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The System of Military Teaching: An Instrument for the Transference of Moral Values

Spanish Case

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1. Introduction

«... a fact can persist in specie's totality without it answers already to the requirements of the situation. In such a case, the only thing that takes place is an apparent normality, because the generality that it presents no longer is more than a deceitful label. Since it does not hold for more than senseless force of habit, no longer it is indicative that the observed phenomenon is in close relation with the general conditions of the collective existence.»¹

For Durkheim, a social fact was a thing, an object that should have been studied as such. The social moral values are a fact. They emerge, they spread out, they are accepted silently by great number of citizens and they come to the public and private organizations with them. However, they might not to impregnate the organizational task of people, due to the institutional force and/or by the control that those who dominate them exercise.

That way, it can happen that "conditions of collective existence" walk for others courses, while people and social groups –more or less ample– that lead the public institutions make an effort to hold "the habits" and, therefore, their share of domination². In the same manner, a social researcher would be able to observe organizational verifiable facts; but perfectly disconnected of feeling social and, therefore, of the subjacent, and silenced, moral values of a society and of the potential changes that take aim.

That situation can take place among a minority that dominate and their subordinates, (these ones was adapted and had accept or no that way of domination). It can also happen that inside an institution (with long years, centuries, of existence and with a strong corporate culture) become difficult the application of moral values or practices accepted by the citizen's generality. This happens in the case of institutions like the Church and Armed Forces.

From this perspective, the teaching system is a useful instrument, because it uses certain moral values to give a sense of mission to the organizations, it consolidates them in the time through rites and traditions and it gets their members identification with the organization.

Studying a teaching system's evolution we can know some elements that allow clarifying to what extent a public organization shares in, or no, common moral values with the citizenship that the organization should serve.

1 DURKHEIM, Emile. (1997) Las reglas del método sociológico. Altaya. Barcelona. Page 116.

2 The concepts "domination" and "power" will be considerate like synonymous in this work. However, they are not. According to some authors, power is a characteristic of the person; when it joins up the will and the necessary actions for prevailing to others, we can spoke of domination. About this question, we can read IGLESIAS, Leonardo. (2003). Psicología de la voluntad de poder. Anthropos Editorial. Barcelona.

Nevertheless, it is an incomplete knowledge. Beliefs and the people's ideas³ mold themselves with the teaching systems they passed through. But also the experience of living (familiar and labor relations, journeys, other readings, etc.) contributes with an important flow of variables to be considered. However, those variables are more difficult to perceive and to systematize; and, in any case, they exceed the possibilities of these lines.

For it, knowing that it is a partial study, this work is going to center its bigger attention in the system of military teaching and in the changes been in it, as a consequence of the politic lines that different governments apply to this part of the structure of Armed Forces.

As far as possible it will be treated about the amplitude and contents of the system of military teaching, levels (degrees) of formation, individuals that pass through it (the incorporation of the woman to the military); their life in the military schools and, therefore, their rights and duties; and the military thought way versus moral values that the system and its elements induce in those they passed for it.

Organizational changes not always bring with themselves a change of mentality and moral values for that they are, apparently, passive subjects. It can happen for those moral values to be right now presents between that they are in and/or they come in. Also it's possible that an organization proceeds to formal changes, that they occult different moral values and manners of acting and that spread out it between their members through a hidden curriculum⁴.

In addition, the attention of this work centers in what we can name period of changes of the system of military teaching. This period has a bigger duration than the very political transition.

2. The Military Teaching System

A system is characterized by determined elements and by the mode of interrelating among themselves and with its context. The changes in all these aspects draw us a map of the picture of the organization. The elements that we are going to study are the characteristic ones belonging to any system of teaching: Students, professors, curricula and teaching centers.

3 ORTEGA Y GASSET, José. (1976). Ideas y creencias. Espasa-Calpe. Madrid. According to this philosopher, "we stay" in the beliefs and "we have got" ideas. That is, beliefs suppose the approval of the social moral values received and ideas need an elaboration and criticism.

4 The student's socialization has total success more by the effects of its structure than due to the properly pedagogic contents. In that hidden curriculum, intervene also the mechanisms of selection, the interactions inside and out the school, as well as other individual's personal aspects PIZARRO, Narciso. (1981). Fundamentos de Sociología de la Educación. Editorial Godoy. Murcia. Page 119 and followings

We will try to study the “aggregate of transitions”⁵ that some of the elements of the military teaching system suffered during the past thirty years. The relative weight of every “transition” and its sum will indicate to what extent the military teaching system changed. It is an indirect way to know if it was produced, or no, a significant “transformation” of this part of the military organization, that is necessary, but not sufficient, for the change of the moral values in the Armed Forces of any country.

In order to describe the military teaching, we will consider, in the following paragraphs, what is relative to the three levels of the military teaching: Officers of Superior Scale (from Lieutenant to General), Officers of Medium Scale (from Second Lieutenant to Lieutenant Colonel) and those they came out of the military schools like NCOs (Basic Scale). Because at the end of this process the Spanish Armed Forces are professionalized, we will also detail some relative issues to the professional troop's teaching.

2.1. The Military Teaching to the Eighties

The responsible armies' officers already perceived the need of changes in the military teaching at the beginning of the seventies.

In this work, we will go into detail in changes happened during these years relating to the four distinctive elements of military teaching:

1. Students: according to the conditions of entrance, the lifestyle at the academies and the evaluations that defined the student's final classification and guided his future professional development.
2. Professors: considering his selection, preparation and aspects on his economical regime and the performance of his function.
3. Curricula: like element that cooperates to the transmission of moral values and to the students' holistic formation.
4. Teaching centers: considering, most of all, its organization, in as much as a united and coordinated academic activity contributes to the unity of doctrine and cooperation between the different Corps and Armies.

When it would precise, the teaching system will be analyzed, as a whole, in aggregate: its component elements and the experienced changes.

5 In cybernetics (and in other disciplines) exists a fundamental so-called concept "difference". Difference takes place between things or between states of a same thing. In as much as we can measure changes (for this work, of states) in some way, we can talk about "transition" (description of the two states of a thing, before and after, and description of what it changes) and about "transformation" (when the previous process is repetitive in several things or in several elements of system, taking place an "aggregate of transitions"). ASHBY, W. Ross. (1977). *Introducción a la cibernética*. Ediciones Nueva York. Buenos Aires. Page 21 and following.

2.1.1. *Each Student in Its Army*

Students were admitted after a competitive exam, different for each one of the armies. The future students of Superior Scale could have a peak of 22 years, should have surpassed the exams of access to the university and accrediting "good civic behavior".⁶ They entered after exams, where the medical check-up and the gymnastic proofs were eliminatory, accomplishing from now on psychological tests and exams on humanistic and scientific subjects.

As an average, every day, they received four or five classes (50 minutes each) and two to three hours of military instruction. There were one or two hours of free time and three or four hours of study (compulsory). In summary, since students got up until they went to bed, they could have two-hour maximum free per day, from a sixteen-hour total. This schedule held on from Monday to Friday (Saturdays only as a half working day) during all the years of permanence in the academies.

They limited textbooks as much as possible and, like a general norm, they tried to use jottings and abstracts of conferences accomplished by the professors. Many of these jottings were distributed in successive courses during ten or more years. Of course there were reference books in the military schools, but many students, in some academies, it's probable that they finished their formation without having stepped on the library neither once.

The students could get out of walk the eves of holiday, Saturdays in the afternoon and on Sundays and festive all day long. However, they could not stay overnight outside and it was an obligation to dress in uniform always. They lived in regime of boarding school every year and it was two months on vacation in summer and a week in Christmas and another one in Easter. They could not go abroad without authorization during holidays.

The categories of sanction were organized in five grades (with penalties from one to 30 days). The grades of sanction had a similar gradation to the Military Penal Code. So, in the Army General Academy, for example, to be sanctioned with "correction" involved accomplishing the academic daytime activities and, when finalizing them, coming in a dungeon, where one stayed overnight, or staying in it all day long if it was holiday.

Evaluation was continuous and with scores from one to ten. Not to pass a subject of study, in the recuperation exams in September, involved repeating all the academic year. If one did not pass next year, he had to leave the Academy. What was called Military Spirit was between the more important notes. These grades were accumulated all the courses and the final score defined the post in promotion and, therefore, seniority. From the beginning, the possibility of certain career paths became conditioned; because seniority defined, also, the bigger or minor possibility of occupying certain destinations during the entire career.

6 This norm was established in the Law 68/1980. Until that time, the Decree 528/1973 was in force. It indicated that the applicant should have credited "good moral and social behavior". That is, if he belonged to a party (and even to a family) with contrary ideas to francoism, he could not enter. The previous norm, the Decree nº 3057/1964, indicated that "good moral concept" should have credited.

2.1.2. Professors: The Satisfaction of the Accomplished Duty

The military teaching staff of the Army «it is the fundamental element in which the future officer's formation is backed up. For it, it will have to be example of military virtues, having the adequate knowledge of the matters to impart, having pedagogic aptitude and dominating the methodology of teaching»⁷. However, between the standards and the reality there were small differences.

The teaching staff in Armed Forces was regulated variously, according to Armies. But, inside them, each teaching center had its norms or standards of internal regime that defined a lot of aspects of the regime of the teaching staff. That is, the military schools' regulations defined issues about the vacancies, time of permanence and ceasing, professor's types, nomination of positions and other circumstances. The military teaching and the professorate's action was in crisis right now in the late seventies.

With independence of the ideal scenario that they were enunciated by the laws of the epoch, the truth is that the military standards of the moment continued to be the published after the civil war and they maintained moral values and pedagogy of principles of the XX century. They are values in which morality, instruction and discipline had the priority and in which material and brainwork was despised and, to a certain point, technology was undervalued.⁸ These moral values had reigned during the francoism's forty years.⁹

Generally, the teaching centers were located far from the cities (what was making it difficult to the professors and his families accessing determined utilities). If, in Army, the number of vacancies of professor occupied with character enforced was minor than in Navy and Air Forcer, the reason, substantially, was that its academies were in provincial capital cities.

A set of standards was established for provision of professor's vacancies that it facilitated to establish an order of precedence between those who solicited them. However, the points that the aforementioned set provided it was unbalanced among the civil and military studies that were demanded to, clearly in favor of these last.

It was frequent going assigned enforced, although the situation was different according to Armies and centers. The professors' mobility was very elevated in some of them. Besides, being a teacher was not considered like "time of command". Therefore,

7 Article 6,1, Order of May 3, 1973, from the Ministry of the Army, development of the Decree of March, 9, about the reform of the Superior Teaching in the Army.

8 Concerning this, we can read the sections «An army of extreme poverty» and «The disdain of the modern war», page 219 and following in LOSADA, Juan Carlos (2005). *Los mitos militares en España. La historia al servicio del poder*. Biblioteca Nueva. Madrid. See also «The organizational subculture», page 330 and following, in OLMEDA, José Antonio (1988). *Las Fuerzas Armadas en el estado franquista. Participación política, influencia presupuestaria y profesionalización, 1939-1975*. Ed. El Arquero. Madrid.

9 These would be, shortly, the characteristics and the moral values of Franco's army: An army shaped by (proceeding from) a civil war; isolated from society; with no political conception nor projection: defender of the Regime; with functions of occupancy of territory; the higher priority in Defence: to fight against interior enemy (the interior threat); subjected to a blind discipline; with not much international contact: theoretical fight against communism; strongly corporative; defender of the military autonomy...

those who wished to be promoted and to have the possibility of being destined to certain posts, at a later time, they should have accomplished the aforementioned "time in tactical units", in prejudice of their destinations in teaching centers.

Nevertheless, a large number of military professors, in spite of his not enough pedagogic initial qualification, they worried about their work and they became autodidacts. But, after that pedagogic auto-qualification, very frequently, they were going to occupy other posts. Therefore, the time that the teaching system benefited of an auto-educated professor was very short.

Army officers were conscious of their inferiority in front of the civil teaching staff; since ... «Objectively, the civil teaching staff can be, in broad outline, better prepared technically than the army officer ... The investigation within the civil teaching is more prolific than in the military training»¹⁰. Nevertheless, the military rules in force encouraged that civil professors were contracted only in strictly necessary cases and, in particular, for the teaching of foreign languages.

The professors of academies where NCOs were instructed did not need special requirements, except that the vacancy's appointment demanded it. These positions could be compatible with the performance of other functions. NCOs and professional troops that took part in teaching were called instructors assistants.

In short, the teaching staff's profile showed a trend towards being the one belonging to the "warrior" army officer, not the one belonging to the "technician" or "scientific" army officer. Moreover, the moral values that they could spread out between his students were, probably, in consonance with their own career model. In this context, civil professors' incorporation, that could contribute some different moral values, lacked of sense.

2.1.3. The Dispersion of Curricula

In the late seventies, the curricula for officers of Superior Scale lasted for five years, normally, although their structure was different for each Army.

There were two periods in Army: A cycle of two yearly common courses in the Army General Academy, a cycle of two specific courses, of a year, in the Corps's Academies (Infantry, Artillery, etc.), and a fifth common course (again in the General Academy) where they were developed courses of specialization and practices.

In the Navy, courses first, second and fourth were imparted in the Military Naval Academy; and the third course consisted in a journey of practices in the training ship Juan Sebastián Elcano. In the fifth one course, the students completed trainings in ships of the fleet and they received classes at the Academy.

In Air Force General Academy, they structured the curricula in two yearly common courses for all students, courses of specialization, during other two years, and a fifth

¹⁰ Lt. Colonel Rodolfo SEIQUER ESPA. «The selection and improvement of professors in Military Academies», Boletín de Información del CESEDEN, No. 169-III. (November 1983) Page 6.

course, in various schools according to the type of flight qualification (fighter, transportation, helicopters, etc.).

The burden of training was very strong in what we call military areas; it was not excessive in technical and scientific matters and it was scarce in humanistic topics.

In the other Scales (Medium and Basic), the structure of the studies was still more complex and differentiated, because it depended, to a large extent on, of military previous training that the student got, as NCO for officer and as troop for NCO.

Therefore, each Army attended to its needs of formation from its own perspective and with its resources, establishing its own curricula. There were no interactions with other Armies or with the university, or public or private studies centers; and the military studies could not be homologated with other civil or university titles.

2.1.4. The Multiplicity of Teaching Centers

Multiplicity and dispersion of teaching centers, it was a fact that, already, it let to feel in the francoism. The need to «unify and to create common ways for teachings, studies and experiences that take place in various Centers, belonging to the same Army and, even, in those that they can exist simultaneously in two or more Armies, looking for the fusion»¹¹, it was already indicated in the rules that, in those years, they got into print.

The norm proposed coordination and fusion of centers that accomplish similar missions, for, in addition to save costs, to increase the unity of doctrine inside, and between, Armies, and to facilitate the development of different synergies. But anything was not obtained, due to the internal distribution of power in that regime. This norm was not obeyed by anyone of the three Armies.

The teaching centers depended on every one of the three Armed Forces' Branches. Army had 25 Centers in more than a dozen of cities, Navy had 17, concentrated in five provinces and Air Force, 13 in eleven provinces. In addition, they imparted courses in other centers that did not figure cataloged like schools (there were more than 20 units and various organisms in those circumstances).

It is necessary to bear in mind that the definition than what it was a teaching center varied according to Armies. Besides, the fact of being in the same facilities did not implicate that different centers had in common heads of studies, professors, supportive units, utilities or other resources.

In short, the Armies did not have any plans neither intended to reduce the number of centers; and Government not even had considered that problem. Each Army was trying to maintain its centers and, inside every one, its competences and authority.

¹¹ Military Teaching. Directrix for their organization (Decree 69/1964). Decree what never was implemented. We should not forget that, until 1977, three Military Ministries carried out Armed Forces Administration.

To lose teaching centers was getting rid of a patrimony, decreasing the number of vacancies and renouncing to concrete references and, therefore, to the named "esprit de corps".

3. The Military Teaching to the Beginning of the XXI Century

Ever since Ministry of Defense was created, in 1977, the initial criterion was the internal distribution of functions: The politic-administrative function it should corresponded to the civilians, and the military function to the armies' officers; and in this one, the civilians did not participate. That opinion crystallized in the Organic Law 6/1980. This piece of legislation did a distinct specification about the later development of a rule on military teaching. In those years, the military teaching was under the direct dependence of military. In addition, inside the Ministry of Defense the strict separation between the three Armies kept on. There were, in fact, three teaching systems absolutely disconnected among them. The only one important common element, depending of the Ministry, were the National Defense's Studies Superior Center -CESEDEN- (where the sharing of positions, for teaching staff and support personnel, was done in strict third parts corresponding to each Army).

Until half the eighties, one cannot say that there were changes in the military teaching. The system remained almost alike than during the long francoist period. It will not be until 1989 when a new line of political action in the military teaching is formalized.

From the beginning of eighties (right now with the Socialist Party – PSOE – in power) to XXI century, we could divide the changes in the military teaching in two periods: The time before the publication of the Law of Military Personal's Regime, in 1989¹², and after their publication. Ten years after said norm, the new party in Government (Popular Party –PP–) published a Law with similar denomination and purpose¹³. But, the new standard did not change anything in the military teaching in a practical way, excepting that it was incorporated the subjects relating to the training of soldiers troop, because Armed Forces should be turned into totally professional in a few years.

In the Law 17/1989, personnel's subjects and career models were interrelated with the military teaching. This is the first time that a piece of legislation integrates and establishes a global frame for all what's relating to the regime of military personnel of the three Armies, from the entrance to retirement passing through the promotions, destinations and administrative situations.

Besides, the structure of Corps and Scales were regulated and a model of military teaching, in agreement with the above, was predetermined. That is, instead of performing

12 Law 17/1989 of Military Personnel Regime, July, 19. A third part of this law is dedicated to the regulation of the military teaching. It supposed the derogation of thirty laws and other previous norms, some with over 50 years of antique.

13 Law 17/1999 of Military Personnel Regime.

a specific and more detailed law on the military teaching (planned in Organic Law 6/1980) it is faced, globally, the military function joining personnel's issues with the teaching matters, to all levels. This Law, for its generality, permitted to open a wide scope for the posterior normative and practical development that supposed a decade of work.

There were 207 Corps and Scales in the three Armies before this Law. With it, 67 Corps and Scales disappeared, and remainders were integrated as it is indicate in the TABLE 1. Each Corp was subdivided in the Scales Superior, Medium and Basic.

The reason why the this organization of personnel is mentioned is because it was pretended that each military Scale could correspond to a grade in the general educational system (Licentiate -five years in University-, Graduate -three years in University-, Superior Technician -two years in Superior Technician Schools-, respectively); with the ones that it was attempted to homologate the military teaching.

Besides, in all scales and grades of the military teaching were distinguished between the teaching of formation (the one that is gave from the beginning to obtain the first post of a Corps and Scale) and the one that belonging to perfectioning (postgraduate studies: almost 700 different courses in the nineties).

It was distinguished also between Fundamental Specialties (Infantry, Artillery, etc., that the students achieved when finalizing the teaching of formation), and the Complementary Specialties (logistics, hydrographic, supply, etc.): specific studies that they could get, through of the career, already outside of the Academies.

TABLE 1

FUNDAMENTAL SPECIALTIES					
IN Corps and Scales					
BRANCH OF ARMED FORCES	CORPS	SCALE			OBSERVATIONS
		S	M	B	
ARMY	General -combatant-	5	6	7	
	Intendance	1			
	Engineers	3	4		

	Technician			3	In each scale, the number corresponds with the existing specialties
NAVY	General -combatant-				
	Marine corps				
	Intendance				
	Engineers				
	Technician			3	
AIR FORCE	General -combatant-			2	This square signifies that, in such Corp, does not exist that scale (neither, therefore, teaching).
	Intendance				
	Engineers				
	Technician				
DEFENSE COMMON CORPS	Juridical Military				
	Military Auditorship of				
	Military Medical	4			
	Military Music			1	

Well then, if we observed indicated numbers in the TABLE 1, we will have an idea of different Fundamental Specialties in Armed Forces. That is, the very several profiles of students, professors and curricula those were necessary for initial teaching of military personnel. All this, without taking into account the teaching of perfectioning.

3.1. Unifying Criteria for the Students

In the beginning of eighties, PSOE's Government paid attention to guaranteeing principles of equality before the law, merit and capacity, in the admittance in Armed Forces; to the personnel's reduction that joined Armies as officers and to regulate the admittance in the military career through an analogous norm to the existent for the State Administration¹⁴.

Nevertheless, each Army kept convoking by itself and with their procedures vacancies for admittance in The Superior Scale, until the end of 1985; the procedures of selection

¹⁴ Reglamento General de ingreso del personal al servicio de la Administración del Estado (Real Decreto 2223/1984).

and access were maintained separately until 1986; the rules of admission were unified in that year.

One more year later, they executed the exams for the three Armies of coordinated mode; and, from 1988, the process was controlled from the Teaching General Directorate of Ministry of Defense.

Women's admittance in the military academies was initiated in the year 1988, with the idea that they were incorporated of successive way to different Corps and Scales (no to the combatant Corps, at the beginning); until they had, progressively, the option to occupy all the possible posts in the military. Posts were convoked without establishing differences, except in physical conditions and medical table of exclusions.

As a consequence of the development of the Law 17/1989, a year after, all the processes of selection in order to the admittance were discussed of a comprehensive way and requirements and processes for selection in all Corps of Armed Forces and Defense Common Corps were established. Five years after, some stipulations, limitations or aptitudes to access military career were detailed a little more¹⁵ (among them: those who, previously, they have manifested that are “conscientious objectors”, they could not, after, apply for the admittance in Armed Forces).

With reference to the students' disciplinary regime, the Teaching Under Directorate, in those years, maintained the opinion of unifying the subjects relating to discipline. And to allow that each army regulated the lifestyle of their academies and schools, without coming to no result, because the proposals that, from the military institution, were elevated to the politicians, about students' regime, did not coincided with the vision of these. The result was that, during many years, this problem continued being alike.

At the beginning of the nineties, a little after that Law 17/1989 was approved , the criterion that seemed to preside in previous period –a disciplinary regime for all and regulations of interior regime for the Centers– changes. And it is intended to elaborate an Interior Regime for all Teaching Centers of Armed Forces, redacted by Teaching General Directorate (Ministry of Defense) with participation of the Armies.

Their elaboration was not easy. Armies proposed abundant modifications against the initial project of interior regime and remitted adverse reports. At last, an intermediate solution took place: to define the general parameters of students' regime and to leave, for later, the redaction of regulations of internal regime of centers. They delayed four years in redacting this norm, that it was published in 1993¹⁶. Rules of the francoist period with a persisting of more than forty years old were abolished with this Law. Two years after PSOE losing elections (1998), it still was designing the general criteria for the elaboration of regulations of internal regime of centers.

15 Reglamento General de Ingreso en los Centros docentes militares de formación y de acceso a la condición de militar de empleo (Real Decreto 562/1990), and later, Reglamento General de Ingreso y Promoción (Real Decreto. 1951/1995).

16 Régimen del alumnado de los centros docentes militares de formación (Orden 43/1993).

What happened gives evidence of that, somehow, the new regulations could modify *the hidden curriculum* that has been mentioned formerly. The first draft of the norm proposed by the Ministry to the Armies established an account of student's rights that collided with the, until then, Military Academies' way of life. All of this would require a deeper investigation about if the closed opposition of the military class to this change had to do with moral values, which affected discipline and mission of Armed Forces or with a particular "mode of seeing" the above.

The theoretic-practical classes daily were limited to six, at the most, with a limit of 30 weekly hours, for any kind of teaching. The complementary activities (volunteers or obligatory) should have reserved some specific hours (no more than three every week). Study stopped being obligatory and it was not considered an academic activity (and, therefore, the failure to assist to it was not sanctionable, like until that time).

The students were in regime of boarding school, during the two first courses. However, as from that moment, and since 1994, they could choose to remain inmates or in a regime of day school, inside or out of the academy. They all were required to have lunch inside the center, but to have breakfast and to have diner were not obligatory activities in the Academy.

The day school got progressively going since 1994¹⁷. A year after, students' proportion that they used each mode of residence is indicate in TABLE 2. The economic cost that involved to live out of the Academy and the time of displacement, the facilities to live and the characteristics of the surroundings can explain the different percentages that are observed.

TABLE 2

MODALITY OF PERMANENCE CHOSEN BY STUDENTS			
<i>(in percentage). 1995</i>			
CENTERS	BOARDING PUPILS	DAY SCHOLARS	
		Inside Center	Outside Center
Army Academy	55	42	3
Navy Academy	53	39	8
Air Force Academy	33	53	14

Student new regime separated sanctions and punishments of those that the Disciplinary Military Regimen stipulated, since, for the students, only they could have academic or scholar character. Sanctions were verbal (public or reserved) or written

17 Normas para aplicación del régimen de externado de alumnos en los Centros docentes militares de formación (Instrucción 118/1993.).

banns (reserved). Directors, chiefs of study and professors of the centers could admonish any pupil verbally. Directors and chiefs of studies held back their written admonitions for cases severely and only they could send them. These admonitions could be taken in account for the personal data sheets of the students in that academic year. For the first time the students had a three-day term to present a paper of discharge. If a student was committing grave fault, it was opened to him an enquiry that could suppose the resign in Academy. But this sanction could be imposed, only, by Secretary Of State of Military Administration. Expelling a student stopped being a subject of every Army and every Academy.

As right now it has been said, all the courses had selective character. Suspending a subject of study in September involved repeating the entire course (for once). But, as from 1993, the students they can pass to the following course (only in some courses) with some subjects of study suspended. Nevertheless, according to Armies, there were courses with selective character that it was precise passing completely (in Army -Land Forces- the third one, in Navy and Air Force, the second one, and, for all, the fourth). Some of these standards were more detailed, a year after.

The evaluation kept on being of continuous character. In addition to the evaluation of the academic performance, they had to make a personal data sheet about the student. For it, they employed a set of concepts similar to the evaluations of professional officers of armies. This report substituted the evaluations that, until this moment, it was accomplished about, what was denominated, Military Spirit. Unlike the previous situation, students should have known the aforementioned report and their scores, in order to be a guide in their academic and professional development.

The students acquired the right to request the revision of the executed exams; as well as requesting to be submitted to an exam about any matter that they had approved in order to upgrade the score. The academic performance and the personal data sheet were used in the students' classification. All these notes for course were pondered, and they conferred a definitive note when finalizing the career, which defined the post in the promotion list.

3.2. A Single Norm for All the Professors

After finishing the year 1985, the new government of PSOE (the socialist party of Spain) took the first measures that were affecting the posts of professors but only for the higher education of the three Armies. There the list of professors' posts had to be approved by the Defense Minister. But that list regarding this type of vacancy provision was established within each Army and according to the existing norm in each one of them. All the posts of the professors became "free designation".

The publication process of the vacancies for the post of professor was unified. In addition, the course along with the required military or civilian degree to be covered had to be specified. If there were no qualified applicants, the Personnel department could select others, who were obligated. In the case of the participation of civil teaching staff,

its presence increased in the teaching of Human and Social Sciences, but very little in the first few years.

The military men who were incorporated as professors had to do a course in pedagogical techniques. Since 1987, each year, around 150 Armed Forces officers had received aptitude courses in Pedagogical Techniques.

The criteria of minimum and maximum stay were unified. The professors of higher education stayed for completely academic courses; and the volunteers for a minimum of three years and the obligated ones for two years. They had to remain until the end of the course, even though they were appointed to another place or were promoted. It was established a maximum period of six years of continued stay and for occupy another new post of professor it was required to stay in tactical posts at least for three years. Everything that was affecting the teaching staff of the Medium and Basic Scales remained outside. But, the norm left open the possibility of its application to other military training centers or to other types of professors. Only a previous proposal should be presented to the Minister. There is no proof of such initiative had being developed in any of the Armies.

With the publication of the Law 17/1989, the necessity to articulate a general norm was manifested. However, the unification of the professors' regime will not be made formally until 1994. The new norm was applicable to all the professors and to any type of training they gave. The new norm contained detailed information about the general framework of professors, its classification, characteristics, rights and obligations, the possibility of being evaluated, the conditions for being appointed as a professor and his stay in and dismissal from the teaching centers.

From this moment onwards, the professor's vacancies had to be filled through free designation or competition for posts. But for the incorporation of civil teaching staffs were used the same old criterion; they would be contracted when a special preparation (they must have the degree) in the areas of humanistic and technical formation was required; whenever the said qualification was not possessed by a military man. The civil teaching staff continued to be scarce, even when there was a considerable increase in mid 90s, which decreased very soon).

The norms that regulated the appointment of the military men as professors will not come out until a year after the PSOE (the socialist party of Spain) lost elections in 1997. The new norm established the duties of the professors and their rights. The formulation of their rights was such that it can be said that their main right and almost the only right that they had was the one to comply with their duties.

In 1992, the Military school of Education Science was created (EMCE). Since that moment, in a single centre and under the authority of the Minister, the training to the teaching staff was given and the teaching centers, the teaching staff, the tests, tests examination systems and other studies were evaluated. The total number of students who annually attended different courses surpassed 270 during those years.

3.3. Unified Curricula

In the mid 80s, the new government carried out a diagnosis of the curricula and stated that:

1. The time dedicated to each group of similar courses was different.
2. Similar courses were taught in different years.
3. The course of Military Morals had a different treatment according to the Army.
4. Updated texts were needed, especially for Military Morals.
5. It was necessary to determine what courses had to be integrated in the Group of Social Sciences (Humanistic) and it was equally important to homogenize them.

With the publication of the Law 17/1989, it began the work of developing new integrated curricula for the three levels of the military teaching. The sequence of the actions that the government followed, a year after PSOE (the socialist party of Spain) lost elections in 1997, began with the Superior education to be followed by the Medium and finally to be finished with the Basic.

With the content of the curricula, an ample basic as well as necessary military training was tried to be given. That meant the organization of the curricula in two parts: on the one hand, the academic and military formation of general character and, on the other hand, the deepening and the specialization, according to the groups and specialties. Later, it was assumed that each military man would continue some post graduate studies appropriate for the development of their desired career.

Right from the beginning, the political officials try to respect the peculiarities of the Armies and not to do anything without consulting their opinion. Therefore, from the beginning the Armies are counted on and a process of internal negotiation begins that will last until the PSOE (the socialist party of Spain) loses the elections. As a result, the opinion of some mass media and social sections (including some groups of Armed Forces) regarding the actions in this field went against the military group, it was certainly not right. But, counting with the Armies meant the incorporation of three different ways to understand military teaching and curricula into this process; in addition, we have to consider the fear of some military who, in those years, thought that homologation with university careers would help military to leave Armed Forces. In those moments, the curricula of different Armies had very diverse lecture hours (see TABLE 3) according to subject groups.

For the superior level education, four models were prepared for discussion (two of each type). They had two orientations: one tried to provide general formation in accordance with the demands or requirements of the Armed Forces; the other one allowed receiving a Diploma in Science after finishing the third course and then completing the military training (something similar to what it wants to do today). The three Armies were against this second model.

TABLE 3

LECTURE HOURS BY TEACHING AREAS (IN %)			
SUPERIOR SCALE (1990)			
SUBJECT GROUPS	ARMY	NAVY	AIR FORCE
I. Military	38	40	37
II. Scientific	25	22	15
III. Humanistic	23	17	30
IV. Physical education	14	21	18

With one year delay in the anticipated work plan, General Directives on the curricula for Superior and Medium Scales and the concrete curricula for the Superior Scale were approved¹⁸. In those curricula, the subjects to be studied had the percentage of lecture hours for all the Armies that are indicated in TABLE 4.

TABLE 4

LECTURE HOURS FOR ALL THE ARMIES	
SUPERIOR SCALE	
SUBJECT GROUPS	%
Strategy , Instruction and Training	35%
Scientific and Technical preparation	37%
Judicial/Social preparation	14%
Foreign Languages	10%
Management	4%

Throughout 1993 different teams of work reached an agreement on the common subjects (taken from university courses and that composed 40% of the program) they had

18 Directrices generales de los planes de estudio para la formación de grados superior y medio de los Cuerpos Generales de los Ejércitos, del Cuerpo de Infantería de Marina y del Cuerpo de la Guardia Civil (Real Decreto 601/1992) and Planes de estudios para la de formación de Grado Superior de los Cuerpos Generales de los Ejércitos y del Cuerpo de Infantería de Marina (Orden 60/1992).

to teach in the Armies. With these curricula the Superior level teaching was equivalent to a graduation and the Medium level to a diploma or technical course of university.

On the other hand, the Medium Scale curricula faced a different problem that prolonged the process of their approval and commencement. The reasons were the relative lack of definition of some Specialties of the Medium Scale and the superposition of certain competence (and the knowledge that had to be imparted) among the Medium Scale Specialists and the members of Medium Scale of Armies Engineers. Later, it followed a long process to define the curricula of this Scale that was managed to be considered equal to a diploma or technical course.

The new Popular Party government at the end of 1996 approved the curricula of the Basic Scale for non commissioned officers of three Armies. However, the norms that they developed in those curricula were not in accordance with the terminology, the criteria and the structure that were used for the homologous curricula in the general education system. That added difficulties to the process of obtaining the degree of Higher Technician, although a generic recognition of this degree was produced for graduates of the academies of non-commissioned officers. But, this generic recognition did not allow the access to university education to NCOs.

On the other hand, there is a significant number of Specialties of NCOs that are of difficult recognition in the general education system. Although, in the year 2002, General Directives for Curricula established analogous criteria to Ministry of Science and Education.

3.3.1. Armed Forces with Professional Troops

An agreement between the main parties of Parliament, in 1991, established a mixed model in which the obligatory military service and the professional troops would coexist till the year 2000 for its total development.

In 1992, the Regulation on Troops and Seamen Professional separated the conscript personnel from the professionals. These professionals were sent to a great extent to the Navy and the Air Force due to the technicality of the material that those Armies used.

The professional troops passed three phases of formation (elementary, complementary and of perfection) of different duration. The maximum service time for the soldier in both cases was 8 years, 10 years for the corporals and 16 years for the first corporals. The women could opt for all the specialties, except for tactics and combat posts. In 1992 the first public notice to enter professional troops was published, and in 1996 there were already about 34,000 professional soldiers.

When the Popular Party came into power (1996) it proposed the complete transformation of the Armed Forces into professionals. Then, the necessity to design a career profile (and a adequate teaching) was felt that could orientate this personnel from three perspective: like professional troops, with projection towards other ranks of

NCOs, or prepared for returning to the public or private civil work sector. The process had to be finished by the end of the year 2002, but it got over one year earlier.

Thus, the specific education of the professional troops had to be backed up by training to be able to choose other Scales. Above all, in the NCOs Scale and Guardia Civil (Civil Guards, where 50% of the seats were reserved for them) and it was also necessary to develop professional formation programs (to obtain the certificate of Auxiliary Technician) and, this way, facilitate the return of the majority to civil sector.

The Law 17/1999 integrated troops and seamen to the rest of the professionals of Armed Forces. Although, more than professional troops, we should have defined them as long-term voluntary troops, because of very few of them finally become professionals with a permanent link.

3.4. The Impossible Reduction of Training Centers

The development of the Law 17/1989 once again manifests the necessity to adapt the training centers to the new norms, besides reconstructing the existing ones.

With the extinction of Corps, with the new Law, the rearrangement of others and the creation of Common Defense Corps, they had the necessity to act in accordance about teaching centers. However, when the PSOE (Socialist Party) leaves the power (1996), the number of teaching centers of Army had been reduced to 20, five less, (mainly, because the creation of the Common Defense Corps meant that their own teaching centers pass to depend on the Ministry); Navy had two more (19); and Air Force, two less (11), although they had created the NCOs Academy.

This was caused because on, the one hand, the government encountered a deep-rooted corporativism that was manifested among the Armies and, also, within each one of them. On the other hand, although they took the decision to act in this area, the procedure followed and the costs that in the beginning meant the transfer and fusion of centers restrained the possible changes.

Therefore, with respect to the military centers it can be said that a legal arrangement was made; but the reduction and centralization of the anticipated centers were not carried out.

3.5. The Attempt to Evaluate the Military Training System

In the last legislature of PSOE (1993-1996), a system of evaluation of professors was studied and which had to be applied by the Teaching Directors of each Army. The evaluation had to include a report on each professor, the necessities of teaching staff (civilian or military) for the following course, the proposal of agreements with universities or public centers and the proposals of new professors.

Later, each Army elaborated an annual report on professors, which was sent to the Teaching General Directorate of Ministry. In 1996, an annual report of teaching staff had

already been standardized. In that report, more than an evaluation of professors, it were described the problems teaching centers and the actions that had been adopted. Nevertheless, if there was a real evaluation, this remained within each Army.

With all that, it was tried to partially evaluate the system of military teaching to establish a methodology that allowed reaching the whole system. It was studied the teaching performance in Academies, the beginning of new curricula, the new norms that were applied to the students regime, as well as the change in the internal organization of the teaching centers and other data.

In short, it was tried to combine the internal evaluation of the centers with an external one (Teaching General Directorate of Ministry) to have a range of indicators of the quality of the military training . Much later, it was anticipated that in the evaluation of military teaching system participated the organisms in charge of evaluation in the Education and Science Ministry. Since 1996, these works stopped being carried out. It was tried to start them again after 2004.

4. The Student's Profile in Military Academics in 2001

Surveys about values of professional military or the citizens who entered in the Spanish Armed Forces in the last decades of the XX century have not been found. In January-February 2001, a very extensive survey¹⁹ was done, after several years of preparation that practically included 100% of the students of all the military academies of officers and non commissioned officers of Spain. This interesting work²⁰ can be consulted in the University Institute "General Gutiérrez Mellado" of UNED (Spanish Open University). We want to thank this Institute that has facilitated us its consultation. The major part of whatever is stated in this section is related to this investigation.

Below, they are detailed, among others, some values that characterize the students of Spanish Military Academies and the distance that they appreciate between some of their values and those of the society, as well as their perception of the democratic system in terms of its value and results. It also indicates, briefly, their appreciation about qualities, necessary abilities for the military profession and way to exercise the leadership that these students had as well as their evaluation of the role of the woman in Armed Forces.

19 It was an opinion poll, with 300 questions, that was applied to 2.458 pupils (aspirants to officers and NCOs); of whom 60 % belonged to Army, 19 % to Navy, 20 % to Air Force and 1 % to Defense Common Corps.

20 The document in fact is Proyecto de Investigación 98/14. Perfil profesional, político y sociodemográfico de los alumnos de academias militares. 2001. Two professors-doctors and one professor of Barcelona University, one professor of the Distance Learning University (UNED) and one Air Force officer, Licensed in Sociology, participated in its composition. Other people and institutions collaborated in the composition of the opinion poll, providing information, methodology and comments.

4.1. Values in the Civil Society and Values of the Military Students

The students of the military academies chose this profession for two main reasons (see PANEL number 1 in ANNEXE): the desire of a dynamic life (33.7% as first reason) and the desire of a stable work (33.6% like first reason). This means, according with the dichotomy²¹ that Moskos raises about "institutional" and "occupational" models of these professionals, that people enrolled in Spanish military academies have a profile of mixed values, with a slight institutional predominance. On the other hand, the students who enter in XXI century already have many professional profiles that the author considers more suitable for a military organization. It does not mean that this would be the mentality of most of the Spanish military; neither does it mean that the organizative fact of military is articulated according to that premise.

It should also highlight the little importance that military students give to social prestige as a reason to enter Armed Forces. The military students assume from the beginning a certain distance from the civil world and have a feeling of being "second citizens", if it is accepted that certain rights must be limited but not as much as others that also are restricted. Thus, it is accepted by majority not to have right to strike (73%), the passive suffrage (66%), and the possibility of joining a party (64%) and not to have freedom of expression in political matters (59%). And they are not in agreement with the limitations of association (56%), collective request (64%) and meeting (68%).

Regarding the relative distance between Armed Forces and the society, it was asked if the military men were integrated into the society (PANEL number 2); what was their perception of patriotism of the Spaniards (PANEL number 3); and if the values of the military and the civilians were equal or different (PANEL number 4).

The result indicated that 55.7% consider themselves very or quite socially integrated but 44, 3% think that in their case it is little or nothing. As far as the case of evaluating the patriotism of the Spaniards is concerned, 90.2% think that the Spaniards are indifferent or question and reject this notion.

On the other hand, in respect with the evaluation of the difference between the social values and the military values, 78.3% of the military students think that there are different values or they agree little with the civil values. Only 21.7% think that the military moral values are equal or very similar to the civil ones.

21 Really, Charles C. Moskos indicates the existence of three models, both mentioned and a mixture of both. Because ...« the plural military organization –with departmentalization of institutional and occupational segments– is the one that seems to offer the best promise of an Armed Forces that hold on an organizational and of spirit effectiveness, while it is able to adapt to technological changes and it is consistent with the democratic moral values» (page 152). This reference can be found in MOSKOS, Charles C. "La nueva organización militar: ¿Institucional, ocupacional o plural?", in BAÑÓN, Rafael and OLMEDA, José Antonio (Compilers). (1985). *La institución Militar en el Estado contemporáneo*. Pages 140 to 152.

As far as the democratic values are concerned, the difference between the opinion about the democracy like political system (institutional legitimacy)²² and the one that they have regarding the results of the political system (performance legitimacy) must be highlighted. When asked about these questions, 94% the military students stated that the democracy is the best political system. But when they were asked about the performance of the political system, the favorable opinion was below 70%. They are in agreement with the principles, but the favorable opinion about the possibilities of the system to solve the social problems descends, no just a little.

4.2. "Ideological" Qualities, Professional Abilities and Types of Leadership

One way to approach how the leadership exercise is perceived, it is the professional understanding of the abilities and qualities of the student who later will be a professional military man.

From a list of thirteen desirable characteristics, the results that were obtained can be observed in the PANEL number 5. In this PANEL, it is emphasized that the necessary values for the institution and for, so-called, "mentality of the military", which Janowitz established, are fulfilled to a certain extent in the Spanish case. The mentioned author indicated that «... the "mentality" of military seems to be a mixture of not much developed ideology, but strongly defended, and a deep sense of pragmatic professionalism...»²³. Within that ideology, the values would be: a strong sense of national identity, a "puritan" image and an emphasis against corruption, the acceptance of the collective public enterprises as base to achieve the economic, political and social change, a anti-political vision (against the politicians and the parties), the solidarity of group, and the personal loyalties.

In Spain, the comradeship, loyalty, spirit of sacrifice, love for the motherland and the discipline are accepted by the military students and in that order of precedence. A second block is made up by the professional qualities like technical preparation, organizational skills and leadership qualities, followed by the personal-professional qualities like bravery and physical preparation. The management (of human resources or the international environment) suffers a significant fall in the opinion of the students.

Therefore, "the ideological qualities" were placed by the students in the first place, and the desirable "practical professional skills", in the second place. However, the respect to subordinates, really, occupied the first place. That is to say that the leadership exercise is not conceived without this quality, which supposed to be respected by the superiors and

22 BAÑÓN, R. & CARRILLO, E. (1997). *La nueva Administración Pública*. Alianza. Madrid. Pages 51 to 76. These authors distinguished between the institutional legitimacy (that it supposes the adjustment of Public Administration to a system of accepted moral values) and the legitimacy for performances (that it is obtained from producing policies, public goods and public services, all of them socially accepted). Various degrees, even contradictory, of institutional legitimacy and for performances can be found inside a system.

23 JANOWITZ, Morris. "La organización interna de la institución militar", in *Op.Cit*, BAÑÓN, R. y OLMEDA, J.A. Page 133.

to respect those who obey their orders. This leads to the best way to exercise the leadership.

However, it is necessary to clarify the previous one. The love for motherland occupies a very important place, but the students are extremely pro-Europeans (the 92% showed to be very much in favor or rather in favor of the efforts for unifying Europe). In fact, 46% are already in accordance with integration, mid term, of Spanish Armed Forces in a European army under a European supranational authority (although 48% prefer the Spanish Armed Forces subordinated to the Spanish government).

The best thing would be that the European countries agree to establish a joint defense, as thinks 87% of those polled; 79% think that the union of Europe would mean that it would not depend on anybody for its defense and 91% wish lesser dependency of United States in defense matters. But the military students have a good opinion about NATO because 93% think that the participation in it has been good for Spain²⁴.

On the other hand, the bravery that occupies in the list mentioned before the tenth place out of thirteen, it should not carry any error. On being asked about the risk, that military run in performing their jobs and about those that fleeing from the risk, the students said that the possibility of losing the life is an assumed risk and that the cowardice must be penalized (the answer of the students of combatant Corps or non combatant Corps was almost unanimous).

The students were asked about the characteristics that had to reunite the leadership exercise and its concept of discipline and way to impose it. The result stated that the exemplariness of the leader, the team work and the promotion of the initiative in the subordinates are the most valued characteristics (see PANEL number 6). Nevertheless, regarding the discipline there is a something rigid conception, although clarified by the necessity to apply it with human criteria (46,7%) or within a relation of esteem and solidarity (32%) (see PANEL number 7). Another factor to be considered in the leadership exercise is the value which military students give to the appreciation of the superiors, companions and subordinates; they valued it at 24%, 65% and 60% respectively.

4.3. A Note about Evaluation of the Women in Armed Forces

In Spanish society at end of the Eighties, only 29% considered women qualified for any task in Armed Forces (but among more young people the percentage went up to 43%). At the end of the nineties, 70% of the Spaniards, according to the surveys of the Centre of Sociological Research (CIS), considered that the women could occupy battle positions in the Armed Forces (90% according to the youngest group of people).

In the mentioned survey of the year 2001, the female military students were 5.8% and the male 91% (3.2 % did not answer). But this percentage, in the Common Corps of

²⁴ In our first paper about "Spanish case", it was spoken about entrance in NATO like a point of "not return" (concept of theory of chaos) for Spanish Armed Forces.

Defense, underwent an important change and they were 34.4% and 62.5% respectively (PANEL number 8).

The students, on being asked if they considered the women qualified for the different tasks that are developed in Armed Forces, responded that many or sufficient for Medicine and Health(93,5%), Administration/Supply (90,7%) and Maintenance (67,9%). But this opinion changed to 39.2% for security tasks and to 19.8% for combat tasks. The opinion about the women was more favorable in the Air Force and among the aspirant to officer, and even more among those in the first course.

Nevertheless, the survey allowed to detect a curious phenomenon called female chauvinism. This phenomenon would be characterized by the following facts :

1. The 42% of female students considered themselves little or not at all qualified for combat tasks (32.5% of the female students pertaining to combat Corps expressed this idea).
2. The level of approval of the feminist movements (see PANEL number 9), because female students approved it few (43,7%) or none (32,4%), whereas male students approved it few (39.8%) and none (49,1%).

In short, in the society and in the Spanish Armed Forces, the opinion about the ability of the women to work in different existing tasks has changed enough since their integration in the Armies. The combat tasks are continued to be seen as non-suitable for the women and, also, a significant percentage of the military students is of this opinion. The students of the first courses are those who show a higher level of equality.

5. Military Teaching System, Values of Society and Values of Military Students, at the Beginning of XXI Century

The type of analysis used has been focused on the system of military teaching. It is a reductionism that has the purpose to clarify what occurs inside this subsystem within the Armed Forces. It is the only instrument, that is (or can be) in the hands of Govern, to tune the values of those who form a part of the Armed Forces, with those of the society they serve. Nevertheless, it is a system, in which, the changes require knowledge, a continued action, resources and a strong leadership that does not exclude the consensus.

The situation of beginning -until the beginning of the eighties- defines a profile of the Armed Forces centered on the defense of their competences. Even in front of laws promulgated by a dictatorial government, (although in their last few years), Armed Forces articulated different answers or even refused to obey some of this laws. Armies were strictly separated in these Armed Forces, and they remained thus for long, even after the establishment of the Ministry of Defense. Each Army dictated the formation that had to be given to their students, disconnected from other Armies and from the evolution of the university. When a gap with the world of university was noticed, the procedure consisted of sending some officers to take courses in the subject matter and, later, these would be

converted in internal diffusers of the knowledge learnt outside. University and Armed Forces were completely separated, a problem that, even today, is tried to be solved by all possible means.

On the other hand, it was tried to maintain the own values of the institution (moral values, tradition, team spirit, comradeship, sense of responsibility and work, discipline, bravery, austerity, subordination and also an pretension of autarchy). These were the qualities that were expected from the students, and that were transferred to and were demanded from the enrolled ones, by professors in Military Academies, until the Nineties; much beyond the curricula and the organization of the academic activities.

The civil professors were practically unknown. Therefore, the possibility of others models or referents was little, almost null. This occurs in academies, that during five years (officers) or three years (NCOs) -and in a critical period in the formation of a young person- exposed their students to a continued activity, practically without rest and with rules of boarding school (until this disappears by mid 90s).

The centers and their dispersed organization were a real example of the things indicated previously about values. It cannot be said that in reality a reduction of centers had taken place in thirty years, except for a few exceptions. However, its integration was not only a matter of saving. The interaction of professionals (students, professors and researchers) of different Armies, Corps and Specialties -and with the University- facilitates the exchange of information at all levels (besides providing what was already indicated forty years ago, related to the unity of doctrine) and induces ways of cooperative conduct. In a world, that appreciates the interdisciplinary work and where the changes happen at a great speed these ways of interaction and induced attitudes are, in itself, a value, although of difficult pondering.

It is doubtful that the students of XXI century know the things commented in the previous paragraphs, regarding the changes that have taken place in the military teaching system, in the last twenty years. However, they suffer its effects in education they receive. Thus, 52.6% affirmed that in 2001 the military teaching needed an intense or total reform, and 41.8% a partial reform (see PANEL number 10). Those students, about the necessity of a more ample professional formation and the possibility of reaching it, through civil studies outside Armed Forces (with scholarships and special permissions), responded (74, 8%) that it interested them, and for 15.3% it seemed a good idea, although it did not interest them; only 9% rejected that option (see PANEL number 11).

On the other hand, reforming a civil or military teaching system requires numerous resources in short term. The profound changes that were carried out in Armed Forces coincided with others in the economic and social areas; this meant that the government action was oriented towards those problems socially more important and visible, once the military matters stopped demanding the attention of the citizens and the politicians. The cost in defense grows until 1984, and stabilizes in 1990, for fall down continuously since that year. From the 2.19 % of defense budget, in relation to the GDP in 1985, it went down to 1.17% in 1996 (one of the lowest in the world). In other words, to promote changes in values it also requires an economic support at least in certain moments.

Regarding the way to manage changes, it is important to indicate two factors. On the one hand, the governments of PSOE (Socialist Party) acted in an order which moved from the most general matters to the most concrete ones (from defense policy to military policy, and to the personnel policy, and later to education; but it does not mean that all the actions would follow that order). When they entered in policy of teaching (in other words, when it begins with what can affect the values of the Armed Forces) had transcurred two legislatures and seven years.

On the other hand, it is important the way of managing change. This always looked for an internal consensus. That is to say that the process of democratic negotiation among political actors was moved, to a lesser or greater extent, to the interior of the Ministry of Defense. In this period, the intent of change clashes with the corporate culture of military organization. What is in question is not the supremacy of the civil power over military; that had already been accepted. What was dealt with in those moments was the distribution of power in an organization, in this case the Ministry of Defense and the control of a fundamental instrument; the teaching system. In short, in XXI century, the futures officers and NCOs who enter the military academies:

1. They are patriots, but they wish the construction of Europe and a European defense without interferences.
2. They have firm democratic values.
3. They have values that the institution needs for its good operation; but to the understanding of the soldier mainly "warrior" of the Franco period, it has been added "the technical qualities", that they are valued very positively.
4. They possess or develop a balanced set of "ideological" and professionals values.
5. The 91% are conscious of the need for a total, intense or partial reform of military teaching system and 90% think that civil studies (technical or university) should be facilitated, so that Spanish Armed Forces could have better trained personnel.
6. They accept limiting some rights (given the function which Armed Forces and the history of Spain develop) but they do not accept the restriction on rights like the one of professional association, collective request or meeting (see PANEL number 12).
7. They tend to exercise the leadership with certain toughness towards oneself (always give example, be prepared, if it is necessary give the life and criticize the cowardice) and towards the subordinates. But this last is moderated for mutual respect, due to the necessity to work in a team and because they seek more appreciation of the subordinate (60%) than of the superiors (24%).
8. They are an example of the increasing social learning in the gender equality that is manifested more clearly mainly in the young people.

But the system of Spanish military teaching is separated from the general education system, and to the extent it is possible, each Army maintains its centers and activity disconnected from the other two Armies. Still, the reorganization and reduction of teaching centers that not only facilitate the saving of costs; but, also, the communication and exchange of knowledge and experiences among Armies and with university, is pending²⁵. The non existence of an internal or external evaluation system makes more difficult any kind assessment of these factors and the application of policies congruous with it.

However, in 30th October 2007, once again with PSOE (Socialist Party) in power, it was published the Law of the Military Career, which with respect to military teaching, among other things, states: «Article 42.- *Teaching, in Armed Forces, is integrated into the General Educational System...*»... «Article 60.- *Teaching of Formation will be adjusted to the following criteria:[...] b) Facilitating the obtaining of titles of the General Educational System[...] e) Assuring the knowledge of the Armed Forces missions defined in Constitution and in National Defense's Organic Law*».

Therefore, consequently, the immediate objectives follow four very concrete directions.

Military Academies for Officers, without losing their character, will be constituted as University Centers affiliated to a Public University, in order to ensure that students (within the framework of the "integration of Bologna"), while they acquire the adequate military formation, also get a university degree.

The Medium Scale of Officers will disappear and they will be integrated into the Superior Scale (according to the requirements of Bologna and to the evidence of lack of effectiveness and the problems derived from its own existence)

It is intended that the NCOs Academies have the consideration of Vocational (Professional) Training Centers, in a way that all titles they give, they have the guarantee of the Ministry of Education and Science.

All Troops are professional. It is attempted that in a continuous process of formation (theoretical and practical) in a term of three years, they obtain a title of Professional Technician.

However, at present, the system of military teaching does not have visibility; it is not something that the citizens or politicians locate as centre of their action or their vision. Nevertheless, it is the instrument that the political representatives have in their hand to change in depth the values of the institution and its efficiency as an organization.

25 GIL, Carlos (1990), in the "Introduction to the Spanish edition" of JANOWITZ, Morris, *The Professional Soldier*, he affirm « ... transference of capacities between the military and civil world is not visible in Spain, with the exception of very specific specialties, like pilots, information technology, etcetera.» (boldface does not figure in the original).

Therefore, inasmuch as the separation between systems of civil and military teaching is maintained, the transference of capacities do not take place or have a lot of difficulties. This is a serious organizational situation, and more in an epoch of continuous technological changes, but it is an invisible problem.

6. Summary

Due to what's been said previously, and in order to make a summary according to the contents demanded by the joint investigation, we can say the following.

6.1. The Training of Soldiers

1. The private actors do not exist in the military Spanish training. Forty years ago already, the studies of the superior military teaching were homologated with the university education²⁶; but maintaining them extraneous to any private actor and maintaining, even, the system of public education at a distance. That way, in LOGSE²⁷, published in October 1990, said nothing about the military teaching. The laws of ordering of educational general system that came after it, they do not mention the system of military teaching neither. Although this instructed over 50,000 military and it gives more than 800 different courses from mid the nineties.

In determined institutions and, in particular, in the very hierarchized, the internal control of the organization is produced, principally, by the identification of the individual with the organization and the loyalty with this one. This supposes the previous selection of the personnel that should enter and that the selected candidate assumes its moral values (and if he comes with other ones, it is necessary to indoctrinate him). Therefore, the control of military teaching system, in conception the of majority of Spanish military, it supposes the separation from other actors of the training, (which does not exclude activities in common with other educational public institutions, or the hiring, the most reduced possible, of civil professors for determined subjects of study).

The Law of the military career, that it intends to change this panorama, has recently gotten into print. This law creates three Defense University Centers, ascribed to three different universities, one for each army, whose ownership is of the Ministry of Defense. That way, each army can keep control of its formation and a linkage with public education system is established, although they continue maintaining the distance with it.

This signifies that, until now, the educational and research institutions of state are not imbricated with the ones that accomplish similar functions inside the military; Which supposes that a certain rigidity in the armies' officer' formation remains. It implies also that the agile circulation of knowledge, new techniques and technologies among the civil world and the military continue seeing as obstructed, and that affects the update of military teaching system and, individually, to its members.

26 Law 97/66, December 28, 1966, on the Superior Military Teaching.

27 Organic Law 1/1990 of General Ordering of the Educational System. It does not dedicate neither a word to the military teaching system and there is no evidence that in the informative previous procedures to the pass of the aforementioned law thru the Parliament, Defence's Ministry accomplish any action with this purpose.

The impossibility of homologating many of studies that are imparted in FAS (practically all the postgraduate studies) makes it difficult to the pass from the professional military to civil professions. It has not been wanted to make easy the integration in the general educational system, during a lot of years, for fear to lose personnel (officers and NCO,s, most of all). However, ever since soldiers are professional, the policy that has come after with them is to educate them and to make easy its pass to civil activities, when they finish its compromise with military.

This, to the present-day moment, generates a profile in the officers and NCO,s that tends to the isolation of the society and to a certain technical phase difference. It remains, therefore, on the hands of every one to surpass this situation individually.

2. To the beginning of the nineties, the distribution of the percentage of class hours for the officers of superior scale was the one that is indicated in TABLE 3.

The contents of programs of strictly military subjects of study in military higher teaching would cover the 40 %, at the most. The remaining time is filled with scientific subjects, humanities (History, Psychology, Ethics, Introduction to the Law, Constitutional Law, Economics, Techniques of Management, foreign languages and others) and Physical education.

The discussion during the reform of the military teaching system (in the nineties) was the equilibrium that should have been between the four groups of matters that are indicated in TABLE 3. Although, initially, a model of humanistic-military formation was deliberate, the reform finished designing a model of technician-military, if we considered the percentage of hours that was dedicated, in the officers' teaching, to those kinds of formation. Relating to the NCO,s, due to its very specific task assignments, they have a formation technical-military more manifested.

In short, one can say that the formation in humanistic matters, since the nineties, supposes, for NCO,s, a 20% or 25% in time and in curricula. And, for the officers, it oscillates between the 25 % and the 30 %, with differences between armies and, inside of these, vary according to specialties.

3. The criteria that guide the military teaching and the curricula are of generic character and they are defined by the respect to the Constitution; the subordination of military to Government of the nation; the acquisition of “scientific and cultural knowledge of general character alongside the specifically military knowledges” and the “adequateness of the military teaching to the requirements of the present-day society”. Not even, in the last legislation, the idea surpasses general criteria like “Guaranteeing the complete human formation and the full develop of the personality” (Art. 64.c) or “Fomenting principles and constitutional moral values, contemplating the cultural Spanish plurality” (Art. 64.d)²⁸.

28 Law 39/2007 of the military career.

There is not, in the legislation in use or in the consulted documents, any specific goal for the teaching programs of contents no strictly military; not even in the legislation that, from 1992, structures the curricula.

6.2. Leadership Concept

1. The leadership style was defined formally in a plurality of articles contained in a Law that was approved almost at the same time as the Constitution of 1978²⁹. The aforementioned piece of legislation configures a military whose exercise of leadership is based on various moral values; but they can be summarized in two: Exemplarity and discipline.

The military gets configured, with regard to the exercise of command, by the need to have legitimacy in front of its subordinates. This is gotten by the respect to the Constitution and to the laws of war, that they forbid the realization of determined criminal actions (in which case, orders should not be obeyed); and by the possession of certain moral values (and demonstration of such possession through his conduct), like austerity, abnegation, bravery, correction in the relation with all, initiative, professional preparation and attention and interest about his subordinates.

All the above is the frame that should have encouraged the military to accomplish his duty, to observe the strictest discipline and to force his subordinates to be observant of this discipline. The guide, for the exercise of leadership, has been this one, until recent date³⁰, when some of the aforementioned parameters have changed.

According to the new profile, the military leader should adjust his conduct to the respect to the people, to the public interest, to the international laws (the illegitimate orders should not be obeyed and one incurs in responsibility of making it), to dignity and inviolable rights of the person and to the gradual and proportionate use of force. The military leader will look for the support and cooperation of his subordinates and will obtain it if he has prestige in front of them.

Discipline continues being an important factor and norm of military behavior. But, on the one hand, it is looked for inculcating a discipline based in conviction. And, for another one, the definition of the moral values, that configure it, objective, even more, the conduct and they make it to depend, in bigger measure, on the national and international laws; included them what they have to do with Human Rights.

Finally, the military profession has two differencing variables. No other institution asks for to her professionals that they should be willing to give the life in support of the collectivity and, even, what renounce to rights established in the Constitution (for all less for the military). Armed forces do not have, besides, evidently, an economic purpose. This influences everything else, and is difficult to establish an ideal type of leadership,

29 These articles are present in the Title II, articles 26 to 48, of the Law 85/1978 of Royal Ordinances for Armed Forces

30 Law 39/2007. Article 4. Rules of military comportment.

applied to the military institution, for analogy with other organizations. References more used, they come from the entrepreneurial world, that there are not easy to apply them, in a way strict or adequate, to the environment military.

2. The above-mentioned moral values are taught, from the first moment in which the candidate to military enters in an academy, and do not stop coming into sight or to appear one way or another. The reference to these moral values is continuous, during one's military life, in the commemorations, discourses and any kind of professional activity.

3. Prestige is configured by the professional preparation, the example that one gives his subordinates and the capacity of making a decision (correctly) in difficult situations.

The professional competence should be shown in fields of operations, technical and resourceful management, in different proportion, according if they are officers or NCO,s and in terms of the hierarchic level in each one of those groups. But, what's been said previously, should come along with comradeship and loyalty with his subordinates (and superiors); which is a mode of trying to avoid an authoritative and/or technocratic leader's profile.

6. 3. Norms of Conflict Settlement

1. We will talk about, in first approximation, the Guardia Civil³¹ (Civil Guard). In the year 2002, an Advisory Council of Personnel was created, of scarce efficacy, and that ended up in public demonstrations of the civil guards in Madrid, in uniform and without it, fact unusual on the recent Spanish history. A Law established, in the 2007, the right of association, and it created the Council Board of the Civil Guard as consultative organ in relative to the professional statute, conditions of employment, retributions, training programs and other matters of social character³².

At the beginning and from the Interior Ministry, the creation of associations in the Civil Guard was made difficult, by the procedure of interposing appeals against the actions that the associations undertook. Today, there are nine associations, being, only, seven of them adequately registered.

In regard to the military, the Law of Associations of 2002³³ gives recognition to the right of association to the military, but it will have that ... "to be abiding by what determine the Royal Ordinances for military and the rest of his specific standards ..." (Art.3 c). And the Royal Ordinances forbid associations, in incompatible way with the Constitution that recognizes, in general, this right .This was the cause of an appeal in front of the Tribunals that, after more than years' dozen, gave the reason to the association that presented the appeal.

31 This institution has a double organizational dependence; On the one hand it depends on the Interior Ministry in its missions and command, but in rules of discipline, hierarchy and organization depends on Defense's Ministry. Its officers study the two first years of career in the General Military Academy of Army.

32 Organic Law 11/2007 regulatory of rights and duties of the members of the Civil Guard.

33 Organic law 1/2002, regulating of the Right of Association.

Today associations of military in reserve exist; but associations of military in active they cannot be constituted. And the impossibility of the military in active of constituting an association (those who have made it and have appeared in public acts have been punished) and having representation of his legitimate interests, it is a potential source of conflicts, that has not yet been shown with all intensity.

So then, legally, the right of syndication does not exist for the military in Spain. But, in practice, the right of association do not exist either. Because, although there are associations of military in reserve; the associations of military in active there are forbidden.

Ombudspersons do not exist and it is supposed that it is the chief of the unit who gathers the petitions of the professionals of his unit; he studies them, he takes care of them and he transfers to superiority these that he cannot attend.

2 Because the military professional associations in active do not exist, conflicts can not be channelled through them, But certainly standards exist (the last from 2007 and the antepenultimate from 1978) that preserve the subordinates from possible abuses originated by superiors.

The first level of direct conflict between commands and subordinates would be in the non-observance of the rules in use.

The respect to the subordinates, and the attention to “ ... his living conditions, disquietudes and needs; and safeguarding his interests, in order that they all are persuaded that they are treated with respect and they received the consideration that they merit” (Art.99) it is foreseen from thirty years ago. In fact, it is indicated specifically that officers should show... ”manifest concern for their subordinates ...” (Art. 77), However, there is not an equivalent concept for the NCO,s. In addition, contrary acts to the laws and uses of the war or that constitute crime cannot get in order; And the possibility of alleging "due obedience" does not exist.

The claims of any kind are made to the immediate superior and assuming that this is implicated in the claim, to the one that is immediately on top of him in the hierarchy. The claims of any kind are made to the immediate superior and assuming that this is implicated in the claim, to the one that is immediately on top of him in the hierarchy. The only limitation is that reclamations cannot be presented while a mission is accomplished; it is precise waiting until that finalizes.

The second level of conflict would have a general character in reference with the professional conditions, the social rights and the capacity of representation in front of the superior instances. This point is not solved still.

3. The sanctions to the deviated conducts are foreseen in the Military Penal Code³⁴. In this, it is indicated than abuse of authority, in order to compel a subordinate to make

34 Organic Law 13/1985, of the Military Penal Code. This Law has suffered some modifications in 1991, 1995 (about abolition of capital punishment), 2002 (about crimes relating at the military service) and 2007

acts outside to the service, (or to impede the exercise of a right arbitrarily), can be punished with penalties between three months and a day and four years was of prison. In case of degrading treatment, the punishments can oscillate from three months and a day to five years, and if it took place to a physical maltreatment, sanction will be between five years and fifteen years. In the cases of abuse in the exercise of command, the punishments that can be imposed oscillate between three months and one day and two years of prison.

Therefore, we can say than the Spanish Armed Forces, from the high levels of the military hierarchy, (and the representatives elected by the citizens have assumed it) has maneuvered, in order to make difficult or to delay, as much as possible, the creation of associations and other figures of intermediation in the conflicts between the different hierarchic levels. In return, a guarantor legislation of the needs and individual rights of the soldiers and, in general, of the military, that it existed already, it became stronger still more. It is a paternalist vision of the relation between command and subordinates, that it has not generated intense conflicts for the moment, but some indeed.

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ANNEXE

PANEL number 1				
What is the reason for choosing the military career?.				
	First reason		Second reason	
	Frequen cy	Percenta ge	Frequen cy	Percenta ge
Military admiration	118	4,9	170	7,2
Well organized life	227	9,4	335	14,1
Stable work	809	33,6	726	30,6
Social prestige	55	2,3	215	9,1
Dynamic life	812	33,7	490	20,7
Family traditions	226	9,4	227	9,6
Dedication to others	163	6,8	206	8,7
TOTAL (valid)	2410	100 %	2369	100 %

PANEL number 2		
Are the military integrated into the society?		
Level of integration	Frequency	Percentage
Not at all	88	3,6
Little	996	40,7
Enough	1099	44,9
A lot	264	10,8
TOTAL	2447	100%

PANEL number 3		
What is your perception of patriotism in Spain?		
Level of patriotism	Frequency	Percentage
Accepted and defended	240	9,6
Indifferent	1.276	52,3
Questioned and rejected	927	37,9
TOTAL	2.445	100

PANEL number 4		
Coincidence or dissonance between the values of the society and the military values		
Military/Civil-values	Frequency	Percentage
Different values	424	17,4
Military /less civil values	1.485	60,9
Military /more civil values	288	11,8
Same values	242	9,9
TOTAL	2.439	100

PANEL number 5				
Useful skills and qualities for military work				
Skills and qualities	Average (from 1 to 10)	IMPORTANCE		
		Much	Normal	Little
Respect to the subordinates	8,91	94	4	2
Comradeship	8,82	93	5	2
Loyalty	8,69	91	6	2

The spirit of sacrifice	8,52	90	7	2
Love for the motherland	8,48	85	11	4
Discipline	8,40	89	8	2
Technical preparation	8,15	87	11	2
Organizational skills	8,08	89	8	2
Leadership qualities	8,05	87	10	2
Bravery	7,78	80	16	4
Physical preparation	7,77	80	16	4
Human resources management	7,02	63	28	8
International relations awareness	6,28	47	40	13

PANEL number 6	
Assessment of the principle characteristics of the power exercise	
Characteristics	Average (1 to 10)
That the personal aptitude be an example for the subordinates	9,19
Encourage teamwork	8,62
Support the initiative among the subordinates	8,29
Show persuasion skills compared to the subordinates	7,49
Impose obedience on the subordinates	6,12

PANEL number 7	
Expressions which are more identified with the concept of discipline	
Types of discipline	%
Rigid and non influential for human reasons	6,6
Rigid but softened by a human relationship with the subordinate	46,7
It should be applied in the framework of a relationship of respect and solidarity between the superior and the subordinates	32,0
It can't be equal for all the subordinates but adapted to the qualities	14,0

and defects of each one of them	
Don't know/ Don't answer	0,7

PANEL number 8			
Sex distribution by armies			
Armies	SEX		
	Male	Fem ale	Don't answer
Army	88,9	6,3	3,9
Navy	95,5	2,1	2,4
Air Force	92,2	5,9	1,8
Common Corps	62,5	34,4	3,1
Average	91%	5,8%	3,2%

PANEL number 9				
Formation level of females by areas				
AREA	FORMATION			
	A lot	Enoug h	Littl e	Nothi ng
Health	53,6	39,7	3,8	2
Administration/Supply	40,1	50,6	6,4	2,2
Maintenance	21,9	46	26,8	4,5
Security	9,4	29,6	43,7	16,3
Combat	4,5	15,3	42,2	37,1

PANEL number 10
Evaluation of the formation of training received in the

military training centers <i>(till the survey was carried out)</i>		
Evaluation	Frequency	Percentage
Good	131	5,4
Partial reform	1028	42,1
Intense reform	823	33,7
Total reform	461	18,9
TOTAL	2443	100%

PANEL number 11		
¿For a more ample professional formation the Armed Forces had to facilitate the pursuing of civil studies?		
Pursuing civil studies	Frequency	Percentage
Yes	1836	75,5
Yes, but I am not interested	376	15,4
No	220	9
TOTAL	2434	100%

PANEL number 12		
Agreements or disagreements with the limitation of fundamental rights		
RIGHTS LIMITED	PERCENTAGE	
	Agree	Disagree
Strike	73	26
Passive suffrage	66	33
Party affiliation	64	35
Freedom of expression in political matters	59	40
Freedom of expression in professional matters	50	49
Professional association	42	56

Collective petition	35	64
Meeting	31	68