

ASEJ

Scientific Journal

Bielsko-Biala School of Finance
and Law

Volume 25 | Number 4 | December 2021

ISSN2543-9103
eISSN2543-411X
www.asej.eu



Bielsko-Biala

Bielsko-Biala School of Finance and Law
Wyższa Szkoła Finansów i Prawa w Bielsku-Białej

Scientific Journal
Zeszyty Naukowe

Academic Quarterly Publication
Vol 25, No 4 (2021)

Bielsko-Biala 2021

Security issues and security education

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Abstract—[Nowadays, the category of security has become the main criterion for assessing and changing the duration of human, social groups. Modern civilisation has introduced man into a period of dynamic changes, which also causes an increase in natural and cultural threats to security. To a certain extent we are able to foresee natural threats, but when it comes to cultural, political, military threats, we encounter high unpredictability of these threats. Security and related education are currently important concepts in the theory and practice of individual human life, as well as society. The aim of this narrative is to try to show the importance of education for security, in a situation of diverse challenges and contexts, in order to be able to build a culture of happy life, both in natural and cultural aspects.]

Keywords—[security, human, safety education, culture, society, change]

I. INTRODUCTION

Nowadays, security issues have gained great importance, if only because of the many threats to security and peace that are constantly emerging. Interest in security issues is manifested on many levels, for example in the media, in social debates and in scientific analyses. The existing or constantly emerging new threats to security are the result of a range of factors linked to a greater or lesser extent to the development of civilisation, technology, culture and the economy. At present there is no shortage of conflicts of varying intensity and origin in the world. Thus, there is a growing sense of uncertainty, chaos, lack of a sense of stability, and fear of the outbreak of war. As this article is being written, there is a very tense political and military situation related to President Putin's aggressive policy towards Ukraine. This gives rise to a very strong subjective feeling of insecurity about the continuation of peace, as well as a reinforcing state of permanent insecurity. However, it is worth quoting at this point the words of Bogusław Chrabota, who is an insightful journalist following security issues, who, writing on the background of the current unrest on our eastern border, states:

"...After all, we have a war! Only we don't. And probably we

won't have one, because none of those who really know geopolitics forecast war. Of course, its probability cannot be ruled out, but saying that it is around the corner is scaremongering, hysteria or paranoia (2021, p. 2).

However, despite these rational, reassuring voices appearing on the media plane, the interest in the sphere of security and the interest of individual, collective actors is by no means waning. From the above presented state of affairs in this area (security), there is a need to ensure the effectiveness of the sense of security, as well as to develop an effective education strategy in this area. Can the actions taken in terms of safety be considered sufficient? Well, I agree with the voice of Barbara Wiśniewska-Paź, who notes:

"Some actions are taken in this aspect, but still, as it seems, to an insufficient extent. The issue of the systemic approach, the degree of professionalisation and the pace of adequate development and multiplication of threats is still in statu nascendi". (2020, s. 138).

The feeling of subjectivity of security threats, both in individual and collective subjects, is also due to the fact that there is a huge flood of information about threats in this area, which is in no way balanced by the amount of positive information about the desired activity, if only by the institutions responsible for security issues (Galar, 1997, p. 123). Life uncertainty has become a distinguishing feature of modern life. The factors that cause this state of uncertainty are the loosening of social ties, the instability of social structures, also the replacement of the idea of the modern state by the domination of global space, which due to its indeterminacy is very difficult to predict its development. It manifests itself within modern life in the disappearance of its communal and solidarity features as desirable values. Additionally, the above-mentioned process is accompanied by the phenomenon of weakening of social structures, progressive collapse of thinking, planning, as well as perspective activity (Bauman, 2007, p. 7-9). The contemporary face of society results in strengthening and maintenance of the state of anxiety and uncertainty. Let us once again recall the already mentioned Z. Bauman, who noted:

"The interpersonal ties that were once woven into a safety net worth the sustained investment of time and effort and worth



the sacrifice of one's own immediate interests [...] are gradually weakening and are treated as increasingly temporary". (2007, s. 9).

The cited social phenomenon is accompanied by moral indeterminacy, lack of universally accepted ethical norms, as well as reluctance towards the need to understand phenomena, people, the need to form competences in terms of joint action to positively solve difficult situations (Drabik, 2013, p. 10). Thus, the outlined indeterminacy and uncertainty creeping into social life translates, on the other hand, into increased interest and development of research in security studies (Zalewski, 2012). There is an important change taking place nowadays in that the focus is shifting from threats of a military nature to the analysis of threats of a personal and structural nature (Drabik, 2013, p. 10). Security is emerging as a currently important category and concept in the life of modern man, societies, the state, or more broadly the whole of human civilisation. It seems, however, that while much emphasis is placed on the concept of security itself and its analysis from various angles, aspects concerning the reflection on the culture of security and the interrelationship with education are underestimated.

II. EXTENT OF THE TERM *SECURITY*

It is not very revealing to note that the term security is used today in many situations, circumstances and therefore it is not easy to categorise it unequivocally. Some researchers of this problem theorise that security has become a substitute for human happiness (Drabik, 2020, pp. 55-56). The categories of uncertainty and risk have become so widespread that they have moved from the general social space into the area of individual life. The thesis that shaping security today has become a routine form of human activity based on preventive measures seems to be important. We allow ourselves to quote a longer statement by K. Drabik, who notes that:

"Nowadays, as it were, man is struggling with the effects of his own extremely complex and extensive production of material and immaterial culture, which has led to profound changes in the environment and in himself [...] Man is not only the creator of biotechnological changes, but he himself is becoming a beneficiary, not only at the abstract level, but also at the biological level. The danger of displacing the axiology of humanism by the ideology of transhumanism is becoming more and more pronounced." (Drabik, 2020, p. 57, also see Grabińska, 2018, p. 17).

Therefore, a few clarifications if we wish to use the above concept. In the conceptual aspect, we perceive security as an abstract category that we need for theoretical analyses. If we examine the term in terms of studies and research of its dimensions and perspectives, the concept needs to specify the subject and object area it concerns. Nor can we fail to take into account the contexts of the concept, as their temporal and spatial variability means that security must be considered both as a state and as a process. Starting from the definition of security, it initially functioned as a state without care, without anxiety, without threats. With the passing of time, it was noticed that security, apart from being considered as a state, is also a

process that is subject to change, so security cannot be considered only as a fixed state. We realise that it is not possible to ensure complete security for all people, states and societies, because there will always be various threats, crisis situations and conflicts. In order to prevent the aforementioned threats, and to consolidate the desirable actions in the field of security, properly conducted education and, on its basis, built culture of security play a significant role in this situation (Wiśniewska-Paź, 2020, pp. 140-141, Pawłowski, Ciupiński, 2002, pp. 14-22). When considering today's dimensions and concepts of specifying the term security, we see that they are essentially systemic and multidimensional. In addition to the dimension related to the reference to the state, the army, the term refers to the economic, demographic, cultural, humanistic, technological dimension. In modern security concepts the state is no longer the only subject and object of security. Such additional entities include non-state actors, as well as the widely understood system of international security (Ciekanowski 2009).

III. THE IMPORTANCE OF A SECURITY CULTURE

In today's analyses relating to the concept of security, the term security culture appears and is making a big career. Although we should be aware, as A. Filipek, B. Gałek, that:

"[...] there is <something> that allows some people and social groups to live more safely than others, who constantly have trouble satisfying this basic need, which is safety" (2014, p.17). The already referred to B. Wiśniewska-Paź states that the contemporary term safety culture came into existence in a document made after the Chernobyl tragedy (second half of the 1980s). In this document it was signaled that there are common regularities occurring in the sphere of safety, which can be described by the term safety culture, and what was a signal, a permission for frequent use and introduction of this term into scientific circulation. In the scientific literature in Poland, the term entered into wide circulation at the turn of the twentieth and twenty-first century, at the time when the discipline of security sciences was distinguished, and within it a sub-discipline called culture of security (Cieślarczyk, 2000). It should be emphasised, however, that the term safety culture is variously defined in the literature, which entails the fact that the definitions of this concept are neither scope-consistent nor unambiguous. This issue is widely discussed by B. Wiśniewska-Paź discusses this issue extensively in her article quoted above and we would like to refer to her arguments there, as they do not constitute the main stream of considerations within this article (2020, pp. 143-145). Summing up this thread, we state that an important reference in the analysis of security culture is, as Cieślarczyk to take into account the most frequently occurring spheres of reality (2020, pp. 85-90). The literature on the subject mentions three spheres: mental, material and organisational. Trying to summarize, of course briefly, the considerations on the culture of safety, it should be stated that it is treated as a kind of internal operational program that directs the behavior, action and cooperation of individuals and social groups to ensure their safety (Filipek&Gałek, 2014, p.22).

IV. SECURITY CULTURE AND EDUCATION CONCLUSION

The issues of safety and the related culture of safety are significantly connected with the issues of safety education. The multidimensional context of these links allows us to analyse threats, create concepts of counteracting them, building educational programmes aimed at developing a coherent approach to current challenges and dangers that we either currently face or will have to face in the near future (Wiśniewska-Paź, 2019).

In exploring this issue, we keep in mind the statement hinted at above that no state, and the services within it, can provide complete security. At this point of consideration, it can be emphasised in all conscience that we must take care of security ourselves. If this is the case, then, bearing in mind the aforementioned post-modernity or liquid modernity of which sociologists, and not only sociologists, speak so often today, we need to consider several important measures. First and foremost, in order to be able to ensure the best possible standard of security, in the broad sense of the word, we must not forget about the constant updating of knowledge in this area, the need to learn and further educate ourselves in order to deepen the problems of security and the culture of security. Thus, we become involved in the process of keeping up with changes, and there is a need to develop our own competences. An important help in such an approach to security is for individuals and whole societies to grasp the meaning of activities in this field. This outlined approach to safety makes it clear how great a role is played, in this activity, by education, which, through its institutions, educational processes, can take on the role of an important creator in this area. Those who work in the field of education for safety require support from the state, local authorities, educational institutions, e.g. schools, universities. This support must not only be limited to the theoretical framework of the security education strategy, but this theoretical process will have to be accompanied by well-developed systems for training people in, for example, hazard recognition and so-called safe behaviour. The problems facing contemporary safety education have been widely discussed for years by B. Wiśniewska-Paź, who postulates an effort to build a new strategy of action and change the way of thinking about threats (Wiśniewska-Paź, 2014, 2015, 2016, 2018a, 2018b, 2019). In order to introduce her postulates in the field of security education, we quote her words:

"The suggested change requires the development of a new paradigm of security education (a new pattern of thinking on the subject, a new perspective adequate to contemporary threats and contexts), as well as the incorporation of the said permanent and multidimensional education into action, i.e. not ad hoc or periodic, but continuous, not only theoretical, but above all practical, encouraging and creating conditions for the continuous replenishment and development of one's knowledge and experience on the issue of threats and security throughout life. [...] The issue of broadly understood education for safety and the development of safety culture are nowadays increasingly popular aspects of considerations absorbing to a similar extent both researchers and the so-called ordinary people, regardless of age, gender, income or education. [...] I

believe that this is a positive symptom, which can and should contribute to the aforementioned change". (Wiśniewska-Paź, 2020, p. 148).

However, the literature on the subject indicates that with regard to safety and safety culture, we have an extensive educational offer in the field of safety in general, there are numerous offers from non-public higher education institutions, but there is a lack of a well thought-out, comprehensive national offer on safety. The ideal, which in this aspect is proposed by researchers, is education in this field already in kindergarten, in primary school classes (and not in the oldest classes), implemented in a continuous process at least until the end of higher education. It is worth to make such a connection between safety and education, because nowadays man attaches great importance to his values, such as: the question of survival, identity, development, a sense of stability, peace, security, lack of danger (Rutkowski, 1995). The need for a sense of security is therefore subjective in nature, combined with the structural dimension (governmental and self-governmental institutions), as well as uniformed groups, whether military or paramilitary, to varying degrees. The two mentioned dimensions interpenetrate and influence each other, which results in the need to develop a coherent strategy in relation to threats and building structural security (Chojnacki, 2014, p. 69, Pieczywok, 2012, p. 9). Security education faces a very important task, which is the need to build a clear vision, about which, A. Pieczywok says that:

"[...] towards what man is to aim, on what values he is to base his existence, how he is to live as a free, rational and responsible being" (2014, p.27, quoted in Wiśniewska-Paź, 2020, p.150).

The security education paradigm is defined in the literature as:

"[...] growing out of the continuation and finding of a compromise, moderation and golden mean between the systems of education for freedom, struggle, love and defensive (pro-state) education. This compromise is expressed by the directive of activity described by the methods of war and peace, which are situated in philosophy as the basic means of realization of life - security" (Pieczywok, 2014, p. 27, quoted in Wiśniewska-Paź, 2020, p.150).

When creating security education, the role of the human subject, who on the one hand plays the role of a creator and on the other hand a participant in this education, appears important here. It is from the creator that it will depend whether the concept of this education will be adopted, how the mutual relations between practice and theory will be shaped, what the possibilities of transferring knowledge will be, what the updating of education for safety will look like. Closing the reflections presented in the above narrative, it should be noted that the implementation of the above tasks, the postulates to the broadly understood safety, requires the development and continuous verification of the strategy in this matter.

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