

Transformation of education for safety from the enlightenment to the XXI century

Transformacja edukacji dla bezpieczeństwa od oświecenia do XXI wieku

Abstract: The beginnings of defensive education from the age of Enlightenment date back to the founding of the Knights' School to the present day. As a result of numerous educational changes, it has evolved many times to achieve the current shape implemented in the school system as well as outside the school. A thorough analysis of the literature on the subject, legal acts and archival collections allowed to show the diversity of trends playing a leading role in the ways of its implementation along with the program areas. The next groundbreaking changes in the education system have brought innovation.

Keywords: defensive education, defense knowledge, education for safety

Abstrakt: Początki edukacji obronnej sięgają czasów od powstania Szkoły Rycerskiej do współczesności. W wyniku licznych zmian oświatowych ewoluowała ona wielokrotnie, aż do osiągnięcia obecnego kształtu, realizowanego w systemie szkolnym, jak i pozaszkolnym. Wnikliwa analiza literatury przedmiotu, aktów prawnych oraz zbiorów archiwalnych pozwoliła ukazać różnorodność trendów odgrywających wiodącą rolę w sposobach jej realizacji, jak również w zakresach programowych. Kolejne, przełomowe zmiany systemu edukacyjnego przyniosły innowacje w tej dziedzinie.

Słowa kluczowe: edukacja obronna, wiedza obronna, edukacja dla bezpieczeństwa

Introduction

In many countries, great attention is paid to the most important social problems, such as education, safe development of the country, citizenship and national defense. In Poland, these matters focus the attention of scientists, military practitioners, the civil milieu and the teachers of the subject education for security, who deal with the defense education of young people. The unceasing changes in all spheres of social life do not absolve us from fights for the sake of caring for our own national security. In addition,

very rapid technological development requires an approach to the subject of new threats in the subject discussed above.

Security is the primary need of people and social groups, as well as the basic need of states and international systems, its absence causes anxiety and a sense of threat. As a process, it is primarily the continuous activity of individuals, communities, states or international organizations in creating a desired state in the event of an emergency. The source of "unprotected" or unprotected sources suggests that the state of emergency was primary in relation to the state of security¹. Franz-Xaver Kauffman describes the threat as: *'the possibility of occurrence of one of the negatively valued phenomena'*². An important role is played by the society, its awareness and striving to ensure its own life in peace and quiet.

Security in individual terms is primarily a concern for today, for existence, understood as guaranteeing (favorable) to the family (the closest) and favorable conditions for life. Education for safety is one of the elements of the multiple evaluation of this subject. It accompanies every civilization, almost from its beginnings. However, its form changes due to the types of threats which people face. From the beginning of the existence of the Polish state, it was associated with education in princely teams, and over the years adopted the institutional character – the Knight's School, to become a common form of education for the whole society.

The aim of this article is to present the essence and institutional dimension of defense education, then education for security, carried out both in the educational system and outside it, in the period from the Enlightenment to the present day. The article draws attention, inter alia, to the trends and directions of changes in its perception and teaching. The analysis of the studied issue dictated the necessity of applying theoretical scientific methods, in the form of the critical analysis of literature and the historical method. The presented material chronologically captures the evolution of education in the field of universal security, from the Age of Enlightenment to the present day.

Knight's school in Poland

Successful conditions for the development of education in Poland occurred in 1764, when Stanisław II Augustus joined the throne. The young king was thoroughly educated, endowed with great taste and love for art, inventions and science. Raised in

¹ R. Jakubczak, J. Flis (red.), *Bezpieczeństwo narodowe Polski w XXI wieku. Wyzwania i strategie*, Warszawa 2006, s. 15.

² R. Zięba, *Instytucjonalizacja bezpieczeństwa europejskiego: koncepcje – struktury – funkcjonowanie*, wyd. Scholar, Warszawa 1999, s. 28.

the West, a supporter of the rationalistic culture of the Enlightenment, he highly cherished the value of education and good school. He gathered scholars and writers around him, he brought artists, he collected collections and offices.

Affecting the Polish generation, he founded in Warsaw in 1766, the Knights' School. It was the first school, purely secular and exclusively noble. Having a form of cadet corps enabled it to be removed from the leadership of the clergy³. At the public cost, 60 boys from less wealthy noble families were kept there, and 20 were accepted for a fee. They were taught by laymen, mostly foreigners. The language of instruction was Polish. The commander was the young prince Adam Czartoryski, a thoroughly educated, free-thinking. Youth, organized in military units, wore a Kadec uniform, learned drill, took part in exercises, learned the principles of fortifications and knowledge of military crafts. However, the cadets were basically not obliged to remain in the service. The Knight's School was supposed to educate exemplary citizens.

The study program, adapted in addition to learning the mother tongue, French and German, in a small range of Latin, in particular, paid great attention to the formation of moral and civic feelings. In the study of history and the Polish language, attention was paid to changes in the forms of government, and attempts were made to instill in the cadets the spirit of love of rights and the fatherland. Great emphasis was placed on moral science, combined with the science of the law of nature and nations; religious science has been replaced by secular science of morality. The textbook, developed by Czartoryski, was the '*Knight's Catechism*' and the broader '*Definitions of various social and civic virtues*'. God, fatherland and virtue, were the main motives laid out in these works of moral science. Military subjects were taught so that the knowledge gained could be used to increase the level of economic development of the country. Special attention was given to civic education. The school was to form primarily hot patriots and citizens about rationalistic moral attitudes. Establishment of the Knight's School was part of the state's reform, by raising citizens in a new spirit, continuation of Konarski's reform.

Stanisław Konarski's reforms

The first stage of the reform of Stanisław Konarski was the establishment and opening on September 1, 1740, modeled at the *Collegium Nobilium*, such as *Collegium Nazarenum* in Rome. It was an elite school, intended for sons of magnates, who would

³ S. Kot, *Historia wychowania*, wyd. Żak, Warszawa 2010, s. 61.

have to take over managerial roles in the state in the future⁴. It was based on religious principles and instilling the virtue of loyalty, respect and obedience to the king, respect for national rights, justice, responsibility for the fate of states and the nation in the spirit of love of the fatherland, duty to parents, servants and subjects. *Collegium* was divided into 5 classes, learning lasted 8 years. Introduced languages (German, French), history of Poland and the general one, geography, mathematics, physics, architecture, philosophy. Latin was limited as well as the Polish language was appreciated. Konarski wanted to give national character to Piarist education. In subsequent stages he reformed the remaining schools of the Polish Piarist provinces.

National awareness and defense in the period of national arrangements

National consciousness is a form of social awareness that is important in terms of the unity of society. It is one of the essential elements of the national bond, historically shaped on the basis of the history of a given nation⁵. National consciousness and the nation are connected with each other, they combine certain values, such as the need to fight for national liberation, regarding the good of the fatherland over personal ones. It penetrates people's consciousness and it is associated with patriotism.

During the partitions, the restrictions of personal freedom and freedom of thought from the invaders' sides were common. The Poles did not give in to fighting for the Polish language, the land, the fight turned into many secret courses and conspiratorial self-education. Patriotism strengthened in the Poles. The November 1830 and January 1863 along with other national liberation battles found alive resonance in all classes and layers of Polish society. By contrast, the establishment of an independent Polish state in 1918 significantly deepened the sense of national awareness among Poles and accelerated the process of consolidation of the nation. In the interwar period, despite the multinational nature of the Polish state, this process continued. That was the expression of a conscious and determined fight against the Nazi occupiers.

The weight of experience brought by the years of partitions, and World War I and II, left no doubt that the defense of society is necessary. According to the assumptions of the '*nation under arms*' concept, it was decided to broaden the theoretical and practical knowledge of society. The general education system included the defense

⁴ S. Litak, *Historia wychowania. Do wielkiej Rewolucji Francuskiej*, tom 1, wyd. WAM, Kraków 2010, s. 238.

⁵ J. Kunikowski, *Wiedza obronna. Wybrane problemy edukacji dla bezpieczeństwa*, wyd. MON, Warszawa 2000, s. 78.

adaptation of high school students at all levels. During the summer holidays, summer camps for military preparation.

Defense education after World War II

On January 16, 1946, by virtue of a decree of the Council of State, On the universal duty of physical custody and military preparation (Journal of Laws 1946. No. 31, item 1995), defense adoption returned to schools. On the other hand, two years later pursuant to the Act of February 25, 1948, *'On the general duty of professional development, physical education and the preparation of military youth, and organization of physical culture and sports'* (Dz.U.1948 No. 12, item 90), The Universal Organization *'Service to Poland'* received all rights to carry out military preparation. It was to take place in educational and vocational institutions and workplaces within the framework of the Primary School. The general obligation of professional development included the education, the performance of temporary work for up to six months by pre-Marathon age youth, and by older youth for no longer than the duration of the basic military service (Journal of Laws 1938 No. 25, item 220) and the performance of occasional work up to three days in a month (Journal of Laws 1946 No. 3, item 24).

It turned out to be impossible, however, due to organizational difficulties. For this reason, by virtue of resolution No. 95/52 of the Presidium of the Government of March 1, 1952 *'On the organization of military youth preparation'*⁶ in place of liquidated detachments, the obligatory subject of *'military adoption'* was introduced into secondary schools. Program content of military preparation was reformed, emphasizing the issue of universal self-defense. By virtue of the Act of November 21, 1967, *on the universal duty to defend the Polish People's Republic*, (OJ 1967 No. 44, item 220), in its place a defensive adoption was introduced into schools, and in 1970-1974 it also included primary and secondary school pupils. professional, agricultural training schools and post-secondary school students.

It should be noted that in the post-war period many students completed their education at the elementary school stage or continued it in the main vocational school. A universal form of defensive preparation of young people at the elementary school level was defensive adoption. The subject matter concerned mainly self-defense as a result of the outbreak of war, including the use of nuclear weapons.

In high school, knowledge in the field of teamwork during peacetime, threatening and war was extended. Shaping of patriotic and ideological attitudes belonged to

⁶ M. Kucharski, *Edukacja obronna*, wyd. Fundacja Innowacja, Warszawa 2002.

a constant lesson topic. In vocational schools, education differed significantly from the secondary ones. It expanded its self-defense content and, above all, prepared for basic military service. In post-secondary schools, particular attention was paid to preparing in self-defense forms for the function of younger commanders.

Resolution of the Council of Ministers in higher education institutions of 8 September 1972, *regarding the training in military units of persons subject to military training of students and in the matter of students' defense training*, (MP 1972 No. 45, poz.239) required military students to be covered, capable of military service, while other students to be defensive. Military training included military activities as a compulsory subject of teaching, as well as military training, carried out in military units after graduation. In the form of theoretical and practical classes, defense was also a compulsory subject of education. In the summer, young people participated in obligatory military/defense preparation camps. During classes, theoretical knowledge was extended, and above all practical skills were acquired and improved.

The reforms and transformations of 1989, which took place in the political arena, initiated significant changes in teaching subject and the lives of citizens. Namely, the strictly military subject matter was abandoned in the content of the program of defensive adoption. In 1990, the subject was abandoned in primary schools, while issues of universal self-defense were introduced. In post-elementary schools, the Defensive approach (PO) subject was introduced, which included the content of health and life protection during peace, war, as well as preparation for coordination of Civil Defense teams⁷. The education cycle covered 76 hours of defense training, one hour per week during the first two years of education. Ordinance of the Minister of National Education of October 29, 1992 *'on the types of schools whose pupils are subject to the obligation to undergo defensive training and the principles of organization of defense preparation classes at schools'* (Journal of Laws, No. 8, item 38), specify which students are 'They are obliged to undergo defensive training and rules for their organization in schools. Previous arrangements, introduced by resolutions, were still in force.

The Act of July 25, 1998, amended the Act on the Education System (Journal of Laws 1998 No. 117, item 759), as well as the Act of January 8, 1999 – Regulations introducing the reform of the school system (Dz.U. 1999 No. 12, item 96). The teaching system is divided into four educational levels:

1. Early school education (grades 1-3 of primary school);
1. Class IV-VI of the elementary school;

⁷ I. Dziubek, *Ewolucja i ewaluacja edukacji obronnej w Polsce*, „Zeszyty Naukowe Wyższej Szkoły Informatyki, Zarządzania i Administracji”, nr 4(29), 2014, s. 112-143.

2. Secondary school;
3. Upper secondary schools.

Educational paths have been introduced to enable students to acquire knowledge in the field of shaping broadly understood security (including health, ecological and communication), fire prevention, premedical help, crime prevention, as well as a base for international humanitarian law and protection of cultural goods⁸.

Program content of defensive development in the first and second year of the fourth educational stage, covered issues related to the characteristics of contemporary human threats in time of peace and war, security system of the Republic of Poland, international humanitarian law, civil protection as part of universal self-defense, first aid in emergencies, topography and sport shooting⁹. The diversity of curriculum content not only for the military, but also threats in the period of peace, allowed to broaden knowledge and perspectives with new possibilities of behavior.

Uniform classes

In 1999, the first military classes¹⁰ were created at the initiative of the Ministry of National Defense. Their task was to prepare for service in the army, police, fire brigade, border guards or several types of services at once. Their main task was to educate patriots and shape characters.

The first classes with a military profile were created in the High School in Tuchola in the years 1998/1999¹¹. At the same time, new human resources were created for the armed forces at a high level of training. The huge interest among young people in the new direction and the perspective of good work in the future, resulted in the creation of many classes with a military profile throughout Poland. The development of the Armed Forces of the Republic of Poland towards greater professionalization in this period has led to a significant reduction in the sources of financing for schools. This has had a considerable impact on the inhibition, limitation of trends, but not stopping the formation of such classes. The youth in the schools wore field uniforms. In 2015, the equipping of military classes and the work of the teacher were also financed by local governments and this is still happening today. Schools that signed an agreement with

⁸ S. Walasik, *Edukacja obronna w kształtowaniu świadomości obronnej młodzieży akademickiej – Raport z badań*, „Zeszyty Naukowe AON”, nr 1(102), 2016, s. 58-68.

⁹ M. Goniewicz, A.W. Nowak, Z. Smutek, *Przysposobienie obronne*, Wyd. Pedagogiczne Operon, Rumia 2002.

¹⁰ *Tysiące uczniów w mundurach. Gotowi do ponoszenia ofiar dla Polski* <https://oko.press/tysiace-uczniow-mundurach-ucza-sie-strzelania-obrony-najwyzszych-wartosci/> (11.01.2019).

¹¹ M. Kaliński, *Obozy przysposobienia wojskowego*, „Biblioteczka Edukacji Obronnej”, nr 8, 2002.

the Ministry of Defense could apply to the Ministry for equipment. Most often co-financed by the ministry were, among others, uniforms, helmets and mess tins. However, airguns were mainly refunded by local governments and parents of students.

Program content included: security strategy, state defense system, armed forces in the democratic country system, allied cooperation of the Armed Forces of the Republic of Poland. Practical exercises, how important in shaping the character of future military specialists, concerned the drill, familiarization with the weapon and the basics of tactical training, the principles of first aid. Currently, more than 20,000 young people are taught in uniformed classes. Thanks to agreements with military units, students will also learn about military barracks and equipment.

However, there are many issues to analyze. Namely, it is necessary to lean more deeply on *shaping the defense, civic and historical consciousness and to strengthen readiness to bear sacrifices and voluntary restrictions to protect and defend the highest values – non-subordination, sovereignty and security of the state and freedom and civil rights*, because the program lacks heroic examples, traditions that should shape this awareness.

It should be noted that military classes did not have a unified program basis. The science was based on proprietary programs prepared by teachers. Classes were treated as additional hours. One school was run once a quarter, once a month or every week¹². Sometimes, just an officer would come to a lecture, where else the students had practical classes. Lessons may have been compulsory or not. The school could sign a contract with the unit of uniformed services, but it was not obliged to do so.

In 2015, the Ministry of National Defense prepared a minimum program for military classes. It contained 119 hours of theoretical and practical classes, divided into theoretical blocks: the basics of civic and military education, combat training, logistic and general training (including health and safety and law). Pro-defense organizations use the same program. In the educational part, the student is to learn, among others, drill, Polish national anthem, military signals, as well as discipline and respect for the law. Facilities have been introduced, being a shortening of one month of preparatory training for the National Reserve Forces for class retainers that implemented the said minimum curriculum.

From 2016, graduates of uniformed classes are guaranteed additional points in recruitment for military studies at the Military College of Air Force in Deblin and the Military University of Technology in Warsaw. However, not all colleges offer additional

¹² *Tysiące uczniów w mundurach. Gotowi do ponoszenia ofiar dla Polski*, <https://oko.press/tysiace-uczniow-mundurach-ucza-sie-strzelania-obrony-najwyzszych-wartosci/> (10.01.2019).

points to graduates of uniformed services (National Defense University, Naval Academy in Gdynia or the Police College in Szczytno).

From September 2019, the Ministry of National Defense planned to operate a high school in each county, which would lead to certified military uniforms. The aim of the pilot program is to support selected educational institutions in the field of military training coherent and currently in force in the armed forces. The pilot is to last two years - for two semesters in the second grade and a semester in the third year of high school. It is supposed to include theoretical and practical classes, also on military training grounds, which is to be carried out with the support of the army and institutions subordinate to the minister¹³. Graduates of the classes participating in the program will be able to pass training courses on the training ground after a few weeks. It is to end with a military oath and transfer to the reserve. Students after training in uniformed classes will also have first place in applying for professional military service or to the Territorial Defense Forces. However, when applying for a place to study at military universities, they will be able to count on additional points on entrance examinations.

Defensive dependency students

An important issue was the introduction of the ordinance of the Minister of National Education and Sport and the Minister of Health of October 2, 2003, *on the method of conducting defense adaptation of students* (OJ 2003 No. 174 item 1686), under which after passing the first year of studies, students with the consent of the rector, were given the opportunity to take defensive measures. The main goal was to learn the basic knowledge of national security, the organization of national defense, to understand the tasks of the state and the armed forces in ensuring national security and to prepare students and students for the implementation of defense needs. Defense defensive, as an optional subject, carried out during one semester, in the form of self-education and consultation, ended with an examination carried out in the form of a test. Its inclusion was recorded in the index. Subsequently, it made it possible to submit an application to the Military Commander of Supplements for appointment for training in a military unit (6 weeks during the holidays).

After taking the military oath and passing the final examination, students were released from military service and transferred to the reserve in the rank of corporal. Failure to pass the final examination resulted in dismissal and transfer to the reserve,

¹³ MON: *od 2019 roku klasy mundurowe w każdym powiecie* <https://www.defence24.pl/mon-od-2019-roku-klasy-mundurowe-w-kazdym-powiecie> (10.01.2019).

in a serial form. However, the student who completed the defensive development, but did not receive a referral for practical military training in a military unit, was transferred to the reserve on the day of graduation.

Guided by the needs of the Armed Forces of the Republic of Poland in the field of military training of students (according to military specialties), the limit of 2570 students - volunteers was determined taking into account the organizational structure of the Polish Armed Forces, as well as the analysis of the complementation of mobilization needs of military units, officers and non-commissioned officers. The General Staff of the Polish Army in 2005 assumed the incorporation of conscripts - students from faculties or related studies with the directions of military training, and thus: - about 65% from technical faculties, 16% from medical faculties, 13% from humanities and 6% from other faculties - directions. In subsequent years, it is planned to increase the number of students, who are appointed to volunteer military training.

Women in military education

Due to the fact that military training during the studies may be carried out by students who are conscripts (Article 93a of the Act) and the obligation to appear for the abstraction of women was imposed by the regulation of the Council of Ministers (Journal of Laws of 2004 No. 86, item 802), only for women who have qualifications useful for the Armed Forces in the specialties of middle medical personnel - it is not envisaged to appoint students from other higher education schools than nurses, midwives and veterinary nurses. However, their appointment will be determined by the needs of the Armed Forces in the field of average medical personnel.

If a graduate from a civilian university wants to become a professional soldier, an officer of the Polish Army, he can apply for admission to an officer's study. After a period of one-year training and a positive submission of final exams, he will be appointed as the first officer - second lieutenant.

The Act of 27 August 2009, *amending the Act on the Universal Defense of the Republic of Poland and amending certain other acts* (Journal of Laws 2009 No. 161 item 1278) repealed Article 166 of the Act on the general duty to defend the Republic of Poland¹⁴, thus abolishing the legal basis for further implementation of the defense preparation of students and students.

¹⁴ *Przysposobienie obronne studentów*, <https://student.us.edu.pl/przysposobienie-obronne-studentow> (10.01.2019).

Military units that organize military training for students and graduates of higher education are¹⁵: College of Land Forces in Wrocław, Land Forces Training Center in Poznań, Training Center for Communication and Information Technology in Zegrze, Center of Artillery and Armament Training in Toruń, Academy of Air Force Officers in Deblin, the Air Force Training Center in Koszalin, the Naval Training Center in Ustka, the Divers Training Center and scuba-diver in Gdynia, the Training Center of the Military Medical Services in Łódź.

Education for safety

The heads of ministries of national education and national defense have signed an agreement on cooperation in favor of civic, patriotic and pro-defense education for schoolchildren. Under the agreement of December 23, 2008, the Ordinance of the Minister of National Education on the core curriculum for pre-school education and general education, in specific types of schools, was announced (Journal of Laws 2008 No. 4, item 17)¹⁶. The most important issue was that, in place of defensive adoption, education was introduced for security, thus causing reorganization in the teaching system of this subject.

In the school year 2009/2010, education for safety was introduced in the third years gymnasium curriculum, one hour a week, while in the school year 2012/2013 the subject appeared in the upper secondary school classes, also one hour a week.

Program content in middle school includes warning about threats and alerting, universal self-defense and civil defense, security threats and rescue operations, first aid and resuscitation, protection against contamination and chemical threats¹⁷. The thematic scope of the upper-secondary stage concerns the following contents: the state's defense system, protection of the population and civil defense, threats to the time of peace, threats to the war and first aid¹⁸. During the education for safety classes and covering exercises in the field of first aid in branches with more than 30 students,

¹⁵ *Przypodobienie obronne studentek i studentów wyższej szkoły technologii teleinformatycznych w Świdnicy*, <https://docplayer.pl/11431924-Przypodobienie-obronne-studentek-i-studentow-wyzszej-szkoly-technologiei-teleinformatycznych-w-swidnicy.html> (10.01.2019).

¹⁶ Rozporządzenie Ministra Edukacji Narodowej z 23 grudnia 2008 r. w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół (Dz.U. z 2009 r. nr 4, poz. 17).

¹⁷ J. Słoma, G. Zajac, *Edukacja dla bezpieczeństwa. Żyję i działam bezpiecznie. Podręcznik z ćwiczeniami dla klas 1-3 gimnazjum*, wyd. Nowa Era, Warszawa 2010.

¹⁸ J. Soma, *Żyję i działam bezpiecznie. Edukacja dla bezpieczeństwa. Podręcznik dla szkół ponadgimnazjalnych. Zakres podstawowy*, wyd. Nowa Era, Warszawa 2011.

a division into groups is obligatory. Whereas units with no more than 30 pupils, with the consent of the school's governing body, can be divided into groups during exercises.

It is necessary to lean over the important issue that in gymnasium the main lecturers are physical education teachers, technicians, artists, or other subjects who, after completing 240 didactic hours, receive the right to teach the subject. Therefore, there is a lack of proper substantive preparation and necessary knowledge of the leading instructors. Such preparation for teaching can't bring the expected educational results. On the other hand, the substantive aspect of education for security at the post-upper secondary stage is satisfactory.

Practical classes for the education for safety

The Ordinance of the Minister of National Education of August 28, 2009, *on the way of education for safety* (Journal of Laws 2009 No. 139, item 1131) says that students during summer holidays who completed the first class of a basic vocational school, high school general education, profiled high school or technical secondary school, specialized training camps in the field of education for safety can be organized. In practice, however, all activities were abandoned, subject to central organization, supremacy and coordination.

The only form of groupings are specialized training and recreation camps organized by NGOs and education departments. The proposal is directed towards secondary school and high school graduates as well as their teachers, due to the possibility to implement elements of the curriculum, for which there was no time during the school year, as well as practical classes¹⁹.

The Ordinance of the Minister of National Education of 14 June 2017, *amending the regulation on the mode of education for safety* (Journal of Laws of 2017, item 1239), provides for the possibility of organizing specialized training camps during the holidays:

- winter - for students of the eighth grades elementary school or first class of secondary school: an industry school of the first degree, high school or technical secondary school,
- summer - for students who have completed the eighth grades elementary school or first grade junior high school class: industry-oriented first-cycle school, general high school or technical school.

¹⁹ J. Surma, *Specjalistyczne obozy szkoleniowo-wypoczynkowe jako pożądany element edukacji dla bezpieczeństwa*. Edukacja dla Bezpieczeństwa. Przewodnik dla nauczycieli gimnazjów i szkół ponadgimnazjalnych. 2012.

The teacher's task is to develop habits in students and to master the principles of rescue operations, both in the case of emergency threats (mass accidents, catastrophes) and elementary first aid. It is advisable to store the basic materials and accessories of the teacher, necessary to conduct classes and possible work of pupils. Audio-visual equipment and internet access are indispensable. It is also important to establish cooperation between schools and local Police units, the State Fire Service, training centers, military units and organizations, for example: the Volunteer Fire Brigade, the Polish Red Cross, the National Defense League, both in the aforementioned scope of conducting classes and providing specialized equipment or teaching aids.

Education for safety and new educational reforms

The reform of the education system of December 14, 2016 was another change in the school system, which boils down to a six-year elementary school, a three-year high school, a three-year general high school, a four-year technical school, a three-year basic vocational school and post-secondary schools. The new structure of education in accordance with the Act on Educational Law, (Journal of Laws 2017, item 59) is introduced to the following facilities:

- primary school (8 years);
- general secondary school (4 years);
- technical college (5 years);
- first-cycle branch school (3 years);
- second-level industry school (2 years);
- special education school for work (3 years);
- post-secondary school (teaching cycle not longer than 2.5 years).

In the 2017/2018 school year, it was implemented. Pupils who completed the 6th year of primary school in the 2016/2017 school year became students of the 7th grade of primary school. It caused gradual extinction of junior high schools, through abandoning recruitment to these schools. In the school year 2018/2019, the last year of third grade students will graduate from gymnasium and on 1 September 2019 the gymnasium will cease to function in the entire school system.

Instead of a 3-year vocational school, from 1 September 2017, a 3-year 1st degree trade school was established. Education in a 2-year industry-wide second-cycle school for graduates of the industry-oriented first-cycle school will be inaugurated in the school year 2020/2021. This means that it will be possible to obtain a diploma confirming professional qualifications in the profession taught at the technical level and to obtain

a secondary school-leaving certificate. Secondary school graduates, after obtaining a secondary school-leaving certificate, will be able to continue their studies at the university.

The reorganization of general secondary schools and technical schools, will start from the school year 2019/2020 and will end in the school year 2023/2024. From the school year 2019/2020, in grades 1 general secondary schools, technical schools and industry level schools, the education will be started by pupils finishing the third grade of junior high school and students finishing the eighth grades elementary school. Junior high school graduates will be educated in three-year general high schools and four-year technical schools, while graduates of the 8th grade of primary school will begin their education in a four-year high school or a five-year technical school. Continuation of education will also be possible in the 1st business class of the 1st degree school (MEN, 2017a).

The Regulation of the Minister of National Education of 14 February 2017, *amending the Regulation on the core curriculum of pre-school education and the basis of general education for primary school* (OJ of 24 February 2017) remained with the current form and content of the teaching the subject (MEN, 2017b).

Regulation of the Minister of National Education of July 26, 2018, mentioned above (Journal of Laws of 2018, item 996, 1000, 1290, 1679), specifying the core curriculum of general education for the industry-level school, for students who are graduates of the previous junior high school, applies:

- 1) in the school year 2019/2020 in grades I-III of the industry-oriented school,
- 2) in the school year 2020/2021 in grades II and III of the industry school of the first level,
- 3) in the school year 2021/2022 in class III of the industry school of the first degree.

The core curriculum of general education for the post-secondary school, from the school year 2019/2020, in the semesters of the first post-secondary school, and in subsequent years also in subsequent semesters of this school, apply:

- 1) in the school year 2019/2020, in the semesters of II-V post-secondary school;
- 2) in the school year 2020/2021, in semesters IV and V of the post-secondary school.

The content of educational education for safety includes:

- State security.

It explains the mechanisms that govern the provision of order, order, stability of human communities, accompanying concepts, methods and forms of behavior.

It teaches how to understand the security of the state. At the same time, it has a multi-faceted interpretation: it creates an understanding of the past, creates a picture of the present and provides premises for thinking about the future. The topics included in the teaching content focus on management, politics and security strategy, taking into account the international context.

– Preparation for rescue operations in emergency situations (mass accidents and disasters).

The contents contained herein relate to the organization of rescue operations, the training of practical skills used in the science of providing first aid. Undertaking a rescue operation by a witness of an incident, keeping it until the arrival of an ambulance, is able to save a life, while abandoning the action may inevitably lead to the death of a sick person. Students should be implemented to care for their own and others' safety, indicating how they can get help from trustworthy people and emergency services.

– Basics of first aid.

The ability to provide first aid, as well as health education, due to the highest probability of their use in practice, especially the right treatment of people who have had a sudden cardiac arrest.

– Health education.

Includes, among others, health issues in the individual and collective dimension. Health-related behaviors: making appropriate habits in students is important when they use their skills, in conditions of real danger, when the naturally occurring high level of stress makes it difficult to conduct rescue operations.

Shaping patriotic attitude and sense of responsibility for the achievements of past generations is of particular importance in education. The teacher should create conditions conducive to the free exchange of ideas and views, while maintaining the necessary discipline and order of classes. The pace of the transformations should be a stimulus for the teacher to constantly update his knowledge, monitor changes, including organizational and legal, self-improvement, so that the information provided to the students is timely and reliable (important is the control of source materials other than the textbook, care for reliability of information).

Conclusions

The ongoing globalization process, in all areas of life, generates new problems, threats, and prompts to ask questions. The subject of education for security should be adapted to the constantly changing conditions of geopolitical life, in order to know how to counteract the danger.

The transformation of defensive education, as it used to be today, is necessary for its successive adaptation to the technologically and informatically developing world. Education for security should change its rank on equal other objects. It is a challenge which is a requirement of the times in which we lived. In parallel to the laws and regulations being introduced, it is necessary to increase the number of hours dedicated exclusively to the practical teaching of the subject.

Krzysztof Rokiciński rightly notes: why only threats are specified? After all, do we only define hazards when buying a car? No - we are specifying the odds above all! So where do these discrepancies come from these simple rules? It seems that this is a derivative of the global trend in this area, where everyone everywhere perceives the threat, and this is a clear flattening of the problem²⁰.

A wider look at the subject matter of this will allow to see other aspects of it. I agree with the statement of K. Rokiciński: a dangerous trend is also an attempt to universalize defense education, and it is not possible to create a citizen who would be able to effectively operate in every crisis situation or crisis. It seems, however, that narrow specializations should be created, adequately to the challenges generated, for example, in a given area²¹.

The issue of increasing the number of hours of education for security is important to be able to meet the next challenges posed by ourselves.

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²¹ Ibidem, s. 4.

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