

MEĐUNARODNI NAUČNI SKUP „DANI ARČIBALDA RAJSA“  
TEMATSKI ZBORNIK RADOVA MEĐUNARODNOG ZNAČAJA

INTERNATIONAL SCIENTIFIC CONFERENCE “ARCHIBALD REISS DAYS”  
THEMATIC CONFERENCE PROCEEDINGS OF INTERNATIONAL SIGNIFICANCE



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„DANI ARČIBALDA RAJSA“  
“ARCHIBALD REISS DAYS”

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*Beograd, 3-4. mart 2011.*  
*Belgrade, 3-4 March 2011*

TEMATSKI ZBORNIK RADOVA  
MEĐUNARODNOG ZNAČAJA  
THEMATIC CONFERENCE PROCEEDINGS  
OF INTERNATIONAL SIGNIFICANCE

TOM I  
VOLUME I

KRIMINALISTIČKO-POLICIJSKA AKADEMIJA  
Beograd, 2011  
ACADEMY OF CRIMINALISTIC AND POLICE STUDIES  
Belgrade, 2011

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Tehničko uređenje  
MILOŠ IVOVIĆ

Tiraž  
200

Štampa  
INPRESS, Beograd

ODRŽAVANJE SKUPA I ŠTAMPANJE OVOG ZBORNIKA  
PODRŽALO JE MINISTARSTVO PROSVETE I NAUKE REPUBLIKE SRBIJE

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ISBN 978-86-7020-190-3  
ISBN 978-86-7020-188-0

**INTERNATIONAL SCIENTIFIC CONFERENCE "ARCHIBALD REISS DAYS"**  
**THEMATIC CONFERENCE PROCEEDINGS OF INTERNATIONAL SIGNIFICANCE**

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Publisher  
ACADEMY OF CRIMINALISTIC AND POLICE STUDIES  
Belgrade, 196 Cara Dušana Street – Zemun

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Computer Design  
MILOŠ IVOVIĆ

Impression  
200 copies

Print  
INPRESS, Belgrade

THE CONFERENCE AND THE PUBLISHING OF PROCEEDINGS WERE  
SUPPORTED BY THE MINISTRY OF EDUCATION AND SCIENCE OF THE  
REPUBLIC OF SERBIA

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ISBN 978-86-7020-190-3  
ISBN 978-86-7020-188-0

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## PREDGOVOR

Poštovani, pred Vama je Tematski zbornik radova učesnika međunarodnog naučnog skupa „Dani Arčibalda Rajsa“, koji je u organizaciji Kriminalističko-policijske akademije, a uz pomoć Ministarstva unutrašnjih poslova Republike Srbije i Ministarstva prosvete i nauke, održan na Kriminalističko-policijskoj akademiji.

U godini kada Ministarstvo unutrašnjih poslova i Kriminalističko-policijska akademija obeležavaju dva veka ovog ministarstva i 90 godina visokog policijskog obrazovanja u Srbiji, u znak zahvalnosti i sećanja na istaknutog kriminalistu, jednog od reformatora policije Srbije i osnivača i direktora prve moderne visoke policijske škole u Srbiji, prof. dr Rudolfa Arčibalda Rajsa, ovaj skup nosi njegovo ime.

Tematski zbornik se sastoji iz dva toma i sadrži 86 radova nastavnika i saradnika Kriminalističko-policijske akademije iz Zemuna, Fakulteta bezbednosti iz Skoplja i Beograda, Policijske akademije iz Bratislave, Visoke škole unutrašnjih poslova u Banjaluci, Pravnog fakulteta Univerziteta u Kragujevcu, Novom Sadu, Prištini, Nišu i Beogradu, Fakulteta za specijalnu edukaciju i rehabilitaciju, Beogradskog centra za bezbednosnu politiku, Policijske akademije „Alexandru Ioan Cuza“ iz Bukurešta, Državnog univerziteta unutrašnjih poslova u Lvivu - Ukrajina, Fakulteta za sport i fizičko vaspitanje Univerziteta u Beogradu, Medicinskog fakulteta u Kosovskoj Mitrovici, Prirodno-matematičkog fakulteta Univerziteta u Novom Sadu, Instituta za međunarodnu politiku i privredu, Veleučilišta u Velikoj Gorici – Hrvatska, Elektrotehničkog fakulteta Univerziteta u Beogradu, Fakulteta bezbednosnih nauka Univerziteta u Mariboru, kao i naučnika i stručnjaka predstavnika Ministarstva unutrašnjih poslova Republike Srbije, Republike Crne Gore, Republike Srpske i Makedonije. Autori radova su eminentni stručnjaci iz oblasti prava, bezbednosti, kriminalistike, forenzike, medicine, pripadnici nacionalnog sistema bezbednosti ili učestvuju u edukaciji pripadnika policije i vojske, kao i drugih službi bezbednosti. Svaki rad je recenziran od strane dva kompetentna međunarodna recenzenta, a celokupan Tematski zbornik recenziran je od strane četvorice kompetentnih međunarodnih recenzenta.

Radovi objavljeni u Tematskom zborniku sadrže prikaz savremenih tendencija u razvoju sistema policijskog obrazovanja, razvoja policije i savremenih koncepata bezbednosti, kriminalistike i forenzike. Dalje sledi analiza aktivnosti pravne države u suzbijanju kriminala, zatim stanja i kretanja u ovim oblastima, kao i predlozi za njihovo sistemsko prevazilaženje. Tematski zbornik radova predstavlja značajan doprinos postojećem fondu naučnog i stručnog znanja iz oblasti kriminalističke, bezbednosne i kaznenopravne teorije i prakse. Publikovanje ovog Tematskog zbornika vodi uspostavljanju i unapređivanju međusobne saradnje obrazovnih, naučnih i stručnih institucija na nacionalnom, regionalnom i međunarodnom nivou.

Naposletku, želimo da se zahvalimo svim autorima i učesnicima skupa, kao i recenzentima prof. dr Vidu Jakulinu, prof. dr Oleksandru Marinu, prof. dr Miodragu Simoviću i prof. dr Vaclavu Krajniku. Takođe, zahvaljujemo se Ministarstvu unutrašnjih poslova Republike Srbije, koje je podržalo organizaciju i održavanje skupa, kao i Ministarstvu prosvete i nauke Republike Srbije, koje je finansijski potpomoglo izdavanje ovog Tematskog zbornika radova.

Beograd, jun 2011. godine

Programski i Organizacioni odbor



## P R E F A C E

In front of you is the Thematic Proceedings of the International Scientific Conference “Archibald Reiss Days”, which was organized by and held at the Academy of Criminalistic and Police Studies, with the support of the Ministry of Interior of the Republic of Serbia.

In the year when the Ministry of Interior of the Republic of Serbia and the Academy of Criminalistic and Police Studies celebrate the 200th anniversary of this Ministry and the 90th anniversary of higher police education in Serbia, as a sign of appreciation and in memory of the prominent criminalist, one of the reformist of Serbian police and founder and director of the first modern higher police school in Serbia, Dr. Archibald Rodolphe Reiss, this Conference has been named after him.

The Thematic Conference Proceedings consists of two volumes and contains 86 papers by teachers and associates of the Academy of Criminalistic and Police Academy in Belgrade, Faculty of Security in Skopje, Faculty of Security in Belgrade, Academy of Police Force in Bratislava, Higher School of Internal Affairs in Banja Luka, Faculty of Law of the University of Kragujevac, Faculty of Law of the University of Novi Sad, Faculty of Law of the University of Pristina, Faculty of Law of the University of Nis, Faculty of Law of the University of Belgrade, Faculty of Special Education and Rehabilitation, Belgrade Centre for Security Policy, Police Academy “Alexandru Ioan Cuza” in Bucharest, Lviv State University of Internal Affairs - Ukraine, Faculty of Sport and Physical Education of the University of Belgrade, Faculty of Medicine in Kosovska Mitrovica, Faculty of Sciences of the University of Novi Sad, Institute of International Politics and Economics, University of Velika Gorica – Croatia, School of Electrical Engineering of the University of Belgrade, Faculty of Criminal Justice and Security of the University of Maribor, as well as scientists and experts – representatives of the Ministry of Interior of the Republic of Serbia, Republic of Montenegro, Republic Srpska and Macedonia. The authors of the papers are eminent experts in the field of law, security, criminalistics, forensics and medicine, members of national security system or participants in education of members of the police and army, as well as other security services. Each paper has been reviewed by two competent international reviewers, and the Thematic Conference Proceedings in whole has been reviewed by four competent international reviewers.

The papers published in the Thematic Conference Proceedings contain the overview of contemporary trends in the development of police educational system, development of the police and contemporary security, criminalistic and forensic concepts. Furthermore, they provide us with the analysis of the rule of law activities in crime suppression, situation and trends in the above-mentioned fields, as well as suggestions on how to systematically deal with these issues. The Thematic Conference Proceedings represents a significant contribution to the existing fund of scientific and expert knowledge in the field of criminalistic, security, penal and legal theory and practice. Publication of this Thematic Conference Proceedings contributes to improving of mutual cooperation between educational, scientific and expert institutions at national, regional and international level.

Finally, we wish to extend our gratitude to all authors and participants at the Conference, as well as to reviewers: Mr Vid Jakulin, PhD, Mr Oleksandr Marin, PhD, Mr Miodrag Simović, PhD, and Mr Vaclav Krajnik, PhD. We also wish to thank the Ministry of Interior of the Republic of Serbia on its support in organization and realization of the Conference, as well as the Ministry of Education and Science of the Republic of Serbia, for its financial support in publishing of the Thematic Conference Proceedings.

Belgrade, June 2011

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# PERSPECTIVES OF DEVELOPMENT OF POLICE EDUCATION AND TRAINING<sup>1</sup>

Srđan Milašinović, PhD  
*Academy of Criminalistic and Police Studies, Belgrade*  
Želimir Kešetović, PhD  
*Faculty of Security Studies, Belgrade*  
Semir Šut, MA  
*Ministry of Interior of Zenica – Dobož Canton*

**Abstract:** With the development of the society, the police function in becoming more complex, requiring certain knowledge, skills and habits, and adopting professional norms and values. In that context different forms of police education and training emerged. In contemporary world there is a great variety in police education and training in terms of content, form and organization, but there are certain global tendencies like convergence of different systems, homogenisation of curriculum, implementation of modern teaching methods directed to students and learning, not teachers and teaching, developing their creativity in problem solving, and looking for optimal balance between theory and practice, followed by opening of the police training and education institutions toward civil society. Those tendencies are described in the paper, as well as specific solutions in certain countries that might have brother significance and applicability.

**Key words:** police, training, education

## Perspectives of the Police Education and Training Development

### Introduction

Historically and comparatively considered, law enforcement (both as a function and organization) is older than police education. This specific body of a state's administration is not only entrusted with the safety of a society and its citizens but also with legal powers which in certain cases allow it to restrict individuals' rights and freedoms. In the beginning, the police recruited people who, besides psychophysical predispositions and elementary literacy, neither fulfilled any other specific conditions for admission to the service nor underwent any institutionalized forms of training in the course of service. Police officers learned the ropes through personal experience and experience of elder fellow colleagues.

As the society developed and got more complex, the police scope of work got more complex, too (e.g. the police powers broadened). Over the years, dealing with

<sup>1</sup> This paper is the result of the realisation of the Scientific Research Project entitled „Development of Institutional Capacities, Standards and Procedures for Fighting Organized Crime and Terrorism in Climate of International Integrations“. The Project is financed by the Ministry of Science and Technological Development of the Republic of Serbia (No 179045), and carried out by the Academy of Criminalistic and Police Studies in Belgrade (2011–2014). The leader of the Project is Associate Professor Saša Mijalković, PhD.



police tasks became more demanding, so the acquisition of adequate knowledge, skills, habits and values became an absolute necessity. Therefore, the police organizations started the internal division of duties, i.e. internal specialization for specific types of related police jobs putting the stress on the prevention and suppression of crime. These demands led to the establishing of various forms of police education and training.<sup>2</sup> The first police schools were established in France and Germany in the second part of the 19th century.

The level, types, ways of organization, quality and other training courses for police jobs differ from country to country.<sup>3</sup> Milan Pagon and his assistants, while conducting a comparative research of the police education and training systems in 17 European countries, noted that the monitored countries had remarkably different systems of the police education and training. In eight of these countries, it is possible to take a diploma in this field; in five of them, one can get a master's degree, while in four of the monitored countries you even may receive a doctor's degree. Basic police training lasts from four months to four years and includes various forms of additional specialized courses, as well as courses in management. The authors conclude that each attempt to research the history or current state of police education on a global level is a problematic undertaking with vague outcome. However, the research shows that no one can join the police forces without completing some form of police education or training.

One thing that all modern police forces have in common nowadays, no matter how big the differences among them are, is that no one can fulfil their duties successfully without acquiring, constant rewarding and updating of the relevant skills, knowledge and habits. That is an essential prerequisite for the professionalisation of the police occupation, but at the same time, it is a bad fortune of every organization in a modern, dynamic "learning society" in which everyone has to be prepared for a lifelong learning.

### **Police School System Today**

Police school system is at the centre of attention of all modern and efficient police organizations nowadays. Namely, training of a police officer who fights against large-scale and serious safety threats at the beginning of the 21st century is inconceivable without a highly developed police school system. The officers are trained to protect human rights, use their powers in a restricted manner and employ entrusted resources rationally; they are familiar with modern information and communication technologies as well as with the means and methods of modern police work and are able to cope with the profession-related stress efficiently. Although some concrete solutions may vary, the mentioned starting points are common to all modern police forces. On the other hand, tendencies towards the convergence of the different systems have been emerging due to globalization and intensive international police cooperation. They concern the standardization of the curricula, the implementation of new, modern teaching methods aimed not at lectures and teachers, but at the process of learning and

<sup>2</sup> The concept of education implies the acquisition of specific theoretical knowledge and particular practical skills which lead to formal qualification (degree) lasting for years, while training means the acquisition of specific police skills and knowledge which do not imply taking a formal diploma, but may include certain certificates; the skills and knowledge acquired in the course of training last for a considerable shorter period of time and they are directed towards acquiring concrete, practical skills and narrow, specialized theoretical knowledge. (Milosavljevic, B., *Police Studies*, Police Academy, Belgrade, 1997, p.549)

<sup>3</sup> E.g. The United Kingdom of Great Britain and Northern Ireland, a country with modern, extremely efficient and highly respectable police, does not have institutions for police education; instead it has a top-level system of police training.

students developing their creative qualities that will help them solve any future problems. Further steps include the search for the optimal balance between theory and practice. As the institutions for the police education open to and link with civil school institutions, it is more and more difficult to define the difference between education and training.

Until now, there has been no standardization in the field of police education and training, even in the countries such as Germany and Switzerland. The police education and training systems in European countries vary in duration, structure, curricula, attenders, issued certificates and their external validity. If this problem is observed in a wider context, taking into account non-European countries, the differences are more noticeable but understandable when unequal historical development and different traditions and cultures are considered.

This is the reason why each attempt to classify countries according to the police education and training system faces serious difficulties. Imprecise concepts and incompatible terminology make these attempts even more difficult.<sup>4</sup> However, it is possible to differentiate the systems in which higher degrees in police and safety studies are acquired at civil colleges and universities that are not part of police schooling from police institutions which only organize the police training primarily encompassing practical skills and knowledge. This sharp distinction between theory which belongs to university level education and practice courses organized by police institutions is characteristic for England and other countries established on the Anglo-Saxon tradition. On the other hand, police training in most other European countries has developed into various level police education available at more or less functionally related institutions which may or may not be part of police organizations. Besides, there are some police schools in Europe in which courses they offer are somewhere between education and training. Moreover, internal police training institutions are more and more open to civil society and impacts of its educational institutions. Finally, it is important to emphasize the growing convergence between these two systems, which means that university education has lately been more concentrated on practical skills and knowledge and that police training lasts longer including wider theoretical knowledge from different subjects and disciplines. Consequently, the only criterion used for drawing distinction between education and training is the issuing of a formal externally valid diploma (education) or internally valid certificate (training).

At the same time, this obvious distinction represents an obstacle not only on the path towards integrations and international cooperation but also in the common activities which include the combat against organized crime, terrorism, illegal drugs, violent crimes, etc. The attempts of the European Council and European Union to harmonize police education in Europe have failed. However, they have not abandoned the idea. On the contrary, it has been seriously contemplated along with various initiatives aimed at harmonizing police school systems in European Union member states, as well as in the countries applying for admission to the European Union.

The most important findings of comparative experiences in organizing and functioning of police school systems are as follows:

- Despite a great organizational variety in police school institutions<sup>5</sup>, most of

<sup>4</sup> e.g. In some countries "Police Academy" refers to police training courses while in others it refers to university degree education. There is neither distinction nor the consistent use of the terms education, training, etc.

<sup>5</sup> Whether there will be one central or more regional and local police schools, whether they are comprehensive or specialized police professional or academic colleges, or whether all these elements are combined, depends on numerous factors, such as the size of a country, political and territorial organization, police model, historical heritage and administrative tradition, different social-political influences, etc.

them are characterized by flexible organization and constant tight links between the institutions in charge of police education and human resources departments. Their task is to coordinate educational profiles with professional job requirements, primarily through the redefinition of curricula and periodical evaluation of their relevancy, as well as to balance the enrolment policy with the personnel policy and real police staff requirements. Human resources departments are also included in the process of students' knowledge evaluation and final exams, thus assessing the work of police educational institutions. Besides, there is a constant link between police schools and police operational units regarding the organization and realization of the students' practice. This link between education and training lasts throughout the working life since the promotion prospects in a police career leading even to the top managing positions in the police hierarchy are constantly and tightly connected with taking graded advanced professional courses adapted to the operational and strategic levels of managing. In some countries (e.g. in Germany) the average mark earned during the basic police education reflects on the promotion prospects in future career.

- Special efforts are being made **to standardize and realize** all the elements of police education and training (selection, organization, content and realization of the curricula, teachers and instructors, teaching resources and methods, grading, etc.).

- Police educational institutions are **more and more open** to changes regarding the curricula and the methods of their realization, ready to correct any shortcomings that may arise (self regulation ability).

- Although education is not regarded as an expense, but as a future cost reduction investment, one must take care of the reciprocity between the invested money and expected effects. But, taking everything into account, it must be pointed out that considerable amounts of money are allocated to police educational institutions (for staff, equipment, modernization, etc.) and that their employees are highly respected among the police personnel at all levels.

- **The selection** of students who apply for police schools is carefully approached. An adequate selection is a key to successful education and future police career. Candidates are submitted to a detailed interview conducted by specially trained interviewers. Very often candidates must take exams which assess not only their skills but their knowledge, too. Great attention is paid to assessing a candidate's performances which indicate whether he / she will become a successful police officer. Therefore all other organizational preparations are simplified to the maximum while candidates are well informed about all the details of the selection procedure and other relevant criteria. In order to achieve the best results, testing is done throughout the year in two or more admissions. Proactive search (recruitment) is carried out so that the best candidates from the first campaign are admitted. The campaign is conducted by using printed and electronic media and visiting churches, schools and youth clubs where young people are introduced with the challenges of the police profession. Special attention is paid to the reciprocity of the candidates (regarding gender, ethnicity, race and region they come from) in relation to the general population. During the years they spend at police schools, the candidates are closely followed and their affinities are thoroughly analyzed so that each of them is adequately placed in the right position within the police forces. At the same time, each candidate may be eliminated at any time in the course of their education or training, especially in the beginning. A general presumption is that a good selection secures good candidates motivated for police jobs. If anybody "unfit" passes the selection, it is better both for the candidate and the police to find it out as soon as possible.

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- Police school systems in **transitional countries** are characterized by demilitarization and efforts aimed at rejecting ideologies on the one hand while on the other hand there are growing tendencies towards making them more professional and democratic. Military-type police education and training, regarding the curricula and the life and work at police schools, is abandoned. More and more the elements of marketing are considered, especially in terms of self-financing.

- Police training is often **graded** (basic and advanced training, specialized training and training on demand of clients) and adapted to the police job requirements.

- **The curricula** are not uniform. However, it is noticed that police education has increasing multidisciplinary character emphasizing the strengthening of social competence, communication skills, information and managing skills and knowledge as well as the knowledge of foreign languages. Efforts are made to coordinate the curricula and methods used for their realization with the requirements of concrete police jobs. Hence, police schools offer specialized courses compatible with special types of police work. Besides specialized compulsory subjects, the schools often have elective subjects. Modular courses enable flexible reaction to the advances in sciences, new theories and changing practice requirements as well as to social and technological changes.

- As far as **teaching methodology** is concerned, it must be pointed out that new concepts and ideas in teaching process place the stress on practice, self-studying and students' active participation in the process of studying. The curriculum of basic training is founded on problem based learning. Case studies, usually real ones taken from practice, are used as a form of problem based learning which is directed to crime investigations, the maintenance of public peace and order, prevention of crime and community policing. Students are not expected to sit passively in classes listening to their lecturers as the only source of information, but to take active part in the learning process. They are equipped with necessary learning tools and trained to use them. The main task of instructors is not to "lecture" but facilitate the learning process. Lecturers as "teaching tools" have not disappeared. They are complementary to problem-based teaching methods such as individualized instruction modules and research assignments. Problem-based learning including scenarios is one of the most popular and the most successful instruction methods. It enables candidates to practice what they have learned under the supervision of their instructors subsequently giving them feedback created by a dynamic participation of environment. After receiving necessary information (tools), students deal with the assignments on their own (e.g. they carry out a project study which solves a concrete, complex problem). As the main objective of police education and training is to create "a thinking police officer", students are not expected to memorize bundles of information but to know where to find them (media, libraries, the Internet, statistic surveys, etc.) so they can use them for solving concrete assignments (project problems) creatively and not in a stereotype manner. Therefore, they are trained in small groups which are offered interdisciplinary courses where students participate in workshops, prepare presentations, play roles thus practicing interpersonal communication, e-learning, etc. As we can see, teachers' and students' roles have changed when compared to classic school concept and a lifelong learning has become a must for all professions including law enforcement.

- Standard examinations are being replaced by continuous **surveying and assessing** of students throughout the year. There are several ways of assessment: case solutions, essay compositions, simulations and class work in groups.

- Instead of being objects, **students (attenders)** are now subjects, i.e. the centre of teaching process. Accordingly, they have an active part in police schools management boards. Their opinions concerning teaching process issues are taken into account; their attitudes are analyzed; information from them is pooled in various ways while permanent communication is maintained.

- **Tutors** at schools and supervisors (police officers) in charge of work practice are of great importance in the education and training process of future officers. In order to fulfil the tasks successfully, both tutors and supervisors receive specially designed trainings.

- **University students** may be either full-time or part-time students whereas the latter usually study longer.

- Besides regular police training, some police schools pay great attention to **extra activities** (cultural, sports events, etc.).

- In order to provide continuous close **links** with (the best) **practice** and maintain continuous relevant knowledge, police schools and operational units are not separated. They are partners who mutually strive for better future of police organizations and higher standards for police profession. Police stations are both live laboratories for students' practice and the sources used for recruiting police instructors. A constant circulation between them prevents their ossification: being instructed in pedagogy, didactics, psychology, etc., the best police officers become police instructors. After teaching at police schools for several years, they get back to police stations. If they want, they may apply for an instructor's position again. There are special arrangements allowing full-time police instructors a periodical short returning to a police station.

- The engagement of teaching staff from other faculties **links** police schools with **civil educational system**. In some cases, this link is so tight that we may speak of some kind of an amalgam.

- There is a **close link between teaching and research**. More and more police schools are not only teaching, but also research institutions because only in this way the latest scientific discoveries may directly be implemented into teaching process. Conferences and workshops are organized with a view to exchanging scientific knowledge with other researchers. University-level police schools make efforts to become expert and advisory bodies for safety issues. They also want to either take part in legislation or at least have an influence on it by their own initiatives, comments or constructive criticism. Additionally, they are interested in participating in creating conceptual material for the spheres of politics and safety.

- Since both social environment and safety problems (methods used in police work as well as conditions regarding it) are extremely dynamic and changeable, teaching process in general (the content and methodology) is characterized by **high dynamics**, too. Hence, the necessity for continuous involvement with advances in theory, new technologies and police practice. Simultaneously, neither police schools nor their employees have a regulated full-time status. The re-accreditation mechanism forces teaching staff to improve, change, self-evaluate, as well as to evaluate teaching process, methods and achieved results.

- Special attention is paid to **ethical dimension** of education and training. Apart from skills and knowledge, students have to accept a set of values, i.e. police code of ethics.<sup>6</sup>

<sup>6</sup> For further information in *Milasinovic, S.*, "Some Aspects of Police Work with Regard to Ethical Competence Improvement", "The Place and Role of the Police in the Prevention of Crime: Current State and Improvement Possibilities", Belgrade, Academy of Criminalistic and Police Studies, 2007

- More and more police schools consider **the commercialization** of their scope of work regardless of the form of training, meaning that the same principle will be applied to both outsiders (private security companies dealing with safety matters, large enterprises and systems) and police schools with the ambition of becoming regional, or even world (e.g. Centrex in Great Britain) police training reference centres offering their commercially based training programmes to the police of other countries.

- Lately police schools have been training their officers for the engagement in **international police missions**.

- Special attention is paid to **international cooperation** of police educational institutions. Therefore, they take part in international conferences, seminars, and scientific researches. They also work on international projects and participate in international organizations. In accordance with the Bologna process, they host foreign lecturers urging at the same time their own teaching staff and students to be active and mobile.

- Very often police schools deal with **police periodicals** (police theoretical and trade journals) in which current theoretical ideas and practice experiences are published. Moreover, **police museums and police sports associations (centres)** are often located in police schools.

Some countries have very interesting and specific solutions regarding police school institutions. The model of police schooling in **the Kingdom of Sweden** includes gradual transition from subject-based to problem-based learning in the course of primary police training so that students can better prepare for problem-based (oriented) police work and application of a new concept of community policing. The integration among subjects and a close cooperation among teachers teaching different subjects promote a problem-based training, the socialization and lifelong learning that candidates must be prepared for as well as the cooperation among tutors teaching at the National Police Academy and practical training instructors. The emphasis is on a constant integration between theory and practice. Students can prepare individually or in groups, through discussions in classes, lectures or in the course of study visits. Each form of learning contributes to the final outcome while students help one another in acquiring new knowledge. Students are trained to analyze facts, present analyses and their standpoints, listen to others and be open to different opinions. Additionally, they have to develop abilities to plan their activities, to cooperate with other fellow colleagues and face all kinds of problems that may arise in the course of their work. Students themselves organize their working days and schedules and even may give their suggestions in regard to the use of facilities on the Academy. Students are graded individually and their standpoints and opinions are valued more than memorized details and facts. Their marks are based on written and oral exams and the students' abilities to cope with a "role-play". Teachers are concentrated on individual needs of each student. Therefore, teachers must have all the information regarding students' learning (what and how they learn) in order to give feedback and comments on their knowledge. A teacher's job has considerably changed. Instead of lecturing they used in the old teaching model, now they carefully plan cases and simulations, support their students in the learning process and assess their progress. There is a growing tendency in education to raise students' awareness of international problems<sup>7</sup>, foreign countries and cultures.

**Canadian** attempts to interlink research and training as well as to coordinate the work of educational institutions deserve consideration. Canadian

<sup>7</sup> For further information Kesetovic, Z., "Police Training in Sweden", *Bezbednost*, no. 4, 2003, p. 561-576

Association of Police Educators (CAPE)<sup>8</sup> is an example of the cooperation and work coordination among police educational institutions. It is a national association established in order to promote and improve the quality of police education through mutual share of problems and successes. The Association also strives to develop the best practice and new research methods in police education thus supporting its members – police officers, instructors and institutions.

Quebec National Police School (ÉNPQ) is a combination of a research institute and integrated police training centre which is part of training continuum. The school is in partnership with colleges because besides offering advanced training designed to meet police job requirements, it can authorize colleges, universities or police organizations to organize and run training courses. Moreover, the school approves external professional training activities and concludes contracts with researchers, experts or educational institutions and research institutes which are of importance for the realization of ÉNPQ missions. The school also advises police departments and associations in which their representatives are engaged on matters of professional training and develops cooperation between institutions dealing with police training. Finally, the school has a mandate to conduct on-demand researches and studies with regard to police work, which may have an impact on police training, and to reveal and distribute the obtained results. ÉNPQ can also verify training activities designed at other educational institutions, especially those which could be accredited and incorporated in its curriculum. The school stimulates, facilitates and plans expertise exchange with individuals or organizations outside Quebec, particularly motivating experts from Quebec to participate in international exchange of police training missions. A systematic approach to the police training is a closed system which includes analysis, curriculum designing, evaluation, validation and training management. These segments can be divided into smaller and more logically integrated units that are easier to be managed. The procedure is designed in such a way as to provide the management with critical information that will help in making decisions regarding the assessment of training costs, the impact on organization and future needs for training. An exact analysis which is required in each system stage is designed with the aim of developing and supporting environment in pursuit of changes and trust within the organization in charge of training. It must be pointed out that a systematic approach to training offers the utmost certainty that the graduated students will be qualified to meet organization operational requirements.<sup>9</sup>

Students at police schools in **Romania** take part in real-life operational actions and solve authentic working problems. Both students and teachers go to crime scenes of serious crimes. Together with the police, the attenders of police schools secure public events and other similar manifestations. Police schools insist on continual psychological and pedagogical training of the teaching staff. Every five years teachers are expected to do a year's practice in police operational units. Special attention is paid to the selection, training and licensing of police officers from operational units who are to become teachers and to the adoption of the monitoring system of all activities done in the course of teachers' practice, as well as to their complete integration in the police school system. The Police Academy as a faculty, i.e. a university-level educational and research institution, has been accredited by both the Ministry of Public Administration and Home Affairs and the Ministry of Education. Every four years the Ministry of Education re-accredits schools by reviewing their curricula, teachers' performances and other material and technical resources required by the defined criteria.

<sup>8</sup> More about the association on <http://www.cape-educators.com/>

<sup>9</sup> For further information in Kesetovic, Z., "Police Education and Training in Canada", *Bezbednost*, 6/2003, p.919-933

## Conclusion

Police education and training are of great importance for police organizations therefore they allocate considerable sums of money for their development. Despite huge differences and non-existence of a universal model, police education and training in the countries that are known as “the civilization pioneers” are similar. They are characterized by growing tendency towards convergence with the aim of approaching an ideal model which would produce “a complete police officer”. Such an officer would be ready to fulfil demanding police tasks in a complex and changeable environment. He/she would be also prepared for lifelong learning and self-improvement in the modern society and world where a constant change is an on-going process.

The process of globalization, the harmonization of national legislatures, the promotion of police cooperation, and particularly further development of mutual relations in the European Union will bring about the standardization of police education and training.<sup>10</sup> There is a general presumption that the process of scientific approach to police education and training as well as the professionalisation of the police and adequate confrontation with modern safety challenges and threats will influence a dynamic development in this field thus promoting the openness of police institutions to the general public and academic community simultaneously strengthening the links between education and research.

The reform of the Serbia’s Ministry of Internal Affairs which commenced in 2000 has resulted in positive changes in police education and training. Hence, we must emphasize the importance of The Police Education and Training Development Strategy 11 as the main document which facilitates the reform of police educational system, the passing of acts, by-laws and modern national and international standards and principles regarding institutional organization of education with the aim of establishing and managing the system of education. Further objectives concern the assessment of institutional efficiency and the quality of educational process while special attention is paid to permanent comparison and harmonization with the achievements in the field of police education in Europe and other countries worldwide and the permanent development of education and training for the requirements of the Ministry of Internal Affairs and other safety bodies.

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