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Sustainable Education for Security – Developing the Ability to Deal with Threatening Situations

Introduction

The message of sustainable development, both in individual and social dimensions, consists in learning and respecting the mutual relationships between environmental protection, economic growth as well as safe, multifaceted human development. In the context of sustainable development, it is important to combine several objectives: ecological, economic, social and cultural, thanks to which human development will become desirable in social terms, and justifiable in economic, ecological and cultural terms¹. That's why education for sustainable development (SD) can and should have an impact on educating students and raise their awareness of security issues in the context of various actions, behaviours and undertakings. Individual and supra-individual security is undoubtedly an important reason why we should think prospectively and act for effective education within the scope of SD, thus contributing to the systematic modernisation of education

¹ See: K. Górka, B. Poskrobko, W. Radecki, *Ochrona środowiska. Problemy społeczne, ekonomiczne i prawne*, PWE, Warszawa 1998, p. 77–78.

in view of its principles. Hence, education for security in the SD concept should pursue the following objectives²:

1. Raise full awareness and attract interests of students in understanding threatening situations by looking at them from the perspective of the interlinked economic, social, cultural, political and ecological perspectives.
2. Enable each and every student to build SD competences necessary for the proper understanding of diverse situations in personal and professional life, to use their dynamics and multidirectional changes relating to economy, culture, environment and society, both for their own safety and for the safety of others.
3. Develop new patterns of behaviour, and shape attitudes, values and beliefs consistent with the SD principles and adequate for diverse potential and actual threats.

The implementation of the afore-mentioned objectives requires continual improvement of education for security towards a holistic and systemic recognition of security issues by looking at them from the perspective of individual, social, economic and environmental phenomena. This means that the developed curriculum content should enable students to familiarise themselves with the interrelations between such phenomena, and to view the human and environmental security as an inherent part of development processes. The modernisation of education will make it possible to provide students with logically arranged and coherent sets of knowledge regarding natural, economic and technical, as well as social and humanistic sciences, and to shape attitudes friendly to the environment, society and culture.

Subject of study: the scope of social competences that a student should master during studies in the area of education for security that uses the ideas of SD, allowing them to deal with threatening situations, and the scope of competences of the organizing teacher;

Purpose of the research: analysis and assessment of the scope of social competences to be mastered by each student, enabling them to deal with threatening situations and the scope of competences of the organizing teacher;

Research problem: what social competences during studies in the field of education for security that uses the ideas of SD should each student master, related to dealing with threatening situations, and what competences are needed for a teacher as the organizer of this?

Research hypothesis: it is assumed that 1) the social competences needed by a student to deal with threatening situations, acquired during studies in the field of education for security that uses the ideas of SD, are as follows: diagnostic and interpretative skills; communication skills; moral skills; postulation skills; methodical and implementation skills; cooperation skills; 2) the competences needed by a teacher, the organizer of the teaching, are the following: a holistic approach to security; predicting changes while taking into account the timeline: past, present, future; using the achievements of modern didactics;

² See: *Przez edukację do zrównoważonego rozwoju. Narodowa Strategia Edukacji Ekologicznej*, Ministerstwo Środowiska, Warszawa 2001, p. 8.

Research method: semi-systematic literature review aimed at identifying selected elements of curriculum in education for security³.

The idea of sustainable education for security

Education for security as part of the sustainable development concept is currently a key instrument serving the purpose of shaping student competences to cope with threatening situations. Sustainable education for security can be considered alternative education since it requires fundamental changes, both in the teachers' perception of the role of education in individual, social, cultural and economic growth, and in the practise of learning. It is the students – future managers – who must become the authors of transformations in the scope of their individual and common development. The questions arise: 1) how should students be taught to recognise the important role of SD and perceive its value in promoting positive changes making our lives safer? 2) how could we change the views and attitudes of students from those based on the conviction that an individual action for security is meaningless, and that efforts of an individual are irrelevant and hopeless, towards the belief that actions of everyone of us are important and contribute to collective security, and that we all should prepare for them and undertake them?

Education for security should be seen as a continuous process rather an act of one-off preparation for school education, and we should make students⁴:

- feel the need of a regular revision of their knowledge of various aspects of security in the ever-changing social and civilisation reality,
- realise that the tasks for security will be performed more effectively in cooperation and joint action with other people, and this requires ensuring a sustainable environment conducive to sharing the knowledge that is useful in practise and functional, both today and in the future.

Such perception of education for security assumes a holistic and transformational approach to education, which by its definition is in opposition to tradition-sanctioned forms and methods of learning. Sustainable education opts for a dynamic model of school as a place of multilateral development of students: intellectual, mental, emotional and competence-oriented. It seeks more effective solutions for teaching dilemmas, including organising educational activities by converting them from teaching- to learning-oriented, continuously broadening the interdisciplinary characteristics of the curriculum content and learning outcomes efficiency, as well as providing innovative methods of educational influence. Therefore, sustainable education not only integrates and incorporates into the curriculum such content as individual, local and global threats and counteracting them, but it also creates interactive, student-oriented forms and methods of teaching and learning, supports self-education, participation and cooperation, focuses on the problem and its solution, and

³ H. Snyder, "Literature review as a research methodology: An overview and guidelines", *Journal of Business Research*, vol. 104, 2019, pp. 333–339, <https://doi.org/10.1016/j.jbusres.2019.07.039> [accessed: 15.11.2021].

⁴ See: C. Kupisiewicz, *Podstawy dydaktyki*, Warszawa 2005, p. 159.

combines formal and informal learning⁵. Education may and should contribute to the creation of new visions, and related theories and practises of: a) sustainable education and school, b) sustainable society and business, and their development. The efficiency of sustainable education for security is determined by the familiarisation with, and the understanding and broad dissemination of knowledge on, sustainable development principles and possibilities to implement them in various areas of human life and activity.

The teacher's work that is based on sustainable development principles should be conducive to such educational environment of teaching and learning in which students are given an opportunity to use diverse activating forms of work, which should be reflected in better outcomes of their education and endeavours focused on their own development. There are two particularly relevant aspects of the teaching and learning process: the ability to create one's own identity and the activity in preparing oneself to play different roles connected with individual and environmental safety. A sustainable approach is, on the one hand, an area clearly outlined for research and cognition, which allows learners to continually create and process their own identity; on the other hand, it is a mosaic of ways in which learners may make the way to create their identity and develop individual competences, deriving their strength from being independent and responsible⁶. The approach to sustainable education for security, which is gradually becoming established, creates more chances for students to make conscious decisions and take responsible actions that verify their abilities, both in theory and in practise. It serves for the competence development of individuals and communities, which consists in the evolution of their competences, the most important of which is understanding people and the situations they are in, including threatening situations, seeing them in various contexts relating to the ever-changing trends, as well as social, cultural and economic challenges⁷. Which areas of student activities should the desired competences to deal with threatening situations refer to? Based on the outcomes of the analysis of recommendations and descriptions of competences, included in international documents relating to sustainable development⁸, three primary spheres/areas of learning outcomes can be specified:

- cognitive – knowledge and understanding allowing a holistic approach to the issue of sustainable development and related problems: threat – security;
- psychomotor – skills to apply the theory in sustainable practice, mainly the students' judging of situations in the context of potential and actual threats, and

⁵ *Education for Sustainable Development Goals: Learning Objectives*, Education 2030, UNESCO, 2015, <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>, p. 7 [accessed: 1.06.2018].

⁶ H. Kwiatkowska, *Tożsamość nauczycieli. Między anomią a autonomią*, Gdańsk 2005.

⁷ R. Kwaśnica, *Wprowadzenie do myślenia o wspomaganiu nauczycieli w rozwoju*, [in:] *Z zagadnień pedeutologii i kształcenia nauczycieli*, eds. H. Kwiatkowska, T. Lewowicki, Warszawa 1995, p. 9.

⁸ European Commission, *Europe 2020: A strategy for smart, sustainable and inclusive growth*, European Commission, COM(2010) 2020 final, Brussels 2010; European Commission, *Proposal for a Council Recommendation on the validation of non-formal and informal learning*, European Commission, COM(2012) 485 final, Brussels 2012; UNESCO, *ESD+TVET: promoting skills for sustainable development*, UNESCO, Paris 2012; UNESCO, *Shaping the Future We Want. UN Decade of Education for Sustainable Development (2005–2014)*, Final Report. UNESCO Paris 2014.

justifying actions to be taken and performed for the improvement of security in view of the hypothetical images of the future;

- axiological – a civic attitude which finds expression in the system of student values establishing sustainable practises, which evinces in their readiness to take actions for individual and local security.

The implementation of this concept is supported by educational approaches that stem from the assumptions of: 1) the theory of multilateral teaching – learning and education by W. Okoń, and 2) the theory of socio-cultural constructivism by J.S. Bruner. They facilitate, both in education for security and in the social practise of security, a holistic perception and creative use of currently existing interrelations between politics, institutions, society, economy and natural environment. It is also assumed that, in sustainable education for security, one should aim at a multifaceted development of student competences comprising knowledge, skills and attitudes which belong to the mutually permeable areas of: 1) culture, 2) society, 3) economy, and 4) ecology. The development of student competences should be considered and pursued in the contexts of culture and human spirituality, mental condition and the sphere of feelings and emotions, going beyond the conventions and traditions which are characteristic for positivism, because it is intellectually the most carrying⁹. Education should be directed towards an inseparable combination of knowledge, skills, values and perspectives, which is to lead towards the competences of sustainable social life that is open to satisfying one's own and other people's needs related to security. In education, an emphasis is put not on the instrumental and technical perception of competences, but on developing meta-cognitive, creative and constructivist abilities in students, as well as on critical, multidimensional and prospective thinking presenting the vision of a safe life, and on looking at security in a reflective and contextual way. Important in education are also situations building an in-depth agreement and cooperation between people of diverse cultures, since this is conducive to non-forced activity and committed participation in various social processes that recognise the issues of environmental, economic, social and cultural security¹⁰.

The idea of sustainable development in developing competences to deal with threatening situations

Therefore, the idea and principles of SD may contribute to achieving the objectives of learning how to resolve difficult threatening situations, mainly through¹¹:

- 1) teaching focused on the development of competences: a) which each student should master in order to be able to deal effectively with various challenges for security in line with SD principles, and to combine various purposes of security-oriented measures, b) which a teacher that organises given education should

⁹ G.W. Kołodko, *Wędrujący świat*, Prószyński i S-ka, Warszawa 2008, p. 270–271.

¹⁰ Based on: L. Yan, L. Fengfeng, *Building a harmonious society and ECE for sustainable development*, [in:] *The contribution of early childhood education to sustainable society*, UNESCO, Paris 2008, p. 55–74.

¹¹ *Education for Sustainable Development Goals...*, p. 59.

have so as to make it easier for students to achieve the learning outcomes established subject to SD principles;

- 2) selecting such learning outcomes which will make it possible to equip students with specific skills: cognitive, socio-emotional and behavioural, thus enabling them to handle various threatening situations.

Learning should enable students to master the skills to observe different environments and situations and to get to know their selected fragments, since this will let students:

- take into account the dynamics of the forms of existence of the environment, namely: a) forms existing today, i.e. events taking place currently, engaging resources to fight with contrarities emerging in the human “here and now”, b) forms existing in the past, i.e. a retrospective vision of what already happened but left traces in the form of damage or loss and impairs the human remedial potential, and c) forms which are to exist in the future, i.e. threats that can be considered from the future perspective as those we may foresee and counteract¹²,
- collect necessary information, observing the environment from various perspectives, respecting the existence of many layers, aspects and elements of the environment, which are interconnected with various relations, forming “thicker” layers, “more diversified” aspects and “bigger” elements, but simultaneously maintaining, to some extent, their individuality. In the case of an “in-depth” observation, we get to fragments which we consider elementary at the assumed level of generality¹³.

The table below presents, in the form of learning outcomes, descriptions of new and modified competences which a student – a young man or woman – needs in order to effectively handle various threatening situations.

Table 1. Proposals of the outcomes of developing competences to deal with threatening situations in the context of sustainable development

Contextual situational thinking – an external awareness leading to the understanding of a situation and how a threatening situation can be connected with the available (school, local) security system
As a learning outcome – the student:
<ul style="list-style-type: none"> • scans the situational surrounding in order to understand what is happening in a given situation and what are the causes of threat, collecting information from many sources; • collects information from people the situation refers to or not, using various information channels and networks; • interprets information in such a way as to make it possible to see the possibilities and courses of action directed on security;

¹² Z. Ratajczak, *Oblicza ludzkiej zaradności*, [in:] *Człowiek w sytuacji zagrożenia (kryzysy, katastrofy, kataklizmy)*, ed. K. Popiołek, Poznań 2001, p. 17.

¹³ D. Miller, *Wpływ wiedzy projektanta na formułowanie problemu projektowego. Ujęcie prakseologiczne*, Ossolineum, Wrocław 1990, p. 81.

Formulation of the course of action – expanding knowledge, including that on sustainable development, in order to develop authentic and efficient security measures
As a learning outcome – the student:
<ul style="list-style-type: none"> • organises and participates in developing courses of action to resolve the threatening situation, recognising various aspirations and expectations of the participants of that situation; • co-creates the resolutions for security, recognising the value of a flexible approach that facilitates the creation of diversified proposals that address the problem broadly and in many aspects, • participates in decisions resolving the threatening situation by making a positive impact on the whole value chain,
Awareness of the risk related to actions to be taken – identification of the risk and possibilities for countermeasures to be undertaken
As a learning outcome – the student:
<ul style="list-style-type: none"> • thinks in the categories of the threat risk, identifies and assesses the threat risk; • proposes courses of action with regard to the threat aiming to improve security,
Involvement of other people in the security problem – ability to inspire various people in the issues of individual and collective security
As a learning outcome – the student:
<ul style="list-style-type: none"> • shows interest in and knowledge of people’s changing expectations relating to security; • listens to those people who disagree with his/her views and is able to draw conclusions from such dissent; • indicates security measures beneficial for various participants of threatening situations;
Flexibility and adaptability to change – ability to plan, create and constantly improve security measures
As a learning outcome – the student:
<ul style="list-style-type: none"> • demonstrates the ability to direct people, the participants of a threatening situation, even if the course of action is unclear; • participates in the phrasing of sentences flexible enough to be modified adequately to the threat; • listens carefully and respectfully to other voices for information that might have an impact on behaviour, as well as thinks creatively about the other possible courses of action.

Source: author’s own elaboration based on A. Faruka, A. Hoffmann, *Sustainability and Leadership Competencies for Business Leaders*, BSR, October 2012, https://www.bsr.org/reports/BSR_Sustainability_Leadership_Competencies.pdf [accessed: 20.07.2021].

The profile of social competences of a student – a young man or woman – useful for security measures

A competence profile specifies which competences are deemed crucial from the point of view of an effective performance of specific tasks. The profile is a holistic layout of competences necessary to react properly in specified situations involving tasks performance. It specifies the type, scope and intensity for particular competences required from a person performing specific tasks. Competences in the profile are described through sets of actions to be taken in order to perform

tasks competently¹⁴. Considering a hypothetical competence profile of a student, a young man or woman, we can accentuate its particular constituent parts, which are extremely important for an effective execution of tasks relating to security. Nevertheless, knowing the specificity of the environments in which humans live and work, and also due to the increasing expectations towards security measures the growing awareness of the security-related needs, it is difficult to specify unambiguously all the competences humans need. We will focus on social competences, asking the following questions: *what is the set/collection of social skills a student must acquire in order to be able to deal with various threats and how good should he/she be at those skills?* To answer this questions, it was necessary to determine the requirements for competences applying to social skills a student – a young man or woman – should have, and to present them in the form of a competence profile (Figure 1). From the teaching point of view, in order to determine the requirements for competences applying to social skills, it is necessary to focus on three issues:

- the meaning of the term *social competences to deal with a threatening situation*,
- the competence areas of *the skills to deal with a threatening situation*, as developed in the course of teaching – learning process, and
- the specification of the actions facilitating the development of such competences in the circumstances of the present and future school.

Considering the foregoing, the social competence profile forms a structure within which two primary groups of competences were distinguished: personal and interpersonal. Each primary group of competences includes sets of specific skills required for proper action in a threatening situation.

Developing social competences consists of educational activity triggering specific ways of thinking, being and acting. They are developed through small but reconsidered practises, actions, gestures and thoughts, which accumulate, thus broadening and deepening the sets of our social skills. This development is accompanied by friendly climate in the educational environment which builds the atmosphere of trust that makes students feel safe. The real benefits of broadening and deepening social competences will be noticed over time, when our relations with others and measures undertaken jointly in the area of security will start to bear fruit. We will notice the effects of such changes in the form of a sense of our own authorship and building up our self-esteem, regardless of the successes or failures experienced in given time. They let us understand the surrounding reality, get to know the norms of behaviour and moral fibre, as well as engage in a dialogue and human interactions. Acquiring the desired level of such skills gives a student – a young man or woman – a chance to be able to cope with difficulties and adapt quickly to the environment that poses new challenges.

¹⁴ *Polityka zarządzania kompetencjami pracowników*, ed. Ł. Sienkiewicz, Instytut Badań Edukacyjnych, Warszawa 2013, p. 13.

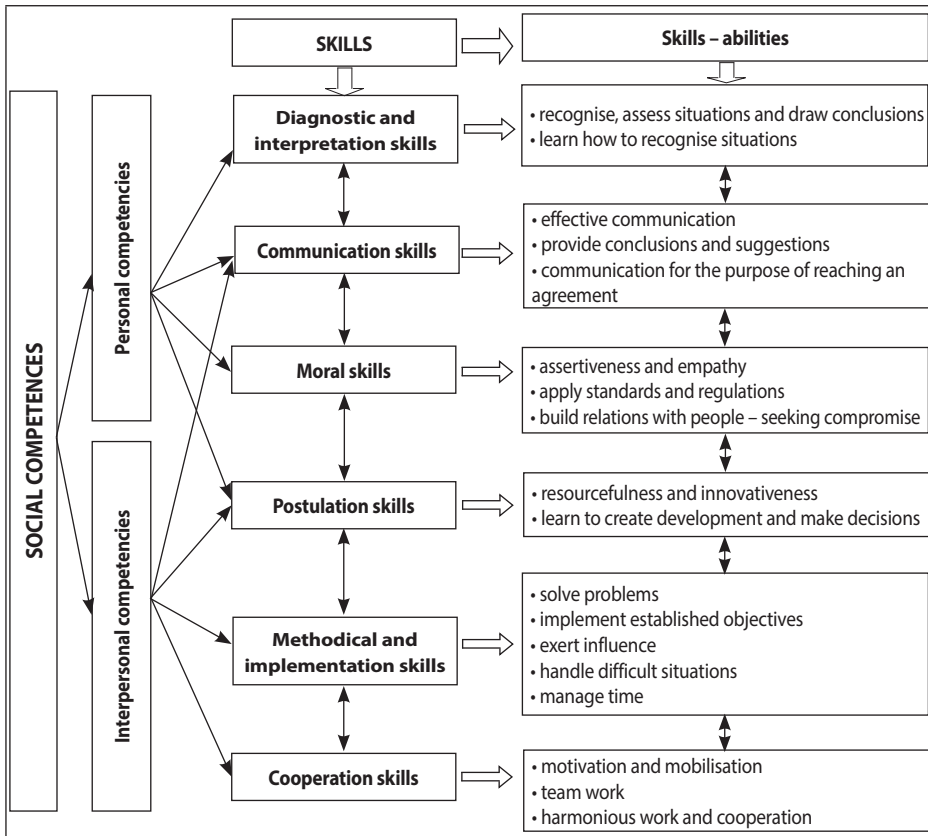


Figure 1. Hypothetical profile of security – related social competences of a student – a young man or woman

Source: author’s own elaboration.

Teacher competences in the field of sustainable education for security

It is the teacher’s role to provide students with comprehensive assistance in learning. The teaching – learning process organised by the teacher should consider four main aspects of education, called the pillars of education. They are presented in the report prepared by the International Commission on Education for the Twenty-first Century under the chairmanship of Jacques Delors. The report by J. Delors, titled *“Learning: the treasure within”*, describes the pillars and recommends that education should be based on them. The pillars, being the basis for lifelong education, are: 1) learning to know; 2) learning to do; 3) learning to live together; and 4) learning to be¹⁵.

¹⁵ *Edukacja – jest w niej ukryty skarb*, ed. J. Delors, UNESCO, Warszawa 1998, https://pl.wikipedia.org/w/index.php?title=Edukacja._Jest_w_niej_ukryty_skarb&oldid=51057625 [accessed: 10.07.2021].

The report notes the role of learning in acquiring the competences that facilitate student's comprehensive sustainable development and create a basis for proper emotional development of students, and a strong sense of their own authorship and skills of adequate assessment of student's own abilities. The application of SD principles and the concept of education presented by J. Dolores, which are reflected in the proposed student learning outcomes in the area of dealing with security threats, sets high requirements for teachers as regards their competences. The curricula based on such guidelines constitute the key element of an innovative approach to education focused on activation and the development of student's cognitive abilities, developing skills of critical and divergent thinking, support for the development of creativity and constructivist transformation of the idea to realistically functioning business, social and natural environments. The recommendations also support education focused on comprehensive development of students in respect of shaping the sense of responsibility, commitment, moral autonomy evincing in constructively undertaken tasks, which stem from the issues of sustainable security, with induction to co-participation, co-creation and co-management of development processes. The essential characteristics of teacher competences of sustainable education for security, which are considered in the perspective of the four pillars characterising the concept of education by J. Dolores, are¹⁶:

- a) taking a holistic approach, which aims at integrative thinking and practise;
- b) envisioning change, which explores alternative futures, learns from the past and inspires engagement in the present; and
- c) achieving transformation, which serves to change in the way people learn and to improvements in the systems that support learning and education.

A complex nature of teacher's competences of sustainable education for security is presented through a set of categories which reflect a broad scope of experience that is necessary in teaching work¹⁷:

- 1) reflective learning and experience that facilitate the understanding of the challenges facing society, both locally and globally, and the potential role of teachers and students in the process of education (learning to know – the educator understands...), Figure 2.
- 2) acquiring psychomotor abilities means developing practical skills and action competence in relation to education for sustainable development (learning to do – the educator is able to...), Figure 3.
- 3) learning how to deal with the development of one's personal attributes and abilities to act with greater autonomy, judgement and personal responsibility in relation to sustainable development (learning to be – the educator is someone who...), Figure 4.
- 4) seeking joint action that is based on shared principles of action, which contributes to the development of partnerships and an appreciation of interdependence, pluralism, mutual understanding and peace (learning to live together – the educator works with others in a way that...), Figure 5.

¹⁶ *Learning for the future. Competences in Education for Sustainable Development*, EKG ONZ, April 2011, p. 13, https://www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf [accessed: 1.06.2018].

¹⁷ *Ibidem*.

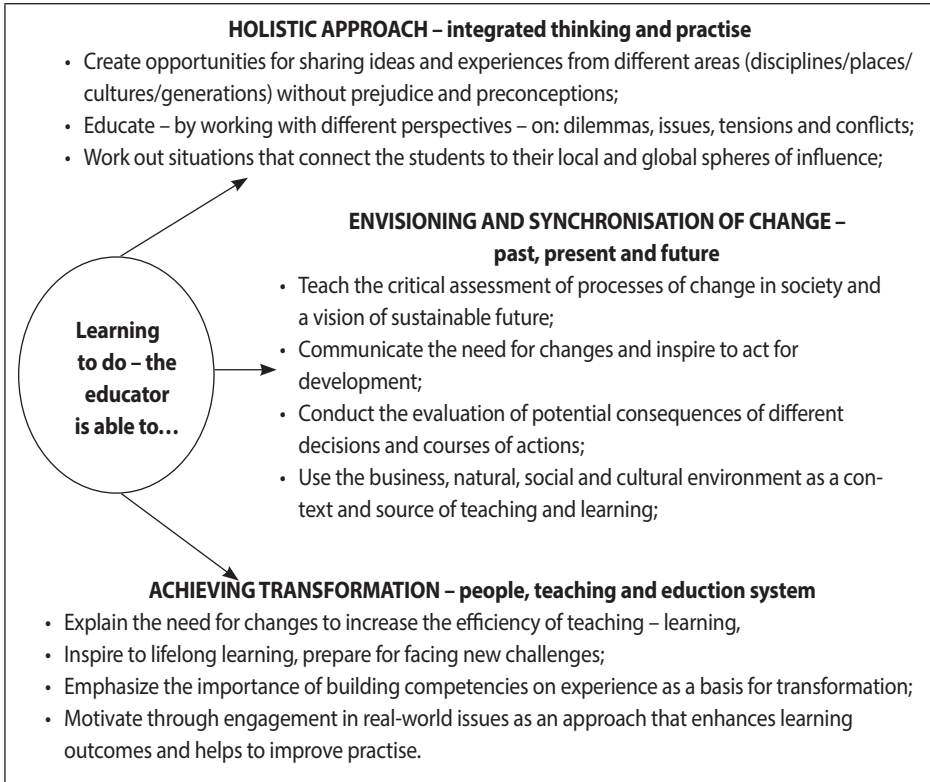


Figure 2. Competences of teachers from the pillar of education “learning to do” in sustainable education for security

Source: author’s own elaboration based on *Learning for the future. Competences in Education for Sustainable Development*, UNECE, April 2011, p. 15, https://www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf [accessed: 1.06.2018].

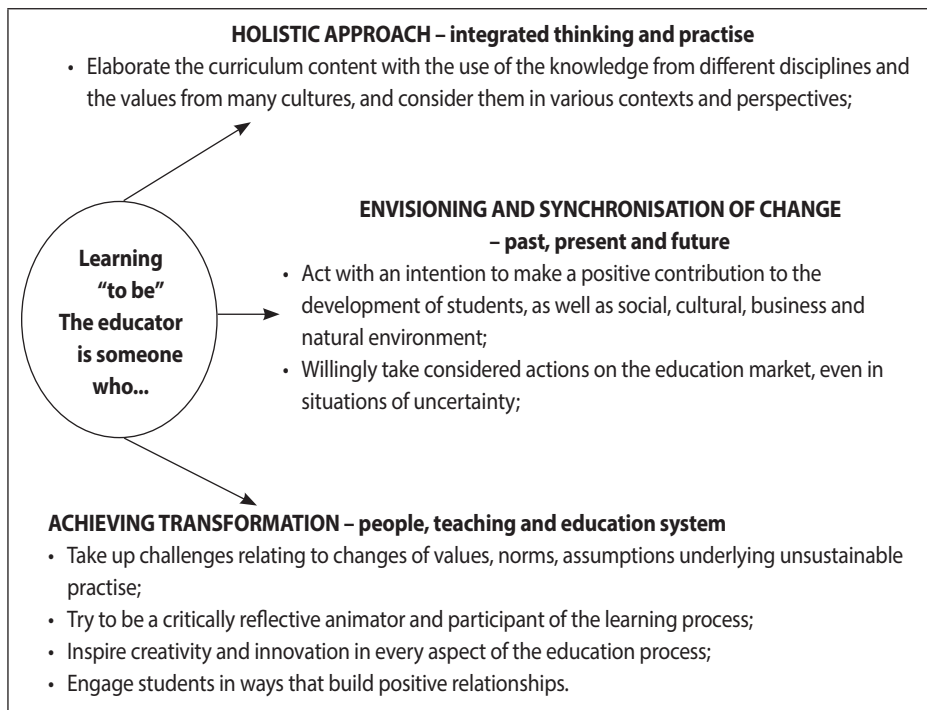


Figure 3. Competences of teachers from the pillar of education “learning to be” in sustainable education for security

Source: author’s own elaboration based on *Learning for the future. Competences in Education for Sustainable Development*, UNECE, April 2011, p. 15, https://www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf [accessed: 1.06.2018].

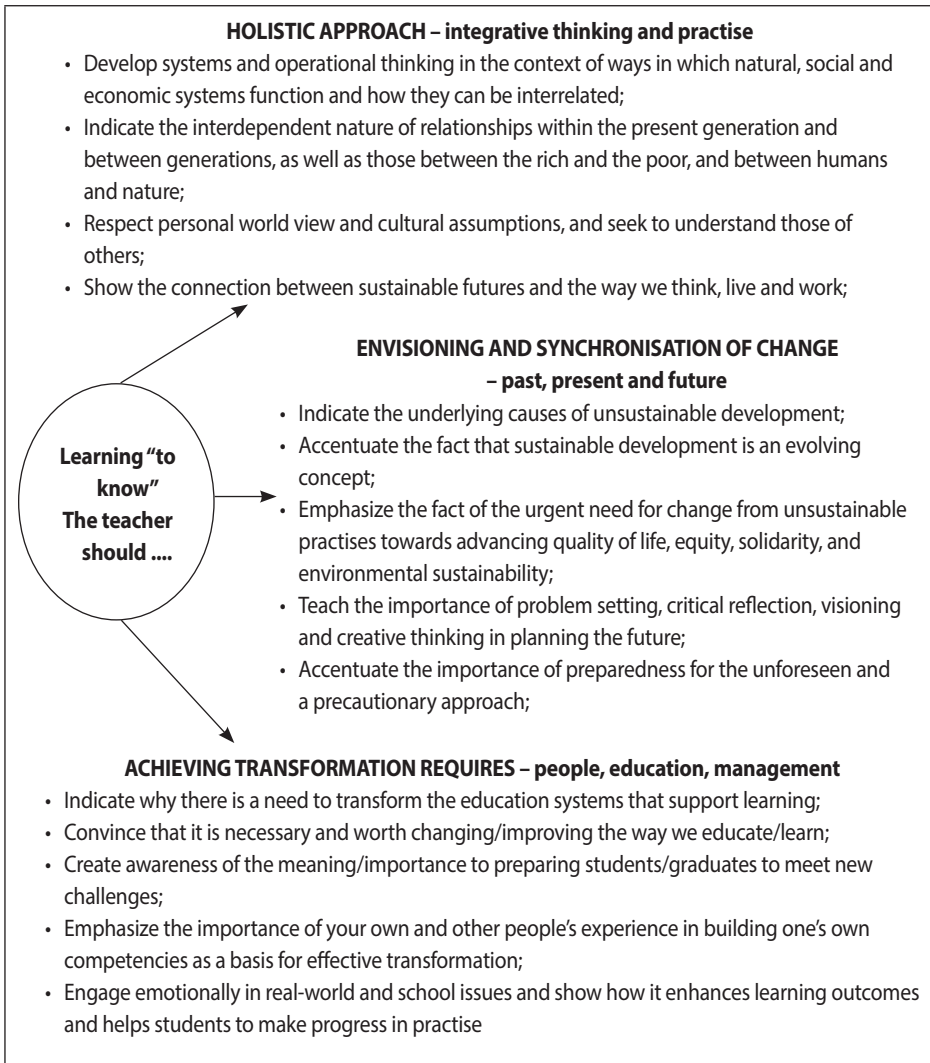


Figure 4. Competences of teachers from the pillar of education "learning to know" in sustainable education for security

Source: author's own elaboration based on *Learning for the future. Competences in Education for Sustainable Development*, UNECE, April 2011, p. 14, https://www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf [accessed: 1.06.2018].

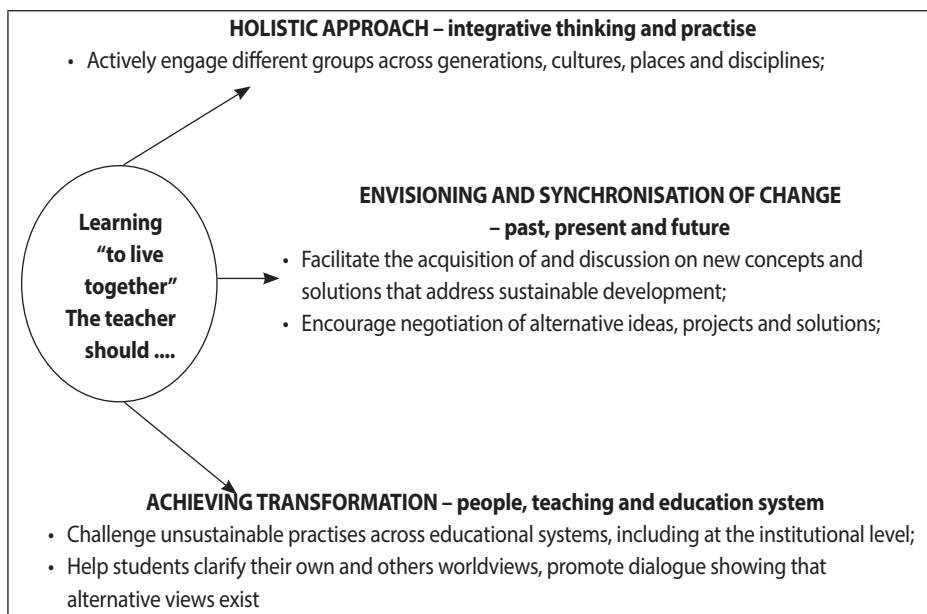


Figure 5. Competences of teachers from the pillar of education "learning to live together" in sustainable education for security

Source: author's own elaboration based on *Learning for the future. Competences in Education for Sustainable Development*, UNECE, April 2011, p. 14, https://www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf [accessed: 1.06.2018].

Conclusions

The idea of sustainable education for security impinges on the selection, scope and internal links of the curriculum content. The proper selection and interlinking of the curriculum should enable students to acquire the competences to deal with various threatening situations. It becomes achievable if both teachers and students know the postulates essential for sustainable education: 1) the necessity to shift education for security towards sustainable education; 2) to know their own responsibility regarding sustainable education for security; 3) to contribute to the promotion of the idea of sustainable education for security in every school.

The idea of sustainable development must pervade the entire curriculum, inseparably combining knowledge, skills, values and perspectives in a way encouraging students to adopt this idea and permanently implanting it in their heads, hands and hearts. Only then will it be possible to pursue the objectives of education and develop their sustainable competences in the area of security which will¹⁸:

¹⁸ D. Lehtonen, *Sustainability education for design Students. A lesson in teaching and learning strategies*, [in:] *Sustainability in Design: Now! Challenges and Opportunities for Design Research, Education and Practice in the XXI Century*, eds. F. Ceschin, C. Vezzoli, J. Zhang, Proceedings of the LeNS Conference, Bangalore, India 29th September to 1st October 2010, Volume II.

- make students understand the issues of sustainable development, sustainable action and sustainable reaction in threatening situations,
- enable students to master the abilities to convert their knowledge on sustainable development into realistic practises of dealing with security threats,
- raise the awareness of their role and responsibilities with regard to sustainable development as individuals and professionals.

In education, an emphasis should be put not on the instrumental and technical recognition of competences, but on developing meta-cognitive, creative, constructivist abilities in students, as well as on critical multidimensional and prospective thinking presenting the vision of sustainable personal and social development, and looking at SD and sustainable security in a reflective and contextual way. Important in education are also situations building an in-depth agreement and cooperation between people of diverse cultures, since this is conducive to non-forced activity and committed participation in various social processes that recognise the issues of many dimensions of security¹⁹.

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¹⁹ See: L. Yan, L. Fengfeng, *op. cit.*, p. 55–74.

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Sustainable Education for Security – Developing the Ability to Deal with Threatening Situations

Abstract

Education for security requires a continual searching for an answer to the question: how to educate so as to enable learners to develop skills of effective learning and proper understanding of threatening situations? This will make it possible to foresee threats and avoid them, and to enhance one's abilities to cope with difficult and dangerous situations. Also, it will make it possible to organise aid at the time of a threat. Answering that question involves the application of the sustainable model of education for security, which is closely connected with the following tasks: a) improving curricula, so as to be able to develop social competences in learners, i.e.: personal and interpersonal skills that enable them to deal with threatening situations; b) developing education that introduces innovative forms and methods of teaching. This approach is based on the conviction that young people, despite their theoretical knowledge on threats, take risky actions due to the lack of a number of skills required in social life, which deficiencies make it impossible for them to deal effectively with threatening situation.

Key words: education for security, curriculum, threatening situation, social competences

Zrównoważona edukacja dla bezpieczeństwa – rozwijanie umiejętności radzenia sobie w sytuacjach zagrażających

Streszczenie

Edukacja dla bezpieczeństwa wymaga ciągłego poszukiwania odpowiedzi na pytanie: jak edukować, żeby uczący się potrafili wykształcić w sobie umiejętności skutecznego poznawania i trafnego rozumienia sytuacji zagrażających? To pozwoli im przewidywać zagrożenia i unikać ich, zwiększać swoje zdolności do radzenia sobie w trudnych

i niebezpiecznych sytuacjach, a także umożliwi organizowanie pomocy w chwili zagrożenia. Odpowiedź na to pytanie wiąże się z zastosowaniem zrównoważonego modelu edukacji dla bezpieczeństwa, który ściśle związany jest z zadaniami: a) doskonalenia programów kształcenia, by móc trafniej rozwijać u uczących się kompetencje społeczne, tj.: umiejętności osobowe i interpersonalne pozwalające radzić sobie w sytuacjach zagrażających; b) rozwijania kształcenia, wprowadzającego nowatorskie formy i metody pracy dydaktycznej. U podstaw tego podejścia leży przekonanie, że młodzi ludzie, mimo że dysponują teoretyczną wiedzą o zagrożeniach, podejmują zachowania ryzykowne z powodu braku wielu umiejętności niezbędnych w życiu społecznym, które to deficyty uniemożliwiają im skuteczne radzenie sobie w sytuacjach zagrażających.

Słowa kluczowe: edukacja dla bezpieczeństwa, program kształcenia, sytuacja zagrażająca, kompetencje społeczne

Nachhaltige Sicherheitserziehung – Entwicklung von Fähigkeiten zur Bewältigung von Gefahrensituationen *Zusammenfassung*

Die Sicherheitserziehung erfordert eine ständige Suche nach Antworten auf die Frage: Wie bilden wir aus, damit die Lernenden in der Lage sind, die Fähigkeiten zu entwickeln, bedrohliche Situationen effektiv zu erkennen und zu verstehen? Dies wird sie in die Lage versetzen, Risiken zu antizipieren und zu vermeiden und ihre Fähigkeit zu verbessern, mit schwierigen und gefährlichen Situationen umzugehen. Sie wird es auch ermöglichen, in Notfällen Hilfe zu organisieren. Die Antwort auf diese Frage hängt mit der Anwendung eines ausgewogenen Modells der Sicherheitserziehung zusammen, das eng mit folgenden Aufgaben verbunden ist: a) Verbesserung der Lehrpläne, um die sozialen Kompetenzen der Lernenden, d. h. die persönlichen und zwischenmenschlichen Fähigkeiten zur Bewältigung bedrohlicher Situationen, besser entwickeln zu können; b) Entwicklung der Bildung, Einführung innovativer Formen und Methoden der didaktischen Arbeit. Diesem Ansatz liegt die Überzeugung zugrunde, dass junge Menschen trotz ihres theoretischen Wissens über Risiken ein riskantes Verhalten an den Tag legen, weil ihnen viele der für das soziale Leben erforderlichen Fähigkeiten fehlen, die sie daran hindern, mit riskanten Situationen wirksam umzugehen.

Schlüsselwörter: Sicherheitserziehung, Bildungsprogramm, Bedrohungssituation, soziale Kompetenz

Сбалансированное образование в области безопасности – развитие навыков справляться с опасными ситуациями *Резюме*

Образование, направленное на обеспечение безопасности связано с необходимостью дать ответ на вопрос: как обучать, чтобы учащиеся могли развивать навыки эффективного познания и понимания сущности угрожающих ситуаций? Решение этой проблемы позволит предвидеть и избегать риски, повысит способность справляться с трудными и опасными ситуациями, а также позволит организовать помощь в случае возникновения опасной ситуации. Ответ на поставленный выше вопрос связан с применением сбалансированной модели образования для безопасности, которая тесно связана со следующими задачами: а) совершенствование учебных программ, направленных на развитие социальных компетенций учащихся, то есть личностных и межличностных навыков, позволяющих справляться опасными

ситуациями; б) развитие образования, внедряющего инновационные формы и методы дидактической работы. В основе этого подхода лежит убеждение, что молодые люди, несмотря на наличие теоретических знаний о существующих угрозах, принимают рискованные решения из-за отсутствия многих навыков, необходимых в социальной жизни, дефицит которых не позволяет им эффективно справляться с угрожающими ситуациями.

Ключевые слова: образование в сфере безопасности, учебная программа, чрезвычайная ситуация, социальные компетенции