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Jadwiga Korszniak*
Konstancja Konstanty**

**The Evolution of the Process of
Military Education of Youth
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by Ilona Urych and
Andrzej Mocarski**

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Abstract

The article examines the research carried out by Ilona Urych and Andrzej Mocarski documented in their book “Military Education of Youth: On the Ground of Theory and Experience.” In the present paper, the authors introduce the study, acknowledging its original findings concerning military education in Polish secondary schools, particularly those with a uniform (military) profile. By synthesizing the content of the mono-

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graph, the article contextualizes it within the realm of security science research in Poland. This analysis not only provides an evaluation of the monograph but also proposes avenues for further research into the process of military education of young people in Poland.

Keywords

military education in Poland, security education, military classes, security science

Introduction

The text reviews the research conducted by Ilona Urych and Andrzej Mocarski, as presented in their monograph “Military Education of Youth: On the Ground of Theory and Experience,”¹ while also delineating potential avenues for further research within the realm of youth military education in Poland. Drawing from the empirical findings detailed in their study, the authors pinpointed deficiencies within the secondary school military education process in Poland. These identified weaknesses served as a catalyst for recognizing the necessity of implementing changes in the studied domain. Moreover, the authors’ critical analysis enabled them to discern broader research horizons and systemic solutions aimed at fortifying Poland’s national security infrastructure.

Context

The origins of defense education in Poland can be traced back to knightly upbringing, a historical period recognized by Szymon Markowski as the foundation for contemporary models of military education.² Military education serves as a pivotal element in equipping the public for effective responses across a spectrum of threat scenarios, including those of a military nature. The ongoing war initiated by the Russian Federation against Ukraine since February 2022 has sparked heightened interest in this form of education and research in the field. Hence, the monograph “Military Education of Youth: On the Ground of Theory and Experience” aligns with current scientific demands. The authors of this monograph have prior experience in conducting similar research. Ilona Urych’s scholarly contributions include the book “Defense Potential of Military Classes: Theoretical and Empirical Aspects of Defense Education,”³ along with several articles addressing this subject.⁴ Conversely, Andrzej Mocarski is engaged in various facets of managing training and methodological activities.⁵

1. I. Urych, A. Mocarski, *Edukacja wojskowa młodzieży. Na gruncie teorii i doświadczeń*, Akademia Sztuki Wojennej 2023.

2. S. Markowski, *Edukacja Rycerska w Średniowieczu – Część I*, “Zeszyty Naukowe WSOWL”, 2012, No. 2, pp. 230–231.

3. I. Urych, *Potencjał obronny klas wojskowych. Teoretyczno-empiryczne aspekty kształcenia obronnego*, Akademia Sztuki Wojennej 2019.

4. I. Urych, *The Use of Models for the Diagnosis of Defence Potential in the Strategic Management of Activities by Civilians to Strengthen National Security*, “European Research Studies Journal”, 2021, Vol. XXIV, No. 2, pp. 830–840, DOI: [10.35808/ersj/2158](https://doi.org/10.35808/ersj/2158); I. Urych, *Military innovations in secondary schools in Poland as a manifestation of strengthen-*

The reviewers of the monograph, Tadeusz Szczurek and Cezary Smuniewski, possess expertise in research pertaining to soft security within the realm of security studies. Tadeusz Szczurek's research focuses particularly on the philosophical and social dimensions of security⁶ and the associated risks.⁷ Cezary Smuniewski, on the other hand, delves into matters concerning patriotic upbringing⁸ and the axiology of security.⁹

For a clearer understanding of the topic, the authors cite specific excerpts addressing security education. In light of the study's objectives, it is important to note that, as Andrzej Pieczywok asserts, education for security constitutes a significant component of the didactic-educational process and preventive initiatives aimed at civic education, communication, and promotion of health and environmental awareness.¹⁰ Ilona Urych, on the other hand, maintains that "education for security is a continuous process, encompassing a number of activities in the field of upbringing and education, especially for young people, including transferring knowledge, shaping attitudes and developing personality in order to function effectively in the event of various threats and to protect one's health."¹¹ As highlighted by Aleksandra Skrabacz, it is crucial to recognize that "the ultimate goal of security education is to cultivate a specific level of patriotic and defensive readiness within society, which, however, is not solely confined to military defense but encompasses the safeguarding and protection of life and health against both real and potential threats encountered by every individual on personal, local, national, and global scales."¹²

The research conducted by Ilona Urych and Andrzej Mocarski stems from their aspiration to diagnose and implement new approaches in the military education of young individuals in Poland. From a legal standpoint, the original framework for cooperation in activities pertaining to educational, pedagogical, scientific-research, and organizational-logistical domains, is rooted in the agreement signed on May 26, 1994 between the Ministry of National Defense (MON) and the Ministry of National Education. This agreement paved the way for the debut program of pilot backing by the Ministry of National Defense in 2017, also known as support for secondary schools hosting divisions of "Certified Military Uniform Classes" at that time. Formal oversight of the educational process for students enrolled in these uniformed classes was provided by an Advisory and Expert Team, comprising personnel from a civil-military institution – the War Studies University.¹³ The genesis of research on defense education can be traced back to the pedagogical experiment conducted between 1998 and 2003, as well as the inaugural edition of the pilot program for Certified Military Uniformed Classes.¹⁴

ing national security within the meaning of articles 5 and 26 of the Polish Constitution, "Przegląd Prawa Konstytucyjnego", 2020, No. 6 (58), pp. 461–474, DOI: 10.15804/ppk.2020.06.37.

5. A. Mocarski, *Kierowanie działalnością szkoleniowo-metodyczną*, "Obronność – Zeszyty Naukowe Wydziału Zarządzania i Dowodzenia Akademii Sztuki Wojennej", 2017, 4 (24), pp. 107–121.

6. T. Szczurek, M. Adamkiewicz, *Filozoficzne i społeczne aspekty bezpieczeństwa*, Wojskowa Akademia Techniczna 2013.

7. T. Szczurek, *Wyzwania dla bezpieczeństwa – niepewna przyszłość – między zagrożeniami a szansami*, Wojskowa Akademia Techniczna 2019.

8. C. Smuniewski, *Na drogach krzewienia miłości Ojczyzny. Patriotyzm jako fundament bezpieczeństwa narodowego*, in: *Klasy mundurowe. Od teorii do dobrych praktyk*, eds. A. Skrabacz, I. Urych, L. Kanarski, Wydawnictwo AON 2016, pp. 39–51; C. Smuniewski, *Wychowanie do patriotyzmu. Studium o miłości ojczyzny w oparciu o bibliję i współczesną myśl katolicką*, in: *Bezpieczeństwo jako problem edukacyjny*, eds. A. Pieczywok, K. Loranty, Wydawnictwo AON 2015, pp. 84–103.

9. Cf. C. Smuniewski, *From Memory to Freedom. Research on Polish Thinking about National Security and Political Community*, Revised and expanded 2nd edition, Oficyna Wydawnicza Aspra,

The applied research methodology

The monograph under review is the result of research aimed at “characterizing the evolution of the military education process, with the primary goal of rectifying deficiencies, streamlining operations, and enhancing the military education experience for secondary school students enrolled in uniformed classes.”¹⁵ To elucidate their scientific inquiries, the authors of the aforementioned monograph explicated the primary research objective, encompassing both cognitive and practical aspects. The theoretical (cognitive) objective of the research under review was “to delineate the current state of the military education process for students enrolled in uniformed classes at high schools participating in the pilot program to support high schools with certified uniformed divisions, and to diagnose the military instruction process within the subject domain of military education.”¹⁶ Conversely, the pragmatic (practical) objective was articulated as follows: “to delineate the recommendations for changes emerging in the evolution of military education, alongside identifying the trajectories for forecasting the development of the military education process in secondary schools with uniformed classes.”¹⁷

Aligned with this framework, the research domain necessitated the delineation of the primary research problem, which the authors articulated in the form of a question: “What is the quality of the military education process in the certified uniformed classes of the pilot program of secondary school education?”¹⁸ The research hypothesis is formulated as follows: “the military education process for students enrolled in uniformed classes participating in the MON pilot program exhibits significant imperfections that impede the achievement of overarching objectives. Despite the favorable reception by students and teachers regarding program activities, deficiencies in specific areas of military education can be identified.”¹⁹

In conducting their research, Ilona Urych and Andrzej MocarSKI employed a diagnostic survey method along with questionnaire, interview, and observation techniques. The authors utilized questionnaire research to delineate the characteristics of the target population (students, teachers, experts, and instructors). This facilitated an initial assessment of the progression of the military education process for young individuals enrolled in certified uniformed classes under the auspices of the Ministry of Defense’s pilot project. Moreover, the interview technique was employed to solicit insights from experts in the field of military education, providing an illustration of the then state of the educational process (teaching and learning) within the surveyed units and high schools under patronage. Additionally, the authors employed the observation technique, encompassing direct, overt,

Institute of Political Science Publishers 2020; C. Smuniewski, *National Security of Poland in the Axiological Perspective. President Lech Wałęsa*, Wydawnictwo Akademii Humanistycznej im. A. Gieysztora, Institute of Political Science Publishers 2019.

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11. I. Urych, *On Security Education in Poland. The Essence and Content of the Subject of Education*, “Scientific and Technical Journal Safety and Defense”, 2019, Vol. 5, No. 2, p. 26, DOI: [10.37105/sd.52](https://doi.org/10.37105/sd.52).

12. A. Skrabacz, *Edukacja dla bezpieczeństwa młodzieży wobec wyzwań i zagrożeń współczesności*, “Annales Universitatis Mariae Curie-Skłodowska Lublin – Polonia”, 2019, Vol. XXXII, No. 3, pp. 67–82.

13. I. Urych, A. MocarSKI, *Edukacja wojskowa młodzieży...*, op. cit., pp. 7–9.

14. I. Urych, *Współczesne paradygmaty kształcenia obronnego młodzieży*, “Kwartalnik Bellona”, 2022, No. 3 (210), pp. 113–126.

15. I. Urych, A. MocarSKI, *Edukacja wojskowa młodzieży...*, op. cit., p. 10.

16. Ibidem, p. 116.

uncontrolled, and participatory methods. This approach enabled the researchers to gather pertinent data and compare it with findings from other research endeavors.

In conclusion, it is evident that the authors approached the research with a keen awareness of its complexity. Secondly, they meticulously devised a methodological plan, carefully selecting appropriate methods and research tools. Throughout the reviewed research, the authors adeptly employed both theoretical and empirical research methods, including analysis, synthesis, abstraction, inference, generalization, comparison, analogy, and classification.

Structure of the monograph

The structure of the described monograph is characterized by its division into two distinct levels, wherein theoretical and practical approaches are juxtaposed. This deliberate decision by the authors reflects a quest for a synergistic effect. By juxtaposing these two levels, the authors aimed to facilitate a comprehensive analysis and diagnosis of the primary research problem.

The structure of the reviewed monograph comprises seven chapters, each differentiated in terms of problems and content. The first part, “On the Ground of Theory,” encompasses the following chapters: Chapter 1 – “Contexts”; Chapter 2 – “History”; Chapter 3 – “Modern Times.” In Chapter One, the theoretical analysis centers on the identification of the concepts of “education”, “training”, and “up-bringing” in the broadest sense. The authors delineate the distinctions between “defense education” and “military education”, defining “education” as “a broader concept that encompasses both education and upbringing components.”²⁰ In contrast, they defined defense education as “the entirety of human interactions [...] aimed at averting threats, preparing for defense against threats, and combating threats.”²¹ On the other hand, the researchers defined military education as a series of events or processes that shape the acquisition of knowledge and prepare individuals for professional or temporary service in the military.²² The second chapter, titled “History,” provides the reader with a historical overview of the evolution of military education tradition in Poland, from “the instillation of the seven virtues of chivalry” to “the then-conceptualized education for security with defensive training.” The authors propose a chronological division into the following periods: I – “Up to 1918,” II – “During the years 1918-1945,” III – “During the years 1945-1989,” and IV – “After 1989.” This section also delineates key values such as pedagogical experimentation, pedagogical innovations, and instructional subjects. The final chapter in the theoretical section delves into the operational realities of the MON pilot program and the trajectory of military education for high school students. The authors of the monograph

17. Ibidem, p. 117.

18. Ibidem.

19. Ibidem, p. 118.

20. Ibidem, pp. 24-25.

21. Ibidem, p. 36.

22. Ibidem, pp. 21-39.

accurately note that “the program of certified military uniformed classes enabled the acquisition of necessary knowledge and skills, thereby facilitating the development of a proper curriculum for high schools and, consequently, for future military preparation units.”²³

Part two of the monograph, titled “On the Ground of Experience,” encompasses four chapters with the following titles: Chapter IV – “Methodology,” Chapter V – “Diagnosis,” Chapter VI – “Deficiencies,” and Chapter VII – “Recommendations.” Chapter Four provides a comprehensive elucidation of the research methodology, focusing on the cognitive value inquiry in pragmatic and applied terms. The authors meticulously address specific inquiries and categorize research methods and tools, precisely selected to address the primary research problem. In Chapter V, the authors delineate the characteristics of the military education process for students enrolled in uniformed classes, including those participating in the MON pilot program. With regard to educational methods, Ilona Urych and Andrzej Mocarski aptly underscore the well-known principle in education that “the best results in the educational process can be achieved only when various methods are employed.”²⁴ In accordance with the methodology outlined in Chapter IV, the research was conducted using the diagnostic survey method. The questionnaire technique was employed in the implementation of the research, which involved students of uniformed classes, teachers (class supervisors), and military instructors. Additionally, an interview technique was utilized, with the participation of a group of experts. Chapter VI comprises analyses dedicated to the interviews conducted with experts and other selected respondents. The commentary included in this chapter pertains to the identified deficiencies in various components of the military education process for students in uniformed classes. In light of these diagnosed inadequacies, the authors concluded that, in terms of organizational forms of education, “some experts highlight as a flaw the limited use by teachers and instructors of only certain recommended educational methods (primarily rotational training during practical sessions) and the mismatch of military organizational forms of education with the educational level of high school students.”²⁵ The final chapter, Chapter VII of the monograph, pertains to the recommendations for changes put forward by the participants of the research concerning the military education of students enrolled in uniformed classes within the “military education” class. These recommendations serve as contributions towards addressing the underlying causes of deficiencies observed within various components of the military education process. The identified deficiencies encompassed aspects related to teachers and military instructors, students of uniformed classes, objectives and content of military education, principles of training, methods of instruction, teaching resources, teaching infrastructure, and the system of assessment and evaluation of outcomes. The chapter culminates in the formulation of perspectives and proposed directions for

23. Ibidem, pp. 104–105.

24. Ibidem, p. 166.

25. Ibidem, p. 224.

the advancement of the education process within uniformed classes. Among these proposals, the authors advocate for “the appointment of teachers for the ‘military education’ class in uniformed classes (class supervisors) who have completed postgraduate studies at institutions such as the War Studies University (which have already been established) or at other military universities.”²⁶

The monograph is enhanced with appendices, illustrations, tables, and graphs, which contribute to its readability. The concluding section of the work, which comprises a predictive analysis, presents key findings and recommended directions for the future of military education for students enrolled in uniformed classes. The authors concluded that, “based on the survey results obtained from educational stakeholders [...], it can be inferred that students, teachers, and military instructors rated the military education process for students in uniformed classes at high schools participating in the initial edition of the pilot program to support high schools with certified divisions of military uniformed classes as good or very good.”²⁷

26. Ibidem, p. 258.

27. Ibidem, p. 263.

Prospects for future re- search

Ilona Urych and Andrzej MocarSKI’s monograph exemplifies a research report that establishes a significant trajectory for academic inquiry within the realm of security sciences. Drawing upon the insights provided in the monograph, it is essential to delineate future research directions in the domain of military education for youth, from the perspective of security sciences. They should concentrate on critical areas, the examination of which will facilitate a comprehensive understanding of the challenges and the identification of optimal solutions. Presented below are the proposed research directions along with the justification for each.

1. The long-term effectiveness of military education models. Justification: As the description shows, the frequent change of military education models makes it difficult to assess their effectiveness. Research should be conducted to assess the long-term effects of current and historical education models, comparing them with stable models such as those in the UK and US. Understanding which elements are most effective can help create a more stable and effective system.
2. Analysis of the impact of socio-political changes on military education. Justification: Transformations in military education frequently result from socio-political shifts. Understanding the mechanisms driving these changes and their influence on educational effectiveness can aid in designing educational systems that are more resilient to external factors.

3. International comparison of military education models. Justification: Comparing military education models across different countries, particularly those with established and enduring traditions, can offer valuable insights into best practices and components that can be successfully adapted in diverse cultural and political contexts.
4. Analysis of the needs and expectations of various social groups regarding security education. Justification: Understanding the needs and expectations of diverse social groups, including young people, will enable educational programs to be tailored to their specific requirements, thereby enhancing their effectiveness in preparing individuals to respond to emergency situations.
5. Assessment of the needs and expectations of youth. Justification: Understanding the expectations and needs of youth in military education is essential for designing appealing and effective programs. Research in this area can aid in tailoring programs to make them more engaging and relevant to young people.
6. Research on the expectations and perceptions of stakeholders in the educational process. Justification: Understanding how students, teachers, military instructors, and experts perceive the military education process and their expectations thereof is crucial. This insight enables education to be tailored to meet the needs of all stakeholder groups, thereby enhancing its effectiveness.
7. Analysis of the impact of military education on the security environment. Justification: Since changes in military education may not always stem from an analysis of the security environment, it is crucial to conduct studies assessing how military education influences the country's internal and external security. Such studies can also highlight ways in which programs can be better tailored to address real-world threats.
8. Interdisciplinary research on the impact of military education on the personal and professional development of participants. Justification: Military education profoundly influences not only security but also the personal and professional growth of young individuals. Analyzing these facets is paramount to comprehending the supplementary advantages of engaging in military education programs. It is crucial to recognize the impact of military education not solely in terms of military skills and knowledge, but also in terms of molding attitudes and character traits like discipline, responsibility, and teamwork. Research concentrated on these domains can yield invaluable in-

sights into the supplementary benefits that military education programs afford students, thereby contributing to their holistic development.

9. Evaluation of the effectiveness of existing activities and teaching methods. Justification: Studies should be conducted to assess the efficacy of current teaching methods and activities in the military education process. These studies will enable the identification of activities that are not yielding the anticipated results, allowing for their replacement with more effective methods.
10. Careful analysis and identification of inadequacies in the education process. Justification: There is a necessity for a comprehensive analysis of elements within the educational process that have not been adequately refined, which requires detailed research. Such research will facilitate an understanding of which aspects of the educational process require modification or complete overhaul, as well as the identification of areas that, despite positive evaluations, still exhibit imperfections.
11. Development and testing of new teaching methods and tools. Justification: Building upon identified inadequacies and the evaluation of current teaching methods, it may be imperative to develop and test new teaching methods and tools. This research may encompass innovative teaching approaches, the integration of digital technologies, or simulations in the learning process.
12. Analysis of the impact of changes in the educational process on educational results. Justification: Following the implementation of changes to the educational process, it is crucial to conduct research to evaluate how these alterations have influenced educational outcomes and whether they have effectively addressed previously identified deficiencies. Such research can also offer insights to guide further improvements in the educational process.
13. Development and evaluation of educational programs focusing on coping skills in emergency contexts. Justification: Given that existing educational approaches centered solely on formal areas may prove inadequate in preparing citizens to cope with dynamically changing emergency situations, research should concentrate on developing and evaluating programs that cultivate practical skills for survival, rapid response, and adaptation to a variety of emergency scenarios.
14. Analysis of the impact of informal and instructional education on improving individual and collective security. Justification: Given that traditional methods of education may not be entirely ef-

fective in preparing for new security challenges, it is crucial to examine the role of informal and informational education (e.g., workshops, simulations, educational games) in shaping readiness to act under emergency conditions.

15. Evaluation of the effectiveness of programs to shape attitudes and values related to security. Justification: Since security education aims not only to impart knowledge but also to shape attitudes, values, and behavioral norms, it is imperative to conduct research that evaluates how different educational programs affect these aspects and how they can contribute to improving security.
16. Integrating digital technologies and social media in security education. Justification: Given the increasing prominence of digital technologies and social media in everyday life, it is crucial to explore how these tools can enhance security education, particularly in reaching young people and fostering their critical thinking skills in response to security information.
17. Research on interdisciplinary security education programs. Justification: Security challenges frequently demand a comprehensive approach that combines knowledge from various fields. Research should concentrate on developing and evaluating interdisciplinary educational programs that integrate insights from security sciences, psychology, technology, and other disciplines to better equip citizens to address threats.
18. Evaluation and development of training programs for military instructors. Justification: Given the necessity to enhance the preparation of military instructors to work with schoolchildren, research should prioritize evaluating current training programs and developing new ones that encompass the pedagogical and methodological aspects required for effective instruction.
19. Analysis of the role and effectiveness of training in military units under patronage. Justification: The proposal to assign training chiefs of military units under patronage the responsibility for overseeing the preparation of instructors implies that such a modification could enhance the quality of training. It is worthwhile to investigate how the implementation of such changes impacts the effectiveness of training and whether it aids in addressing inadequacies.
20. Evaluation of the proposal for the division of military preparation units. Justification: The suggestion to divide military preparation branches based on the types of armed forces presents new

prospects for specialized training. Research could center on assessing how such a division influences students' competencies and their readiness for various roles in the armed forces, as well as whether it fosters a deeper understanding of the specificities of different types of troops.

21. Integration of territorial defense troops into educational programs. Justification: With the escalating significance of territorial defense troops in the country's security framework, it is crucial to examine how their integration into uniformed class programs will impact students' knowledge, skills, and attitudes. Research should prioritize evaluating the effectiveness of such an arrangement, including an analysis of the required teaching resources and infrastructure.

22. Assessment of the long-term effects of military education on students. Justification: It is also worthwhile to examine the enduring effects of participation in uniformed classes on the personal and professional development of graduates. Such research can furnish insights into the sustainability of acquired competencies, the influence on career choices, and on attitudes and values related to national defense.

Conclusion

The reviewed monograph by Ilona Urych and Andrzej Mocarski addresses a critical gap in scientific exploration within the field of security sciences. Their innovative research approach and the substantive value of the publication make a significant contribution to the advancement of research on military education for young people in uniformed classes. This monograph warrants a positive evaluation. It can serve as an inspiration for various entities to recognize the significance of military education and to undertake constructive measures to better harness the potential of high school youth. The insights and conclusions underscore the importance and necessity of further research in this domain, fostering profound reflection on the cultivation of young people's attitudes and skills in the realm of national defense.

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