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editorial-office@sciformat.ca

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THE ROLE OF THE DEFENCE EDUCATION SYSTEM IN MONGOLIA'S NATIONAL RESILIENCE: A SMALL-STATE SECURITY POLICY ANALYSIS

Nergui Bayartogtokh (Corresponding Author, Email: bnergui8119@gmail.com)

Ph.D., Associate Professor, Colonel, Chief of the Policy Analysis Center, Defense Research Institute, Ministry of Defense of Mongolia

ORCID ID: 0009-0009-0276-2125

Dorjderem Enkhtaivan

Ph.D. Candidate, Policy Officer Responsible for Defence Education and Training Policy, Department of Strategic Policy and Planning, Ministry of Defense of Mongolia

ORCID ID: 0009-0009-1339-3548

ABSTRACT

This article aims to analyze the role of the defence education system in Mongolia's national resilience within the framework of small-state security policy. The contemporary security environment is no longer defined solely by traditional military threats and armed conflicts. Rather, it is increasingly shaped by multidimensional challenges such as information influence, cyber risks, social fragmentation, economic vulnerability, disasters, pandemics, psychological pressure, and insufficient civic preparedness. Under these conditions, national defence capability must no longer be assessed only through the structure of the Armed Forces, weaponry, professional military training, and mobilization reserves. It must also be measured through citizens' security awareness, civil protection knowledge, information resilience, patriotic formation, social cohesion, and whole-of-society participation.

As a small state located between two great powers, with relatively limited demographic, economic, and material defence resources, Mongolia must strengthen its national security not only through military force but also through citizens' knowledge, participation, values, psychological preparedness, and societal resilience. In this context, defence education is a strategically significant system situated at the intersection of national security policy, education policy, civil-military relations, whole-of-society defence, and national resilience.

The study employs document analysis, comparative policy analysis, theoretical synthesis, and a Mongolian case study approach. The article examines the concept of defence education, its legal foundations, the current situation in Mongolia, international experience, and its policy linkage with national resilience. It proposes a "national resilience-based whole-of-society defence education model." The findings suggest that Mongolia has established certain legal and policy foundations for defence education. However, an independent regulatory framework, unified curriculum standards, inter-institutional coordination, teacher and trainer preparation, and monitoring and evaluation mechanisms remain insufficiently developed.

KEYWORDS

Defence Education, National Resilience, Small-State Security, Whole-Of-Society Defence, Civil Preparedness, Patriotic Formation, Information Resilience, Mongolia

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Introduction

The contemporary security environment is increasingly characterized by multidimensional interdependence among military, political, economic, social, informational, technological, and psychological factors. National security is no longer measured solely by border protection, the readiness of the Armed Forces, weaponry, or professional military capability. Instead, it is increasingly determined by the continuity of government institutions, population protection, the stability of vital social services, citizens' knowledge, participation, psychological preparedness, information resilience, national unity, and the quality of the education system.

In this context, "national resilience" has become one of the central concepts of security policy. Resilience refers to the capacity of a state, society, institutions, and citizens to withstand, adapt to, maintain normal functioning during, recover from, and become stronger after crises, threats, disasters, external influence, information attacks, armed conflict, and social instability. The foundation of this capacity is not limited to government decision-making or the capability of the Armed Forces. It also depends on citizens' knowledge, attitudes, trust, participation, values, and preparedness.

Mongolia is a landlocked small state located between two great powers, with a relatively limited population, economy, and material defence resources, and with a geopolitically sensitive position. For such a state, it is insufficient to develop defence policy based only on professional military capability, weaponry, and mobilization reserves. Instead, it requires a resilience-oriented policy that includes citizens' patriotic consciousness, understanding of national security, civil protection knowledge, information culture, capacity to act during disasters and crises, organization at the local level, social cohesion, and whole-of-society participation.

Within this framework, defence education is of strategic importance. Defence education should not be narrowly understood as basic military knowledge, military-patriotic education, or professional military training. Under contemporary conditions, defence education must be a comprehensive system that develops citizens' basic understanding of national security, patriotic formation, civil protection knowledge, disaster preparedness, information resilience, local defence awareness, and the consciousness and responsibility to participate in whole-of-society defence.

The purpose of this article is to identify the role of the defence education system in Mongolia's national resilience, analyze it within the framework of small-state security policy, and propose a policy model suitable for implementation in Mongolia.

The main research question is formulated as follows:

What role does Mongolia's defence education system play in strengthening national resilience, and how should it be developed within the framework of small-state security policy?

To answer this question, the following objectives are set:

1. To determine the theoretical relationship among defence education, national resilience, and small-state security;
2. To analyze the legal and policy foundations of Mongolia's defence education;
3. To examine Mongolia's current situation in terms of concepts, training, institutions, content, and evaluation;
4. To identify lessons from international experience that may be adapted to Mongolia;
5. To propose a national resilience-based whole-of-society defence education model.

1. Theoretical Foundations

1.1. The Concept of Defence Education

Education is not merely a process of transferring knowledge. It is also an institutional mechanism for shaping social values, civic duties, responsibilities, attitudes, and behavior. Émile Durkheim viewed education as a process through which adult generations transmit social values and norms to new generations. John Dewey interpreted education as a means of continuous human growth and the development of the capacity to participate in social life. Paulo Freire regarded education as a process that enables individuals to become conscious, active, and capable of participating in society (Dewey, 1916; Durkheim, 1956; Freire, 1970).

When these theoretical approaches are applied to defence education, defence education can be understood as a specialized form of education that provides citizens with an understanding of their duty to defend the homeland, a basic comprehension of national security, patriotic attitudes, civil protection knowledge, the ability to act properly in times of risk, and the consciousness to participate in whole-of-society defence.

In this article, defence education is defined as follows:

Defence education is a comprehensive system of education, training, and formation that systematically develops among citizens, children, and youth an understanding of the duty to defend the homeland, basic knowledge of national security, civil protection knowledge, basic military skills, information resilience, patriotic formation, and responsibility to participate in whole-of-society defence.

This definition suggests that defence education has the following core characteristics.

First, it is citizen-centered. The primary target group of defence education is not only military personnel but the entire citizenry, including children and youth.

Second, it has a whole-of-society character. It requires the joint participation of the state, educational institutions, military organizations, local communities, families, civil society, and the media.

Third, it is a form of basic security education. It includes national security, civil protection, disaster preparedness, information resilience, and psychological resilience.

Fourth, it is value- and formation-oriented. It has the function of developing respect for the mother tongue, history, culture, independence, territory, state symbols, the rule of law, and civic responsibility.

Fifth, it is competency-based. The outcomes of defence education are measured not only by knowledge but also by attitudes, skills, behavior, participation, and responsibility.

1.2. The Concept of National Resilience

National resilience refers to the capacity of a state, society, organizations, and citizens to withstand, adapt to, maintain normal functioning during, recover from, and become stronger after threats, crises, disasters, external influence, information attacks, armed conflict, and social instability.

According to NATO, resilience is connected with civil preparedness, continuity of government, population protection, the stability of critical infrastructure, and the functioning of vital social services, and is regarded as a national responsibility (NATO, 2024). Finland's comprehensive security model is based on the principle that the state, businesses, organizations, and citizens jointly protect society's vital functions under all conditions (Finnish Security Committee, 2025). Singapore's Total Defence model integrates military, civil, economic, social, psychological, and digital defence (Republic of Singapore, n.d.).

From these approaches, national resilience consists of the following components.



Fig. 1. Main Components of National Resilience

This framework shows that defence education contributes to the human dimension of resilience, namely citizens' knowledge, attitudes, participation, and preparedness. In other words, defence education is a foundational subsystem of national resilience.

1.3. Small-State Security Policy and Defence Education

Small-state security policy is often shaped by limited population size, economic resources, defence budgets, material military capability, dependence on the external environment, and geopolitical vulnerability. Since such states have limited capacity to compete with great powers through traditional power balancing, they must strengthen national security through the following means.

Table 1. Common Instruments of Small-State Security Policy

<i>Instrument</i>	<i>Content</i>	<i>Linkage with Defence Education</i>
Multi-pillared foreign policy	Maintaining balanced relations among major powers	Developing citizens' basic geopolitical understanding
International law and diplomacy	Protecting independence and sovereignty through legal and diplomatic means	Providing understanding of national interests
Professional Armed Forces	Efficient use of limited resources	Explaining the value of military service and civic duty
Mobilization and local preparedness	Using reserves and local participation during crises	Local defence and civic preparedness
Social cohesion	Maintaining domestic stability	Patriotic formation and common values
Information resilience	Countering external influence and disinformation	Information literacy and digital culture
Whole-of-society participation	Engaging citizens in defence activities	Core objective of defence education

In the case of Mongolia, small-state security policy must rely on professional defence capability, a multi-pillared foreign policy, participation in peace support operations, local defence, mobilization preparedness, civic participation, and national unity. Within this structure, defence education functions as a foundational mechanism for developing citizens' understanding, attitudes, responsibility, and participation.

2. Research Methodology

This article is based on qualitative research methodology. The following methods were employed.

First, document analysis was used to examine how defence education, patriotic formation, civic participation, and national security are reflected in the Constitution of Mongolia, the Law on Defence, the Law on Local Defence, the National Security Concept, the Law on National Security, Vision-2050, the Government Action Programme, and relevant defence policy documents.

Second, theoretical synthesis was used to interpret defence education in relation to national resilience, small-state security policy, whole-of-society defence, and civil preparedness.

Third, comparative policy analysis was used to identify ideas and lessons from the experiences of the People's Republic of China, the United States, Taiwan, the Russian Federation, Singapore, Finland, Sweden, and NATO that may be adapted to Mongolia.

Fourth, the Mongolian case study method was used to analyze the current state of Mongolia's defence education in terms of legal foundations, concepts, training, institutions, content, and evaluation.

The limitation of the study is that it is primarily based on policy and document analysis and does not include a separate empirical survey of public attitudes, students, teachers, university students, or military personnel. Future research should therefore include sociological studies, pilot curriculum testing, and the development of an evaluation methodology for measuring the effectiveness of defence education.

3. Legal and Policy Foundations in Mongolia

3.1. The Constitution and Civic Duty

The Constitution of Mongolia defines the defence of the homeland and military service in accordance with the law as fundamental duties of citizens. This constitutional principle serves as the highest-level legal foundation for defence education. If citizens have a duty to defend the homeland, then the state must develop, through educational and policy instruments, the knowledge, attitudes, skills, and preparedness necessary to understand and fulfill that duty.

In this sense, defence education is an educational mechanism that transforms the constitutional duty of citizens into actual knowledge, attitudes, and behavior.

3.2. The Law on Defence

The Law on Defence of Mongolia defines defence activity as an integrated set of political, economic, social, legal, informational, and military measures. This demonstrates that defence is not solely a function of military institutions but must be implemented through the participation of multiple sectors of society and citizens.

This legal content creates the basis for developing defence education in a broad sense. In other words, providing citizens with knowledge of defence policy, national security, the duty to defend the homeland, civil protection, and information security is consistent with the logic of the Law on Defence, which integrates social, informational, legal, and military measures.

3.3. The Law on Local Defence

The Law on Local Defence regulates the participation of local authorities, organizations, and citizens in national defence activities. Local defence is a practical field of national resilience. Threats, disasters, crises, social instability, and information influence first affect local communities and the everyday lives of citizens.

Therefore, defence education must be closely connected with local defence. Citizens' knowledge of local risk mapping, evacuation routes, first aid, disaster response measures, the functions of local authorities, and official information channels is a foundational condition of resilience.

3.4. The National Security Concept

The National Security Concept includes patriotic national consciousness, national vital interests, national values, the participation of every citizen, and the main directions of national security policy. The content of Article 1.2.1 of the National Security Concept emphasizes that every citizen of Mongolia should take pride in national values, protect and transmit them, and develop patriotic national consciousness as a foundation of national security policy and activity.

This is an important conceptual basis for defence education. Defence education can become a policy instrument that ensures national security not only through state institutions but also through the knowledge, attitudes, and participation of every citizen.

3.5. Vision-2050 and Education Policy

Mongolia's long-term development policy, Vision-2050, addresses national common values, the Mongolian language, history, culture, heritage, civic formation, and patriotic education at the level of state policy. This creates an opportunity to connect defence education not only with the defence sector but also with education policy, national values, civic formation, and youth development policy.

However, the content of defence education has not yet been fully integrated into curricula at all levels of education in the form of unified standards, stages, age-appropriate content, and competency-based outcomes. Therefore, a specific direction of defence education is required at the intersection of education policy and defence policy.

4. Analysis of the Current State of Defence Education in Mongolia

4.1. Historical Transition and Systemic Discontinuity

In Mongolia, activities aimed at providing citizens with defence knowledge, civil protection, and military-patriotic education were relatively well organized during the socialist period. At that time, civil protection, basic military knowledge, activities of defence-supporting public organizations, school- and workplace-level training, and public participation measures had systemic characteristics.

After the democratic and market transition of the 1990s, many forms of centrally organized defence education weakened. Civil protection, military-patriotic education, and the activities of mass organizations supporting defence could not be maintained at the previous level under the new social conditions. This created a certain discontinuity in the defence education system.

Since the 2000s, certain activities aimed at developing patriotic attitudes, providing basic military understanding, improving physical preparedness, and fostering teamwork among children and youth have been revived. For example, the "Student Soldier" programme, the "Döl" military-sport competition, "Patriotic Student," "We Are One Mongolia," "The Value of the Homeland," and "Survival Skills in Nature" have contributed to the formation of children and youth to some extent.

However, these activities have not yet developed into a fully institutionalized system with unified curricula, standards, methodology, evaluation, and institutional coordination. Therefore, the current situation in Mongolia can be characterized as follows: "various activity-based forms have been revived, but they have not yet been fully institutionalized at the systemic level."

4.2. Conceptual-Level Issues

In Mongolia, concepts such as “military-patriotic education,” “military education,” “professional military education,” “defence education,” “civil protection training,” and “patriotic formation” have sometimes been used in overlapping ways. This creates difficulties in determining policy objectives, target groups, training content, implementing institutions, and outcome indicators.

If defence education is equated with professional military education, it becomes limited to the training of officers, non-commissioned officers, and military specialists. If it is equated with military-patriotic education, it risks being narrowed to slogans, events, and moral education activities. If it is equated with civil protection, it becomes limited to disaster and emergency response training.

Therefore, defence education must be defined more broadly. It should be understood as a citizen-centered, whole-of-society, national resilience-oriented educational subsystem.

Table 2. Differences among Concepts Related to Defence Education

<i>Concept</i>	<i>Main Content</i>	<i>Scope</i>	<i>Relationship with Defence Education</i>
Professional military education	Training officers, NCOs, and military specialists	Military educational institutions	One component of defence education
Military-patriotic education	Developing patriotism, military tradition, and discipline	Children, youth, and citizens	Value and formation component
Civil protection training	Knowledge and skills for disasters, accidents, and emergencies	Citizens and organizations	Practical skills component
Defence education	National security, patriotic formation, civil protection, basic military knowledge, information resilience	Citizens, children, youth, and organizations	Comprehensive system integrating all of the above

4.3. Current State of Training and Activities

Various activities related to defence education are currently being implemented in Mongolia. The “Student Soldier” programme provides university students with basic military knowledge, practical training, and patriotic formation. The “Döl” competition supports teamwork, physical preparedness, military-sport knowledge, discipline, and organization among students. Programmes such as “Patriotic Student,” “We Are One Mongolia,” and “The Value of the Homeland” are aimed at disseminating patriotic attitudes, national values, and knowledge of history and culture.

The positive aspect of these activities is that they influence children’s and youth’s patriotic attitudes, cooperation skills, physical preparedness, and understanding of military service. Their weakness, however, lies in the insufficient systematic assessment of frequency, coverage, content quality, training outcomes, changes in participants’ attitudes, and long-term impact.

Table 3. Policy Assessment of Selected Activities Implemented in Mongolia

<i>Activity</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Direction for Improvement</i>
“Student Soldier”	Provides students with basic military knowledge	Limited coverage	Add civil protection and information resilience modules
“Döl” competition	Develops physical fitness, teamwork, and discipline	Competition format dominates	Introduce training outcome evaluation
“Patriotic Student”	Develops national values and patriotic attitudes	Content standards are inconsistent	Develop age-based modules
Civil protection training	Provides practical disaster-response skills	Weak linkage with defence policy	Connect with local defence
Local defence training	Potential to improve local preparedness	Irregular citizen participation	Integrate with school and civic education

4.4. Issues Related to Training Content

The content of defence education should not be limited to state symbols, patriotic slogans, or basic military concepts. In the contemporary security environment, the following content must be included:

1. Basic concepts of national security;
2. The value of Mongolia's independence, sovereignty, and territorial integrity;
3. Civic duties, responsibility, and the rule of law;
4. The social significance of military service;
5. Civil protection and disaster preparedness;
6. First aid and the ability to protect oneself and others;
7. Information resilience and cybersecurity;
8. Psychological stability and the ability to communicate properly during crises;
9. Local defence and whole-of-society participation;
10. National unity, the Mongolian language, history, culture, and heritage.

At present, these contents have not been fully integrated at each level of education in a consistent, sequential, and competency-based manner. Therefore, a national framework, modules, methodology, and evaluation model for defence education must be developed.

4.5. Issues of Institutional Coordination

Defence education requires cooperation among multiple institutions. These include the Ministry of Defense, the Ministry of Education, the Armed Forces, the National Defense University, the Defense Research Institute, the emergency management organization, local administrations, general education schools, universities, civil society organizations, the media, and families.

At present, these institutions participate to a certain extent. However, unified leadership, distribution of roles and responsibilities, sustainable financing, curriculum validation, teacher and trainer preparation, an integrated information database, and an outcome evaluation system remain insufficiently developed.

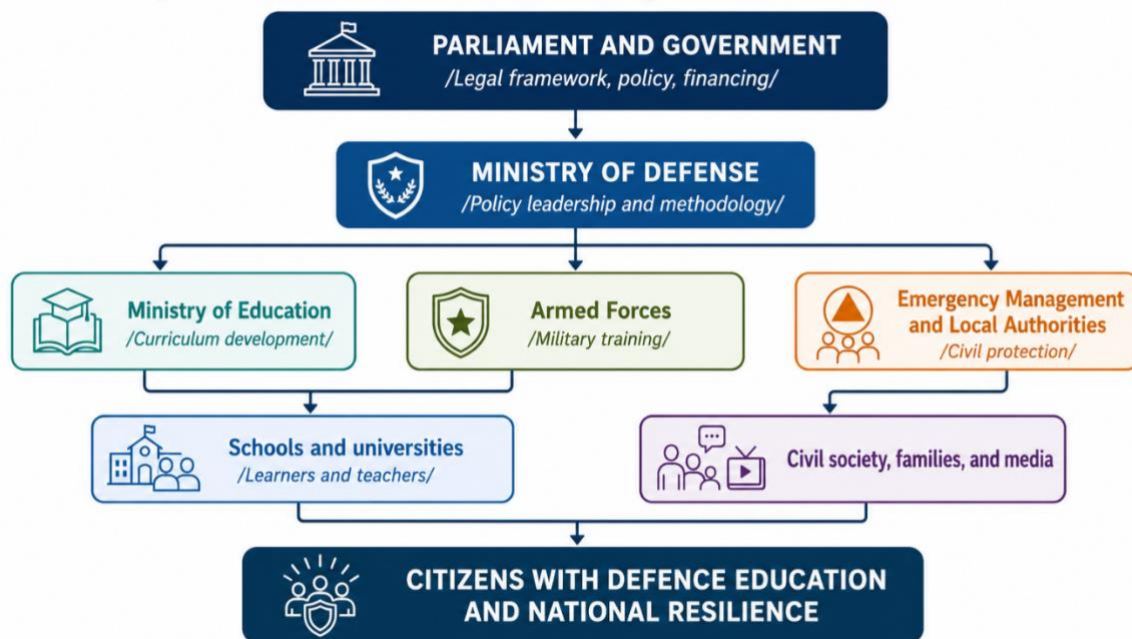


Fig. 2. Institutional Coordination for the Implementation of Defence Education

4.6. Issues of Evaluation

It is insufficient to measure the outcomes of defence education only by the number of activities organized, the number of participants, or report-based indicators. Instead, it is necessary to assess knowledge, attitudes, skills, behavior, participation, psychological preparedness, information resilience, and impact on national unity.

Table 4. Proposed Indicators for Evaluating Defence Education Outcomes

<i>Evaluation Area</i>	<i>Indicator</i>	<i>Possible Method of Measurement</i>
Knowledge	Understanding of national security and civic duties	Tests and questionnaires
Attitude	Patriotic formation and civic responsibility	Sociological surveys
Skills	First aid and disaster preparedness	Practical exercises and simulations
Information resilience	Ability to identify false information	Case-based tasks
Participation	Local defence and voluntary participation	Registration and observation
Institutional coordination	Inter-institutional cooperation	Monitoring and evaluation
Social impact	Trust, unity, and behavior during crises	Repeated surveys

5. The Relationship between Defence Education and National Resilience

Defence education is connected with national resilience through five main channels.

5.1. Knowledge Capacity

Citizens' proper knowledge is the foundation of national resilience. A citizen's understanding of the country's security environment, national vital interests, defence policy, civic duties, and basic principles of conduct during crises is a fundamental condition of social stability. Defence education must provide this knowledge in a systematic, age-appropriate, and scientifically grounded manner.

5.2. Practical Skills Capacity

Resilience is not measured by knowledge alone. Citizens must be able to protect themselves and others during disasters, provide first aid, obtain accurate information, distinguish misinformation, follow instructions from local authorities, prepare their families, and participate in the protection of vulnerable groups.

5.3. Value and Attitudinal Capacity

National resilience directly depends on social cohesion, trust, patriotic formation, respect for the rule of law, and civic responsibility. Defence education must connect patriotism not with excessive slogans or one-directional ideology, but with respect for the mother tongue, history, culture, territory, natural environment, independence, state symbols, human rights, democratic values, and the rule of law.

5.4. Participatory Capacity

Whole-of-society defence cannot be implemented without the real participation of citizens. Citizen participation is not limited to military service. It includes local defence, disaster preparedness, voluntary activities, information culture, protection of social cohesion, fulfillment of civic duties, and cooperation with local institutions.

5.5. Information Resilience and Psychological Resilience

The information environment is one of the key domains of contemporary security. Misinformation, social polarization, external influence, cyber risks, and psychological pressure directly affect national resilience. Therefore, defence education must include the ability to verify information sources, basic knowledge of cybersecurity, responsible communication during crises, and public psychological stability.



Fig. 3. Relationship between Defence Education and Resilience

6. International Experience and Lessons for Mongolia

6.1. National Defence Education in the People's Republic of China

In 2001, the People's Republic of China adopted the National Defense Education Law, which provides an example of linking defence education with state policy, legal regulation, civic duty, and the education system (Standing Committee of the National People's Congress, 2001). The key lesson for Mongolia is the need to regulate defence education not merely as a military institution's activity but as a system connected with education, society, civic duty, and state policy.

6.2. The United States National Defense Education Act

The United States National Defense Education Act of 1958 was a major policy response to the strategic competition that followed the Soviet Union's launch of Sputnik. It linked the development of science, technology, languages, mathematics, and educational capacity with national security needs (United States Congress, 1958). This experience demonstrates that defence education should not be limited to military knowledge but may be connected with national competitiveness, science and technology, human capital, and strategic education policy.

6.3. Taiwan's All-Out Defense Education

Taiwan adopted the All-out Defense Education Act in 2005, linking whole-of-society defence education with education and security policy (Republic of China [Taiwan], 2005). This experience shows the importance of civic preparedness, psychological resilience, and national defence consciousness in a high-risk geopolitical environment.

6.4. Military Preparedness and Patriotic Education in the Russian Federation

The Russian Federation's Law on Military Duty and Military Service, along with policies to strengthen basic military knowledge and patriotic education in general education and higher education institutions, is oriented toward linking citizens' military preparedness with the education system (Russian Federation, 1998). However, when adapting such policies to Mongolia, they must be aligned with democratic values, human rights, educational methodology, and a citizen-centered approach.

6.5. NATO's Resilience and Civil Preparedness

In NATO's conceptual approach, resilience is regarded as a national responsibility and a foundation of collective defence. Civil preparedness is linked to continuity of government, population protection, and the stability of critical infrastructure, food, water, energy, transport, communications, and health services (NATO, 2024). Although Mongolia is not a NATO member, it may draw lessons from the principles of resilience and civil preparedness by linking defence policy with civilian sector readiness and recognizing local and citizen preparedness as components of national security.

6.6. Singapore's Total Defence

Singapore's Total Defence concept integrates military, civil, economic, social, psychological, and digital defence (Republic of Singapore, n.d.). This demonstrates the importance of civic participation, psychological preparedness, social cohesion, and digital security in the security policy of a small state with limited population, territory, and resources.

Table 5. Lessons from International Experience for Mongolia

<i>Country / Organization</i>	<i>Main Experience</i>	<i>Lesson for Mongolia</i>
People's Republic of China	National defence education law	Clarify legal regulation
United States	Linking education with national security	Connect with science, technology, and human capital
Taiwan	Whole-of-society defence education	Civic preparedness and psychological resilience
Russian Federation	Military preparedness and patriotic education	Adapt selectively in a democratic and citizen-centered way
NATO	Resilience and civil preparedness	Civil readiness and infrastructure stability
Singapore	Six pillars of Total Defence	Integrate digital, psychological, and social defence
Finland	Comprehensive security	Shared responsibility among state, citizens, and institutions

7. A Policy Model for Mongolia

7.1. Name of the Model

National Resilience-Based Whole-of-Society Defence Education Model

7.2. Objective of the Model

The objective of the model is to strengthen national resilience by developing among Mongolian citizens, children, and youth basic knowledge of national security, patriotic formation, civil protection skills, information resilience, social cohesion, and responsibility to participate in whole-of-society defence.

7.3. Core Principles of the Model

1. Citizen-centered principle. The main target group of defence education is not only military personnel but all citizens.
2. Whole-of-society participation principle. The state, military institutions, educational institutions, local communities, civil society, families, and the media must participate jointly.
3. Age-and development-appropriate principle. Training content must be appropriate to learners' age, psychology, level of education, and social roles.
4. Competency-based principle. Training must focus not only on knowledge but also on attitudes, skills, participation, and behavioral change.
5. Compatibility with democratic values and human rights. Patriotic formation must be linked to responsible citizenship, the rule of law, and respect for others.
6. Resilience-oriented principle. Training outcomes must be measured by citizens' ability to respond properly to disasters, crises, information influence, and social risks.

7.4. Structure of the Model



Fig. 4. National Resilience-Based Whole-of-Society Defence Education Model

7.5. Components of the Model

First component: Legal and policy foundation. The concept, purpose, scope, implementing institutions, financing, monitoring, and evaluation mechanisms of defence education should be clarified through a policy document titled “Basic Directions of Whole-of-Society Defence Education.” In the future, based on the implementation of this policy, a separate law may be developed, or amendments may be made to relevant laws on education, defence, and national security.

Second component: Staged educational system. At the preschool level, basic formation should include love for the homeland, family, mother tongue, and natural environment. At the general education level, national values, civic duty, safe living skills, first aid, and disaster preparedness should be included. At the upper secondary level, basic concepts of national security, civil protection, information resilience, and local defence should be introduced. At the higher education level, defence policy, national resilience, and civil-military relations should be incorporated in stages.

Third component: Civil protection and disaster preparedness. The practical outcome of defence education is to enable citizens to protect themselves and others during emergencies. This includes first aid, risk identification, evacuation, family preparedness planning, communication with local authorities, obtaining accurate information, and protecting vulnerable groups.

Fourth component: National values and patriotic formation. Patriotic education should not be a political slogan or one-directional influence. Rather, it should be a humane, democratic, citizen-centered formation that integrates the mother tongue, history, culture, independence, state symbols, territory, natural environment, the rule of law, respect for others, and civic responsibility.

Fifth component: Information resilience and psychological resilience. In the contemporary security environment, misinformation, cyber influence, social polarization, and psychological pressure directly affect national resilience. Therefore, training content must include verification of information sources, digital culture, the ability to identify false information, and calm and responsible communication during crises.

Sixth component: Civil-military-societal cooperation. Defence education requires cooperation among the Ministry of Defense, the Armed Forces, the National Defense University, the Defense Research Institute, educational institutions, emergency management institutions, local administrations, civil society, families, and media organizations.

Seventh component: Evaluation and monitoring. The implementation of defence education may be evaluated through the following indicators: citizens’ knowledge of national security; patriotic formation and

attitudes toward civic duty; ability to act during disasters and crises; information resilience; participation in local defence and civil protection; training coverage; teacher and trainer preparation; level of inter-institutional cooperation; and policy implementation outcomes.

8. Discussion

The role of the defence education system in Mongolia's national resilience can be explained at three levels: theoretical, policy, and practical.

First, **at the theoretical level**, defence education goes beyond military-patriotic education, basic military training, and professional military education. It is connected with civil preparedness, national security education, information resilience, social cohesion, and the concept of whole-of-society defence. This creates a new explanatory framework for Mongolian defence studies.

Second, **at the policy level**, defence education is situated at the intersection of defence policy, education policy, youth development, local defence, disaster preparedness, information security, and national values policy. Therefore, this issue must be regulated not as the function of a single institution but through an intersectoral policy system.

Third, **at the practical level**, defence education can become a direct instrument for strengthening national resilience if it generates real changes in citizens' knowledge, attitudes, skills, and participation. However, this requires well-designed training content, prepared teachers and trainers, stable inter-institutional cooperation, and a functioning evaluation mechanism.

Fourth, **at the risk level**, excessive militarization or one-directional ideological framing of defence education may conflict with educational quality, human rights, and democratic values. Patriotic formation should not be equated with disrespect for others, cultural isolationism, or extreme nationalism. Instead, patriotic education should be linked to responsible citizenship, the rule of law, social cohesion, the ability to protect oneself and others, and respect for the mother tongue, history, and culture.

Conclusions

The defence education system plays an important role in Mongolia's national resilience. In the contemporary security environment, small-state defence policy cannot be limited to professional military capability, weaponry, and mobilization reserves. Human and societal factors such as citizens' security knowledge, patriotic formation, civil protection skills, information resilience, social cohesion, and whole-of-society participation have become real resources of national security.

Mongolia has established certain legal and policy foundations for defence education. However, an independent regulatory framework, unified curriculum standards, institutional coordination, a teacher and trainer preparation system, and monitoring and evaluation mechanisms remain insufficiently developed. Therefore, defence education must be developed as a national resilience-based whole-of-society defence education system.

The proposed model represents a comprehensive approach that integrates legal foundations, education, civil protection, national values, information resilience, civil-military-societal cooperation, and evaluation mechanisms. If implemented, this model can develop defence education in Mongolia as a citizen-centered, democratic, whole-of-society, and strategically significant instrument for strengthening national resilience.

Recommendations

1. Develop the policy document "Basic Directions of Whole-of-Society Defence Education." This document should define the concept, purpose, scope, implementing institutions, financing, monitoring, and evaluation mechanisms of defence education.

2. Integrate defence education into curricula at all levels of education in stages. Age- and development-appropriate modules should be developed for preschool education, general education, vocational and technical education, higher education, and lifelong education.

3. Align defence education content with national resilience. The content should integrate basic knowledge of national security, civil protection, disaster preparedness, first aid, information resilience, psychological resilience, national values, and patriotic formation.

4. Strengthen inter-institutional coordination. A system of cooperation should be established among the Ministry of Defense, the Ministry of Education, the Armed Forces, the National Defense University, the Defense Research Institute, emergency management institutions, local administrations, schools, universities, civil society organizations, families, and the media.

5. Establish a system for preparing teachers, trainers, and methodologists. Defence education requires teaching capacity that integrates professional methodology, age-specific pedagogy, human rights, democratic values, and security knowledge.

6. Develop an evaluation and monitoring methodology. Outcomes should be evaluated not only by the number of activities and participants but also by knowledge, attitudes, skills, information resilience, participation, and impact on social cohesion.

Adapt international experience to Mongolia's conditions. The experiences of the People's Republic of China, Taiwan, Singapore, Finland, Sweden, and NATO's resilience and civil preparedness approaches should not be copied directly. They should be adapted to Mongolia's democratic system, small-state characteristics, educational environment, and cultural context.

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