

“EDUCATION–TRAINING–INSTRUCTION” IN THE ROMANIAN ARMY COMMANDING OFFICERS MILITARY EDUCATION. CONCEPTUAL CLARIFICATION

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ABSTRACT

The main characteristic of those three (in Romanian language) but translated and meaning two terms “education” and “training” (in English), shows that they are not only simple words, but very well defined concepts which offer a name to some important processes. The hereby paper will demonstrate along the study the significance of these concepts, will define the words, and will investigate their impact to the military education transformation. It naturally follows the mandatory demand to stop using the items interchangeably because they don't mean the same thing. Despite the multiple nuances, the complex nature of terms and the difficulties involved in defining them, I believe that a better understanding of these concepts provides a viable solution for improving the education and training processes in the system. In fact these two concepts cover common areas of competence and continuously propose new challenges for the military learning system.

KEYWORDS: *education, training, instruction, drill, indoctrination*

1. Introduction

The education system, strongly connected with a sum of other governmental responsible institutions, is the main authority designated to manage the capabilities and resources, to build the way, and finally to reach the society educational goal and the designated objectives.

In this respect, two important notions are standing up to be detailed in order to basically facilitate this process: “education” and “training”. I will try to support a better understanding of these two concepts, the

connections between them, generally, inside the civilian educational environment, highlighting this into the military learning system too, in a specific subsequence.

Since I want to demonstrate the significance and the efficiency of those concepts, I shall begin by defining them, followed by an investigation related to their impact to the military education transformation.

During the Bologna Policy Forum, held in 2012 in Bucharest, it was emphasized: “A common understanding of

the levels of our qualifications frameworks is essential to recognition for both academic and professional purposes... Fair academic and professional recognition ... is at the core of the EHEA (European Higher Education Area)" [1]. Or to reach a real physical support for this achievement, the learning system has to ensure a stronger link between research, education and training.

I regularly hear teachers and students using the terms "education" and "training" interchangeably, looking like synonyms.

The specialised writers are using a lot of comparable terms: "teaching", "learning", "schooling", "practice"...and with "tuition" maybe I will succeed to place the icing on this sophisticated cake. More than this, in the military slang for "training" we have in use: "instruction", "drill", "boot camp", "basic, individual, collective, modular and on-the-job training".

An important aspect should be raised to the Romanian military specialised structures for a future explanation and the fair use of two terms ("instruire" and "instrucție") which translated in English means the same thing ("training").

2. Education

Etymologically, the term "education" is a mid – 15 century word derived from the Latin "educare" (bring up, rear, educate), related to "educere" (bring out, lead forth) from "ex"-out+"ducere"-to lead. The meaning "provide schooling" was attested for the first time in use in 1580s [2]. The sense "systematic schooling and training for work" is from 1610s.

Generally speaking, education is a package of knowledge, skills and attitudes that lead together to achieve a formative effect on how an individual thinks, feels, and acts resulting in his behavior and in his social performance.

Since legally, with governmental connotations, we accustomed to use in its official and social/political meaning the

term "education" within the meaning of "learning system" in its entirety (ministry of education, education system, national education law which regulates the structure, the tasks, the organization and functioning of the national education system, be it public, private or confessional).

On the other hand, jumping to the opposite extreme, we can distinguish a completely different sense than the previous (a very limited one, indeed), which means neither more nor less than the primary education for pets.

In its didactic sense, education is the (formal and informal) process by which a social organization has forwarded deliberately its own dowry of habits, knowledge, skills, the written and unwritten laws, the own life's philosophy, principles and ethical values.

Presumably every generation, somehow, passes its stock of values, traditions, methods and skills to the next generation [3].

From the early beginnings of human existence, before using any writings, based on ancestral instincts of play, observing, exploring, praying to rocks, water, fire, sun, moon, stars and gods and communicate with others, the human beings, organised in familial or tribal primitive social structures, started to shape the early individual and collective educational skills. These educational instincts were shaped by natural selection during the hundreds of thousands of years in which our ancestors survived as hunter-gatherers [4].

The agriculture, after that the industrial development gradually changed the society and the educational trend (in both – good and bad – ways). Those changes imposed an excessive cost, consisting on long hours of pretty unqualified and monotonous effort. The main lesson that people had to acquire was the obedience.

In the Industrial Age employers saw education as a manner to generate better personnel. The critical lessons were punctuality, following instructions, acceptance for long hours of dreary labour.

As per nations crystalized, domestic leaders saw the learning system the laboratory for creating good patriots and future soldiers. The decisive lessons were about the glories of the fatherland, the marvelous triumphs and moral virtues of the nation's creators and leaders, and the need to secure the nation-state from the elsewhere forces.

With the rise of schooling, people began to think of learning as children's work. The boring repetition and memorization of lessons was the primarily effort for youngsters, heavily connected with a punishments system.

In contemporary times, the methods of education have become less punitive, but elementary rules have not changed. In the 19th and 20th centuries, public education system slowly progressed on the way to the nowadays conventional learning system.

Clever educators today use "play" as a tool to get children to enjoy the lessons. However, children whose drive to play is so strong that they can't sit still for lessons are no longer beaten; instead, they are medicated.

3. Training

Training in "Oxford Advanced Learner's Dictionary" is accepted like "*a process of learning the skills that you need to do a job*".

Training is a premeditated process progression at the knowledge or skills level in order to adjust the staff attitudes, with the final purpose to gain performance in a defined sphere.

Training is doing. It improves performance. Flowing from a low-skilled, labor-intensive environment to a more skill-intensive shape, the need for capable personnel is expanding, from US to China, from the most developed European countries to the poorest economies in Africa. In fact, it is all about building a professional/vocational environment, consisting on following mandatory steps:

- introducing a modular, competency based training curriculum;
- continuous re-training instructors and expanding their experience;
- upgrading facilities and equipment;
- strengthening linkages between the school and the real professional life.

The main reason to train people is to assist them along the process of meet detailed goals.

Training is not a one-shot deal; it's a process. Positive behaviours must be reinforced if they are to be retained. It takes practice. It takes a pat on the back. It takes a mentor who encourages the good behaviour and discourages the bad. It takes a manager who sets realistic goals and monitors performance. Individual training programs are not enough to create success over time. Success involves a constant improvement of the system. Most things are easy to learn but hard to master.

4. Education versus Training or "Training gives you the fish; Education teaches you to how to fish". While I strongly believe that training is not education, consequently I have to emphasize the explanations:

- training is to teach someone how to perform a task; education is to teach him to think through how to perform the task;
- education is generally measured by tenure: you spent a day in the seminar or four years in college; training, on the other hand, is measured by what you can do when you've completed it;
- training emphasizes application; education emphasizes the principles;
- education focuses on building the mind; training on building skills;
- training is about practice and building skills; education is giving out information and communicating to your trainees.

Today's younger generation of employees wants to be trained, not educated. Problem is, if we don't educate

them before we train them, it could lead to problems. Think about how you learned to drive. You need knowledge of the laws and a “self-acceptance” attitude, then the actual training of getting behind the wheel [5].

There is an additional pressure into the universities, and particularly the public universities. It is a cumulative persistence – particularly from governments (with the associated control of the money) – that students (comprising the cadets), when they graduate, must be able to walk right into the designated job without any further training. It sounds rational, but it gets missing that the universities are not in the business of “training”. Their business is “education”. Is the difference between Know How and Know Why. It’s the difference between being trained as a pilot to fly a plane and being educated as an aeronautical engineer, knowing why the plane flies, and then being able to improve its design so that it will fly better. Both are necessary, but if I am flying from here to there, I will be happy to know the one operating the machine during the flight is the pilot, not the engineer (if the pilot knows the Why as well, then better for me, particularly in an emergency). The difference, also, is fundamentally that Know How is learning to think. Indeed, both Know How and Know Why are essential at one moment or another, and they interact all the time; but at the same time, the centre of gravity of education is and must be in the Know Why. For emphasis in Know How, go to a training college. And the further pay-off point is that when the educated student goes into a job, the ability to think one’s own thoughts is also the source of flexibility so that, as the job requirements change or the job enlarges, the educated student is able to move with the changes. If only trained, then, if the job changes, the student has to be retrained [6].

The student must learn to observe, analyse and question, to formulate hypotheses and make conclusions and then to act, live and modify their actions according to these conclusions. Furthermore, the

educator may accommodate individual talents in students and even encourage competition between students. Such learning is an active process. However, all education must include training especially in the acquisition of factual information. Training is built around rote memory, repetition and conditioning reflexes. Education is built on the organization of knowledge, mastery of the detail and active analysis [7].

5. Education and Training in the Military Learning System

According to Education, Training, Exercise and Evaluation Directive, “education includes all activities that provide a base of knowledge and intellectual skills upon which information can be correctly interpreted and sound judgment exercised”.

5.1. Education conveys general bodies of knowledge and develops habits of mind applicable to a broad spectrum of endeavors. Education includes all instructional activities that provide a base of knowledge and intellectual skills upon which information can be correctly interpreted and sound judgment exercised.

5.1.1. Professional Military Education (PME) is to provide the education needed to complement training, experience, and self-development to produce and sustain the most professionally competent individual possible. This contrasts with individual training, which focuses on the instruction of personnel to enhance their capacity to perform specific functions and tasks. Education has been linked closely with the growth of professionalism in the military forces. The principal subject areas of professional military education include: the art of command (leadership); the organization and management of military forces; strategy, tactics, and logistics; military history; national security policy; the relationship of armed forces and society; and individual analytical and communication skills. The approach to these professional topics becomes broader, more complex, and more

abstract at each successive level of formal military schooling.

At its highest levels and in its purest form, education fosters breadth of view, diverse perspectives and critical analysis, abstract reasoning, comfort with ambiguity and uncertainty, and innovative thinking, particularly with respect to complex, non-linear problems.

Military education involves the professional preparation of officers to lead armed forces effectively in peace and war. Although most civilian and military leaders agree on the ultimate goal of military education, there is considerable controversy over how that goal should be attained, one of the fundamental issues being the time.

Debate also exists over the relative value of “education” versus “training.” Many critics maintain that the various military schools should train officers for their next assignment rather than educate them for greater professional contributions at some indefinite future time and place. Others insist that military education should focus on operational military matters to the exclusion of “soft” subjects such as international relations, economics, and management.

5.2. Training is the generic term for the permanent process of preserving and improving the ability of military individuals, staffs and forces to conduct sound military operations. It encompasses individual and collective training.

5.2.1. Individual Training comprises the instructional activities for individual members of NATO that provide the skills, knowledge and attitudes required to complete specific tasks.

5.2.2. Basic Training more commonly known as also known as **Recruit Training** or **Boot Camp** is the initial indoctrination and instruction given to new military personnel, enlisted and officer. It is the process designated to achieve and maintain a minimum level of knowledge and skills that will enable individuals/units to accomplish a limited spectrum of assigned tasks/missions. Recruit training varies by

nation according to the national requirement, and can be voluntary (volunteer military) or mandatory (conscription).

5.2.2.1. Indoctrination

The juncture of indoctrination and training has raised much controversy in the military community. Indoctrination commonly describes the way in which ideas are integrated into a person's actions and mind-set. The controversy lies in the way in which certain institutions provide training, which can also entail a subtle form of indoctrination.

Indoctrination refers to the way in which a person receives instruction on certain fundamental ideas or core values. Its negative connotation comes from the idea that instruction on core values or fundamentals may be influenced or unspecified. For example, the U.S. military instructors might tell soldiers that they are the best in the world, a prejudiced idea that encourages them to internalize the idea that they are superior to others.

Indoctrination, which is an indirect form of implanting ideas, has several indicators. Misleading use of statistics, creating false dilemmas, appeals to authority, ignoring assumptions and use of propaganda are ways in which indoctrination occurs. In addition, much indoctrination relies on an appeal to universal beliefs, using phrases such as “everyone is doing it” or “everyone believes this to be true”.

5.2.2.2. Drill

Recruits are typically instructed in “drill”: to stand, march, and respond to orders. Historically, drills are derived from 18th-century tactics in which soldiers in a fire line performed precise and coordinated movements to load and fire muskets.

Drilling trains response to commands, assisting in training the recruit to act unhesitatingly in the face of combat situations. All militaries have learned a service member must think and choose what is right on behalf of his team members and his nation, and often these are critical decisions. Drill also enables the modern infantry soldier to maintain proper position

relative to his peers and thus maintain the shape of his or her formation while moving over uneven terrain, or in the dark of night. Drill serves a role in leadership training. It conditions the soldier ideally to instant response to commands. It is essential for military function, because without it, a military unit would likely disintegrate under the stress of the battlefield. According to Finnish Army regulations, the close-order drill serves four functions:

- is essential for the esprit de corps and cohesion for battlefield conditions;
- gets the recruits used to instinctive obedience and following the orders;
- enables large units to be marched and moved in an orderly manner;
- creates the basis for action in the battlefield.

5.2.3. *Collective Training* include mission rehearsals of individuals, units, and staffs using NATO doctrine or tactics, techniques, and procedures that prepares NATO forces or staffs to respond to strategic, operational, or tactical requirements considered necessary by the combatant commanders to execute their anticipated missions.

5.2.4. *Modular Training* is based on the concept of building up skills, knowledge and attitudes in self-contained

blocks, as and when the trainee requires. These blocks should be capable of being taken in any order.

5.2.5. *On-the-job Training* is the main activity of individual serving in specific positions in military units or staffs to provide them with the skills relevant to those positions [8].

6. Conclusions

The main characteristic of those two terms (education and training) shows that they are not only simple words, but very well defined concepts. It naturally follows the mandatory demand to stop using the two items interchangeably because they don't mean the same thing.

Despite the large amount of concepts, the multiple nuances, the complex nature of terms and the difficulties involved in defining them, I believe that a better understanding of these concepts provides a viable solution for improving the education and training processes the in military learning system. Even so, the two concepts cover common areas of competence. Also, in both processes, these words define the most important aspect of defining the continuous acquisition of knowledge, skills, attitudes and positive experiences that they continuously propose and challenge.

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