
AFTER THE BOLOGNA PROCESS: NEW DEVELOPMENTS IN UNIVERSITY EDUCATION OF POLICE OFFICERS

Antanas Janušauskas*

*Mykolo Romerio universiteto Viešojo saugumo fakulteto Fizinio rengimo katedra
Putvinskio g. 70, LT-44211 Kaunas
Telefonas (8~37) 303668
El. paštas: antanasjanusauskas@mruni.eu*

Annotation. The article strives to disclose the higher police education in Lithuania. Higher education can best assist police, in their great social work, by working with them to design, develop, deliver and evaluate full-fledged philosophies of police education. In management education in particular, this relies on the development, or at least the articulation, of normative and interrelated models of society and its police, and on the identification of empirically justifiable dispositions for practice and methods for teaching. It should be stated that university education has become the advantage of servants of law enforcement: possessing a higher qualification of education, a law enforcement officer can better adapt in his/her workplace.

Keywords: higher education, police officers.

INTRODUCTION

Initiated in 1999 in Bologna¹, the process of developing the European Higher Education Area has had a vital impact on changes taking place in higher police education in Lithuania². In line with recommendations of the Bologna Declaration – standardizes and integrates the Lithuanian education in the European Higher Education Area. In an effort to modernise and professionalise policing, it is becoming increasingly common for police today to obtain formal university qualifications. Both police managers and academics had generally favourable views towards university education for police and working together in the delivery of policing courses³. Equally important as training for would-be executive staff is the enhancement of management skills of those who already take police executive posts⁴. Analyses of training needs clearly indicate that there is a great unfulfilled demand for this kind of educational service⁵. The article deals with the new aspects in curricula planning in Lithuanian higher education institutions that are in use since the implementation of the

¹ The Bologna Declaration of 19 June 1999. Joint declaration of the European Ministers of Education. The European Higher Education Area. (interent resurs: smm.lt/t_bendradarbiavimas/docs/bp/Bologna_20_declaration.pdf)

² Law on Education and Science of the Republic of Lithuania. Official Gazette, 2009, No. 54-2140.

³ Roberg, R., ; Bonn, S. *Higher education and policing: Where are we now?* Policing: An International Journal of Police Strategies and Management. 2004. Vol. 27, No. 4, pp. 469-486.

⁴ Chapell, A. *Police Academy Training: Comparing across curricula*. Policing: An International Journal of Police Strategies and Management. 2008. Vol 31, No 1, pp. 36-56.

⁵ Survey on European police education and training. Final report 2006. (interent resurs: cepol.europa.eu/fileadmin/website/2010).

Bologna Process in Lithuania. The Lithuanian experience in adopting the Bologna Process is briefly described, the approach to curricula development is analyzed and its relation to the quality assurance of education is outlined. 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.

TOPICS COVERED INCLUDE PROBLEM AND RELEVANCE

Today researchers in education rise the question how to develop a future specialist that he/she would distinguish in his/her ability to adapt in the society that is fast changing and full of challenges, would have accumulated the necessary amount of knowledge, would be able to apply it in different practical situations, would be able to analyze as well as would interpret and predict his/her further career⁶. Education of a modern person gradually turns into self-education and continues life-long⁷. It is important to intercept, recognize, experience, select, continue and develop cultural heritage. As a result four principles predicated on education are accented in every academic syllabus: humanity, democracy, nationalism and renewal⁸. Space for interaction between a person and society is also revealed. It all goes to show constant development. The attention is relevant in preparing specialists of various spheres and police officers particularly⁹.

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 development, it was necessary to take into account both interests of the Police, whose organizational unit the Faculty is, and broadly understood public interest, manifesting itself in implementation of tasks related to public

⁶ Birzer, M.L. *The theory of andragogy applied to police training*. Policing: An International Journal of Police Strategies and Management. 2003. Vol 26, No 1, pp. 29-42.

⁷ Buerger, M. *Educating and training the mature police officer*. FBI Law Enforcement Bulletin. 2004. Vol 73, No 1, pp. 26-32.

⁸ Marenin, O. *Police training for democracy*. Police Practice and Research. 2004. Vol 5, No 2, May, pp. 107-123.

⁹ Paoline, E.A., Terrill, W. *Police education, experience, and the use of force*. Criminal Justice and Behavior. 2007. Vol 34, No 2, pp. 179-196.

order and safety. The key areas first of all involve Lithuanian police executive staff training and introducing new forms of training relevant to general higher education¹⁰.

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 judicial officer; to present them different cultures and values. 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. However, we have to confront one negative property of police officer's higher education: after graduation and having a great fund of knowledge future officers does not know how to interpret them suitably. That is why it is difficult for them to adapt to the rapidly changing conditions of professional activity. The process of didactic training has to investigate, compare and analyse groups of problems, and not to apply on individual case of practice. 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. Theoretical knowledge must be closely related to practice¹¹.

Lithuanian research into police education has been located within the discussions and research into police professionalisation. Most research to date has focussed on entry level police and the notion of promoting the professional status of police through the completion of university education as an entry requirement¹². The attitudes of university educators in police studies have, however, been researched and were found to be in agreement about the provision of university education for police¹³. It was thought this may be because police were undertaking university education too early. While the notion of police undertaking university education is no longer new, Lithuanian police jurisdictions still face many uncertainties about police education and professionalism. The current study addresses gaps in the existing Lithuanian literature by exploring key stakeholders' perceptions about police university education and professionalism.

¹⁰ Nefas, S.; Smalskys, V. *Physical Safety of People as the Common Function of the Police and Local Community*. Journal of Comparative Politics. 2008. Vol 1., Nr. 1, pp. 82-92.

¹¹ Nedzinskas, E., Bankaukienė, N. *Training practice – the premise for professionalism of a future officer of law enforcement. Changes in Social and Business Environment* : proceedings of the 3rd international conference. Kaunas: Kaunas: Technologija. ISSN 1822-7090. 2009. pp. 279-288.

¹² Survey on European police education and training. Final report 2006. (internet resurs: cepol.europa.eu/fileadmin/website/2010).

¹³ Johnston, C. W., Cheurprakobkit, S. *Educating our Police. Perception of the Police Administrators Regarding the Utility of a College Education, Police Academy Training and Preferences in Courses of Officers*. International Journal of Police Science & Management. 2002. Vol. 4-3, pp.182-196.

The **objective** of this paper is to highlight the complexity of the university education of police officers in Lithuania. The main purpose of this survey is to provide information about the current content of police officer's education and training that is relevant in the sense of a European dimension and/or relates in one way or the other to the Bologna Process.

Hypotheses: taking the previous work of others into consideration, the consensus is that police officers possessing university education will outperform police officers with less education. In addition, experience coupled with education will further enhance police performance.

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

HIGHER POLICE EDUCATION IN LITHUANIA

This paper begins by providing a brief overview of the impact of university education on police officers. Education is that which marks us out as human. 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.

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.

While the changing police environment has been superimposed with calls for police to professionalise there is still no clear definition of police professionalism among key stakeholders in the field. Do police really need university degrees to lock up crooks on the street? Another stated - if police were going to achieve professional status it should have happened by now. Although university education is not the only component required for police to obtain professional status, it is an essential part of the professionalisation process, without which police will never obtain professional status. The discussions pertaining to police professionalisation and the application of professional status to police remain ongoing in Lithuania. The professional standing of police was based on a number of factors:

1. Police officers must be able to diagnose problems in confusing and variable situations and must make timely discretionary decisions;
2. Police officers must be highly adaptable to handle heated emotions and interpersonal sensitivity in close proximity and be able to make critical decisions in circumstances of great stress;
3. Police officers must be able to apply the law fairly and equitably, as professionals.

The basic goal and principles of police officers management must be based on good management practice, and knowledge. Good management is good in both senses of the phrase: that is, technically and ethically and will be appropriately made out in the dimensions of:

- a) knowing how to do something;
- b) knowing what should be done;
- c) knowing why.

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 stress¹⁴. 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.

The police role, professional management practice and management education, remain separate areas of concern and inquiry with no articulated interdependencies or crosschecks¹⁵. What is required is the development of a full framework of police management. The arguments for certain knowledge, skills and attitudes, and for certain recommendations for

¹⁴ Chapell, A. *Police Academy Training: Comparing across curricula*. Policing: An International Journal of Police Strategies and Management. 2008. Vol 31, No 1, pp. 36-56.

¹⁵ Pagon, M.; Bjorg, T.; Romerio, F. B. *Perspectives of Police Science in Europe*. Bramshill: CEPOL Series No 2, 2007.

educational practice, need to be soundly made out in accordance with an overarching clearly articulated philosophy of police management. An improved higher education/police relationship should be based on the realisation that regardless of debates on professions and the march of professionalisation, it is more important by far that practice itself is professional.

Taken together, education can be considered as an enterprise comprised of a teacher of sorts, a student or learner, a process or method of interaction, and a product or outcome. This can be formulated, hopefully usefully, as involving teacher, learner, method, and product whereby education can be seen as: teacher interacts with learner, using method, to produce product.

The four substantive questions of education are: who teaches? who learns? what methods? and what dispositions? 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. Higher 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.

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 organisational 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 organisations 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.

REFERENCES

1. Birzer M.L. The theory of andragogy applied to police training. *Policing: An International Journal of Police Strategies and Management*. 2003. Vol 26, No 1, pp. 29-42.
2. Buerger M. Educating and training the mature police officer. *FBI Law Enforcement Bulletin*. 2004. Vol 73, No 1, pp. 26-32.
3. Chapell, A. Police Academy Training: Comparing across curricula. *Policing: An International Journal of Police Strategies and Management*. 2008. Vol 31, No 1, pp. 36-56.
4. Johnston, C. W., Cheurprakobkit, S. Educating our Police. Perception of the Police Administrators Regarding the Utility of a College Education, Police Academy Training and Preferences in Courses of Officers. *International Journal of Police Science & Management*. 2002. Vol. 4-3, pp.182-196.
5. Law on Education and Science of the Republic of Lithuania. *Official Gazette*. 2009, No. 54-2140.
6. Marenin O. Police training for democracy. *Police Practice and Research*. 2004. Vol 5, No 2, May, pp. 107-123.
7. Nedzinskas, E.; Bankaukienė, N. Training practice – the premise for professionalism of a future officer of law enforcement. Changes in Social and Business Environment: proceedings of the 3rd international conference. Kaunas: Kaunas: Technologija. ISSN 1822-7090. 2009. pp. 279-288.
8. Nefas, S.; Smalskys, V. Physical Safety of People as the Common Function of the Police and Local Community. *Journal of Comparative Politics*. 2008. Vol 1., Nr. 1, pp. 82-92.
9. Pagon, M.; Bjorg, T., Romerio, F. B. *Perspectives of Police Science in Europe*. Bramshill: CEPOL Series No 2, 2007.
10. Paoline E.A., Terrill W. Police education, experience, and the use of force. *Criminal Justice and Behavior*. 2007. Vol 34, No 2, pp. 179-196.
11. Roberg, R.; Bonn, S. Higher education and policing: Where are we now? *Policing: An International Journal of Police Strategies and Management*. 2004. Vol. 27, No. 4, pp. 469-486.
12. Survey on European Police Education and Bologna – SEPEB Report, Adopted by the Governing Board, 2010. (interent resurs: cepol.europa.eu/fileadmin/website/2010).
13. Survey on European police education and training. Final report 2006. (interent resurs: cepol.europa.eu/fileadmin/website/2010).
14. The Bologna Declaration of 19 June 1999. Joint declaration of the European Ministers of Education. The European Higher Education Area. (interent resurs: smm.lt/t_bendradarbiavimas/docs/bp/Bologna%20declaration.pdf).

BOLONIJOS PROCESAS: UNIVERSITETINIS LAVINIMAS POLICIJOS PAREIGŪNŲ RENGIME

Antanas Janušauskas*
Mykolo Romerio Universitetas

Santrauka

Policijos pareigūnų profesinė kompetencija tapo ypač aktuali Lietuvai įstojus į Europos Sąjungą ir išiliejus į Šengeno erdvę. Lietuva skatinama vadovautis šių institucijų rekomendacijomis parinkti optimalias policijos rengimo ir kvalifikacijos tobulinimo kryptis. 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. Tai siejasi su pasikeitusiomis nusikaltimų tendencijomis, jaunesnių ir žiauresnių nusikaltėlių gausėjimu, grupuočių valdomų narkotikų platinimo sudėtingų tinklų atsiradimu, teroristinių išpuolių ir tarptautinio nusikalstamumo bei nusikaltimų, vykdomų panaudojant sudėtines technologijas, išplitimu. Piliečiai iš policijos tarnybų reikalauja daugiau įvairesnių nusikalstamumo prevencijos paslaugų, didesnės atskaitomybės ir efektyvaus darbo. 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. Straipsnyje analizuojami Lietuvos ir kitų šalių tyrėjų nuostatos apie policijos rengimo sistemas bei tam įtakos turinčius veiksnius.

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

Pagrindinės sąvokos: aukštasis išsilavinimas, policijos pareigūnas.

Antanas Janušauskas* Mykolo Romerio universiteto Viešojo saugumo fakulteto Fizinio rengimo katedros docentas. Mokslinių interesų kryptys: edukologija, visuomenės saugumas.

Antanas Janušauskas*, Mykolas Romeris University Faculty of Public Security, Department of Physical Training. Research interests: education, and public security.