SOCIETY RESILIENCE TO CONTEMPORARY THREATS: THE IMPACT OF EDUCATION

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Annotation. The current unpredictable security environment has replaced the security and defense policies of EU and NATO member states by focusing more on the challenges of societal resilience. The resilience of society is based on human nature for survival and is influenced by intangible entities and the spheres of human life. Education, as the engine of the progress of civilization, can become one of the most dangerous threats to the state and society, as well as one of the most important means of increasing society's resilience to modern threats. The modern education strategy of national governments focuses on quantitative indicators that do not reflect the security interests of the state, society and individuals. In such circumstances, education may pose the greatest threat to security. The consequences of such an "effective" but not universal education make society's resilience weak in the face of modern threats such as cyber-attacks, extremism, terrorism, corruption and so on.

Keywords: society resilience, contemporary threats, national security, education.

INTRODUCTION

Society resilience has recently become a widely debated issue among both the academic community and military professionals. First of all, it is related to contemporary threats to national and global security. At the beginning of the 21st century, it became clear that, due to the diversity and rapidly changing nature of contemporary threats, national governments can only address security and defense issues through a united force of military and civil society. Strengthening the country's military capabilities, as well as the society's readiness to face the threats to the state's peace and welfare, has now become a top priority for national security. On the other hand, terrorists' attacks and hybrid threats such as cyber and information attacks are targeting the civil population and critical infrastructures what is bringing NATO member states into sharp focus the need to boost resilience through civil preparedness (Roepke, Thankey, 2019). But the concept of society resilience is very complex and encompasses a full range of interpretations, which in turn problematizes the process of strengthening resilience in society itself.
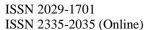
Traditionally resilience is understood as the ability of a system to absorb interference and rearrange as change occurs to maintain essentially the same function, structure, identity, and feedback (Walker B., Holling C. S., Carpenter S. R., Kinzig A., 2003). The principle of NATO's resilience is set out in Article 3 of the Treaty establishing the Alliance, which requires all "the Parties, individually and jointly, to maintain and develop their individual and collective capabilities to withstand armed attack, through continuous and effective mutual assistance and mutual assistance" (The North Atlantic Treaty,1949). The current unpredictable security environment has changed the focus on civil preparedness and today, the Allies are working to renew their position, not only because of NATO's military modernization, but also because of its common deterrence and defense stance. In 2016 at the Warsaw Summit, Allied leaders pledged to build resilience by meeting basic civil preparedness requirements such as government services, energy supply, communications and transport systems, food and water resources. In addition, the Warsaw Communiqué focused on developing a comprehensive political, civilian and military approach to the evolving complex security environment for crisis management and security cooperation (Warsaw Summit Communiqué, 2016, para.119). A comprehensive approach, as a key point in NATO and the EU's deterrence and defense policy, covers a wide range of activities, functions and attitudes, meaning a wide range of content from a particular phenomenon, as well as an individual or collective ability to understand that content. That means that first of all the basis of the society resilience is lying on the ability of individuals to understand the nature of contemporary threats and on their capacities to resist these threats acting in most proper way.

The role of education in addressing contemporary national and international security challenges is becoming a key factor in the successful implementation of the NATO and EU concept of societal resilience. For this reason, this article will focus on the importance of education in increasing and developing societal resilience. To perform this task, the situation in Lithuania will be analyzed, highlighting the main issues of the education system.

SOCIETY RESILIENCE AND EDUCATION: THEORETICAL BACKGROUND

The 21st century can be described as technological progress and globalization. These processes have brought many transformations that have been reflected in all areas of human life and have become a challenge to society as well as to nation states and their governments. According to Ch. Fjäder's (2014) idea of globalization created a "new world without borders",
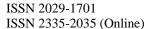
but the open market and the technological revolution in telecommunications and information technology have made the world smaller and more dependent.

In a global world, threats to nation-states are becoming increasingly global, with more complex, unpredictable, and hybrid implications for both the national state and global community. Modern threats, dangers and risk factors affect all aspects of society's life - economic, political, social and cultural, which means that every state and society are becoming increasingly vulnerable. Resilience to modern threats must encompass absolutely all areas of life and all members of society, raising the complex issue not only for nations, governmental and international institutions but for the society as a whole. However, the need to prevent and respond to these threats remains a security task for which national authorities are primarily responsible.

On the other hand, due to globalization, national governments are gradually losing influence over important matters of their state. The role of political international organizations, international business corporations and international financial institutions in the decision-making process of nation states is becoming increasingly important. However, national governmental institutions are no longer able to cope with the increasingly complex challenges of security and resilience by their own. It has therefore become apparent that the national government no longer plays a key role in strengthening societal resilience and "many other actors at different levels are involved in the game, reflecting the diversity of areas of resilience" (Svitkováa, 2017).

This situation has broadened the perception of security and some researchers (especially in the Nordic countries) have begun to promote the concept of national security through public security or resilience (Stockholm Bank, Hjortshøj, 2018;). According to Mr Wæver, () the definition of public security relates to the ability of society to survive perceived or present threats, which is a threat to personal identity and not to national security, which is linked to threats to sovereignty of the state. Following this concept of security, society resilience is a dramatic challenge for current government and modern society as well. This challenge is becoming not only a topic of security policy and emergency management, but also an interdisciplinary problem of practical decisions and scientific researches. However, the nation state has retained its primary responsibility to address national security issues in line with the principle of resilience at the national and international levels.

During the historical development of civilization technological progress has brought many advantages and disadvantages to human society. According to A. Nazaretyan, "progressive transformations, by solving dramatic problems of life, create more complex and at the same time more developed means of their solution" (2009, p. 125). In fact, it means that many threats to humanity pose to the progress of society. The paradox of humanity is obvious: society, by creating a safe environment and a rich life, simultaneously creates new dangers and threats to a secure life and at the same time seeks a way to avoid those threats. As a result, societal resilience is a natural phenomenon based on human nature to survive. The cultural phenomena of society, such as morality, values, and traditions, seek not only to prevent the natural aggression of humanity, but also to create barriers to the threats and violence that result from technological progress. The balance between technical and humanitarian development of the society must be keeping aiming to avoid the catastrophic consequences of technological progress. Thus, in the context of globalization and technological progress, issues of societal resilience and their solutions are closely linked to issues of values orientation as the basis of identity human values and are at the heart of the national security policy-making process. In this context, the question of the role of education in increasing the resilience of society is becoming most relevant.

The role of education in building and enhancing societal resilience encompasses a wide range of knowledge and competencies needed to address threats and risk prevention. However, knowledge and competencies of are completely useless and can even be harmful if their content is not based on a person's value orientation. Thus the main attention of education must be keeping to the formation of value orientation of the individuals and the identity of society as well. Is the governmental institutions of national states to be a main player in this process under the influence of globalization and new technologies?

The 21st century has brought a new type of information and communication together with a new type of society with a new type of relationship and a new identity. According to M. Castells (2010, p.5-8), in the last century, both governmental and social institutions (such as the church, subdivisions, political parties, etc.) played a key role in shaping legitimizing identity that was the dominant form of identity. Now this identity co-exists with other types of identity (resistance and project). The current diversity of identities is supported by the diversity of attitudes and actors involved in the formation process.

National governments seek to control the educational process to shape value orientations and societal identities in the light of national welfare and security interests. The European Commission points out main direction in education for EU Member States on how to support and strengthen the development of key competences, which include the knowledge, skills and attitudes needed by all persons to implement and improve, employability, social inclusion and active citizenship from an early age and lifelong learning (Council Recommendation on Key Competences for Lifelong Learning). Education is both the greatest input for total development of human personality and the key to human progress. Education must be used as a powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals, inculcating "Social Responsibilities" and "National Integration Values" (Kolangi, 2014). Nation-state education institutes strive to carry out their tasks by strengthening the quality of education. But do they really able to fulfill the main task of education according this requirement in the situation of consumer society?

MODERN EDUCATION AND RESILIENCE: THE CASE OF LITHUANIA

In 2012 The European Commission has adopted an EU Strategy for Education to equip individuals with the right educational tools, skills and competences to take an active part in the cultural, political and economic life of European and other societies (Rethinking Education strategy, 2012). This strategy was oriented toward quantitative results and set two targets for European education system to 2020:

• According to the first target European strategy for education started to be oriented toward quantitative results aiming to increase the number of educated persons till 2020. Aiming this result it must be reduced the number of early school leavers (at least 95% of children should participate in early childhood education).

• The second target is particularly crucial since education plays a key role in employment and competitiveness by increasing employability and by fostering long-term growth and at least 40% of people aged 30-34 should have completed some form of higher education.

According to the directives of this document, the Lithuanian National Education Strategy for 2013–2022 approved the goal of the National Education Strategy - "to mobilize the educational community and all Lithuanian people (solidarity) to continuously develop education (learning) to achieve personal goals and the country's success (activities)" (Valstybinė švietimo strategija 2013-2022 metams). This strategy was more focused on

qualitative rather than quantitative results, as the number of educated people in Lithuania was relatively high: in 2019 the number of persons under 15 years old with tertiary education was 72,4 % and total number of people older than 15 years with primary education and higher was 84,8 % (Table 1).

Aiming to improve the quality of education in Lithuanian in 2016 Lithuanian government has started to provide a lot of reforms on the different levels of education system (from primary schools to higher educational institutions). Without looking at government measures since 2015 to 2018 the number of people, trusting in education, decreased about 10% and therefore trust in Lithuanian education system among other governmental institutions fell down from 3rd to 8th place (Table 2). The growth of distrust of Lithuanian society in educational institutions was determined by the reforms of the education system: attempts to reform the higher education system and the reform of the remuneration of school teachers. The Ministry of Education, Science and Sports of the Republic of Lithuania had to acknowledge that "the growth of public distrust in education was most likely determined by the government's education policy" (Švietimo būklės apžvalga, 2019). So, what was wrong with the reforms that had to increase the trust in education as well as increase its influence on the population?

Table 1. The number of educated persons under 15 years old in Lithuanian Republic (thousands)[1].

Level of Education	year 2015	year 2019
Higher education **(University)**	736	801,1
Higher education (Non-university)	841	803,6
Secondary education	286,3	215,9
Basic education	203,0	130
Secondary professional education	416	417,7
Total number of educated people	2483	2368
total number of population	2921,262	2794,184

[1] Data source: Lithuanian Department of Statistics.https://osp.stat.gov.lt/statistiniu-rodikliu-analize?hash=b331 cbcd-c8ae-4560-b695-f7380924efcc#/

2016 - 2018 The reforms of the Lithuanian education system were aimed at improving the quality of education, but in fact the issues of optimization and financing of the system management process were taken care of in order to make the education process cheaper and simpler. In 2020 a new reform of education was initiated and which is not very different from the previous ones. The focus continues to be on how to connect universities, optimize programs and improve the quality of studies making education system more attractive for the students. Probably a new feature of the 2020 reform is that the government has started talking not only about high qualification requirements for teachers, but also about increasing the salaries of teachers and providing them with a full workload. In fact, the education system continues to focus on quantitative indicators of education, but not on its quality.

Table 2. The place of education in the ranking of trust in Lithuanian governmental institutions.[2]

Year	Place in the ranking
2015	3
2016	5
2017	4
2018	8

The Lithuanian government is trying to create an education system based on the principles of consumerism, expressing the interests of employers and the labor market. This is the biggest problem of modern education system reforms. Business interests do not always reflect the strategic interests of the nation-state and the general interests of the social community. The business is focused on quantitative results such as production efficiency and profit. Education is focused on the qualitative results of personal development: the development of the human mind and heart. Educational institutions, by complying with government education policy directives, actually become entrepreneurs and thus lose public confidence. The resilience of Lithuanian education and society is at great risk as educational institutions gradually become business enterprises producing effective study programs focused on a narrow professional specialization that provides the "necessary" specific knowledge in the shortest possible study

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[2] Švietimo būklės apžvalga. LR Švietimo, mokslo ir sporto ministerija. Švietimo aprūpinimo centras, 2019. http://www.nmva.smm.lt/wp-content/uploads/2019/10/Svietimo-bukles-apzvalga-2019-web.pdf

period. This type of education is "not education. It is a process of making computation devices that look like Homo sapiens. "(Naskar A. p. 13) And this is not only a problem of the Lithuanian education system.
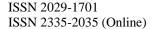
CONCLUSIONS

Society resilience has become more relevant to researchers and security professionals in the face of contemporary threats addressed not to state actors but to individuals, communities and society as a whole.
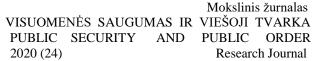
Resilience of society is a natural phenomenon based on human nature to survive, manifested in the intangible sphere of human activity, such as moral values and identity. Therefore, in modern society, education is becoming one of the most important tools for increasing societal resilience.

The education strategy of national government focuses on quantitative indicators that do not reflect security interests of state, society and individual and it is the biggest risk for the state, society and individuals. As the consequence of "efficient" but not universal education society resilience is made weak in the face of such contemporary treats as information attacks, extremism, terrorism, corruption, etc.

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