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## **NEW CHALLENGES FOR THE SECURITY IN THE GLOBAL INFORMATION SOCIETY**

**Abstract.** The paper examines the trends in the global security and emphasizes the role of the information and forming actors as a problem of a education and upbringing of human personality. The knowledge economy asks questions on the abilities to assure the security in management (data control), in society (propaganda), in military industry (electronics equipment vulnerability), in political decisions (experience and governance' competences). The global players bear the huge risks, today societal system is to assure the responsible and sustainable decisions for future.

**Key-words:** Information society, security, global regulation, economics of knowledge.

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## **НОВЫЕ ПРОБЛЕМЫ БЕЗОПАСНОСТИ В ГЛОБАЛЬНОМ ИНФОРМАЦИОННОМ ОБЩЕСТВЕ**

**Аннотация.** В статье рассмотрены тенденции мировой безопасности, подчеркивается роль информации и формирования действующих субъектов с точки зрения образования и воспитания личности современного человека. Экономика знаний ставит вопрос об обеспечении безопасности в управлении (контроль данных), в обществе (СМИ), в военной промышленности (уязвимость оборудования), в принятии политических решений и компетентности ключевых

лиц. Глобальные игроки несут существенный риск, сегодня социальная система должна обеспечить принятие ответственных и устойчивых решений в будущем.

**Ключевые слова:** Информационное общество, безопасность, глобальная регуляция, экономика знаний.

Information society is based on data treatments as a key-resource and on telecommunication as a key-tool. This orientation represents, at the same time, strength and vulnerability. National economies are dependent of data collected by physical servers installed on foreign territory and they are threatened by the accessibility to these data in case of conflict with the owners of the information. The defence system based on the digital electronics can be threatened with the analogue equipment, which is able to work correctly under an electromagnetic impulse, which destroys all the management systems built on digital principle. These vulnerabilities are to be completed with the mass-media penetration, when propaganda is able to create some enemy insiders (such as pilots in depression in the case of Lufthansa or religious or political terrorists). They are huge risks for the security<sup>1</sup>.

During the fall of the Berlin Wall in 1989, wars between Nations were no longer the principal security concern in contemporary societies, even if the threat of violent conflict is always present<sup>2</sup>. There are some fundamental features of the modern security that change this traditional worst solution. Mainly, the transition process engendered by the collapse of the Soviet system marked the end of direct confrontation between nuclear superpowers. The importance of the nuclear arsenal has reduced the probability of a conventional war between nuclear powers<sup>3</sup>.

There is a fundamental change in the nature of threats, which have changed from the bipolar, client-based regional and territorial conflicts to conflicts over national independence, terrorism, mafia, immigration, corruption, money laundering, and ethno-nationalism<sup>4</sup>. The dangers are

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<sup>1</sup> Fontanel, J., *La globalisation en analyse. Géoéconomie et stratégie des acteurs*, L'Harmattan, 2005.

<sup>2</sup> Brunat E., Fontanel J. *Economic causes of eventual rearmament // Russian-European Centre for Economic Policy. Working paper series. May 2001. URL : [www.recep.ru/phase4/en/rp/brunatfontanele.pdf](http://www.recep.ru/phase4/en/rp/brunatfontanele.pdf)*.

<sup>3</sup> Fontanel, J., *Un concept élargi de la sécurité économique*, in J. Fontanel (Ed.), *Economie politique de la sécurité internationale*, L'Harmattan, Paris, 2010.

<sup>4</sup> Fontanel, J, Coulomb, F. (2000), *Disarmament in the Next Millenium, Defence and Peace*, Vol. 11, n°1, 2000 (pp.105-125).

related to the rise in internal conflicts, especially involving violence by the state against civilian population, such as in Syria, Iraq or Libya. Today, religious wars are a response to the materialism and the social and economic inequalities in the development of modern societies. With the information weapons, dominated by USA and its allies, the opponents work for the falsification of data and the breakdown of computers and electronic components. International organizations are not sufficiently efficient to fight against the lack of transparency of information's, because since their birth they have to compose with the sovereignty of States<sup>5</sup>.

The education of people with the essential universal values is to be the primary preoccupation for the modern societal governance. The tactical and strategic focus on «zero death» tactics in the Western strategy of war and humanitarian interventions is still dominant as regards a lot of potential conflicts. During WWII 214 persons per day were killed, 32 in the Korean War, 19 in the Vietnam War, in Panama – 4, and 0,7 in the Persian Gulf War<sup>6</sup>. Today, with the executions of infidels, terrorist suicides and murder attempts, this figure grows. There are some political or religious movements who do not appreciate their lives neither this principle of saving the lives of others. The idea to fight against death is replaced with the principle to kill people in order to create a new world, a new community, respecting the same religious beliefs on the life after death. That question concerns the educational system, and it is the main problem of contemporary societies.

Usually, the value assimilation and social skills are not perceived as a subject of higher education. The academic institutions fulfil the function to transfer a narrow professional knowledge and to transmit the culture of very specialised practical or scientific fields<sup>7</sup>. However, people have to develop the basic abilities to control themselves and the environment, to be in coherence with the others. Competences and behavioural models are

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<sup>5</sup> Fontanel, J., *Organisation économiques internationales*, Masson, Paris, 1995.

<sup>6</sup> Brunat E., Fontanel J. *Economic causes of eventual rearmament // Russian-European Centre for Economic Policy. Working paper series. May 2001. URL : [www.recep.ru/phase4/en/rp/brunatfontanele.pdf](http://www.recep.ru/phase4/en/rp/brunatfontanele.pdf) .*

<sup>7</sup> Burova N.V., Pokrovskaya N.N. *Customisation in the global education space and the professional competences in the knowledge economy // Национальные концепции качества: обеспечение устойчивого развития экономики: сборник материалов международной научно-практической конференции 29 сентября - 5 октября 2014 / под ред. проф. Е.А. Горбашко. – СПб.: Изд-во Культ-информ-пресс, 2014. – 231 с. - С. 61-63.*

manly transmitted at home, by parents to children, within the common living moments<sup>8</sup> of planning and doing, of reasoning and making decisions and choices. The relationship during school is still important for the integration in the society, but the efficiency of the role of the academic studies in this reasoning is quite limited: “An art which cannot be specified in detail cannot be transmitted by prescription... It can be passed on only by example from master to apprentice”<sup>9</sup>. Traditionally, the competences of the social co-existence and of the civil ways to defend and realise the actor’s interests are represented as the art of living together, the ethics of being with others as a part of religious and families norms. In this sense, the religious high and higher schools or the soviet tradition of the ideological “toil” education, represent the helpful cases which should be studied in depth. In a paradox way, these traditional institutions are able to assure the competence of responsibility for sustainable development<sup>10</sup> in the modern society. However, all citizens must obey to the common law, which is decided by political rules and religious beliefs that are unquestionable. New ideas or thought are condemned, even if scientific proof explains that Earth is round and not flat.

In the information society, the knowledge is a kea-factor of innovative economic growth; the education system is trying to cope with the analysis of abundant data. There are two main problems: the quality of information and the methodologies to mix and to use data. Today, school has to help children to understand the contemporary level of civilization of their society (language, sciences, political situation) and the needs of social development. However, at the time of the accumulation of facts and sciences discoveries, people lacks specific facts to correctly understand their social reality, cultural environment and interior mechanisms (such as life goals and psychology of human being). The transmission of the methodology for social decisions is the main subject of the political

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<sup>8</sup> Echinard Y., Pokrovskaja N.N. Influence of university education in the formation of social conflict management skills of the world // Образование, культура и ценностные ориентации современного мира : коллективная монография / отв. ред. С.В. Бойко. - Череповец : Филиал СПбГЭУ в г. Череповце, 2015. - 333 p. – Pp. 137-143.

<sup>9</sup> Polanyi, M. (1958) Personal Knowledge: Towards a Post-Critical Philosophy. Chicago: University of Chicago Press. – p. 52.

<sup>10</sup> Pokrovskaja N.N. Global and Local Regulating Approach for Sustainable Development // Sustainable Manufacturing – Shaping Global Value Creation. – Springer-Verlag Berlin Heidelberg, 2012. – 392 p. – Pp. 287-292.

education, especially, in the international programmes. However, the process of socialisation by the social skills assimilation is not considered as a specific competence, i.e., for governing an enterprise or a country in the globalised business and political world. The elite schools took the relay for the transfer of this kind of special knowledge. Then, it is a knowledge that is specialized and organized for the elite of nation. The politic and ethic principles are set in the foundation of the governance paradigm; the technocratic approach should be combined with the socio-cultural roots and constraints.

During the XX<sup>th</sup> century, the «political economy became economics through the desocialisation and dehistoricisation of the dismal science»<sup>11</sup>, and the beginning of the XXI<sup>st</sup> century witnesses, that the efficient governing and solving problems of the real economic, political and social universe means also to wield the high level of control on the multidimensional dynamics in the human reality.

The new technologies of information and communication (NTIC) are not useful without a rich background to create the efficient and adequate content for the developed and fast channels connecting people. The “jasmine revolutions” were inspired with the tools of Twitter or Facebook, but the networks produced the real chain of actions *with* the concrete actors. For the pure academic research, the most interesting questions were: who were these actors and how did they decide to move some citizens to act? Taking into account the effectiveness of their actions, the analysis should answer to practical challenges: primarily, how to use this group of methods, and secondly, how to prevent the implementing of them by terrorists or other categories of dangerous actors inside (and against) all the democratic countries.

For the education system, the essential issue is to create the adequate competences of social coordination of the interests of different categories of actors, with the aim of sustainable welfare and peaceful development of human beings. Civilisation is a mode of efficient cooperation in order to live together on good terms: the labour division help to achieve the optimal productivity; in the same time, the values of tolerance and religious constraints are limiting the violence options to satisfy the constantly appearing and growing needs.

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<sup>11</sup> Milonakis D., Fine B. From Political Economy to Economics Method, the social and the historical in the evolution of economic theory. N.Y.: Routledge, 2009. – P. II.

The education system usually gives to university students of economics and management the knowledge and skills of useful methods in order to understand and to act in real life. However, the state of the international relations demonstrates the necessity to understand the deepest regulation key points, such as the competences to take into account the essential social values and to weight the priorities of sustainable cooperation among people, that is studied in social sciences.

With the evolution of the information society, knowledge management and cognitive economies have to solve the problems of oversupply of data, when the decision-makers have to cope with too many contradictory and complex data. In this context, the role of the academic education and research must be deeply reoriented. The technologies of information processing and robotic equipments are growing, but today the exclusive human role in economy and the specific skills to form for individuals' successful career opportunities are essential for the definition of the goals of the society and civilisation. The main problem is for the future, because the mechanic system of information treatment, which is more and more required by enterprises at a more and more high level of decision, is a real danger for the liberty of human being, with a more important efficiency compared with the influence of propaganda.

The main activity of the education system is to define a model for learning and analyzing developments of more and more complicated questions, to communicate and to create new visions and ways, to engage the inspiration and daring or to arouse technical or social innovations. The university teacher is supposed to draw the boundaries of thought and action and, at the same time, to think about the ways available for the transformation of the map of the social reality. In the competition world of business or in the tensed area of politics, the new actors will need the social competences to be efficient and to bear responsibility for the consequences of the decisions made.

With social modernisation since the XIX<sup>th</sup> century, the transformation of a traditional community towards an information society has led to the evolution of the role of knowledge, from a "luxury opportunity" to a "mass product". In fact, the Magna Charta Universitatum signed in 1988 in Bologna by the rectors of European universities, expressed this idea: "The task of disseminating knowledge that the university should assume towards the new generations implies today it is also for the whole of

society"<sup>12</sup>. The massive education and vocational training has already become a new social institution: it serves less to the transfer of knowledge and more to the development of student's personality, so that the future specialists, managers and State leaders could enjoy the world of information to achieve their real goals – individual ones but also the group and social goals and values. However, standard knowledge produces also a reduction of the possibility of ways for a civilization and a huge competition between people with a common competence background for reduced employments capacities.

Today, the governance competences are useful not only for the leaders. For each political action, such as a new park in the city district or the lobbying for a national law or inter-governmental agreement to prohibit the mass weapon proliferation, people act by social network in order to influence challenged political or managerial decisions<sup>13</sup>. In order to understand and correctly react to these new social relations, international education programmes, which have to be developed by Universities of all countries. A good example is given by the brilliant result of the social network, created by alumni of French-Russian Bachelor Programme at Economics and Management. During the last 22 years, the educational model has changed, but the essential substance of the Programme is to create the open-minded graduated professionals with wide horizon of abilities and knowledge, skills and adequate prospective vision, capacity to anticipate and to build efficient cooperative relationship. 2015 is the year of 20-years jubilee of the first generation of delivered diploma, and today we invite our graduated students from different parts of the world, were they are able to communicate, negotiate and create successful business-process in different sectors.

Their competences to organise the international intercultural management and to solve problems on the basis of the mutual advantages and compromise offer a solution to the tendency of the marginal and extremist behaviour that is in the heart of the dangers and threats of the conflicting world of inequalities, intolerance, violence and injustice.

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<sup>12</sup> Magna Charta Universitatum (1988). <http://www.magna-charta.org/resources/files/the-magna-charta/french> .

<sup>13</sup> Bensahel, L., Fontanel, J., Corvaisier-Drouart, B., Les organisations non gouvernementales, Collection Librairie des Humanités, L'Harmattan, Paris. 2009



In the information society, which opens wide possibilities, the educational process is to be oriented in depth, to create the most important skills of living and winning together. The political and economic education is intended to manage the new tasks and to lead, to govern the new complex objectives.

This is the role of the university education to make a reality of the idea to build a European system of security and defense as a means of consolidating advances in world politics towards a system controlled by peaceful norms and international law.

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