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Education for security in the area of human threat

Introduction

The emerging disparities among societies of the new millennium are characterised by a series of internal and external military, social, environmental, and financial crises, unsustainable practices, the threat of globalisation, and finally, a crisis of democracy. The consequences of these crises include the exacerbation of social and economic inequalities and the loss of citizens' confidence in the democratic system.

The above disparities are also a sign of changing dynamics and the pace of changes. The pace of changes includes permanent scientific and technical progress, an all-encompassing communication and information network, more numerous and more complicated economic, political and cultural networks, and a model of a consumerist lifestyle. At the same time, we are witnessing horrific acts of violence of international terrorism, new forms of war (asymmetric, virtual, intra-social, semi-private, commercial), but also the depreciation and fall of apparent permanent truths and moral authorities. There is a belief that the current system of technological and industrial civilisation is in crisis, and that its ethics are evidently revalued.¹

¹ *Mały słownik etyczny*, eds. S. Jedynek, 2nd edition complete and revised, Bydgoszcz: Oficyna Wydawnicza „Branta”, [cop. 1999], pp. 280–281.

The current situation has made people realise that their living space is characterised by an increasing degree of anticipatory fear and insecurity, social division and polarisation, and a lack of hope, even among young people, who often face a more uncertain future.

Security in a place of residence and in the nearest neighbourhood is one of the most important aspects of a peaceful and comfortable human social existence. A large part of society is convinced that fighting crime rests exclusively with the state, and consistently demands effective actions of the police, efficient prosecutors, and courts. Society, however, notices the ineffectiveness of these entities' efforts and demands tightening penal repression.² All these factors contribute to the feeling of being lost and not keeping up with adaptation processes.³ When analysing crime from the perspective of human security in a specific area of a person's life, we cannot ignore the issue of the entity that causes this threat. Broadly understood crime concerns people and their surrounding environment. It poses a serious threat to social order and public security. Security cannot be treated in isolation from the area of threats. The concept of threat is an antonym of security, these concepts are closely related and should not be considered separately.⁴

The world seems to be developing faster in the 21st century, and the number of threats is also increasing much more quickly. Due to numerous threats, people must protect their own freedom. In general, to protect them from ubiquitous, critical threats and other situations, it is necessary to create protective frameworks (security zones). It also means creating a strong system that will provide society with protection, dignity, livelihood, and survival.

The ongoing civilisational changes cause reshaping of our thinking about security and the related practical ways of ensuring it. Not all entities deal with this problem in a way which addresses the challenges of the 21st century. It largely depends on the nature and level of their safety culture. The first years of the 21st century have brought wider interest in the issues of security culture. It can be proven, inter alia, by the number of publications on the Internet and empirical research. The first scientific papers (master's theses and doctoral dissertations) are already being written on the basis of the internet research material on security culture. This issue is also being implemented in educational and scientific activities of many institutions.⁵

² J. Czapska, J. Widacki, Wstęp, [in:] *Bezpieczeństwo lokalne. Społeczny kontekst prewencji kryminalnej*, eds. *idem*, Warszawa: Instytut Spraw Publicznych, 2000, p. 9.

³ J. Maciejewski, Niektóre aspekty bezpieczeństwa narodowego w ujęciu socjologicznym, [in:] *Bezpieczeństwo człowieka. Konteksty i dylematy*, ed. M. Rybakowski, Zielona Góra: Oficyna Wydawnicza Uniwersytetu Zielonogórskiego, 2007, p. 57.

⁴ D. Zbrozczyk, "Analysis of threats in the Masovian police district in the years 2016–2017", *Pożární ochrana*, vol. 1, 2017, p. 306.

⁵ M. Cieślarczyk, Kultura bezpieczeństwa w realiach XXI wieku, [in:] *Czynić świat bardziej bezpiecznym: księga jubileuszowa dedykowana profesorowi doktorowi habilitowanemu Ryszardowi*

The emerging new knowledge architecture related to the culture of security imposes changes in all spheres of human life. The spread of computerisation and new media networks implies a “knowledge revolution” and transforms the entire knowledge system into an “infosphere” in a high-tech world, where knowledge is constantly being devalued and resources reorganised.

In the new architecture of knowledge, an area that requires special attention concerning the security of citizens is properly implemented education for security. It is a multifaceted process that calls for the integration of many scientific disciplines directly relating to the lives of individuals and communities.

The modern world poses many new challenges for education. One of them is undoubtedly “education towards responsibility”. Responsibility in education is connected with striving to shape a rational person who has control over their existence, and who is therefore responsible for their own fate, actions, and relationships with other people.

The multifaceted nature of education raises the question of how to educate a person so that they can take responsibility for the planet and for themselves and future generations. Education is, in a sense, a form of a scientific conversation, and although – as Dawid Juraszek claims – this “conversation (face-to-face, on air, in writing) will show us a route, give us binoculars, even lace up our shoes, it won’t get anywhere without us.”⁶

It is worth noting that safety education is not only about solving specific problems, but about teaching the right way of thinking, teaching specific knowledge and skills, and understanding that people need to stay safe in a given situation. It is a process of gaining knowledge, which includes both upbringing and learning. It is a set of activities and influences aimed at educating people, especially children and adolescents, according to ideals and educational goals prevailing in a given society.⁷

Educating for security means preparing society to ensure the chances of survival and development, regardless of the type of security threats.⁸ It can be assumed that a much desired component of education for security is creativity: the ability to learn, to be ready to face new challenges, and to modify learnt expectations; there can be no learning without re-learning, no revision when we do not realise the weakness of what we thought we knew. In the knowledge society, education is the ability

Rosie, vol. 1, eds. A. Cudowska, J. Kunikowski, Siedlce: Wydawnictwo Akademii Podlaskiej, 2007, p. 107.

⁶ D. Juraszek, *Antropocen dla początkujących. Klimat, środowisko, pandemie w epoce człowieka*, Łódź: Wydawnictwo Liberte, 2020, p. 171.

⁷ Edukacja [headword], [in:] W. Okoń, *Nowy słownik pedagogiczny*, 10th edition complete and revised, Warszawa: Wydawnictwo Akademickie „Żak”, 2007, p. 93.

⁸ R. Stępień, Wstęp, [in:] *Współczesne zagadnienia edukacji dla bezpieczeństwa*, ed. *idem*, Warszawa: Wydawnictwo Akademii Obrony Narodowej, 1999, p. 9.

to be creative in an uncertain environment, and the ability to properly deal with cognitive dissonance which causes our failure to understand reality.⁹

The aim of the article is to present the role and significance of education for security in the context of the catalogue of threats to a person functioning and being active in various areas of life.

The main research problem is: What is the role and significance of education for security in the area of human danger?

The article uses the method of analysis, synthesis, and evaluation of literature.

The identity of a human being's space

A human being is a creature anchored in the surrounding space. They define their identity and navigate in the world thanks to the objects they use and spaces in which they spend time and act daily. They have a need to create, organise and get used to the existing reality.

Everyone needs a space to feel safe and free. The comfort zone, which guarantees a sense of security, requires space. Space affects the feeling of happiness and security, as well as efficiency and creativity. The space that shapes human security, on the one hand, fills people's surroundings and the environment, and on the other, it gives them the opportunity to shape the right attitudes.

The concept of space functions in many scientific fields. This indicates a very wide range of meanings of the concept, which continues to acquire new categories and features.

Space appears to be a specific superstructure which is the basis for relations between people of all professions and the world of existing objects. The list can be extended. Various social sciences vulgarise the word "space". They use it to describe what they want to know or the field they work in when they find no other term. There are as many types of space as there are sciences. Space is not a scientific work tool or even an instrument of history, which creates models and leaves its mark on space.¹⁰

In his book *Spoleczne wytwarzanie przestrzeni* [Social Production of Space], Bohdan Jałowicki focused on the ontological and epistemological meaning of space, and referred to the concepts of Henri Lefebvre, who took into account the structure and meaning of this concept and put forward four main theses concerning the above issues.¹¹

⁹ D. Innerarity, *Incertesa i creativitat. Educar per a la societat del coneixement*, Barcelona: Fundació Jaume Bofill, 2010 (Debaty d'Educació, no. 18), pp. 5–6.

¹⁰ A. Pieczywok, Edukacyjne wyzwania bezpieczeństwa człowieka, [in:] M. Czuryk, K. Drabik, A. Pieczywok, *Bezpieczeństwo człowieka w procesie zmian społecznych, kulturowych i edukacyjnych*, Olsztyn: Katedra Bezpieczeństwa i Porządku Publicznego. Wydział Prawa i Administracji. Uniwersytet Warmińsko-Mazurski, 2018, p. 196.

¹¹ B. Jałowicki, *Spoleczne wytwarzanie przestrzeni*, Warszawa: Książka i Wiedza, 1988, p. 6.

The first of them indicates that space is “pure form, transparent brightness,” and is therefore an idea free from any interpretation. In this approach, space is definite and unchanging. In the second approach, space is defined as a “social product” that can be described and researched empirically. Here, space is “the place of people and the objects and things produced by them.” Apart from the social aspect, space also has a spiritual aspect because, according to Jałowiecki, it is “an objectification of what is social, and consequently, of what is spiritual.” In the third sense, space is neither a starting point (that is, an idea in itself), nor a social product, but a means to act. The fourth claim is an extension of the previous one, that is, space is “the basis for reproduction of social relations of production.”¹²

We can point to personal spaces of human functioning, spaces for professional and social work, spaces for free time and rest, etc. They are subject to the organisational rules and culture of good behaviour. They often reflect valuable observations on identity, personality, values, and past, present, and future behaviour. All people move between different spaces of belonging – physical and symbolic.

One of the most significant spaces of human functioning is social space filled with professional work, education, spending free time, etc. Not only does it create opportunities for the emergence of threats and fighting them, but it also has a significant impact on social, professional, and educational development. Additionally, it becomes a space for shaping human safety.

A place of frequent human presence and activity is public space. It can be assumed that there is a relationship between freedom and security in public space. The condition for the existence of a safe public space, however, is related both to the individual sense of personal security and to general public order. Zygmunt Bauman clearly noted this and wrote: “being people, we cannot live without freedom and security, but we cannot have both of them at the same time in quantities that we consider fully satisfactory.”¹³ In every city there are nooks and crannies with specific cultural values that evoke emotions and provoke reflection. These are usually places of special interest for residents and authorities – often in central districts of cities. They constitute public space in the traditional sense, together with a network of streets and squares, important buildings, monuments, and green urban areas.¹⁴

For public space, safety improvement programmes, guidelines for shaping high-quality public spaces and sustainable urban mobility plans are prepared. A safe space is not only a well-developed space, but also one that fosters building social capital.

¹² *Ibidem.*

¹³ Z. Bauman, *In Search of Politics*, Stanford University Press Stanford, California 1999, p. 2.

¹⁴ M. Dymnicka, *Przestrzeń publiczna a przemiany miasta*, Warszawa: Wydawnictwo Naukowe Scholar, 2013, p. 53.

A safe space consists of active residents who create a cooperation network for public safety and improvement of public space quality.¹⁵

Crime is not only a threat to residents' sense of security, but it also creates fear that can build an "atmosphere of consent and impunity," which leads to an increase in the intensity of crime. It is worth noting that urban public transport vehicles, bus stops, and communication stations are places where targets of criminal activities concentrate.

Urban development contributes to an increase in criminal behaviour, e.g., theft and violent behaviours. Certain categories of criminal behaviour (robbery, burglary, car theft) are characteristic for large-city centres and highly concentrated in them. Thus, by appropriately shaping this space, we can directly affect the environment in which crime may occur, and we can indirectly affect the target's or the victim's situation and the perpetrator's capabilities.¹⁶

The space of lifelong education, including education for security, plays quite a significant role in human development. The concept of educational space has its own definitions. Dictionary definitions of space and place refer to the approaches of Aristotle, who divided the categories of space into the following: *chora* – abstract space understood as a geometric extension, that is neither a void nor a place, and it is identified with the space of creation; and *topos* – a specific place constituting a location with contexts. It is not an area of sharp demarcation, but it is isolated.¹⁷ Referring to the first approach to space, two definitions can be found in *Wielki słownik języka polskiego* [the Great Dictionary of the Polish Language]: 1) a three-dimensional and unlimited extension, and 2) a vast, empty area. As far as the second approach is concerned, space is defined as: 1) a set of objects located within it, and 2) distance and extent, space, and distance between one place and another.¹⁸

Educational space is a multidimensional social space in which the educational process, including teaching and upbringing, is carried out. Educational space understood in this way can be both material and immaterial, global and local, technological, cultural, institutional, and non-institutional.¹⁹

¹⁵ A. Jasiński, *Architektura w czasach terroryzmu. Miasto, przestrzeń publiczna, budynek*, Warszawa: Wolters Kluwer Polska, 2013, p. 151.

¹⁶ B. Czarnecki, W. Siemiński, *Kształtowanie bezpiecznej przestrzeni publicznej*, Warszawa: Wydawnictwo Difin, 2004, p. 27.

¹⁷ H. Rämö, "An Aristotelian human time-space manifold. From Chronochora to Kairotopos", *Time and Society*, vol. 8, issue 2–3, 1999, pp. 309–328, <https://doi.org/10.1177/0961463X99008002006>.

¹⁸ Przestrzeń [headword], [in:] L. Dereń, E. Polański, *Wielki słownik języka polskiego*, ed. E. Polański, Kraków: Krakowskie Wydawnictwo Naukowe, [cop. 2008], p. 678.

¹⁹ J. Morbitzer, Współczesna przestrzeń edukacyjna, [in:] *Ewaluacja i innowacje w edukacji. Kompetencje i odpowiedzialność nauczyciela*, ed. J. Grzesiak, Kalisz – Konin: Uniwersytet im. Adama Mickiewicza w Poznaniu. Wydział Pedagogiczno-Artystyczny w Kaliszu – Państwowa Wyższa Szkoła Zawodowa w Koninie, 2010, p. 116.

Educational space in its essence is multidimensional, and entities and objects within it interact with each other. On the one hand, to some extent, educational space is imposed on its subjects; and on the other, it is created by them. Relationships between teaching space and learning space are also important.

Selected threats to human existence

Civilisation threats cross the borders of states and spread along with the processes of globalisation. They cause many dangers to people's lives. They are more dangerous as they are invisible, and knowable insofar as they are defined by science. These threats fundamentally change social and individual situations, cause new divisions, and create new areas of marginalisation and exclusion. In conjunction with changes of the third wave of globalisation, they are perhaps one of the most important factors determining the condition of the contemporary world society. This does not mean, however, that industrial societies were less risky, nor that the risk society replaced industrial ones. "Rather, the distinction between calculable risk and unpredictable uncertainty, between risk and awareness of risk, is blurred."²⁰

In the scientific community, climate changes, loss of biodiversity, and pollution are key areas of urgent concern. While economic growth and technological innovation have led to an enormous increase in world wealth, they have also seriously degraded the planet's natural resources. This degradation is nowadays being accelerated by climate changes which also limit the energy capacities of many countries.

The world is now facing many health challenges. These include epidemics of vaccine-preventable diseases such as measles and diphtheria, more reports of drug-resistant pathogens, and the epidemic of obesity and inactivity. Since the first diagnosed case in China, the new coronavirus (COVID-19) infection has become the number one problem in the world and looks set to continue for a long time. The most affected are elderly patients, smokers, and patients suffering from multiple chronic conditions. The pandemic has shut down many major economies around the world, plunged millions of people into economic uncertainty, and killed 4.5 million people. For these and many other reasons, the pandemic has dominated all public health discussions.

Nowadays, cyber risk is included among the most serious threats to the global economy. Cyber criminals can use confidential data of a person or company to steal information or gain access to their financial accounts. Corporations are vulnerable to cyber-attacks, but individuals are also targeted because they store personal information on their cell phones and use unsecured public networks.

²⁰ U. Beck, *Spółeczeństwo ryzyka. W drodze do innej nowoczesności*, transl. by S. Cieřła, 2nd edition, Warszawa: Wydawnictwo Naukowe Scholar, 2004, p. 348.

Today, cyberspace is the fifth dimension of combat, offering many opportunities for offensive actions.²¹ The dynamic qualitative development of threats (manifested, for example, in the creation and dissemination of new types of malware so far unknown) limits the possibilities of defence only to reactive actions. A modern terrorist who uses a computer or other device with Internet access is equipped with an efficient weapon that allows not only to attack in cyberspace or support recruitment, financing, propaganda, and communication, but also has the possibility of other, sophisticated activities, such as social engineering (influencing public opinion).²²

Migration has emerged as a new global problem, and it is expected to accelerate in the coming years as climate changes and unfolding armed conflicts around the world make more people change their surroundings. The global community will have to deal with population mixing processes, and it is currently completely unprepared for this.

Poverty, exclusion, and negligence are fundamental social challenges to which there are no easy solutions. Before the pandemic, approximately one billion children worldwide suffered from at least one severe deprivation, such as a lack of access to education, health, housing, food, sanitation, and water. Unemployment is in fact one of the most important social challenges as it is a driver of exclusion and marginalisation, with the consequences of increasing crime, drug trafficking and use, family breakdowns, domestic violence, and migration in search of better opportunities.

The forces of disintegration are seen in growing evidence related to the collapse of government institutions with discredited leadership, widespread corruption, loss of public trust, and the currently growing groups of populist, reactionary and autocratic movements that reject multilateralism and diversity. The loss of moral responsibility, higher ethics, values, and even spirituality, significantly affects these forces of disintegration.²³

Some minority languages are likely to become extinct in the near future. Many languages are falling out of use and are being replaced by others that are more widely used in a region or country, such as English in the USA or Spanish in Mexico. Unless current trends are reversed, these endangered languages will become extinct within the next century. Children do not learn old languages and these languages will become extinct when their last speakers die.

It can be stated that the nature of international security and conflicts remains unchanged. States – as usual – are entangled in military and economic rivalry. What is more, armed conflicts still seem inevitable, security dilemmas arise constantly, and it is still necessary to balance between them. In the following years,

²¹ The others are air, sea, space, and land.

²² M. Witecka, Cyberterroryzm, [in:] *Zwalczanie terroryzmu*, eds. M. Marszałek, J.T. Limanowski, Warszawa: Wydawnictwo Akademii Obrony Narodowej, 2014, p. 279.

²³ S. Pinker, *Zmierzch przemocy. Lepsza strona naszej natury*, transl. by T. Bieroń, Poznań: Wydawnictwo Zysk i S-ka, [cop. 2015], p. 417.

there may be a further increase in the importance of hybrid threats to the security of Poland and NATO countries. Disinformation, cyber-attacks, subversive activity, and low-intensity conflicts will be exacerbated by the advancing technological revolution and global connectivity.

Russia invaded Ukraine on 24 February 2022. The attack is internationally considered an act of aggression. It can be concluded that Europe is facing its darkest hours since the Second World War. The Russian air force – which has played a low-key role so far – is launching devastating airstrikes. Massive cyber-attacks are sweeping across Ukraine, targeting key national infrastructure. Energy supplies and communications networks are cut off. Thousands of civilians are dying.

Conclusions

While summarising the content of this article, it should be stated that the author presented only selected areas of education and human threats. Two essential spaces are particularly close to people: virtual and real. Within these spaces, there are also social, public, educational space, etc.

In the area of human spatial security, it is important to note the need for cooperation between services responsible for security and for such activities which eliminate threats to the security of citizens and public order.

Modern education for security in the social dimension should support life skills and critical thinking among citizens, educate in the area of values, and develop analytical and decision-making skills. People who are responsible for this education should, in addition to direct communication, use the latest technologies, such as mobile applications, audio and video platforms, such as YouTube, podcasts, e-books, movies, etc., to educate people and make the learning process more engaging and interesting.

Furthermore, the implementation of education issues for safety requires dissemination of new spatial channels of communication, a greater variety of educational programmes, and the creation of a system offering a wider choice of these programmes.

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Education for security in the area of human threat

Abstract

Education for security serves to prepare citizens for appropriate behaviour and appropriate reactions in situations posing a threat to their health and life. At every step, we deal with many different threats that occur in all areas of human life. The main areas include

social, public, professional, and educational sphere. The aim of the article is to present the role and significance of education for security in the context of the catalogue of threats to a person functioning in various areas of their life. The article consists of an introduction, the identification of the human space, a list of selected threats, and a summary.

Key words: security, education for security, space, threats, identity

