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The System of Military Higher Education in the Russian Federation

Introduction

Modern wars and other activities that bear the hallmarks of war – but are actually not a war in themselves – require a high level of preparation and training of officers. These days, war has a number of different dimensions – both in the time and the space where it takes place – and this makes it a highly complex social, political, technical, technological, psychological and informational phenomenon. This also means that the requirements set to the commanding officers need to be different from those that were applied during the Second World War and all the subsequent struggles where the prevailing role was played by the power of the gunfire, as well as the technical and quantitative advantage over the enemy clearly seen in terms of the size of equipment and the number of soldiers. The experiences brought by the wars that have been fuelled by a variety of national liberation movements, the Vietnam War, but also the intricate course taken by the conflicts in the Middle East and Africa, have laid out new areas of conducting warfare. War has been redefined as a set of psychological activities. These transformations in the sphere of the methods and techniques of waging wars have necessitated major improvements at the level of training and educating commanding officers. One of the first historical twentieth-century examples is the overall level of education and training of the Reichswehr staff, which across a relatively short time span made it possible to develop an army of the Third Reich, made up of a few million soldiers. This explains why looking into the level of training and general military education is of key importance for the evaluation of the capacities of not just a potential enemy, but also a possible ally, and this, in turn, can facilitate the effective planning and supervising of the foreign, defence and security policy.

Essentially, military education encompasses a complex of institutions, schools, or military courses, all of which are geared towards educating, perfecting and raising military staff¹. Given the editorial limitations, the paper looks solely at one segment of the military education provided in the Russian Federation, i.e. the tertiary institutions of the country's Armed Forces. Apart from the colleges and academies that are subordinated to the army, in Russia, officers are also trained and educated by a number of universities that operate as part of the system of law enforcement and other related services of the state. These include the Academy of the Federal Security Service (also known as the FSB Academy), the Academy of Foreign Intelligence (also known as the SVR Academy), the Academy of the Federal Border Service of the FSB, and the University of the Ministry of Internal Affairs.

The traditions of the Russian military higher education² are closely related to the reign of Tsar Peter the Great. The first military academy in Russia was organised at the artillery company of the Preobrazhensky Life-Guard Regiment in 1698³. Of the other major forerunners of modern Russian military colleges and academies, it is essential to mention the Moscow School of Mathematics and Navigation, founded in 1701 and operating at the Arsenal, as well as the Moscow-based Engineering School, established in 1712. Almost in parallel with it, there was a similar school, founded in 1719 in Saint Petersburg. The reign of Catherine II saw the growth of the Ground Forces Cadet Corps and the Artillery Cadet Corps, which had jointly provided education to 4,900 officers⁴. These were the beginnings of Russian military education.

The goal of this paper is to provide a succinct overview of the system of education in the Russian Federation. The might of the military forces does not depend only on their armament or budget, but it also rests on the skills and qualifications of the soldiers. From the lowest level up to the top commanding level of officers, the commanding staff have an unquestionable impact on the soldiers' morale and motivation. Admittedly, war can be regarded as a truly psychological occurrence, which is why alongside the technology, equipment and training, issues related to soldiers' motivation – especially in the age of national armies, liberation movements, or organised terrorist organisations – are of key importance. The armed forces have become a psychological organism, as Jewgienij Messner, one of the most prominent theoreticians of military science and practice, once put it⁵. Therefore, proper education and training of the military staff is pivotal, and this idea can only be put into practice through a well-organised system of military education.

¹ *Leksykon wiedzy wojskowej*, ed. A. Kowalska, Warszawa 1979, p. 433.

² The Russian military education has a longer tradition than the Polish one, whose origins are to be sought in the foundation of the Nobles' Academy of the Corps of Cadets of His Royal Majesty and the Commonwealth established in 1765 by King Stanislaus August Poniatowski.

³ А.С. Герашенко, 'Военное образование в России в конце XX – начале XXI веков', *Приоритетные направления развития науки и образования* 2016, no. 2 (9), pp. 68–73, https://interactive-plus.ru/ru/article/112994/discussion_platform [accessed: 30.06.2019].

⁴ А.А. Имерекова, *Модернизация военного образования в России: задачи и первые итоги*, Екатеринбург 2016, pp. 6–7.

⁵ See: K. Kraj, 'Wojny asymetryczne czy miatieżewojna Jewgienija Messnera zagrożeniem dla bezpieczeństwa XXI wieku', *Bezpieczeństwo. Teoria i Praktyka* 2012, no. 3, p. 36.

Military schooling in the Russian Empire in the 19th and 20th centuries

The functioning of military schools in the Romanov Empire can be broken down into four major stages⁶:

- 1) the first stage lasted from the first quarter-century of the 18th century, when the first schools were founded in order to cater for the training of specialists for different branches of the military;
- 2) the second stage of the development of the Russian system of military education until the end of the 18th century was strictly related to the establishment of cadet corps;
- 3) the third stage of the development of military schooling was related to the first six decades of the 19th century. It was indeed at that time when a major growth of the network of cadet corps took place, and some of them were profiled. Those that functioned as colleges and/or academies (academic facilities) would educate officers; the other cadet corps provided preliminary education, including the education of minors. This period also saw the establishment of a network of military schools, and the general military academy;
- 4) the fourth stage of the development of military education in the Russian Empire spans the few decades from 1860 to 1917. This was the stage when the system was being perfected and took its ultimate shape. The then military and academic institutions safeguarded an appropriate level of moral, aesthetic, spiritual and patriotic education of the prospective officers.

The entire military education system was overseen by the emperor himself, as well as by the grand dukes, and the highest-ranking commanders of the army⁷.

Military education in the Soviet Union

On 17 November 1917, by virtue of the order given by Nikolai Podvorskyy, the People's Commissioner for Military Affairs and the Navy, the military schools that had

⁶ For example, A.C. Геращенко, chief commandant of the Military Training Centre (a military unit) at the Southern State Federal University in Taganrog, colonel, graduate of the military communication academy, and several post-graduate programmes held at the military academy. He began his service in 1985.

⁷ A.C. Геращенко, *op. cit.*; see: A.A. Имерекова, *op. cit.*, pp. 8–13. The system of military education functioned at four distinct levels (tiers). The first level included the academies: the Nikolaevsky General Staff Academy, the Mikhailovskaya Military Artillery Academy, and the Nikolaevsky Engineering, Military and Law Academy. The second tier was made up of military colleges for officers of all types of armed forces and included: the Cadet Page Corps and the Finnish Cadet Corps, two schools of infantry: the Pavlov School of Infantry, and the Alexandrov and Michajlow School of Artillery. There were also other schools: a military and topographic one, and six *junker* schools that offered education to officers of the infantry and cavalry. The third level consisted of military middle schools that provided comprehensive education and made it possible to join the military officer schools, or civil colleges. There were three middle schools in Saint Petersburg and Moscow, and one in Voronezh. The fourth level was made up of military schools that prepared specialists in technology, artillery officers, and officers serving in engineering forces.

been operating during the Romanov Empire were abolished, and the system of military education and training was thus annihilated. The only institutions that managed to survive, albeit in residual pieces, were the military academies that manifested a certain degree of loyalty towards the new authorities. They included the artillery academy, the military and medical academy, the engineering academy, the commissariat academy, and a few specialist schools – such as the aviation college, the motor college, and the electro-technical college. The intellectual and educational resources, as well as the background facilities, had practically been entirely lost. In order to reconstruct the system of military education, the experiences of the military education that went back to the pre-revolutionary period were selectively used. Initially, up to the 1930s, military preparation colleges were used on a large scale. In 1936, the education provided to the Red Army staff took place already as part of a new system that rested on the established academies, institutes, and schools. In the same year, the General Staff Academy was reopened. Many other military schools – including the air force and technical schools, artillery schools, infantry schools, and the air forces schools – were established.

A distinct pattern of development can be discerned in the military education of the USSR in the period of the Great Patriotic War, which is a subject for further discussion in a separate paper. The Russian Federation has inherited the system of military education from the Soviet Union, except for the military academies that were based in the other Soviet republics. The system of the educating and training of officers was made up of three tiers. The first tier, frequently referred to as tactical, was connected to the preparation of officers who had already completed higher military and specialist education so that they were ready to serve in such positions as platoon commander, deputy company commander, company commander, battalion chief of staff, and battalion commander. Depending on the profile of the college, the time assigned for the education and/or training was between four and five years. The second tier was operational and tactical in its nature and was dedicated to officers with a military university degree. Its goal was to provide the necessary preparation to serve in such positions as: regiment chief of staff, deputy commander and regiment commander, brigade chief of staff, deputy commander and commander of a brigade, division chief of staff, and deputy division commander. The educational process took place at military academies and lasted three years. The third (top) tier was operational and strategic, and it occurred at the General Staff Academy, spanning two years. The academy provided preparatory education and training for service in such positions as: division commander, army chief of staff, deputy army commander and army commander, military district chief of staff, military unit commander⁸, and other higher positions above these.

⁸ A.A. Имерекова, *op. cit.*, pp. 14–16; A.C. Геращенко, *op. cit.* See e.g. the career path of Walerij Gierasimow, Chief of the General Staff of the Armed Forces of the Russian Federation. He has graduated from the following military academies: the Kazan Higher Command School of the Armoured Forces (1977), the Military Armoured Forces Academy (1987), and the General Staff Military Academy of the Armed Forces of the Russian Federation in 1997. The positions he has held throughout his military service clearly reflect the principles that lie behind the system of military training; for further reference, see: K. Kraj, 'Szarża lekkiej brygady', Part Two: 'Rzecz o Polsce i Federacji Rosyjskiej', *e-Terroryzm.pl* 2014, no. 4, p. 12.

Apart from completing their higher education, the officers of the Soviet Army could perfect their skills at training centres, academic courses held at the military academies, at higher academic courses held at the General Staff Academic of the Soviet Union⁹ (after the collapse of the USSR renamed as the General Staff Academic of the Russian Federation), and at numerous Higher Officer Courses going by the name of “Gunshot”.

Military education in the Russian Federation

In 2008, the preparation scheme for officers of the Armed Forces of the Russian Federation was conducted at 65 institutions, including 15 military academies, and 4 military universities, as well as in 46 higher military schools and military institutes¹⁰.

Natalia Olszaniecka, author of the monography *Gra o armię. Analiza sporów wokół reformy armii rosyjskiej w latach 2007–2012*, referring to her paper of 2016 and her publication in *Moscow Defence Brief*¹¹, believes that it was actually Russia’s military education system itself that was responsible for downgrading the country’s military potential. She claims that there was a glaring shortage of recruits, competent lecturers, material guarantees, and modern models to follow throughout the educational process¹². In her analysis of the military potential of the Russian Federation in 2007, she ranks the system of military education at the very bottom of the scale, arguing that the underlying causes of such an evaluation can be found primarily in the issues outlined above. Having said this, admitting that the syllabi applied were still filled with Cold War strategies seems a rather ungrounded accusation. Military colleges, as well as other schools – e.g. those that provided education to political scientists – offer a full range of knowledge in a given area, rather than merely a set of contemporary issues. A broad knowledge and understanding of the evolution of military strategy and tactics is of primary significance to an officer, just like a political scientist needs a solid background in the knowledge related to the development of political sciences. In fact, this is one of those elements that helped to ensure that a graduate of a military school would be equipped with an appropriate background required to serve as a commanding officer.

Since 2007, profound reforms have been put into practice within the Armed Forces of the Russian Federation; therefore, also the military schooling – arguably, an inherent component of the army – has been adapted to the ongoing changes. The overriding principles that lay behind the reform of military education were rooted in the idea to create a set of conditions that would allow for a full satisfaction of the needs for officers and allocate the budgetary resources in a rational way, alongside

⁹ Among the graduates there was General Czesław Kiszczak, chief of military intelligence and counter-intelligence, and minister of foreign affairs in the Polish People’s Republic; and Colonel Ryszard Kukliński, officer of the General Staff of the Polish People’s Army, a spy for NATO, and a CIA agent.

¹⁰ С. Геращенко, *op. cit.*

¹¹ Referring to the publication ‘Serdyukov’s Plan for Russian Military Reform’ in *Moscow Defence Brief* 2008, no. 4, she inaccurately points to the lack of information on the author (Ruslan Puchow).

¹² N. Olszaniecka, *Gra o armię. Analiza sporów wokół reformy armii rosyjskiej w latach 2007–2012*, Toruń 2018, p. 103.

the improvement of the quality of military training and the effectiveness of managing this sphere of the armed forces.

Two regulations promulgated by the government of the Russian Federation have played a pivotal role for the reform of the national system of military education: one came into force in 2008¹³, and the other became effective in 2010¹⁴. The 2008 regulation initiated a comprehensive restructuration of the Russian higher military education and paved the way for adding a number of reorganised institutions to the system: the Military Academy of the General Staff of the Armed Forces of the Russian Federation, the Combined Arms Academy of the Armed Forces of the Russian Federation – the “General Military Academy of the Armed Forces of the Russian Federation”, the Russian Air Force Military Educational and Scientific Centre “Air Force Academy named after Professor N.E. Zhukovsky and Y.A. Gagarin”, the Russian Military Naval Centre “Military Naval Academy named after Admiral of the Navy of the Russian Federation N.G. Kuzniecov”, the Peter the Great Military Academy of the Strategic Missile Troops, the A.F. Mozhaysky Military-Space Academy, the Marshall A.M. Vasilevsky Military Air Defence Academy of the Armed Forces of the Russian Federation, the Zhukov Air and Space Defence Academy, the Michajlow Artillery Academy, the S.M. Budennyy Military Academy of the Signal Corps, the Military Academy of Radiation, Chemical and Biological Defence, and Engineering Forces named after Marshall of the Soviet Union S.K. Timoszenko, the Military Academy of the Rear Services and Transport named after Army General F.W. Chrulew, the S.M. Kirov Military Medical Academy, the Military Air Engineering University, and the Military University. As a result of introducing the second regulation in 2010, the A.F. Mozhaysky Military-Space Academy was merged with the Moscow Military Institute of Radio Electronics of Space Forces. The Moscow-based Military University was merged with the Military Finance and Economics Academy, and the Military Academy was, in turn, merged with the Cherepovets Military Engineering Institute of Radio Electronics. All the schools that had been annexed to the structure of the academies became their branches¹⁵.

Both of the above mentioned regulations of the government of the Russian Federation specified the staff rates at the individual educational and training centres. For example, the number of the military and civil Staff at the Air Force Military Educational and Scientific Centre of the “N.E. Zhukovsky and Y.A. Gagarin Air Force Academy” in Voronezh stood at 37,481. The Military University, for example, employed 8,952 staff. The Military Educational and Scientific Centre of the Ground Forces “the General Military Academy of the Armed Forces of the Russian Federation”, in turn, had 36,644 staff¹⁶. The statistical data provided offers a clear perspective of the training

¹³ Распоряжение от 24 декабря 2008 г. № 1951-р, О создании и реорганизации государственных военных образовательных учреждений высшего профессионального образования.

¹⁴ Распоряжение от 18 декабря 2010 г. № 2327-р, О реорганизации государственных учреждений среднего и высшего профессионального образования.

¹⁵ *Ibidem*.

¹⁶ These are the anticipated staff rates. The total number of military and civil staff employed at the above listed institutions was supposed to oscillate around 208,528 people employed and performing their military service. The data have been retrieved from the already mentioned government’s regulations based on the author’s individual calculations.

and academic capabilities of the above listed organisational units of Russia's system of military education.

The overall downgrading of military schooling – so highly esteemed both at the time of the Russian Empire, and throughout the existence of the Soviet Union – was discernible not only in the material sphere, but also in terms of the soldiers' morale, the general level of education, the prestige of military service, and the authority of the officer. After the breakup of the Soviet union, the various limitations and restrictions imposed upon military education, the extensive damage done to the academic faculty and to the facilities of military colleges led to a collapse of the system. Since then, numerous debates on the issue have been held in scientific journals, initiated by experts in the field¹⁷.

In 2015, the Russian Ministry of Defence developed a series of upgrade plans for each military academy to be put into practice by 2020. The goal of these schemes is to ensure that the departmental higher schools – such as academies, universities, and other tertiary institutions – are adapted to the level of the leaders of state-offered education. By 2020, it expected that military academies will have been equipped with state-of-the-art types of armament, they should be given access to advanced military technology and receive specialist academic and training facilities. New campuses are to be built which will offer comfortable conditions for the acquisition of know-how and relaxation for officer cadets, as well as for the teaching staff. Admittedly, military education is not a “simple production line,” but rather a “production” process for those who use and apply the “production means.” There is a clear need to change the practice whereby budget holes have so far been supplemented with efforts made to restrict the funding allocated to the individual military schools.

In principle, the overriding objectives that have brought about the reform of the system of military education entail:

- 1) enhancing the academies and colleges by setting up military educational and scientific centres that would apply syllabi at various levels, in different profiles and majors;
- 2) merging the military and educational institutions based on the principle of merging the educational institutions of various types of armed forces and troops;
- 3) integrating the military education and military science/know-how by ensuring financial resources allocated to scientific schools, scientific councils in charge of the academic dissertations, as well as the faculty members;
- 4) taking into consideration the principles of regionalisation when deciding which educational and military institutions should be kept;
- 5) taking maximum advantage of the existing infrastructure and material and technical facilities of military academies, and their further growth;

¹⁷ See, e.g. А.Ф. Чубуков, ‘Современное военное образование России: характерные черты, тенденции и закономерности развития’, Вестник Башкирского университета 2009, vol. 14, no. 4, pp. 1557–1561. The author of this paper worked at the Military Institute of Raising Qualifications of Specialists of Mobilisation Bodies of the Armed Forces of the Russian Federation in Saratov. А.В. Тимохин, ‘Современное военное образование в Российской Федерации: от кадета до маршала’, <http://federalbook.ru/files/FSO/soderganie/11/O11-2016-Тимохин.pdf> [accessed: 30.06.2019]. А.В. Timochin is deputy chief of department at the Information and Analysis Centre of the Russian Academy of Sciences. Several discussions on military education have also been held in the journal published by the Ministry of Defence of the Russian Federation – *Вестник военного образования*.

- 6) abandoning the implementation of tasks regarded as redundant in military academies, and instead investing the thus saved financial means in the growth of the system of military education;
- 7) unconditional fulfilment of the obligations set out in agreements related to the preparation of foreign officers and specialists for the federal bodies of the executive branch of the Russian Federation¹⁸.

The current system of educating and training officers looks different from the three-tier one that was applied in the Soviet Union. Any officer who had reached all the steps of his career ladder as a commanding and staff leader would spend nine years at school. After the reform, during the first stage of his education – which typically lasted five years – an officer is expected to receive a comprehensive higher education, and to be fully prepared for the military specialty. This should allow an officer to hold commanding positions at the tactical level of command and control, as well as to create the basis for further studies, for expanding his know-how, and to provide a system of social security for the military service. The second stage rests on in-service professional training, preparing officers as part of the created system of supplementary vocational education with a properly devised syllabus. Thus, the officer should obtain the qualifications related to the relevant knowledge at the operational and tactical level, as well as on the operational and strategic level. The principle that will be applied envisages raising qualifications at specialist military courses held once a year, or upon being assigned a new position. The new system facilitates education and training conducted on a permanent and continuous basis throughout the whole service. The idea behind this approach is that it ought to account for the performance of one's duties and for the upward movement along the path of a person's military career within any occupational specialty. The basic goal of upgrading the system of military education is the need to prepare a good Chief and/or commander who is able to react appropriately to complex situations, make the right decisions, and shoulder the responsibility for the outcomes of his actions¹⁹.

Irrespective of the critical reception, the reform also aims to preserve the long-term traditions of the superior level of the military education of Russia, and the former Soviet Union²⁰. It also aims to keep the high level of education and training,

¹⁸ A.A. Имерекова, *op. cit.*, pp. 25–27.

¹⁹ The limited framework of this paper does not make it possible to present the entire aspect of the newly built system of educating and training officers and petty officers for the Armed Forces of the Russian Federation – all the more so because the system is still *in statu nascendi*.

²⁰ General Tomasz Drewniak, a 1996 graduate, expressed the following opinion about the education and training provided at the air force academy in Monino, close to Moscow: “[t]he school was very good. It taught the skills and techniques as no other academy did. You had to go through all the tiers of command. There was no leniency. [...] The state was ruined. The salaries would be paid out in groats taken from the wartime stock, but during the classes you could see the gleam and a fully professional approach. The classes used to start in the morning and go on until 7 pm, with a two-hour lunch break, as there was so much material to cover. The classes were also held on Saturdays, but they took less. Sundays, in turn, were dedicated to drinking, or even binge drinking. That was common practice. [...] Later, I did a degree in the US and Canada, and there was little or nothing that the Russians could be ashamed of. They were able to build a large sense of awareness amongst the students. Their teaching was comprehensive. Obviously, from the technological point of view, this was no longer at the cutting edge of global technology. Their computers were a bit older than those ap-

and lead to the creation of a continuing education, including self-education. Beyond these objectives, it is set to facilitate the follow-up of officers' career once they have been discharged and started civilian life. To a certain extent, the education provided at military schools and academies needs to be compatible with the education offered by civil schools²¹. The basic conclusions that can be drawn from another paper point to the outstanding level of education and training, but also to the education of the Russian special forces and airborne forces at the so-called "forge", i.e. the General V.F. Margelov Ryazan Guards Higher Airborne Command School²².

"On the whole, one can say that the education and training provided at a military academy boosts and stabilises one's self-confidence more than any experience gained at a civil school in an arts and humanities programme. [...] The comparison of the type of findings that have been outlined above with the studies of officers of the local special units could point to the possible further paths of their improvement – both from the perspective of the personality and the professional sphere"²³. This explains the unquestionable significance of at least a mediocre knowledge of the system of military education of Poland's neighbouring countries, especially that of the Russian Federation.

Military schools and academies in the Russian Federation

This part of the paper looks at the key features of a selection of, what the author believes, are noteworthy military schools and academies. A complete picture of Russia's military educational institutions would require at least a few hundred pages of meticulous analysis. The information and data provided below will allow the reader to get a general perspective of the underlying potential of the teaching and research offered.

Military Academy of the General Staff of the Armed Forces of the Russian Federation

The origins of the academy go back to the academy established in St. Petersburg by virtue of a decision made by Nikolay I in 1832²⁴. At present, the Academy provides

plied in the West, but the exams were taken on the basis of a computer war game"; see: J. Cwieliuch, *Generałowie, Niewygodna prawda o polskiej armii*, Kraków 2017, p. 182.

²¹ For further reference on the quality of teaching and education at the officer schools of the Armed Forces of the Russian Federation, see: K. Kraj, 'Oficerowie specnazu. Rozwój osobisty i etapy profesjonalizacji' (part one), *Broń i Amunicja* 2017, no. 12, pp. 26–29; idem, 'Oficerowie specnazu. Rozwój osobisty i etapy profesjonalizacji' (part two), *Broń i Amunicja* 2018, no. 1, pp. 54–58; E.B. Анасова, *Офицеры спецназа. Личностный рост и этапы профессионализации*, Москва 2017; Н.В. Зубрицкая, 'Выпускники об образовательном процессе в Военно-морском институте', *Вестник военного образования* 2016, no. 1(1), pp. 72–78.

²² K. Kraj, 'Riazań – kuźnia kadr rosyjskich wojsk specjalnych', *Broń i Amunicja* 2018, no. 2, pp. 50–53.

²³ K. Kraj, 'Oficerowie specnazu...' (part two), *op. cit.*, p. 58.

²⁴ For more information about the history of the Academy, go to www.vagsh.mil.ru. The General Staff Academy neighbours on another important school, i.e. the Russian Presidential Academy of National Economy and Public Administration. The address of the General Staff Academy is Prospekti Vernadskogo 100, and the Presidential Academy is based at no. 82. Both academies have a common

education at three faculties, also known as departments. The first department is the Department of National Security and State Defence. It takes two years to get a master's degree. The second department, called the Special Department, offers education to military men from abroad who wish to major in state military security. The department also runs the so-called higher academic courses, which last between three and five months, depending on the major. The third department is the Department of Training and Raising Qualifications, and it is in charge of further training and obtaining new qualifications of officers in six specialties related to the handling of military and state-related issues. The programme takes between one month and four months. There are also training programmes aimed at the requalification of soldiers who are transferred to reserve status, as well as civil clerks of the federal authorities. Officers can also receive pedagogical training. Research at the Academy is conducted by the Scientific and Research Institute (history), the Scientific and Practical Centre, and the Research and Scientific Centre.

The teaching and research staff get their preparation at post-doctoral programmes and doctoral programmes, which last three years, and at extra-mural programmes. The Academy has four scientific councils that offer the possibility to prepare post-doctoral dissertations and doctoral dissertations in eight academic majors and five branches of science. These are: military sciences, philosophical sciences, political sciences, economic sciences, and historical studies.

The research conducted at the institutes of the General Staff Academy is chiefly focused on analyses that are fundamental in their nature, as well as those that are centred around a problem area and/or applied sciences, and it relates to general global issues, and the history of Russian war studies. The Scientific and Practical Centre focuses on the sphere of the development of theories and the implementation of military professional orienteering and qualified recruitment and selection of conscripts and military men. The Scientific and Research Centre of the academy organises, plans and coordinates the research work, the preparation of the academic staff at the academy and conducts research of the current issues in military sciences, as well as the relevant practice.

General of the Army A.V. Khrulev Military Logistics Academy

The origins of the Academy can be traced back to the year 1900, which saw the establishment of military and scientific department by the name of Commissariat Course, which provided education and training to officers and clerks employed at the commissariat section. Today, the academy is chiefly interested in issues in logistics in the army – what was once referred to as the rear service, or the quartermaster

denominator in the person of General Alexander Vladimirov, a graduate of both and one of the prominent theoreticians of the Russian military thought, deputy minister of education, author of the classic work *Rudiments of the General Theory of War* (2nd edition: *Основы общей теории войны: монография*, Москва 2018). The general earned his doctoral degree in political sciences at the Presidential Academy at the Department of National Security, specializing in strategy, military aspects of state security, and military political sciences. The title of his doctoral dissertation was *Conceptual Foundations of Russia's National Strategy. Military and Political Aspects*. The General's dissertation is in the author's archive.

service. From 1906 on, the programme lasted up to three years. Five year later, the courses were transformed into the Academy of Commissariat. Throughout its history, the Academy has changed its name several times. The last change occurred in 2012, when it took its current name²⁵. At present, the academy is based in St. Petersburg and has three branches: in Omsk, Volsk, and Penza. They oversee the work of two institutes: the Institute of Railway Forces and Military Communication, and the Engineering and Technical Institute. The academy offers education for the needs of the Armed Forces of the Russian Federation for all types of armed forces and troops. Its graduates serve at the Federal Security Service, the Federal National Guard Troops Service, the units subjected to the Ministry of the Interior and Border Guards of the Federal Security Service, and many other departments of the executive branch of the Russian Federation. The education lasts five years; middle-tier specialists are trained for two years and ten months. It specialises in the organisation of carriages and transport management, construction, use, reconstruction and technical protection of military bridges crossing, transport and technological means, systems of train traffic, the use of traffic routes, protection of the rear in such areas as food, materials, and enforcing the fleet power, enforcing missile and air forces. The graduates receive the degrees of manager, engineer, and technician.

Military University in Moscow

The university continues that traditions of such schools as the V.I. Lenin Military and Political Academy, the Armed Forces Humanities Academy, the Military Order of the Red Banner – Institute of the Ministry of Defence, the Lviv Military and Political School, the Moscow Military Conservatory, the Military Financial Academy, and the Yaroslavl Higher Military and Finance Institute. Currently, the university is a multi-faceted institution that provides two-tier education and training to high-ranking officers with a military and specialist degree and a general military degree in thirteen areas: arts and humanities, command, modern languages, finances and economics, law, and military conductorship. The university offers an array of over 2,000 subjects taught at fifty departments and eight faculties. It collaborates with the Institute of Bandmasters, as well as the linguistic and sociological centres of the Ministry of Defence of the Russian Federation. It employs 133 researchers with a post-doctoral degree and 549 academics who hold a PhD. As many as 140 staff are full professors, and there are 281 associate professors. There are 11 academic councils that are authorised to confer doctoral and post-doctoral degrees in twenty academic disciplines. As many as 22 foreign languages are taught. Since 2011, the university has been functioning as part of the Bologna Process (Bachelor's programme – бакалавриат, Master's programme). The university prepares the staff for the Ministry of Defence, for all the federal bodies of the state authorities, and for the armies of twenty-three countries²⁶.

²⁵ Prior to the change of its name, it was referred to as the Academy of Rear Services and Transportation. For more references, go to: www.vamto.net.

²⁶ For more information, go to: www.vumo.mil.ru.

Military Educational and Scientific Centre of the Ground Forces – “General Military Academy of the Armed Forces of the Russian Federation”

The Academy – Centre of the Ground Forces – also has its roots in the General Staff Academy of the Tsar Empire, founded in 1832. The General Staff Academy, established in 1918, was transformed into the RKKA Military Academy, and from 1925 to 1998 it was named after Michail Frunze and was known as the M.V. Frunze Military Academy. The year 1998 saw the establishment of the General Military Academy, based on the M.V. Frunze Academy, the Malinovsky Armoured Forces Academy, and the Higher Officer Courses going by the name of “Gunshot” named after Marshall of the Soviet Union B.M. Shaposhnikov. In 2006, the V.V. Kuybychev Military Engineering Academy, back then an institute, was merged with these institutions. Since 2008, the Academy has been operating under its current name. The Centre includes the General Military Academy and eleven branches and institutes that function as specialist organisational units²⁷. The Academy – Centre offers twenty-one Master’s programmes (military command) in three majors: command (management) of military units and unions, command (management) of combat protection of troops (forces), and command (management) of technical protection of troops (forces). It also offers professional training programmes, and programmes targeted at foreign soldiers. It has a three-year doctoral and post-doctoral programme in military sciences, technical sciences, and history. Academic degrees are conferred by eight academic councils. Research is conducted in the area of fundamental and applied sciences with particular emphasis on solving issues in defence readiness, state security, and the professional education of soldiers. Numerous studies are conducted on the schemes and plans geared towards the development of the ground forces, as well as operational technique and tactics, mobilisation and combat readiness, the perfection of weaponry and military technique, military education, or the preparation of specialist literature and manuals. The education is provided at five-year programmes and two-year Master’s programmes, for students who already have a military degree and the job title of specialist. The academic faculty is made up of 64 academics with a post-doctoral degree, 454 scholars who hold a PhD; 104 lecturers are full professors, and 329 are associate professors.

Tyumen Military and Engineering Command High School (MECHS) named after Marshal A.I. Proshlyakov²⁸

The school has a complicated history that goes back to 1957, when it was formed on the basis of the Tyumen School of Infantry. It has gone through several successful major attempts at reorganisation, including a fairly recent one, related to the

²⁷ For more information, go to: www.ova.mil.ru. The Academy has three branches: in Blagoveshchensk, Kazan, and Novosibirsk, and the Moscow Higher Command School (a military institute). Before the Second World War, officers of the military intelligence were educated and trained at the M.V. Frunze Academy.

²⁸ A.I. Proshlyakov was marshal of the engineering forces. This rank was used in the Soviet Army from 1943 until 1991. It corresponded to the rank of army general of the Soviet Army. There was also a higher rank – chief marshal of the type of forces, e.g. armoured forces, or artillery, etc.

upgrading of the general system of education. Currently, the school is supervised by the commanding officer of the engineering forces of the Armed Forces of the Russian Federation²⁹.

The school provides education and training in four majors. Three of the programmes offered last five years, and they include the use and functioning of engineering subunits and the operation of engineering equipment means (special use transport means); the use of subunits and the operation of electro-technical engineering means (thermal and electrical protection of special technical systems and facilities), and the use of subunits of remotely controlled application/dislocation of mines and the operation of radio-electronic means of engineering equipment (special radio-technical means). The fourth major, which lasts five and a half years, includes the use of engineering and battlement subunits, the construction and use of fortification systems and camouflage (building unique structures and facilities). The school also provides education to foreigners. The entire academic activity is concentrated on equipment and military technology, complexes and systems that have a military function and are used by all kinds of forces, its operation, maintenance, and repair.

Conclusions

The history, development and modern reforms of the Russian system of military education have only been subjected to merely a cursory examination in this paper, despite the fact that this is indeed an educational system that prides itself on its grand traditions and accomplishments. Following the reform, the country's military education retreats from the three-tier system inherited from the Soviet Union, where it was vigorously applied and tested. In light of the implementation of the Bologna Process, the Russian system of military education is beginning to resemble more and more the system of civil education. What is more, in its majors and programmes of study, the military education is expected to go back to the major and specialties set out for civil schools. The syllabi are to facilitate the use of professional qualifications in civil life, which applies not only to the technical majors, but also to social sciences, and the arts and humanities. Military academies offer an education that aims to help the person to reconvert and get a job for the military men who are leaving the army. There is a general requirement for continuous training and improvement, also as part of self-training, and not just upon being referred to another academy. The academic degrees obtained at the military schools should correspond to those conferred by civil institutions. The implementation of the system of academic degrees is a gradual process. Admittedly, the potential of the Russian system of military education is enormous and bodes well for the future. The high qualifications of the staff prove the vast potential of the process of upgrading and innovating the army. The year 2020 should witness the completion of the five-year scheme of modernising the material and technical facilities of military academies. The first graduates of these new military institutions have already completed their education, following the new syllabi and based on the new system.

²⁹ For further information on the complex history of the school, go to: www.tvviku.mil.ru.

Indeed, it is necessary to examine the outcomes of the reform of Russia's military education more deeply, as they will clearly have a major impact on the power, morale, competences, and capabilities of the Russian Armed Forces, and – therefore – they will translate into Russia's political influence on a global scale³⁰.

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³⁰ One of the Polish military academies – e.g. the General Tadeusz Kościuszko Military University of Land Forces in Wrocław, or the War Studies University – could consider appointing a research team made up of military and civil scholars who would take up an in-depth analysis of the Russian system of military education. At the Polish Naval Academy, studies ought to be carried out to look into Russia's naval schools by examining the military potential of its war fleet, and the naval forces of the Border Service of the FSB, which, to my mind, just like the Federal National Guard Troops Service, is a separate type of the army.

Чубуков А.Ф., 'Современное военное образование России: характерные черты, тенденции и закономерности развития', *Вестник Башкирского университета* 2009, vol. 14, no. 4.

System wyższego szkolnictwa wojskowego w Federacji Rosyjskiej Streszczenie

Artykuł ma charakter przeglądowy. Autor w zarysie omawia historię szkolnictwa wojskowego Rosji od czasów cara Piotra I Wielkiego, poprzez reformy w dziewiętnastowiecznej Rosji po zmiany, które nastąpiły w wyniku rewolucji październikowej i po objęciu władzy przez partię bolszewików. Pokazane zostało budowanie nowego systemu szkolnictwa wojskowego, które przetrwało do początku reformy Sił Zbrojnych FR w 2008 r. Zasadniczym celem reformy jest dostosowanie systemu szkolnictwa wojskowego Rosji do zmian, które następują w sposobach, środkach i metodach prowadzenia działań militarnych i niemilitarnych przez siły zbrojne, aby w większym stopniu był kompatybilny z nauczaniem w uczelniach cywilnych. Ma ona umożliwiać odchodzącym do rezerwy kadrom oficerskim sprawne przejście do funkcjonowania w warunkach cywilnych. Autor zaprezentował kilka wybranych uczelni wojskowych Federacji Rosyjskiej. W podsumowaniu zawarte zostały wnioski badawcze oraz autorskie oceny, które podkreślają celowość zajmowania się tą sferą aktywności i rozwoju Sił Zbrojnych Federacji Rosyjskiej.

Słowa kluczowe: szkolnictwo wojskowe, akademia, wojskowe centrum szkolno-naukowe, bezpieczeństwo narodowe, bezpieczeństwo państwa

The System of Military Higher Education in the Russian Federation Abstract

This paper briefly looks at the history of military higher education in Russia from the times of Tsar Peter the Great, through the reforms launched in 19th-century Russia, up to the changes that took place in the aftermath of the October Revolution, and once the Bolshevik party came to power. It sheds light on the creation of a new system of military education that had survived until the beginning of the reform of the Armed Forces of the Russian Federation in 2008. The overriding goal of the reform was to adapt Russia's military education to the changes that had taken place in the manners, means and methods of conducting military and non-military operations by the armed forces so as to make it more compatible with the syllabi that civil colleges and academies apply for educational purposes. The reform aims to allow officers who are transferred to a reserve status to move more smoothly into civil life. The paper offers an insight into selected military academies in the Russian Federation. It ends with an overview of the conclusions drawn from the research conducted, as well as the author's individual remarks that highlight the relevance of delving into this sphere of activity and growth of the Armed Forces of the Russian Federation.

Key words: military education, academy, college, military school and science centre, national security, state security

Das System der militärischen Hochschulbildung in der Russischen Föderation

Zusammenfassung

Es ist ein Übersichtsartikel. Der Autor bespricht im Überblick die Geschichte der Hochschulbildung Russlands seit der Herrschaft vom Zar Peter I., dem Großen, über Reformen in Russland im 19. Jahrhundert bis in die Zeit der Veränderungen, die infolge der Oktoberrevolution eintraten, nachdem die Bolschewiken an die Macht kamen. Es wurde der Aufbau des neuen System der Hochschulbildung gezeigt, das bis zum Anfang der Reformierung der Streitkräfte der Russischen Föderation im Jahre 2008 galt. Das Hauptziel der Reform ist Anpassung der militärischen Bildung Russlands den Veränderungen in den Arten, Mitteln und Methoden der Führung der militärischen und nichtmilitärischen Einheiten durch die Streitkräfte, so dass es in höherem Maße mit der Bildung in den zivilen Hochschulen kompatibel ist. Die Reform soll den Offizieren und Unteroffizieren, die ihre Arbeit im Militär aufgeben, eine leichte Umstellung ins zivile Leben ermöglichen. Der Autor präsentierte einige ausgewählte militärische Hochschulen der Russischen Föderation. In der Zusammenfassung wurden Forschungsvorschläge und Beurteilungen des Autors enthalten, welche die Zweckmäßigkeit der Beschäftigung mit dem Bereich der Aktivität und der Entwicklung der Streitkräfte Russlands hervorheben.

Schlüsselwörter: militärische Bildung, Akademie, schulisches und wissenschaftliches Zentrum, nationale Sicherheit, Sicherheit des Staates

Система высшего военного образования в Российской Федерации

Резюме

Статья имеет обзорный характер. Автор обсуждает историю военного образования в России, начиная со времен царя Петра I, реформ девятнадцатого века, перемен, которые произошли в результате Октябрьской революции – после прихода к власти большевиков. Показано процесс создания системы высшего военного образования, которая существовала до начала реформы Вооруженных Сил РФ в 2008 г. Основной целью реформы является адаптация высшего военного образования России к изменениям, которые происходят в способах, средствах и методах ведения военных и невоенных действий вооруженными силами, пытаюсь систему военного образования совместить с обучением в гражданских вузах. Целью новой системы обучения является также создание условий для обеспечения легкого и быстрого перехода к гражданской жизни офицеров, выходящих в запас. В статье поданы примеры обучения в некоторых военных вузах Российской Федерации. В заключении содержатся выводы исследования, а также авторские оценки, которые подчеркивают целесообразность заниматься вопросами деятельности и развития Вооруженных сил России.

Ключевые слова: военное образование, академия, военный учебно-научный центр, национальная безопасность, безопасность государства