

Ilona Urych¹

**Military Innovations in Secondary Schools in Poland as
a Manifestation of Strengthening State Security within the
Meaning of Articles 5 and 26 of the Polish Constitution²**

Keywords: military education, military classes, defense potential, national security

Słowa kluczowe: edukacja wojskowa, klasy wojskowe, potencjał obronny, bezpieczeństwo państwa

Abstract

This article aims to present military innovations in secondary schools in Poland and the possibilities for their use in processes strengthening national security. The Constitution of the Republic of Poland in Art. 5 and 26 impose an obligation on the authorities to ensure the security of the state and its citizens and to defend the state's borders and the integrity of its territory. Therefore, it is important in this context to properly train and educate students in military secondary schools. The basis for reaching the conclusions presented here were the results of empirical research conducted among secondary school students enrolled in military classes in Poland. The type of statistical analysis used, seg-

¹ ORCID ID: 0000-0003-4868-9460, Assoc. Prof., National Security Department, War Studies University in Warsaw. E-mail: i.urych@akademia.mil.pl.

² The analysis of the research results presented in this article is a synthetic study of the research results presented in the monograph: I. Urych, *Defense potential of military classes. Theoretical and empirical aspects of defense education*, Warsaw 2019. A fragment of the research results was also presented in the article: I. Urych, *Potencjał obronny uczniów klas wojskowych i możliwości jego wykorzystania w procesach wzmacniających bezpieczeństwo państwa*, [in:] *Bezpieczeństwo państwa – wybrane problemy. Relacje międzynarodowe – polityka zbrojeniowa – potencjał obronny*, eds. D.S. Kozerański, R.K. Bazela, Toruń 2020, pp. 195–213.

mentation, allowed subgroups of respondents to be identified with their percentage share in the total population and the characteristics that define them. Analysis of the research results makes it possible to distinguish categories of the defense potential of students of military classes such as their mobilization, social and individual potential. The content of the article also indicates the possibilities and needs for the development of the potential of students of military classes.

Streszczenie

Wojskowe innowacje w szkołach średnich w Polsce jako przejaw wzmacniania bezpieczeństwa państwa w rozumieniu artykułów 5 i 26 Konstytucji RP

Celem artykułu jest przedstawienie wojskowych innowacji w szkołach średnich w Polsce i możliwości ich wykorzystania w procesach wzmacniających bezpieczeństwo państwa. Konstytucja RP w art. 5 oraz 26 nakłada na władzę obowiązek zapewnienia bezpieczeństwa państwa i jego obywateli oraz obronę granic państwa i niepodzielności jej terytorium. Dlatego też istotne jest w tym kontekście właściwe szkolenie i kształcenie uczniów już w szkołach średnich o profilu wojskowym. Podstawą formułowania przedstawionych wniosków były wyniki badań empirycznych przeprowadzonych wśród uczniów klas wojskowych w Polsce. Rodzaj analizy statystycznej, zwanej segmentacją, pozwolił na wyłonienie podgrup respondentów z ich udziałem procentowym w stosunku do całej badanej populacji oraz cechy, które je konstytuują. Analiza wyników badań pozwoliła na wyodrębnienie takich kategorii potencjału obronnego uczniów klas wojskowych, jak potencjał: mobilizacyjny, społeczny i indywidualny. Treść artykułu wskazuje ponadto na możliwości i potrzeby zagospodarowania scharakteryzowanego potencjału uczniów klas wojskowych.

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I. Introduction

Security – as one of the basic human needs – also its constitutional approach³. One of the types of security, which is national security, is per-

³ For more on the subject of the national security, see: A. Rosłon, *Bezpieczeństwo państwa, narodu i obywatela w konstytucji RP – zarys problematyki*, [in:] *Istota i perspektywy bezpieczeństwa w drugiej dekadzie XXI wieku*, eds. K. Sówka, D. Jarnicki, Siedlce 2018, pp. 121–129.

ceived as the security of citizens⁴, has been sanctioned in the Art. 5 of the Polish Constitution⁵. Make them stronger Armed Forces of the Republic of Poland, which, according to the Art. 26 of the Constitution of the Republic of Poland, serve to protect the independence of the state and the indivisibility of its territory, as well as to ensure the security and integrity of its borders⁶.

Strengthening national security is also the role and duty of citizens. This statement is also exemplified in the Polish constitutions, according to which the duty of a Polish citizen is loyalty to the Republic of Poland and care for the common good⁷. This right can be exercised by citizens through various activities specified in constitutional law⁸.

The article aims to present the possibilities of using education in processes strengthening national security on the example of military innovations in secondary schools in Poland. A brief description of military innovations in secondary schools in Poland in the subject literature and legal acts is followed by an analysis of the results of original research, presenting the defense potential of students in military classes. This analysis of research results first allowed the identification of subgroups of students of military classes, then to determine the components of the defense potential of military classes and the possibilities for their use, as well as to provide recommendations for military innovations in secondary schools in Poland. It is worth noting that empirical research conducted is located in the area of interdisciplinary security studies. Therefore, to fully explicate the objectives and research problems, a quantitative and qualitative search strategy was applied, which gave the research a diagnostic and explanatory character.

⁴ B. Banaszak, *Konstytucja Rzeczypospolitej Polski. Komentarz*, Warsaw 2009, p. 117.

⁵ Art. 5 (1) of Constitution of the Republic of Poland of 2 April 1997 (Dz.U. No. 78, item 483).

⁶ Art. 26 of Constitution.

⁷ Art. 85 of Constitution.

⁸ For more on the subject of the constitutional law, see: L. Garlicki, *Polskie prawo konstytucyjne*, Warsaw 2012; M. Jabłoński, S. Jarosz-Żukowska, *Prawa człowieka i systemy ich ochrony. Zarys wykładu*, Wrocław 2010; M. Jabłoński (ed.), *Wolności i prawa jednostki w Konstytucji RP. Tom I. Idee i zasady przewodnie konstytucyjnej regulacji wolności i praw jednostki w RP*, Warsaw 2010.

II. Military Innovations in Secondary Schools in Poland in the Subject Literature and Legal Acts

The idea of creating military classes in Poland draws on the tradition of defense education, preparing the young generation to defend their country, as well as strengthening the ties between the nation and the military. Their contemporary development and character are the result of many initiatives that were born in the 1990s, mainly in schools and in the military⁹.

The foundation for the operation of uniformed classes since 1989 are the reforms that were carried out in Poland after that date in the areas of the armed forces, national defense policy, and education. First, Poland's withdrawal from the Warsaw Pact and its accession to NATO, as well as the associated manner in which threats are perceived, resulted, among other things, in Poland moving away from a conscript army in favor of a professional army. Secondly, the subject of civil defense training was withdrawn, and in its place, education for security was introduced. Thus, certain elements of the preparation of children and youth for action in response to possible military threats resulting from the doctrines of the Cold War were ended. These changes took place simultaneously, usually independently of each other, and had a significant impact on the formation of contemporary uniformed classes¹⁰.

Next, in 1994, an Agreement of cooperation between the Minister of National Defense and the Minister of National Education¹¹. This agreement was complemented by the Decision of 3 1999¹². This decision de-

⁹ For more on the subject of the origins of military classes in Poland, see I. Urych, *Military class in Poland – experiences and perspectives*, "Security and Defense Quarterly" 2016, vol. 2(11), pp. 112–134.

¹⁰ Z. Falkowski, *Wojskowa zielona szkoła jako forma edukacji wojskowo-obronnej młodzieży z klas o profilu wojskowym*, [in:] *Podstawowe problemy bezpieczeństwa i edukacji dla bezpieczeństwa. Wyzwania i potrzeby edukacji dla bezpieczeństwa*, vol. II, eds. W. Kaczmarek, A. Wawrzusiszyn, Elk 2013, p. 100.

¹¹ Agreement of cooperation between the Minister of National Defense and the Minister of National Education *in the area of didactic and educational, scientific and research, and organizational and logistic activities* was signed on 26 May 1994.

¹² Decision No. 126/MON of 30 June 1999 *on conducting an experiment in the area of youth defense education*.

fines the principles for conducting the experiment and its aim, which was to develop a new and rational system of military training for young people in secondary schools. These activities were to serve to prepare trained non-commissioned officers for the ranks of the Armed Forces of the Republic of Poland.

Therefore, the beginning of the operation of military classes in the Third Republic of Poland is seen as the creation of experimental classes with the first military class formed in the school year 1998/1999 in the General Secondary School in Tuchola. These activities prompted the Ministry of National Defense and the Ministry of National Education in Poland to create a common defense education system for secondary school students. Military classes operated under this experimental formula from 1998 to 2002¹³.

The experiment itself, although it was a success, could not be expanded and disseminated. The end of the experiment with pro-defense profiled classes, without indicating any further systemic solutions, and the simultaneously growing interest of young people in education in such classes, were an impulse to develop a new formula for the operation of uniformed classes. The opportunity for the further development of military classes was provided by the next legal regulation of 2002¹⁴.

The further functioning of uniformed classes was specified by the Decision of the Minister of National Defense of 9 June 2009¹⁵ and the Decision of 11 April 2011¹⁶, which amends the earlier decision. However, the legal basis

¹³ For more on the pedagogical experiment in military education between 1998–2002, see: M. Kaliński, *Przysposobienie wojskowe młodzieży szkolnej*, Warsaw 2000.

¹⁴ Regulation of the Minister of Education and Sport of 9 April 2002 on *the conditions for the conduct of innovative and experimental activities by public schools and institutions* (Dz.U. No. 56, item 506).

¹⁵ Decision No. 187/MON of the Minister of National Defense (MND) of 9 June 2009 on *the introduction of the principles of cooperation between the Ministry of National Defense and non-governmental organizations and other social partners* (Dz.U. MND No. 12, item 131); J. Marszałek-Kawa, D. Plecka, *The State Security Policy in National Security Strategies of the Republic of Poland in the Years 2002–2014*, Toruń 2019.

¹⁶ Decision No. 146/MON of the Minister of National Defense of 11 April 2011 *amending the decision on the introduction of the principles of cooperation between the Ministry of National Defense and non-governmental organizations and other social partners* (Dz.U. MND No. 9, item 121).

for the operation of military classes today is the Regulation of the Minister of National Education of 24 August 2011¹⁷.

However, the basis for the conditions of contemporary education of students in military classes, which influences their specific nature, lies in the principles of pedagogical innovation¹⁸. According to the Regulation of the Minister of National Education and Sport of 9 April 2002¹⁹ innovation is defined as “innovative curricular, organizational, or methodological solutions aimed at improving the quality of the work of schools”²⁰. The implementation of an innovative curriculum requires a specific teacher to develop a pedagogical innovation and a dedicated curriculum. The next stage is the procedure for the implementation of the innovation.

Pedagogical innovation allows the introduction of a subject or subjects with military content, but this usually is consistent with the specific curriculum of a given school, as a result of which programmes with different objectives are formed, with differences in the quality and quantity of hours allocated to them. Consequently, within the framework of a military profile pedagogical innovation, some classes follow an ambitious programme, operating with the involvement of teachers, students and their parents, the local community, and in close cooperation with a given military unit. However, there are also military classes in which the curriculum was written by a teacher with less motivation or knowledge, and their engagement in military culture is significantly less active.

¹⁷ Regulation of the Minister of National Education of 24 August 2011 *amending the regulation on the conditions for the conduct of innovative and experimental activities by public schools and institutions* (Dz.U. No. 176, item 1051).

¹⁸ For more on the possibilities for constructing programmes of military classes, see I. Urych, L. Kanarski, *Możliwości budowania podstaw programowych dla klas mundurowych*, [in:] *Edukacja dla bezpieczeństwa. Współpraca wojska i policji w budowie podstawy programowej*, eds. R. Bartkowski, W. Moczulski, Gniezno 2015, pp. 62–75; I. Urych, *op.cit.*, pp. 112–134.

¹⁹ Regulation of the Minister of National Education and Sport of 9 April 2002 *on the conditions for the conduct of innovative and experimental activity by public schools and institutions* (Dz.U. No. 56, item 506).

²⁰ *Ibidem*.

III. The Defense Potential of Students in Military Classes in Poland Based on the Results of Original Research

The research conducted adopted the hypothesis that military classes in Poland, operating within the framework of pedagogical innovations, can be used in processes for strengthening national security. This thesis is supported by advanced statistical analysis²¹ of empirical material gathered by employing a survey using a questionnaire technique. The survey covered 430 students in 24 military classes in secondary schools. The sampling of students in military classes for participation in the study with the use of a questionnaire survey was nonprobable and incidental. The research was completed in 2018 in Poland.

Statistical analyses were performed on data obtained from six dependent variables that identified students in military classes concerning the self-evaluation of their educational achievements and extracurricular activities, their interest in aspects of everyday life, their identification with universal values, their aspirations in life, and the importance of indicated dimensions of lifestyle. Moreover, the results obtained were correlated with independent variables such as gender, level of education of the respondents, place of residence, and military traditions in the families of the respondents.

The type of statistical analysis, segmentation, allowed the identification of subgroups of respondents with their percentage share in the surveyed population as a whole and the characteristics that constitute them. Based on the analysis of the results of the original research, which were subjected to segmentation, the characteristics of the selected subgroups of students of military classes can be indicated as follows:

1. First segment – Students interested in professional military service:
 - 1) 23% of respondents;
 - 2) they favor the following universal values: love of country (patriotism), national security (protection from attacks), local patriotism (attachment to their place of birth or upbringing) and, least of all, salvation (salvation of the soul, eternal life);
 - 3) their aspirations in life are a military career, numerous friends, earning respect and social status, interesting work;
 - 4) demographically, these are mainly boys, in the first year of high school, the children of professional soldiers, who responded clearly and positively regarding

²¹ Segmentation, k-means clustering.

whether they would choose this class profile again. In the future, they wish to become professional soldiers; 5) this is a quite distinct group, even though it accounts for less than one-quarter of respondents. It is characterized by traits that make it possible to precisely determine the potential of this subgroup and where it fits in the public sphere.

2. Second segment – Students interested in serving professionally in uniform: 1) 26% of respondents; 2) this is a group that achieves high marks for behavior and shows interest in questions of defense and national security. After school, these students participate in extracurricular sports and military activities. They are quite physically fit; 3) they are interested in their country, security, self-defense, and physical fitness; they are patriotic; 4) they favor the following universal values: local patriotism (attachment to their place of birth or upbringing), love of country (patriotism) and social status (respect, admiration); 5) their aspirations in life are a military career, a successful family life, reciprocal love, earning a post-secondary degree, numerous friends, earning respect and social status; 6) demographically, these are mainly girls, students in the first year of high school, without a family tradition of military service (there are and have been no professional soldiers in the family), they would choose the military class again, live in villages, in the future they would like to serve professionally in uniform; 7) this is a group aware of their duty to their country and who declare their desire to work in the local community.
3. Third segment– Students with unspecified professional plans: 1) 31% of respondents; 2) they favor no universal values and they have no aspirations in life; 3) demographically, they are mainly girls, students in the third year of high school, residing in large cities, without any family tradition of military service, they would not choose the military class again, and have no specific plans for their professional future; 4) this is a group that responds with a high level of rejection of the generally accepted canon of values and duties to the country and society. They are interested solely in a pleasant life.
4. Fourth segment – Students planning on further military education: 1) 23% of respondents; 2) this group belongs to various social organizations outside of school; 3) they favor the following universal

values: freedom (personal independence, freedom of choice), true friendship (close friends), wisdom (a mature understanding of life) and mature love (sexual and spiritual closeness); 4) demographically, they are mainly girls, students in the second year of high school, live in small towns, have a remote military tradition – their grandfathers were soldiers, they would choose the military class again, they plan to continue their studies at a military university or academy; 5) this is the least numerous subgroup, characterized by a high level of abstinence in terms of declarations regarding adult life. The clear declaration of the intent to continue studying at a military university can be read either as a serious intent or as a desire to postpone serious life decisions.

IV. The Possibilities for Use of the Defense Potential of Students in Military Classes in Poland Based on Analysis of the Results of Original Research

The identification of subgroups and their names, which are simultaneously a synthesis of the characteristics of students in military classes, leads to the observation that there is a strong need to utilize the potential of students of military classes. The analysis of the research results allowed also to describe this potential with the modifier “defense”, as well as to distinguish its components, such as:

- mobilization potential;
- social potential;
- individual potential²².

Summarizing the results of the research on the mobilization potential of the students in military classes studied, it can be concluded that there is a group of students interested in professional military service. Their detailed characteristics, determined by employing statistical analysis, such as segmentation, allow the conclusion that they are predisposed to defend people and the country and to maintain combat readiness, especially in the face of a military threat, when this is required for reasons of national defense and security.

²² For more on the defense potential of students in military classes in Poland, see: I. Urych, *Potencjał obronny...*, pp. 192–231.

The analysis of research on the social potential shows that there is a group of students interested in professional service in uniform. Their detailed characteristics, determined through statistical analysis, such as segmentation, allow one to state that they qualify for active participation as individuals or as part of a group undertaking professional roles related to security as broadly understood.

To summarize the results of the research on the individual potential of the students of military classes studied, it can be concluded that there is a group of students with specific plans to continue their military education. Their detailed characterization using statistical analysis, i.e. segmentation, makes it possible to state that they intend to undertake further education at military universities. It can therefore be concluded that they are interested in individual development, but their declarations relating to adult life require external reinforcement.

Moreover, factor analysis showed that two models describe the life aspirations of the studied students. Thus, one may conclude that some of the students studied are ideal personnel for service in the lower ranks of the armed forces, while others represent human resources suitable for service in the officer corps. The respondents are qualified for service in uniform, which will also be the foundation of their own and their families' livelihoods.

Factor analysis also showed that four models determine the aspirations of students in military classes. The aspirations of the first and second group of respondents qualify them for service in the lower ranks, the third group predispose them to responsibility for maintaining the continuity of society, and the fourth group of respondents constitutes future command staff.

The results of the research also showed that the vast majority of students in military classes have a future in the military, which indicates that military classes provide human resources in people aware of the importance and duties of defense, both in peacetime and in the face of potential military threats.

The analysis of the statements made by the students studied also indicates the possibility of using the knowledge and skills acquired as part of education in military classes to defend society and the country and to maintain combat readiness.

Factor analysis showed that there are four groups of students in military classes, who are differentiated by similarities in behavior and achieve-

ment, which influence their decision making. One can state that some will make a positive contribution to society and the country, some will constitute the intellectual and economic elite of the country, and others will find fulfillment in the future mainly in roles related to the family. It should be pointed out that there are also some students of military classes who found themselves in this class coincidentally and continue their education due to the lack of any clear plans for the future. These are therefore young people who must be supported and reinforced in making the right life choices for the common good.

Factor analysis also showed that four models define the interests of the respondents that determine their lifestyles. According to the descriptors introduced, one group of students of military classes could be useful in the building, preservation, and development of civil society; another exhibits the canon of features required of command staff; the next – in the future – will fit perfectly into family roles. There is also a group of respondents who constitute a social resource that does not meet the needs of armed forces. Moreover, the share of respondents in the individual models fits into the structural and hierarchical needs of the uniformed services, as there are students predisposed to the role of future commanders, but also enlisted soldiers and members of other uniformed services. The defined models of students in military classes determine their social potential, in which individuals actively assume positions that are appropriate to their predispositions.

Moreover, the analysis of the statements of the surveyed students of military classes indicates that these are young people who, at their current level of development, are prepared to consciously and responsibly function in the local community and for the benefit of the state, i.e. those who are perfectly constituted in the social potential.

Factor analysis also showed that four models are describing the respondents in terms of similar interests. The first group of respondents are those students who prefer peace, quiet, undemanding life, and their interest in areas of society and safety was somewhat forced in the educational process in this class. The second group prefers a comfort-oriented lifestyle in everyday life and the third group prefers comfort in everyday and social life. The fourth group of respondents is qualified for occupations that will satisfy their needs and desire for entertainment.

It should also be pointed out that the identification of subgroups of respondents and their names, which are also synthetic characterizations of the students of military classes, based on the analysis of the results of original research, which were subjected to segmentation, made it possible to constitute another group – students with unspecified professional plans (the third segment). This group is the largest of all four, accounting for 31% of those surveyed. Due to its peculiarities, however, it was not qualified to any of the separate categories of defense potential, for the reasons described below.

Students with unspecified professional plans are an inactive out-of-school group. These pupils do not belong to any social or school organizations. They do not favor any universal values. This, then, is a group rejecting duties toward the country and to society, universal values or personal development, approving only of a pleasant life. This situation is all the more cause for concern, as these are mainly third-year students who are about to graduate from secondary school. Being at this stage of their lives, without clear plans for their future career, they may not take any initiative for their individual or social development. The analysis of the research results shows that almost 1/3 of the surveyed students of military classes need development. The easiest option seems to be to locate the individual potential of members of this group of respondents, encouraging them to work and toward personal development, which could be a source of satisfaction for them.

V. Conclusions

Identification of subgroups of students of military classes in Poland and their names, which are also synthetic characterizations of the students of military classes, leads to the conclusion that there is a strong need to develop the defense potential of students of military classes so that the defense education provided in these classes can contribute to increasing the effectiveness of defense and protective actions and strengthening state security. Analysis of the research results allowed the identification of three distinct components of this potential: mobilization potential, social potential, and individual potential.

Based on the conducted analysis, a detailed characterization of each of these components of the defense potential of military classes was made, as well as elements that allow it to be determined. Each component of the defense potential of military classes thus consists of its constituent elements, defined and characterized based on segmentation. It also consists of permanent components, such as knowledge, skills, and attitudes, defined and characterized based on surveys and expert interviews, which in their detailed description are specific for each of the components of the defense potential.

Moreover, the separation of elements constituting a given component of the defense potential, as well as its permanent components, which differ in the particular characteristics of given components of the defense potential, made it possible to determine the mobilization, social, and individual potential. The method of this determination boils down to specific functions of a set of interdependent factors, which, however, should not be regarded in terms of mathematical formulas, but rather those that point to the components and the existence of correlations between them.

Thus, the synthesis of the assembled results led to the conclusion that there is a need to institutionalize the educational efforts of schools in Poland, where innovative programmes of military classes have been implemented, and to include these in the system of training military reserves. Such activities would make it possible to use students or graduates of military classes during a crisis response or the mobilization of reserves and to work toward building a civil society. Moreover, such targeted activity would strengthen the defense potential of military classes, thus conforming to the outlines of the “Strategy for the Development of the National Security System of the Republic of Poland 2022”²³. Institutionalization of military classes could also be an attempt at ordering, on a national scale, the educational efforts of schools implementing programmes building civil defense and strengthening state security. Such actions were taken from this year as part of the military preparation units.

²³ *Strategia rozwoju systemu bezpieczeństwa narodowego Rzeczypospolitej Polskiej 2022*, resolution passed by the Council of Ministers on 9 April 2013, p. 80.

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