

## POLICIJOS RENGIMO PERSPEKTYVOS

### THE FUTURE OF POLICE TRAINING

**Prof. Dr. Rainer Schulte**

Polizei-Führungsakademie  
Zum Roten Berge 18 – 26, 48465 Münster-Hiltrump, Deutschland  
Telephone +49761796019

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*Recenzavo Lietuvos teisės universiteto Policijos fakulteto Policijos teisės katedros lektorius dr. Raimundas Kalesnykas ir šio fakulteto Muitinės veiklos katedros vedėjas docentas dr. Alfonsas Laurinavičius*

#### S u m m a r y

Social, economical and political processes in Europe and World determinate the new conception of the human welfare. Globalization, Eastern Europe accession to the democratic states makes a great influence upon the internal politic of all the states.

Extremely grave changes proceed in the administration of the Eastern states, therefore activity of statutory services, including police, is essentially changing. Police in the Eastern states is more orientated to commit executive functions. Integration into the culture of Western Europe requires more officers which should be demonstrating potential in presentation, co-ordination, integration and innovation or the ability to be “visionary”.

A great influence upon adopting the heritage of Western culture falls on police training institutions. The existing huge impetus for change brings with it consequences for content, didactical methodology and organization of learning. Therefore the article deals with ten issues that appear while training modern officers. The solution comes to the general purpose: police should be the guarantor of human rights and the state governed by the rule of law.

#### Introduction

Today, as Europe is growing together, the significance of national aspects is diminishing as the European dimension comes ever more to fruition. Although at first economic development was at the fore, now a political fusion can increasingly be detected. The withdrawal of border controls, which in fact has made borders now virtual, alignments in law, liberalization of the employment market and residence rights as well as the recognition of educational qualifications are only a few of the reasons, which seem to justify the use of the term European Culture, at least in its basic form. Furthermore, we can also recognize the development of a shared sense of values.

If we thought that it wasn't exactly easy for Western Europe to come together or rather for the European Union, then the next step already underway looking towards Eastern Europe will prove to be a further great challenge. I don't want go into detail here but only point out this: there are specific national elements and interests, especially economic and social general conditions as well as the respective established political cultures to be taken into account. There could well be considerable difficulties to overcome in the long term here. The sophisticated schedule for EU entry implies just such problems.

I would like to introduce another keyword here to broaden our topic: globalization. It's sometimes hard to resist the feeling that this word has, in part, been reduced to a slogan. However, in its essence it certainly denotes grave changes.

To start with, globalisation means the growing world-wide economic integration and social interdependence arising from: a widening international division of labour; a large increase in international goods traffic; a rapidly growing trade in services across borders; and a highly accelerated and virtually unlimited circulation of capital around the globe [1, p.44].

In social terms, globalisation means that concrete possibilities for immediate action and immediate social relationships are diminishing in relevance, as is the bonding power associated with these. It represents a progressive "removal" of human intervention in trading, a growing significance of "Distant Trade" – as Anthony Giddens noted [2, p. 33] – not least also due to the breathtaking development of telecommunication, the technological revolution of the information and communication sectors. This development is sometimes described in terms of a quantum leap forward.

The globalisation process not only signifies economic change for Europe (the strengthening and decline of (national) economies), but it also marks social and cultural change. The structure of societies is changing, for instance with regard to income levels, education, social safeguards, moral concepts and cultural characteristics.

The globalisation process is also reaching the European continent in other forms. There is a great migration pressure coming from "third world" countries along with the illegal population movements that go with this. Then there are the fundamentalist tendencies, of which the wide spread of Islamic fundamentalism [3] across Europe represents only one variety. Globalisation can also be seen in the new manifestations of organised crime, especially the huge trade and smuggle of people (especially in the area of prostitution) as well as globally organised fraud and computer crime.

It's immediately obvious that the police do not remain untouched by these changes. They affect not only the police's areas of activity, organisation, and qualification requirements but even the way in which the police regards itself.

The tasks, requirements and expectations related to the police's own perception of its job, the basic conditions and rules governing conduct, as well as the way in which the success of police work is measured have all become more challenging, complex and indeed more heavily laden with conflict. What's more, the requirements necessary for some of these tasks are not yet fully understood.

Linked with this, amongst other things, are the changes in the way Public Administration sees its own tasks and role. Without going into too much detail here, it can be seen that administration nowadays increasingly sees itself as a body bound to provide services for the common good. Even where Administration acts in a sovereign capacity, it does not act for its own sake or on the impulse of an abstract national or administrative understanding, but performs services for society and individual citizens. This awareness is growing stronger in the minds of the police. It is expressed not only in the way the organisation is regarded in society (overall concept), but is also reflected in the way in which employees act on a daily basis. "Providing internal security" is work for each individual citizen.

Additionally we must note the following: pressure to save money is giving rise to new forms of administration typified by budgeting, decentralised resource responsibility, cost and activity accounting, controlling, as well as lean management and privatisation of public tasks.

This requires new mindsets for the police too in terms of business management concepts with a keener eye to the efficiency of organisational structures and achievements (products). This in turn can result in the dilemma of balancing the optimisation of cost and benefits on the one side with the guarantee of security standards on the other – a dilemma which makes police work under the aforementioned conditions even more complex.

Significant changes can also be observed in the organisation and leadership culture of the police. We are all aware that people's attitudes to the working world have changed. Work is seen in a particularly positive light when it also gives a sense of meaning.

People want to be involved in the decision processes affecting their areas of work. They are calling for transparency and have a great need for communication. Recognition of their work is important to them. These are challenges, which must be met with co-operative leadership styles, delegation of responsibility, goal setting and partnership.

Superiors are less and less able to act as "doers", but must instead increasingly see themselves more as "mobilisers" who get things rolling, nurture and introduce visions. This in turn however, means that the demands on executives will change: the skills that are needed will be more those which demonstrate potential in presentation, co-ordination, integration and innovation or the ability to be "visionary".

Consequently, we must conclude from these developments, that in future we need more than ever, a modern, intelligent and efficient police force, which also puts communication between people at the fore. [4, p. 117]

## **Consequences for training**

The developments I have described so far will have a significant impact on the work of educational institutions. The existing huge impetus for change brings with it consequences for content, didactical methodology and organisation of learning. I would like to illustrate this more concisely in the following ten points.

### **1. A life-long learning process**

The starting point for all these views is that education is more than just something that is achieved once to equip you for life; in a society based on knowledge there is no such thing as a completed education anymore. On the contrary, education is an on going personal and social undertaking, based on the principle of learning throughout one's lifetime – in other words: Learning is becoming a life-long assignment.

### **2. Interaction between initial and in-service training**

To start with, this means for educational establishments, that initial training for a profession can only be one part of their task. Research has shown that for certain areas, initial training today can only impart skills, which last for 3-5 years. We can talk here of a so-called "half-life".

In addition to initial training, professional in-service training therefore is gaining a whole new status. In future, a continual alternation between employment and training is required [ibid.]. Initial and in-service training must complement one another; in-service training must begin where initial training ends. Initial and in-service training must be interlinked with one another. In this context, it is quite conceivable that initial professional training could be shortened in favour of in-service training. This can only be done, however, on the condition that an integrated system of initial and in-service training is developed.

To achieve this, there must be a flexible system of in-service training options, which is tailor-made to suit individual requirements (building block or modular system). Individual employees must have the possibility to deal quickly, comprehensively and intensively with new material whenever their professional activities demand this.

From an organisational point of view this can be achieved via a combination of direct participation courses and distance learning. In this way, only a part of the teaching sessions would take place in educational institutions and the workplace itself and the office at home would be incorporated to a greater extent [5, p. 152].

This is a big challenge for police educational institutions as they must liberate themselves here from a curriculum with a more static focus and incorporate dynamic developments into the educational process.

### **3. Changes in curriculum**

From a content point of view, the curriculum must be analysed, adapted and updated. Initial training courses are still even today often overloaded with material; frequently they follow the ever-popular basic principle of “stocking up with knowledge for a rainy day”. The teaching style is largely limited to a purely cognitive accumulation of "material" which will ultimately be tested in traditional written and oral examinations [6].

As a rapid increase in knowledge is making it impossible to comprehend the entire depth of a particular subject, especially as knowledge is forever “ageing” faster and even becoming “obsolete”<sup>1</sup>, the teaching of subject matter is losing its leading role. The teaching of methodological as well as communication and co-operation skills are coming to the fore as these are increasingly at the heart of professional decision making and responsibility. [7, p. 139]

At the same time, it is especially important to acquire the ability to think in wider contexts, to develop imagination, to independently exploit existing knowledge, to approach practical problems, to gain the understanding of others while doing so, to work together with them, to have a realistic view of oneself and to optimally organise one's own work and that of others.

Included in this, alongside personal responsibility, are above all communicative and motivational ability, a team spirit and the ability to deal with conflict, sensitivity, self-confidence and experience in dealing with crises.

These so-called key qualifications – I open up new, unfamiliar situations for myself and find solutions for them – are all growing in importance alongside the indispensable specialist subject knowledge.

The difficulty lies in how to impart these skills; they can't be learned from textbooks but must be acquired, if possible, through personal experience.

#### **4. New didactical concepts**

This is why the onus is increasingly on educational institutions to provide didactical / educational concepts for the future which focus on the ability to take personal responsibility and on the personal organisation of the student.

In other words: it's no longer a question of imparting abstract textbook or specialist knowledge, but rather that seminars and project work must be at the forefront of the learning experience; realistic exercises and true-to-life training must complement the material offered. There must be more choice.

#### **5. A changed trainer profile**

The image of the trainer / lecturer will also change. In future, a lecturer will no longer be only responsible for exclusively imparting knowledge, but he/she will be increasingly presenting independent and group oriented learning processes [8, P. 158].

For the lecturer this means that he/she will be continually striving to find the optimum combination of specialist knowledge and didactics. [9. P. 49]. The lecturer's job will not become any easier through this change. On the contrary, today a lecturer can control the contents of discussions by keeping them related to fundamental messages of the proposed subject matter.

If the students are to have in future more freedom in dealing with problem situations, then the contents of discussions will expand and place high demands on the trainer.

#### **6. Link to practice**

Despite all these considerations - and this is especially true for police initial training the link to practice cannot be neglected.

The link to practice and its theoretical incorporation should become one. “An integral view” is important here, that is, to view and work on a particular part without losing the wider view of how it fits into the whole picture. Only a view like this can truly do justice to a complex life reality which is growing ever more confusing.

To put this concretely into action implies the following: a careful balance must be achieved between practical and theoretical teaching content; practice stimulates and can give clues for theoretical explanations and directions; theory is compelled to improve practice; a practical experience stage must become part of initial training; one aspect to note here is the selection and training of experienced employees with teaching ability who can be deployed to supervise trainees. [5] On the other hand, trainers should always be reminded of the interaction between theory and practice.

The basic technical skills of the police profession can only be learned in a planned, comprehensive practical experience stage and it is only in teachings based on scientific and systematic principles that methodological skills for the future can be acquired.

## **7. Police Science**

While contemplating a future curriculum we are led to the following point: knowledge, methodology and didactics, which have relevance to the police profession, must be seen in a general context.

The initial and in-service naming of the police is a uniform whole; this is influenced to a significant degree by other fields – law, organisation theory, business management; the police needs however must be specifically identified.

To achieve this, scientifically sound police decision-making and management skills need to be developed which can be used to solve problems as they occur.

A police management theory is necessary here, or a police science, which starts with existing police knowledge and critically scrutinises, analyses, systematises and further develops this knowledge to make it immediately available once again in practice.

This is not meant to be an exercise in investigating and justifying the basics of police conduct from scratch, purely for the sake of science. A large proportion of police specialist know-how already exists in the form of experience or documented in detail in literature. Much of what is needed for the future in terms of additional specialist knowledge – for instance from business management - can be simply taken as it is and adapted.

However, it is crucial that, in future, existing knowledge is continuously analysed and systematised, that core lesions are more effectively identified and that we recognise the areas where own police research is needed.

It is precisely the constant use of systematic analysis, which is a decisive factor in the success of later professional practice. Every professional acts according to certain principles and methods and uses problem-solving techniques, which he/she has acquired over time.

Therefore it is important that the abilities to think analytically and systematically and to professionally solve problems are developed thoroughly and as soon as possible.

## **8. The role of multimedia in police training**

Multimedia – the combination of text, sound, graphics, animation and video – will fundamentally change the way in which content is taught in education and didactics. It is even said that:

Multimedia will cause a revolution in educational institutions.

The undisputed benefit of modern media lies in the possibility to rapidly provide a large audience with up-to-date information and study topics. What's more, the new media, when exploited in a structured and didactic manner, allows complex issues to be presented vividly and tuned to students' needs. Hence it offers a solid foundation for a life-long learning process. Network based concepts are, in this context, of particular importance today.

The fascination of this media for learning lies in the worldwide and flexible access of information and communication. Data is available at any time, in any place. In this way, appropriate approaches to problems can be found with the help of comprehensive information, not only during the learning process but also in the workplace. In other words: we are dealing with self-directed and productive forms of study and teaching in an open and flexible learning environment.

The opportunities for joint study are of great importance in this context. Policemen and women can come together: via the net across borders in regional, national and international study groups and in this way fulfill the growing demands for international co-operation. Experts and information from across the globe are available and provide the basis for a complex network of knowledge.

Keywords here are, for instance, Intranet, Extranet or Internet. The important aspect here is that by using networks, a higher degree of interactivity, of more reciprocal debate can be achieved than is possible with traditional study programmes. Contacts to tutors/specialists or other students, discussion and follow-up of “material” as well as exchanging experiences of how new ideas have been practically applied for example in forums and chat groups are all possible and go beyond simply working on subject matter.

Educational institutions are at the center of such a development. They have expert knowledge at their disposal; they package information and are in a position to didactically prepare it. The planning of study programmes, the choice of tutors, the creation and presentation of discussion forums are just as much a part of this as are the didactical media skills of the trainers and students.

In this way, a wide area of activity is opening up for educational institutions, which is of paramount importance.

### **9. Controlling training quality and evaluation**

In future, training success must be subject to regular evaluation. Initial and in-service police training is, necessarily, costly and takes time. Hence a great interest exists in making it as effective and efficient as possible.

Included in this, amongst other things, is a needs analysis tailored to target groups as a basic pre-requisite for training programmes. A significantly stronger customer orientation is needed when selecting and organising initial and in-service training programmes.

At the same time, training and its aims must be evaluated in order to ascertain, when the studied material is put into practice, whether the desired effects are occurring and prevail. The evaluation should not only be limited to content, however, but also include efficiency and especially the economic viability of training sessions.

Trainers themselves should not be excluded from such evaluation; this shouldn't be seen as criticism but as a useful opportunity to improve their own skills. Experience in German universities has shown that results, which can be traced back to lecturers, are effective. Without teaching skills, lecturers remain ineffective and without sound academic specialist knowledge, their teachings remain arbitrary and subjective. No educational institution today can and should afford that any longer [4].

### **10. The internationalisation of police training**

To conclude my lecture I would like once more to take up the important issue of international police work with regard to police training. The growing necessity and opportunities to have international co-operation are increasing the importance of intercultural skills [1, p.11]. To start with, intercultural skills imply – but by no means exclusively – the ability to communicate in the usual European languages. Of course foreign language skills are an important aspect. However, in a world where international connections are growing ever more complex and the presence of a “foreigner” is becoming more of a usual occurrence, knowledge and decision-making skills are required which go far beyond this [ibid.]

In order to gain a better mutual understanding, it is therefore essential to analyse current social developments in Europe and across the globe and to analyse the general conditions for inter-cultural relationships.

At first, police educational institutions at a national level should take up such ideas. Topics, which can be included in a specialist “internationalisation” field, are; developments within the EU, changes in Eastern Europe, global changes and their effects on the police and opportunities for operational police co-operation.

A core activity of the newly formed EPA will in future be to continue to make police training work more European. International seminars, consolidating knowledge of national police systems, harmonising syllabuses for certain areas, disseminating proven procedures and research results are only some of the necessary steps in this direction.

Already in the past, excellent work has been achieved here, especially via the MEPA, which, in its quite unique form, has brought together police regardless of borders.

## Closing

Europe is continuing to grow together. Our greatest desire is that by doing this we can perpetually guarantee for all citizens the precious principles of freedom, security and justice. Our country's past, and also that of other parts of Europe, has taught us the value of these principles. Any attack on them – I'm thinking here particularly of current phenomena with us now – must be vigorously countered. It is the police, although by no means only the police, who are called for here. A police force strictly committed to human rights and to a state governed by the rule of law is a decisive guarantor. To emphasise these duties, to firmly establish them as obvious guiding principles for all police employees, to remain alert and to back-up such principles with the necessary skills, is one of the chief tasks of police training. I am sure we are on the right track. However, we must continue to follow that track purposefully and with our minds open to the future. I believe, past experience and the way in which we are coping with the present can also help us to do just this.



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### *Policijos rengimo perspektyvos*

*Prof. dr. Rainer Schulte*

*Münsterio policijos vadybos akademija, Vokietija*

## SANTRAUKA

*Pasaulyje ir Europoje vykstantys socialiniai, ekonominiai bei politiniai procesai lemia tai, kad keičiasi žmonių gerovės samprata. Globalizacijos procesai, Rytų Europos lygiavimasis į demokratines šalis daro įtaką visų šalių vidaus politikai.*

*Ypač didelės permainos vyksta pokomunistinių šalių administravimo srityje, iš esmės keičiasi valstybinių tarnybų, įskaitant ir policijos, veikla. Rytų Europos šalyse policija labiau orientuota atlikti*

vykdytojo funkcijas. Integruojantis į Vakarų kultūrą jai tenka keisti savo veiklos principus, demonstruoti gebėjimus įsitraukti į visuomenę, atlikti koordinatoriaus, gebančio diegti naujoves, formuoti gerą „įvaizdį“, vaidmenį.

Ypač svarbus vaidmuo perimant Vakarų kultūros paveldą tenka pareigūnų rengimo institucijoms. Studijų programų turinys, didaktikos metodai bei studijų organizavimas daug lemia formuojant šiuolaikinę policijos pareigūnų kartą. Straipsnyje analizuojama dešimt problemų, su kuriomis susiduriama rengiant šiuolaikiškus pareigūnus:

1. Visą gyvenimą trunkantis mokymo procesas.
2. Priminio mokymo ir praktinio rengimo sąveika.
3. Rengimo programos tobulinimas.
4. Nauja didaktikos koncepcija.
5. Pasikeitęs pedagogo vaidmuo (profilis) mokymo procese.
6. Mokymo ryšys su praktika.
7. Policijos mokslas.
8. Multimedija rengiant policiją.
9. Mokymo kokybės kontrolė bei vertinimas.
10. Policijos mokymo internacionalizavimas.

Šių problemų sėkmingas sprendimas veda į pagrindinį tikslą: policija turi tapti žmogaus teisių bei šalies valdymo, pagrįsto teisės viešpatavimu, garantu.

