

MILITARY CLASS IN POLAND – EXPERIENCES AND PERSPECTIVES

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Abstract

Military classes in Poland can be defined as classes of lower secondary and upper secondary schools, which carry out broadly defined education for safety and participate with the Ministry referred to by their name. Also, the programmes of these classes are enriched with issues related to the defence of the country, the history of the Polish army and the evolution of patriotic attitudes among children and young people. Military classes in Poland are very popular among both teachers and students.

The purpose of this article is to examine military classes in Poland, with particular focus on experience in this field, as well as an indication of capabilities, and, thus, the developmental prospects of these classes. The analysis was carried out starting with a presentation of the origins of functioning military classes, after which the current possibilities of building programmes of these classes were presented. In the next part of the work the author has carried out a preliminary diagnosis of the functioning of military classes. Subsequently, the proposal of a programme of military classes, which was developed at the National Defence Academy in Warsaw in 2014, is revealed. The whole article ends with a summary and conclusions.

Key words: military classes, education, education for safety, Academy of National Defense in Warsaw, security, defence

Introduction

We can define classes of lower secondary and upper secondary schools as military classes, which carry out broadly defined education for safety, enriched with issues related to the defence of the country, the history of the Polish army and the evolution of patriotic attitudes among children and young people. In addition, these classes participate with the Ministry referred to by their name. It should be noted that the repertoire of their objectives, programmes and content is huge – from the superficial façade boasting linkage to the uniform which, during the implementation of an educational programme, is proposed to the students following the fascination of teachers, the support of education authorities and the local community, thanks to whom the programmes are essentially and pragmatically attractive. That is why there are functioning military schools and classes that unite enthusiasts, theoreticians and practitioners, teachers, pupils and their students, who, thanks to their activities, integrate with the local environment by shaping patriotic, civil and prosocial attitudes.

The purpose of this article is to examine military classes in Poland, with particular focus on experience in this field, as well as indicate capabilities, and, thus, the developmental prospects of these classes. The analysis was carried out starting with a presentation of the origins of functioning military classes, after which current possibilities for building programmes of these classes were presented. Later, in the next part of the work, - based on empirical research regarding functioning of military classes conducted by the Department of Education for the Security Department of the National Security National Defence Academy - a preliminary diagnosis of the functioning of military classes is presented. Subsequently, the programme for proposing military classes, which was developed at the National Defence Academy in Warsaw in 2014 is revealed. The whole article ends with a summary and conclusions.

Genesis of the functioning of military classes

The foundation of the functioning of uniformed classes after the 1989 reforms have been carried out since that time in Poland in terms of armed forces, defence policy and education. Firstly, the departure of Poland from the Warsaw Pact and its accession to NATO and related with the way of threats were perceived, , among other things, with the withdrawal of a conscript army in favour of a professional army. Secondly, in the school year 1990/1991, the subject of defence was withdrawn from primary schools, and a new subject, safety education, was introduced instead. Therefore, preparing children and young people for action against possible military threats resulting from the doctrine of the Cold War was over. Thirdly, there have been changes in the education system - lower secondary schools were introduced. These transformations were taking place at the same time, usually independently of each other, and at the same time, they influenced the shaping of modern uniformed classes¹.

Then, on 26 May 1994, the *Memorandum of Cooperation between the Minister of National Defence and Minister of Education in the field of teaching and educational activities, and organisational and logistical research* was signed. Complementing agreement, and the official beginning of establishing the military class as the first uniformed class, was the decision No. 126/MON of 30 June 1999 concerning the experiment in the area of defence education of young people. This decision determines the rules for carrying out the experiment and its goal was to develop a new and reasonable training system for military young people in secondary schools, which would allow non-commissioned officers to be prepared for the ranks of the Polish Armed Forces, following the example of Poland's first military class created in the school year 1998/1999 in the High School in Tuchola².

¹ Z. Falkowski, *Wojskowa zielona szkoła jako forma edukacji wojskowo-obronnej młodzieży z klas o profilu wojskowym*, w: *Podstawowe problemy bezpieczeństwa i edukacji dla bezpieczeństwa. Wyzwania i potrzeby edukacji dla bezpieczeństwa*, W. Kaczmarek, A. Wawrzusiszyn (red.), t. II, Elk 2013, s. 100.

² L. Kanarski, M. Koter, I. Urych, *Wstęp do analizy funkcjonowania klas wojskowych po 1989 roku*, w: *Społeczny wymiar obronności*, J. Walczak (red.), Warszawa 2014, s. 138.

Annex No 2 of the earlier mentioned ³ agreements regulated the issues that concern conducting experimental classes not only on the military profile, but also on the military training profile by creating required organisational solutions. On their basis, it was allowed to create cooperation between educational institutions, the military and local government. One of the primary objectives was to improve the education system of personal reserves and reduce its costs, while maintaining a minimum equivalent training standard.

Besides the basic objectives, the creators of the experiment also assumed to achieve additional effects, such as:

- improving activities of the country concerning military training of young people and distinguishing among them the most important attitudes towards the issues of defensive matters,
- improving the state of preparation of young people for military service by training them in habits and behaviour appropriate for the military community,
- minimising the costs of training for soldiers, reserve commanding personnel, specialists for the armed forces, etc.,
- selection of young people expressing a desire to build their professional career with the army,
- the impact on public opinion and attitudes and behaviour towards the issues concerning defence⁴.

The next phase of the experiment with military classes had to rely on expanding them in other schools. The ministries of education and national defence planned to create one profiled class in each province in the field of defence training, later as models to continue expanding the programme in the province. The decision was made with an abundance of the experiment in other secondary schools and, thus, there were about 100 military classes throughout Poland in the peak period of the activity, which at the same time provided education for more than 2500 students. The primary objective of this experiment was to verify the effectiveness of cooperation between the provincial education authorities and military authorities of the local government and local communities in implementation of

³ Aneks nr 2 do Porozumienia o współpracy między Ministrem Obrony Narodowej i Ministrem Edukacji Narodowej w zakresie działalności dydaktyczno-wychowawczej, naukowo-badawczej i organizacyjno-logistycznej.

⁴ M. Kaliński, *Przysposobienie wojskowe młodzieży szkolnej*, Warszawa 2000, s. 22.

the preparation of territorial personnel reserves. It was also suggested to run three classes in secondary schools profiled in the professional military, which carried out a programme of military-useful vocational training for the needs of the armed forces, one class would be assigned for any kind of armed forces. The purpose of this was to verify the possibilities of acquiring younger professionals for all types of armed forces on the basis of civil secondary technical schools.

The Ministry of Education and the Ministry of Defence developed the programme objectives, the scope of activities of military training in secondary schools, a programme of educational work in secondary schools with a military profile and determined assumptions about the health and fitness requirements and for candidates applying for admission to these classes. All of these actions were aimed at smooth implementation of the basics of the experiment in a wider circle.

The experiment, although it was defined as a success, was not reflected in system solutions. In practice, this did not mean, however, non-functioning of the uniformed classes, only a lack of funding of their activities from the funds of the armed forces. The end of experiments with defence profiled classes, without any indication of further system solutions, and with the growing interest of young people in education in such classes, became an impulse to develop a new formula for the functioning of the uniformed classes. Finding such a possibility was determined in the Regulation of the Minister of National Education and Sport of 9 April 2002 on the conditions for carrying out innovative and experimental activities in public schools and institutions⁵.

Then, under the Agreement signed on 21 October 2008 on cooperation between the Ministry of National Education and the Minister of National Defence in the field of civic education, patriotic and defence classes, schoolchildren in secondary schools were added to the framework of the curriculum plan for one hour of weekly education classes on safety. This change was made to improve the preparation of young people in the field of education for defence in the perspective of professionalisation of the Polish army. Two mutually conditioning trends were noticed, namely: increased interest in the possibility of training young people in

⁵ Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 9 kwietnia 2002 roku w sprawie warunków prowadzenia działalności innowacyjnej i eksperymentalnej przez publiczne szkoły i placówki (Dz. U 2002, nr 56, poz.506).

classes on the uniformed profiles and growing demographic decline, with which the problem of maintaining schools appeared. As a result, the uniform class, functioning as an Innovative and experimental class, has been recognised as a way of attracting young people to educational institutions.

Further functioning of the uniformed classes was specified by the decision of the Minister of National Defence of 9 June 2009 concerning the introduction of the principles of cooperation of the Ministry of Defense with NGOs and other social partners. The decision of 11 April 2011 changed the previously mentioned decision. Amendments to these documents indicate the interest of both government departments in the functioning of not only the military, but also all uniformed classes. These documents still do not systematise teaching programmes of described classes and have not created for their graduates the possibility of recognising knowledge acquired in the educational process concerning defence as a priority in recruitment to the Armed Forces or the National Reserve Forces, which educators and pupils of uniformed profiles particularly care about

The Act adopted on 14 March 2014 on the universal obligation to defend Poland ⁶ has given new meaning to the functioning of the uniformed classes. The legislator created a legal mechanism that allows for the introduction of a training system for the needs of state security in military profiled classes. Changes made to Article 98d of the Law on universal obligation to defend the Republic of Poland offer the possibility of recognising this path as part of the training needs of the National Reserve Forces. Despite the fact that the changes were considered to be preferred, after the point regarding educational practice is analysed, it reveals the following reflections:

- the applied term “graduates” hinders the planning of the subject as a whole in the context of school, regardless of its graduation, which is of particular importance in relation to students from technical schools, and therefore it would be far better to use an alternative formulation of “students”;
- the proposed point “innovative programmes or experimental” is not clear, it would be preferable to introduce a specific subject namely, e.g. "Military education", within which there would be a realized programme settled as a result

⁶ Ustawa z dnia 14 marca 2014 roku o zmianie ustawy o powszechnym obowiązku obrony Rzeczypospolitej Polskiej oraz niektórych innych ustaw.

of the agreement of the Ministry of National Education and the Ministry of Defence,

- it is necessary to precisely determine to what extent and how the “rules of the education service” may specify the time limit of preparatory service,
- the proposed agreement between the Ministry of National Defence and the Ministry of Education in relation to the teaching programme deprives it of the meaningfulness of concluding agreements concerning each of these issues between school and commander of the training centre or military school⁷.

“In the context of the effective use of interest in pro defence youth issues launched in the Act of 14 March 2014 amending the Act on universal obligation to defend the Republic of Poland and other certain acts, the way of thinking regarding the possibility of including uniformed classes in the training system of reserve personnel appears to be reasonable and justified. It also corresponds with the change of approach to the idea of territorial defence. (...) It also appears to show high hopes for a new perception of the problems of uniformed classes on the military profile and represents changes in the approach of the Ministry of National Defence to a broader conception of territorial defence. Current media reports suggest development of this component of the Armed Forces, which thereby creates the opportunity to incorporate young people who continue education that takes place in military classes for the personnel reserves training system of the Armed Forces.”⁸

7 L. Kanarski, M. Koter, I. Urych, *Wstęp do analizy...*, op. cit, s. 137.

8 M. Koter, *Klasy mundurowe o profilu wojskowym a system szkolenia rezerw osobowych Sił Zbrojnych RP. Regulacja ustawowa – stan aktualny i propozycje zmian*, w: *Klasy mundurowe. Od teorii do dobrych praktyk*, A. Skrabacz, I. Urych, L. Kanarski (red.), Warszawa 2016, s. 148.

Modern possibilities of creating programmes of military classes

Under the conditions of new provisions of the law on the universal obligation to defend the Republic of Poland⁹, contemporary analysis of documents regulating the possibility of building programmes of military classes enables two ways of implementing the programme dedicated to the above mentioned classes to be specified: based on innovation in teaching and in the area of copyright¹⁰.

The first way to create programmes of military classes comprises a base in the current practice of placing uniformed classes mainly in the area of pedagogical innovation. According to the Regulation of the Minister of National Education and Sport of 9 April 2002 on the conditions for implementing innovative and experimental activities as innovations, there are *defined innovative software solutions, organisational or methodical ways, aimed at improving quality of school work*¹¹. In order for this innovation program to be implemented, the teacher should develop innovation in teaching and dedicated to its teaching programme, which is based on the basic programme for schools, which was introduced by the Ministry of Defence entitled "Minimum Programme implemented under the innovative defence training programmes and education for safety and training programmes for NGO members required to sign agreements with the commander of the military school or training centre".

The next step is the procedure for implementation of innovation, in which the pedagogical council adopts a resolution concerning introduction of the presented innovation by the school teacher. The adopted resolution of the pedagogical council with the description of innovation principles and the opinion of the

⁹ Ustawa z dnia 21 listopada 1967 o powszechnym obowiązku obrony Rzeczypospolitej Polskiej.

¹⁰ Presented in this paper reflections on the possibility of building programs, of uniformed classes refer to the article: I. Urych, L. Kanarski, *Możliwości budowania podstaw programowych dla klas mundurowych*, w: *Edukacja dla bezpieczeństwa. Współpraca wojska i policji w budowie podstawy programowej*, R. Bartkowski, W. Moczulski (red.), Gniezno 2015, s. 62-75.

¹¹ Rozporządzeniem Ministra Edukacji Narodowej i Sportu z dnia 9 kwietnia 2002 r. w sprawie warunków prowadzenia działalności innowacyjnej i eksperymentalnej przez publiczne szkoły i placówki (Dz. U. z 2002 r. nr 56 poz. 506).

school board (if this has not been established, it shall be annexed to the opinion of the school board) and the consent of the author (s), the headmaster sets the curator of education and the school managing body a deadline of 31 March of the year preceding the school year, which is scheduled to start the innovation. If the innovation requires granting additional funds, it is crucial to obtain the written consent of the school managing body for financing planned activities.

Pedagogical innovation allows the item or items of military contents to be started, but consistent with the specific teaching programme of a school, which means that programmes are created for different purposes, different quality and quantity of allocated hours (up to 3 hours per week). This implies that in the framework of pedagogical military profile innovation, some classes function with the involvement of teachers, pupils and their parents, the local environment and the intensive cooperation of the military unit. While others are much less active.

The formula of innovation does not indicate the possibility of introducing a single, national core curriculum, which would be completely covered by all innovation classes. In contrast, activity or activities that are carried out during the pedagogical innovation can be attached to the school certificate as an optional subject, which in turn leads to a situation where any unsatisfactory grade of the subject (s) does not affect the student's promotion to the next grade.

As previously mentioned, pedagogical innovation allows for up to 3 hours per week for attaining its contents; however, the annual consent of the school managing body is necessary. In the case of innovation, which includes military content, it also requires consultations and the approval of the curriculum of each class of this type by the Heads of Training Centres and the Chief of General Staff. Whereas innovation, which includes police content, requires the signature of an agreement with the Commander of Provincial Police. Such activities present a significant impediment, but essential advantage, to achieve the uniformed contents within the framework of innovation, which is its universality and the experience of the teaching staff in the implementation of this form of education.

The second way to create military classes is to locate the solution of the so-called copyright classes, which are a special kind of pedagogical innovation. This solution does not require acceptance of the pedagogical council or school managing body but only the head teachers' agreement is necessary. It also allows the introduction

of article (s) of military contents. However, the subject that implements the author contents-class may be based on a uniform programme basis for all uniformed profiled classes to ensure its qualitative and quantitative reliability.

Certainty of this matter does not create pedagogical innovation as it can be pursued, e.g. classes that have only one hour of optional classes implemented within the teaching programme of innovation, but also those where the quantity and quality of the implementation of these hours inspires admiration. Hence, the process of formulating the teaching programme for the discussed subject in the framework of the author's class – that is, once introduced, uniformly for all classes of this type – it seems to be much more beneficial.

The author's class thus creates the possibility of construction of the military subject, which would contain standardised, specialised contents with basic training for soldiers as a separate subject, carried out as part of compulsory education. Realisation by students of an additional supplementary subject within the author's class establishes the headmaster of the secondary school or technical school, therefore, the advantage of this solution is the ability to mobilise the sufficient number of hours to this programme¹². In addition, the contents of the author's programme can be performed on the subjects with the possibility of extension. It is worth remembering that it cannot be *education for safety*, because this subject in secondary school is carried out only at the basic level – 30 hours and there is no possibility of its extension or supplementation.

The unquestionable attribute of the author's military profiled classes is the fact that the assessment of the subject, which is formed within the author's programme, is on the certificate of graduation, affects the average grade and on an equal footing

12 The headmaster of a secondary school sets subjects in advance, from which the student selects from 2 to 4 subjects, with the proviso that at least one of these items should be: history, geography, biology, chemistry or physics. Two of the extended subjects can be taken in the dimension of 8 hours per week, and two in the dimension of 6 hours. The headmaster of secondary school has at his disposal 29 hours a week for two years on the extended subjects. If we assume that the extended student uniformed subjects class will pursue: geography (8 h/week. 2 years), computer science (6 h/week. 2 years), history and society (4 h/week. 2 years), the headmaster has at his disposal 11 hours per week for two years on the military subject. In the case of a technical school, a student chooses 2 extended subjects out of 5. Due to the considerable hours for other subjects, the headmaster does not have hours at his disposal. The headmaster may ask the teacher to grant him a maximum of 3 hours per week on the implementation of e.g. the uniform subject.

with other subjects, and is the basis for promotion to the next grade, which increases its importance. Thus, an unsatisfactory grade in this subject does not promote a student to the next grade.

The differences resulting from the way the military subject is introduced in terms of pedagogical innovation and the author's class is shown in Table 1.

	PEDAGOGICAL INNOVATION	INDIVIDUAL TEACHER PROGRAMME
The implementation of "military" content	The pedagogical council adopts a resolution concerning introduction of programme presented by the teacher from the school innovation. Adopted resolution of pedagogical council with the description of innovation principles and the opinion of the school board and the permission of the author, the headmaster informs the curator of education and the school managing body by the deadline of 31 March of the year preceding the school year in which it is planned to launch innovation.	The programme proposed by the teacher does not require the acceptance of the pedagogical council or school managing body and only headteachers.
The possibility of introducing „military subjects“	It is possible to introduce the "uniformed" subject, but without a unitary programme basis.	It is possible to introduce the "military" subject, based on a unitary programme basis for all classes of this type.
The consequences resulting from the introduction of the "military" subject	The subject can be signed on the school certificate as an optional subject. An unsatisfactory grade from this course does not affect student's promotion to the next grade.	Subject is recognised on the school certificate as a compulsory subject. An unsatisfactory grade from this course will prevent the student's promotion to the next grade.
Number of hours that can be devoted to „military“ contents	It is possible to obtain up to 3 hours a week, but after the annual consent of the authority managing school.	If it is the subject with a possibility of extension, the number of hours allocated to this item depends on the headmaster, which allows a sufficient number of hours to be earned from the programme.

Source: ownwork.

Table 1. Discussed differences resulting from the way the "military subject" is introduced in terms of pedagogical innovation and the author's class

The preliminary diagnosis of the functioning of the military classes

Recognising the need for systematic empirical research on the functioning of military classes, the Department of Education for the Security Department of the National Security Academy of National Defence¹³ conducted a pilot study on the issue of military classes in secondary schools.

The admission of students to military-grade are determined by different criteria, but the basis for selection of students for the uniform class in almost every school is the average of selected subjects on the lower secondary school leaving certificate. Important criteria also include the results - externally evaluated by the Regional Examination Commission – a competence test of the sixth form students or lower secondary school exam, the track record of successes in research activities, sport, social, charity or cultural. The acceptance of students to uniform class is subsequently determined by medical examination and evaluation of behaviour on the lower secondary school leaving certificate. Far less important factors that determine admission to uniform classes can be considered: the result of an interview with a psychologist, school counsellor, or another person appointed by the headmaster and the order of applications.

In more than half of surveyed schools the interest in military science classes is large and steadily growing, and in every third school young people show great interest in educational uniform classes but less than a few years ago. Only in every tenth school can there be seen little interest in educational uniform classes.

It should also be pointed out that pupils of uniformed classes enjoy good reputations among both teachers conducting classes, as well as among people working in uniformed ministries. In their opinion, military grade students:

- become more interested in the issues of State defence,
- are more involved in social activities,
- are better able to work in a team in a variety of social roles,

¹³ Badania przeprowadzono w lutym i marcu 2014 r. The first research report shows in: L. Kanarski, M. Koter K. Loranty, I. Urych, *Klasy mundurowe. Wstępna diagnoza innowacji pedagogicznej*, w: *Obronność w edukacji dla bezpieczeństwa*, S. Olearczyk, Z. Piątek (red.), Warszawa 2014, s. 76-90.

- are more involved in school life,
- are more physically fit.

The analysis of the test results does not indicate clearly the fact that pupils of uniformed classes achieve better academic results and have higher evaluation of behaviour than other students of the school.

The pilot study identified the level of interest of students in the uniformed classes with pro defence subjects and specialist classes. In the opinion of surveyed teachers, pupils of the military classes are particularly interested in the subject of widely understood uniformed services, with particular emphasis on military action, including border police, special forces, and also, to a lesser extent, the police and the fire brigade. Students are interested in modern military equipment, ways of organising and carrying out combat operations, establishing and conducting communication. Students willing to participate in classes in the field of: tactics, drill, training, shooting, topography, self-defence or in marches of orientation.

However, the greatest interest is in practical work in the field – topography, organisation of communication – working on the equipment, and rules of camping. Especially those activities that are implemented in military units, polygon areas, shooting ranges, military training facilities. In the opinion of teachers, activities organised in military units are a great experience for students to motivate good theoretical preparation and active participation in the course of practical classes. It is noteworthy that there are schools where classes in units are held regularly, once a month in the dimension of six hours of classes. At the same time, it should be noted that students reveal less interest in the subjects of civil education, issues of national and international laws, rules and regulations of military theory in the field of defence and the functioning of forces and uniformed services, health and safety regulations. Many contents of this area contained in the materials and textbooks are difficult to assimilate and understand for students, and only to a small extent is there knowledge that students consider to be useful.

On the other hand, for teachers, the greatest difficulty is the realisation of the subject, which does not have enough enclosures for education teaching for secondary school students. This applies to general topics, which are the introduction to the issue of military action and other uniformed services, as well as implementation of specialized subjects. Difficulty causes realization of

some of the content of education, e.g.: themes of discipline and rules of soldier's behaviour, existing legal issues governing the functioning of various departments and formations, as well as that carried out in the framework of OPBMR, tactical training, and sapper engineering- or communication.

The most often evoked form of assistance in implementation of the programme of specialised classes of military cooperation was the military unit, consisting mainly in organisation of free practical classes using training base, equipment or armaments, which are supplied with the unit and specialised presentations of soldiers instructors. Cooperation with other uniformed services like Police, Fire Service, Border Guard and others, has also been frequently mentioned as an important support in the implementation of the uniformed classes programme.

Since 2011, the Academy of National Defence has cooperated with schools carrying out innovative programmes in uniformed classrooms. Agreement between schools and AON aims to deepen students' knowledge in the field of history and social studies, education for security and modern knowledge carrying together the ability of effective functioning in society, achieving intended objectives and effective communication and cooperation with others, both in regional areas and internationally. Patronage assumes very specific forms of cooperation, that is:

- The usage by the students of educational institutions - both partners - the intellectual resources of the National Defence Academy.
- Participation of employees of the Academy in developing a curriculum for uniformed classes.
- Participation of students in lectures, workshops, seminars and forums organised by the academy, faculties, institutes and cathedrals.
- Participation of students in projects, conferences and meetings organised by the Academy of National Defence.
- The use of students of material resources, i.e. University library collections available in the reading room.

Schools as partners of the agreement undertake to:

- Publish information of patronage obtained in front of the main entrance to the school, on the school website with the gradually emerging information about the activities jointly undertaken.

- Promoting the National Defence Academy by the school during Open Days (information posters, AON offer), and in other promotional events, and occasionally directed to the external environment.

Since 2012, military grade students have participated in seminars and conferences organised by AON and cyclical projects, such as Wszechnica for Safety, Military Camping – camping for uniformed classes, Military Picnics, and Rembertowski Historical Park. And teaching staff of military classes expect AON to be the coordinator of education for safety implemented in secondary schools, especially education, of defence, inspiring the development of modern forms and methods of education, organising regular conferences for teachers of the uniformed centre, disseminating textbooks and teaching materials constituting the housing curricula for uniformed classes.

The proposal of the Academy of National Defence in building the programme of military classes

As evidenced by the results of pilot studies, the classes of military profile today are characterised by pluralism. Such significant differences include the goals, contents, forms, number of hours allocated to the programme, and the qualifications of the people carrying out the result of the introduction of any pedagogical innovation. There are no legal documents or other regulations that specify the contents of pedagogical innovation implemented in the framework of the “military”.

An attempt to structure and programme enabling the use of the social and educational potential of the military classes, and thus attempt to institutionalise them, is developed in the National Defence Academy in Warsaw by the *Concept and organisational inclusion of military classes of secondary schools in the training process of the reserves of the Armed Forces of the Republic of Poland*.¹⁴ This project

¹⁴ *Concept and organizational inclusion of military classes of secondary schools in the training process of the reserves of the Armed Forces of the Republic of Poland* it was developed in March 2014 by a team appointed by rector-Commandant the National Defence Academy, the authors of the concept: dr Leszek Kanarski, dr Marek Koter, dr Krzysztof Loranty, dr Marcin Mazurek, dr hab. Aleksandra Skrabacz, dr Ilona Urych. The concept proved to be

also defines the possible inclusion of uniformed classes to build an integrated system of national security. It also indicates the possibility of expanding the social defence potential of the military class.

The concept consists of three main parts. In the first, general conditions of functioning of uniformed classes in the system of upper secondary education are outlined. The lack of system solutions and taking full advantage of educational opportunities for schools in shaping the attitudes of young people towards defence strategies and integrating them into creation of the defence potential of the Republic of Poland was pointed out. In the second part the main principles of basic training for the Polish Armed Forces are covered. These formed the basis for the analysis of the possibilities of achieving the same goals of training in the process of education for young people in secondary schools. Then, it outlines the inclusion of contents of basic training for soldiers into a training programme in military classes. In the fourth part of the proposed regulation, it changes the implementation of the approach and the schedule for possible implementation activities.

The analysis of the Programme of basic training of the Polish Armed Forces, which was introduced by order No. 602/school./P7 Chief of General Staff of 10 June 2013, indicates that the main objectives of the training are: Introduction to basic determinants of the service of a soldier in the Polish Armed Forces, implementation for service in the Armed Forces, taking into account the conditions in the military unit, mastery of theory and the practical skills needed to work in all periods of functioning of the Polish Armed Forces (peace, crisis, war), development of physical fitness sufficient to allow proper performance of tasks related to the specificity of military service, to verify the ability to determine the psychophysical predisposition trained for further service, including predispositions to further training within specific military specialisations.

In addition, the authors analysed the contents of the basic training and it proves that basic training is carried out in two stages. The first stage allocated 28 hours of

helpful in the preparation of the General Staff *Program of basic training the Polish Armed Forces*, Warszawa 2015. The concept was published in the monograph *Klasy mundurowe. Od teorii do dobrych praktyk*, A. Skrabacz, I. Urych, L. Kanarski (red.), Warszawa 2016, s. 127-140.

teaching, but on the other hand – 301 hours of training. The whole course of basic training is carried out in 91 calendar days. This number of days consists of a 49-day training programme with 14 hours of teaching earmarked for exams, 15 days dispositional and 27 holidays and additional free training. Therefore, soldiers, during a three-month stay at the resort courses ¹⁵ programme, perform for 49 days and do not take classes for 42 days. ¹⁶

It should also be noted that the training programme is implemented in theoretical and practical forms. Hence, a significant proportion of hours of training could be achieved beyond military objectives and also include young military classes. Such opportunities are shown in the contents of Table 2.

Subject	The number of hours in Armed Forces Training Programme			Estimated number of hours to perform outside a military training centre	Comments
	T	P	Total		
	Phase I of the training				
1. Regulations	2	3	5	5	
2. Civic education	2	0	2	2	
3. Prevention and military discipline	3	0	3	3	
4. Universal anti-aircraft defence	1	0	1	1	
5. Physical education	0	2	2	2	
6. Medical training	1	0	1	0	
7. Exploitation of weapons and military equipment	0	2	2	0	
8. Environmental Protection	2	0	2	1	
9. Fire Prevention	2	1	3	3	
10. Legal training	3	0	3	3	
11. BHP	2	1 (I)	3	2	

15 Basic training, standardised on the scale of Polish Armed Forces, conducted in centres, schools for officers and NCO training centres and selected military units. The commanders and the commander of the training institutions are responsible for achieving the objectives of the training.

16 Por. L. Kanarski, M. Koter, K. Loranty, M. Mazurek, A. Skrabacz, I. Urych, *Koncepcja programowo-organizacyjna włączenia klas wojskowych szkół ponadgimnazjalnych do procesu szkolenia rezerwy Sił Zbrojnych Rzeczypospolitej*, w: *Klasy mundurowe. Od teorii do dobrych praktyk*, A. Skrabacz, I. Urych, L. Kanarski (red.), Warszawa 2016, s. 127-140.

Subject		The number of hours in Armed Forces Training Programme			Estimated number of hours to perform outside a military training centre	Comments
		T	P	Total		
	12. Protection of classified information	1	0	1	1	
TOTAL				28	23	
Phase II of the training						
	1. Regulations	2	18	20	18	
	2. Civic education	12	0	12	10	
	3. Prevention and military discipline	9	0	9	6	
	4. Tactics	2	48	50	24	
	5. Shooting training	6	63	69	21	
	6. Diagnosis of armies of other countries	3	7	10	10	
	7. Training inż.- sap.	3	14	17	6	
	8. Defence against weapons of mass destruction	4	15	19	4	
	9. The common anti-aircraft defence	1	4	5	3	
	10. Communication	6	6	12	4	
	11. Topography	0	10	10	10	
	12. Protection and defence of objects	4		4	4	
	13. Physical education		22	22	20	
	14. Medical training	5	15	20	20	
	15. Construction and operation of military equipment		2	2	0	
	16. Logistical safety			2	0	
	16. legal training	9	0	9	9	
	17. SERE	9	0	9	9	
TOTAL				301	178	

Source: L. Kanarski, M. Koter, K. Loranty, M. Mazurek, A. Skrabacz, I. Urych I., *Koncepcja programowo-organizacyjna włączenia klas wojskowych szkół ponadgimnazjalnych do procesu szkolenia rezerw Sił Zbrojnych Rzeczypospolitej*, w: *Klasy mundurowe. Od teorii do dobrych praktyk*, A. Skrabacz, I. Urych, L. Kanarski (red.), Warszawa 2016, s. 134-135.

Table 2. The possibility of attainment training hours included in the programme of basic training for the Polish Armed Forces outside the military training centres¹⁷

¹⁷ Por. tamże, s.17-18.

The analysis of the planned training hours show that the content of the training includes 201 hours of teaching to be carried out away from the military training centres. This number is an approximate value, which largely depends on the individual circumstances of individual educational institutions. In contrast, the content of education implemented during the training includes: regulations, civic education, prevention, and military discipline, common defence, physical education, medical training, construction and operation of weapons and military equipment, environmental protection, , prevention, training, legal, health and safety, security classified information, tactics, shooting training, recognition of armies of other countries, defence against weapons of mass destruction, public defence, communications, topography, protection and defence facilities, physical education, security, and logistics.

In the concept, the formula was concluded that, in existing educational reality, the ideal solution to create this type of programme seems to be putting the military subject of the *military education* programme in the dimension of a minimum of 200 hours of teaching carried ¹⁸ out at a high school for 4 semesters, and at a technical school for 6 semesters.

Based on the analysis of basic Armed Forces training, the authors suggest the introduction of the concept in secondary schools that wish to get the name of military classes, compulsory subjects of military education, based on a unified core curriculum, which will enable standardisation of the content of education in the field of military preparation. It also shows the validity of writing the subject of military education on the school certificate, as a compulsory subject. The advantage would be the ability to mobilize the sufficient number of hours for this programme. In turn, the activities programme would be implemented in the form of: theoretical classes at school and in military training centres (military units), practical classes in school facilities and training centres (military units), camps and polygon training camps using military training facilities. However, after the completion of the subject, students would receive a certificate confirming the knowledge and skills that enable the period of basic training of soldiers to be shortened to one month.

18 The number of hours can be increased by the headmaster.

According to the authors of the concept, one could strive to ensure that secondary schools conducting the subject of *military education* implemented in accordance with the assumptions presented, may receive support from institutions and military units, securing the implementation of the training programme. This programme makes it possible to achieve the objectives of the training programme set up in the basic training of the *Armed Forces of the Republic of Poland* and serves the security of the Country.

The presented concept requires – according to the authors – many clarifications and concretisation at the Ministry of Defence and co-operation with the Ministry of National Education. However, an attempt to indicate the possibilities of organising the principles of the functioning of military classes, the use of public enthusiasm and the effort of many people involved in the process of school education. The project is also the only attempt to identify some of the efforts made by the military in order to create a sustainable system solutions to combine school education and the activity of the pro defence organisation to build a base for defence of the state. It also indicates that such a vision of defence development capabilities is the place for all uniformed classes - not only the military but also police, border guards, firefighters, and others – supported by other departments and uniform ministries¹⁹.

Summary and Conclusions

This research looks at the military classes in Poland in terms of their experiences and perspectives. The discussion started with an indication of the historical conditions of the creation of military classes. Then this extended to all military classes capabilities to create their programmes, and covered the initial diagnosis of the functioning of military classes, which was carried out in the National Defence Academy in Warsaw. In the later part of the study, the programme proposal for military classes was discussed, which was developed in AON in Warsaw in 2014. The following conclusions were made:

¹⁹ L. Kanarski, M. Koter, K. Loranty, M. Mazurek, A. Skrabacz, I. Urych, *Koncepcja programowo-organizacyjna...*, op. cit.

1. Dynamic military classes have been developing in Poland since the late 1990s, and have captured the attention and acceptance of both young people and teachers, and local communities.
2. There is a need for systematic research on the military classes, with particular emphasis on the programme of classes, motivation organizers and participants, preferences and life plans of the military grade students.
3. It seems necessary to analyse the conclusions of previously conducted studies after 1990, particularly those concerning the pedagogical experiment carried out in 1998-2003 and to enrich them with the experience of many high schools implementing reliable military classes for years.
4. Modern lack of knowledge concerning the foundations of the military classes is the ground for a number of misunderstandings regarding the functioning of these classes in the defence education system of the Republic of Poland. Hence, in common perception, positioning the education in the so-called military profile creates favourable conditions for their graduates to apply for the National Reserve Forces RP or military service, which in modern legal reality is not possible.
5. It is necessary to institutionalise the educational efforts of schools where military programmes classes are carried out. The standardisation of programmes would enable the use of students or graduates of such courses in the case of an emergency response or in the case of war, which fits perfectly into the assumptions of the *System Development Strategy of national security of the Republic of Poland in 2022*²⁰.

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²⁰ *Strategia rozwoju systemu bezpieczeństwa narodowego Rzeczypospolitej Polskiej 2022*, Warszawa 2013, s. 80.

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