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# Management of Local Security – Exogenous and Endogenous Factors: Education for Security. Introduction

The need for security is ever-present. Ensuring peace for citizens, which is truly essential, should be the primary objective for each country.

The term “education for security” was introduced in 1994 at the general Polish conference at the National Defence University of Warsaw. The attendees concluded that the notions of defence education, military and civil defence training are narrow terms, which do not convey all the issues related to individual and social safety<sup>1</sup>. The notion of “education for security” is the first to match the surrounding world and the current circumstances. However, all these notions have shared elements: knowledge of the world, security issues, interpersonal contacts, international contacts, and a specific system of operating rules.

R. Stępień defines education for security “as all education and upbringing processes including teaching and instruction as well as education in a broad sense aimed at providing society with motivations, knowledge and skills necessary to maintain national and state security”<sup>2</sup>. The definitions indicates that the subject should include elements of education and instruction, and its main objective must be to provide children and adolescents with knowledge and skills needed to act accordingly in crisis situations and to be prepared for preventing threats.

<sup>1</sup> J. Kunikowski, *Edukacja obronna i edukacja dla bezpieczeństwa*, [in:] *Spuścizna Korpusu Kadetów w procesie kształcenia obronnego młodzieży – stan i perspektywy*, ed. A. Skrabacz, Warszawa 2008, p. 19.

<sup>2</sup> R. Stępień, *Współczesne problemy edukacji dla bezpieczeństwa*, Warszawa 1996, p. 68.

Among the numerous trends in education there is also education for security, which emerged as a natural consequence of including the continuously expanding content range of such notions as military training, military education, defence education and instruction and developing defence awareness<sup>3</sup>.

The goal of the contemporary education for security is for states and societies to develop the ability to deal with threats impacting the level (state) of security of communities and individuals. It is not surprising that the significance of education in general terms aimed at the preparation of not only military forces and reserves but also the whole society in order to survive and thrive, regardless of the type of security threats present. The preparation should include knowledge of non-military and military threats, ways to act and counteract, the ability of taking practical action in threat situations, the ability to cooperate and collaborate with other individuals and institutions in performing state defence tasks, and developing the defence awareness of society<sup>4</sup>.

A particularly significant challenge in this field is to thoroughly prepare young people to tasks related to state defence. In its essence, the preparation should be consistent not only with NATO and EU standards but also meet the challenges of the global information society.

The publication's "Articles and Materials" section includes papers discussing the awareness of the need to protect soft targets, such as the need for specialised education for security (M. Bieniek), sustainable education for security, taking into account the ability to deal with threat situations (J. Ziarko, L. Hofreiter), terrorism, its causes, and education in the field (J. Gut, J. Liber), as well as civil defence education (B. Tworkowski), the phenomenon of stress among education for security teachers (M. Ostrowska, R. Stojeczka-Zuber), education in the Slovak army (S. Mazur, M. Pružinský), as well as the impact of SARS-CoV-2 on prison security and education (M. Karatysz, R. Stojeczka-Zuber). The second part, entitled "From the History", discusses military training as part of the programme of the Polish Scouting and Guiding Association in the interwar period (J. Wojtycza).

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<sup>3</sup> Z. Jagiełło, *Wybrane problemy bezpieczeństwa państw, narodów oraz społeczności lokalnych na początku XXI wieku*, Wałbrzych 2008, p. 366.

<sup>4</sup> *Ibidem*, p. 367–368.