
EDUCATION FOR SECURITY IN THE POLISH EDUCATION SYSTEM. TRADITION AND PRESENT

Andrzej Wawrzusiszyn*

**University of Warmia and Mazury in Olsztyn
ul. M. Oczapowskiego 2; 10-702 Olsztyn, Poland
Telephone: +48 695 603 767
E-mail: andrzej.wawrzusiszyn@uwm.edu.pl*

Annotation. The process of education of Polish society in the field of security has always played important role in the history of the state. Initially, it was the type of education of knights based on the preparation of the young nobility to fulfil military and courtly roles. Then, under the influence of humanistic current, the views on personality changed and concern for soldier's mental development began. Bravery, courage, religiousness and honour were highly valued. After regaining independence, the most important was universal defence meaning the comprehensive preparation of society to defend the Polish state in the event of war or a threat of war. After World War II, under existing conditions, development of youth has been under the influence of strong politicization and ideology. The period of political transformation and change of the perception of security at the turn of the century have introduced new concepts to educate the society for security. The growing interest in modern education for security results from the belief that it provides the appropriate level of preparedness of society to meet the needs of all sectors of human activity.

Keywords: education, patriotism, society, security, education system, safety awareness.

INTRODUCTION

In the process of continuation of statehood, in the very act of the nation existence, the factors such as: defence, security, patriotism have essential meaning. The fact that defence potential of the state is "in the hands of" young people points how important is the process of educating young people for security. The impact of the main educational centres shaping the youth in the process of education, not only social, but also patriotic is essential to their national awareness.

Education of the public safety is an extremely important issue that requires the involvement of government, relevant departments, organizations and society as a whole. Only a comprehensive, regular and large-scale actions involving the whole society can bring the expected results - increasing the level of safety awareness.

Education is one of the main roads forming security. From the level of education depends the attitudes, values, knowledge, that is awareness of people and the skills necessary to prevent and cope with emergency situations¹.

Purpose of the article is to present the evolutionary nature of the process of society education for the security from the beginnings of the Polish state to the present day, highlighting its most important problems.

Methods of research – critical analysis of the scientific literature, comparative analysis, theoretical methods and own intuition.

DEFENCE EDUCATION OF YOUTH TILL TWNETIETH CENTURY

The establishment of the Polish state had a significant impact on the consolidation of objective presumptions to shape the national awareness. The maturation of the community of Polish nationality, as well as a sense of statehood were under a strong influence of educational processes that strengthen organizational and social symbiosis. Documented examples of defence education, which is the oldest confirmation of the existence of awareness of the need of education in the spirit of defence, back to the tenth and eleventh centuries. At that time, there was a military education of princely team. Over the years, this model had changed and since the twelfth century type of chivalry education began to take shape in Poland. It was the kind of education based on the preparation of the young nobility to fulfil military and courtly roles. This education usually took place in the courts of magnates². To the educational process were included subjects such as: physical exercise, use of weapons, moral, patriotic and mental education. For this purpose also important symbols were used such as battle banners, coats of arms, war songs, banners and religious symbols. Knighting ceremonies were filled with pathos, which in the eyes of the young men raised awareness of the size of the hopes pinned on them. A young man, shaped in such a way, was characterized primarily by adequate physical fitness, religion and fidelity to the ruler.

¹ More: E.A. Wesołowska, A. Szerauc (academic editing), *Patriotyzm, obronność, bezpieczeństwo*, Warsaw 2002, p. 56-62 and 218-226.

² J. Buszko, *Historia Polski*, Volume 1, Warsaw 1978, p. 54.

Thus the aim of moral and patriotic education in the Middle Ages was to cultivate the tradition of loyalty to the homeland, the church and the master, and shaping the awareness of responsibility and sacrifice in the defence of their values³.

The period of Renaissance in Poland brought the search for new methods and content in the military and patriotic education of youth. The ideal of landed gentry became popular and it had no beneficial effect on young people. Drawbacks of military education were among the others lack of military education, social inequalities in appointments for command positions, gaps in military discipline, including plague of duels among the landed gentry⁴. Polish thinkers of the sixteenth century, Andrzej Frycz Modrzewski, Józef Wereszczyński, Stanisław Żółkiewski, Jan Tarnowski, Mikołaj Rej, Jan Kochanowski understood that the state could be the power, if a good manners, both in the public and private sectors were respected. For these reasons, children were taught "what they own parents, what they own neighbours, what they own the Republic of Poland"⁵.

The establishment of Collegium Nobilium in Warsaw by Stanisław Konarski in 1740 had an important meaning for defence preparation of schoolchildren. It was a boarding school for noble and magnate youth with a very high level of teaching. The curriculum took into account gymnastics, general development, drill, fencing, horse riding. Classes were to develop "the characteristics features of the future defenders of the Republic of Poland".

Moreover, greater concern for the soldier's mental development was put. It was believed that the soldier should be armed with the knowledge of nature, assuming that it submits mental acuity. It was argued that knowledge and education are the conditions of good speech, and good pronunciation is essential for commanders to perform their duties. In this period much attention was paid on the soldier's moral side. It was not until the second half of the eighteenth century that new projects of defence education of youth appeared, and setting up schools of chivalry begun. The most important was the Knights' School for the sons of noblemen called the Corps of Cadets founded in 1765 by King Stanisław August Poniatowski. Its commander and author of the curriculum was General Prince Adam Czartoryski⁶. The

³ J. Cytowski, B. Rudnicki, E. Szweda, *Historia wychowania wojskowego w Polsce do 1864 roku*, Warsaw 1991, p. 21-26.

⁴ J. Karwin, E. Pomianowski, S. Rutkowski, *Z dziejów wychowania wojskowego w Polsce. Od początku państwa polskiego do 1939 roku*, Warsaw 1965, p. 55.

⁵ Ł. Kurdybacha, *Pisma wybrane*, Volume 1, Warsaw 1976, p.40.

⁶ J. Buszko, *Historia Polski...*, op. cit., p. 126.

program was designed to lead to the formation of a good citizen. Chief educational ideal of Knights' School was "stainless lofty morality and national spirit". Moral education was based on the foundations of secular ethics, and its most general purpose – education of an honest man and a citizen dedicated to his country. Efforts were put to educate young people in such a way that by military discipline and awaken patriotic feelings they could in the future meet the expectations of citizens and serve the effective defence of the country. In thirty years of its existence about a thousand students graduated the Knights' School. Among them were later national heroes Tadeusz Kosciuszko, Jakub Jasinski, Józef Sowinski, or poet and soldier Julian Ursyn Niemcewicz.

Appointed in 1773 Ministry of Education also gave important role to patriotic-military education of youth. It was the first one in Poland and in Europe Ministry of Education, and in the same time the greatest achievement of Polish cultural enlightenment – the Commission of National Education⁷, which intended to embrace all social classes by the universal teaching and education. One of the most important issues raised by the Commission was preparing youth for the defence of the state through properly planned and carried out military education. The project of organization of education assumed teaching elements of art including military drill, troop formation, exercises with weapons. Everything was standardized to be useful in a future military service. The sons of the gentry prepared for the role of future officers were trained in military academies, which taught mathematics and natural sciences, humanities, foreign languages, knowledge of defence, horseback riding, exercise and swimming, setting up military camps. Attention was drawn to the connection of physical exercise and military civil education, moral and defence. The habits of personal hygiene, proper nutrition, maintaining cleanliness and hardening of the body were shaped⁸.

The year 1795 brought the collapse of the Polish state and prevented for a long time conducting defence education. Education of youth based on the best traditions of the Polish state encouraging the formation of patriotic attitudes and national pride, motivating others to fight and strengthened self-confidence, and the possibility to achieve victory in the national liberation struggle. The aim of educational work was to awake a sense of national feeling,

⁷ J. Bogusz, Z. Kosyrz, *Kształtowanie postaw patriotyczno-obronnych młodzieży*, Warsaw 1979, p. 12.

⁸ R. Kalinowski, J. Kunikowski, L. Wyszczelski (academic editing), *Wychowanie patriotyczno-obronne...*, op. cit., p. 5.

self-confidence and the possibility of victory. Efforts were put to consolidate military ties with the nation, raise alertness and hatred of the enemy.

The effectiveness of such educational activity developed during the period of slavery and heavy fights for liberation confirms the fact that wherever there was a struggle for national and social liberation, Poles were present writing beautiful cards of a history of fighting "for our and yours freedom"⁹.

CIVIL AND DEFENCE EDUCATION OF THE TWENTIETH CENTURY

After Poland regained independence in 1918, they began to create a new educational system, which included the issues of education and military defence. The Prime Minister of the Polish state was directing defence education of society, and the Minister of Military Affairs was responsible for its organization and implementation. Adopted concept of universal defence aimed to prepare as many people as possible to defend the Polish state and to function in case of war or threat of war. Great emphasis was placed on civil education and military training¹⁰. Two models of defence education were popular:

- national model – in force until the mid-twenties,
- state model – promoted and implemented after the outbreak of the Second World War¹¹.

The training of the young generation assumed the implementation of military training in educational institutions, as well as in the other institutions - content of the curriculum was implemented in schools at all levels. The main purpose of military training was to improve the defence capabilities of the Polish state by shaping citizen - defender of the homeland, as part of civil education, physical education and military training¹². Military training was implemented at three levels: military training of young people, military training of pre-recruits, military training of reservists¹³. The program of preparing young people was

⁹ J. Bogusz, *Młodzież oraz metody kształtowania jej postaw patriotyczno-obronnych w wojsku*, Warsaw 1989, p. 7.

¹⁰ M. Kalinowski, *Tradycje i współczesność przysposobienia wojskowego młodzieży szkolnej*, Toruń 2005, p. 13.

¹¹ M. Kucharski, *Edukacja obronna*, Warsaw 2002, p. 93.

¹² M. Kalinowski, *Tradycje i współczesność przysposobienia wojskowego...*, op. cit., p. 14.

¹³ J. Grzyb, *Fenomen klas mundurowych*, [in:] *Edukacja dla bezpieczeństwa. Wymiar ontologiczny i aksjologiczny*, A. Wawrzusiszyn, J. Grzyb (academic editing), Elk 2014, p. 207-208.

addressed also to women and included mostly physical education, training in auxiliary military service and preparation in the scope of sanitary and telecommunication¹⁴.

The Ministry of Defence has developed rules of military cooperation with organizations conducting paramilitary training of their members. These were organizations and associations: Shooter, Falcon, Polish Scouting Association, the League of Air and Gas Defence, Association of Volunteer Fire Brigades, the Union of Settlers. These organizations put up a goal to strengthen young people's moral and religious principles, love for the homeland and the nation, identification with their own country. In addition, they taught young Poles a sense of solidarity, cooperation skills and responsibility for the fate of their homeland.

At that time the educational system in Poland was characterised by increased testing and experimentation especially in the field of civil and defence education.

The period of the Second World War and Polish occupation in 1939-1945 was written by a number of civil initiatives in the field of security and public order. The inspiration of that type of behaviour were the effects of earlier educative-patriotic interactions. Among the most popular should be mentioned:

- social information network consisting of a constant flow of current information about the enemy to the commanders of units; these tasks were fulfilled by the youth up to 18 years old, the Catholic clergy, the associations of rural housewives, teachers;
- Polish diversion network outside the front which collected information about the deployment of troops and the enemy infrastructure, network cable and rail connections, combated German influence and impact on the local population (scouting, Association of Polish Women, Polish clergy);
- conspired teaching - an extensive system of secret education carried out by thousands of teachers of all types and levels of education;
- program of civil fight, so-called social resistance based on activities not having an armed, open features, and returned conspiratorially against the enemy, the authorities, institutions, and directives, as well as against the opportunists and supporters of enemy among Polish citizens.

After World War II so far increased patriotic education-defence came to stagnancy. During that time and under those conditions, development of youth was under the influence of strong politicization and ideology. However, the basic aim of defensive education in Polish People's Republic was to shape citizens' defensive awareness and broadening their knowledge to constantly improving the

¹⁴ More: A.E. Markert, *Przysposobienie Wojskowe Kobiet (1922-1939). Zarys historii, dokumenty i materiały*, Warsaw 2002.

effectiveness of individuals and teams, bodies of political power and state administration during the rise and the threat of war. In the period 1945-1951 there was no unitary curriculum in the field of defence and security of the country. The first unified curriculum of military training was prepared and published in 1952. It was dominated by the subject of tactical, fire and drill training, military regulations, but general self-defence of the population was treated marginally.

Act on Universal Military Obligation of 1959¹⁵ brought the civil defence course to the secondary school youth and to young people aged 16-20 not attending schools. Its aim was to prepare young people for compulsory military service, which is why the curriculum included drill and issues the soldier's behaviour on the battlefield. Subsequent years brought changes in defence programs towards preparing society to its self-defence.

Polish experience has shown, however, that the best way of universal defence preparation of society is to train young people in schools during civil defence courses. In this way, the young citizen after finishing school and gaining a profession shall enter into life as a member of society with particular knowledge and defensive skills.

The Act on Universal Obligation to Defend the Polish People's Republic of 1967¹⁶ introduced the civil defence of youth and general self-defence of population. Curricula were focused mainly on shaping skills of protection against mass destruction, organizing and conducting rescue operations and cooperation with the police and the army¹⁷. The Act imposed on the Ministry of Education and other Ministries, which schools were subjected to, the obligation of training the society in general self-defence by including the whole school youth into civil defence training which was carried out during 76 teaching hours.

University students, capable of military service, were subjected to military training, the others – to civil defence training. Military training of students included: activities of the study of military training and practice in military units. Military training and civil defence training as compulsory subjects were covered by the plans and regulations of studies¹⁸.

An important role in preparing management staff of the ministries and provinces was played by internal defence training. It was organized in the form of ministerial or provincial comprehensive exercises once every 5 years. There were also special exercises, decision-making games, defence training held annually at various organizational levels, as well as collective defence classes conducted during 2-3 days each year in the form of lectures, seminars, problem discussions, demonstrations, etc.

¹⁵ Act on Universal Military Obligation of 30 January 1959, OJ from 1963, no 20, item 108.

¹⁶ The Act of Universal Obligation to Defend the Republic of Poland of 21 November 1967, OJ.

¹⁷ R. Jakubczak, J. Flis (academic editing), *Bezpieczeństwo narodowe Polski w XXI wieku. Wyzwania i strategie*, Warsaw 2006, p. 428-431.

¹⁸ M. Kucharski, *Edukacja obronna...*, op. cit., p. 104-105.

A supplementary element of education was a defensive training for units planned to be militarized and to form civil defence. The basic form of training for people assigned to organizational and mobilization units were practical exercises. They were conducted through 15 days in a year during free time from work. The organizers of training of civil defence formations were the heads of workplaces and mayors, heads of cities, districts, municipalities¹⁹. The whole process of public education was organized and managed by main and local political bodies of political power and state administration.

DEFENCE EDUCATION OF SYSTEM TRANSFORMATION PERIOD

The period of socio-economic and political transformation which began in the late eighties and early nineties of the twentieth century contributed to the intensification of activities relating to revaluations of existing system of Polish society defence education. Defence training programs were not fully approved by the society. They were dominated by military subjects and political indoctrination. An example of the lack of stability of the content of defence education and coordination with the education system is the fact that in the years 1952-1990 programs of military and defence training in the secondary schools were changed 24 times; any program could be properly verified in practice.

In 1990 the civil defence training was withdrawn from the primary schools, while in the secondary and basic vocational schools new curricula were introduced, mainly containing the issues of the first aid, civil defence, health and life protection against a variety of risks in times of war and peace. Military content was reduced to the general knowledge about the armed forces and elements of shooting and topography.

In terms of defence training of students, since the removal from program of studies military classes in 1991, there were no activities related to the military issues. In 1995, on the initiative of the Ministry of National Defence at the University of Warsaw the National Security Studies were established. Classes included content related to international defence system, Polish and defence policy, and Polish integration with NATO structures and general defence tasks.

Launched in 1999 reform of the school system²⁰ has led to fundamental changes in the system of organization and planning of schools and educational institutions. The core

¹⁹ More: Bezpieczeństwo militarne Polski, <http://www.wos.org.pl/polityka/bezpieczenstwo-militarne-polski-.html>, [21.01.2016].

²⁰ The Act of 8 January 1999. Regulations Introducing the Reform of School System, OJ no 12, item 96.

curriculum of general education²¹ established for each of the three years of teaching, educational aims and tasks of the school, the canon of content that had to be taken into account during training and specified students' achievements. In addition to ongoing compulsory subjects the new ways of fulfilling the learning content appeared – that were educational paths²².

In classes I-III of primary school (the first stage of education) – an important place in education was allocated to the teaching of knowledge, skills and attitudes related to safety and the protection of human health. In classes IV-VI of primary school (the second stage of education) – mission statements related to the wider understood security issues included threats of civilization, road safety, dealing with situations that threaten health, pro-health and ecological education. In gimnazjum²³ (the third stage of education) - a special role in shaping attitudes to security was assigned to educational pathways: pro-health education, and civil defence. In the secondary schools of all types students of the first and second classes participated in the mandatory classes of civil defence course conducted one hour per week. The main purpose of education was to equip students with the knowledge and skills necessary for effective and rational behaviour in the event of threats to individual and collective, and prepare them to active participation in projects of defensive nature. A student studied the system of defence of Poland, types the armed forces, the characteristics of military service, civil defence tasks, issues of international humanitarian law, threats of war and peace time, the psychological effects of the crisis and ways to deal with them as well as issues of first aid in emergencies. The school could also pursue the subject of shooting, running orienteering or topography.

Changes have also taken place in the content of patriotic issues promoted by organizations acting in schools. A positive opinion regarding the Polish Scouting Association has allowed the organization to survive in schools, as well as to receive the recognition by the

²¹ Regulation of the Ministry of National Education on The Core Curriculum of General Education, OJ no 14, item 129 from 1999 with future amendments

²² Regulations of the Ministry of National Education of 15 February 1999 on The Core Curriculum of General Education, OJ from 23.03.1999, no14.

²³ Gimnazjum in Polish education system appeared again on 1 September 1999. From that moment gimnazjum is the second obligatory level of education in Poland. Young people 13-16 years old attend to them. The education process in gimnazjum lasts 3 years and is completed by general Polish exam which has a strong impact in the choice of secondary school.

international Scout Movement²⁴. The establishment of a competitive organization – the Scouting Association of the Republic of Poland allowed even to a greater extent affect the attitude of patriotic young people.

EDUCATION FOR SECURITY OF THE XXI CENTURY

The turn of the XX and XXI century changed the world, and the conditions in which human being lives. The evolution of the concept of security and the associated ways of thinking about security and how to ensure it became a reality²⁵. Contemporary, ensuring the security of human being and social community becomes the most important philosophical and educational challenge. The challenges, in front of which the world stood, are also affecting education. The school as a very important educational institution could not remain outside the mainstream of reflection aimed at improving the security of the public. Hence, the reform of the educational system faced the challenges in the field of security by introducing to the compulsory canon of teaching at the stage of gimnazjum education for security and replaced existing so far classes of defence training in secondary schools²⁶. The subject was implemented from 1 September 2009 as one hour a week in the whole cycle of education in gimnazjum, and from 1 September 2012 it is in force in the same number in secondary school. Scope of teaching includes broadly understood civil defence, methods of protection against various threats and preparation to act in the event of disasters. While learning students are also trained in first aid. In addition, the scope of the subject there are typically military topics, general information about the types of weapons and military principles, basic knowledge of international law of armed conflict and topography.

The overall objective of education for security is to educate and raise defensive awareness of youth, not only to be able to quickly and accurately predict a variety of threats, but also identify them and actively participate in projects related to security in social environments. It shapes the personality of the cultural man, emphasizing in that way the

²⁴ L. Pawelski, Elementy wychowania patriotycznego w naszych szkołach i ich ewolucja, „Wiedza Obronna” 1/251, Warsaw 2015, p. 88.

²⁵ More: D.B. Bobrow, E. Haliżak, R. Zięba, Bezpieczeństwo narodowe i międzynarodowe u schyłku XX wieku, Warszawa 1997; M. Cieślarczyk, Kultura bezpieczeństwa i obronności, Siedlce 2007; A. Wawrzusiszyn, Bezpieczeństwo. Strategia. System. Teoria i praktyka w zarysie, Warsaw 2015.

²⁶ Regulation of the Ministry of National Education of 23 December 2008 on the The Core Curriculum of Kindergarden and General Education in Particular Types of Schools, OJ from 2009, no 4, item 17; Regulation of the Ministry of National Education of 28 September 2009 on The Way of the Fulfilment of Education for Security, OJ 2009, no 139, item 1131.

importance of caring for the standing, survival and improvement of life, the responsibility for its fulfilment. Moreover, it is also a component of education and preparation for life and work in modern conditions²⁷.

Education of children and young people in schools plays a special role in shaping safe behaviour and attitudes. Introduction to this issue occurs at the stage of pre-school education when information about the danger children may encounter every day is passed. The scope of educational activities in the field of security also includes universities and it is constantly evolving – among the others by establishing faculties such as internal security, engineering of security and national security. Quite popular are becoming postgraduate studies providing didactic – pedagogic and academic preparation, which are directed to the education workers, employees of local authorities, educational or public service officials responsible for is broadly defined issues of school safety, teachers, educators, both schools as well as other educational or care institutions.

The effort has been undertaken to elaborate the system that would provide a logical continuation of education for security throughout the period of education and would include adults who are already out of the process of education. The idea is to give education for security the process of education and pedagogic, which would be carried out mostly by family, school, mass media, youth organizations, associations, and the government institutions, whose task is to promote the values, the acquisition and transfer of knowledge and skills necessary to ensure national security²⁸.

CONCLUSIONS

The process of education for the security of Polish society has undergone constant changes and reforms over the centuries. Its scope, objectives and nature have constantly been changing and developing. This evolution has been closely linked with the socio-political circumstances and to a large extent depends on the current state of security. Also today it is gaining particular importance due to the dynamic changes in all spheres of human life.

Education of public is the most effective, and in the same time the cheapest form of threat prevention. Education in the field of security refers to the whole society including both

²⁷ A. Pieczywok, *Obszar badań naukowych w edukacji dla bezpieczeństwa*, [in:] *Metodologia badań bezpieczeństwa narodowego*, Volume 2, P. Sienkiewicz, M. Marszałek, H. Świeboda (academic editing), Warsaw 2011, p. 389.

²⁸ More: R. Stępień (academic editing), *Modelowy system edukacji obronnej społeczeństwa RP*, Warsaw 1998.

children, youth, and adults. The assumption is to reach such a state that Polish society would be fully aware of the risks, their possible effects, and be able to react safely to them. Therefore, the key issue is to prepare people to live in tolerance and dignity of others, to live in a safe society.

REFERENCES

1. Regulation of the Ministry of National Education on the Core Curriculum of General Education, OJ no 14, item 129 from 1999 with the future amendments.
2. Regulation of the Ministry of National Education of 23 December 2008 on the Core Curriculum of Kindergarten and General Education in Particular Types of Schools, OJ from 2009, no 4, item 17.
3. Regulation of the Ministry of National Education of 28 September 2009 on the Way of the Fulfilment of Education for Security, OJ 2009, no 139, item 1131.
4. Regulation of the Ministry of National Education of 15 February 1999 on the Core Curriculum of General Education, OJ from 23.03.1999, no 14.
5. The Act of 21 November 1967 on the General Obligation to Defend the Republic of Poland, OJ from 21 November, item 827.
6. The Act of 30 January 1959 on General Defence Obligation, OJ from 1963, no 20, item 108.
7. The Act of 8 January 1999. Regulations Introducing the Reform of the School System, OJ no 12, item 96.
8. Polish Military Security, <http://www.wos.org.pl/polityka/bezpieczenstwo-militarne-polski.html>.
9. Bobrow D.B., Halizak E., Zięba R., Bezpieczeństwo narodowe i międzynarodowe u schyłku XX wieku, Warsaw 1997.
10. Bogusz J., Młodzież oraz metody kształtowania jej postaw patriotyczno-obronnych w wojsku, Warsaw 1989.
11. Buszko J., Historia Polski, T. 1, Warsaw 1978.
12. Cieślarczyk M., Kultura bezpieczeństwa i obronności, Siedlce 2007.
13. Cytowski J., Rudnicki B., Szweda E., Historia wychowania wojskowego w Polsce do 1864 roku, Warsaw 1991.
14. Grzyb J., Fenomen klas mundurowych, [in:] Edukacja dla bezpieczeństwa. Wymiar ontologiczny i aksjologiczny, A. Wawrzusiszyn, J. Grzyb (academic editing), Elk 2014.
15. Jakubczak R., Flis J. (academic editing), Bezpieczeństwo narodowe Polski w XXI wieku. Wyzwania i strategie, Warsaw 2006.
16. Kalinowski M., Tradycje i współczesność przysposobienia wojskowego młodzieży szkolnej, Toruń 2005.
17. Karwin J., Pomianowski E., Rutkowski S., Z dziejów wychowania wojskowego w Polsce. Od początku państwa polskiego do 1939 roku, Warsaw 1965.
18. Kurdybacha Ł., Pisma wybrane, T. 1 Warsaw 1976.
19. Markert A.E., Przysposobienie Wojskowe Kobiet (1922-1939). Zarys historii, dokumenty i materiały, Warsaw 2002.
20. Pawelski L., Elementy wychowania patriotycznego w naszych szkołach i ich ewolucja, „Wiedza Obronna” 1/251, Warsaw 2015.

21. Pieczywok A., Obszar badań naukowych w edukacji dla bezpieczeństwa, [in:] Metodologia badań bezpieczeństwa narodowego, Volume 2, P. Sienkiewicz, M. Marszałek, H. Świeboda (academic editing), Warsaw 2011.
22. Stępień R. (academic editing), Modelowy system edukacji obronnej społeczeństwa RP, Warsaw 1998.
23. Wawrzusiszyn A., Bezpieczeństwo. Strategia. System. Teoria i praktyka w zarysie, Warsaw 2015.
24. Wesołowska E.A., Szerauc A. (academic editing), Patriotyzm, obronność, bezpieczeństwo, Warsaw 2002.

SAUGUMO UGDYMAS LENKIJOS ŠVIETIMO SISTEMOJE. TRADICIJOS IR DABARTIS

Andrzej Wawrzusiszyn*
Varmijos ir Mazurijos universitetas

Santrauka

Saugumo aspektas lenkų visuomenės švietimo procese visada atliko svarbų vaidmenį valstybės istorijoje. Iš pradžių tai buvo riterių mokymas, pagrįstas aukštuomenės jaunuolių parengimu papildyti karines ir riterių gretas. Vėliau, veikiant humanizmo srovės idėjoms, požiūris pasikeitė, pradėta rūpintis kario mentaliniu vystymusi. Narsa, drąsa, religingumas ir garbė tapo labai vertinami. Atgavus nepriklausomybę, svarbiausia buvo universalios gynybos suvokimas, visapusiškas visuomenės parengimas ginti Lenkijos valstybę karo metu ar iškilus karo grėsmei. Po Antrojo pasaulinio karo, atsižvelgus į esamą padėtį, jaunimo požiūrį formavo stipri politizavimo ir ideologijos įtaka. Amžių sandūroje politinės transformacijos ir saugumo suvokimo periodas pateikė naujus konceptus ugdyti saugumo sampratą visuomenėje.

Pagrindinės sąvokos: ugdymas, patriotizmas, visuomenė, saugumas, ugdymo sistema, saugumo suvokimas.

Andrzej Wawrzusiszyn*, Ph.D, University of Warmia and Mazury in Olsztyn, Faculty of Law and Administration, Chair of Public Security and Safety, Adjunct. Research interests: Within the framework of scientific activities specializes in issues of national security, security management, education for security and issues of contemporary knowledge and higher education.
Andrzej Wawrzusiszyn*, daktaras, Varmijos ir Mazurijos universitetas Olsztine, Teisės ir administravimo fakultetas, Viešojo saugumo ir apsaugos katedros vadovas. Mokslinių tyrimų kryptys: mokslinėje veikloje specializuojasi nacionalinio saugumo, saugumo valdymo, saugumo mokymo ir šiuolaikinio žinių mokslo ir aukštojo mokslo srityse.