ARTICLE

Security as an educational category. Contemporary trends

ILONA URYCH

War Studies University

https://orcid.org/0000-0003-4868-9460

Abstract

The aim of the article is to discuss contemporary trends in the approach to security as an educational category. The article characterises what security science entails within the framework of the school subject 'education for security' and in the education programmes of military classes. The educational offer of higher education institutions addressing security-related topics was also presented. Moreover, the study discussed the attitudes of teachers involved in education in the field of security in the face of the challenges of modern education. Changes in the security environment generate the need to conduct scientific research on education on security, including exploratory and utilitarian studies. The acquired knowledge should constitute a trigger for evaluation of the content of security-related education and serve to develop new procedures for state security.

Keywords

education, security, education for security, military classes, teacher, security sciences

Introduction

Since the beginning of Russia's invasion of Ukraine, scholarly works and expert opinions have been written on the defence capabilities of both countries, the European Union, and the multidimensional aspects of the war[1]. It is worth noting that this research issue not only prompts reflection on international, national or personal security, but also on educational needs in this area.

The word 'security' – originates from the Latin word *securites*, which is a derivative of the expression *sine cura*, or 'without care'. This points to the primordiality of the sense of threat in relation to the sense of security[2]. This means, as Wojciech Multan argues, that as long as we are not threatened by the loss of security, we do not realise what it is[3]. Ryszard Zięba, on the other hand, stresses that when exploring the essence of security, it is worth bearing in mind its relationship to the phenomenon of threat[4]. According to the researcher it is (…) *the certainty of existence and survival, the state of possession and the functioning and development of the entity*[5]. At the same time, he emphasises that this certainty is the result not only of the absence of threats, but also of the activity of the entity in question. It seems, therefore, that this is variable over time and therefore has the character of a social process[6].

Security as a social construct is distinguished especially within the constructivist approach, characteristic of the so-called Copenhagen School and scholars

---

[1] See e.g.: A. Pacholczak, *Critical analysis of the effectiveness of EU financial sanctions against the Russian Federation*, "Przegląd Bezpieczeństwa Wewnętrznego" 2024, no. 30, pp. 97–129. https://doi.org/10.4467/20801335PBW.24.015.19617; M. Zadorożna, M. Butuc, *Russian disinformation in Moldova and Poland in the context of the Russo-Ukrainian war*, "Security and Defence Quarterly" 2024, no. 46(2), pp. 47–65. https://doi.org/10.35467/sdq/189686; Z. Wiktor, *Wojna w Ukrainie – przyczyny i skutki po ponad roku trwania* (Eng. War in Ukraine – causes and consequences after more than a year), "Studia Orientalne" 2023, vol. 12, no. 3(27), pp. 30–59. https://doi.org/10.15804/so2023302; K. Maciejewska-Mieszkowska, *Eskalacja wojny w Ukrainie jako czynnik determinujący poczucie zagrożenia bezpieczeństwa Polski w ocenie społecznej* (Eng. Escalation of the war in Ukraine as a determinant of the feeling of threat to Poland's security in the public assessment), "Środkowo-europejskie Studia Polityczne" 2023, no. 2, pp. 217–236. https://doi.org/10.14746/ssp.2023.2.12.

[2] J. Stańczyk, *Współczesne pojmowanie bezpieczeństwa* (Eng. Contemporary understanding of security), Warszawa 1996, p. 15.

[3] W. Multan, *Bezpieczeństwo międzynarodowe ery nuklearnej* (Eng. International security of the nuclear age), Warszawa 1991, p. 22.

[4] R. Zięba, *Teoria bezpieczeństwa* (Eng. Theory of security), in: *Teorie i podejścia badawcze w nauce o stosunkach międzynarodowych*, R. Zięba, S. Bieleń, J. Zając (sci. eds.), Warszawa 2015, p. 91.

[5] Ibid., p. 87.

[6] J. Kukułka, *Narodziny nowych koncepcji bezpieczeństwa* (Eng. Birth of new security concepts), Warszawa 1994, pp. 40–41.

gathered around Barry Buzan and Ole Wæver at the now defunct Copenhagen Peace Research Institute. Buzan, after the end of the Cold War, advocated the need to consider not only sovereign states but also non-state human collectivities in security analyses. He distinguished five sectors of security: military, political, economic, social as well as environmental, and was promoting the separation of further layers[7]. The need for changes in the understanding of the concept was also noted by Wæver. He emphasised the importance of a dualism-based conceptualisation of security, which, in the case of states, concerns the protection of sovereignty and, in relation to social groups, the preservation of their identity[8].

Various aspects of security are also being analysed in the Polish scientific community[9]. The interest in security can also be observed in the sphere of education[10]. The aim of this article is to discuss contemporary trends in the approach to security as an educational category. Four research problems are formulated in connection with the set objective:

1. What is security science about in the school subject 'education for security'?

---

[7] B. Buzan, *New Patterns of Global Security in the Twenty-First Century*, "International Affairs" 1991, vol. 67, no. 3, p. 433.

[8] O. Wæver, *Securization and Desecurization*, in: *On Security*, R.D. Lipschutz (ed.), New York 1995.

[9] See e.g.: S. Koziej, *Wstęp do teorii i historii bezpieczeństwa* (Eng. Introduction to security theory and history), https://koziej.pl/wp-content/uploads/2018/12/BM-Cz-I-Podstawy-ewolucja-i-koncepcje.pdf [accessed: 14 I 2025]; S. Sulowski, *O rozwoju badań i postulacie interdyscyplinarności w naukach o bezpieczeństwie* (Eng. On the development of research and the demand for interdisciplinarity in security sciences), in: *Tożsamość nauk o bezpieczeństwie*, S. Sulowski (ed.), Toruń 2015, p. 33; *Podstawy bezpieczeństwa współczesnego państwa (podmiotu). Implikacje* (Eng. Foundations of the security of the modern state (entity). Implications)), J. Pawłowski (sci. ed.), Warszawa 2015; R. Wróblewski, *Wprowadzenie do nauk o bezpieczeństwie* (Eng. Introduction to security sciences), Siedlce 2017; A. Glen, *Podstawy poznania bezpieczeństwa podmiotu. Aksjologia, ontologia, epistemologia, metodologia* (Eng. Foundations of cognition of subject security. Axiology, ontology, epistemology and methodology), Siedlce 2021; B. Wiśniewski, *Praktyczne aspekty bezpieczeństwa* (Eng. Practical aspects of security), Warszawa 2020; *Bezpieczeństwo narodowe Polski w XXI wieku. Wyzwania i strategie* (Eng. Poland's national security in 21st century. Challenges and strategies), R. Jakubczak, J. Marczak (eds.), Warszawa 2011.

[10] See e.g.: A. Pieczywok, *Przestrzeń edukacji dla bezpieczeństwa człowieka wobec niepewności i zagrożeń jego egzystencji* (Eng. The space of education for human security in the face of insecurity and threats to his existence), Bydgoszcz 2022; D. Kaźmierczak, M. Szumiec, *Człowiek we współczesnym świecie. Bezpieczeństwo, zdrowie, edukacja* (Eng. Man in a modern world. Security, health, education), Kraków 2021; I. Urych, A. Orzyłowska, *Wiedza o bezpieczeństwie w procesie dydaktycznym. Kontynuacja i rozwój myśli pedagogicznej* (Eng. Security education in the didactic proces. Continuation and development of pedagogical thought), Warszawa 2020; K. Krakowski, A. Gębczyńska, *Uwarunkowania dydaktyczne przygotowania obronnego państwa* (Eng. Didactic determinants of state defence preparedness), Warszawa 2018.

2. What are the characteristics education on security in the curriculum of military classes?

3. What are the characteristics of security-related curriculum content in the educational offer of universities?

4. What are the peculiarities of the attitude of the teacher of security education content towards the challenges of contemporary education?

In accordance with the aim of the research and the research problems related to description and diagnosis rather than verification research, the formulation of research hypotheses that could have an impact on the outcome of the research carried out was abandoned[11]. The problem situation was considered in the cognitive category, therefore the following research methods were used: analysis, synthesis, inference and abstraction[12], as well as the literature analysis and critique[13]. The conducted research was located in the field of social sciences in the discipline of security sciences[14].

Security education within the framework of the school subject 'education for security'

Security education is implemented within the framework of the school subject 'education for security'. Although the very concept of education for security emerged as early as 1994 during research on the national security system at the National Defence Academy[15], it was only in 2009 that a school subject under this name was introduced[16] and replaced defence training. It was dictated by the change of the nature of threats from military to non-military. The essence of the new subject was a comprehensive approach to security issues with the concentration

---

[11] M. Łobocki, *Metody i techniki badań pedagogicznych* (Eng. Methods and techniques of pedagogical research), Kraków 2016.

[12] M. Pelc, *Elementy metodologii badań naukowych* (Eng. Elements of scientific research methodology), Warszawa 2012, pp. 55–78.

[13] J. Pieter, *Zarys metodologii pracy naukowej* (Eng. Outline of research methodology), Warszawa 1975, p. 103.

[14] A. Misiuk, *O tożsamości nauk o bezpieczeństwie* (Eng. On the identity of security science), "Historia i Polityka" 2018, no. 23(30), pp. 9–19. https://doi.org/10.12775/HiP.2018.001.

[15] J. Świniarski, *Edukacja dla bezpieczeństwa jako najnowsza koncepcja wychowania metawojskowego i metaobronnego czasów globalizacji* (Eng. Education for security as the latest concept in meta-military and meta-defence education in times of globalisation), in: *Współczesne trendy w edukacji dla bezpieczeństwa. Kształcenie – wychowanie – motywowanie*, T. Szczurek (ed.), Warszawa 2011, p. 21.

[16] *Regulation of the Minister of National Education of 28 August 2009 on the implementation of security education.*

of educational activities on the issue of threats during times of peace, as well as ways of behaving in crisis situations, especially in the local environment.

The implementation of the subject 'education for security' of 30 hours in secondary school has been defined since 1 September 2009 by a regulation of the Minister of National Education[17]. After another education reform, according to which lower secondary schools were abolished and the time of education in primary and secondary schools was extended[18], since 1 September 2017 the subject of 'education for security' became compulsory also in class VIII of primary school to the extent of one hour per week. The educational content concerned state security, the organisation of rescue operations, health education and knowledge of first aid principles[19].

Another change to the teaching of security within the school subject 'education for security' took effect from the school year 2022/2023. The reason for the changes to the general education core curriculum for primary schools and secondary schools in the field of security education was stated as follows: *The growing threat to the state's security requires supplementing the learning objectives and teaching content of the subject of education for security with issues related to state defence, the acquisition of shooting skills and preparing students to deal with threats caused by warfare and the basics of tactical rescue*[20]. Thus, the section on health education included in the previous core curriculum for the subject 'education for security' was dropped in favour of a new section. In primary school, 'shaping of defence attitudes' was introduced, and in secondary school – 'defence education', implemented in order to master, among other things, shooting skills[21]. These are changes whereby the subject of 'education for security' is to include elements of building the defence capabilities of society.

---

[17] Ibid.

[18] *Regulation of the Minister of National Education of 14 February 2017 on the core curriculum for preschool education and the core curriculum for general education for primary schools, including for students with moderate or severe intellectual disabilities, general education in first-degree vocational secondary schools, general education for special needs vocational schools and general education for post-secondary schools.*

[19] *Regulation of the Minister of National Education of 14 June 2017 amending the regulation on the manner of implementation of education for security.*

[20] *Explanatory memorandum to the Regulation on the core curriculum of general education for upper secondary school, technical secondary school and upper secondary industrial school*, p. 3. The text of the explanatory memorandum is available at: https://www.gov.pl/web/nauka/edukacja-dla-bezpieczenstwa--rozporzadzenia-podpisane [accessed: 4 I 2025].

[21] Schools within the county that had access to ball guns, air guns, replicas, air soft guns, virtual shooting ranges or laser shooting ranges were required to teach shooting skills from the 2022/2023 school year. Schools within the county that did not have such access implemented this requirement as far as possible in the 2022/2023 and 2023/2024 school years.

In the school year 2024/2025, the ideas introduced for learning security are being continued. From this year onwards, systematic first aid training sessions are taking place from the first grades. The knowledge imparted at these courses is to be further developed at subsequent stages of education. In the core curriculum for grades I–III of primary school, first aid issues are part of the requirements in the area called 'achievements in human vital functions, health protection, safety and rest'. At further stages of education, first aid teaching is to be implemented during classes with the teacher who is to decide on the issue and the number of hours allocated to this subject. First aid knowledge is to be taught systematically, so that it can be better absorbed and consolidated. The lessons are to be practical and teach attitudes such as responsibility for others and readiness to help as well as to raise awareness of the importance of quick response in life-threatening situations[22].

Teaching about security in military class education programmes

Security-related content is also included in the curricula of military classes[23]. This term is now used in Poland to describe secondary school classes, which in addition to the curriculum adopted at a given school implement a programme of education for security, enriched with topics related to national defence, the history of the Polish armed forces and the shaping of patriotic attitudes among young people. Attractive education programmes are conducive to the achievement of ambitious didactic and educational goals in the area of security[24].

---

[22]   *Regulation of the Minister of Education of 20 May 2024 on the outline curricula for public schools.*

[23]   Security content is also included in the curricula of other uniformed classes, e.g. police, firefighting, Border Guard, Prison Service or Customs Service. However, none of these classes has an institutionally defined and coherent educational programme, which means that these classes function within the framework of pedagogical innovations specific to the schools in question. Only military classes, formerly occurring in the formula of certified military uniform classes and now military preparation units, have an educational programme that is consistent across the board, so it is their programme that is considered in this article.

[24]   On the aims and programmes of education in military classrooms, see in more detail: I. Urych, *Military Innovations in Secondary Schools in Poland as a Manifestation of Strengthening National Security within the Meaning of Articles 5 and 26 of the Polish Constitution,* "Przegląd Prawa Konstytucyjnego" 2020, no. 6(58), pp. 461–474. https://doi.org/10.15804/ppk.2020.06.37; L. Kanarski et al., *Wstępna diagnoza funkcjonowania klas mundurowych – wyniki badań pilotażowych* (Eng. Preliminary diagnosis of the functioning of uniformed classes – results of a pilot study), in: *Klasy mundurowe. Od teorii do dobrych praktyk*, A. Skrabacz, I. Urych, L. Kanarski (eds.), Warszawa 2016, pp. 71–82.

Nowadays, military classes can function in the formulas of[25]: pedagogical innovations in defence education (since 2002)[26], certified military uniform classes (since 2017)[27] and military preparation units (since 2020)[28]. The multiplicity of these forms of education may cause some difficulties in grasping them. In order to indicate contemporary trends of education in the security area, military preparation classes are briefly characterised as a result of the recent reorganisation of military classes[29].

Military preparation units were introduced on 1 September 2020 in secondary schools[30]. This was the result of work on the introduction of a systemic solution for the operation of military classes. This solution was based on conclusions and experiences gained from successive editions of the pilot programme implemented in military certified uniformed classes. It consisted of 185 lesson hours of theoretical and practical classes and a five-day camp in military training conditions within the subject of 'military education'.

The curriculum of the military preparation units in accordance with the regulation of the Minister of National Defence includes training in the form of 180 hours of compulsory educational classes. The theoretical part consists of 70 lessons at school and the practical part consists of 60 lessons conducted in a patron military unit. The training ends with a 50-hour training camp held at the beginning of the final year of schooling. A permit to run a military preparation unit shall be issued by the Minister of National Defence on the application of the authority running the school[31]. Upon approval, the minister provides financial support in the form of targeted grants. The scope of the assistance provided is strictly defined and includes: clothing of pupils (its pattern has been developed), supplementing with equipment necessary for the conduct of classes, running of the class (e.g. transporting pupils for classes to military units), infrastructural investment at school (e.g. an air rifle range

---

[25] See in more detail: I. Urych, *Współczesne paradygmaty kształcenia obronnego młodzieży* (Eng. Contemporary paradigms of youth defence education), "Bellona" 2022, no. 3(210), pp. 113–126.

[26] Pedagogical innovations – innovative curricular, organisational or methodological solutions aimed at improving the quality of school work. See: § 1 point 1 of the *Regulation of the Minister of National Education and Sport of 9 April 2002 on the conditions for conduct of innovative and experimental activities by public schools and institutions.*

[27] See: *Pilot programme to support secondary schools running divisions of Certified Military Uniformed Classes*, Ministerstwo Obrony Narodowej.

[28] See: Training programme in military preparation units, annex to the *Regulation of the Minister of National Defence of 21 May 2020 on training in the military preparation unit.*

[29] *Act of 19 July 2019 amending act – Education Law and the Act on the financing of educational tasks.*

[30] Ibid.

[31] Ibid., Article 28a(6).

or a physical fitness track)[32]. The grant is conditional on a minimum of 22 pupils per unit. It is granted in the year of the opening of the first unit, and the purchased property is to serve the school in subsequent years. The school can apply for another grant four years after receiving the first funding.

Students studying in military preparation units, in addition to acquiring knowledge and skills suitable for the first stage of training as a soldier in the Polish Armed Forces, have the possibility to undergo a shortened preparatory service and, as a consequence, to become a soldier in the personal reserves of the Polish Armed Forces, or to enter active military service. In addition, a graduate of such a unit may undergo 12 days of basic training, after which he or she may receive additional points in recruitment to military universities.

It is worth citing the rationale behind the creation of such units:

> The possibility of creating military preparation units in schools, as a systemic solution, is a way to meet social expectations and needs, and to increase the dissemination of education in the field of defence, to which the Ministry of National Defence attaches particular importance. The results that the Ministry of National Defence wants to achieve are the replenishment of the personnel reserves of the Armed Forces, the Territorial Defence Forces with volunteers, in the longer term increasing the size of the Armed Forces, as well as strengthening defence education in society[33].

Curricular content in the field of security in higher education programmes

Security-related curriculum content is also found in higher education. New fields of study have been created, e.g.: national security, internal security, international security, information security. These are also topics covered as part of many postgraduate programmes (adult education). This can include courses such as: education for security, international military relations, special services or in-service training in the implementation of training in military preparation units[34].

---

[32] *Regulation of the Minister of National Defence of 7 August 2020 on support for the body running the military preparation unit.*

[33] *Oddziały przygotowania wojskowego* (Eng. Military preparation units), Wojsko Polskie, https://www.wojsko-polskie.pl/zostanzolnierzem/odzialy-przygotowania-wojskowego/ [accessed: 5 I 2025].

[34] *Oferta studiów podyplomowych (rok akademicki 2024/2025)* (Eng. Postgraduate studies on offer (academic year 2024/2025)), Akademia Sztuki Wojennej, https://www.wojsko-polskie.pl/aszwoj/studia-podyplomowe/ [accessed: 5 I 2025].

The security-related content of the bachelor's and master's degree programmes, both full-time and part-time, covers a wide range of theoretical and practical elements of contemporary security, understanding of its threats and its prevention. Graduates of such studies should possess a body of knowledge and skills in broadly defined security, needed to understand the principles of the functioning of the state, its security systems, the role of institutions and bodies responsible for ensuring national, internal and international security or cyber security. In addition, they gain competencies in planning and organising as well as leading people, which are essential in emergencies. Graduates can be employed in central and local government administration, where tasks concerning defence preparations, maintaining defence readiness and continuity of the state's functioning, analysing and forecasting threats to national or international security, as well as countering other types of threats are carried out[35]. Graduates of security studies are also future employees of, for example: Ministry of National Defence, Ministry of Foreign Affairs, special services, Police, Border Guard, Municipal Police, Military Police, Government Centre for Security, Territorial Defence Forces, Polish Institute of International Affairs and other scientific and analytical entities or EU institutions.

Security-related curricular content in the educational offer of higher education institutions is also provided in specialised courses (in-service training and continuing education) that emphasise this issue. For example, at the War Studies University, defence courses are conducted for persons in charge of the performance of defence tasks and those carrying out these tasks in the public administration as well as at entrepreneurs on whom the obligation to perform defence tasks has been imposed. The main objective of such courses is (…) *to familiarise participants with the principles of security and defence, elements of security policy and the organisation and principles of functioning of the state defence system in terms of the role of individual participants in the defence system of the Republic of Poland*[36].

Curricular content related to security is taught also in doctoral studies in the field of social sciences in the discipline of security sciences. It is worth recalling that, according to the current legal conditions, doctoral training can only take place in doctoral schools[37].

---

[35] *Bezpieczeństwo narodowe i obrona powszechna* (Eng. National security and general defence), Wojsko Polskie, https://www.wojsko-polskie.pl/aszwoj/bezpieczenstwo-narodowe-licencjackie/ [accessed: 7 I 2025].

[36] *Szkoła Administracji Obronnej* (Eng. School of Defence Administration), Wojsko Polskie, https://www.wojsko-polskie.pl/aszwoj/szkola-administracji-obronnej/ [accessed: 7 I 2025].

[37] *Act of 20 July 2018 – The Law on Higher Education and Science*, Article 198(1–5).

The new model of education with security-related curriculum content in the educational offer of universities requires a change in the way of education and basing it on the 'new culture of learning'[38]. According to the paradigms of modern education, its essence should be the process of independent knowledge acquisition as a result of the research activity undertaken. A modern university should use the intellectual potential of both university lecturers and students, enable them to learn effectively, to learn and to understand contemporary reality. It is worth noting that the skills currently being taught, the knowledge and values transferred may be different from the needs that will occur in the future. Therefore, tertiary education in specific areas of security should prevent this as much as possible, anticipate the expectations of the future, prepare students and trainees for the different threats that dynamically changing realities may bring. This makes the list of security areas open and requires further cognitive and research exploration, and a university teacher is a person who not only teaches others, but also educates themselves.

The teacher educating in the field of security in the face of the challenges of contemporary education

In considering security as an educational category, it is difficult not to refer directly to the role of teachers responsible for the teaching and learning process in primary and secondary schools, as well as university lecturers. The effectiveness of education largely depends on their experience, knowledge and skills. This thought was aptly formulated by Ryszard Stępień: *The leading role in such education should be played by adequately prepared teachers, whose task is to impart to students such a body of knowledge and skills as to enable them to take effective action and accurate decisions (…). In this way, after leaving school young people will enter adult life well prepared not only to fulfil their professional duties, but also to ensure their own and others' security*[39].

When analysing the literature[40] on the attitude of the teacher delivering the security-related content towards the challenges of contemporary education, it is

---

[38] J. Szymaniak, *Pojęcie kultury i wspólnotowości szkolnej. "Nowa kultura uczenia się"* (The concept of school culture and community. 'The new culture of learning'), "Studia Gdańskie. Wizje i rzeczywistość" 2014, vol. 11, pp. 28–42.

[39] R. Stępień, *Teoretyczne zagadnienia edukacji dla bezpieczeństwa* (Eng. Theoretical issues in education for security), in: *Materiały z konferencji: edukacja dla bezpieczeństwa dzieci i młodzieży*, R. Stępień (ed.), Warszawa 1999, p. 15.

[40] See eg.: I. Urych, A. Orzyłowska, *Wiedza o bezpieczeństwie…*; *Nauczyciel szkoły wyższej w procesie dydaktyczno-wychowawczym. Implikacje teoretyczne i praktyczne* (Eng. The teacher in higher education in the teaching and learning process – theoretical and practical implications), I. Urych

worth noting the opinion of experts in this field[41]. They emphasise that the challenge of contemporary education is the predisposition of candidates to become teachers of education for security, military classes or lecturers at universities or security-related courses. A passion for the subject being taught seems to be fundamental here. In addition, practitioners who are well versed in the theory and principles of teaching this type of class, or teachers with military training, would be most desirable in this role. Their morale and their representation of pro-citizen and pro-social values are also important, as well as other qualities of a good teacher, such as strong intrinsic motivation, friendliness and high personal culture.

Representatives of the military scientific community believe that an important supplement to the preparation for the profession of a teacher who educates in the content in question is the mastery of military teaching methodology within the courses at the Ministry of National Defence training centres and centres or completion of basic military training. Formal preparation, in the form of courses and postgraduate studies in broadly defined security education and defence education, as well as providing pedagogical, psychological and methodological preparation, would be valuable.

In contrast, experts are critical of the preparation of teachers on the basis of online knowledge with the omission of legitimate doctrines, regulations and instructions. There are opinions that the process of preparing teachers conveying security-related content should be analogous to the education of vocational subject teachers. In addition, the continuous teacher education should be supported by e-learning platforms, which would include all the necessary and systematically updated news on the education of military classes in particular. In other words, the challenge of modern education is to ensure that teachers have access to the relevant theoretical and practical knowledge necessary for teaching.

(sci. ed.), Warszawa 2019; I. Urych, *Potencjał obronny klas wojskowych. Teoretyczno-empiryczne aspekty kształcenia obronnego* (Eng. The defence potential of military classes. Theoretical and empirical aspects of defence education), Warszawa 2019; I. Urych, A. Orzyłowska, *Nauczyciel klas mundurowych. Wyzwania i oczekiwania podmiotów publicznych wobec pedagogów* (Eng. The teacher of uniformed classes. Challenges and expectations of public actors towards educators), in: *Edukacja jutra. Formy wzbogacania wychowania i zmniejszania zagrożeń społecznych*, A. Kamińska, P. Oleśniewicz (sci. eds.), Warszawa 2019, pp. 119–131.

[41] A qualitative analysis of empirical material constituting a fragment of a larger study on diagnosing the broadly understood potential of uniformed classes with a military profile. Experts included representatives of the military academic community, Ministry of National Defence officials who substantively supervise the educational process in military classes, headmasters of schools in which uniformed classes operate, and teachers of these classes. The research was conducted among 12 experts. Diagnostic survey and interview technique were used in it.

On the subject of preparing teachers who share security-related content, two solutions emerge emphasising the different stages of their education. The first one, which is easier to implement, emphasises the need to organise further, continuous education of teachers and to prepare for them a rich offer of courses, trainings, postgraduate studies, also in a remote form. The second is innovative in nature and envisages the creation of an extensive teacher education programme that provides thorough pedagogical preparation and knowledge of security and defence in general. Such studies could be conducted jointly by several universities and thus enrich the process of preparing future teachers with research ventures, specialisations and reciprocal internships, which would increase the creative potential (synergy effect), as well as foster the modernisation and optimisation of the system of educating teachers of security-related content.

Another challenge in contemporary education concerns the self-awareness of teaching staff. With their attitudes towards their profession, teachers of education for security, military classes or higher education or security-related courses reveal a lack of understanding of the duties of their profession, i.e. the transmission of knowledge, skills and behavioural patterns so that the subjects of education, as well as the various social groups to which they belong, can develop. In other words, teaching staff are challenged to acquire or increase their self-awareness of the expectations that the state and society have placed on them. At the same time, there is a noticeable lack of a broader view of the social roles played by teachers, which have an impact on shaping the attitudes and worldview of students, which in a broader perspective affects, among other things, the national defence policy, social engagement or the building of civil society. In addition, mention should be made of the low level of social competence of those in the profession and their attachment to traditional encyclopaedism.

The modern teacher also struggles with a number of general problems. In 2019, the Centre for Public Opinion Research (CBOS) conducted a survey in which respondents indicated the professions they held in highest regard. The most respected profession among the public is the firefighter (94% of surveyed Poles indicated this profession as being held in high esteem by the public). In second place is the nurse (89% of indications of high esteem)[42]. Both of these professions are characterised by high social utility, as it is inscribed in them to help others. It is interesting to note that these qualities can also be attributed to teacher, yet this profession is not at the top of the ranking – it ranked seventh (77% of respondents indicated high regard). It is worth noting that, compared to the 1980s, a decrease in

---

[42] M. Omyła-Rudzka, *Które zawody poważamy* (Eng. Which professions do we hold in a high esteem), "Komunikat z badań CBOS" 2019, no. 157.

high esteem can be observed for the academic professor (7 percentage points) and the teacher in general (4 percentage points). The greatest declines in recognition were recorded in the 1990s. It is encouraging that in recent years there has been a small but nonetheless growing appreciation of the work of teachers[43]. It seems that the prestige of individual professions is to some extent shaped by the situation on the labour market, and this – in the case of the teaching profession – is not satisfactory.

Conclusions

The reflection on the issue addressed in the article stems from an observation concerning the consideration of security from an educational perspective, both in public discourse and in academic debate. The aim of the article was to discuss contemporary trends related to the consideration of security as an educational category. The analysis carried out made it possible to answer the research problems posed and to formulate the following conclusions:

1. The primal need to be safe, i.e. the striving for survival and development, implies educational activities aimed at supporting the educated in shaping the quality of life in accordance with the didactic and educational ideals adopted in a given society. Education as an intentional process of developmental changes of the educated subjects includes the processes of upbringing and schooling, i.e. activities conducive to the development of individuals, their attainment of the desired knowledge and skills, as well as the formation of attitudes and activity for the common good, i.e. security in the following dimensions: individual and collective, local and state, spatial and procedural.

2. The diversity of expectations of security science in the school subject 'education for security', military classes, higher education or security-related courses may provide a rationale for the preparation of training programmes for teacher candidates specialising not only in a particular subject or educational stage, but more broadly in the discipline of security science.

3. The teacher specialising in security education in the face of the challenges of modern education adopts various attitudes – from those aiming at continuous developing his/her competences and more effective working methods to passivity, lack of development and the transmission

---

[43] Ibid., p. 7.

of learned knowledge based on encyclopaedism. The latter attitude may be indicative of the fact that teaching staff in both primary, secondary and tertiary education is solely focused on obtaining financial gain and other advantages through their work. In such a situation, the fundamental duty of education about security, for security and in security as a contribution to the multifaceted effort of societies to persist and develop is lost.

4. The outlined complexity of security issue as an educational category provides a basis for permanent scientific research in this area. At the same time, they should have not only an exploratory purpose, but also a utilitarian one – the theoretical knowledge gained may constitute imperatives for changes in the content of security-related education. It seems that it is also necessary to give this knowledge an operational character, necessary for its application in the form of universally binding procedures. They will be effective models of behaviour in crisis situations for already educated citizens, but also for institutions of an aid character, services, government and local government administration, and more broadly – different entities acting for the benefit of security. Thus, they will become a determinant of their statutory activity. In view of this, it is desirable that the results of research in the discipline of security sciences should serve to develop procedures that would eliminate socio-political relations based on divisions and discrimination, indicating layers of subordinators and subordinated, i.e. serve to develop the same rights and duties of each citizen for the security of the state.

The content presented in the article does not exhaust the complex issue of security as an educational category, it does highlight some trends in the contemporary conditions of this sphere of *praxis* and *doctrina*. Thus, in the author's thought, they may inspire practitioners to reflect on the complexity of educational processes concerning security, and theorists to further research. The issues raised are challenging, especially for educators whose research and teaching practice is concerned with security. Meeting the challenges is often not easy, but it is in line with the idea of security as the overriding need, value and purpose of any real-world entity. A sense of security is essential for the survival of this entity, its functioning, development and achieving interests, both individual and collective[44].

---

[44] *Bezpieczeństwo* (Eng. Security), in: *Słownik terminów z zakresu bezpieczeństwa*, J. Pawłowski, B. Zdrodowski, M. Kuliczkowski (sci. eds.), Toruń 2020, pp. 20–21.

Bibliography

Bezpieczeństwo narodowe Polski w XXI wieku. Wyzwania i strategie (Eng. Poland's national security in 21st century. Challenges and strategies), R. Jakubczak, J. Marczak (eds.), Warszawa 2011.

Buzan B., *New Patterns of Global Security in the Twenty-First Century*, "International Affairs" 1991, vol. 67, no. 3, pp. 431–451. https://doi.org/10.2307/2621945.

Glen A., *Podstawy poznania bezpieczeństwa podmiotu. Aksjologia, ontologia, epistemologia, metodologia* (Eng. Foundations of cognition of subject security. Axiology, ontology, epistemology and methodology), Siedlce 2021.

Kanarski L., Koter M., Loranty K., Urych I., *Wstępna diagnoza funkcjonowania klas mundurowych – wyniki badań pilotażowych* (Eng. Preliminary diagnosis of the functioning of uniformed classes – results of a pilot study), in: *Klasy mundurowe. Od teorii do dobrych praktyk*, A. Skrabacz, I. Urych, L. Kanarski (eds.), Warszawa 2016, pp. 71–82.

Kaźmierczak D., Szumiec M., *Człowiek we współczesnym świecie. Bezpieczeństwo, zdrowie, edukacja* (Eng. Man in a modern world. Security, health, education), Kraków 2021.

Krakowski K., Gębczyńska A., *Uwarunkowania dydaktyczne przygotowania obronnego państwa* (Eng. Didactic determinants of state defence preparedness), Warszawa 2018.

Kukułka J., *Narodziny nowych koncepcji bezpieczeństwa* (Eng. Birth of new security concepts), Warszawa 1994.

Łobocki M., *Metody i techniki badań pedagogicznych* (Eng. Methods and techniques of pedagogical research), Kraków 2016.

Maciejewska-Mieszkowska K., *Eskalacja wojny w Ukrainie jako czynnik determinujący poczucie zagrożenia bezpieczeństwa Polski w ocenie społecznej* (Eng. Escalation of the war in Ukraine as a determinant of the feeling of threat to Poland's security in the public assessment), "Środkowoeuropejskie Studia Polityczne" 2023, no. 2, pp. 217–236. https://doi.org/10.14746/ssp.2023.2.12.

Misiuk A., *O tożsamości nauk o bezpieczeństwie* (Eng. On the identity of security science), "Historia i Polityka" 2018, no. 23(30), pp. 9–19. https://doi.org/10.12775/HiP.2018.001.

Multan W., *Bezpieczeństwo międzynarodowe ery nuklearnej* (Eng. International security of the nuclear age), Warszawa 1991.

Nauczyciel szkoły wyższej w procesie dydaktyczno-wychowawczym. Implikacje teoretyczne i praktyczne (Eng. The teacher in higher education in the teaching and learning process – theoretical and practical implications), I. Urych (sci. ed.), Warszawa 2019.

Omyła-Rudzka M., *Które zawody poważamy* (Eng. Which professions do we hold in a high esteem), "Komunikat z badań CBOS" 2019, no. 157.

Pacholczak A., *Critical analysis of the effectiveness of EU financial sanctions against the Russian Federation*, "Przegląd Bezpieczeństwa Wewnętrznego" 2024, no. 30, pp. 97–129. https://doi.org/10.4467/20801335PBW.24.015.19617.

Pelc M., *Elementy metodologii badań naukowych* (Eng. Elements of scientific research methodology), Warszawa 2012.

Pieczywok A., *Przestrzeń edukacji dla bezpieczeństwa człowieka wobec niepewności i zagrożeń jego egzystencji* (Eng. The space of education for human security in the face of insecurity and threats to his existence), Bydgoszcz 2022.

Pieter J., *Zarys metodologii pracy naukowej* (Eng. Outline of research methodology), Warszawa 1975.

Podstawy bezpieczeństwa współczesnego państwa (podmiotu). Implikacje (Eng. Foundations of the security of the modern state (entity). Implications), J. Pawłowski (sci. ed.), Warszawa 2015.

Słownik terminów z zakresu bezpieczeństwa (Eng. Dictionary of security terms), J. Pawłowski, B. Zdrodowski, M. Kuliczkowski (sci. eds.), Toruń 2020.

Stańczyk J., *Współczesne pojmowanie bezpieczeństwa* (Eng. Contemporary understanding of security), Warszawa 1996.

Stępień R., *Teoretyczne zagadnienia edukacji dla bezpieczeństwa* (Eng. Theoretical issues in education for security), in: *Materiały z konferencji: edukacja dla bezpieczeństwa dzieci i młodzieży*, R. Stępień (ed.), Warszawa 1999.

Sulowski S*., O rozwoju badań i postulacie interdyscyplinarności w naukach o bezpieczeństwie* (Eng. On the development of research and the demand for interdisciplinarity in security sciences), in: *Tożsamość nauk o bezpieczeństwie*, S. Sulowski (ed.), Toruń 2015.

Szymaniak J., *Pojęcie kultury i wspólnotowości szkolnej. "Nowa kultura uczenia się"* (Eng. The concept of school culture and community. 'The new culture of learning'), "Studia Gdańskie. Wizje i rzeczywistość" 2014, vol. 11, pp. 28–42.

Świniarski J., *Edukacja dla bezpieczeństwa jako najnowsza koncepcja wychowania meta-wojskowego i metaobronnego czasów globalizacji* (Eng. Education for security as the latest concept in meta-military and meta-defence education in times of globalisation), in: *Współczesne trendy w edukacji dla bezpieczeństwa. Kształcenie – wychowanie – motywowanie*, T. Szczurek (ed.), Warszawa 2011, pp. 7–43.

Urych I., *Military Innovations in Secondary Schools in Poland as a Manifestation of Strengthening National Security within the Meaning of Articles 5 and 26 of the Polish Constitution*, "Przegląd Prawa Konstytucyjnego" 2020, no. 6(58), pp. 461–474. https://doi.org/10.15804/ppk.2020.06.37.

Urych I., *Potencjał obronny klas wojskowych. Teoretyczno-empiryczne aspekty kształcenia obronnego* (Eng. The defence potential of military classes. Theoretical and empirical aspects of defence education), Warszawa 2019.

Urych I., *Współczesne paradygmaty kształcenia obronnego młodzieży* (Eng. Contemporary paradigms of youth defence education), "Bellona" 2022, no. 3(210), pp. 113–126. https://doi.org/10.5604/01.3001.0016.1952.

Urych I., Orzyłowska A., *Nauczyciel klas mundurowych. Wyzwania i oczekiwania podmiotów publicznych wobec pedagogów* (Eng. The teacher of uniformed classes. Challenges and expectations of public actors towards educators), in: *Edukacja jutra. Formy wzbogacania wychowania i zmniejszania zagrożeń społecznych*, A. Kamińska, P. Oleśniewicz (sci. eds.), Warszawa 2019, pp. 119–131.

Urych I., Orzyłowska A., *Wiedza o bezpieczeństwie w procesie dydaktycznym. Kontynuacja i rozwój myśli pedagogicznej* (Eng. Security education in the didactic process. Continuation and development of pedagogical thought), Warszawa 2020.

Wæver O., *Securization and Desecurization*, in: *On Security*, R.D. Lipschutz (ed.), New York 1995.

Wiktor Z., *Wojna w Ukrainie – przyczyny i skutki po ponad roku trwania* (Eng. War in Ukraine – causes and consequences after more than a year), "Studia Orientalne" 2023, vol. 12, no. 3(27), pp. 30–59. https://doi.org/10.34862/rmb.2023.2.5.

Wiśniewski B., *Praktyczne aspekty bezpieczeństwa* (Eng. Practical aspects of security), Warszawa 2020.

Wróblewski R., *Wprowadzenie do nauk o bezpieczeństwie* (Eng. Introduction to security sciences), Siedlce 2017.

Zadorożna M., Butuc M., *Russian disinformation in Moldova and Poland in the context of the Russo-Ukrainian war*, "Security and Defence Quarterly" 2024, no. 46(2), pp. 47–65. https://doi.org/10.35467/sdq/189686.

Zięba R., *Teoria bezpieczeństwa* (Eng. Theory of security), in: *Teorie i podejścia badawcze w nauce o stosunkach międzynarodowych*, R. Zięba, S. Bieleń, J. Zając (sci. eds.), Warszawa 2015.

Internet sources

Bezpieczeństwo narodowe i obrona powszechna (Eng. National security and general defence), Wojsko Polskie, https://www.wojsko-polskie.pl/aszwoj/bezpieczenstwo-narodowe-licencjackie/ [accessed: 7 I 2025].

Koziej S., *Wstęp do teorii i historii bezpieczeństwa* (Eng. Introduction to security theory and history), https://koziej.pl/wp-content/uploads/2018/12/BM-Cz-I-Podstawy-ewolucja-i-koncepcje.pdf [accessed: 14 I 2025].

Oddziały przygotowania wojskowego (Eng. Military preparation units), Wojsko Polskie, https://www.wojsko-polskie.pl/zostanzolnierzem/odzialy-przygotowania-wojskowego/ [accessed: 5 I 2025].

Oferta studiów podyplomowych (rok akademicki 2024/2025) (Eng. Postgraduate studies on offer (academic year 2024/2025)), Akademia Sztuki Wojennej, https://www.wojsko-polskie.pl/aszwoj/studia-podyplomowe/ [accessed: 5 I 2025].

Szkoła Administracji Obronnej (Eng. The War Studies University), Wojsko Polskie, https://www.wojsko-polskie.pl/aszwoj/szkola-administracji-obronnej/ [accessed: 7 I 2025].

Legal acts

Act of 19 July 2019 amending act – Education Law and the Act on the financing of educational tasks (consolidated text, Journal of Laws of 2019, item 1681, 2248).

Act of 20 July 2018 – The Law on Higher Education and Science (consolidated text, Journal of Laws of 2024, item 1571, as amended).

Regulation of the Minister of Education of 20 May 2024 on the outline timetables for public schools (Journal of Laws of 2024, item 781).

Regulation of the Minister of National Defence of 7 August 2020 on support for the body running the military preparation unit (Journal of Laws of 2020, item 1390).

Regulation of the Minister of National Defence of 21 May 2020 on training in the military preparation unit (Journal of Laws of 2020, item 977).

Regulation of the Minister of National Education of 14 June 2017 amending the regulation on the manner of implementation of education for security (Journal of Laws of 2017, item 1239).

Regulation of the Minister of National Education of 14 February 2017 on the core curriculum for preschool education and the core curriculum for general education for primary schools, including for students with moderate or severe intellectual disabilities, general education in first-degree vocational secondary schools, general education for special needs vocational schools and general education for post-secondary schools (Journal of Laws of 2017, item 356).

Regulation of the Minister of National Education of 28 August 2009 on the implementation of security education (Journal of Laws of 2009, no. 139, item 1131).

Regulation of the Minister of National Education and Sport of 9 April 2002 on the conditions for the conduct of innovative and experimental activities by public schools and institutions (Journal of Laws of 2002, no. 56, item 506).

Other documents

Pilot programme to support secondary schools running divisions of Certified Military Uniformed Classes, Ministerstwo Obrony Narodowej.

Explanatory memorandum to the Regulation on the core curriculum of general education for upper secondary school, technical secondary school and upper secondary industrial school, https://www.gov.pl/web/nauka/edukacja-dla-bezpieczenstwa--rozporzadzenia-podpisane [accessed: 4 I 2025].

Assoc. Prof. Ilona Urych,
Professor at the War Studies University

Associate professor in security sciences, Vice Dean for Student Affairs at the Faculty of National Security at the War Studies University. She conducts training for civilian and military personnel in the area of pedagogical development as well as leadership and social competences. Her research interests are: military education, security education, social security, health security, leadership, security psychology, interdisciplinarity of security sciences.

Contact: i.urych@akademia.mil.pl