



ACADEMIC CONCEPTS OF POLICE EDUCATION

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Annotation

Police education and training in Europe is changing. While the idea of university education for police and police professionalism was first proposed many years ago, there is still no consensus about what police professionalism actually means. While the idea of university education for police is supported by both police managers and academics, in principle, the body of knowledge in policing is still being developed. The paper deals with the development of the police personnel training system in Lithuania. The trends and developments in higher police education in Lithuania have generally confirmed the principal challenges identified in the Bologna Declaration – standardizes and integrates the Lithuanian education in the European Higher Education Area. In Lithuania was prepared the European qualifications framework focused on common references such as the sequencing of study cycles with specific descriptors of the profiles of degrees, introduction of ECTS. University education increased communication skills, public relations skills, report writing skills, response to new training, decision-making ability. That demonstrates that a university education requirement for police institutions is beneficial to the level of performance achieved by its police officers.

Keywords: police officer, university education, higher education.

Introduction

Modern societies, and consequently professional policing, are becoming increasingly complex. Police training generally is turning from providing practical knowledge and skills for everyday practice to the inclusion of scientific and research issues. Many police officers today are lifelong trained in police management, law, police tactics, crime control, new technologies, and police ethics. The growing international dimension requires even more issues to be trained on. Initiated in 1999 in Bologna, the process of developing the European Higher Education Area has had a vital impact on changes taking place in higher police education in Lithuania. In line with recommendations of the Bologna Declaration – standardizes and integrates the Lithuanian education in the European Higher Education Area. Analyses of training needs clearly indicate that there is a great unfulfilled demand for this kind of educational service. For over 20 years, leaders in policing, including Police Department and the Ministry of Internal Affairs of Lithuania, commissioners' practitioners of police, have discussed and debated the need to professionalize police through university education. The debate remains ongoing to this day and various steps have been taken by Lithuanian Government and police organisations to reach the goal of police professionalism (Nefas S., Smalskys V. 2008). Essentially, the question is what can higher education do for police and what can it do for police management? Believe that the answer should be: Higher education represents expanded knowledge and understanding, determination, and endurance. It displays the culmination of numerous classes related to a specific field of study. University education looks as a mark of professional and personal accomplishment.

Topics covered include problem and relevance

What manner of man is a future police officer? It is important to know the social environment where he has developed and the forming of personal characteristics as it makes influence not only on the advancement of ethno cultural, social, economical and scientific level, but also on the individual contemplation of a possible profile of a future police officer (Roberg R., Bonn S. 2004). The main purposes of the police are the maintenance of discipline, public defense, crime detection and protection of social and wealth property. Consequently, police officer has to be trained as self-independent and competent personality, who can take decisions in the conditions of enlarged risk expeditiously. Following the above-mentioned principles, seeking the aims of the police and implementing other tasks of public defense and property protection and also caring to implement the specific activity well, police officers must have enough professional knowledge and social experience as well as the completeness of personal qualities and attitudes (Faull J. 2009).

In addition, higher educated officers rated themselves higher on knowledge of the law, use of mediation and conflict resolution, investigation and report-writing skills, leadership, responsibility, and problem-solving skills. Essentially, empirical studies examining education levels of police officers to date can be divided into two broad categories: behavioral measures (arrest rates, complaints, commendations, etc.), and attitudinal measures (job satisfaction, receptivity to innovation, etc.). Overall, education has been identified as a positive force in the advancement of policing. Higher educated officer has a broader comprehension of civil rights issues from legal, social, historical, and political perspectives. Moreover, these officers have a broader view of policing tasks and a

greater professional ethos, thus their actions and decisions tend to be driven by conscience and values, consequently lessening the chance of erroneous decisions. If these arguments are valid, the logical conclusion is that the higher educated officer would be less likely to place the department in a liability situation. Higher educations offer the hands-on training necessary to conduct the duties of a police officer, and provide a theoretical framework of law enforcement, the responsibility of discretion and authority, or the ability to critically evaluate information and make sound decisions (Paoline E.A., Terrill W. 2007).

The only police training facility which provides higher police education in Lithuania is the Mykolas Romeris University Faculty of Public Security in Kaunas. The new legal and organizational situation of the Faculty of Public Security created new operational possibilities. When defining priority directions for the Faculty of Public Security development, it was necessary to take into account both interests of the Police, whose organizational unit the Faculty of Public Security is, and broadly understood public interest, manifesting itself in implementation of tasks related to public order and safety. In the process of preparing police officers in the Faculty of Public Security they are given knowledge in humanitarian, social, juridical and other sciences. While using complex knowledge we aim to develop logical and analytical capabilities of a future police officer. The education of a police officer is like a sort of art, which consists of obtained knowledge and skills as well as the method of cognition and analysis. Consequently, a police officer has to be trained as self-independent and competent personality, who can take decisions in the conditions of enlarged risk expeditiously (Jaschke H.-G., Neidhardt K.A. 2007). Theoretical knowledge must be closely related to practice (Nedzinskas E., Bankaukienė N. 2009).

This article focuses on the role of training and education for police officers in the Lithuanian. The **objective** of this paper is to highlight the complexity of the university education of police officers in Lithuania.

The following methods of investigation have been applied: analysis of scientific literature, analysis of documents.

Developmental trends in higher police education

Higher education in the Lithuania is provided through the study programmes; in compliance with the Higher Education Act, the higher education institutions may admit the students to accredited study programmes only. In the spirit of the Bologna Declaration, the Lithuanian Higher Education Act sets that higher education shall be carried out through the study programmes at three levels. The first level is represented by the Bachelor study programmes, the second level by the Master, and the third level by the PhD study programmes. The study programme may be carried out only in the field of study which is a part of the defined list of the higher education fields of study. The standard length for the Bachelor study programme as a study programme of the first level is at least three years and at most four years. According to recommendations of the Bologna Declaration, the

Bachelor study programmes are oriented at acquisition of theoretical knowledge and practical knowledge based on the current state of science and art and at mastering their use at performing a profession or in the follow-up Master study. The Bachelor's degree has become an obligatory requirement for proceeding to the Master's level. In addition to that, all bachelor and master programmes offered by the Faculty of Security are subject to accreditation procedures as a result of the Declaration of Bologna.

Education is so integral to our life in society that even if we consider only formal instruction, it is not too much to say that the enterprise of education either has come to involve everyone alive or is expected to, that every other human endeavor of any importance depends on it and is served by it, and that almost every other such enterprise is stimulated by it and plays a part with respect to it, either as a source for its premises and methods, as part of its curriculum, or as one of its aims. Education is a practical art and a science and its normative justification takes man in society as its starting point. Education serves the social and the ethical and if it does not create difference, if it does not cultivate, confirm and contribute to the development of the excellences then it is not education. Within the Lithuanian system of police education, there is a coherent system of training at all levels of education. Each level is supported by an occupational profile and a related curriculum for each police officer. All profiles and all modules have been developed by academic professionals and police partners. The outcome of this process has been sanctioned by the Ministry of Education of Lithuania and Police Department of the Ministry of the Interior of Lithuania.

We defined police training as a process of imparting or acquiring particular knowledge or skills necessary for police work. University education enables critical evaluation of material. It provides a theoretical framework by which practical application is derived. It grants a broad understanding of subject matter. Mandating university for police officers will instill these benefits and serve to raise the standard among law enforcement officers, facilitating professionalism. Professionalism strives to develop officers who understand the boundaries of their authority, act with high moral resolve, and apply these traits in police duties. The benefits of higher education are well pronounced. University graduates earn more money, enjoy greater prestige, and generally have access to greater employment opportunities.

The process began in Lithuania in 2000. The new Higher Education Act and the related decree adjusted for the higher education institutions the compulsory application of the credit system based on ECTS. The credit system allows the student within the framework of the study programme he/she has enrolled in and in agreement with the study order, a self-profiling, that means, compilation of his/her study plan by an appropriate selection of optional and elective subjects the way it suits best of all to his/her idea of the study, as well as the speed of study in agreement with his/her individual dispositions or momentous social or financial situation, and mobility, i.e., the possibility to complete within the framework of his/her study programme a period of study

in another domestic faculty or university, or in a foreign higher education institution in the respective study programme. The study programme is divided into subjects. For clear arrangement of the content of study and evaluation of the study results a regulation was issued to set for higher education institutions the duty to elaborate an information sheet of the subject in which the basic information about the subject is indicated. Previously, study attainments were measured in study weeks, which corresponded to 40 hours of study time whereas current ECTS credit corresponds to 26 hours of study time. Instead of focusing on the courses required for completing a degree, the emphasis was to be on the skills and competences students should gain during their studies. Internal aspects of the process were the analysis of core content and student workload. This tool gives heuristic help for classifying curriculum contents in relation to three categories: essential knowledge, supplementary knowledge and specialized knowledge. Essential knowledge is knowledge that all students must possess and which is a necessity for further studies. Supplementary knowledge, in turn, is something that students should know, but it is not compulsory. Specialized knowledge includes specific details which are good to know but not necessary for proceeding with studies. The division into the three types of knowledge was taken into account when determining student workload and the number of hours needed for completing each course. Knowledge, skills and abilities gained in a higher school have to form a comprehensively sophisticated personality having abilities to plan, analyse actions and suitably and responsibly direct activities of other people. Appropriate competence and qualification must be achieved in order to help a future specialist to proceed from cognizance to practical application of knowledge and abilities to analyse and integrate available information and to demonstrate high common cultural competence. They have to know their – a member of the police organization – status, and can carry out the functions that are provided in the police as well as fulfill all the tasks committed.

Reform movements in law enforcement, such as the professionalization and community policing movements and more specifically, those reforms containing elements focused on education and training, were not advanced in isolation. One theme that has remained throughout all of the reform movements is the importance of education in creating a better prepared and more tolerant police officer. Recommendations for a better educated police force did not originate with community policing, or professionalization and accreditation. Endorsements for higher levels of education have appeared in several reform movements in policing, and have been present since the very beginnings of policing as a profession. Obviously, the officer on the beat need not be especially skilled in either the mental, biological or social sciences, nor should it be necessary for him to be intimately acquainted with every phase of the humanities. But none of these can be overlooked in the training of police officers if they are to have a broad, cultural, scientific, and technical background requisite for the performance of the modern officer's duties. Foreign language courses, especially for executive staff, rank high in the system of

police professional development training. Apart from police professional development courses, the Faculty of Public Security offers training courses typical for general higher education.

The destination of programme is to train qualified specialists of national state and social order, peace and safety, crime prevention, prevention activities, road safety and other spheres belonging to the police for the police institutions. Police management, as a paradigm practitioner discipline with an orientation to practical problem-solving, decision-making and action, can benefit from case based teaching. The case method, with its focus on action in real settings, can be used in the profession to validate and extend good practice. Cases that are practice based and problem-orientated can inform novice and experienced practitioners alike. Equally important, exposure to the case study method allows research to become part of practice. Cases are digestible and they accord with the practitioner culture. They do not intimidate like other forms of research, they extend the reach of personal experience, aid practical deliberation, and assist reflection. They maintain that the skills developed from the approach include:

1. Qualitative and quantitative analytical skills, including problem identification skills, data handling skills and critical thinking skills.
2. Decision making skills, including generating different alternatives, selecting decision criteria, evaluating alternative and formulating congruent action and implementation plans.
3. Application skills, using various tools, techniques and theories.

General skills gained in a Faculty of Security have to form a comprehensively sophisticated personality having abilities to plan, analyze actions and suitably and responsibly direct activities of other people. Appropriate competence and qualification must be achieved in order to help a future specialist to proceed from cognizance to practical application of knowledge and abilities to analyze and integrate available information and to demonstrate high common cultural competence. Lots of various modules adjusting theory and practice as well as forming attitudes and conviction have to be involved into the process of upbringing. Appropriate educational environment has to be formed for this purpose. The arrangers of programmes to plan realistically about the objective knowing that a particular programme will develop certain cognitive abilities, will help students to perfect practical abilities and what general skills will be developed. Academic programme can develop the following general skills: learning to learn, systemic and critical cogitation, self-motivation, creativeness and problem solving; communicative and information control (computer literacy and work with database system); reflective and changes control; presentation and career planning; work in an organization and leadership, cooperation (with a person and in a command), learning in the net of partnership.

The professional type positions held by police largely focus on police problem solving and decision making. Professional police as those with the ability to diagnose problems in confusing and variable situations, using their own diagnosis to make timely discretionary decisions in

circumstances of great stress. The reformers during the progressive era sought to remove politics from law enforcement by implementing a series of reforms designed to professionalize the police. These reforms produced changes in hiring practices, discretion and the structure of police. Hiring practices became merit-based rather than politically controlled. Line-level discretion was reduced or restricted as much as possible through hierarchy, specified rules, policies, and procedures, and the division of labor. Police, during this era, became the paramilitary structure that is still evident in modern day. While the reform or progressive era did well to standardize and professionalize police, several problems with professionalization surfaced. First, in the efforts to separate politics from policing reformers discounted the need and usefulness of line-level discretion. In addition, the highly centralized structure of law enforcement widened the gap between administration and line officers and further isolated the police from the public whom they served. Furthermore, as the police role became broader and more complex, traditional legal-based solutions were no longer effective or appropriate in many situations with which line officers were faced with. Problems such as these created the need for more community involvement and better police-citizen relationships. Higher education has been treated, even by police reformers, more as advanced training, or as remedial development than as a means of critically revisiting policing generally and police management particularly. Higher education can and does deliver technical and propositional knowledge, but police management practice is not just the liberal application of learnt theory. Higher education cannot create the certainty that many police students look for, in a field that rests in the grip of plural values, the balance of an essential dilemma, and the fog of paradox. The promise of police management education is best made out in its contribution to the ends of policing. Change short of this, say a change in internal process or procedure is more easily identified but can only be considered an advance when it frees up staff or resources for application elsewhere or allows for the better, more targeted, allocation of staff to public problems in the community.

Education, aimed at assisting the staff of the institutions of state, needs to focus on how they can rebalance the benefits and the burdens of social life, keep abreast of developments in policy, and systematically and critically develop their own knowledge base. A great deal of work has been done on identifying the training needs of the Lithuania Police. The training need covers the following topics: crime prevention, community policing, investigations management, forensic sciences and crime analysis, prosecutions, public order policing, traffic management, management and supervision, contemporary issues, public and media relations, professional standards, strategic planning and policy research. The protection of internal security requires constant monitoring, analysis and development of mechanisms supporting work efficiency of relevant public subjects. The Faculty of Public Security in Kaunas is the only police research centre which meets such requirements. University education ought to have a new relationship with police, and particularly police managers, based on voice as a method and a disposition.

This is a teachable point of view, a storyline that can inhabit our imaginations, and it allows that police managers as managers can learn, and that as students they can be taught.

In our faculty ongoing the next programmes of study: Bachelor's Programme in Law and Police Activities, Bachelor's Programme in Law and State Border Guard, Bachelor's Programme in Police Activities, Master's Programme in Law and Police Activities, Master's Programme in Law and State Border Guard, Master's Programme in Forensic Examination.

Another area of vital importance to the Faculty of Public Security is international cooperation. It aims at providing support for the basic school's activities (running higher education studies, training and professional development courses and carrying out scientific research). Among the Faculty of Public Security partners there are foreign public institutions in charge of the implementation of internal security tasks, in particular foreign police colleges, where commissioned officers and police executives are trained, as well as international police training organizations. The academic mobility is organized first of all through international programmes as well as on the basis of direct cooperation between the Lithuanian and foreign higher education institutions (Socrates/Erasmus, Leonardo da Vinci and other programmes). The European Commission Erasmus Program was created precisely to improve the quality and increase the volume of student and teaching staff mobility throughout Europe, the amount of multilateral cooperation between higher education institutions in Europe, the cooperation between higher education institutions and enterprises, and the spread of innovation and new pedagogic practices and support between universities in Europe.

Police educators don't need to be reactionary or revolutionary, nor do they need to support the status quo. They also don't need to wait for an ideal police institution to emerge before they can feel comfortable contributing to policing. Instead, what is required is that educators have an open idea of the ideal, celebrate and communicate their idea, and make contributions to its realization. The ongoing relationship between higher education and police can be based on the ongoing improvement of policing for its constituents, and arguably it should be. This is the light on the hill that is required by even the most vulgar pragmatist. After all, talk of policing may be rhetoric but it need not be empty rhetoric. One of the main challenges is the integration of an academic understanding of policing in a manner that is relevant to the police profession. In principle, we have to make that the police officer should be as skilled at their profession as much as one would expect a doctor or barrister.

Generalization

The above information shows that basic processes involved in the Faculty of Public Security in Kaunas activities are dynamic in nature. These include educational activities, research and international cooperation. Similar dynamics is observed for changes which take place in the area of human resources, teaching

facilities and organizational structure. A particularly strong stimulus in this respect was the integration of higher police education into the system of general education and the incorporation of the latter in implementation of the Bologna Process. Key researchers believed, in principle, that university education was beneficial for police officers across all organizational ranks. There were different perspectives about the professional status of police and if, in fact, police could ever be considered true professionals. The role of university education in police organizations was also viewed from a variety of perspectives in the areas of police culture, competencies and promotions. Finally, there were different views on how police education and professionalism would manifest themselves in the future. Assumptions of several management reforms suggest that increased education of the police will affect job performance in several ways. Under community- and problem-oriented policing, higher education is assumed to improve problem-solving skills and provide police with a wider range of solutions outside legal sanctions. Under models of accreditation, higher education, (alongside training), is assumed to improve actual skills involved in the daily activities of policing such as communication with the public, diffusing potentially dangerous situations, and skills necessary to effectively solve crimes or prevent them from happening.

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AKADEMINĖS POLICIJOS PAREIGŪNŲ UGDYMO SAMPRATOS

S a n t r a u k a

Policijos mokymo ir lavinimo klausimas tapo ypač aktualus prasidėjus Bolonijos procesui, siekiant sukurti bendrą aukštojo mokslo erdvę Europoje. Šalys, šio proceso dalyvės, atsižvelgdamos į Bolonijos proceso reikalavimus, savo veiklą skyrė galimybių, modernizuoti policijos rengimo sistemas, paieškai. Tik nuo tinkamai parengto policijos personalo priklauso šalies visos teisėtvarkos politikos sėkmė. Policijos personalo kokybė labai priklauso nuo pasirinktos rengimo strategijos. Tampa akivaizdu, kad universitetinis išsilavinimas tapo policijos pareigūno privalumas: turėdamas aukštesnį išsilavinimo cenzą, pareigūnas galėjo geriau adaptuotis policijos ir piliečių santykiuose, kurie tapo atviresni ir keliantys abipusį pasitikėjimą. Pertvarkymai policijos pareigūnų rengime šalyje sudarė prielaidas kryptingai plėtoti pareigūnų tęstinio mokymo strategiją, sustiprino aukštojo policijos mokslo lygmenį. Šiame straipsnyje policijos pareigūnų rengimo problemos Lietuvoje nagrinėtos, atskleidžiant policijos personalo rengimo vadybinius aspektus, bei kompetencijų lavinimo problemas. Straipsnyje pagrindžiama nuostata, kad, rengiant šiuolaikinės policijos pareigūnus, nepakanka vien tik profesinio mokymo, formuojančio specialiuosius įgūdžius, o būtina jiems suteikti galimybę įgyti aukštąjį išsilavinimą. Konstatuotina, kad racionalus policijos įgūdžių mokymo formavimas universitete atsispindės šiuolaikinės policijos darbe, pagrįstu žinių stiprinimu ir savo profesinės veiklos gilesniu suvokimu. Ieškant policijos pareigūnų rengimo procese bendrų sąlyčio taškų, galinčių tapti vienijančia policijos rengimą grandimi, manoma, jog svarbiausiu analizuojamu aspektu turėtų tapti mokymo programų turinio klausimas, nuo kurio priklausytų bendros kompetencijos pareigūno išugdymas. Straipsnyje siekiama išryškinti universitetinio lavinimo svarbą rengiant policijos pareigūnus Mykolo Romerio universiteto Viešojo saugumo fakultete. Straipsnyje nagrinėjami Bolonijos proceso įtakoti pokyčiai universitetiniame profesionalių policijos pareigūnų lavinime, dermė su pareigūnų rengimo programa, atlikta mokslinės literatūros analizė.

Konstatuotina, kad universitetinis išsilavinimas tampa būsimąjo policijos pareigūno privalumu, kadangi Mykolo Romerio universitetas rengia policijos pareigūną, atitinkantį naujosios viešosios vadybos standartus.

Raktažodžiai: aukštasis išsilavinimas, policijos pareigūnas.

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