

# Military Education and an Emerging Transnational Profession of Arms

David Last, Royal Military College of Canada, [Last-d@rmc.ca](mailto:Last-d@rmc.ca)  
Paper Prepared for RC-01, ISA, July 2018

Big powers continue to focus most professional military education (PME) on war-fighting and coercive force, but university-like networks of learning and communities of practice amongst majority states suggest an evolving transnational professional community, which might help to manage transnational violence



International Society of Military Sciences ([www.isofms.org](http://www.isofms.org))

International Association of Military Academies ([www.iama-aiam.org](http://www.iama-aiam.org))



[www.researchgate.net/project/Military-Education-Working-Group-ISMS](http://www.researchgate.net/project/Military-Education-Working-Group-ISMS)

# Abstract

- Have changing patterns of professional military education (PME) helped military forces to pursue common security?
- For smaller countries, higher PME which is more joint, more academic, and more conducive to critical thinking tends to privilege evidence-based problem-solving approaches rather than a focus on narrower technical aspects of war-fighting and the application of force. This can be reduced by desire to “plug into” coalitions with major powers.
- Peace and stabilization, civil-military cooperation, and international operations represent a shared common body of knowledge that is increasingly managed by the majority of the world’s countries rather than major powers.
- Internationally accepted standards of professionalism and patterns of higher PME are not dominated by major powers and represent opportunities to establish transnational approaches to common professional problems.

# Outline

1. Survey of research – globalization, education, professions
2. Evidence of widening and deepening higher PME
3. Institutional patterns of PME
4. PME Curricula – content, context, pedagogy
5. Consequences, questions, and alternatives

# 1. Survey of Relevant Research: Globalization, Education, Professions

# Globalization and Transnational Society

- Globalization is driven by political, economic, and social processes (Wallerstein, 1976; Modagham, 2012)
- Hegemony and resistance are dual processes (Wallerstein, 1976; Chase-Dunn & Gills, 2005)
- State actors are evolving in the face of rising corporate actors and transnational economic pressures (Bobbitt, 2002; Smith, 2006; Rothkopf, 2012)
- Nation states are a worldwide cultural construct (Meyer et al, 1997)
- World polity is distinct from world society (Cole, 2017)

# Education and Professions

- Expansion of mass education underpins the state (Meyer et al, 1992)
- Trait and function approaches to study professions exaggerate the role of specialized knowledge; neo-Weberian approaches emphasize regulatory function of the state (Saks, 2010, 2012)
- Professions can be predatory, parasitical (Tilly, 1985; Mehlum et al, 2002; Rothbard, 2009)
- Professions/professionals help to create, maintain, and disrupt institutions (Muzio et al, 2013)
- Professional ideologies are normative value systems (Evetts, 2003); Military professional ideologies are based around war (Bentley, 2005)

# Transnational professions and Epistemic Communities

- Professions operate across boundaries; associations evolve to serve them, related to neoliberal capitalism (Faulconbridge and Muzio, 2012)
- Actors in different professional ecologies form coalitions and alliances of interest (Howorth, 2004; Cross 2013a, 2013b)
- Transnational professional coalitions shape national policies (Seabrooke and Tsingou, 2009)
- Epistemic communities allow problem management (Haass, 1992; Bloodgood, 2008)

# Transnational Education and PME

- Empires create interoperability through common ideas (Delaney, 2017)
- World Polity drives military-industrial complexes, but world society drives peace movements (Meier, 1988) with implications for stabilization (Smith 2013)
- University education is increasingly internationalized (Macburnie and Ziguras, 2007)
- Universities learn from each other, but introduce indigenous forms (Tanaka, 2005)



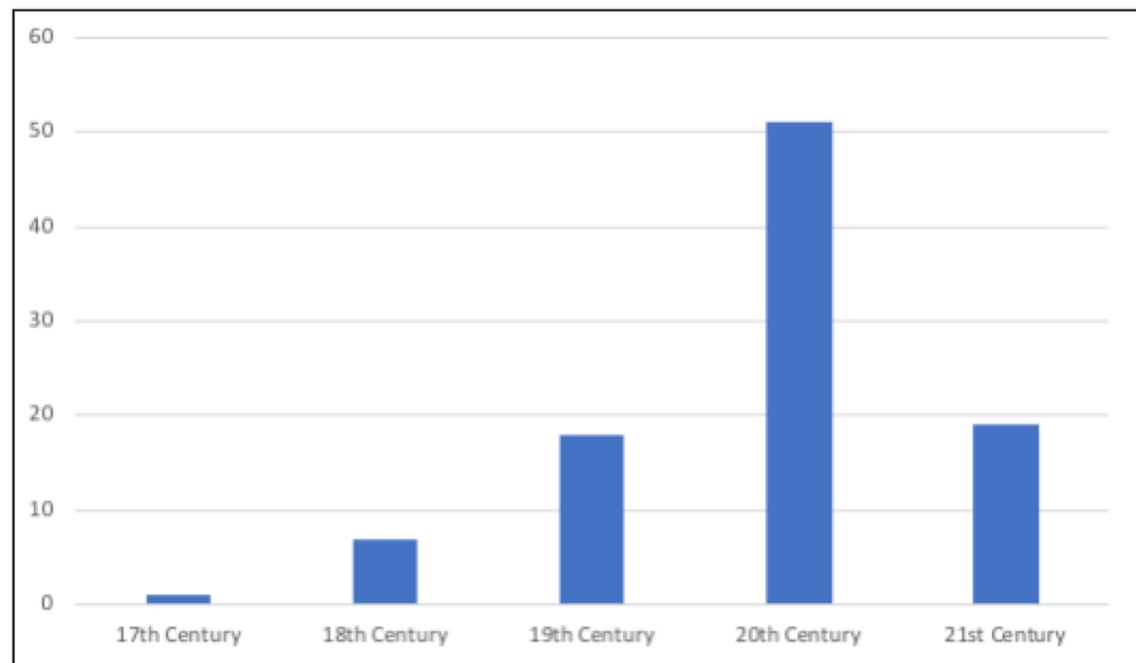
# Deductions for theory

- Major powers attempt to manage knowledge to construct communities of interest and support for their policies.
- Education of military leaders and promulgation of military doctrine play important roles in constructing ideas about pursuit of security and relations with states and non-state actors
- Networks of smaller states find commonality in shared bodies of knowledge outside major powers' war-fighting doctrines.
- As higher military education becomes more university-like in small countries, there are more openings for evidence-based practice, networks of learning, communities of practice, and evolution of epistemic communities.
- Understanding the impact of widening and deepening higher education for military professionals is preliminary to understanding influences and curriculum (context, content, and pedagogy) of military education.

## 2. Evidence of widening and deepening higher PME

# Number of states opening new military higher education institutions, 17<sup>th</sup>-21<sup>st</sup> Century

Today's institutions of higher military learning are the legacy of transition to modernity, and their growth has been dominated by 20<sup>th</sup> Century pressures for state-hood



# Widening - Growth of PME

Era	Number of Countries	Countries in order of establishment
<b>Enlightenment 17<sup>th</sup> and 18<sup>th</sup> Centuries</b>	<b>8</b>	Italy, Denmark, Norway, Austria, Poland, UK, Sweden, Brazil
<b>Industrial Era 19<sup>th</sup> Century</b>	<b>18</b>	France, USA, Chile, Mexico, Greece, Netherlands, Peru, Turkey, Belgium, Bolivia, Portugal, Serbia, Argentina, Canada, Switzerland, Bulgaria, Spain, Romania
<b>Era of World Wars 1900-1950</b>	<b>10</b>	Columbia, Russia, Estonia, Mongolia, Uruguay, India, Albania, Korea ROK, Ukraine, Pakistan, South Africa,
<b>Cold War 1950-1990</b>	<b>21</b>	Korea DPRK, Myanmar, China, Egypt, Israel, Cuba, Nigeria, Algeria, Vietnam, Germany, Venezuela, Bangladesh, Tanzania, El Salvador, Sri Lanka, Thailand, Australia, Iran, Jordan
<b>Post-Cold War 1990-2014</b>	<b>38</b>	Croatia, Latvia, Kenya, Philippines, Finland, Slovakia, Nicaragua, Georgia, Moldova, Tajikistan, Lithuania, Malaysia, Macedonia, Belarus, Ecuador, Paraguay, Hungary, Tunisia, Kazakhstan, New Zealand, Qatar, Uzbekistan, Indonesia, Czech Republic, Saudi Arabia, Honduras, Afghanistan, Uganda, Cambodia, Singapore, Iraq, Kyrgyzstan, Botswana, Togo, Armenia, Madagascar, Zimbabwe, Namibia

# States without higher PME

Micro states < 1 million	Conflict afflicted	Overshadowed
<p>Nauru Tuvalu Palau San Marino Liechtenstein Monaco Marshall Islands St Kitts and Nevis Dominica Andorra Seychelles Antigua and Barbuda Kiribati Micronesia Tonga Grenada St Vincent and the Grenadines St Lucia Sao Tome and Principe Samoa Vanuatu Barbados Iceland Belize Maldives Bahamas Brunei Darussalam Malta Cape Verde Luxembourg Suriname Solomon Islands Montenegro Comoros Equatorial Guinea Bhutan Guyana Djibouti Fiji</p>	<p>Bosnia, Cote d'Ivoire, Eritrea, Guatemala, Myanmar, Nicaragua, Rwanda, Sierra Leone</p>	<p>US (Dominica, Dominican Rep, Guatemala Nicaragua, Panama, Paraguay, Jordan)</p> <p>Russia (Azerbaijan, Turkmenistan)</p> <p>France (Benin, Burkina Faso, Cameroun, Cote d'Ivoire, Malawi, Mali, Mauritania, Rwanda, Senegal, Tunisia)</p>

# Exceptions to Higher PME

- Looking at the 98 countries without significant higher professional military education:
- 39/98 are in the bottom quartile of states for population.
- 40/98 are in the bottom quartile for Armed forces size.
- 39/98 are in the bottom quartile for GDP
- 40/98 are in the bottom quartile for citable documents (aggregated 1996-2012)
- Most of the 98 states were in the bottom quartile for more than one indicator, each of which militates against higher education within professions in general and security professions in particular.

# Smallest states with indigenous higher PME

The smallest states to develop indigenous higher military education generally had at least some university infrastructure

- Norway - an early adopter, with continuous evolution
- Uruguay – an early adopter, but little subsequent evolution
- Namibia – foreign funding of infrastructure and partnership with national university
- Botswana – partnership with national university
- Mongolia – partnership with national university
- Singapore – creative use of contracts and civilian universities
- Brunei – partnering with New Zealand

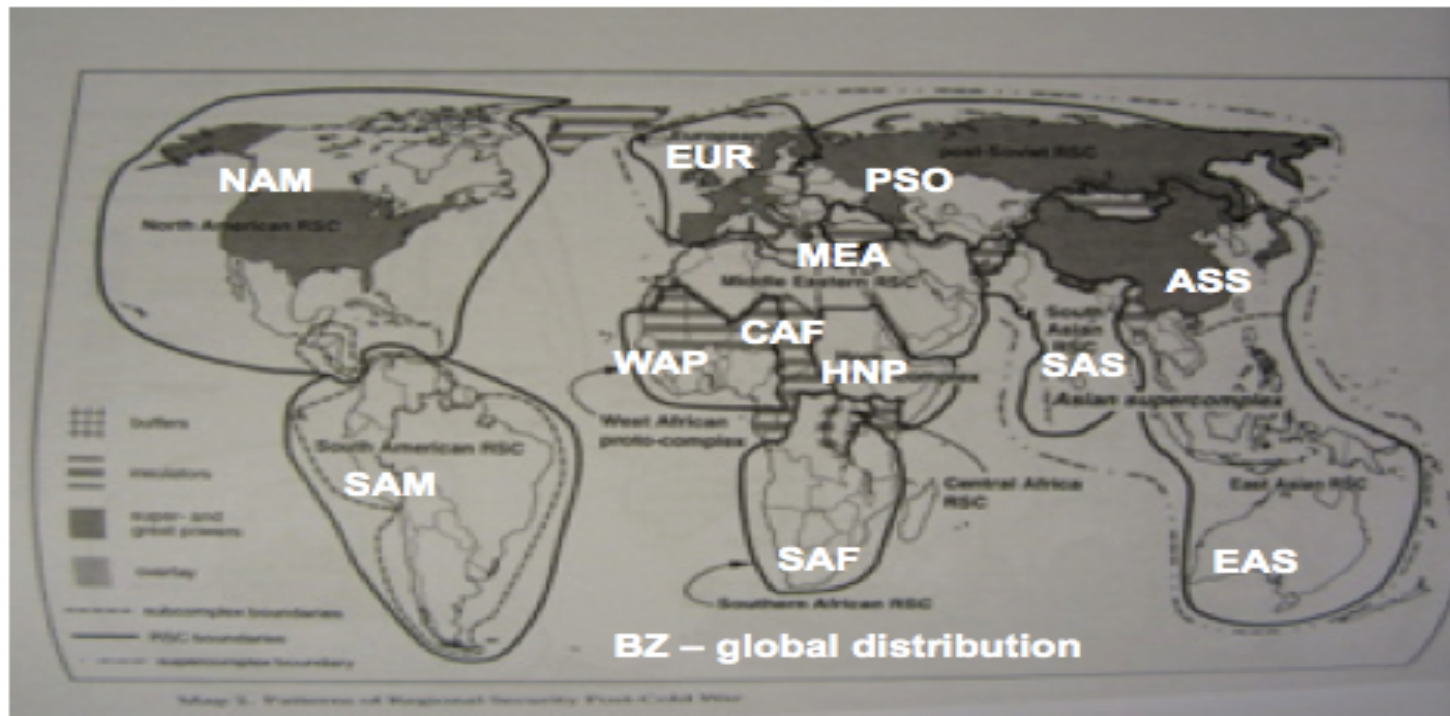
# Deductions – widening and deepening PME

- Widening:
  - With identifiable exceptions, the trend is towards indigenous institutions of higher military education in most countries.
  - Smaller countries and newer institutions tend to have concentrated rather than dispersed institutions, often in capitals or major cities
  - Smaller countries also have more creative partnership arrangements
- Deepening:
  - Established military academies and staff colleges increasingly offer degrees
  - Undergraduate degrees are common prerequisites for commissioning officers
  - Graduate degrees are increasingly sought at mid-career
  - Larger countries tend to offer degrees through accreditation and authorization by civilian ministries of education
  - Smaller countries often launch partnerships with civilian universities to enhance officer education.



# 3. Institutional patterns of PME

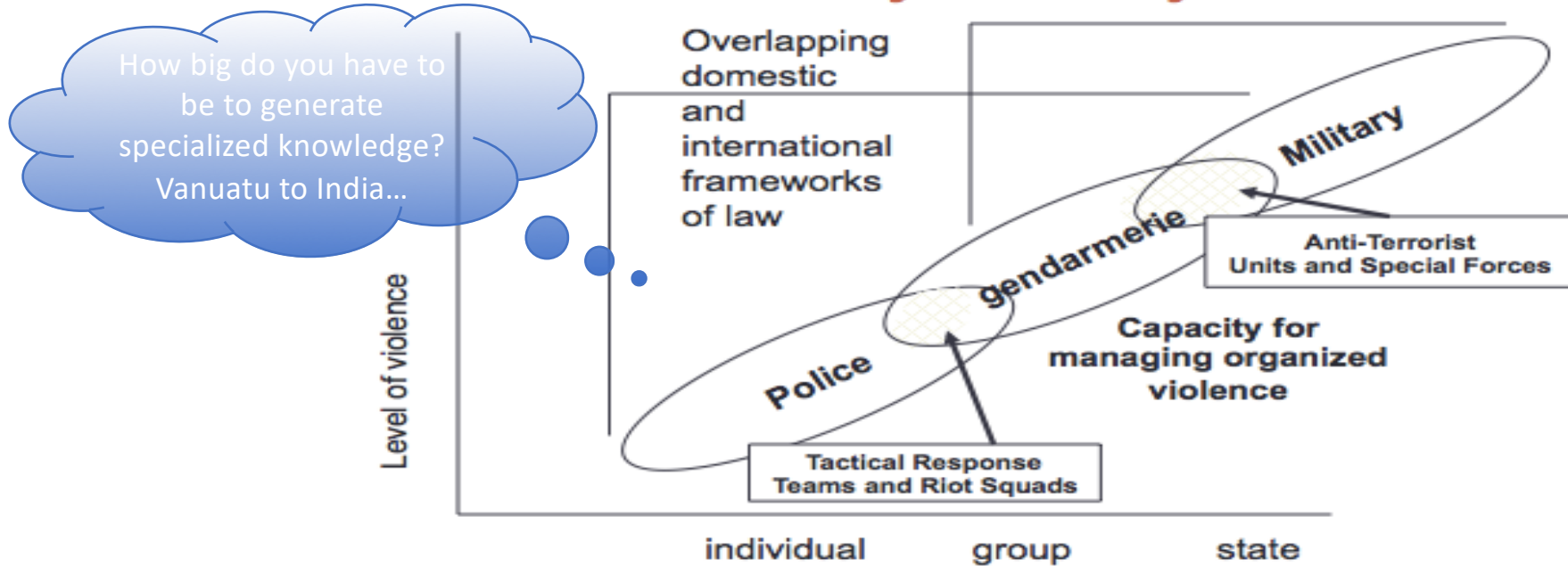
# Security “neighbourhoods”



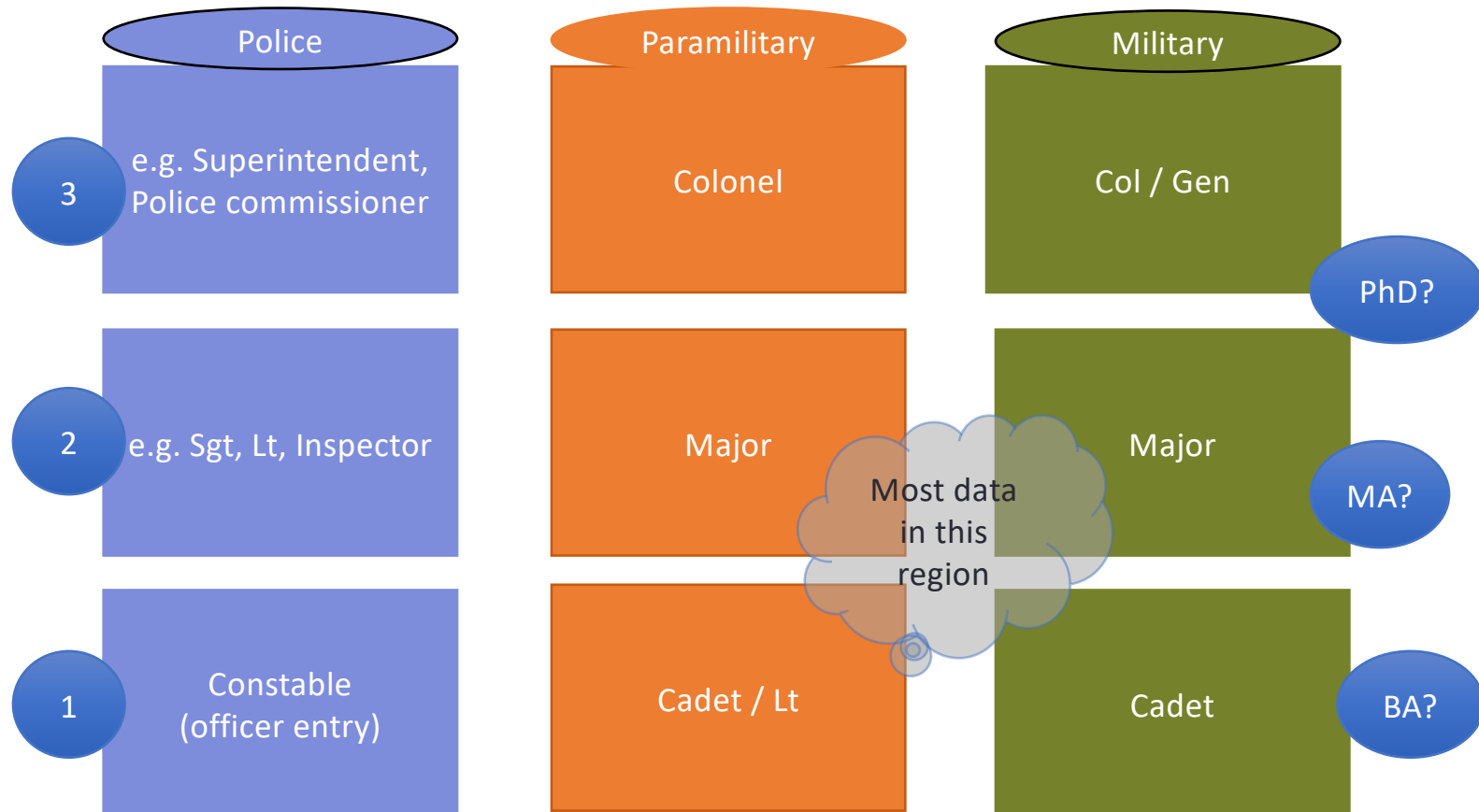
Buzan and Waever, 2003

# Security professions

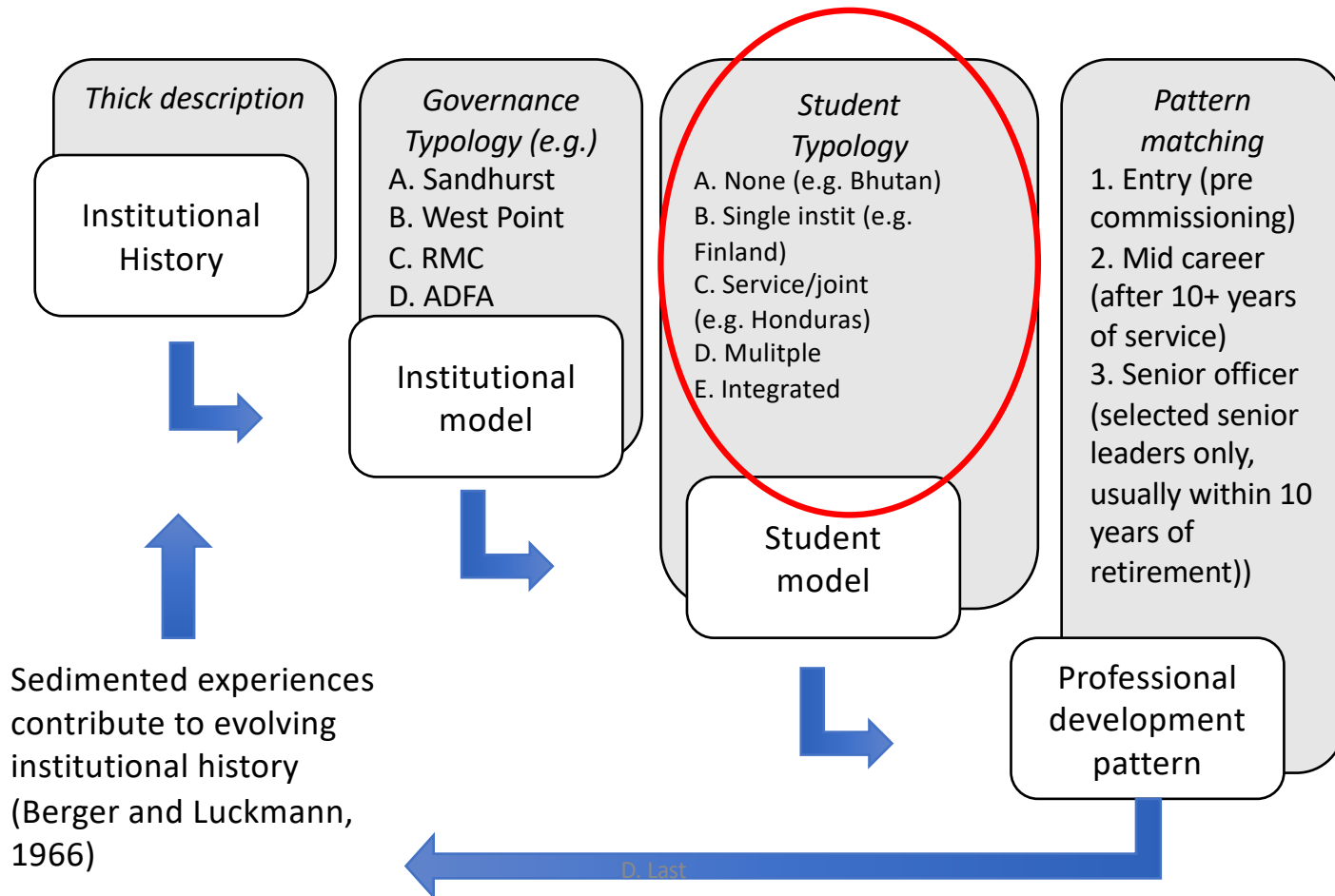
## Police—Paramilitary—Military



# Levels and forms for comparison



# Patterns in education for security leaders



# Military Institutional Education Patterns

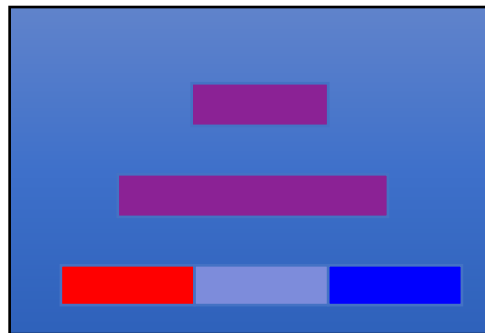
## Student typology - separation of services



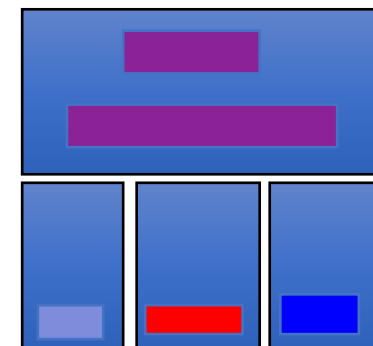
Type A: No institutions of higher learning – service training only



D: Service institutions



B: Single institution provides educational content at every level



C: Service institutions followed by joint

E: Integrated all-service education at each level

## Preponderance of joint education at mid-career

Region	Density*	A	B	C	D	E	Comment
EAS	0.73	9	5	1	0	0	B = 5/15
CAF	1.3	2	2	0	0	0	B = 2/4
HNP	1.5	2	2	0	0	1	B = 2/5 B+E = 3/5
BZ	1.6	6	9	0	1	0	B = 9/16
WAP	2	1	10	0	0	1	B = 10/12 B+E = 11/12
EUR	2.03	4	21	0	12	0	B = 21/37
SAF	2.33	1	13	1	0	0	B = 13/15
ASS	2.73	1	5	3	2	3	B = 5/14 B+E = 8/14
SAM	3.11	0	3	9	0	0	B = 3/12 (C = 9/13)
NAM	3.22	1	14	3	3	1	B = 14/22 see note on NAM, B+E=15/22
MEA	3.56	0	7	4	3	4	B = 7/18 (most diverse) B+E=11/18
PSO	3.65	0	11	0	2	0	B = 11/13
SAS	5.6	0	1	1	2	1	B = 1/5 B+E=2/5
	2.57	27	103	22	25	11	B = 103/188 B+E = 114/188

# Deductions about institutional patterns

- Regional security complexes are constructed regions, which sometimes become communities for mutual security (Buzan and Waever, 2003)
- Institutional patterns include formal separation of security functions (police, paramilitary, military; army, navy, air force); these tend to be more rigid and specialized for larger countries, and more fluid and overlapping for smaller countries, but history and organizational culture also play roles
- Entry, mid-career, and senior officer ranks typically have parallel functions in police, paramilitary, and military services.
- We can focus on institutions, governance, students, and overall patterns in order to understand how of PME institutions operate.
- Smaller countries tend to concentrate mid-career and senior officer education—army, navy, and air force, and sometimes for police and paramilitary leaders as well—in a single institution, often in capitals or major cities rather than remote bases.
- 60 percent of all states have joint education at mid career or at every level. Omitting those with no higher military education, this rises to 70 percent, compared to only 13 percent of states with separate service education at entry and mid-career.



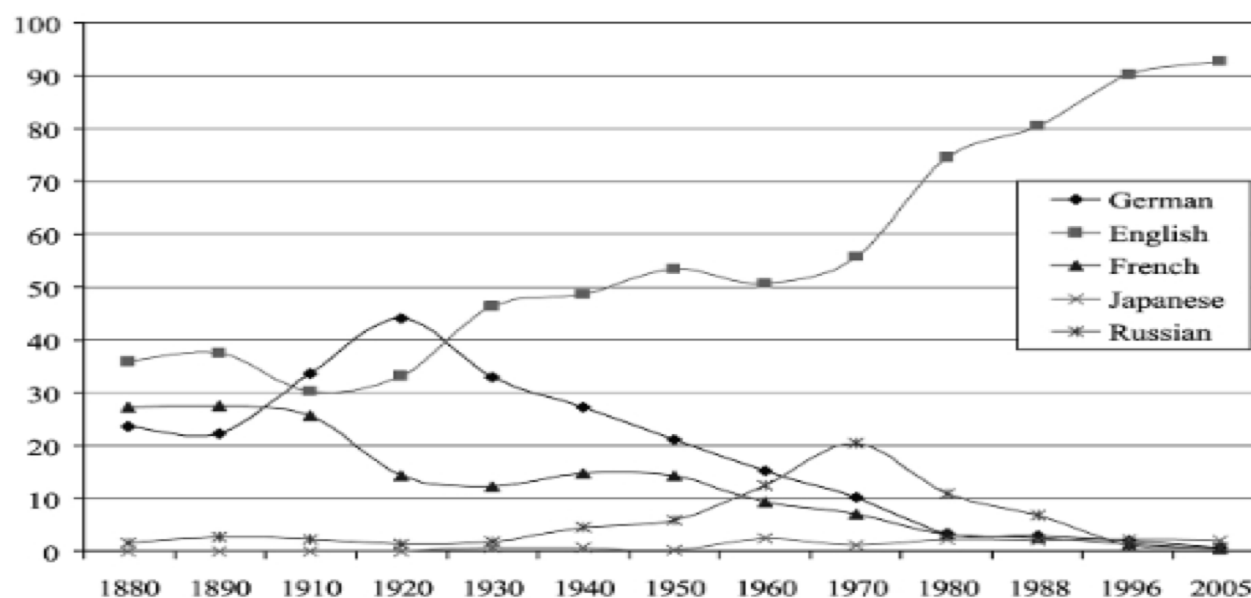
## 4. PME Curricula – content, context, pedagogy

# Curriculum comparisons

- “Curriculum” consists of content, context of delivery, and pedagogy (Thomas, 2013). We have a good start on understanding the institutional context of delivery, but need to crowd-source information about content and pedagogy
- This is made easier by the international ascendancy of English, a long-term phenomenon (Gordin, 2015)
- It is also facilitated by professional networks at several levels (Greenhalgh, 2004; Last, 2015):
  - Managerial, “make-it-happen” networks (e.g. NATO, Conferences of Commandants, Asian Regional Forum, etc)
  - Technical sharing networks, “help it happen” (e.g. NATO’s Curriculum Development Working Group)
  - Natural, emergent, and social networks, “let it happen” (e.g. ISMS, academic research and teaching networks)
- Concentration of non-technical military science literature in a limited number of scholarly disciplines and fields, associated with social sciences and humanities, but with a tendency towards multidisciplinary approaches.

# Language in which science is published, 1880-2005

## – The ascendancy of English



**Figure 0.1.** Graph of the languages in which science has been published from 1880 to 2005, plotted as a percentage of the global scientific literature. Ulrich Ammon, "Linguistic Inequality and Its Effects on Participation in Scientific Discourse and on Global Knowledge Accumulation—With a Closer Look at the Problems of the Second-Rank Language Communities," *Applied Linguistics Review* 3, no. 2 (2012): 333–355, on 338.

from Gordin, 2015, *Scientific Babel: How Science was done before and after global English*, Introduction, Figure 1.

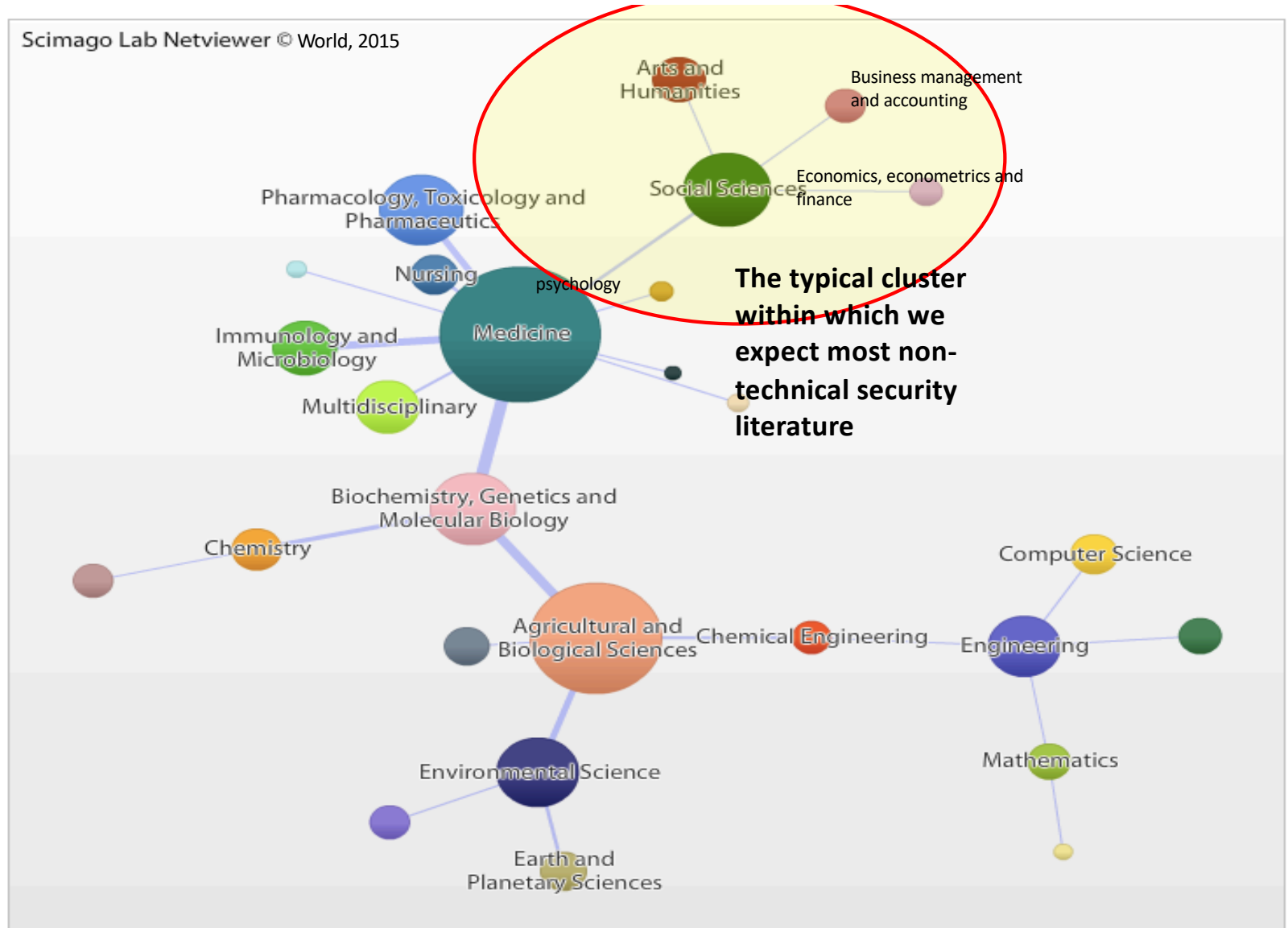
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David Last, RMC

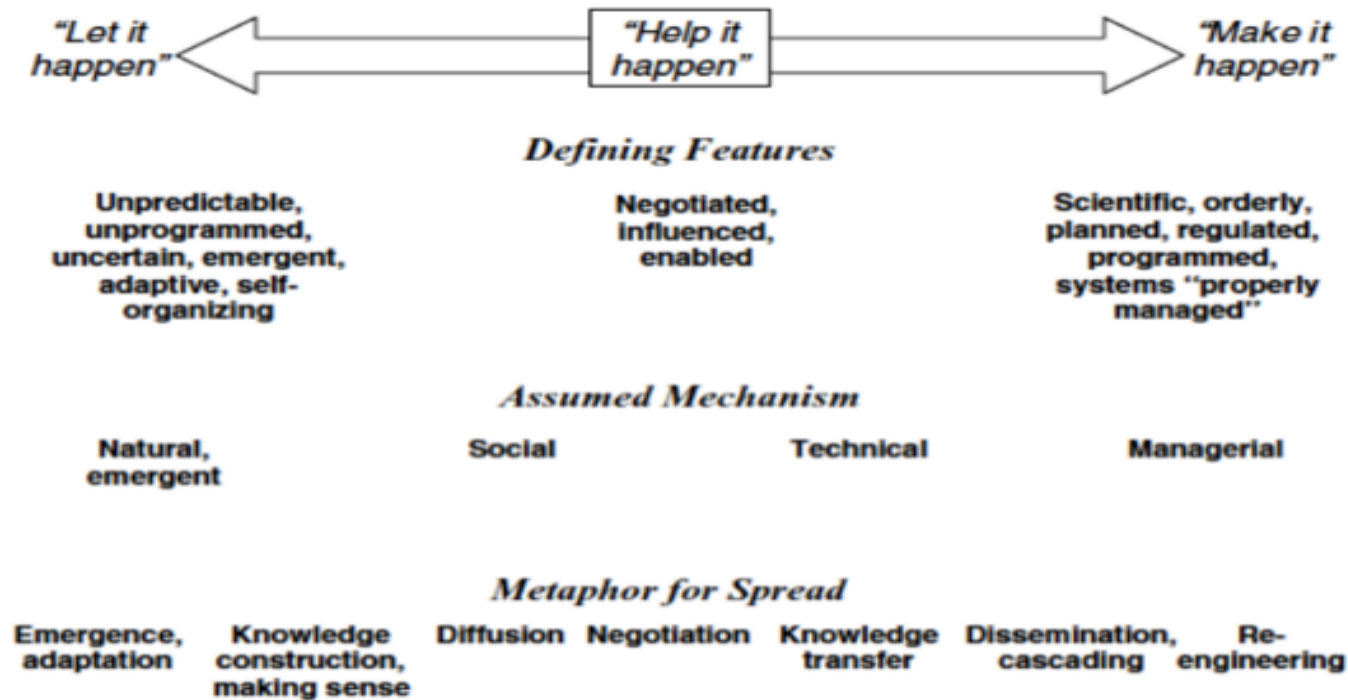
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Where do we find the references for military sciences outside technical specialties?

- Military sciences can be found in any cluster (e.g. chemical engineering for ammunition studies, computer science for cyber warfare)
- But the largest clusters of military studies, numerically and proportionally, are in the social sciences, arts and humanities



# Epistemic Communities, Communities of Practice and Networks of Learning



Greenhalgh, 2004

# Police and Gendarme Content

Based on interviews and online searches, the common content in police and paramilitary training

## Police

- Law
- Criminology
- Administration
- Management
- Incident management

## Gendarme

- Law
- Administration
- Tactics
- Crowd control
- Fitness (at G1)

Civilian university partners provide degrees (generally)



Border training institute in Ulaanbaatar offers diplomas, short of university education, with a large practical component, including table-top exercises.

# Military Content in Brief, BA → MA

## Entry level – bachelors

- EUR,NAM,AUS arts-sci-engr \*
- MEA, PSO, sci & tech + religion/ideology
- SAM, *licenciado*, sci & tech, admin
- NIG,KEN,ZAF, liberal arts
- ASS, sci&tech + ideology/national studies

\*All entry level programs include elements of socialization; these are easier to identify when they diverge from mainstream Western liberalism

The critical variable in the masters level is the requirement for an original research paper, because this causes experienced officers to generate new material based on theory plus experience. CFC model.

## Mid career – staff college masters

- Standard staff college modules include:
- profession of arms,
- command,
- leadership and ethics;
- defence and security studies;
- defence management;
- law of armed conflict;
- military history;
- IR and the military;
- civil military relations.

There is broad adherence to this pattern, although actual content differs widely, and much of it is **closer to theology (doctrine) than social science.**

# Deductions about institutional patterns of PME

- We need more “thick description” of curriculum content and pedagogy, provided by those delivering it
- University-like higher military education tends to favour:
  - international English sources,
  - social and emergent networks driven by scholarship,
  - multidisciplinary work in the social sciences and humanities related to security, and
  - common elements of content (e.g. leadership, management, law, history, international relations)
- We also need tools to make sense of world views and cultures constructed through higher education



# 5. Consequences, questions, and alternatives

# Conclusions

## 1. **Globalization, education, professions**

- Traditions of critical thinking, independent pursuit of knowledge, and self-governing professions have permeated the global economy
- Security professions exhibit trend towards transnational professionalism, with networks, associations, and communities of practice

## 2. **Widening and deepening higher PME**

- More institutions of higher education in more states illustrate widening PME,
- Concentration permits institutional growth in smaller countries
- More academic content and university partnerships illustrate deepening PME

## 3. **Institutional patterns – increasingly generalized**

- More joint, more multi-agency, more academic, and more international content tends to create greater professional awareness of “others” and pushes towards transnational professional behavior.
- This is common in majority states (2M<population<50M) more than larger states (over 100 million)
- 60 percent of all states, and 70 percent of states > 2M population have concentrated higher PME

## 4. **PME curriculum: context, content, pedagogy**

- The ascendancy of English for research and teaching creates opportunities for communication in a transnational security profession
- We need more details about common and divergent content and pedagogy in higher security education

# Consequences and Questions

- There is evidence of an emerging transnational profession of arms, but it is not universal
- Larger powers remain focused on war-fighting capabilities; smaller alliance members are divided between PME for international operations and “plug-in” coalition missions
- Common content of PME presents opportunities for greater coordination of security operations
- Police, paramilitary, and military education and training converge in smaller states
- Is the transnational PoA more like an epistemic community, a learning network, or a community of practice?
- Is transnational PoA limited to regions and alliances, or more widespread through higher education and inter-professional exposure?
- Does greater coordination inevitably mean dominance of large-power interests, or is there potential for pursuit of interests by a “global middle class” of states?
- Is there scope for greater rule-of-law focus in PME, or does convergence mean militarization of police services?

# Professional choices and professional education



- Professions, hence security educators, face choices about norms, causal beliefs, and the bodies of knowledge to which they contribute and about which they teach in military academies and staff colleges
- Professionals should be aware of political and economic pressures for costly high-tech “cures” rather than lower-cost social “prevention” in security, as in other professions
- Ideologies and belief systems are affected by interests
- What do we research and teach around the world, and in particular contexts, and what is the impact of those bodies of knowledge and practice?
- University-like PME can question roles and research outcomes



# Future research

- We have an adequate picture of the context, distribution, and form of institutions providing post-secondary professional military education, at pre-commissioning, mid-career, and senior officer levels in most of the world's countries
- This picture is changing continuously, and there is much local variation, but also broad common patterns – more opportunities for evidence-based practice and critical examination of doctrine and practice within the profession of arms
- We need better tools to understand the content and pedagogy of higher PME – what is being taught and learned and what are the implications of the body of knowledge and practice for effective security?
- We think that crowd-sourcing curriculum information from the community of military academies and staff colleges, and applying tools like legitimation code theory and semantic functional linguistics might help to describe the implications of different patterns of PME for a transnational profession of arms in the majority of the world's countries.