

Security Issues as a Part of University Teacher Training

Miroslava Kovaříková

Charles University, Czech Republic

Abstract. *The following article deals with the problem of integrating security issues into the study programme of faculties training teachers in individual fields of education. It evaluates the current status of the development of the issues at the level of interdepartmental cooperation of the selected state administration institutions. Based on exploratory research by the Czech School Inspectorate, the current status of the implementation of security issues into schools and educational establishments is described. The ongoing pilot verification of the e-learning module in security issues at the Faculty of Education of Charles University in Prague is also introduced. The article contains statistical data from the statutory research task, which was carried out in the form of a diagnostic survey involving the staff and students of the Charles University in Prague. The research was dedicated to the issues of educating the teaching staff of the Czech education system in the field of safety issues, with particular emphasis on the safety of students and educational institutions. The article also presents the level of knowledge and practical skills of primary school teachers in the field of responding to crisis situations that may occur in the school environment, e.g. active shooter.*

DOI: 10.5604/01.3001.0012.7484

<http://dx.doi.org/10.5604/01.3001.0012.7484>

Keywords: security literacy, accreditation processes, health and safety, university teacher training

Introduction

The integration of security issues into study programmes of faculties of education is part of a concept of the Ministry of the Interior to improve the safety of the population and to increase the awareness and active involvement of citizens in the self-protection process. ("Concept for the Protection of the Population by 2013 with a View to 2020").

In the twenty-first century, a teacher in a school environment is responsible for much more than just the education of pupils. The development of a teacher's role in a school reflects the priorities of today's society, and one of these priorities is safety. The topic of crisis management has also become a part of the discourse on school management. Any educational worker could be put into the role of potential crisis manager in a classroom or school, and each teacher could encounter a situation which requires a different form of crisis intervention. For this reason, it is necessary to systematically shape the security literacy of educators.

Security literacy can be described as a collection of knowledge, skills and way of thinking required for safe movement in today's society and preventing and coping with crisis situations in a school. Achieving security literacy means reaching a status where teachers are able to react effectively to the occurrence of routine

risks and emergencies relating to the performance of their profession, i.e. they are capable of adequately protecting themselves and their pupils in the event of an emergency. For this purpose, an interdepartmental workgroup composed of representatives from the ranks of the Ministries of the Interior, Education, Health, Transport, and Defence, as well as representatives of teacher training colleges has been founded.

Problems with Enforcing Security Issues in Teacher Training

In order to implement measures to protect the population by 2013 with a view to 2020, the interdepartmental committee created a proposal to integrate material on the topic of "Human Protection in Emergencies, Healthcare and Road Safety Education" into the study programmes of faculties of education. The aim of the material is to create a common knowledge base for university teacher training which should prepare graduates in such a way that they are capable of adequately responding to the occurrence of an emergency, thereby protecting themselves and the children entrusted to them.

This material was approved by a government resolution (Resolution No. 165 of 25 February 2008, Task No. 9) and assigned to the chairwoman of an Accreditation Committee to consider the implementation of the issue when evaluating study programmes aimed at the education of future teachers. The Ministries of the Interior, Transport, Health, and Education, Youth and Sports were subsequently obligated to publish the material on their websites. The current form of the above specified Regulation of the Government of the Czech Republic, however, is not binding for faculties of education from the viewpoint of implementation, and in fact is not leading to support for the education of future teachers in the issue in question.

The integration of security issues into study programmes of faculties of education is currently being discussed with representatives of the academic community. The actual process of integrating security issues clashes with academic freedoms under the Higher Education Act (Act No. 111/1998 Coll., on Higher Education Institutions and on Amendments and Supplements to some other Acts). Specifically, paragraph six of this Act sets out the scope of self-governing powers of a public higher education institution, which particularly include the creation and implementation of individual study programmes. It is therefore entirely up to the management of a university to decide whether or not to integrate the issue into education. The process was also affected by the abolition of the Accreditation Committee and the creation of the independent National Accreditation Bureau for Higher Education, which was founded on 1 September 2016. With the creation of the National Accreditation Bureau, the process of institutional accreditation and accreditation of study programmes was initiated. This accreditation brings the possibility of updating existing courses of study programmes. When updating, matters also proceed in compliance with the recommendations of the European Agency for Safety and Health at Work (EU-OSHA) published in the summarising report "Challenges and Opportunities for Mainstreaming OSH into University Education".

As well as the minimum information base within the scope of the mentioned security literacy, the personal preparation of teachers who are going to teach the specific issue is also addressed.

Given the fact that this education requires specific cross-curricular knowledge including topics which, in terms of expertise, appertain to materially relevant departments, minimum outputs on the part of individual departments, both towards teachers and pupils, were determined. This only concerns key security aspects. Information intended only for teachers and information intended for pupils are defined in view of the risk of incitement. The situation is not made easier by the fact that the didactics of emergency situations are not developed in the Czech Republic. Therefore, in order to strengthen the competencies of teachers in these areas, these departments also implement activities within the scope of a system for the further education of pedagogical workers. Study materials are being intensively prepared. In the future, it will be necessary to reinforce the sharing and regular updating of materials for education at universities.

Implementation of Education of Security Topics in Schools and Teacher Training — Current Situation

Making changes to teacher training would be unthinkable without the teachers and heads of schools and educational facilities themselves. A questionnaire survey from 2015 (Kovaříková, 2015) ascertained that 53% of teachers consider security literacy very important and 46% consider it important. In total, 1957 teachers in practice at all levels of education and in all regions of the Czech Republic were approached. The opinions of head teachers and teachers on this issue were also investigated by the Czech School Inspectorate. In 2016, the institute conducted extensive research into the status of the teaching of security topics in pre-school, primary and secondary education. The research ascertained not only to what extent and in which educational fields this topic is integrated, but also who teaches it. The professional preparedness of teachers for this kind of education was investigated. The survey found that 50% of current teachers had not been acquainted with this issue in the course of their university studies at all. The opinions of head teachers of schools at individual levels of education on training in security topics is shown in the following table.

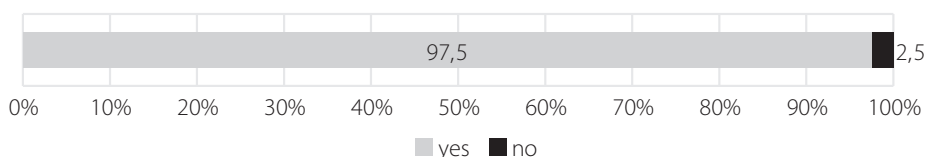
Table 1. Do you consider it beneficial for faculties of education to train future teachers for qualifications in the fields of road safety education, human protection for routine risks and emergencies, and health protection? (in %) — share of schools (in %).

Teacher training	share
yes — for all professional teaching qualifications	47,7
yes — for selected professional teaching qualifications	43,7
no	9,6

Source: Czech School Inspectorate — Thematic Report on the Education of Security Topics

Training of future teachers for qualifications in the educational fields of road safety, human protection for routine risks and emergencies, and health protection should be dealt with by the faculties training teachers. A total of 47.7% of secondary school head teachers consider it beneficial for faculties to train all future teachers for qualifications in the fields of safety. Education in the field of security for selected professional teaching qualifications is considered to be beneficial by 43.7% of schools. Under a tenth of secondary schools do not consider it beneficial for faculties to educate future teachers in the field of safety at all.

Table 2. Do you consider it beneficial for teacher training of future nursery school teachers to include the educational fields of road safety, human protection for routine risks and emergencies, and health protection? (in %) — a share of schools (in %)



Source: Czech School Inspectorate — Thematic Report on the Education of Security Topics

Virtually all nursery school head teachers approached (97.7 %) consider it beneficial for faculties to train future teachers for qualifications in the fields of road safety education, human protection for routine risks and emergencies, and health protection.

Table 3. Do you consider it beneficial for faculties of education to train future teachers for qualifications in the fields of road safety education, human protection for routine risks and emergencies, and health protection? (in %) — a share of schools (in %)

Teacher training	Primary schools only	Lower and upper primary schools	Lower multi-year comprehensive school	total
yes — qualifications for upper primary school	27.3	70.0	79.6	57.1
yes — integration of topics into teacher training Lower primary school	88.5	77.9	24.6	77.6
no	4.6	12.7	14.5	10.3

Source: Czech School Inspectorate — Thematic Report on the Education of Security Topics

The majority of primary school head teachers consider it beneficial for future teachers to be trained at faculties for qualifications in the fields of road safety education, training citizens for the protection of the state, human protection for routine

risks and emergencies, and health protection (only around a tenth of head teachers do not consider it beneficial). To a greater degree, it is considered beneficial by head teachers of schools with only 1 level compared to primary and comprehensive schools with multiple levels.

The presented survey results clearly confirm the support of school management bodies for an increase in security literacy among teachers.

Summary

An interdepartmental workgroup made up of representatives of state administration, the academic community and other government educational institutions concurs on the necessity of paying adequate and even attention to all security topics within the course of education. Security issues should be further integrated into undergraduate teacher training. A proposal of a minimum scope for security literacy for teachers has been put forward. Further planned meetings with representatives of the management of teacher training faculties will address the possible form of teaching security issues in undergraduate teacher training with respect to the academic freedoms of universities. The pilot verification of an e-learning security literacy course, which is being verified from the academic year 2017/2018 at the Faculty of Education of Charles University in Prague, will be evaluated.

References

1. EU OSHA. Výzvy a příležitosti pro integraci bezpečnosti a ochrany zdraví při práci do vysokoškolského vzdělávání. Brussels, 2010. *Electronic source:* <https://osha.europa.eu/cs/tools-and-publications/publications/factsheets/91/view/>.
2. Zákon č. 111/1998 Sb.o vysokých školách. Praha, 2016. *Electronic source:* <http://www.msmt.cz/vyzkum-a-vyvoj-2/zakon-c-111-1998-sb-o-vysokych-skolachh>.
3. Česká školní inspekce. Tematická zpráva: Bezpečnost ve školách a školských zařízeních, č.j.: ČŠIG-4027/14-G2. Praha: 2016. *Electronic source:* <http://www.csicr.cz/html/TZ2014-15-01/flipviewerexpress.html>.
4. Česká školní inspekce. Tematická zpráva: Kontrola bezpečnosti a ochrany zdraví ve školách a školských zařízeních ve školním roce 2014/2015, č.j.: ČŠIG-1126/16G2 Praha, 2016. *Electronic source:* http://www.csicr.cz/html/TZ_kontrolaBOZ/html5/index.html?&locale=CSY.
5. Česká školní inspekce. Tematická zpráva: Vzdělávání v bezpečnostních tématech, č. j.: ČŠIG-1467/16-G2. Praha, 2016. *Electronic source:* http://www.csicr.cz/html/TZ_Vzdelavani_bezpecnost/flipviewerexpress.html.
6. Kovaříková M, Prevence ozbrojených útoků na školách jako součást didaktiky mimořádných situací. Lifelong Learning – celoživotní vzdělávání. 2015, roč. 5, č. 3, pp. 95-112.
7. Rada vlády pro bezpečnost a ochranu zdraví při práci. Národní akční program bezpečnosti a ochrany zdraví při práci 2017-2018. Praha: Rada vlády pro BOZP, 2016. *Electronic source:* <http://www.ceskyfocalpoint.cz/wp-content/>

uploads/2016/12/N%C3%A1rodn%C3%AD-ak%C4%8Dn%C3%AD-program-bezpe%C4%8Dnosti-a-ochrany-zdrav%C3%AD-p%C5%99ipr%C3%A1ci-na-obdob%C3%AD-2017-2018.pdf.

About the Author

Miroslava Kovaříková, PhDr., PhD., Charles University, Faculty of Education, Department of Education. Correspondence: Magdalény Rettigové 4, 116 39 Praha1, Czech Republic. E-mail: miroslava.kovarikova@pedf.cuni.cz

Streszczenie. W poniższym artykule poruszono problematykę włączania zagadnień bezpieczeństwa do programu studiów na wydziałach kształcących nauczycieli w poszczególnych dziedzinach edukacji. Ocenia on aktualny stan rozwoju zagadnień na poziomie współpracy międzyresortowej wybranych instytucji administracji państwowej. Na podstawie badań rozpoznawczych Czeskiej Inspekcji Szkolnej opisano aktualny stan realizacji zagadnień bezpieczeństwa w szkołach i placówkach oświatowych. Wprowadzono również trwającą pilotażową weryfikację modułu e-learningowego w zakresie bezpieczeństwa na Wydziale Edukacji Uniwersytetu Karola w Pradze. Artykuł zawiera dane statystyczne z ustawowego zadania badawczego, które zostało przeprowadzone w formie badania diagnostycznego z udziałem pracowników i studentów Uniwersytetu Karola w Pradze. Badania poświęcone były problematyce kształcenia kadry dydaktycznej czeskiego systemu edukacji w zakresie zagadnień bezpieczeństwa, ze szczególnym uwzględnieniem bezpieczeństwa studentów i instytucji edukacyjnych. W artykule przedstawiono również poziom wiedzy i umiejętności praktycznych nauczycieli szkół podstawowych w zakresie reagowania na sytuacje kryzysowe, które mogą wystąpić w środowisku szkolnym, np. aktywnego strzelca.

(jm)

Резюме. В статье обсуждается проблема включения вопросов по безопасности в программу обучения на факультетах для учителей в определенных областях образования. Автор дает оценку актуальной разработки вопроса на уровне межведомственного сотрудничества отдельных институтов государственной администрации. Опираясь на исследования проведенные Чешской школьной инспекцией описывается актуальное состояние реализации вопросов, связанных с безопасностью в школах и учебных заведениях. Кроме того, на Факультете образования Карлова университета в Праге была проведена экспериментальная проверка модуля электронного обучения в сфере безопасности. В статье приведены статистические данные, полученные в результате реализации исследовательского задания, в рамках которого в диагностическом тесте приняли участие сотрудники и студенты Карлова университета в Праге. Исследование касалось проблем образования преподавателей чешской системы образования в области безопасности, с особым учетом безопасности студентов и учебных заведений. В статье представлен также уровень знаний и практических навыков учителей начальной школы на тему реагирования в случае возникновения чрезвычайной ситуации в школе, например, в случае атаки со стороны активного стрелка.

(mug)