



The 13th International Scientific Conference
**“DEFENSE RESOURCES MANAGEMENT
IN THE 21st CENTURY”**
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MILITARY EDUCATION FOR GEOPOLITICAL TIMES

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Abstract:

The nation desires and requires its leaders to be well educated professionals capable of thinking and acting tactically, operationally, and strategically to get the VICTORY and to ensure national security. The education of military leaders and national security professionals contributes to a successful strategy, campaigns, and tactical operations. We must have a professional army, to be capable to ensure our security that can be strengthened by our membership to NATO and our strategic partnership. The biggest challenge for any military system is that the education is not available over night. It takes time, sometime too much time and, of course, a lot of resources: human, informational, financial and logistics. Those are needed in the same proportions for both educational process parts: professors and students. As a result, the beneficiaries have only two alternatives: waiting or invest, both under umbrella of other challenge for the military education system, which is to be on time with the Geopolitical times.

Keywords: military education, education management, performance, military organization, geopolitics

1. Introduction

The reality shows that we live in a world which is in a continuous change and growth with less and less resources. In this context our mission is to put together people, information, money, and logistics in order to be performant. Nowadays the only constant is the change in a permanent manner.

Now, we have to make up our minds on how to use effectively the scarce resources in order to be successful in our actions. And the most important resource is the human resource, or how we like to call it in one-word, the *humanpower*. In order to achieve and maintain performance throughout the humanpower, we have to have quality in everything we are doing, and to establish our level of ambition at the stage of excellence. And now, very *strong education* for quality it is required.

In this matter I put here some specific and relevant words, a citation which I considered relevant for the topic:

“The nation that will insist upon drawing a broad line of demarcation between the fighting man and the thinking man is liable to find its fighting done by fools and its thinking by cowards”



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said Lieutenant General Sir William BUTLER, 19-th century British Army Officer, writer and adventurer.

These are wise words to consider as entering a new era, a complex national security environment.

As we have been involved in Iraq and we are still present with troops alongside our allies in Afghanistan, it is time to consider the way ahead for Professional Military Education. We need neither fools, nor cowards and hopefully, we will have the wisdom to fight for the education we need to be successful in the future international security environment. *Our approach cannot have only a national dimension, but also an international orientation.* The new political decisions within NATO and Romania's contribution to the contingency plan and the decision to locate one of the command structure of NATO troops on Romanian territory, confirm Bucharest's high level of ambition in strengthening its involvement in NATO actions.

2. Education and Training - One Body

The education of military leaders and national security professionals contributes to a successful strategy, campaigns, and tactical operations. The nation desires and requires its leaders to be well educated professionals *capable of thinking and acting tactically, operationally, and strategically* to get the VICTORY and to ensure national security. So, in this respect, I would like to stress out an important aspect related with two concepts: training and education, which should be one piece, a complex one, and not divided.

"Military education reveals its specificity by an ensemble of basic characteristics, which derive from the distinct epistemic condition of the educational act in the armed forces, the military's particular features and the distinct ways of professionalizing the military action agents, the overwhelming stake to accomplish education aiming to avoid in action the error and failure, from the normality of "self-sacrifice" as an existential condition of the military and, last, but not the least, from the specifics of the interdependence between the individual and the team in the armed combat " [1]

Education, in general terms, is the process of transmitting, training and learning the whole experience in all its aspects: historical, philosophical, political, economic, social, technical, artistic, etc. of the ancestors to their descendants and the complete manifestation of the creative- constructive contribution of the latter in this context.

At the same time, training is perceived as the process by which we transmit, accept, process and assimilate knowledge and different skills are develop through various specific forms of organization: classes, semesters, years of study, levels of education, lessons, courses, seminars, internships, domains and study subjects etc.

Therefore, education has a general scope while training is dedicated to a certain axis and, as such, we will consider training as being subsumed to education.

So, we can talk about the military education without making any mistakes when we particularize it within the general individual education. Training in this field adds other important elements to the individual's education. Now we are talking about values that are built, acquire meaning and / or become stronger, human values which are found in their entire complexity and summoned harmoniously especially in the military system.

Respect and loyalty are primordial human values that identify and position the individual within the group and society, fortify and empower him. They are essential



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characteristics of a military, which ensure the trust of their peers, thus increasing their sense of security and security. A solid multilateral education, with both national and international sources, develops both self-esteem and respect for others, and at the same time increases and strengthens loyalty by deepening the sense of belonging.

Hence, conscious and voluntary participation, in equal shares, to failure and success generates the **team spirit** responsible and assumed, equally with the trust of your neighbour in your comrade. All this gives the fighter courage in action, which, in combination with **initiative, creativity and innovation**, on the one hand, and ongoing and accurate training, on the other hand, increase cohesion, effectiveness and bring the force of the military education to the foreground of the national security decision-makers.

All these lead to the formation and definition of dynamic individualities dedicated to the military body, good professionals generating trust and security to the society they belong to, but also to the allies, for whom: „*In order to fulfill its fundamental and enduring purpose of safeguarding the freedom and security of its members, the Alliance must maintain the capabilities to prevent, detect, deter and defend against any threat of aggression. For this reason, NATO conducts education and training programmes to increase cohesion, effectiveness and readiness of its multinational forces.*” [2]

We must have professional armed forces to be capable to ensure our security that can be strengthened by our membership to NATO and our strategic partnership. In few words: *Our defense starts here in our home.*

3. So: Which is the future for military education?

The biggest challenge for any military system is that the education is not available over night. It takes time, sometimes too much time and, of course, a lot of resources: human, informational, financial and logistics. Those are needed in the same proportions for both educational process parts: professors and students. As a result, the beneficiaries have only two alternatives: waiting or investing.

On the one hand, *waiting* to finish the educational process and after that to use the human resources in a proper manner.

To this purpose, it is imperative to accomplish and develop an institutional relationship and to create a beneficiary-educator binomial. The result of this collaboration is the meeting of the beneficiary's requirement with the educator's educational offer.

The military environment has its peculiarities compared to the civilian environment, as a result, the military education - part of the general education of the individual - has to report its specific performance indicators to the competencies requested by the beneficiary in the highest proportion and only in an approved minimal proportion to the indicators described for the general education system.

The essence of training, in this case the content to be taught and, in addition, the execution of the training, must focus from the qualitative and quantitative point of view on the specificity of the military environment. For this, it is desirable to achieve a mix between education and training (as the two main branches of education), to be present in balanced and specific proportions, with emphasis on the achievement and enrichment of the military education.

The central axis of the image is the "graduate model". It materializes the requirement of the beneficiary and basis for the teaching activity. It is the standard benchmark for the



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demand formulation and the offer development. As a result, the "graduate model" will have to be malleable and easily modernizable by the user and it should be mandatory at the beginning of each training cycle. Furthermore, it must ensure the continuous improvement of the military education in direct relationship with the ever changing realities in the field for each generation of fighters throughout their career.

Considering all the above, the beneficiary should take into account the manpower management strategy, the time required and sufficient for the training of the fighter within the standard limits set by the "*graduate model*", time which for a successful insertion of the graduate into the battle group will be long, shortening significantly the learning and accommodation time in the new environment.

On the other hand, *investing* continuously and constantly in education, in its permanent upgrading and development is another alternative.

When it comes to investing in education, the beneficiary has at their disposal three elements co-existing in a collective whole: the "*graduate model*" meaning the materialization of the social demand, which the beneficiary constructs and dictates, leaving the teacher the task of defining and refining in terms of education; the *institutionalized education system*, which will have to be adaptable, flexible, modern, open to the novelties generated by the reality of the current military action, as well as *the evaluation system*, which will ensure the highlighting of a real critical image of the capabilities of the educator in the composition of the capacities of the institutionalized education system, capabilities specific to the fulfillment of the requirements of the graduate model.

Therefore, these are directions in which the beneficiary must invest together with the educator within the beneficiary-educator symbiosis.

In this respect the correspondence between demand and offer must be *fair and clear*. *Fair* as a result of a right overview and right counting of threats and risks for our national security, and *clear* as a result of a non-debating political demands in the national security field. In my opinion, the last one is more desirable than the first one.

4. Military Education – keeping up with geopolitics

Another challenge for the military education system is to be on time with the Geopolitical times. As we all know, the educational process is a *big time consumer*, because, on the one hand, as I mentioned, the education is not possible over night, and on the other hand from different causes like: human resistance to change, lessons learned needed, lack of specific experiences, the need to define new concepts, new principles, new ways of actions and so on.

In this respect, we are in front of a difficult mission: *to adapt and maintain the military education in a strong relationship with the reality in the field*. We realize that this objective is hard to follow, especially when we must take into account the interoperability and working with our allies under the same standards in the presence of the different background and different educational systems. As a result it is a "*must*" to be involved in common projects, in order to understand *what and how to do together to accomplish our common security goals*.

In short, "Interoperability is the ability of systems, units to provide services to or to accept services from other systems, units for effective co-operation to carry out combat missions." [3]



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As we have seen, military education is complete only in the concomitant consideration of the two component dimensions: national and international, the realization of interoperability is essentially dependent on it.

The interoperability of military education is mainly achieved through the implementation of specific common performance indicators within the allied group. They cover different levels step by step. The first level is that of *compatibility* based on the shared conceptualization of education by virtue of a common vision and purpose. At this level, the essential elements of the military education necessary to ensure the fulfillment of the requirements of the graduate model are established, such as: principles, procedures, services, means, and resources. Interchangeability is the next level. In the case of military education, it materializes by bringing all processes, systems, services, specific means, learning contents, etc. to the extent that the exchange of the constituent elements of the different equivalent education systems provide the same qualitative and quantitative level of military education, i.e., accomplish the same requirements of the common graduate model. The communality completes the process of interoperability, the military education of all the allies reaching a single, unified and universally accepted and applied form

”In the early years of the Alliance, NATO forces conducted joint training to strengthen their ability to practice collective defense. In other words, education and training was conducted to ensure that forces were prepared in the case of an attack.” [4] Therefore, the education interoperability pillars within the Alliance are: integrated forces under centralized command, common exercises, education for individuals, NATO training available for partners and cooperation with all partners. The goal is to increase readiness and combat effectiveness by improving interoperability through expanded education and training, increased exercises and better use of technology, reduces the cost of training and encourage multinational partnerships,

Furthermore, the situation nowadays forces the interoperability described above to be able to adapt rapidly to the constant changes in the international military environment, as well as to contain a predictive and preventive feature in accordance with the geopolitical environmental movements. In this complex context, the military education system faces challenges such as: training needs for a wide variety of missions, each requesting a specific set of skills; the large complexity of the weapons systems; frequent and rapid changes of the specific doctrines, tactics and procedures; the wide diversity of action environments; as well as the frequent relocation of troops in different theaters of operations and the decline in the number of soldiers.

In this context, the military education will need to adapt to the environment by diversifying its forms of materialization, moving from the platonic forms of classroom discussions to eminently practical forms, always focusing on the fact that strategy is performance and performance requires practice. Thus, the learning contents, must increase the ability of the military to create and develop tactics and procedures to solve the problems of the realities they will face after graduation.

Therefore, military education must cover requirements such as:

- maintaining the capacity to act;
- diversification of the promotion of the profession;
- permanent upgrading of the infrastructure and material base;
- ensuring the coherence of the education system;
- inter-institutional collaboration to increase resilience;
- the creation and development of an integrated and competitive education system



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This is the envelope of what we have to do in the future. I am confident that this is the proper moment to start an exciting debate on the biggest themes in the education field and, in large, in defense resources management.

In essence: GIVE FOR EDUCATION THE PROPER TIME FOR A PROPER SOLDIER!

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