

ONE OF THE POSSIBLE WAYS TO STRENGTHENING THE SECURITY

Rudolf URBAN

*University of Defense, Czech Republic
rudolf.urban@unob.cz*

Roman URBAN

*Independent scientist, Czech Republic
urban.r@centrum.cz*

Abstract

This paper is intended to point out at the relation between security and its key vehicle that is humans themselves. It presents an option to strengthen security through purposeful education of people and their comprehensive training in peaceful settlement of conflicts.

Key words: *security, globalisation, threats, peace education, peace marketing*

JEL Classification: *F52, H12, H55, H56*

I. INTRODUCTION

In case people have many various goals that may occur to be incompatible with each other it is impossible to always rule out a violent conflict either at the level of personal life or that of the society. The diversified goals characterise the security environment being closely interlinked where the national borders keep losing importance. At the same time, growing interconnections between the macro and micro-economic levels are exposed to the escalating degree of uncertainty from the development in the future. It is the uncertainty and ambiguity that might be perceived the key factors for the insistent expectations from the future development. The abilities of identifying the significant changes, either positive or negative, become the key issues. The generally accepted reason of the interconnection is usually seen in the globalisation process in all of its spheres: cultural, social, and firstly economical (Oulehlová, 2015). Globalization's Achilles' heel may be found in the unbalance among the international range of government actions, markets' global nature and the real power available to the large supranational companies (Rothkopf, 2009).

In consequence of the growing interconnection of national economies, cultures and global impacts of individual events, it becomes more complicated to register the original indicators of changes that would assist getting properly ready for the possible future security threats (Neubauer, Odehnal, Sedlačík, Holcner, Foltin, & Michálek, 2013). What was mentioned above implies the question how, in case of globalisation with the eminent feature of internationalization, to find a security indicator which would enable corrections of globalisation negative issues as well as would help to find the way to the elimination of the necessarily existent conflicts.

II. SECURITY THREATS AFFECTING HUMAN POPULATION'S PEACEFUL LIVING

Now is the moment to ask whether the contemporary social order of world, global challenges of economic development, and related issues of sustainable development tend to peaceful solutions or to the likely escalations turning into war conflicts to satisfy planet population's vital needs (Hošková-Mayerová, 2015).

The basic characteristics of contemporary situation are visualised in the following diagram (World Economic Forum, 2015).

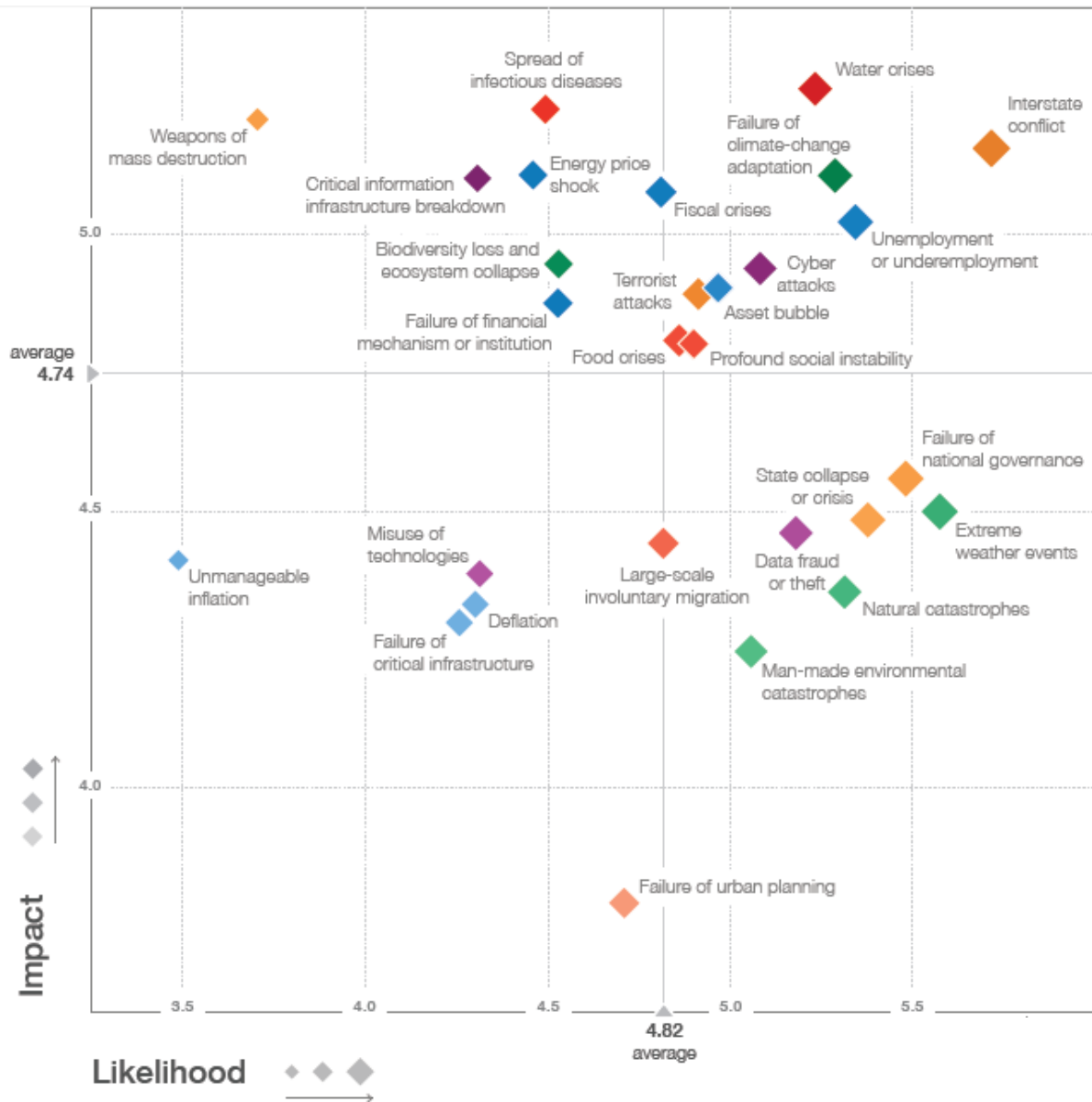


Figure 1. The Global Risks Landscape 2015

Source: World Economic Forum, 2015

The presented security threats indicate the crucial role of human acts on their lasting existence within the global satisfaction of population needs (Sedlačik, Odehnal, & Foltin, 2015). From the threat structure depicted by territory, it is obvious there are differences in both economic and social development which are the essential prerequisites for generating possible colliding situations. History has been long confirming that the usual tool to provide the satisfaction of vital human needs in a community with poverty, low level of literacy and, thus, political order, is force used in armed conflicts.

Provided above mentioned implies it is in particular humans who are the vehicles of security threats, it is necessary to identify which of the human parameters affects most the issues, such as the possibility of arising a conflict, its course dynamics or the options of its settlement.

III. EDUCATION: A TOOL TO ELIMINATE SECURITY THREATS

From the economical point of view, globalisation brings increased interconnection and interdependence of national economies reflected in the security of the nations. Working on the assumption that labour is the essential driving force of economy determining its dynamics, ways of development and thus the market requirements, human is obviously the decisive risk factor of security (Odehnal & Sedlačik, 2015).

War conflicts do not appear suddenly. States are getting ready for the case of that threat persuading their citizens of the legitimacy and adequacy of such an act. How fast and successful is the persuasion campaign

depends on the level of development and literacy of the questioned nation, on its social, historical and cultural values. All war protagonists, as history proves, had known the groups of intelligentsia and pacifists may be the weak points in war campaigns. They saw the solution in the elimination of population education potential in the bud both in their and later in the occupied territories. Therefore, it is evident history has proved the significant role and impact of literacy of the questioned population on the very origin, course and end of armed conflicts. People missing the correct or truthful information, people without the knowledge of history, cannot compare and verify the presented truth. Then they usually easily believe proclamations presented by their leaders.

Social education results in the development of economy and the improvement of the level of society through stable and even harmonised relations. If people are not being educated, completely opposite – pathological effects (crises in community) come about very often resulting in economic as well as in social loss. Recent times affected by financial crisis were global in the extent and impact.

At present, Europe is facing a new situation of a huge migration wave of economic and war refugees coming from Arab or Africa countries. The phenomenon arouses a tense situation within each of the European countries but also between the European Union member countries. The pressure on the economic way out of the incurred situation as well as on the entire society's comprehension of the new phenomenon from the historical and cultural points of view increases. Intensive discussions on political scene are going on about the elimination of the negative impacts of the new threat. Numerous recommendations appear, however rather too much oriented towards crisis solutions at the moment considering the economic, cultural and historical context.

Strategic and systematic measures in security issues that would allow finding a common basis to solve all militant situations across the board could be searched for in the new approach named "peace education".

As a security bolstering tool, peace education needs to address all age groups of the community with a goal-oriented and heterogeneous approach. Achieving positive results requires the application of sophisticated professional education strategy including built-in marketing elements to support "peace thinking". Flawed or unprofessional approach may debase the peace education effort to take the form of mere security propaganda which would result in less trustworthy seriousness and profound significance of peace education.

Peace education can be defined as: *"the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national or international level"* (Fountain, 1999)

or

„A participatory holistic process that includes teaching for and about democracy and human rights, nonviolence, social and economic justice, gender equality, environmental sustainability, disarmament, traditional peace practices, international law, and human security.“ (Hague Appeal for Peace, 2016)

Proceeding from the "peace education" definition mentioned above, the cornerstone and the first phase of the system may be seen in family. Family represents a micro community with various level and scope of education forming the personal level of peace. It is the essential community that discusses absolutely openly and on trust principle the most serious issues of forming human life basic values and attitudes. That moment is the crucial point for a human – a child receiving the very first information, experience of violence or of harmonic life, at the level of micro community, later transferred on the widened community. It is a place with a space for explaining the causes of violence as well as the options for solution or tolerance. It is a chance to form positive perception of security as the essential basis for a happy and content life.

However, the childhood and family framework breaks as soon as the children enter the society's education system. From the point of view of an imaginary classification of peace education system, the period may be described as the second phase of personal level of peace forming during which the social influence of peace perception and understanding happens. Children appear in a wider community of their classmates, sports or cultural events. It is because right there the first aspects of the social perception of the differences between poor and rich, human races, differences between the ways of understanding life by various religions etc. arise that children should inevitably and purposefully be peace educated proclaiming security for all.

The realisation is a big challenge and the first official chance to influence and form the perception of peace as a social value that guarantees harmonic life to people.

Self-identification and the search for individual role in supporting peace and security in the society develop further as the individual passes through the national education system elements. The more education levels or elements can enter the lives of people during the education process the more increases the chance of forming positively accepted peace education in their lives. The key element in that phase is "a good teacher who is essential for good education", a role model and motivator of peaceful thinking and acting.

Generally, the target audience in the education for peace process can be classified in accordance with the completed level of education within the formal (social education process) or informal (vocational – special education) part. It is the informal education that may be considered the third phase of peace education system. The phase markedly develops on the basis of vocational integration within the society. Vocational groups – platforms with dominant social roles may play an important role in the marketing support to peace. The following groups may be classified to belong to such marketing significant communities supporting security who profile their own attitudes towards “peace values and peaceful life”:

- politicians,
- scientists,
- artists,
- sportsmen.

Persons in those categories may seriously contribute with their attitudes, opinions, proclamations, but also with advertisement or promotion of various kinds in the particular vocation communities to understanding the significance of security, solidarity and pacifism and assist thus in forming everyday life. Each area of human actions needs a typical role model. Peace and peace education also need role models from among the communities mentioned above who may be born in the field of violence or peace. This is the place for educated people in the form of role models or their work outputs play an immense education and guidance role. Friendship, solidarity, pacifism and assistance may become parts of the peace support to the everyday lives of people but also the main theme for informal education for peace.

Peace and harmonised life of individuals or nations may feature various levels and shapes. Therefore, as mentioned above, peace education in each of the target audience communities also takes specific characteristics along with the general ones, applicable to national as well as to international scales.

With respect to living in a globalised world, it is necessary to point out also the fourth phase of education that crosses the national borders having thus an internationalization character. That and the purposeful support in general in education can be detected primarily in the space of Europe and, since 2015, beyond Europe too. The issue is Erasmus + Programme that, along with education objectives, supports also the cultural, historical and language aspects of cooperation and mutual understanding of the participants in the Programme (European Union, 2015). The educational Programme brings-in and develops multi-culturally relations and understanding, therefore may be considered a tool of peace marketing (Nedelea & Nedelea, 2015) for peace education.

IV. BASIC PILLARS OF PEACE EDUCATION AND FORMING THE PERSONALITY PROFILE OF A SECURITY SUPPORTING PERSON

Education has to lead to create a category of responsible people, open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences coming out via different culture and history. Educated people are able to prevent conflicts or resolve them in nonviolent forms.

This way of cultivation has to have a comprehensive character focused on all categories and age groups of citizens. From this point of view there is no local or time-limited initiative. It is necessary to consider global, long-term and systematic approach for “peace education” oriented to understand and accept culture of peace (Peace Learner Website, 2014), (Cambridge, Peace Education, 2013).

The following diagram shows the feasibility of and achieving of the expected education goals.

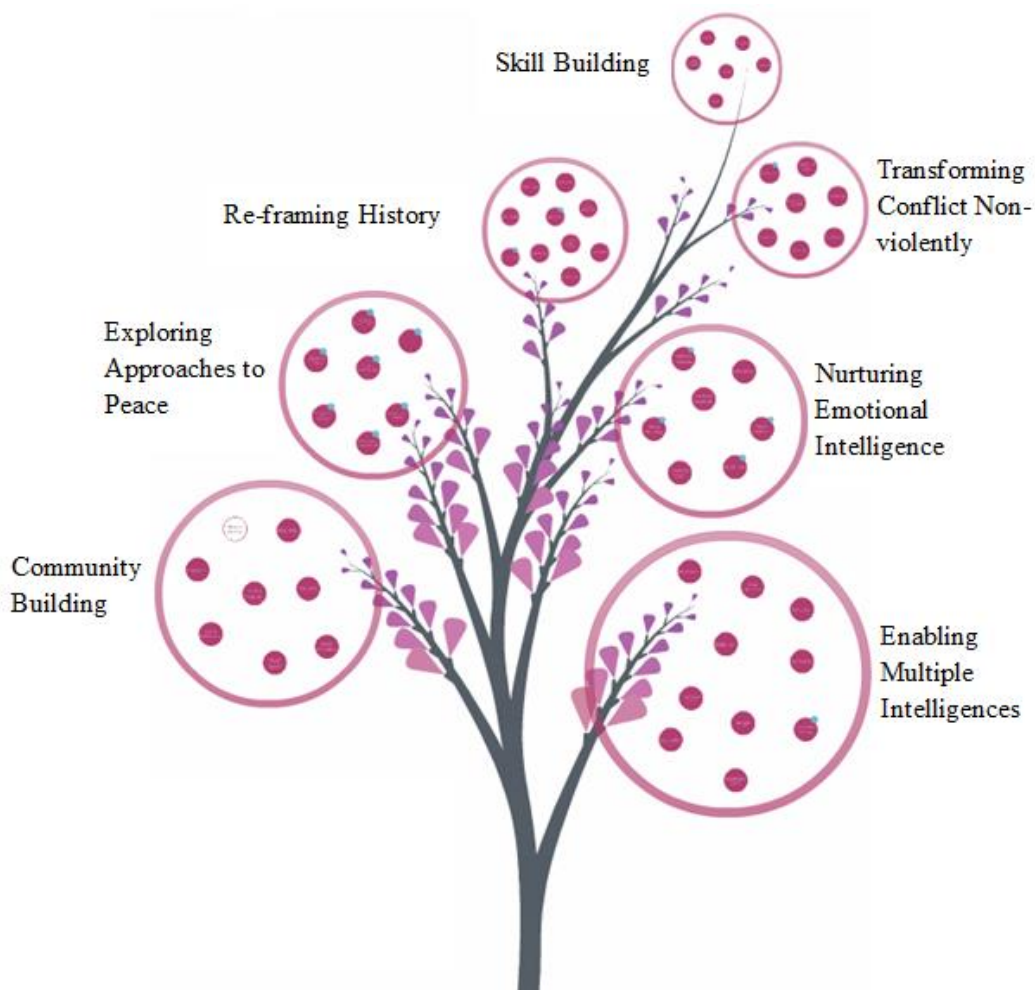


Figure 2. Seven Blossoms of Peace Education

Source: Cambridge, 7 Blossoms of Peace Education – presentation, 2014

The content characteristics of the key activities presented in the “7 Blossoms of Peace Education” diagram are explained in the following paragraphs.

Community Building

Finding things that unite and bind us together as a group, while at the same time respecting and celebrating our differences. Embracing the interests, experiences, and goals of the community to shape the learning environment and gain ownership of the learning experience.

How can we get to know the people with whom we are learning? How can we create a sense of responsibility and accountability to our community of learners?

Using:

- group agreements
- mixing it up
- icebreakers
- cooperative competition
- etc.

Enabling Multiple Intelligences

Balancing the learning experience by engaging learners in ways that play to their strengths while also challenging them to develop other intelligences.

How can we structure the classroom so students can thrive as unique learners? How can we prepare our community of learners for potential learning challenges?

Using:

- logical/mathematic, verbal/linguistic, visual/spatial, bodily/kinesthetic, interpersonal, intrapersonal,

musical, naturalistic approach
 - multiple intelligence quiz

Nurturing Emotional Intelligence

Acknowledging the emotions, feelings, and experiences that each learner brings to the learning environment and helping them find ways to cope with those emotions. Also, nurturing compassion and empathy among students in ways that allow them to be sensitive and aware of each other's emotions.

How can we be sensitive to the emotions students bring into the learning environment? How can we foster compassion and empathy within our community of learners?

Using:

- check-ins
- reflective listening
- journaling
- emotional vocabulary
- etc.

Exploring Approaches to Peace

Breaking the idea, overarching concept of peace into manageable bites and methods of actualization.

How can we comprehend the various ways in which one can view "peace"? How can we explore peace through methods of actualization?

Using:

- visualizing strategies for peace
- community action initiatives
- 30 day of good
- goal setting
- right relationships
- subject matter integration
- etc.

Reframing History

Challenging the dominance of violence and war in the narratives of cultures, countries, and peoples. Changing the lens through which we look at major historical shifts, construct heroes, and develop cultural norms.

How can we challenge the dominance of violence and war in the narratives of countries, cultures and peoples? How can we celebrate the presence and achievements of peace and nonviolence?

Using:

- peace jam
- Zinn education project
- enforce more powerful
- center for teaching peace
- teaching for change

Transforming Conflict Nonviolently

Embracing the inevitability of conflict by practicing nonviolent ways to wage it, manage it, and resolve it. How can we embrace and prepare for the inevitability of conflict? How can we resolve wage and manage conflicts nonviolently?

Using:

- role plays
- theatre of oppressed
- peer mediation
- exploring conflict styles
- circle processes
- etc.

Skill Building

All these pillars are held together and buttressed by the end goal of building, practicing, and adopting life skills that empower individuals to bring about peace in the world around them – interpersonal skills,

intrapersonal skills, analytical skills, conflict resolution skills, and learning skills.

How can we encourage the skills developed in the classroom to be practiced outside of the classroom?
How can we assess whether or not we are meeting our peace objectives?

Using:

- interpersonal, intrapersonal, analytical, conflict resolution, organizing, learning skills
- etc.

V. CONCLUSION

Contemporary events occurring in the world, particularly the migrant crisis in Europe, have significantly indicated how really desirable is to perform peace education also in other areas than just in the third world or “economically underdeveloped” countries. The population in the developed European countries proved unprepared to accept a security threat of such a type and extent. In line with these aspects, UNESCO, the most important international governmental organization involved with these thematic, affirms that its goal is: “to contribute to peace and security by promoting collaboration among nations through education, ...” (UNESCO, 1945).

The list and classification of global threats indicate that other threats and risks of unknown extent or form with supranational effect may appear. Peaceful management of possible modern security threats and prevention of their escalation will therefore require education for population both in the territories where such a risk occurrence is imminent and beyond the territory. Countries need to be ready for relieving the consequences of crises plus for the prevention and also for cooperation with the hit countries in any part of the world. Educated risk vehicles, i.e. “people” are supposedly able to find more easily the ways to conflict peaceful settlement and, first of all, able to prevent the conflict from occurring through foreseeing them. Security is a global issue of today the settlement of which should be contributed to by all, regardless of nationality, religion or social position. Education is a way of the possible ones and also a chance of sharing the responsibility for the future of countries by all the members of the society.

„Education is the key to uniting nations, bringing human beings closely together. It is important to recognize the crucial role of education in contributing to building a culture of peace“ (Education International, 2016).

VI. REFERENCES

1. Cambridge, D. R. (2013). Peace Education. Peace Education Presentation. NY, Queens.
2. Cambridge, D. R. (2014). 7 Blossoms of Peace Education – presentation. Získáno 2015, z Prezi: https://prezi.com/ak1f_erokohg/7-blossoms-of-peace-education/?auth_key=2906f91bb988a3350bdd8520ea5e27969fd82f93
3. Education International. (2016). Peace Education. Získáno Januar 2016, z Education International: http://www.ei-ie.org/en/websections/content_detail/5411
4. European Union. (2015). Programme Erasmus +. Získáno 2015, z <http://ec.europa.eu/programmes/erasmus-plus/>
5. Fountain, S. (1999). Peace Education in UNICEF. New York: UNICEF.
6. Hague Appeal for Peace. (2016). Home. Získáno Januar 2016, z Hague Appeal for Peace: <http://www.haguepeace.org/>
7. Hošková-Mayerová, Š. (2015). Geospatial data reliability, their use in crisis situations. The complex physiognomy of the international security environment. Sibiu: „Nicolae Balcescu“ Land Forces Academy Publishing House.
8. Nedelea, A. M., & Nedelea, M. O. (2015). Peace Marketing. Ecoforum Journal, str. <http://www.ecoforumjournal.ro/index.php/eco>.
9. Neubauer, J., Odehnal, J., Sedlačík, M., Holcner, V., Foltin, P., & Michálek, J. (2013). Modelování a simulace procesů v oblasti ekonomiky bezpečnosti a obrany. Praha: Grada Publishing, a.s.
10. Odehnal, J., & Sedlačík, M. (2015). The Demand for Military Spending in NATO Member Countries. AIP Conference Proceedings. New York: American Institute of Physics.
11. Oulehlová, A. (2015). V A. Oulehlová, & and other authors, Environmentální bezpečnost. Praha: Ekopress.
12. Peace Learner Website. (2014). 7 Pillars of Peace Education. Získáno 2015, z Peace Learner Website: <http://peacelearner.org/about-2/7-pillars-of-peace-education/>
13. Rothkopf, D. (2009). Super třída - jak globální mocenská elita přetváří svět. Praha: beta s.r.o.
14. Sedlačík, M., Odehnal, J., & Foltin, P. (2015). Classification of Terrorism Risk by Multidimensional Statistical Methods. AIP Conference Proceedings. Melville: American Institute of Physics.
15. UNESCO. (1945). The Constitutive Act of UNESCO. Získáno 2015, z UNESCO: http://portal.unesco.org/en/ev.php-URL_ID=15244&URL_DO=DO_TOPIC&URL_SECTION=201.html
16. World Economic Forum. (2015). Global risks 2015 – 10th edition. Geneva.