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Education for Safety in Hierarchically Structured Institutions on the Example of the State Fire Service

Abstract

The purpose of the article is to indicate important aspects related to education for safety in hierarchically structured institutions, such as uniformed services, taking the State Fire Service as an example. Proper preparation of hierarchically structured institutions is the key to eliminating threats or effectively removing the effects of their occurrence. The key element in preparing services for activities is education for safety, in particular professional development as a process of systematic and continuous professional activity aimed at updating, expanding and deepening knowledge and skills related to the profession. The State Fire Service as a rescue service has implemented a professional improvement system that prepares firefighters to correctly and effectively provide help in the event of a hazard to life, health and property and the environment, the functioning of this system is the subject of consideration in the following article.

Keywords: safety, education for safety, professional development, State Fire Service

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Edukacja dla bezpieczeństwa w instytucjach zhierarchizowanych na przykładzie Państwowej Straży Pożarnej

Abstrakt

Celem artykułu jest wskazanie ważnych aspektów związanych z edukacją dla bezpieczeństwa w instytucjach zhierarchizowanych, jakimi są służby mundurowe, ze szczególnym uwzględnieniem Państwowej Straży Pożarnej. Odpowiednie przygotowanie instytucji zhierarchizowanych

jest kluczem do niwelowania zagrożeń lub efektywnego usuwania skutków ich występowania. Elementem kluczowym w przygotowaniu służb do działań jest edukacja dla bezpieczeństwa, w tym szczególnie doskonalenie zawodowe jako proces systematycznej oraz ciągłej aktywności zawodowej mający na celu aktualizowanie, rozszerzanie oraz pogłębianie wiedzy i umiejętności związanych z wykonywanym zawodem. Państwowa Straż Pożarna jako służba ratownicza posiada wdrożony system doskonalenia zawodowego, który przygotowuje strażaków do prawidłowego i skutecznego niesienia pomocy w przypadku zagrożenia życia, zdrowia i mienia oraz środowiska. Funkcjonowanie tego systemu jest przedmiotem rozważań w poniższym artykule.

Słowa kluczowe: bezpieczeństwo, edukacja dla bezpieczeństwa, doskonalenie zawodowe, Państwowa Straż Pożarna

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Освіта для безпеки в ієрархічних установах на прикладі Державної пожежної служби

Анотація

Мета статті полягала на вказанні важливих аспектів, пов'язаних з освітою для безпеки в ієрархічних установах, таких як служби, з особливим акцентом на Державній пожежній службі. Правильна підготовка ієрархічних установ є запорукою усунення загроз або ефективного усунення наслідків їх виникнення. Ключовим елементом підготовки служб до діяльності є освіта для безпеки, зокрема професійний розвиток як процес систематичної та постійної професійної діяльності, спрямований на оновлення, розширення та поглиблення знань і вмінь, пов'язаних із професією. Державна пожежна служба як рятувальна служба впровадила систему професійного вдосконалення, яка готує пожежних правильно та ефективно надавати допомогу у разі небезпеки для життя, здоров'я, майна та навколишнього середовища. Функціонування цієї системи розглядається в наступній статті.

Ключові слова: безпека, освіта для безпеки, професійний розвиток, Державна пожежна служба

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Introduction

Safety is the superior need of individuals and of social groups, and concurrently constitutes the basic need of countries and international systems. The need of safety is clearly related to the group of physiological needs. This allows the presumption that one of the elementary objectives of operation of this individual is assuring safe existence and development conditions [9, p. 121].

The concept of safety has many possible meanings and is associated with various definitions. It originates from the Latin *sine cura* (*securitas*) which implies the state of certainty and peace [1, p. 11]. *Słownik terminów z zakresu bezpieczeństwa narodowego [Dictionary of Terms Related to National Security]* defines it as a “state that assures the feeling of confidence and guarantees maintaining it, as well as an opportunity for development. One of the elementary needs of an individual. This is a situation without the risk of the loss of something that is particularly valued by an individual, such as health, job, respect, feelings, material goods” [6, p. 14]. On the other hand, the dictionary of Polish language defines security as a “state of lack of threat, serenity, certainty” [2, p. 244]. The above quoted definition describes security as a specified state. Security is also the awareness that in a situation of hazards or symptoms that they might occur the state of affairs surrounding the given subject, makes him or her feel safe [12, p. 12]. When defining the scope of security it is generally described further by adding such adjectives, as: personal, public, general, national, energy-related, economic, regional, local, etc. Nowadays security is a guarantor for the development of the society and its survival. It is a state (impermanent, requiring constant care) that guarantees the feeling of certainty, assures it would be preserved and provides an opportunity for further development [6, p. 13]. The achievement of the possibly highest security level and its maintaining has been the subject of measures undertaken by both individual and collective social life entities already for years. In an attempt at satisfying this basic need, individuals and entire societies compile, review and process diverse types of experience during their civilizational development, “form” knowledge related to security and about a category of key importance for it, and namely hazards. Such knowledge compiled and systematically broadened allows the formulation of solutions (legal, institutional, organisational, technical and others), which enable preventing hazards to security at different levels (individuals, social groups, states, international communities), and should this prove to be impossible – avoiding such hazards (for

example in cases of dynamic forces of nature), it helps minimise their consequences and provide effective assistance to the victims [4, p. 6].

A review of regulations connected with state security that are binding in Poland indicates that their majority clearly concerns a wide understanding of this problem. This is understandable because the “state of lack of hazard, serenity, certainty” enables achieving appropriate development, working out plans for the future and then making them come true. The achievement of such a state is possible thanks to the establishment of a correctly functioning system of education for safety [13, p. 62]. The nature and quality of education related to security in Poland has always been a topic of discussions in the milieu of experts and politicians. There is a necessity of reorganising its structure and enhancing the quality of such education. Given the dynamically transforming environment of security, also values and needs of societies and nations as to their security systems tend to change as well. Education in this respect should be oriented in the first place at educating exclusive and professional uniformed services [7, p. 96], as well as civilian graduates to support ministries responsible for security. Education for safety acquires particular importance in such hierarchically structured entities, as for example services responsible for security. Services with appropriate preparation and their ongoing education assure a guarantee of fighting hazards, eliminating their consequences, protecting life, health and property and also the environment.

The state appears to be an exceptionally complex social organisation. For this reason from the viewpoint of our deliberations already at this point it seems to be necessary to present the definition of the state contained in the Polish dictionary. It is a “political organisation comprising people residing permanently on a certain territory”. The equally commonly available *Nowa encyklopedia powszechna PWN* (*New Universal Encyclopaedia of the Polish Scientific Publisher*) states that the state is a “sovereign political organisation of the society residing a territory of delimited boundaries, the main component of which is hierarchized public authority having at its disposal coercive means and strives at achieving monopoly in its deployment”.

Security is a multidisciplinary term, yet as regards an entity such as the state it may be understood both as a state that assures to the state existence, development and satisfaction of its interests, as well as a process, under which that state is maintained or restored by way of perseverance activities of a variable nature. Bernard Wiśniewski suggests that on the one hand state security is a state achieved as a result of organised defence and protection from external and internal threats, defined by the ratio of defence potential to the scale of hazard”, and on the other hand it is “integrated associated

with the process of establishing modern statehood, and should be perceived as a continuous process subject to changes with respect to the range and to quality". [14, p. 24].

In Poland management in the sphere of security is implemented as part of the management subsystem comprised by a part of the national security system, "which comprises forces, means and resources designated by the state for needs of implementing tasks in this area, appropriately organised, maintained and prepared" [11, p. 15]. It is necessary to organise the internal security system – a complex of forces and means (set of legal, organisational and material resources), the deployment of which would allow maintaining the acceptable security level. The system may comprise many subsystems, and the tasks are specified by appropriate state bodies [7, p. 99]. As emphasised by Janusz Falecki this system may be efficient and effective provided it has interdisciplinary resources at its disposal, adequate to the actual needs and arising from current and potential hazards, and state institutions, authorities and state administration, crisis management system, as well as the Polish Armed Forces forming its part need to operate in a harmonious way. The achievement of such a desired state depends on the preparation and professionalism of its participants, integration of its elements under the system of training and exercises, and the awareness of the society with respect to hazards to security [3, p. 266]. The cited system of internal security should be capable of preparing qualified staff for institutions of the internal security system, having at their disposal appropriate knowledge, skills and competences, ready to execute the tasks entrusted to them.

Education of staff for internal security is basically implemented by high schools supervised by the Minister of the Interior and Administration (Police Academy in Szczytno, Main School of Fire Service), Minister of National Defence (War Studies Academy, Military University of Technology, Military Property Agency, Polish Air Force University, General Tadeusz Kosciuszko Military University of Land Forces), other universities delivering education in the field of security (in a few specialties), training centres of uniformed forces, public and non-public education centres of the society in the field of security, rescue etc. [7, p. 101].

A key service with statutory responsibility for the elimination of hazards and their consequences in the field of societal security in the state internal security system is the State Fire Service (SFS). Its operation in suppression of fires and combatting other local hazards and natural disasters is feasible thanks to appropriate organisational structure of the formation. Actions of SFS rescuers during the elimination of hazards must be decisive, consistent with rules of tactics for the execution of operations and

safe execution of rescue actions by firefighters. A commander of a rescue and extinguishing action gives orders and commands to the subordinates to have the tactical intention implemented, but also assumes responsibility for his decisions and for the course of tasks performed on the scene. The correct execution of rescue and extinguishing actions depends on appropriate education, vocational preparation of rescuers, as well as experience gained during service. An important element of functioning of this formation is the professional development.

Let us take a closer look at how professional development is functioning in this formation. Tadeusz Nowacki argues that professional development is a process of systematic and continuous professional activity aimed at updating, broadening and development of knowledge and skills connected with the exercised profession. The need for professional development is an effect of the development of science, technique, changes in technological changes in manufacturing and the need of autonomy in actions [8, p. 186].

The effective functioning of the rescue system requires that rescuers have appropriate professional knowledge and skills. They may be gained both during vocational education and also during professional development. Professional development allows updating and keeping up the knowledge and skills at a high level. The renovation and reconstruction function of professional development allows participants to refresh their knowledge and supplement competency gaps. Those processes are highly important from the viewpoint of tasks assigned to the State Fire Service and its service, as well as civilizational and technological changes related to new hazards. New challenges impose the organisation of the professional development system in a new dimension, a system based on teaching and methodology of professional development. This process would require from SFS officers perseverance and determination in advancement of knowledge and skills, maintaining them on a high level as expected by the society, as well as monitoring and absorbing changes that take place in the world that surrounds us. That is why it is so important to make firefighters aware of the fact that it is up to them what preparation level they will have, and consequently the way they would be perceived by the superiors and in the first place by the society. The higher the degree of professional preparation of a firefighter, the effectiveness of his work would grow maintaining maximum safety of such a firefighter and his colleagues [15, p. 9].

Organisation of professional development is aimed at the establishing of appropriate conditions to enable access to latest technical and organisational knowledge. This applies in the first place to building appropriate resources of knowledge and good

practice made available with the use of modern technologies that are accessible at any time and place. Adopting the required systemic solutions for rules of organisation and implementation of the professional development process in all organisational units of the State Fire Service, taking into account the level of implemented tasks and competencies required for the execution of tasks, would enable this service to have a high and professional level of preparation for rescue actions. Hence professional development becomes an inherent element of the functioning of this service. The acquired skills, habits and mastering of provided knowledge contribute to effective execution of rescue actions. It should also be borne in mind that the process of professional development depends on the scope of assigned tasks and is oriented at fixing, upgrading and developing further skills indispensable for the given job.

An appropriately implemented process of professional development requires devising professional development schemes and professional training programmes. It should also be borne in mind that pursuant to guidelines of the Main Commandant of the SFS, professional development of firefighters is implemented from January 2 until 31 December of the given calendar year [15, p. 10].

Adopted solutions related to professional development also enable the delimitation of the process of organisation and implementation of professional development as an obligation imposed on direct superiors of firefighters, on the assessment of effects of such advancement courses provided by training centres in provincial SFS headquarters. This solution will make possible an objective evaluation assessment of effects of professional development, because the verification of rescue skills would be implemented in the first place by qualified teaching staff from training centres and schools, on special stands for the execution of exercises on firefighting testing fields. An additional positive aspect of changes is the achieved harmonisation of forms of verifying knowledge and skills of firefighters into a single summary cycle. Training that summarises the cycle of professional development of a firefighter working in a shift-based service would be executed as 3-day sessions. Such summary training courses are organised by training centres in provincial SFS headquarters and fire service schools for firefighters of a rescue and firefighting unit in a school. The adopted system of verifying the acquired knowledge would enable an individual assessment of an SFS firefighter, which takes place pursuant to provisions of the regulation of the Minister of Interior and Administration *on review of firefighters of the State Fire Service* [10]. As there is a need of reconciling effects of the firefighter's professional development process with his individual assessment of acquired skills and professional

competencies, the proposed solution will constitute a real tool helpful in working out a periodical assessment of a firefighter.

The basic entities that perform rescue actions are rescue and firefighting units comprised by the organisational structure of county/municipal SFS headquarters and SFS schools. Professional development in a shift work system is designated for:

- firefighters from rescue and firefighting units,
- firefighters comprised by specialist rescue groups,
- full-time and part-time staffing of management posts,
- instructors of professional development in particular rescue fields and specialists in medical rescue.

It should also be borne in mind that professional development of firefighters serving in the shift work system is organised and provided by:

- county/municipal SFS headquarters, in particular rescue and firefighting units,
- training centres in provincial SFS headquarters,
- SFS schools.

The entity responsible for the organisation and implementation of professional development of firefighters working in a shift system at the level of county/municipal SFS headquarters is the relevant county/municipal SFS commandant, who implements those tasks with the assistance of:

- commanders of rescue and firefighting units – for subordinated firefighters from rescue and firefighting units,
- commanders of specialised rescue groups – for firefighters comprised by specialised rescue groups,
- managers of units that supervise the work of management posts – for full-time and part-time staff of management posts in the county/municipal SFS headquarters.

On the province level, organisation and implementation of professional development in the provincial SFS headquarters is the responsibility of the provincial SFS commandant. The commandant carries out those tasks with the assistance of:

- head of the training centre and coordinators of particular rescue domains – for instructors of professional development in particular rescue domains and specialists of medical rescue,
- provincial medical rescue coordinator and head of the training centre – for county medical rescue coordinators,
- head of operating department and head of the training centre – for full-time and part-time management posts.

Tasks of the provincial SFS commandant also comprise supervision over the process of professional development implemented at county/municipal SFS headquarters [15, p. 13]. The provincial SFS commandant executes this task with the assistance of the head of a training centre or other head responsible for issues of training.

As regards professional development organised in SFS schools, the relevant school commandant is responsible for the organisation and implementation of professional development of firefighters serving in a shift system. Those tasks are carried out with the assistance of commanders of rescue and firefighting units in the school and the head of the training/education department in relation to subordinated firefighters in rescue and firefighting units of the school.

Professional development is an important element of supplementing theoretical and practical knowledge of firefighters, especially those serving in a shift system in rescue and firefighting units who participate directly in actions undertaken by SFS. For this reason attempts should be made at making sure that professional development organised in the rescue and firefighting units is at the desired level. It should be implemented on the basis of an annual framework plan of professional development of rescue and firefighting units, which should also contain an annual plan for exercises on facilities, in addition an annual professional development plan for a specialised rescue group in units in which such groups have been established. On the basis of an annual plan of professional development of a unit, devised are monthly plans of professional development of rescue and firefighting units. Plans of professional development should comprise issues from the following fields:

- equipment for rescue and firefighting actions,
- medical rescue,
- technical rescue,
- chemical and ecological rescue,
- rescue on water areas, including ice rescue,
- rescue from heights,
- search and rescue actions,
- tactics of fire suppression,
- drills on diverse facilities,
- physical training to rescue actions,
- psychoeducation [15, p. 14].

The basic documentation of professional development in rescue and firefighting units consists of a record of professional advancement, which documents all trainings

completed in the given education year. Other types of practice, not comprised by the monthly plan of professional development, are recorded in the record of combat division.

Annual professional development schemes of a given rescue and firefighting unit, which also comprise an annual plan of exercises to be performed on facilities, need approval of the county or municipal commandant of the SFS by the 15th December of the year that precedes the training year.

If a county/municipal SFS headquarters has at disposal a specialised rescue group, the group commander, after approval by the relevant county or municipal commandant, is to present for approval of the provincial commandant a plan of professional advancement training exercises for this group by the 15th December of the year that precedes the training year via the operating department of the provincial headquarters. Planning the professional development of the group should comprise practicing complex rescue actions characteristic for the given group. It is recommended that in the stage of the planning procedure exercises of diverse groups operating in the province should be integrated to enhance cooperation during rescue actions on a specialised level. The scheme of refining drills of a specialist group should comprise at least one such operation a year. It is admissible to integrate such practice with professional advancement organised by coordinator of the given rescue field for group commanders. In justified cases the group commander may withdraw from planning of this type of practice in consultation with the coordination of the given rescue field [15, p. 15].

The main task in devising of a monthly professional development plan of a rescue and firefighting unit lies with its commander who develops the scheme and is obligated to perform that task by the 25th day of the month that precedes the month in which professional development would be delivered. When devising monthly plans for professional development the commandant of a rescue and firefighting unit should take the following into consideration:

- equipping a rescue and firefighting unit with firefighting trucks and equipment for rescue actions,
- tasks in the basic scope, specified in rules for organising particular rescue spheres, specialised tasks, provided that the specialist rescue group is operating within the given county/municipal SFS headquarters,
- elements contained in training programmes, approved by the Head Commandant of the SFS,

- teaching materials, recommendations and conclusions, including those that arise from an inspection of operating readiness,
- analyses derived from the conducted rescue actions,
- needs resulting from the specific nature of the protected area, including analyses, assessments and conclusions related to own rescue operations,
- information contained in the county rescue plan, analysis of hazards and events predicted on a protected area,
- professional preparation level of firefighters in particular shifts,
- specialist literature conforming to objectives and operating direction of the SFS.

Professional development in a rescue and firefighting unit is implemented during the shift, Monday until Saturday (with the exception of holidays). This training should comprise at least three lesson units, and also in addition at least one lesson unit of physical education.

Professional development should take into account general teaching and methodological rules, and should also adopt and combine in a rational way diverse teaching methods by delivering the following types of classes:

- theoretical instructions,
- practical training (including drills with the use of equipment),
- drills on facilities,
- physical education,
- supervised self-education.

An important role in professional development should be played by physical education. To a large extent they must assure appropriate preparation to executing of assigned tasks mainly with respect to the execution of rescue and fire suppression actions, preparation to working in conditions imposing maximum physical effort, and also improving psychomotor traits and developing versatile physical fitness as an element of health prevention.

A special form of professional development is constituted by drills and exercises. This form of development comprises a set of activities that are executed and repeated many times to guarantee practical preparation for the implementation of rescue actions. The SFS organisational units adopt several different forms of drills:

- application exercises comprise exercises in maps and operating rescue plans, as well as working with procedures and documents based on simulated scenario, in which forces and means are only deployed without being actually dispatched,

- command post exercises are a form of training that comprises tactical (operational) exercises used in the training of commanders and staff with respect to advancement in team operation, improving skills in solving tactical combat missions and command of headquarters,
- integration exercises are tactical services of sub-units oriented at integrating elements of management of rescue actions at various management levels,
- exercises on facilities are tactical exercises carried out on actual facilities to verify the operating readiness of forces and means to executing rescue actions, as well as to prepare facilities or lands to the execution of tasks [15, p. 16].

Exercises performed on facilities are particularly important in preparing a rescue and firefighting unit to operations on the given facility and land. A crucial element in this respect is appropriate formulation of objectives to be achieved, which must comprise the main goal and specific goals, taking into account among others the following:

- becoming familiar with specific features of facilities, installations and devices,
- enhancing command and executory skills,
- verifying operational readiness of forces and means needed to execute rescue actions,
- verifying the preparation of facilities or lands for the execution of rescue actions.

According to the guidelines each shift of a rescue and firefighting unit must participate in drills on external facilities not less frequently than three times a year. In the process of providing professional development training, the commander of a rescue and firefighting unit and commanders of particular shifts need to review the state of knowledge and skills of subordinated firefighters in an ongoing way.

An important organisational unit comprised by the structure of the provincial SFS headquarters are training centres. Professional development they implement is addressed at:

- instructors of professional development in particular rescue fields,
- specialists of medical rescue,
- members of specialist rescue groups.

The organisation of professional development in training centres is meant to prepare the staff of county or municipal SFS headquarters to organising professional development in rescue and firefighting units, as well as broadening their knowledge and professional skills. Consequently training centres should assure optimum preparation of the professional advancement training for firefighters in the given province to guarantee continuous advancement of instructors of professional development in

particular rescue fields according to remaining programmes approved by the Head Commandant of the SFS. Each shift in a rescue and firefighting unit should at least have two trained instructors of professional development from given rescue fields. This process is to allow maintaining an appropriate level of the implementation of professional development in a rescue and firefighting unit. Training of professional development instructors of particular fields of rescue is to a large extent the task of the provincial the training centre. In this case the provincial commandant is responsible for organisation and implementation of professional development of the above mentioned groups or the school commandant in particular cases. Those tasks are implemented with the assistance of:

- head of the training centre – for instructors of professional development of particular rescue fields,
- provincial coordinator of medical rescue and head of the training centre – for medical rescue specialists,
- coordinator of the rescue sphere, commander of the specialist group, head of the training centre – for members of specialised rescue teams.

It also needs to be emphasised that all training centres need to devise the annual plan for teaching work by the 15th December of each year that precedes the training year. Each form of professional development organised in the training centres should be carried out pursuant to the didactic work plan for the given work, on the basis of an order of the provincial SFS commandant and recording in the plan of teaching work. A particularly important role in operation of the training centre is played by the teaching staff assigned to implementing professional development. This staff comprises appropriately prepared and experienced lecturers of the training centre, commanders of specialised groups, coordinators of diverse rescue fields, as well as firefighters with acquired specialist knowledge, and also specialists not employed by SFS in areas comprised by development.

Professional development also comprises the teaching staff of schools and teaching centres. Vocational advancement for this group is implemented by SFS schools and by the office responsible for training issues of the Main SFS Headquarters. The advancement is organised by all schools at a basic level and according to assigned specialisations for rescue actions at a specialist level. The purpose of organising professional development training for teaching staff in schools is to prepare lecturers and instructors from centres to correct delivery of courses, and also broadening of their knowledge and skills in training spheres.

Professional development is executed by participation in:

- training courses,
- methodological workshops,
- thematic workshops,
- conferences and seminars,
- post-graduate studies,
- training briefings and sessions,
- works of commissions and task groups,

as well as publications in the field of fire protection [15, p. 46].

Participation will also comprise delivery of classes in the above specified forms of professional development. The development of a training offer is the duty of schools that supervise the given specialisation, and the offer is incorporated into the didactic supervision plan.

A summary of the professional development process must be implemented obligatorily for the whole teaching staff of schools and training centres, and should take place not less frequently than once every three years. Each firefighter from the teaching staff in schools and training centres needs to document participation in diverse forms of professional advancement in the log of professional development. Crediting a three-year cycle of professional development is done by the firefighter's direct superior after submission by a firefighter of confirmation of his participation in at least six above mentioned forms of professional development. Effects obtained in the summary training may be made use of in the process of drawing up a periodical opinion of a firefighter [15, p. 48].

Summary

Education for safety in hierarchically structured institutions, including the State Fire Service as a formation responsible for general security of our country, is a very important element of its functioning. Civilisational progress or the changing climate generate new hazards, which must be faced by the SFS in its everyday operations. For this reason broadening of knowledge, gaining new practical experience, enhancing one's skills is an indispensable element of their functioning. The professional development system for SFS staff presented in the paper brings us a step closer to the functioning of that system on particular levels, including on an interventional level of rescue and firefighting units, which are responsible for undertaking actions during diverse hazards and the

elimination of their consequences. The presented system of professional development was deployed in 2016, and now the time has come to evaluate its functioning. This will be the subject of many discussions, analyses, identifying weaknesses, working out conclusions and adoption of adjustments, so that firefighters could best supplement professional qualifications, hone the skills to be able to provide assistance in the most effective way in the rescue of life and health, as well as property and environment. Nevertheless this system requires introducing new solutions. Given the possibility of making use of modern teaching methods, including remote ones, the introduction of a distance learning system that allows the opportunity of acquiring knowledge without the necessity of having to arrive at the place of training, seems to be justified. Thanks to providing access and using broad resources of teaching materials, e-education benefits from new transmission technologies and enables a significant reduction in training costs. This type of learning has a lot of advantages: it is much cheaper, which is a clear important argument both for the formations, and for the firefighters undertaking education, saves time by eliminating the time of arrival to different training courses, and in the first place allows managing the progress of professional development oriented at firefighters. Consequently the issue of using e-learning in professional development requires in-depth analyses. Some training centres operating in the SFS structures are already successfully using this tool. Extending the catalogue by possibilities of making simulations of diverse types of incidents, decision making, implementation of decisions, verifying consequences of the adopted solutions enable controlling the knowledge and skills in practice. A justified solution would be the integration of hitherto forms of professional development with distance learning, after all we should all care that the rescue service have best preparation for combatting hazards and executing effective actions.

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