

## **EDUCATION IN THE MILITARY SYSTEM WITHIN THE STRATEGY OF NATIONAL SECURITY AND THE REQUIREMENTS OF THE ALIGNMENT TO THE EUROPEAN STANDARDS**

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*The strategy for national security, seen as a national instrument which gives force and practical value to these requirements, represents an integrating factor of synthesis; it becomes operational by means of an aggregate of decisions, plans, measures and actions meant to prevent and to efficiently counteract the risks and threats which may endanger the values and national interests, as well as the values which confer identity and unity to the European construction.*

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At the beginning of the new millennium, the world and the international relations have become more complex than they used to be. It is quite a paradox that, nowadays, when the time of the cold war has gone and the European continent is having a real chance to integrate on the basis of the values of democracy, market economy, respect of the fundamental human rights, security has once again become a very controversial matter, potentially even more than before.

Within such a tense and complex context, the security of each country, as well as the security of the international community as a whole, relies not only on the capacity of reaction and adjustment, but also on the capacity of anticipation and proactive action.

Within a complex, dynamic and conflictual world, on its way to globalization, the solid understanding of the major tendencies in the evolution of international security and of the modality in which each country is given the chance to become an active part of this process, represents an essential

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condition for progress and prosperity. To know, to understand, and to correctly evaluate the internal processes, the degree of social cohesion, the capacity of public mobilization represents a necessity no less important for the accomplishment of the national projects.

The national security, seen as a cumulative convergence factor aims at insuring the status of democratic normality to which society the citizens, the communities and the state are aiming too, based on the efforts regarding the full setting up of the legality, the economic prosperity, the social, and political stability. *The national security* is carried out within the democratic order by: full exercise of citizen's rights and freedoms; conscious assumption of responsibilities; improvement of the capacity of decision and action of the state; advance of Romania as an active member of the international community. It addresses to the Romanian citizens as well as to all those who, by exercising the right to free circulation and initiative, live, work or are temporarily on the territory of Romania.

*The strategy for national security*, seen as a national instrument which gives force and practical value to these requirements, represents an integrating factor of synthesis; it becomes operational by means of an aggregate of decisions, plans, measures and actions meant to prevent and to efficiently counteract the risks and threats which may endanger the values and national interests, as well as the values which confer identity and unity to the European construction.

*National security* is carried out by adequate measures of *political, economical, diplomatic, social, judicial, educational, administrative and military* nature, by means of the intelligence and security activity, as well as by the efficient management of the crisis, in accordance with the norms of conduct of the European and Euro - Atlantic community and the provisions of the international law.

Within The Romanian National Security Strategy, it is stipulated that *the risks and threats addressed to the national security can be amplified by the existence of certain vulnerabilities and dysfunctions*, among which we'd mention: certain negative tendencies persisting in the demographic aspect and in the massive migration; the high level of the condition of social insecurity, the persistence of the chronicle state of poverty and the prominence of social differences; the fragility of the public mind and solidarity; the poor condition and the low efficiency of the health insurance system for the population; *the deficiencies in the management and the insufficient resources* and the difficulties of adjusting the system of education to the requirements of society etc.

*The national security strategy* seeks to the carrying out of the following objectives: the convenient identification and the proactive

counteracting of all risks and threats; the prevention of the conflicts and the efficient management of risks, crisis situations, together with their consequences; the active participation to the promotion of democracy and the construction of security and prosperity in the neighboring areas of Romania as well as in other zones of strategic interest; *the profound transformation of institutions and the improvement of the national abilities.*

The efficiency of public administration represents an essential condition for ensuring the security and prosperity of the Romanian citizens. The process of adhering to the European Union has pointed out the fact that both the real efficiency and the public image of the administration can be affected by certain factors such as: corruption, excessive bureaucracy, poor expertise in fields of vital importance, lack of realism of certain programs, insufficient authority and efficiency of the law, poor capacity of absorbing the European funds. Eliminating or correcting these aspects would represent a major priority.

Nowadays, Romania has got stronger democratic institutions, on their dynamic way to consolidation and improvement, able to ensure the normal functioning of the state. A functional market economy, reliable and responsible institutions attending to the needs of the citizen, an independent law and adequate structures for putting the law into operation are major landmarks for a stable and democratic functioning of the state, on the basis of the values and principles which define Romania's statute of country member of both the European and Euro-Atlantic communities. At this point, any major side-slipping from ensuring a high quality in the activity of the administration may be seen as a possible risk for the national security. The risk factors identified during the latest years in the coherent, efficient, democratic and lawful functioning of the strategic components of the public administration represent – in the vision of the present strategy – targets for permanent analysis and action.

Likewise, the accelerated economic development – as a premise of welfare and security - definitely depends on the degree of competitiveness of the nation. Romania cannot become really competitive unless we have a well educated society, directed towards knowledge, able to fully capitalize the resources of intelligence and creativity, originating in the firm belief that a well instructed and flexible working power represents an essential condition for the success of the European integration and of the revaluation of the opportunities given by globalization. This makes it necessary to ensure the access of all citizens, the ones in the countryside or in the disadvantaged areas included, to a quality education all through their lives and it aims at profound transformations in the field of education, research and development.

To get to this point, the profound transformation of the system of education, the military one included, must be accelerated and firmly directed

towards the requirements given by the new realities – the integration of Romania in the European Union, the European offer on the labour market, the necessity for adjusting to the European systems of education and professional training.

Consecutively, *the system of education must ensure* the stimulation of the permanent education, the quick modernization of public education and the strengthening of the private educational institutions, the reform of early education, the growth of the institutional capacity for the preparation and management of projects, as well as the integrated supporting of education, research and innovation. The growth of Romania’s competitiveness on the global markets will also be supported by policies and programs of enabling the access of enterprises to the results of research and development, an option which implies not only important managing efforts but also budget funds in accordance with the objectives aimed at. *The growth of the amount of the allotted funds must be accompanied by a judicious identification of the strategic priorities.*

The administration of the rapid phenomenon of the democratic ageing, of both internal and external fluctuations of migration as well as the technological “battle” for competitiveness are only some of the most important challenges of the European labour markets.

From the point of view of the European Union, education, professional training and youth are incumbent to the member states. The Union’s agreement contains Directions, action programs and Conclusions, Resolutions and Declarations of the Council or of the Council and of the meetings of the ministers of Education from the Council, which take into consideration various aspects (i.e. the equality of chances, illiteracy, school security, facilities for the minorities etc).

Within the European context, the maximum of importance is held by the Lisbon Agenda which represents actually a way for the implementation of the European Strategy of Occupation. On the 2<sup>nd</sup> of February 2005, the European Commission proposed a new beginning for the strategy of Lisbon, directing the efforts of the European Union towards two main axes: *a stronger, more lasting development and better working places.*<sup>1</sup>

Both the European Council and the European Parliament and its social partners endorsed this proposal. Among these endorsed key actions we can mention: a support for knowledge and innovation and the removal of all the obstacles for the physical, occupational and academic mobility.

The *Lisbon Agenda* may look like a luxury for Romania these days and the effort of heading to the direction of an economy based on knowledge,

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<sup>1</sup> COM(2005) 330, SEC(2005) 981, common actions to develop and occupy: Lisbon Community Programme

while we haven't strengthened the market economy yet, is quite a venturing attempt. Nevertheless, the effort has to be made; first because the Agenda of Lisbon has been highly considered on the list of priorities of the European Union which we joined at the beginning of 2007. Second, because an economy based on knowledge represents Romania's chance for adding more value to its products and services on an intermediate and long term.

In a stricter and stricter world, subjected to challenges which have been coming from lots of directions, the common citizen often considers education either a prerogative of the favorite ones or an occupation for the young and careless. The direction towards which the economy and the society at a worldwide level have been evolving is essentially tributary to education: "out of an economic agent which used to mean something only from the point of view of the number, presently, the human factor is getting more and more involved in the equation of the development, not necessarily by the dimension of its amount but especially by the qualitative-structural one, expressed by the volume and the contents of knowledge, together with their possibility of reproducing and renewal as rapidly as possible; lately, the labour power - originally a factor of national and international power with an arithmetic growth, directly proportional to the physical force expressed by the number, sex and age of the population - has become the bearer and the symbol of the power of a nation, a quality nowadays registering a quasi exponential evolution, mainly due to the intellectual force."<sup>2</sup>

Therefore, the capacity of profitably generating, processing and operating the information becomes the support for the creative and innovative potential of a nation; it is getting a raising importance and the development of suitable scientific machinery represents an essential premise in the building of a modern and efficient economy, be it today or tomorrow.

More than ever, the economic power of different states is no longer measured only in terms of the sum of the material values produced (B.I.P.) or in the amount of population, but also in *the power of the national intellectual and human forces of permanently producing and innovating*. The hierarchy of certain countries based on the educational supply is an essential cause of the fact that states such as the United States, Japan, Germany or France are situated ahead of other countries with large populations (India, Pakistan, Nigeria etc.), just by virtue of their economy, technology, wealth and productivity.

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<sup>2</sup> In this respect see: Ciutacu, C., *Cerințe ale formării și perfecționării forței de muncă. Analiza critică a măsurii în care profilul și nivelul de calificare a forței de muncă ocupate poate răspunde exigențelor dezvoltării social-economice*, în *Formarea profesională și perfecționarea forței de muncă în condițiile creșterii economice intensive. Direcții de perfecționare în concordanță cu imperativul progresului economico-social*, IEN, București, 1989

The contribution of education and professional training to the growth and the economic development has been intensely studied. The available data and studies show the fact that education and professional training are the main factors contributing to the economic development and progress. The data prove the fact that the investments in education and professional training generate the most important gains and that *any rise of the level of education of the labour force represents an important factor of economic growth*. The achievement of the objectives of the Lisbon Strategy is possible only on condition of the existence of a labour force highly skilled and adjustable, able to efficiently apply the knowledge and new technologies on the market. This is a target to be reached only by increasing the participation to learning in the long run, raising the level of education, enlarging the capacity of the system of education and initial professional training to provide competences and abilities required by the labour market etc. The systems of education and professional training must be developed and modernized with a view to a better adjustment to the continuously changing needs and to the rapid evolutions registered by the economy and the society.

Several directions have been suggested for the application of the general dispositions from the *EU Treaty* (art.117-128) regarding the equal treatment for men and women in the field of labour and social security. Among these, I'd mention Direction no.76/207 which lays down as an obligation for the Member States to include in their national legislation such dispositions as meant to ensure the equal treatment for men and women, regarding the access to jobs, to professional training and promotion as well as certain aspects in connection with the working conditions.

For the application of the dispositions of art.128 of the Treaty of the EC, the European Council issued the *Decision of April 2<sup>nd</sup> 1963* by which the general principles regarding the professional training within the Community have been established. This decision stipulates any person's right to freely choose the profession and the institution where (s) he will be trained, to receive the suitable professional training, to improve one's knowledge and to professionally reconvert whenever necessary.

By *Regulations* no.75/337 the *European Center for the Development of Professional Training* has been created with a purpose to contribute to the equalization of the levels of professional instruction and training and the common formation of the trainers. The youth's right to a minimum period of training after the graduation was decided by the Council by a resolution in 1993.

Professional training was given a special attention in a chapter allotted to this field contained in *The Maastricht Treaty*. Thus, Art. 127 refers to the application of a policy of professional training which should endorse and

complete the actions of the member states, with the preservation of their responsibilities for the contents and the organization of the professional training.

On December 9<sup>th</sup> 1989, the states member of the European Union (with the exception of Great Britain) adopted the *Charter regarding the Workers' Fundamental Social Rights* which stipulates the fundamental social rights for the citizens of the Union, among which the right to professional training (art.15).

Education, professional training and youth go into the competence of the member states. The community agreement is contained in a Direction back in 1977 (the education of the children of the people who are changing the working place within the Community), action programs and Conclusions, Resolutions and Declarations of the Council or of the Council and of the meetings of the Ministers of Education from the Council, which take into consideration various aspects such as the equality of chances, illiteracy, school security, facilities for minorities etc. Moreover, two organic structures have been created: *the European Center for the Development of Professional Training (CEDEFOP)* and *the European Foundation for Education*.

In accordance with *the European Union Treaty*, the Union must contribute to the development of the quality of education which should also include a European dimension and should endorse and supplement the action of the member states, by being respectful of the cultural and linguistic diversity of each of them (Art.149, former Art.126) regarding the contents of education and the organization of the educational systems. It should also implement such a policy of the professional training as to endorse and supplement the actions of the member states (Art.150, former Art.127), also meant to enable the adjustment to the industrial changes and lead to the rising of the employment rate. These stipulations started being implemented by means of three major programs: Socrates, Leonardo da Vinci and Youth.

The development of the systems of education, of the initial and on the long run professional training, subsequent to the objectives in the European Union, specifically takes into consideration the priorities established by the Declaration of the European ministers of education and professional training and of the European Commission, agreed about on November 29<sup>th</sup> and 30<sup>th</sup> 2002, regarding the strengthening of the European cooperation for the professional training – "*The Declaration of Copenhagen*" that is: *European dimension, transparence, informing and counseling, acknowledgement of competences and qualifications, provision of quality of training*.

*Lisbon Agenda* in order to implement the *European Strategy of Occupation* established that until the year 2010 the average level of the *participation to life long run learning* of the population with ages between 25 and 64 should be 12.5%. Even though, the central objective established at

Lisbon in 2000 meant to turn the EU into the most competitive economy based on knowledge, has proved, for the latest 10 years, to be too ambitious already. Reports of the European Commission or prepared by independent experts have shown that the general performance of the member states is quite disappointing. That is why the adoption of a revised version of the Lisbon Agenda has been indispensable.

However, we should mention that there exists a large diversity regarding the efficiency of the policies of the countries in the European Union. While we could appreciate that some of the member states have achieved more than was suggested in Lisbon (i.e. the northern countries), many other have considerably lagged behind. Part of the causes of such developments could be found in the combination of reforms directed towards the market and measures of public policy, but there is no such thing as a miraculous formula which could be applied in order to reach the perfect balance. No matter what, it is generally assumed that the principles of the Lisbon Agenda of investing into the human capital and research, of promoting innovation, of strengthening the home market etc, are important guiding lines for the growth of the European economic prosperity.

On February 2<sup>nd</sup> 2005 the European Commission proposed a *new beginning for the Lisbon Strategy*, directing the efforts of the European Union towards two main axes: the stronger and more lasting development, on one hand, and better jobs<sup>3</sup> on the other hand. Both the European Council and the European Parliament and its social partners endorsed this proposition. Among the key actions we could mention the support for knowledge and innovation and a way to obviate all the obstacles to the physical, occupational and academic mobility.

The strategic targets regarding the systems of education and of professional training established by the European Commission in 2002 within the European Council in Barcelona as well as the decisions adopted at a European level within the “Bologna process” have given an impulse to the process of reforming the system of education in Romania.

Education most probably represents the key institution which could allow to a large number of Romanians to capitalize the home potential, the one that has given certain countries such as Finland (having much less natural resources) the possibility to promote a lasting economic development.

If Romania’s goal is the turning of the economy into a market system well structured and functional, able to supply the market with quality goods and services, then it is essential that the system of education and the initial

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<sup>3</sup> COM(2005) 330, SEC(2005) 981, common actions to develop and occupy: Lisbon Community Programme

and long run professional training should continue and ensure the development of knowledge, skills and abilities in accordance with the evolving requirements of the jobs.

How could the process of Lisbon contribute to the macroeconomic stability in Romania? Among other things we would mention the fact that a better access to education and knowledge can help to the growth of the saving and investing behavior (as opposed to consuming), on one hand. On the other hand, it helps the professional dynamic of the employees (by also raising their mobility). At the same time, the policies of active employment and social insertion are solutions to the problem of the unemployment.

The Lisbon Agenda may really seem a luxury for Romania's economy which still presents risks as structural vulnerability. This, however, would be wrong thinking. Finally, reaching the objectives of the Lisbon Agenda would strengthen, among other factors, the basis of the economy and would decrease the risks, because it would take Romania to a different stage of economic development – from an economy intensive in factors to an economy intensive in innovation. Until then, Romania should strengthen the market economy and create a friendly business climate which should promote the research, the development and the innovation.

The aspects of education and professional training in the transition period become even more important when the whole society is confronted with obstructions originating from the powerful systemic crisis of society. Education and long run professional training represent highly important alternatives for overtaking the obstructions and they will be an important factor of the policies of managing the labour force market, and education within the military system couldn't make an exception.

As it is clearly known, the world of the next generation should be a projection of the present one. We are pretty sure that in the coming years the tendencies now in force, left at random, will have the opportunity to ripen , turning into real dangers or, by the help of all international actors, they will be eliminated from the big stage of the world. It all depends on how we understand and succeed in preparing the present for the future.

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