

ARTICLES

The Changing Role of the Faculty of Military Leadership in Czech Military Education (2004–2018)

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Educational mission of the Faculty of Military Leadership (until 2014 as Faculty of Economics and Management) of the University of Defence (Brno, Czech Republic) underwent since its origin in 2004 to 2018 number of changes. By analysing the structure of study programmes and the number of employees and students, the goal of this article is to identify the main periods in the development of the faculty as well as its role in the educational system. The results are as follows.

The first period was a reaction to a process of professionalization of army, i.e., the replacement the conscript army by professionals that led into decrease of number of military students and parallel orientation towards civilian study programmes in national security. The second stage was influenced by the financial crisis of 2007–2008; that is why a gradual reduction of military study took place as well as serious considerations about the dissolution of the faculty and university, respectively. The third, final, period began in 2013–2014. Its main element was the change of characteristics of study programmes and their connection to the “militarization” of the faculty; reorganization of the structure of the faculty in 2014; the gradual increase of the number of military students at the expense of civilian students; and, finally, the cancelation of civilian study programmes. Year 2018, when personal changes in management of faculty took place together with a consideration about principles of a new study programme, could be regarded as the beginning of a qualitative new period in history of Faculty of Military Leadership that lasts until present day – and as such is out of focus of this study.

Keywords: *military education; the Faculty of Military Leadership; the Faculty of Economics and Management; the University of Defence; leadership*

Introduction

Since its establishment, the task and the scope of activities of the Faculty of Military Leadership (*Fakulta vojenského leadershipu*) – which is a constituent of Czech University of Defence – varied in time. It reflects, for instance, change of its name; in 2004 to 2014 the faculty existed as the Faculty of Economics and Management (*Fakulta ekonomiky a managementu*). The key mission, i.e., to provide higher and accredited education¹ for officers, was never called into question, but its importance among other tasks did not remain the same.

The goal of this study is to examine the changes in the conceptual position of the faculty and the changes in its tasks in 2004 to 2018 in order to identify the main periods in its development.

The first milestone that makes up the framework of this study is the moment the University of Defence was established as the new institution of military education. The year 2018 has its significance since the faculty prepared new study programme to apply for; also, the academic senate selected a new dean and new management (vice deans), respectively; then, a new organization of the faculty was proposed (and partially implemented); and, finally, year 2018 was also a time when novelization of university act (Bill 168/2018)² was issued and came into force. These together form a new era in recent development that is not yet to be closed.

The article is divided into four chapters. The first one is an overview of crucial moments in the history of Czech military educational system with a special aim at the events making up the framework of the faculty's development. The second chapter deals with accredited study programmes while focusing on their goals and structure as well as with unaccredited study (courses), while the third one is about the number and composition of students. The fourth chapter, then, focuses on the organisation of the faculty in which number of employees represents one of the key indicators in faculty's development.

To achieve these goals, the author made use of several resources. All of them are so-called open resources, i.e., that all are accessible to the public (the only exceptions were figures pertaining to the number of students in academic years 2016–2017 and 2017–2018). The most important informational sources were annual reports of the faculty (*Výroční zpráva Fakulty vojenského leadershipu*) from 2003–2004 to 2018 (2019); all volumes are available on faculty's website. Annual reports provide key information in development of faculty, e.g., about its organization, number of students and academics, study programmes, courses

¹ See chapter Study Programmes of the Faculty.

² Bill 168/2018 from 19 July 2018 (*Sbírka zákonů a nařízení*).

etc.³ In addition, annual reports of the University of Defence from 2004 to 2018 were used.⁴ The next important type of documents is the university journal. Since its beginning, the university issues its own magazine under the name The University of Defence Journal (*Listy Univerzity obrany*); originally, being issued twelve times a year, the cycle was gradually reduced to four issues a year. In 2006 and 2013, two bilingual (Czech and English) books about the University of Defence were published.⁵ There is also an older publication from 2002 by Hanzlík, Kozílek and Rákosník, dealing with the history of a predecessor of the faculty, the Ground Forces Military University.⁶

Pertaining to the literature, there are few studies published in Czech military journal the Military Review (*Vojenské rozhledy*). The 2004 paper by Karel Novotný is an overview of tasks by that time newly established University of Defence.⁷ The next two studies deal with higher education of military professionals; the study by Zůna and Pernica of 2010 brings information about the relevance of the appropriate number of applicants for military study in the faculty,⁸ while the study by Halberštát, Holcner and Foltin of 2011 specifies the tendency in interest in studying at the faculty.⁹

The Military Educational System in the Czech Republic and Professionalization of the Army

The beginning of the 21st century brought several important changes for the Army of the Czech Republic. On 1 January 2005, six years after its entry into the North Atlantic Treaty Organization (12 March 1999), the Czech Republic adopted the system of a professional army which was followed by a reorganisation of the structure of the armed forces. But changes

³ Because of nature of year reports, there are no citations in the article for each specific issue. All of them are available in this link (in Czech language only): <https://fv1.unob.cz/fakulta/dokumenty/vyrocnizpravy/> Retrieved on 6 December 2021.

⁴ See link: <https://unob.cz/univerzita/dokumenty/vyrocnizpravy-uo/> Retrieved 6 December 2021.

⁵ Collective of authors (2006). *Univerzita obrany – University of Defence*, Agentura vojenských informací a služeb, Praha; Collective of authors (2010). *Univerzita obrany – University of Defence*, Vojenský historický ústav, Praha.

⁶ Hanzlík, F., Kozílek, R. & Rákosník, Z. (2002). *Vysoká vojenská škola pozemního vojska ve Vyškově. Historie a současnost* [Ground Forces Military University in Vyškov. The Past and the Present-Day], Ministerstvo obrany České republiky, Praha.

⁷ Novotný, K. (2004). K poslání a zaměření činnosti Univerzity obrany [On the Tasks and the Aims of the University of Defence], *Vojenské rozhledy*. 13 [45] (3), pp. 83–96.

⁸ Zůna, J. & Pernica, B. (2010). Potřebuje vysokoškolské vzdělání vojenských profesionálů reformu? [Is there a Need to Reform the Higher Education of Military Professionals?] *Vojenské rozhledy*. 19 [51] (3), pp. 72–83.

⁹ Halberštát, L., Holcner, V. & Foltin, P. (2011). Jaké vysokoškolské vzdělání potřebují vojenští profesionálové? [What Kind of Higher Education Do the Military Professionals Need?], *Vojenské rozhledy*. 20 [52] (1), pp. 60–70.

in the military educational system were done at a much faster pace. As a relic of the Cold War, there were three large institutions of higher military education. The oldest one was the Military Medical Academy of Jan Evangelista Purkyně (*Vojenská lékařská akademie Jana Evangelisty Purkyně*), then the successor of the Czech tradition of military technical education the Military Academy (*Vojenská akademie*), and the youngest one, the Ground Forces Military University (*Vysoká vojenská škola pozemního vojska*).

According to the University of Defence Act from 2 April 2004 (Bill 214/2004)¹⁰ there would have existed only one military education institution established on 1 September 2004. To fulfil the standards of this law it was necessary that each institution had to be first reorganized into single faculty and then merged together into simple university. The next issue was the location. According to the first paragraph of the bill, the university should have been relocated to Brno. However, the seat of the Medical Academy was in Hradec Králové and the Ground Forces Military University was stationed in Vyškov. This issue was solved via compromise. The Ground Forces Military University was transferred to Brno, while the Medical Academy remained in Hradec Králové; as a result, the University of Defence has its headquarters in Brno with one faculty in Hradec Králové – apart of few its components in Vyškov.

The Ground Forces Military University was composed originally of two faculties, the Faculty of Military Systems Management (*Fakulta řízení vojenských systémů*) and the Faculty of National Defence Economics and Logistics (*Fakulta ekonomiky obrany státu a logistiky*). The first mentioned consisted of nine departments whose scope ranged from tactics (three departments), artillery, chemical warfare, military engineering, weapon construction, and military vehicle maintenance to physical education. The second faculty was composed also of nine departments with specializations as follows; economics (two departments), logistics (two departments), social sciences, finance, mathematics and IT, foreign languages, and law.¹¹ To adjust the university for a process of consolidation, both its faculties were merged into the Faculty of Economics and Management on 1 September 2003; so, since this moment, Vyškov university had only one faculty with eleven departments. A year later, its faculty became component of the University of Defence together with the Faculty of Military Technology (*Fakulta vojenských technologií*) and the Faculty of Military Health Sciences (*Fakulta vojenského zdravotnictví*) as well as couple of university centres (Chemical Warfare Institution e.g.).¹²

¹⁰ Bill 214/2004 from 2 April 2004 (*Sbírka zákonů a nařízení*).

¹¹ Hanzlík, F., Kozílek, R. & Rákosník, Z. (2002). Op. cit., pp. 94–119.

¹² Collective of authors (2006). Op. cit., pp. 7–19; Collective of authors (2010).

Op. cit., pp. 11–17, 31–40; Novotný, K. (2004). Op. cit., pp. 83–96; -red- (2004). Univerzita obrany se představuje [The University of Defence Introduces Itself], *Listy Univerzity obrany*.

Study Programmes of the Faculty

The Faculty of Economics and Management was established by the merging of two faculties; that is why it had two types of study programmes. In Czech legal system, only the institutions that acquired certification from national higher educational agency (*Akreditační komise*; since 2016 *Národní akreditační úřad*) are “accredited” to open study programmes and to issue academic degree. This permission is, however, only for a certain time only and after that institutions are required to apply for its prolongation or for a certification of a new study programme.¹³ A study programme could be divided into disciplines which itself may be composed of specializations.

From its predecessor, Faculty of National Defence Economics and Logistics, faculty carried out study programme “Economics and Management” (*Ekonomika a management*) with two of its disciplines, i.e., Military Management (*Vojenský management*) and National Defence Economics (*Ekonomika obrany státu*). Both disciplines were opened in the first cycle (bachelor) for three years, in the second cycle (follow-up master’s) for two years, and in the third cycle (doctoral) for three years. Only one subsidiary discipline was not opened after reorganization; it was “Economics and Hygiene of Nourishment” (*Ekonomika a hygiena výživy*).

Next study programme, “Theory of Management and Employment of Military Units of Ground Forces and the Forces of Territorial Defence” (*Teorie řízení a použití jednotek a útvarů pozemního vojska a sil územní obrany*) became a heritage of the Faculty of Military Systems Management. The programme itself was divided into specializations; these aimed at educating the commander of combat units (commander of mechanized units and commander of reconnaissance units) and of combat support units (commander of military engineering units, of artillery units, of units of territorial defence), and the officers of staff (process manager). Pertaining to this study programme, its fate was completely different. The admission process to this programme in the faculty was immediately stopped and the students could only finish their studies.¹⁴ That happened in the academic year 2005–2006. The same year, the decision was made not to apply for the prolongation of this study programme and at the end of the academic year 2006–2007 its “accreditation” expired. The question was what to do with the graduates of this bachelor cycle. According to the agreement

1 (1), pp. 1–7; Sikora, A. (2005). Peripetie reorganizace vojenského školství [The Ways the Reorganization of Military Education]. *Listy Univerzity obrany*. 1 (Special Issue), pp. 1–8.

¹³ On the other hand, unaccredited study includes number of courses with informal value or with partial validity, e.g. as a requirement for promotion of soldiers.

¹⁴ Sikora, A. (2005). *Op. cit.*, pp. 1–8.

with the Ministry of Education, Youth and Physical Education, they were allowed to undertake a one-year course and then to continue in the study programme “Economics and Management” in the follow-up master’s cycle.

In the following years, the Faculty of Economics and Management applied for a prolongation of the study programme “Economics and Management” both in its bachelor and follow-up master’s cycle. This process continued until 2014.

Meantime, in 2008, the faculty opened a study discipline “National Defence Economics” with four specializations (within the framework of “Economics and Management”) for civilian and military students. Two years later, the faculty applied for another study discipline entirely for civilians, “Security Management” (*Bezpečnostní management*); its certification was set to 2018.

Between 2010 and 2014, the structure of study programmes of the Faculty of Economics and Management was thus as follows. Within “Economics and Management” study programme, there were three study disciplines. “Military Management” was divided into six specializations, predominantly for commanding officers; these were commander of mechanized and tank units, commander of reconnaissance units, commander of ground forces, commander of artillery units, commander of military engineering units, and information resources management. “National Defence Economics” discipline, then, was divided into five specializations, mostly for staff officers and for civilian students; these were logistics, military transport system, financial resources management, economics of human resources management, economics of financial resources, and quality management. Finally, the last one, “Security Management”, had three specializations, i.e., population protection, security services, and cybernetic security.

What these study disciplines had in common was the fact that they were divided into first and second cycles. Moreover, the faculty continued to have doctoral studies. Within “Economics and Management”, there were two disciplines, “Military Management” and “National Defence Economics”. Except this, there were two study programmes, “Military Logistics” (*Vojenská logistika*) and “Armed Forces and Population Protection” (*Ochrana vojsk a obyvatelstva*); the last two were officially accredited to the university.

The most important changes occurred in 2014. According to the decision of the Ministry of Defence, the faculty applied for a new study discipline. It was called “Armed Forces Management and Deployment” (*Řízení a použití ozbrojených sil*) and was accredited within “Economics and Management”, but – contrary to previous praxis – it was purely a master’s programme, i.e., the study lasted five years (the first and second cycle together). In total, the new discipline was divided into nine specializations – and what is important – intended entirely for military students. These specializations were as follows; there were five specializations for commanding officers, i.e., commander of mechanized unit, commander of reconnaissance unit, commander of engineering units, commander of artillery units, and commander of chemical units, then there were four specializations for staff officers, i.e., military

logistics, human resources management, financial resources management, and information resources management. It meant that in the new study structure the number of specializations was slightly reduced (from eleven to nine).

Pertaining to the civil study, the older study programmes remained, but after 2014 there were fewer and fewer specializations opened for civilian students. Finally, in 2017, the decision on level of University of Defence was made not to accept any civilian students, despite having valid accreditation; the only exception was to allow the graduates from the first cycle to continue in the second cycle.

The faculty offered also a non-accredited study. This study, organized as one or two-week courses, could be characterized as a qualification or lifelong courses which were aimed primarily at the employees of the Ministry of Defence, both civilian and military.¹⁵ The courses were held in the fields of economics, pedagogy, law, and military sciences.¹⁶

Since its beginning, the number of these courses varied at around seven per academic year with approximately 100 attendees. After 2009, nevertheless, the tendency to increase the number of these courses became apparent. In 2010, it grew to 14 with 165 attendees, the next year to 21 with 322 attendees, and in 2012, it was 31 courses together with 468 attendees. The issue of government resolution on the Strategy of Lifelong Learning in the Czech Republic¹⁷ for 2009–2015 was one reason.¹⁸ The next one was the fact that sheer existence of the University of Defence was put into question, mainly within hierarchy of Ministry of Defence. That is why the faculty was searching for ways to justify its existence; these lifelong learning tasks were one of them. Therefore, until 2012, the sum of courses continuously increased. However, by the following year, their numbers distinctively dropped to 23 courses and 348 attendees. In the following years, this trend continued; in 2018, finally, the faculty held only 15 courses with 194 attendees in total.

Students of the Faculty

The number of students of the faculty reflected not only the structure of study programmes (disciplines), but also the intentions of the authorities. It is the Ministry of Defence that ultimately decides how many students the faculty is allowed to accept.

¹⁵ Faculty also participated in organization of career courses for officer (Higher Officers Course and General Staff Course); because of their nature, they are not taken into account for purpose of this article.

¹⁶ Holcner, V. (2011). Quo vadis Fakulta ekonomiky a managementu? [Quo vadis, Faculty of Economics and Management?] *Listy Univerzity obrany*. 8 (3), p. 12.

¹⁷ Available on website of the Ministry of Education, Youth, and Physical Education both in Czech and in English language: <https://www.msmt.cz/vzdelavani/dalsi-vzdelavani/strategie-celozivotniho-uceni-cr> Retrieved on 6 December 2021.

¹⁸ Halberštát, L., Holcner, V. & Foltin, P. (2011). *Op. cit.*, p. 64.

In its first year within the University of Defence, the faculty had in total 1,346 students (by 1 October 2004; all following data are by 1 October). Soon, their numbers rapidly decreased to 605 in 2005 (and to 586 in 2006). It meant that in a single year the faculty lost 55.1% of its students. But from 2007 to 2010–2011 the trend turned, and their figures slowly grew and by 2010 and 2011 there were 1,064 students at the faculty. In 2012 and in the following years, their number once again started to decrease, but at a slower pace. In 2015, faculty had 974 students and three years later, in 2018, 738 in total.

The distinctive drop of students in 2004–2006 was caused by an overlap of two factors; first, the faculty limited its study offer, but due to reorganization the faculty and the University of Defence became a new and less unknown institution among young people. It is also necessary to take a demographic change into account, i.e., a low birth rate since the 1980s.

During reorganization of the university in 2003–2004, the number of applicants dropped significantly from 826 in 2003 to 515 in 2005. But due to a stabilization in interest, young people's desire to study in the faculty started to increase and in 2006–2012 the number of applicants consistently rose from 1,080 in 2009 to 1,560 in 2012. But in 2013–2014, the tendency became once again opposite; in 2014, the faculty had 1,103 applicants, in 2015 it was 1,028. Together, 26.8% of applicants were accepted into the faculty in 2004, 43.0% in 2010, and finally 56.4% in 2015. Less applicants thus meant that chance of those interested to study at faculty to get accepted grew higher.¹⁹

One of the key aspects that shed a clear light into the role of the faculty in its educational mission is a ratio between the number of accepted military and civilian students. Since the “Vyškov era”, there were civilian students in the faculty. In 2007, there was 29.4% of civilian students among all accepted and their position grew consistently. It reached its peak in 2013 when there were more civilian students than military (54.7% compared to 45.3%). The portion of civilian students in the first (bachelor) cycle was higher and long lasting and related to changes in the faculty's study offerings (see above).²⁰ But in the following years, this percentage started to decrease, especially in 2017 when it dropped rapidly from 44.6% in 2016 to 32.1% by 2017. Following year, because no civilian bachelor students were admitted for academic year 2017–2018, they formed only 22.7% of all students of faculty.

A specific group of students represents those who are accepted for doctoral study programmes. Pertaining to their proportion in the faculty in the period between 2004–2017 they represented a significant part of all students. In the first years of existence of the faculty, their number increased from 94

¹⁹ Zůna, J. & Pernica, B. (2010). Op. cit., 78–82.

²⁰ E.g., there was 58.2% of civilian students among all accepted for bachelor cycle in 2011. Vincenec, V. (2010). Imatrikulace studentů prvního ročníku FEM [Matriculation of the Students of the First Grade]. *Listy Univerzity obrany*. 7 (1), p. 4.

in 2006 to 164 in 2009, and then, after a short-term decline in 2012 (90 students), their number became stable with 116 students in 2015. Their ratio among all students was as follows; they represented 16.0% in 2006, 15.4% in 2009, and 11.7% in 2015. Finally, it is necessary to mention that many of them were students utilizing forms of distance education; it comprised of 86.2% of all doctoral students in 2006 and 82.8% in 2015.

Organization of the Faculty

After its establishment, the Faculty of Economics and Management was composed of eleven departments; these were as follows. There was the Department of Econometrics, the Department of Economics, the Department of Languages, the Department of Physical Education and Sport, the Department of Social Sciences and Law, and the Department of Population Protection, providing the theoretical background for all study programmes, then the Department of Materials and Services, the Department of Logistics, the Department of Military Management and Tactics, the Department of Fire Support Management, and the Department of Combat Support, providing the knowledge and skills in military speciality. Each department was divided into so called study groups which were in total 27 of them.

The above-mentioned structure meant that the faculty preserved most of its key components from the time it was still a university in Vyškov. Except for these departments, there was also the school battalion where students-soldiers carried out their military service; the battalion itself was divided into five companies, with each subunit representing one grade.

The first change in the organization of the faculty took place already the following year. On 1 September 2005, the Department of Physical Education and Sports was excluded from the faculty and transformed into an independent university centre.²¹ Also, the number of academics was reduced from 264 to 143, i.e., nearly about one-half (44.3%) within a year. The reason was not only because of the exclusion of one department, but due to planned cuts in context with the expiration of older study programmes. But in its result, the scope of reduction distinctly exceeded plans; originally, as intended, faculty should have had 187 members in total.

Exactly one year later, the same happened to the Department of Languages; so, the total number of departments decreased to nine. The reason was to form one university language institute that could provide not only accredited education, but also courses and other language services for Ministry of Defence

²¹ The changes in position of the Department of Physical Education and Sport were anticipated for a long time, because within the structure of the University of Defence there were two similar departments in two faculties. Černohorský, T. (2005). Aktuální zařazení KTV ve struktuře Univerzity obrany [Current Organization of the Department of Physical Education within the University of Defence]. *Listy Univerzity obrany*. 2 (2), p. 6.

and its employees.²² In 2008, then, the Departments of Materials and Services and the Department of Logistics were merged into one; by the same time, the number of faculty members fell to 134.

Two years later, at the beginning of 2010, there were few changes pertaining to two departments. The Department of Social Sciences was renamed to the Department of Human Resources Management and slightly reduced, from four study groups to three. Through transformation of the university's Centre of Strategic and Defence Studies a new faculty's unit was established under the name the Department of Lifelong Learning with three study groups focusing on military art, defence planning and security studies.²³ In following years, the faculty had nine departments with 24 study groups. Also, the school battalion was excluded from the faculty and put under control of the university. It meant that faculty lost direct command authority over its students.

In the development of the faculty, year 2014 has a crucial role. Firstly, the faculty changed its name to the Faculty of Military Leadership, which was related to the acceptance of a new study programme. More important was, however, the internal reorganization. The Department of Management and the Department of Tactics that were built by transformation of the Department of Management and Tactics were added into its structure. The next new unit became the Department of Leadership that was established on the grounds of the Department of Human Resources Management. The fourth new one component was the Department of Military Art that was merged partly from the Department of Human Resources Management, and partly from the Department of Lifelong Learning. The other four departments remained, but under new designation and with different internal organisation; the Department of Population Protection was renamed to the Department of Crisis Management, the Department of Fire Support Management to the Department of Fire Support, and the Department of Combat Support became the Department of Military Engineer Support. So, only two units avoided any decisive changes (of econometrics and economics).

After its reorganization, the faculty consisted of ten departments and 20 study groups. There were three departments (econometrics, economics, and management) focusing on a theoretical backdrop for the new study programme "Armed Forces Management and Employment", another three (leadership, military art, and crisis management) on education of officer skills, and the last four on military specialization (fire support, engineering support, logistics, and tactics).

²² -pa- (2006). Cílem MO je vytvoření jednoho resortního centra jazykové přípravy [The Aim of the Ministry of Defence is to Establish One Common Centre of Language Preparation]. *Listy Univerzity obrany*. 2 (5), p. 3.

²³ Dubová, Z. (2010). Katedra celoživotního vzdělávání není žádným benjamínkem [The Department of the Lifelong Learning is not any Beginner]. *Listy Univerzity obrany*. 6 (6), p. 7.

Even though the number of departments increased, the total number of employees dropped from 138 by the end of 2013 to 114 year later; that represents the lowest figure in the history of the faculty. In the following year, however, the number of employees started slowly to grow; finally, there were 126 individuals at the faculty by the end of 2018.

Conclusion

The Faculty of Military Leadership (Faculty of Economics and Management) was established to fulfil the tasks given by the Ministry of Defence. These tasks varied in time and were reflected via several aspects, i.e., education, number and composition of students, internal structure, and the number of employees. That is why several different periods in the development of the faculty could be identified. There is a distinctive period lasting from 2004 when the University of Defence was established until 2007–2008. The most decisive feature was the stabilization of its orientation for economics and management-based study programmes. In these years, the faculty also lost some relevant parts of its components; the number of departments decreased from eleven to eight and the number of employees from 264 to 134. It is also a period when faculty became more and more integrated into the structures of the university. On the other hand, it lost its autonomy in a few aspects (command authority over military students and education of foreign languages and physical education among others).

The next period of 2007–2008 to 2013–2014 is the era when the existence of entire university was put into question. The faculty faced this threat in two ways. Firstly, the faculty opened itself for civilian students; in 2013, there were accepted more civilian than military students and in next years they prevailed. The second way was that the faculty became to open unaccredited courses to counterbalance the fact that its primary mission was distinctively weakened. In its structure, by that period, there were no important changes and quantity of employees remained at around 130–140 persons.

The third period lasting from 2013–2014 is related to the implementation of a new study programme. This one was different from previous types in several aspects; firstly, there were first (bachelor) and second (follow-up master's) cycles merged together; secondly, the programme itself shifted its theoretical basis partly from economics and management in favour of leadership. That is why the name of the faculty switched to the Faculty of Military Leadership. In its structure there were established new departments. Also, entire existence of the university was no longer challenged by the Ministry of Defence. This last period is also an era of "militarization" of the faculty. The most visible aspect was significant drop of number of civilian students; in 2018 they comprised only 22.7% of all students.

To sum up, even though none of these above-mentioned periods have its precise turning points, clearly, there are three periods in the recent history of the faculty that have their own distinctions.

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