



## TRAINING, CONCEPTUAL DELIMITATIONS. ADAPTATION OF TRAINING TO REGIONAL RISKS AND THREATS

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Instruirea personalului armatei reprezintă un proces complex, adaptativ, continuu optimizat, în condiții de eficiență, proiectat să îndeplinească eficient misiunile fundamentale ale armatei, în conformanță cu interesele naționale și angajamentele internaționale.

Acest abordare are ca scop identificarea soluțiilor de optimizare a instruirii, din perspectiva adaptării la dinamica mediului operațional. După identificarea evoluției modului de instruire și prin delimitarea unui model de optimizare a instruirii, cercetarea va urmări validarea ipotezei că optimizarea instruirii este realizată în funcție de evoluția riscurilor și amenințărilor la securitatea regională. Prin structurarea unor concepte specifice în domeniul abordat, acestea vor putea completa conținutul Doctrinei de Instruire a Armatei Române, în vederea oferirii unui cadru doctrinal adaptat la nevoile de instruire în condițiile războiului modern.

Originalitatea acestui articol este bazată pe identificarea elementelor de conținut pentru adaptarea doctrinei de instruire militară la noi riscuri și amenințări regionale, luând în considerare nevoia de instruire în realitatea mediului operațional în regiunea Mării Negre și regiunile vecine.

**Keywords:** training; standardization; optimization; efficiency.

Începem de la presupunerea că rolul și importanța instruirii sunt considerate, împreună cu cercetarea științifică, motoarele evoluției și dezvoltării în toate domeniile societății, în care armata ocupă un loc important astfel încât în domeniul militar, principiile de instruire dobândesc valențe particulare.

Scopul acestui abordare este de a identifica o cale de optimizare a instruirii, din perspectiva riscurilor și amenințărilor manifestate în dinamica mediului operațional modern, prin identificarea conceptelor care completează conținutul Doctrinei de Instruire a Armatei Române. Acest abordare este bazat pe nivelul de cunoștințe referitor la domeniul analizat, observația și identificarea conceptelor de instruire specifice evoluției, o analiză comparativă, elemente de cercetare susținute de experiența noastră, ca beneficiari și furnizori de educație, pe de o parte, dar și ca specialiști și practicieni pe de altă parte. Suntem interesați de analiza mediului

operațional, al actorilor regionali și relațiilor dintre ei, identificarea mijloacelor, modurilor și obiectivelor prin care strategiile sunt realizate, așa cum considerăm că reprezintă un indicator care reflectă direcțiile privind instruirea.

În acest scop vom folosi ca ipoteză de cercetare principală, concretizarea relației bi-univocale dintre nivelul ambiției și modul de instruire, luând în considerare faptul că optimizarea instruirii este realizată în funcție de evoluția riscurilor și amenințărilor la mediul operațional, toate acestea în condițiile adaptării mijloacelor de răspuns la starea finală dorită, adică la nivelul de instruire presupus pentru îndeplinirea obiectivelor legate de direcțiile strategice.

Pentru aceasta, ne-am stabilit două obiective de cercetare. Primul obiectiv este structurarea conceptelor specifice în domeniul educației militare, privind instruirea în funcție de rolul sistemului de educație militară. Prin urmare, vom identifica cadrul doctrinal care susține sistemul de instruire și vom analiza unele caracteristici care definesc instruirea militară. Al doilea obiectiv, ulterior celui de mai sus, este de a identifica propuneri pentru optimizarea activității de instruire adaptată la regional

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risks and threats, which we set out to promote in order to increase the content of the Romanian Army Training Doctrine. These proposals will be a model based on the evolution of doctrinal concepts on training, the current level of knowledge in the analyzed domain, observation, and comparison of existing concepts in different schools of thought, through which we can draw conclusions, including predictions about the future of the training.

The two objectives will support the validation of the research hypothesis so that we will be able to argue that in order to fulfill the entrusted missions, it is necessary to optimize the strength of training in the evolution of the security environment to which various variables can be added. A nowadays influencing factor for the training mode is represented by the technological evolution and its impact on combat tactics.

### **Contents Of The Military Educational Field**

To begin with, let us see the structure of the military education system according to the doctrinal concepts, the main concepts specific for military system area related to the education-training-learning triptych, in order to identify the relationship between training and education in the military field.

#### *The military education system*

The military education system is based on a complex process of training human resources, which is projected on three main pillars: education, training, and exercises. This system is constantly evaluated and supported by the practice training stage. Training through practice, from our point of view, is a result of the other components of training, which completes and closes the training cycle, maintaining and developing the level of performance achieved through practical activities. This phase involves the accumulation of professional experience by performing duties, tasks at work, or during missions and is supported by the accumulation of knowledge and the development of skills achieved by completing the main components of the training. Given the fact that the broadening of the knowledge horizon, the development, and acquirements improvement are characteristic of this phase, we consider that the particularity of training through practice is quality, to the detriment of quantity.

The civil education system, customized by the pedagogical field or the sciences of education, uses its own concepts such as education, training, learning, curriculum, teaching methodology, or adopted concepts such as: „instructional design, educational management, professional counseling”<sup>1</sup>. However, we notice that there is a close link between the two fields (military and civilian), so that the military system adapts conceptually to the civilian system, customizing some concepts to the need for specific education, using teaching-learning methods and procedures, and the civilian system uses the experience of the military system that identifies the limits of using established methods or well-known procedures, applied under special conditions. Here we can mention war games, computer simulations, the use of e-learning systems, etc.

We can emphasize that the mission of military education is to generate and transfer specific knowledge to the military art domain. The purpose of the educational process is to generate competent, high-performing graduates, able to put into practice the procedures, standards, and training and assessment techniques learned and practiced during the training cycles. One of the military education objectives is to obtain a human resource capable of assuming the responsibility of fulfilling the attributions of the functions for which training was ensured. Another objective is targeting the generation of force structures capable of participating in wide range missions in a national context, as well as in a multinational context, in times of peace, crisis, or war.

We consider that *education* is at the basis of the transformation and modernization process of the military system. It must take into account the evolution of defence planning and the implementation of endowment programs with new technology. Under these conditions, the continuation of the training process and adaptation to technological development and endowment, allow the synchronization of using equipment procedures with the tactics of their use, in relation to the interoperability degree accomplished with allied partners.

#### *Specific concepts for the military education system*

We will briefly present the main specific concepts related to our subjected area customized

at the level of the military system: *education, training, learning*, which we will analyze from several perspectives.

Education will be analyzed from a historical, cultural, psychological and pedagogical perspective. Training will be analyzed from the point of view of the instructor-trainee relationship and the quality-quantity ratio.

From a historical-evolutionary point of view, *education* describes the phenomenon of transmitting economic, political, religious, philosophical, scientific, technical, artistic experience from one generation to another. (In Latin, *educō, education* - means to grow, to cultivate, to generate). From a cultural perspective, education is the phenomenon of raising the individual, group, community or society as a whole, from the biological state to the state of culture, where it acquires and offers cultural values. From a psychological perspective, education is the activity, the process and the result of human creation as a personality. It is defined by cognitive, affective, volitional, empowering, attitudinal components. The individual develops himself/herself sustained by society, acquires a level of maturation, based on self-discovery and self-knowledge, is self-formed and self-educated. Thus, that it is a pedagogical perspective, education is action, it can influence its results and exercise its society for each person to bring personality and create princes who can capitalize on biopsychic potential, to help a favorable environment, to adapt and integrate into societies. So far it is very important for the two environments, military and civilian, as education is a common point in the field.

*Training* (in Latin, *instruo, intruere* - to build, arrange, furnish, foresee), is the activity, process and result of transmitting, receiving, processing and assimilating knowledge, training skills and abilities, building and modeling the conduct of knowledge, the intellect. This is done in a relationship, which they are part of, the one who transmits (the instructor) and the one who receives, processes and assimilates knowledge, skills, abilities (the educated), through different forms of training organization: lessons, courses, seminars, laboratory works, internships, exercises, in different periods, hours, semesters, years of study, learning cycles.

*Training* is an activity that triggers and maintains the gradual process of acquiring

knowledge, skills, abilities, integrating them into their own experience, developing practical skills and abilities. This, as a result, confirms the quality of the instructor's activity and through the abilities of the instructor. Under these conditions, the efficiency of training is materialized in training results and informative results. In our opinion, the formative results in the military field are similar to the civilian field, as follows: the development of the knowledge capacity (perception, memory, imagination, thinking, language, intelligence); learning and using learning methods and techniques through individual study. The informative results are: quantitative and qualitative assimilation of knowledge; training skills and abilities; enriching the knowledge experience, establishing, developing and capitalizing on learning attitudes and beliefs; developing learning motivation. However, in the military field, the skills and knowledge, the experience of knowledge, attitudes and beliefs are much more specific, so that the instructor-trained relationship becomes much more particular. In the military field, the quality of the results depends on the adequate formulation of the informative and formative aims and objectives mentioned above, fulfilled by a specific methodology, appropriate to the field.

Training can be analyzed through the prism of four criteria<sup>2</sup>, the descriptive criterion, the intentional criterion, the normative criterion, and the scientific criterion. Descriptively, training is the distribution of knowledge and skills and is based on learning. Training is an intentional activity, where the role of the teacher's objectives and beliefs prevails. Normally, training focuses on the analysis of ethical and deontological principles. Scientifically, training follows specific behaviors during training. In this sense, the explanatory dictionary of the Romanian language presents for the training in the military field the following meaning: to prepare the soldiers in order to acquire military theory and practice.

The conceptual analysis of the criteria definitions presented emphasizes that training is an action that intends to produce *learning*. Thus, we can emphasize that training covers a wide range of content in relation to learning, both of which are intertwined with the much wider sphere of education.

It can be concluded that in the instructional process learning takes place. Learning has as a



peculiarity, the conscious and active acquisition of knowledge, the formation of skills and abilities, the exercise of knowledge capacities, skills, and attitudes.

*Education*, in a broad sense, includes *training* and *learning*, which means that the development of human potential is possible due to the learning acquisitions acquired through training. Training represents the transmission of knowledge, skills, abilities, based on some programs, in an organized institutional framework and determines the learning that has formative-educational effects.

In conclusion, the reporting of any concepts specific to military education in the field of military sciences involves corresponding activities that derive from the conceptual framework of the *education - training - learning* triptych.

At national level, the Doctrine of the Romanian Army Training is the reference document that defines, substantiates, and directs military education, training, exercises, their evaluation and training through practice. It defines military training as „the activity carried out by the army to achieve the capacity of personnel/forces to perform specific duties/missions using military equipment”<sup>3</sup>. In the military field, the components of training are military education, training, exercises, and training instruction. These components are interdependent, there is no precise delimitation between them, and in order to achieve an effective and complete training of the forces, a complete approach of all these components is necessary. Practice training involves the accumulation of professional experience, the accumulation of knowledge, the maintenance and development of skills.

A very important role in the military education process is played by the teaching staff and the technologies used. Their adaptation is made according to the needs of the beneficiaries but also to the human resource. The teaching staff must be anchored to the existing reality, to know the requirement of the beneficiaries, to be concerned with their own training but also with the need for training of pupils, students. Educational technologies are constantly evolving. In this case, the role of the teacher is important, because he/she will have to choose the technology that identifies with the optimal learning methods and procedures.

The dialogue between teacher and pupils or students has become one of the main methods

of education. But in the conditions of the crisis caused by the pandemic, we noticed that e-learning technologies offered the possibility of learning at a satisfactory level, close to the conditions of classical learning. Even if e-learning technologies are necessary but not sufficient, we found that they proved to be a good alternative in certain conditions of education, providing mobility and efficiency to military personnel.

The second component of training, instruction, which the doctrine<sup>4</sup> defines as the totality of actions taken to create, develop and maintain individual and collective skills necessary to perform tasks / missions, is done on two levels, individual instruction and collective instruction, covering the theoretical sides, physical, psycho-moral, technical and tactical training.

Physical training is the basis for developing the confidence to acquire the qualities necessary to act on the battlefield, but it cannot exist without the development of the theoretical side. The relationship between the two should not minimize the importance of either side of the training.

Training by simulation can be performed in a virtual or real environment and is a constructive variant of continuing the classical instruction or a variant of completing it. An advantage of this form of training is that it reduces the consumption of resources needed for training, in conditions close to the reality of field training or the battlefield.

Exercises are a very important component of training, close to collective instruction. They can be performed on the map, in the field, computer-assisted (by simulation), or combined. The exercises involve performing activities similar to those performed in the conditions of the battlefield. Therefore, from certain points of view, it is sometimes considered that the exercises belong to the field of military operations and less to the field of training. From experience, we can mention that the exercises increase the level of training of the structures by setting specific objectives, their purpose being to raise the capacity to perform the tasks entrusted.

#### *The training-education relationship in military education*

The training-education relationship is a challenge of the military education system, in which the main actors are providers and beneficiaries,

teachers and instructors on the one hand and pupils, students, master and doctoral students, on the other hand. The quality of military teacher, manifested at all levels of the system we are part of, is reflected in his/her ability to educate and train, to stimulate the responsibility of the military beneficiary. He must acquire the ability to develop culturally, to collaborate within the group, to adapt to the system and external variables, to learn.

In our opinion, the content of the concept of training, particularly in the military field, has a narrower scope in relation to education, which is a general sense, aims at the formation and permanent development of the human personality. Instead, we can mention that training covers a wider scope than learning, because it requires more intellectual effort and external support.

We can conclude that society has a very important role in education, so the military system must be connected to the evolution of society and its needs, as emphasized in national literature: „Education is closely linked and depends on the environment created by society”<sup>5</sup>. In the same vein, it can be emphasized that society must provide the means necessary to carry out the military educational process, as it provides the means necessary to carry out the civilian educational process.

### **The Influence Of Specific Risks And Threats On Training Models**

Following the analysis of the main concepts specific to the field and the meanings they have in relation to military education, we further set out to identify the variables that influence the interdisciplinary approach to educational content in educational programs, leading to building capacity and development to carry out the tasks entrusted to the force participating in the operations. We are considering the analysis of risks and threats manifested in the regional operational environment, in order to be able to offer some proposals on improving the national doctrinal framework on training. These proposals will be able to form the basis of a training model adapted to unconventional risks and threats.

#### *Risks and threats in the wider Black Sea region*

In the last decade, the evolution of the regional security situation has signaled the emergence of new risks and threats. Next, we are going to highlight

some of these, such as: the development and use by some regional actors of hybrid techniques and tactics; the accelerated militarization of the Crimea region and the tendency to militarize the Black Sea region; fueling a new frozen conflict in eastern Ukraine; restricting the freedom of navigation between the Sea of Azov and the Black Sea; the attempt to extend the military influence on some states bordering the Black Sea; the permanent military presence in Syria, etc. These can be added economic indicators such as: economic competition and resource security; identification of new natural resources; influencing emerging markets.

Given these risks and threats, we aimed to identify how they influence the training of forces that could participate in actions in the operational environment delimited by the wider Black Sea Region and beyond. For this, let us see the elements that participate in the training process and how it is carried out, to identify solutions that will contribute to the structuring of an optimal training model concerning the risks and threats of the operational environment.

In the American doctrine, we have identified the fact that the training of forces is performed in relation to the existing geostrategic conditions, both regionally and globally, by the permanent changes of the security environment and according to the necessary resources<sup>6</sup>, which are increasingly more limited.

At national level, we have noticed a permanent concern to adapt military education to the realities of the operational environment. Because military education is a component of the training through which the training, specialization, and professional development of its personnel is carried out, it is today in a process of adapting the curriculum, being subject to negotiations and adjustments in which beneficiaries and trainers participate. We notice a substantial share of topics related to hybrid warfare, cyberattack, and cyber defence, leadership, information for defence, the action of special forces. Such themes contribute to the adaptation of military education to all types of threats that participants in theaters of operations may face.

A recent example of the adaptability of processes specific to military education is the way activities are managed during the emergency measures generated by the current pandemic. In an attempt to stop the spread of SARS-COV 2 coronavirus,



in the conditions of restricting training activities, the Romanian military education has moved to the virtual teaching-learning environment, e-learning technologies being adapted to this challenge. Despite all the prevention measures, the effects of the pandemic affected the training process so that an additional reason can be identified for adapting the training with new variables of a future reality.

#### *Optimizing training in the conditions of the operational environment*

Both globally and regionally, the security environment is in a continuous transformation characterized by unpredictability, which causes difficulty in determining risks and threats and the delimitation of asymmetric and hybrid.

The current combat space has been transformed into an integrated operational environment, dominated by high-tech forces that cover the three-dimensional combat space. It is defined by fluidity, military actions being characterized by a high degree of decentralization, independence, and efficiency.

We notice the decrease of characteristics such as linearity or uniformity, predictability, and symmetry of military actions. Against these particularities, the training of the forces must be adapted, considering that it is executed in a standardized way, according to principles established in the national doctrine that generally respects the lines of the allied doctrine.

Technological development determines an adaptive dynamic of training forms, methods, and procedures. Sudden changes in the equation of stability of the regional security environment have led to measures to identify response mechanisms in decision-making structures in the field of training, so that it can be seen that the cycles of training processes are short and flexible, characterized by increased intensity of activities, in contradiction with the long and stable periods which we were accustomed with. Lifelong learning and the adaptation of training programs to the new conditions are mandatory to meet the call for the consolidation of a credible armed force.

Changes in the security environment lead to the identification of strategies to achieve the set national and allied objectives. To meet these requirements, a well-sized, trained, and equipped force is needed. Optimizing the preparation process is an appropriate solution to the need to adapt to the requirements of the beneficiary.

Optimizing the training process involves identifying criteria to ensure the highest efficiency of the educational process. This is necessary for the product of the Romanian military school to face the challenges of the operational environment in conditions of interoperability with the soldiers of the allied and partner armies.

Even if the training of the military is carried out in a standardized way, there are solutions for identifying an optimal necessary for the training of the human resource, so that it can fulfill its missions in the conditions of the current security environment. Sources of training can be found in defence planning documents at the national level and at the level of the North Atlantic Alliance. These are the normative acts that compel the military structures to optimize all their endowment, training, planning, execution, and evaluation processes.

The National Strategy for the Defence of the Country for the period 2020-2024 is currently in force. This document continues and develops the measures addressed and implemented by the previous strategy for the period 2015-2019. Romania's military strategy establishes as a direction of action for fulfilling the national military objectives „increasing the quality of training of military and civilian personnel”<sup>7</sup>. Under these conditions, military education has the task of transmitting knowledge and developing the action skills necessary to fulfill the entrusted missions, in accordance with the directions of action and the ways to ensure national security in the dynamics of the regional security environment.

The directions of action addressed by the current strategy aim at 24 goals, which mainly follow to strengthening the national defence capacity in national and allied contexts, developing strategic partnerships, developing the security industry, developing the necessary capabilities to react in case of asymmetric and hybrid type threats, achieving interoperability with the armies of other Member States, developing security, health, research, etc.

From the summary analysis of the directions of action, mentioned by the strategy, for the defence field, six of them are closely related to the training of the army. These directions refer to strengthening the defence capacity; continuing the process of transformation, modernization and endowment of the army; developing capabilities to respond to an

asymmetric and hybrid threat; military cooperation in the Black Sea region; achieving interoperability with the armies of other Member States; participation in crisis monitoring and management missions<sup>8</sup>.

At the Alliance level, the SACEUR education directive, SAGE 17-21<sup>9</sup>, is the document through which the ACO periodically provides strategic-level guidance and direction, priorities and requirements for the implementation of NATO's ETEE policy<sup>10</sup>. SAGE consists of a main body and six annexes containing general principles in the field of ETEE, SACEUR priorities in the field, as well as guidelines on the use of resources, so that it represents the foundations of the process of developing the NATO Multiannual Military Training and Exercise Program – MTEP 2017-2021.

The allied documents issued are Bi-SC 75-002, Education, training, exercise and evaluation directive (ETE & ED), NATO, 2013; Bi-SC 75-003, Collective training and exercise directive (CT&ED), NATO, 2013 and Bi-SC 75-007, Educational and individual Training directive (E & ITD), NATO, 2015. The provisions of these documents are permanently updated by order of the supreme commander ally in Europe, based on observations, lessons identified and lessons learned during the application of previous documents, these proposals are discussed and harmonized in the working groups dealing with specific normative acts of the training alliance – NTG.

At national level, we find that in the field of training and exercises, the Romanian Defence General Staff (SMAp) through the categories of forces achieves the concordance of the concepts and principles of training with the document issued by NATO in the field of ETEE. The doctrine of Armed Forces training sets out what needs to be done to maintain the credibility of the force in its relations with allies and partners. It also correlates between strategic objectives and available resources, based on the *end-ways-means* triptych.

#### *Proposals for the optimization of training*

In order to structure a training model, below we will offer some proposals regarding those specific features of the national training system, which relate to defence planning, training by practice, staff resources, inter-institutional cooperation plans, optimization of the technical training report/tactics, the role of exercises, evaluation, reserve of strength, lessons learned, etc.

If we make a comparison of the training systems within NATO with the national one, we can observe a major similarity between the two schools. In both systems, there are four main pillars of training: education; education/training; Exercises/Exercises; assessment/evaluation. The minor differences are that there is a distinct pillar at the national level; practice training and evaluation is done at all stages of training, unlike NATO, where evaluation is the mainstay. Following the evaluation, we consider that there are no major differences between the two training systems and the fact that training through practice is a pillar of national training is a feature that can turn into an advantage.

We find that the defence planning documents have been modified, so they need to be revised in order to constantly adapt to the evolution of the operational environment. Military training is a complex, standardized, and adaptable process that takes place in order to train, develop, maintain and improve the operational capacity of forces to be able to perform complex missions, using modern military techniques and equipment, corresponding to tactics adapted to the current operational environment and that of the future.

In our opinion, training through practice is a process of accumulating action experience on the job or in the theater of operations. Given that training through practice is a result of education, training, and exercises, as mentioned in Allied documents (Education, Training, Exercises, Evaluation), we believe that at the national level we can adapt the contribution of the fourth pillar, training with practice by the three established pillars of education, training, instruction, and exercises, as a particular format for national training needs, in which evaluation is a particular stage of each defined pillar.

From the point of view of training planning, which is currently done annually and with a four-year perspective, we militate for a multi-annual training planning, for a correlation with the provisions of the allied documents.

Given the report on national staff resources, soldiers and professional ranks are a very important category of staff, so the training of soldiers and professional ranks in courses must be a permanent goal.

Inter-institutional training in the face of new types of threats is based on cooperation with other state institutions.



Given the fighter model that is foreshadowed in the conditions of hybrid warfare, a resizing of individual instruction is needed, with an optimized tactical and technical instruction ratio.

From the point of view of the role of the exercises for the training and evaluation of the forces, we consider that the experience of the action must be capitalized in conditions as close as possible to the fight, the theater of operations, and the operational environment.

From the point of view of evaluation, given that there are force structures available to NATO and for this, they are evaluated by teams of national evaluators and teams of NATO evaluators, it is clear that the evaluation will include a national side and a multinational side, which are provided for in the reference documents.

In terms of training resources, force structures are currently organized into force packages with different levels of operational capacity. Because the resources allocated to training are different, careful analysis is needed to formulate provisions for their differentiated use according to the strength packages being trained.

The principle of reservation must be applied. Training of the operational reserve is mandatory, in peace, crisis, or war. From our point of view, it is necessary to introduce the principle of operational reserve in the doctrine.

Because at NATO level there are structures that identify lessons, collect them, analyze them, and the finished products of this process, lessons learned, are used in any component of training, the use of lessons learned must be the basis for planning and executing all training activities. At present, the Doctrine does not provide principles for the use of lessons learned in the process of planning the execution and evaluation of training.

### Conclusions

Given the comparative analysis of training-specific concepts, identified in both Allied and national doctrine, we can see that the terminology is similar, we use and act according to the same principles, methods, and procedures of training, we aim to standardize them so that the force trained to become interoperable with the ally.

We consider that the modernization of training in the military field is due to maintaining permanent contact with the operational environment. The

compatibility of training with the NATO training model allows us to continue standardization by implementing allied concepts at the national level. From the point of view of interoperability, we consider that the main pillar is training with the same tools, adoption, and adaptation of the doctrinal content of specific common documents in the planning, execution, and evaluation of training, which are important steps in standardization.

We can emphasize that if training is necessary to deal with predictable events in the theater of operations, education instead prepares the military for unexpected situations that are unfamiliar to them and research identifies optimized models of training and action procedures in similar conditions to the modern operational environment.

An important component of training is military education so that human resources become the most valuable defence resource, which if properly capitalized, become the center of gravity of the force trained under these conditions.

Training is a process in an intrinsic relationship with all specific concepts in the field of military education, therefore, it must find its components well defined and conceptually detailed in the main national documents governing the doctrinal framework: defence strategy, military strategy, doctrines for operations, operational plans, plans for phasing out combat capability, operationalization plans, mobilization plans, etc.

Strength training, regardless of the specialty and the form in which it is carried out, respects principles, uses similar methods and procedures, with small differences, but at the same time, they are the ones that make the difference. Each training system adapts its principles, methods, and teaching-learning procedures, depending on the tools, means, and resources at hand, tradition, experience, awareness, but also support from society.

Regardless of which pillars will be supported, the training system of the Romanian Army is permanently adaptable to risks and threats in the operational environment, the training process being able to generate interoperable forces, in the efficient conditions, so as to act effectively in the spectrum of increasingly unconventional threats.

Under these conditions, we can conclude that the national training system will produce trained forces, leaders and structures, which will be able



to carry out the tasks entrusted independently or jointly, in a national or multinational context.

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