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EDUCATION FOR SECURITY IN THE THIRD REPUBLIC OF POLAND – OPPORTUNITIES AND CHALLENGES

Abstract

The perception of security in the context of its threats by society or state authorities is conditioned by subjective and objective factors. Significant changes in Poland took place in 1989 due to the systemic transformation. Due to the changes in the political arena and throughout the country, reforms were initiated that covered various aspects of citizens' lives, including education. Currently, we are dealing with globalization, which guarantees many opportunities but also threats. Education for security should play an important role in raising awareness of young people about threats coming from various directions. The aim of the article is to present and at the same time indicate the opportunities and challenges as well as the characteristics of education for security in the Third Polish Republic. The literature on the subject and legal acts were used in this work.

Keywords

defence education, security, national security, Poland, education for safety,
education

Introduction

Security threats and challenges have been the subject of dilemmas in the context of implementing appropriate education in various areas of life. The multi-faceted issue of security has a long history, dating back to the beginning of humanity. It identifies the need for security education to consider both countering threats and responding to the challenges of the contemporary world. The post-modern world is characterised by the emergence of completely new and unprecedented phenomena that need to be identified and understood, modern societies in turn need to respond to these phenomena appropriately.

The aim of the article is to present and at the same time discuss the opportunities and challenges of education for security in the Third Republic of Poland. In order to achieve the goal, the dogmatic-legal and historical-legal method was used, which turned out to be indispensable in the scope of the presented issue.

It is important to remember that school is the place where pupils acquire not only theoretical knowledge, but also many other and valuable skills that are useful in everyday life. Pupils should also be optimally prepared for life or health-threatening situations. It should also be noted that prolonged insecurity, regardless of the threat, can have negative repercussions both for the individual and for the society as a whole.

The concept of security is etymologically derived from the Latin terms *sine cura* and *securitas*, meaning a state free from care or danger. In Polish, the word originated from a combination of the words “bez” [without] and “piecza”, where “piecza” means care and concern, so security means a situation in which such protection is not needed – a state free from danger.

It is assumed in the literature that security is dual in nature: on the one hand, it is the objective absence of threats that can be identified and diagnosed, and, on the other hand, a subjective feeling of certainty, depending on the individual’s psychological construction, emotional state and socio-cultural conditions¹. In this context, security occupies an important place in the hierarchy of human needs, as confirmed, among other things, by A. Maslow’s classification of needs, where it is placed just after physiological needs.

Contemporary approaches to security are moving away from its static conception as a permanent state. Since the 1980s, it has been recognised that security is a social process, requiring the active action of public and private actors aimed at minimising the risk and strengthening the resilience of social and institutional systems.²

Security is also a multidimensional category. It can be considered internally – as the stability of the functioning of the state and its institutions, and externally³ – as the absence of threats from the international environment. Nowadays, under conditions

1 M. Lisiecki, *Zarządzanie bezpieczeństwem publicznym*, Warszawa 2011, pp. 20-21.

2 *Słownik wyrazów obcych*, Warszawa 1980, p. 673.

3 Z. Nowakowski, H. Szafran, R. Szafran, *Bezpieczeństwo w XXI wieku. Strategie bezpieczeństwa narodowego Polski i wybranych państw*, Rzeszów 2009, p. 14.

of globalisation, these two dimensions are intertwined, as manifested, for example, by migration phenomena, international terrorism, cross-border crime or the effects of the COVID-19 pandemic.⁴

Parallel to these processes, we can see a shift in the centre of gravity of power from the central level to supranational and local structures, which is forcing new security systems management⁵. There is also a growing importance of non-state actors such as NGOs, transnational corporations or civic groups taking action for their own security.

In Poland, the definition-based and systemic approach to security has been reflected, among other things, in strategic documents such as *the National Security Strategy of the Republic of Poland (2007, 2020)*⁶, where the security system⁷ of the state is presented as a system of interacting subsystems: management, military executive (the Armed Forces of the Republic of Poland) and non-military executive⁸. This system should take into account political, military, social, economic, environmental and cultural security.⁹

In this context, education for security¹⁰ becomes an important tool for strengthening social awareness and preparing citizens to respond to emergencies¹¹. This is unequivocally confirmed in the Polish legal system – e.g. in Article 1, point 21 of the *Educational Law Act*, which imposes on the education system the obligation to disseminate knowledge on safety and to shape responsible attitudes in the face of threats.¹²

Safety education – basic principles

The contemporary concept of education for security is a development and reinterpretation of the earlier forms of civic and defence education, adapted to the challenges of the 21st century. According to Article 1, point 21 of the *Education Law Act*, one of the basic aims of the education system is to disseminate knowledge about security among children and young people and to shape responsible attitudes towards threats, including those related to emergencies and the use of information and communication technologies.

4 A. Czop, *System bezpieczeństwa publicznego Rzeczypospolitej Polskiej ze szczególnym uwzględnieniem prywatnego sektora ochrony*, Kraków 2016, p. 12.

5 P. Bogdalski, *Bezpieczeństwo kadrowe Policji na przykładzie przesłanek doboru do służby*, Szczytno 2015, p. 15.

6 Z. Nowakowski, H. Szafran, R. Szafran, *Bezpieczeństwo...*, p. 14.

7 J. Karp, *Bezpieczeństwo państwa*, [in:] *Konstytucja Rzeczypospolitej Polskiej. Komentarz encyklopedyczny*, W. Skrzydło, s. Grabowska, R. Grabowski (ed.), Warszawa 2009, pp. 108-109.

8 A. Pieczywok, *Bezpieczeństwo jako wartość edukacyjna i badawcza*, [in:] *"Rodzinna Europa". Europejska myśl polityczno-prawna na progu XXI wieku*, p. Fiktus, H. Malewski, M. Marszał (ed.), Wrocław 2015, p. 458.

9 J. Gierszewski, *Bezpieczeństwo wewnętrzne. Zarys systemu*, Warszawa 2013, p. 37.

10 See: A. Pieczywok, *Wybrane problemy z zakresu edukacji dla bezpieczeństwa. Konteksty, zagrożenia, wyzwania*, Warszawa 2011, pp. 21-24.

11 J. Gierszewski, *Bezpieczeństwo wewnętrzne...*, p. 36.

12 A. Czop, *System bezpieczeństwa publicznego...*, p. 13.

Although the term ‘education for security’ is relatively new, its content and functions are deeply rooted in national tradition and in the changing forms of state education¹³. Already at the time of the Knights’ School, established in the 18th century at the instigation of King Stanisław August Poniatowski, emphasis was placed on the formation of a citizen-warrior – aware of his national heritage and prepared to defend the Republic. Similar aims guided military and defence training in the Second Republic, as well as patriotic education conducted under the conditions of the Polish Underground State.

In the post-war period, especially during the communist years, there were forms of education such as *military training*, *defence training* and *defence education*. Despite the ideological burden of those times, many curricular elements – such as preparation for responding to military threats, natural disasters or accidents – have remained relevant and are reflected in today’s formula for security education.

Contemporary security education takes into account not only the defence aspect, but also non-military threats, including cyber security, environmental, health, social and cultural security. Its aim is not only to impart knowledge, but also to shape social competences, decision-making skills in crisis situations and to build civic attitudes based on responsibility, solidarity and readiness to cooperate.

It is worth emphasising that education for security has an integrating function – it combines formal education with the activities of public institutions, non-governmental organisations and services responsible for the security of the state and society. It thus constitutes an important element of the national security system, strengthening social resilience to internal and external threats.

Defence education in Polish history

In the 18th century in the Republic of Poland, defence education, referring to knightly traditions, was implemented in the first state military school (Szkoła Rycerska 17650 [the Knight’s School 1765], and was based mainly on shaping physical fitness, acquiring the ability to use the principles of the art of war, strengthening patriotism in the spirit of the Enlightenment and shaping such personality traits as courage, bravery and discipline. The hero of two nations – Polish and American – Tadeusz Kościuszko was the most famous pupil of this school

On the other hand, during the partition period, in the face of the total loss of independence and the processes of Germanisation and Russification in the educational institutions controlled by the partitioners, the preservation of Polishness in the form of education in the mother tongue, culture, religion and history in Polish homes, associations and underground organisations, was a patriotic effort to regain independence. Generations of Poles brought up in this spirit, but not experiencing

13 A. Pieczywok, *Wybrane problemy z zakresu edukacji...*, p. 458; A. Skrabacz, *Edukacja dla bezpieczeństwa młodzieży wobec wyzwań i zagrożeń współczesności*, https://www.researchgate.net/publication/338352483_Edukacja_dla_bezpieczenstwa_mlodziemy_wobec_wyzwan_i_zagrozen_wspolczesnosci, pp. 69-71, [accessed: 16.09.2020].

freedom, joined the ranks of the insurgents of 1830-1831 (the November Uprising), 1848-1849 (the “Spring of Nations”) or 1863-1865 (the January Uprising), which became the foundation of our nation’s modern identity.

The regaining of independence in 1918 and the period of the Second Republic (1918-1939), was the time when the state authorities conducted various forms of military preparation and defence training. In turn, educational activity in this matter was directed by the State Office of Physical Education and Defensive Training. This took the form of defense training (PW), the primary aim of which was to prepare young people for military service in the national spirit, and the programme of classes included: physical education, civic education, military education, military training, often in such specialties as aviation, radio telegraphy, horse riding (the tradition of cavalry or lancers) or skiing. Military training was also extended to women volunteers (sanitary training). Distinguished reservists were willingly employed in sectors considered strategic for defence, such as the State Railways or the Polish Post Office. During the Nazi occupation, the young generation of Poles brought up in a free country engaged in armed struggle, and their greatest sacrifice was the Warsaw Uprising (PW).

After the Second World War, in the Polish People’s Republic (PRL), which was dependent on the Soviet Union and was in a bipolar world on the eastern side of the ‘Iron Curtain’, according to the doctrinal assumptions of socialism, at all levels of national education and civic upbringing, young people were obliged to learn about defence in the context of the global nuclear conflict threatening the world between the two superpowers: the socialist USSR and the imperialist United States. Under the provisions of the Act on Universal Obligation to Defend the Republic of Poland¹⁴, defence training (PO) was introduced into schools. The general public, on the other hand, was educated as part of the general self-defence of the population, both in workplaces and in local places of residence.

In the 1980s, when the People’s Republic of Poland was immersed in the systemic and economic crisis of the declining socialist era, the concept of a positive understanding of state security in the context of such elements as its prosperity or the civilisational development of society emerged in the West. The result of this emerged in the form of distinguishing interrelated security sectors (multi-sectorality of state security). The Director of Research at the Centre for Peace and Conflict Studies at the University of Copenhagen, B. Buzan (1998), listed five dimensions of security: military, political, economic, social and environmental. The comprehensive theory of security by H. Bazan and other representatives of the so-called ‘Copenhagen School’ assumed that security should be viewed holistically as an indivisible category, because the overall security of an entity is formed by its external (international) and internal aspects. Therefore, state security and efforts to protect it have become a multidimensional process that goes beyond ensuring the survival of a nation. It encompasses the creation of such conditions to ensure the prosperity

14 Act of 21 November 1967 on the Universal Duty to Defend the Republic of Poland (Dz. U. of 1967, No. 44, item. 220).

of nations and their development freedoms/rights. According to a positive understanding of security, state activity in this area should not be limited to ensuring military security. Such activity must also take into account other levels of the state's functioning and such values as social peace, justice, the common good, prosperity and ecological balance. Hence, it is pointed out that state security is the sum of the different types of security and, in the case of the state, is not homogeneous, but a state of stable and balanced relations between political-military and socio-economic relations.¹⁵

The political and economic transformations of our country after the collapse of the bipolar world resulted in a shift away from understanding our security as a state in which the greatest threat was armed conflict and associating it with military defence against military threats, the realisation of which was associated with the art of war. This led to a change in the approach to the state security system in the work undertaken in the first decade of the 1990s by the Academy of National Defence (AON), which, given that the defence education of young people was always considered to be one of the priority goals of the state, led to a shift in focus from defence education to education for security. This brought with it changes in the interpretation of the traditional defence education of society and made it possible to replace it with the term security education. And one of the first definitions of the term stated that education for security formed a specific system of didactic and educational activities of the family, school, army, mass media, youth organisations and associations, workplaces and state and local government institutions. This system was to be aimed at the dissemination of a system of values, as well as the dissemination of the values themselves and the formation of skills that are important for ensuring national security.¹⁶

The aforementioned definition includes an extensive range of content, as education for security has been strongly linked to patriotic, civic, moral and defence education. And as a component of education in general, it is supposed to direct and integrate those educational efforts that are important for the formation of patriotic and defensive attitudes¹⁷. In this way, education for security has been linked to politics, the educational system, the state, the authorities and the whole system of governance, and the issues of its content have become important both for the society as a whole and for the individuals.¹⁸

In line with this theoretical basis for security education, four areas of security education activities have been identified, which have become known as thematic

15 M. Szuniewicz, *Ochrona bezpieczeństwa państwa jako przesłanka ograniczenia praw i wolności jednostki w świetle Europejskiej Konwencji Praw Człowieka*, Warszawa 2016, pp. 11-12.

16 B. Rudnicki, *Edukacja dla bezpieczeństwa i jej interpretacja*, [in:] *Edukacja dla bezpieczeństwa. Materiały z konferencji naukowej 23-24 maja 1994 r.*, Warszawa 1994, p. 11.

17 See: A. Zagórska, *Organizacje pozaparlamentarne jako instrument bezpieczeństwa państwa*, Kielce 2021.

18 E. Włodarczyk, *Edukacja dla bezpieczeństwa*, [in:] *Vademecum bezpieczeństwa*, O. Wasiuta, R. Klepka, R. Kopeć (ed.), Kraków 2018, p. 280; H. Elak, *Zagrożenie terrorystyczne jako nowe wyzwanie w edukacji dla bezpieczeństwa w szkołach ponadpodstawowych*, [in:] *Współczesna wielowymiarowość bezpieczeństwa narodowego. Wybrane problemy z zakresu bezpieczeństwa publicznego i powszechnego*, T. Kośmider (ed.), Kraków 2018, pp.144-145.

groups. The first is the cognitive one covering the system of concepts and knowledge related to how the world functions, the meaning of war and peace and the ways of achieving security. The second, a methodological one, concerns research activities based on modern research methods that are to be developed within the security sciences. The third one, in turn, is axiology, covering the issue of educating about various values, including security, on the assumption that the value is man himself and his health and life. In turn, the last group, i.e. the praxeological one, is the area of activities that define the ways of effective implementation of the assumptions of education for safety.¹⁹

In subjective terms, security education is concerned with three important aspects. The first is the individual safety of a person, because everyone has a characteristic system of values and social norms concerning also the canons that are related to individual safety, the second is the safety of groups of people, each of whom wants to feel safe in various interpersonal relations and social situations, and the third refers to the safety of state and international structures formalised from the point of view of the law, such as the commune, district, province, state or group of states, which, due to their territorial scope, constitute local, national and international safety respectively. Thus, education for security is that part of national education whose specific scope is formed by civic, economic, legal, defence, pro-social, health and environmental education.²⁰

The constitutive elements of security education are mainly philosophical, psychological-pedagogical and sociological concepts, by means of which it is possible to recognise the nature of man and answer the question – who he is – in the context of security as a natural need of the individual in their life. At the same time, security education is fed with knowledge from those philosophical, axiological-ethical and pedagogical theories, which treat security as a particularly valuable value and which makes the educational activity directed by it possible to internalise the various components of security. However, in order for this to happen in a continuous process of education for security, a number of actions need to be taken with regard to those subjected to it in the form of: imparting knowledge on the occurrence of threats, shaping “safe” behaviour and attitudes, motivating them to take action to ensure safety, disseminating the necessary knowledge and skills in the field of counteracting threats, making them aware of the scale and type of needs in difficult situations, developing a sense of responsibility for taking specific actions, developing appropriate habits of behaviour in dangerous situations and nurturing values with regard to human life and health.²¹

19 R. Rosa, *Edukacja do bezpieczeństwa i pokoju w obliczu nowych wyzwań cywilizacyjnych i kulturowych*, [in:] *Edukacja dla bezpieczeństwa...*, p. 46.

20 A. Pieczywok, *Bezpieczeństwo jako wartość...*, p.472

21 Ibid, p. 461.

Safety education in Polish legislation

Universal education for security was reflected in the amended *Act on the Universal Duty to Defend the Republic of Poland*,²² whose provision of Article 139(1)(1) stipulated that the duty of citizens in the field of civil defence, in addition to service in civil defence and training in universal self-defence of the population, consists in education for security.

The formal dimension of education for security was its introduction into the educational system of the state. This was undertaken on the basis of research conducted at the Academy of National Defence (AON) between 1996 and 2000, from which it was concluded that education for safety in the school environment would constitute a specific system of didactic and educational activities of the school, youth organisations, associations operating in the school and its surroundings. In turn, its primary objective is to equip the young generation with knowledge, skills and competences allowing them to act in cases of crisis threats to life and health, as well as other extraordinary threats.²³

Education for security, in its broadest sense, is an important element of the didactic and educational process, and is particularly important in creating the right attitudes and values, acquiring knowledge and skills in the area of counteracting various threats, and is one of the basic ways of shaping safety in people's coping with difficult and conflict situations.²⁴

According to a 2017 Ministry of Education regulation, the key objectives of safety education in primary school amount to: understanding the essence of state security, preparing students to act in situations of extraordinary threats in the form of disasters or mass accidents, shaping skills in the basics of first aid and shaping individual and social attitudes that promote health.

In the introduction to this core curriculum, attention is drawn to the important issues of values and attitudes in security education, because in the process of general education, it is the school that shapes in pupils such attitudes that foster their further individual and social development. These are: honesty, trustworthiness, responsibility, perseverance, self-esteem, respect for other people, cognitive curiosity, creativity, entrepreneurship, personal culture, readiness to participate in culture, taking initiatives and working in a team²⁵. They become the basis for social development based on a civic attitude, an attitude of respect for the traditions and culture of one's own nation, as well as an attitude of respect for other cultures and traditions, as education

22 *Act of 21 November 1967 on the Universal Duty to Defend the Republic of Poland*, consolidated text (Journal of Laws of 2020, item 374).

23 T. Siuda, *Edukacja dla bezpieczeństwa w systemie oświaty*, [in:] *Takie będą Rzeczypospolite, jakie ich młodzieży chowanie. Spuścizna korpusu kadetów w procesie kształcenia obronnego młodzieży – stan i perspektywy. Materiały pokonferencyjne*, A. Skrabacz (ed.), Warszawa 2008, p. 52.

24 A. Pieczywok, *Kreatywny aspekt edukacji dla bezpieczeństwa na przykładzie studentów kierunku bezpieczeństwo wewnętrzne*, „Zeszyty Naukowe WSEI seria Administracja” 2017, no. 1, p. 41.

25 See: A. Zagórska, *Polityka siły – dylemat współczesne bezpieczeństwo*, „Rocznik Bezpieczeństwa Morskiego”, vol. XVIII, 2024, pp. 619–647.

and upbringing at secondary school orient pupils towards citizenship, patriotism and a sense of community. And the general task of the school is to strengthen the sense of national, ethnic and regional identity, attachment to national history and traditions.²⁶

In accordance with the provisions of the Act on the Universal Duty to Defend the Republic of Poland and the Ministry of Education Framework Curriculum, compulsory classes in the subject of education for security are conducted, both at the level of primary schools and at post-primary schools, in both cases in the amount of 30 lesson hours in a school year – in a primary school in class VIII, and in a post-primary school in class I.²⁷

Due to the rather wide range of curriculum content in the formal safety education system and the small size of the compulsory number of classes teaching this subject, both at primary and secondary level, this content should be correlated with the curricula of other compulsory subjects, such as Polish, history, social studies, geography, nature, biology, chemistry, physics, information technology, music, art, technology, physical education, upbringing in family life or ethics. Content covering a broad range of education for safety should also be present in the upbringing and prevention programmes of schools.

In the Educational Law Act, which is currently the foundation of the educational system in Poland, the system is to ensure the realisation at school of tasks in the broadly understood education for safety, which should be guided by the above-mentioned areas of state activity in this respect²⁸. They are articulated both in the preamble to the educational law as education and upbringing of young people in the spirit of responsibility, love of the Homeland and respect for the Polish cultural heritage, as well as preparing them to fulfil their social duties in accordance with the principles of solidarity, democracy, tolerance, justice and freedom, and the provision of Article.

There are postulates concerning such issues as: shaping pro-social attitudes in pupils, which is to foster their active participation in social life; popularisation among children and young people of knowledge and skills necessary for active participation in national and world culture and art, as well as knowledge of the principles of rational nutrition and counteracting food waste; shaping social activity and skills of spending leisure time, as well as knowledge of the principles of social responsibility and leisure time skills; and, above all, to promote knowledge of safety among pupils and the development of appropriate attitudes towards risks, including those related to the use of information and communication technologies, and emergency situations.

These measures, which are so important in the systemic view of the security of Poles, are met by the submissions contained in the new 'National Security Strategy of

²⁶ Ibid, p. 4.

²⁷ Regulation of the Minister of National Education of 3 April 2019 on framework teaching plans for public schools (Journal of Laws 2019, item 639).

²⁸ See: A. Zagórska, *Bezpieczeństwo współczesnego państwa na przykładzie Polski. Zarys problematyki*, Warszawa 2018.

the Republic of Poland 2020', which was approved on 12 May 2020 by the President of the Republic of Poland at the request of the Prime Minister.²⁹

The creators of this new Strategy explicitly formulated the recommendation that the civil defence and civil protection system, of which education for security is such an important element, should be made universal in both urban agglomerations and rural areas, with particular emphasis on building the system's capacity for constant adaptation to the changing challenges and threats of the modern world. But the universality that is key to this effort can be achieved through promoted knowledge and capacity to shape national security. It should be based on the broad involvement of public authorities, including local government, the entities that make up the education and higher education and science systems, the economy, non-governmental organisations and, above all, it seems, citizens themselves, in order to adapt the state and the nation to the ever-changing needs of obtaining and maintaining security. This should also involve the promotion of patriotic attitudes, civic duties and pro-social behaviour.

Summary

Education for security in the Third Republic of Poland is one of the key pillars of building social resilience and developing civic awareness in the face of complex and multidimensional threats of the contemporary world. The article shows the evolution of this form of education – from patriotic and defence education in the 18th and 19th centuries, through military and defence training in the 20th century, to the contemporary approach integrating military and non-military aspects, including health, social, environmental and digital aspects.

The systemic transformations after 1989 and the increasing interdisciplinarity of the concept of security have resulted in the transformation of traditional defence education into a modern concept of security education. It is now multidimensional in nature and directed towards the development of individual and societal competences in recognising, preventing and responding to threats.

The inclusion of education for safety in the Polish legal system, including the *Education Law* and *the National Security Strategy of the Republic of Poland*, confirms its strategic importance for the formation of civic attitudes, social responsibility and risk awareness. However, the implementation of this idea requires a systemic approach, integrating the activities of schools, state institutions, non-governmental organisations and citizens themselves.

The opportunity for the development of security education is its rootedness in the core curriculum and its long-standing educational tradition, while the challenges are the need to increase its effectiveness, to adapt it to the dynamically changing geopolitical and technological realities and to ensure coherence between the formal educational system and the practice of social and institutional activities. This education should not only be the transmission of knowledge, but also the process of

29 *Strategia Bezpieczeństwa Narodowego Rzeczypospolitej Polskiej 2020*, Warszawa 2020.

forming the values, attitudes and habits necessary to function in a responsible and crisis-resilient society.

Conclusions: In the light of the analysis, it can be concluded that education for security in the Third Republic of Poland has undergone significant transformations, becoming an integral element of the educational system and an important tool for shaping social resilience and civic competence. Its contemporary approach combines the tradition of defence education with new civilisational challenges, including non-military threats such as climate change, cyber threats or pandemics.

Both the legal basis and strategic documents – in particular the *2020 National Security Strategy of the Republic of Poland* – confirm the importance of this area as a component of the state security system. However, the implementation of security education also faces serious difficulties. Limited hours, curriculum overload and often inadequate preparation of teaching staff mean that the potential of this education is not always fully exploited.

Despite these limitations, it should be emphasised that security education is of great importance in the process of forming civic attitudes, social responsibility and the ability to function in crisis situations. However, a condition for its effectiveness remains the integration of the activities of different actors – schools, public institutions, NGOs and local communities – in a coherent and diverse approach to security. It is also necessary to promote patriotic, pro-social and solidarity values as the foundation of educational activities.

In conclusion, security education in Poland today faces significant systemic and curricular challenges, but it also has real opportunities for development – provided that it is properly embedded in educational practice, supported by appropriate state policy and enriched with modern teaching methods and an interdisciplinary approach to security issues.

Conclusions

1. Security should be seen as a complex and dynamic social process that aims to continuously improve mechanisms to counter threats and build social and institutional resilience, with the active participation of state, local government and civil society actors.
2. Security education is interdisciplinary – combining knowledge from law, defence, sociology, psychology and pedagogy, making it a comprehensive tool for shaping civic attitudes.
3. Globalisation and new threats are forcing changes in the approach to security – terrorism, migrations, cyber threats and pandemics prove that internal security must be seen in an international context.
4. The educational paradigm shift – transforming defence education into security education – is a response to the need to frame security in a positive, holistic and pro-social way.

5. Security education is firmly rooted in the national tradition – continuing the legacy of the Knights' School, military training and civic education, but adapting them to the realities of the 21st century.
6. The current system of formal education for security – is based on a core curriculum and legal regulations (e.g. the Education Law, the National Security Strategy of the Republic of Poland 2020) and is implemented in primary and secondary schools.
7. Inadequate subject hours – 30 hours per year is not enough to comprehensively prepare students to respond to threats, so correlation with other subjects and the educational programme is necessary.
8. Formal education must be supported by informal education – youth organisations, families, the media and community institutions should also be involved in safety efforts.
9. The need to develop pupils' social and civic competences – education for security is intended to shape attitudes of responsibility, solidarity, patriotism and readiness to act in crisis situations.
10. Building a culture of safety must be a systemic activity – it requires a coherent state policy, cooperation between ministries, local governments and citizens, and the promotion of national values and pro-social attitudes.

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