: Ministry of Defence and Brazilian Navy.
- Chile: Ministry of Defence.
- Colombia: Ministry of Defence.
- Dominican Republic: Secretary of the Armed Forces and Military Academy.
- Ecuador: Superior Military School, Superior Naval School and Military Aviation School.
- El Salvador: Ministry of Defence.
- Guatemala: Ministry of Defence.
- Honduras: Military Academy, Faculty of Naval Sciences and Military Aviation Academy.
- Mexico: Secretary of National Defence and Secretary of the Navy.
- Nicaragua: Army of Nicaragua.
- Paraguay: Ministry of Defence.
- Peru: Ministry of Defence.
- Uruguay: National Army, National Navy and Uruguayan Air Force.
- Venezuela: Military Academy, Naval School, Military Aviation School and Training School of the National Guard.

Analysis:

A Democratic Defence Education

Rut Diamint*

■ It has been said, on many occasions, that the armies are better prepared to fight the previous war. That idea wants to convey a common practice in the Armed Forces, which consists in studying the past conflicts in order to elaborate future strategies. Reforms designed at the political level can rarely cater to this shortcoming. Especially nowadays when a wide consensus exists about the notion that international scenarios are extremely fluctuant and inter-connected. That is how globalization – in all its diverse manifestations – also affects the universality of conflicts, which makes us participants of distant scenarios – and nevertheless close to our security concerns. Today, more than ever, the armed forces have to be imbued with the universal values and with a major conceptual flexibility.

The U.S. General Richard B. Myers, who was Chairman of the Joint Chiefs of Staff, assured in 1999: “As much as we can not expect to fight successfully in our next war with the equipment used in the last one, in fact we can not either witness a victory in the next war by using the same policies of the former war. In order to be better prepared for the future, we should also activate our thoughts. We need a national debate on the existing policies (...)”¹.

This extremely interpenetrated planet, where a climate catastrophe in Southeast Asia affects the stock markets in the southern extreme of the Western Hemisphere, compels us to have openness of mind and to pursue professional diversification that can hardly be understood from a superior military college classroom. This world of uncertainties demands us to develop a joint work among diverse actors. The inter-

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* Universidad Torcuato Di Tella

¹ Speech given during the United States Air Force Symposium on War for General Richard B. Myers (USAF), Orlando, Florida, February 4th, 1999.



national democratic commitment increasingly demands us to provide answers to conflicts that take place outside our frontiers. These global demands, urge us to think of new ways of crisis management, and they in turn lead to the elaboration of renewed concepts.

For instance, the term CIMIC (Civic-Military Co-Operation) is a different challenge from the concept of civic-military relations that we traditionally handle in Latin-America, in order to refer to the essential democratic prerequisite for the civilian management of the Armed Forces. In the case of CIMIC, the military are humanitarians, diplomats, political advisors, who aim at the community development and share the fieldwork with public and private actors. Both have the same legitimacy to seek solutions for conflicts and design novel answers to crises, which now are not exclusively military. Officers do not only have to know how to make war. They also have to know how to make peace: reinstate or establish the rule of law, set institutions to work and, support economic reconstruction. Reinforcing the training of the uniformed staff for these CIMIC tasks does not involve dismissing the traditional training of men at arms, nor discharge the principles of democratic civil control of the military Forces. However, this aims at a more complex formation and to a ceaseless debate between civil and military specialists.

Therefore, it is evident that the officers training should be different, as we demand today the traditional military action plus these new external functions. Given that we are dealing with community-oriented work – many of them having evident social, political and economic shortcomings – the importance of a solid social studies foundation becomes evident, where experience with conceptual knowledge of human rights is indisputable.

These new military functions hold full legal status as they derive from the uppermost legitimate organization worldwide – the United Nations –, which still having rights and wrongs, depends on the contribution of the Armed Forces to institute peace. Re-establishing the bases for public life in harmony is an urgency, for which the support from countries sustaining concord and reciprocal tolerance values is needed. In these missions, there is a lot of reconstruction of the social fabric, and for that the “weapon” is dialogue, tolerance, information and the creation of an atmosphere of trust and mutual commitment. How could the military possibly make this happen if they did not have a solid democratic education in their formation, that is, an education based upon the idea of a State ruled by law, the respect of human, social and political rights, as well as the respect for minorities?

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Aristotle said in his book - *Politics* - that “the nature of things rejects the power of one over all citizens, as the State is nothing but an association of equal beings, and prerogatives and rights must necessarily be identical among equal natural beings.” This ground has not always been correctly translated in our political activity, and this democratic truth has to be the foundation of every citizen’s education. To have a deep knowledge of human rights principles is not only a duty of military education, but of any basic and professional education. In the military sphere, though, it plays a fundamental role, as the lives of inhabitants are at stake.

By the way, these operations require a traditional military training that brings about the safeguarding of people by fighting the enemies, providing logistics and

creating such a peaceful field that humanitarian and political organizations find an adequate means to develop their tasks. Consequently, the Armed Forces – as a traditional State tool - need to continue training for war. But, as was mentioned before, not for a past war, but for an unknown scenario where enemies do not always portray a definite sense of nationality. The military training cannot hold on to dogmas, definitions, ranks or path methods, because reality defies our knowledge on a daily basis.

The strategists tend to agree on the idea that it is more important to have trained human resources in the use of war technologies than to have the most modern equipment, as that instrumental sophistication loses efficacy if there is no qualified staff to make good use of it. Of course, the ideal is to have both things, but in our countries we have got used to accepting reality and not desires. It takes a long time to gather an organized force to learn how to use the new armaments - which we might acquire in the long run – though it takes much more time to gather a specialist team with the abilities to understand and protect against the oncoming challenges.

Faced to this scene, we can admit that our worst shortage lies in the educators instruction. The higher state education system is, for instance, a system of prizes and punishments that compels to a continual instruction, as teacher competitions are highly competitive. The military systems tend to be restricted, and still keep a considerable share of distrust. Military education professors teachers are the first link of the educational reform process.

Training should be critical, deliberative, dynamic, and flexible, to be able to grasp the fast and interdependent changing world. Globalization settled along with its positive effects and its negative consequences, this is the reality we are enduring. The States associate and break down at the same time, competence sharpens and conflicts swell. But at the same time, co-operation grows, regional integration deepens, and social and environmental responsibility becomes more aware and active. We are going through times of tension between the logic of war and the logic of humanity. If our interest shows repeatedly in pursue of the logic of peace and tolerance, it deserves to be reflected in the educational process of our defence systems.

Drawing on another classic, Nicholas Machiavelli's - *The Prince* -, taught the forthcoming leaders the idea that the military "should train more rigorously in peaceful times than in warfare, which can be done in two different ways: through actions and through study." In that scenario, training pays more attention to civic education and political knowledge. Partisanship should be left aside, with the purpose of understanding our democracy in a better way, and developing the significance of co-operation among nations. The objective is to foster a profound sense of civic responsibility.

On the one hand, it has been marked that the military activity is hierarchical, and on the other hand, that it is a democratizing experience. In the latter, it refers to the experience of sharing daily life events with other citizens from different vicinities, customs and social sectors. That happens to a greater extent in the cases where the experience expands to multinational peacekeeping missions. In order

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to carry out a good integration of such different people, it is necessary to rule out prejudice. This is not going to happen automatically, but needs of the pedagogy that makes us understand that the others have the same rights, weaknesses and wishes than us.

Today we have the challenge of adjusting the security institutions to the new times, directed by the recovery of democracy, the regional integration processes and the peaceful settlements of conflicts. The Armed Forces are a part of this process and cannot be formed in channels that diverge from that reality. The interpenetration of the civil and the military worlds emerges with different characteristics from the past, but pressing for a co-operative work. Military education will only adapt to this changes if it permanently intertwines these two worlds. A high officer that merely rambles through the barracks and the military college will lack of the cultural and mind openness to efficiently cater for the unceasing dynamics of the 21st century.