

UDC 378, 351, 351.74
DOI:10.31733/2078-3566-2020-5-146-159



Jozef KRÁLIK[®],
Col. Prof. JUDr., CSc.,
MBA, (ret.)
(University Danubius,
Skadkovichovo,
Slovak Republic)



Kristína KRÁLIKOVÁ[®],
LtCol. Assoc. Prof. Ph.Dr.
Ing. Bc. Ph.D., MBA
(Academy of the Police Force,
Bratislava, Slovak Republic)



Liudmila SURMA[®],
JUDr.
(University Humanitas,
Katowice, Republic
of Poland)

SIGNIFICANCE, STRUCTURE AND INNOVATION IN POLICE EDUCATION IN THE SLOVAK REPUBLIC AND IN THE REPUBLIC OF POLAND

Abstract. The authors presents the current structure of police training in the Slovak Republic and Republic of Poland. Its aim is to refute or confirm the hypothesis: «Police education in the Slovak Republic needs to be innovated with regard to the effectiveness of education in this sector». The authors expands knowledge about the structure of police education in the councils of the Ministry of Internal Affairs of the Slovak Republic and in the Republic of Poland.

It focuses on the essence of content and importance of the focus of institutions that participate in the selection, preparation and creation of personnel for police positions at the Ministry of Internal Affairs of the Slovak Republic and evaluates the latest changes in recent years in education and training in the Slovak Republic. Police personnel related to point with the need for rapid replenishment of stocks and at the same time evaluates the current possibilities of professional education of police officers and their career growth within the Ministry of Internal Affairs of the Slovak Republic.

The article also presents the tasks of police work in Poland, the structure of police education, the requirements for this profession and describes the problems in the police personnel system.

Keywords: *effectiveness of education, police education, educational innovations, Slovak Republic, Republic of Poland, police, legislation, police force, security, police academy, Ministry of Internal Affairs*

Introduction.

«The goal of education and wisdom is for man to see before him the clear path of life, to walk it carefully, remembering the past, knowing the present, and anticipating the future».

J. A. Komensky (1592 – 1670)

© Králik J., 2021
prof.kralik@gmail.com

© Králiková K., 2021
kristina.kralikova@minv.sk

© Surma L., 2021
Ludmila-sr@yandex.ru,
L@officium.law

Even today, almost every sensible person would be tempted to ponder the eternal statements of the Czech educator, linguist, naturalist, humanist, philosopher and politician with Slovakian roots, who lived at the turn of the 16th and 17th centuries. In particular, his quote in the introduction of this article reminds modern human society of the importance of education, which gives a person the wisdom to live a daily conscious and quality life. Education enables a person to stay on the right path in life, remember the past, serve the present, and work for the future. According to Komensky, such a person has a noble nature. And this is not just about government or public administration.

Analysis of recent research and publications. Jan Amos Komensky is known throughout the world as the «teacher of nations». This world-renowned educator and reformer was born on March 28. This day is dedicated to teachers around the world in his memory. Komensky's writings were and still are extremely important for many scientific disciplines, as well as for modern upbringing and education. According to him, education and training, in addition to a humanistic and democratic spirit, should place the human being above all else at the center of the public interest. A conscious process of upbringing and education is designed to form a true humanism in the spiritual interior of a person, and, as a result, to form a true human personality. According to Komensky's ideas, every school and education is not only a workshop of humanism. Their goal is also to keep people from the negative influence of selfishness and individualism and to lead them to cooperation and responsibility in their relationships with others.

The ability to cooperate and responsibility are key human qualities that are paramount in the everyday work of a police officer. The acquisition of these qualities by a police officer is in the interest of society as a whole, and this must be rationally and skillfully promoted. In addition to subjective personal preconditions, objective reality is also important for the development of these qualities in a person, and within it, the organized and unorganized education of police officers is primarily important. Many years of police practices have confirmed that only an educated and well brought-up police officer can perform his duties at the level required by society. Furthermore, in our opinion, only such a person can serve as an example of the organization of which he often becomes a member for life. In this article, we will confirm or refute the hypothesis: «*Police education in the Slovak Republic and Poland requires innovative transformations given the current level of police effectiveness*».

The article examines the existing structure of police education within the Ministry of Internal Affairs of the Slovak Republic (hereinafter, MIA SR) and the Ministry of Internal Affairs of Poland (hereinafter, MIA RP), as provided by the current legislation. In this general perspective, we will consider the key characteristics of individual institutions involved in the selection, recruitment, training and formation of professional police personnel within the MIA SR and MIA RP. We will analyze the adequacy of available opportunities for professional training of police officers and their career development within the MIA SR and MIA RP. At the conclusion of the work we will try to refute or confirm the hypothesis we have put forward.

The purpose of our article is to study the significance, structure and innovation in police education in the Slovak Republic and in the Republic of Poland.

Formulation of the main material.

I. The status of police in a democratic state

The legal status of police in a democratic state, as well as its activities, are regulated by the constitution, legislative and subordinate legal acts, including regulatory internal instructions, whose violation entails preventive (pre-emptive) and subsequent corrective measures by democratic state institutions, in particular constitutional and executive bodies. *In a democratic state*, the activities of security services and other law enforcement agencies are simultaneously subject to

parliamentary control, prosecutorial oversight, judicial oversight, and public scrutiny. The police organization is arranged to the intent that its individual organizational units are integrated into the State mechanism system for protection of legitimate interests and rights of citizens and legal persons. The police **task** in a democratic state is to serve society for the benefit of all its members. The constitutional order in a state is formed solely by the will of the people, best of all directly, immediately, without intermediate mechanisms that often distort this will. The constitutional order thus created is intended to serve directly for the society. Full-fledged democratic regime of a modern state is characterized by a desire to enhance the police professionalism, to provide the police with qualified personnel and to implement and stabilize its organizational structure, while avoiding political influence on decision-making. (J. Králík & K. Králíková, 2016). In *non-democratic regimes*, the dependence of the police and their interconnectedness with the ruling political group is usually blatant and overt. The essence of these relations is absolute subjection of the police to the ruling regime interests.

It is important to realize that, including historical development of law enforcement agencies in different periods of human history (E. Kačík & K. Králíková, 2017), without the police institution and its socially significant activities today it is extremely difficult to imagine a relatively problem-free functioning of social relations and proper compliance by citizens of a state with legal norms arising from these relations. Without such institution, it is also difficult to imagine overall functioning of the state as a political sovereign, whose emergence was institutionally conditioned not only by natural historical development of human society, but also appropriately normalized and generally accepted natural need of most people for a certain ordering of social relations, cohabitation rules, and stability of the environment in which they live. State mission is virtually irreplaceable in this sphere of human existence. At the same time, the state must create its own means and tools to perform its tasks and duties, its own internal and external functions, provide enforcement of laws in a state and security of doers of the law. The police play a priority role within law enforcement agencies (J. Králík, & K. Králíková 2019). It should be recalled that determining the direction of legislation, that is, legislative process and content of legal acts, is the prerogative of policy, whose influence on the police is also undeniable. In particular, the police institution, which is a unique state-social fact, should be perceived by us not only as a creature of legislation, but also as an object of public opinion.

Public opinion is closely tied to the quality and quantity of information available in society. It is formed naturally about almost every public institution, its personnel base and activities. Public opinion is closely tied to the quality and quantity of contact between the institution and its representatives and the public (K. Králíková, & L. Surma 2020). Today, however, it depends on whether the information about the institution is presented in the media truthfully or falsely. Direct contact between the institution and the citizen has a decisive influence on the formation of public opinion. In real life, the police are often confronted not only with purposeful distortion of their activities by the media, but also with prejudice by a certain segment of society, resulting from the negative experience of a citizen's prima facie direct interaction with police representatives (K. Králíková & L. Surma, 2020). Often, in certain life situations, a person is influenced by the experience of another person rather than his personal experience. This does not take into account the possible misinterpretation of such other people's experiences. For that reason when training all police officers, including municipal police officers, it is very important to focus on the police officer's front-line contact with the public, his qualitative degree of influence and the result of his interaction with citizens. The easiest, fastest and best subjectively good opinion in the public mind is formed in direct communication with police officers on duty. On the basis of their behavior, citizens form an image of impartial, apolitical and objective police institution, serving citizens without distinction and solely for their benefit, provided that such communication is swift but dignified, vigorous but lawful, that is,

socially useful and socially acceptable.

Police candidates should be screened, not recruited on the basis of at least the potential availability of necessary qualities with the hope of subsequent upbringing and education within certain MIA RP structures. This is the only way to train officers (J. Králik, 2000), who can directly or indirectly participate in the process of creating a favorable public opinion and a positive attitude toward the police. It goes without saying that the highest leading positions in the police should be held by officers with the appropriate level of culture and professionalism, who are able to demonstrate their human and professional qualities not only in their professional practice, but above all in their public relations. In terms of a positive impact on the formation of public opinion about the police, a huge role is undoubtedly played by the qualitative selection of police personnel: both senior management and lower-level managers, as well as, of course, the rank-and-file officers directly involved in law enforcement activities (J. Králik, & K. Králiková, 2016). All law enforcement officers should strive to create and strengthen good public opinion through their actions and behavior. Their status, function, and role in society constitute their profession, in the fulfillment of which they should see the point. After all, police service gives officers the financial security they need to cover their necessities of life.

In our opinion, positively influencing public opinion should be enshrined in law as a duty of every police officer. In a modern democratic state, the police institution should be perceived as a solid and irreplaceable component of the system of public authorities. This should also work in practice. Thus, every police officer should carry out his activities in the spirit of J.A. Komenský's idea presented in the introduction. The goal of his education and wisdom should be a clear vision of the path of life, which he should walk carefully, remembering the past, knowing the present, and anticipating the future. Achieving this goal ultimately involves the natural formation of a positive and stable public opinion about the police. And to ensure that the police officer does not deviate from this goal, his employer, paying particular attention to his personal development, should give him the opportunity to receive further general education and the necessary professional practical training. Police education and training should serve both as an activating and motivating incentive for each police officer, providing an opportunity for further career development and, as a result, the prospect of higher material and financial remuneration.

II. Police education system in the Slovak Republic and in the Republic of Poland

To assess the effectiveness of police training, it is necessary to analyze the structure of the police training system within the MIA SR and MIA RP. By «*police education*» we mean the gradual provision of knowledge in an established process of obtaining the individual levels of police education, leading to achievement of desired goal and successful completion of education, usually in the form of a final exam. *Police education effectiveness* can be expressed in the difference between the police education received and the desired goal. The goal here refers to the degree of success achieved, which translates into the ability to apply the police education received to police practice. Training effectiveness is also closely related to the problem of assessing the adequacy of education received by a police officer. In order for a candidate to eventually become a police officer and be able to police in accordance with generally binding and internal regulations, it is first necessary to consider the very notion of educational adequacy. In our opinion, the adequacy of police education means an objectively necessary minimum adequacy of the education received.

This applies to both form and content of education received, which is necessary for the individual to be able to carry out assigned tasks related to the performance of police work at the required optimal qualitative and quantitative level. Thus, the current structure of police education shall comply with the requirement of adequacy, which should subsequently ensure the effectiveness of education received in carrying out police work. Simultaneously, a hierarchically

integrated network of specialized training and educational institutions within the MIA SR and MIA RP should consider the public interest in terms of economic rationality. A successfully completed police training process should potentially lead to the formation of a humane, selfless and responsible police officer with a clearly delineated path ahead of him, that is, an individual whose totality constitutes a unique and irreplaceable police workforce.

Existing police training system in the Slovak Republic

Police education system within the MIA SR was recently amended in 2020 by Decree No. 10/2020 of the Minister of Internal Affairs of the Slovak Republic on the professional education of police officers. Under the auspices of the Ministry of Internal Affairs, the Slovak educational market operates not only a university-type educational institution — the Police Academy in Bratislava (hereinafter — PA), but also several secondary professional police schools: the Secondary Vocational Police School in Bratislava, Pezinok and Košice. Secondary vocational police schools are subordinated to the Center for Education and Psychology of the Personnel and Social Activities Department and the Personnel Department of the MIA SR, which, among other things, conducts external evaluation of police education. The police training system is aimed at practical training of qualified police officers of the Slovak Republic with basic theoretical knowledge, practical skills, abilities and personal background for the implementation of police mission in accordance with the Slovak legislation and international treaties to which the Slovak Republic is a party. In police training, outside organizations cooperate with the MIA SR, which provide training in specialized areas necessary for police work. Such organizations may not be included in organizational structure of the MIA SR public administration. For example, the Institute for Public Administration in Bratislava plays an important and irreplaceable role in training specialists, as do other institutions of further education and educational institutions within the MIA SR, which can potentially be created for a specific task.

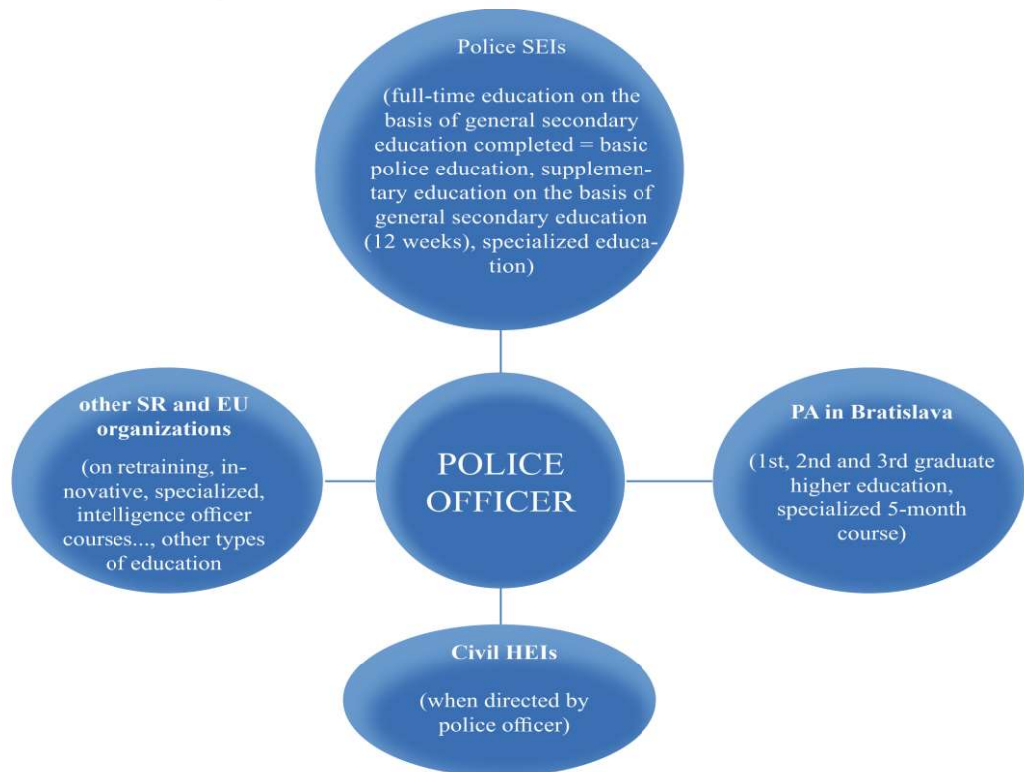


Figure 1 – Proprietary design, source — Bulletin of the MIA SR No. 11/2020

The Secondary Vocational Police School in Bratislava (K. Králiková, & L. Surma, 2020) was established directly by the Ministry of Internal Affairs of the Slovak Republic as an educational institution for police training, providing its students with specialized police education, the so-called basic police education. Based on the needs and requirements of the MIA SR, the school also provides additional education for police officers, in particular qualification training and additional education based on the general secondary education in «Security Service» specialty, and refresher courses. For full-time police officers who have completed civilian secondary education, the school provides specialized police education (hereinafter — SPE) if their position requires them to hold an officer rank. The ten-month course ends with a final exam for police officers over the age of 21. For cadets over the age of 18, the training lasts 12 months. Upon graduation, graduates are employed by any police agency as specialists in the areas of their education. Graduates with a basic police education can take a refresher course in security services as specialized police training. Upon successful completion of training, the cadet passes the minimum qualification required to obtain an officer rank and further career development. The three-month course ends with a final exam. The school cooperates with the official bodies and units of the Presidium of the Police, regional and district offices and agencies of the MIA SR and PA in Bratislava for the proper fulfillment of educational and pedagogical tasks. The school also provides other program modes for police officers as required by practice: basic courses, additional courses, professional courses, and a variety of trainings for individual police services in accordance with approved state educational projects and programmes. The secondary vocational school curriculum is designed to meet the requirements of police practice and the latest theories of police science. Police practitioners, qualified secondary vocational school teachers, senior police officers, and Police Academy professors are involved in its development. The programmes are approved by the Director General of the Human Resource and Social Activity Department and the Personnel Department of the MIA SR, as well as by the Head of Police (The site of the Ministry of Internal Affairs of the Slovak Republic. 15.02.2021. <https://www.minv.sk/?zameranie-skoly>).

The Secondary Vocational Police School in Košice (K. Králiková, & L. Surma, 2020) is a police education and training institution that provides education in «Security Service» specialty on the basis of completed secondary education. Ten-month training is for police officers over the age of 21, and twelve-month training is for cadets over the age of 18. The secondary vocational school also offers a three-month advanced training course in the field of security services with areas: border police and foreign police. A School Educational Programme has been developed for certain kinds and types of organized training, determining the exact training scope and syllabus. Simultaneously, the school provides opportunities for further education through courses and training for police officers throughout the period of their public service.

In 2007, the school was reclassified as the Border Police and Foreign Police Training Center. In connection with the accession of the Slovak Republic to the Schengen Agreement (J. Balga, 2009), special requirements for the control of the border zone of the external border of the Schengen area, as well as the entire territory of the Slovak Republic by police officers began to be imposed. This required more thorough training of police officers at a high professional, physical and psychological level. The school has organized a specialized research center – the so-called Center for Research and Development of Methods and Forms of Training in the Field of Forensic and Technical Activities. The school pays special attention to the educational component, in particular service discipline, politeness, adherence to the principles of a police officer's code of ethics, the way a police officer expresses himself and communicates with citizens (The site of the Ministry of Internal Affairs of the Slovak Republic. 15.02.2021. <https://www.minv.sk/?sospzke>).

The Secondary Vocational Police School in Pezinok (K. Králiková, & L. Surma, 2020), like the previous two schools, is a departmental school of the MIA SR. Its mission is to prepare police recruits for public service through qualification

training or additional education on the basis of secondary education on a full-time basis in the field of security service. In recent years, this school has provided mainly ten-month training courses for high school graduates, as well as basic police training for service. During their training, cadets acquire basic knowledge and practical skills in selected police services, criminology, criminal law, shooting and physical training. The training ends with a final exam consisting of theoretical and practical parts, as in other police schools. The main training objective is to train officers according to the police needs. Graduates can deepen their qualification skills in additional education system during their career development (The site of the Ministry of Internal Affairs of the Slovak Republic. 05.02.2021. <https://www.minv.sk/?zameranie-skoly-1>).

The Police Academy in Bratislava (K. Králiková, & L. Surma) is currently one of three university-type institutes in the Slovak Republic. The Academy started its activity on October 1, 1992. The PA was established by Resolution No. 370/1992 of the President of the Slovak National Council in the «Code of Laws» on the Establishment of the PA of the Slovak Republic. The Academy has the rights of a legal entity, being a subsidized or budgetary organization of the relevant budget section. The PA mission is primarily to develop scientific, pedagogical knowledge and international cooperation. The PA goal is to create appropriate conditions for the qualified education and training of specialists for the police bodies, professional structures of the MIA SR, to ensure the development of scientific knowledge in the field of security sciences. In 2004, the PA successfully accredited two degree programs (Site of the Police Academy of the Slovak Republic. 05.01.2021. <https://www.akademiapz.sk/profil-absolventa-studijneho-programu>) for the first (Bc.), second (Mgr.), and third (Ph.D.) levels of higher education, which have been named as follows over the years:

1. Law Enforcement and Protection of Persons and Property – The programme is designed for students, police officers and civilians who are preparing for various police positions as well as other governmental and non-governmental security services.

2. Law Enforcement in Public Administration – The programme is designed primarily for civilian students who are preparing for various positions in public administration.

The standard length of study is currently 3 years for the full-time bachelor's degree and 2 years for the master's degree. The part-time bachelor's degree lasts 4 years, the part-time master's degree lasts 3 years. 5-year doctoral programme is organized in part-time and full-time form.

In accordance with Act No. 131/2002 on Higher Education Institutions, the PA enables the acquisition of the scientific-pedagogical title of Associate Professor (doc.) and Professor (prof.) in the field of security sciences after fulfilling the set conditions.

The PA also provides additional teacher education to enable graduates to work in secondary police schools.

Since 2015, with the approval of the Academic Senate, the PA has established the so-called University of the Third Age, which provides interest-based education within the concept of continuing education for citizens of the Slovak Republic and the European strategy for continuing education. Applicants must have complete secondary education, be over 50 years old, and pay the registration fee and annual tuition.

The PA building in Bratislava also houses the Police Institute of Forensics and Expertise (hereinafter – PIFE). The institute was established in 1991 by Order No. 4/1991 of the Minister of Internal Affairs as an organization that provides forensic and technical and expert activities for the police, other law enforcement agencies and courts, as well as for scientific and technical developments in the field of security sciences and related areas. The institute currently employs about 200 specialists.

In the field of international mobility and within the foreign department, the PA organizes and implements ERASMUS+ programme activities. The European Union's ERASMUS+ programme provides students and teachers with the opportunity to study and train abroad (K. Králiková, & L. Surma, 2020).

The PA Foreign Office includes the National Division of the European Police

Academy, the so-called CEPOL. Through this body, Slovak law enforcement officers receive training in EU member states. Courses, seminars and conferences are organized for them. The PA is actively involved in cooperation with the Central European Police Academy, the so-called MEPA, of which the PA is a representative and contact point.

International cooperation, international membership and partnership, in which PA experts actively participate, bring new experience and open new horizons for further development and training of SR police officers.

Other educational institutions that participate in police professional development provide education and training on specific activities. These are mostly specialized police units. In particular, the Department of Cynology and Hippology of the Presidium of the Police, the aforementioned Institute of Forensics and Expertise of the Presidium of the Police, and other units. Professional development of police officers is also organized through non-departmental training institutions and, just as importantly, through projects co-funded by the European Union.

Police education system in the Republic of Poland

One of the most important business activity areas of the Polish police, which plays a fundamental role in forming the internal security of the state, is the education and educational activities of higher schools and training centres. The importance of their activities for the education of police officers, for the development of the culture of education and its identity is undeniable.

Police education in Poland is a group of educational institutions created to perform tasks related to the training of police officers with certain qualifications and professional skills. The role of training towards service values is to train highly specialized and professional personnel who will effectively and efficiently perform the service tasks associated with the following:

- 1) protection of life and health of people and their property,
- 2) identification and restriction of crimes and antisocial behaviour of persons belonging to formal and informal social groups,
- 3) conduct of effective preparatory proceedings,
- 4) elimination of organized criminal groups,
- 5) conduct of preventive measures in pathological environments and risk groups (Ustawa z 6 kwietnia 1990 r. o Policji (DzU nr 43, poz. 277),
- 6) etc.

The achievement of the above-mentioned principles established by the legislation depends on many factors, one of which is the correct use of the features of the process of training and advanced training of police officers.

According to C. Maziarza, training is a certain didactic concept that manages the cognitive activity of the subject studied and determines the course of the teacher's didactic work. It involves the management of the teaching-training process with the help of specially selected didactic tasks that determine the direction of education, jointly determine the choice of content, the organization of the pedagogical environment and the teaching-training methodology (C. Maziarz, 1994).

One of the many examples of the undoubted value of pedagogical activity, regardless of the variability of time, place or space, is prehistory. It was here that the paradigm of education and training of the next generations of people originated. It has accompanied humanity for centuries and is a variable of its security, sustainability and continuity of its identity and success development.

Educational activity is the main condition that determines, first and foremost, the moral development of the human. This gives them basic ethical skills, which include the function of maintaining a balance between them and the following:

- state,
- another human,
- society,
- ecological and natural environment.

One of the most important components of the internal security of the State is the

system of police educational institutions. The effectiveness of this component shows the level of competence of officials, and they, in return, determine the quality of their tasks in the field of public order.

The structure of police education includes the following:

- the Police Academy in Szczytno,
- the Police Training Centre in Legionowo,
- the Police School in Słupsk,
- the Police School in Piła,
- the Police School in Katowice.

Police Academy in Szczytno

The guide link in the structure of police schools is the Police Academy in Szczytno. It is the only police educational subdivision under the control of the Minister of the Internal Affairs. Its activities are based on two sources of law: the Police Law (Ustawa z 6 kwietnia 1990 r. o Policji (DzU nr 43, poz. 277) and the Higher Education Law . On the one hand, it is an educational organizational police subdivision, the purpose of which is to prepare, first and foremost, the police to perform their task, and on the other hand, it is a University that provides higher education (P. Bogdalski, B. Gawroński, Z. Gołota, & Gontarzewski, 2010).

The Police Academy in Szczytno is one of the oldest educational institutions of the Ministry of the Internal Affairs. It is the only successor of the higher officer education of the Civic Militia. On the 24th day of September 1954, it was transferred from the Civic Police Training Centre from Słupsk to Szczytno.

From the very beginning of its educational activity, its main priority has been the training of officers and leaders of the Civic Police, as well as the advanced training of future police officers from September 10, 1990 (60 lat szkolnictwa policyjnego w Szczytnie (1954–2014). (2014). praca zbiorowa. Szczytno).

Currently, its main educational tasks include the following:

- training of university graduates, the so-called officers staff,
- under certain circumstances, basic vocational training,
- supervision of the educational activities of other police schools,
- training of other persons responsible for security,
- formation of educational policy in the field of vocational education in the police,
- selected stages of recruitment in the police.

Apart from the extensive, multifaceted and multidirectional training activities, the Police Academy in Szczytno also provides an opportunity for students to continue their research activities.

Over the years, the school has also met training needs, including those of members of the judiciary and prosecutors, customs authorities, representatives of local authorities and members of the civic service corps (P. Bogdalski, B. Gawroński, Z. Gołota, & Gontarzewski, 2010).

Police Training Centre in Legionowo (CSP)

Another important educational institution in the police is the Police Training Centre in Legionowo (CSP). It was established on August 27, 1990 by the order of the Minister of Internal Affairs.

The Police Training Centre (CSP) is one of the oldest schools in the Ministry of the Internal Affairs. Until 1990, the Academy of Internal Affairs, which trained officers, was located here. Since 1990, the CSP has been a vocational and technical college specializing in certain areas of business activity. Its main tasks include the following:

- primary vocational education,
- training of road traffic to specialists,
- training of specialists in the field of pyrotechnics,
- training of specialists in the field of cynology,
- language training,
- certain stages of additional recruitment in the police service.

Police School in Słupsk

Another important educational institution in the police of Poland is the Police School in Słupsk. It is the oldest police training centre. For more than twenty years, the Police School in Słupsk has been systematically developing its teaching identity, using the original achievements and training traditions of its predecessors.

The main modern forms of its pedagogical activities include the following:

- primary vocational education,
- special training regarding preventive work,
- training related to the police service in certain districts.

Police School in Piła

Another police school with a well-established traditions and specialization in training is located in Piła. It was established by the order of the head of the then Civic Police on September 24, 1954. Later it was named «School of Civic Militia». For more than fifty years, it has been systematically forming its educational identity in two specialties – operational-intelligent and investigative-detective. Although it was formally a non-commissioned officer school, in the 1970s it was also utilized for officer training (P. Gawronski, J. Hryszkewicz, & J.R. Truchan, 2015).

Since its establishment, the main subject of training activities has been training in criminal law, primarily for police officers. Currently, the main part of its activities is basic vocational training.

Police School in Katowice

The last police educational institution is the Police School in Katowice. This is the youngest institution established on January 6, 1999.

The didactic, administrative and material potential of the training centre of the Regional Police Department in Katowice and the Police Departments for Preventive Measures in Katowice were used for its establishment (Gawronski, P., Hryszkewicz, J., & J.R. Truchan, 2015). It is the only police educational institution that does not have any clear training traditions and well-defined identity.

Based on the analysis of the forms of training activities implemented by the Police School in Katowice, the scope and types of educational projects it implements, it may be concluded that it develops features of its own authenticity. It is becoming a school that trains police officers in the field of preventive measures. Its students are most often police officers of precisely the Silesian region of Poland (Silesia).

Its main and modern didactic tasks include the following:

- primary vocational education,
- various forms of advanced training in preventive measures (specialties).

III. The role of education quality in the police service

The role of police education in the process of forming the right attitude to other people and behaviour in society has been repeatedly confirmed over the years. This is very important, because in the modern world, the safe functioning of a person requires the assimilation of a large amount of information. This is not easy, for example, because of the number of existing threats. Therefore, security education should cover many fields and be implemented at many levels. To avoid the dangers that we are accompanied by on a daily basis effectively, it is necessary to have access to information on situations that may affect the comfort of our lives. The effectiveness of the modern police largely depends on the vocational training of police officers to perform their official tasks and duties.

One of the statutory tasks of the police as a unit created to protect and maintain public safety and order is to organize activities aimed at preventing crimes and misdemeanours, as well as criminogenic phenomena.

The Polish police is a centralized armed unit that has a single uniform. Approximately 100 thousand people working in the police monitor the safety of people and maintenance of public order (The site of the police of the Republic of Poland. 02.02.2021. <https://www.policja.pl/pol/kreci-mnie-bezpieczenst-1/30751,Utworzenie-Policji.html>).

The head of the police is the Chief «Komendant Główny», who is subordinate to the Main Police Department of the capital of Poland – Warsaw and the police

departments of 16 voivodeships.

The modern Polish police consists of members of the criminal, preventive and auxiliary police services in the organizational, logistical and technical fields.

The police forces are trying to recruit more and more educated young people.

From the very beginning, high requirements are placed on those who want to work in the police. Police work includes the following requirements:

- Polish citizenship,
- minimum secondary education,
- untarnished reputation,
- no criminal records,
- full legal capacity,
- high mental and physical training.

Apart from this, the following will be checked against each individual candidate during the recruitment process:

- knowledge of the functioning of the legislative, executive and judicial authorities in Poland,
- military service.

Problems in the police service system.

The police has growing public credibility, and every year the number of people feeling much safer is increasing.

However, today in the Polish police system there are certain problems regarding the lack of personnel.

According to the latest data from the Main Police Department, there are 5.090 vacancies in the country (as of February 1, 2020). That is why the criteria for recruitment in the police service have been reduced. The government is doing everything possible to mitigate the personnel crisis, say former police officers quoted by the author (The site NSZZ police of the Republic of Poland. 02.02.2021. <https://nszpz.pl/przeglad-prasy/media-o-obnizeniu-kryteriow-przyjec-kandydatow-do-policji/>).

The police recruitment process consists of the following four stages: a knowledge test, physical training, a psychological test, and an interview. Every year, approximately 18 thousand people submit applications. The number of applicants has not changed for several years. Most people do not pass psychological tests. Sometimes even 70% of those wishing. Eventually, every fourth person enters the service, according to Mariusz Czarka, the official representative of the Main Police Department (KGP (Komenda Główna Policji)). «In 2020, we want to employ 4.500 new police officers,» – he emphasizes and guarantees that the change in the admission criteria will not reduce the «quality» of hired employees (The site NSZZ police of the Republic of Poland. 02.02.2021. <https://nszpz.pl/przeglad-prasy/media-o-obnizeniu-kryteriow-przyjec-kandydatow-do-policji/>).

If we analyse the data for one of the regions of Poland – Łódź, we will also see the same problem with the lack of personnel. Such information is demonstrated by Anna Bojanowska-Sosnowska, the labour market analyst and pro-dean of the Economics Faculty at the Humanities and Economics Academy in Łódź.

There are no young men in the police. It has been discussed for many years that vacancies are one of the most acute problems of the Polish police. As of December 1, 2020, the Łódź garrison lacks 661 police officers. If we add to this those who are on long-term sick leave, as well as on maternity and childcare leave, it turns out that the garrison lacks 953 police officers (The site wyborcza PL. 21.01.2021. <https://lodz.wyborcza.pl/lodz/7,35136,26633834,jakie-wyksztalcenie-maja-policjanci-najlepiej-jest-w-bsw-komendzie.html>).

In our garrison, writes the pro-dean, the situation with vacancies seems to be particularly worrying. Having 661 vacancies means the lack of 10.32%. It is only worse in the Zachodniopomorski garrison, where the lack is 10.69%. The least of the problem is that of the Świętokrzyski garrison which is 0.33%. The Podlaski one is 0.66% and the Podkarpacki one is 0.9% (The site wyborcza PL. 21.01.2021. <https://lodz.wyborcza.pl/lodz/7,35136,26633834,jakie-wyksztalcenie-maja-policjanci>

najlepiej-jest-w-bsw-komendzie.html).

According to the dean, the problem of vacancies is also evident if you look at the age structure of police officers in Poland. For example, in the region of Łódź, only 5.4% of the serving police officers are under the age of 25. Moreover, 10.3% are between the ages of 26 and 30. The majority of police officers in this region are between the ages of 31 and 40, which makes 43.27% and 41-50-35.4%.

All of this undoubtedly speaks to the importance and role of education in the police system. Moreover, as mentioned above in the article, it is very important not to recruit, but to choose people who are not only well trained, but also have an inner desire to serve for the benefit of the people and the country. It is important to improve the quality of education and thereby attract those who want not only to get a police degree and become a police officer, but also to create such conditions for students that will generate and develop in every future police officer the desire, commitment and their implementation to serve the people and every citizen of the country.

According to the inspector Cezary Popławski, the Deputy «Komendant Główny» of the Polish Police: «It may be undoubtedly said that Article 1 of the Police Law, which states that the police is a formation that serves society while maintaining its security, is not only written, but is also an established fact. The environment is constantly changing, therefore the police must constantly improve. We see the huge role of scientific institutions that discover and transmit new social tools. The police strategy should be based on the principle that police officers must be among people and serve people. Hence appears the need to improve the skills of the personnel to improve the professional police competencies. A police officer must also be sensitive and must help. These skills allow managing stress, resolving conflicts and being consistent in actions. Police work is about working with people and for people. Therefore, it is necessary to strengthen cooperation with universities that also train in the field of social studies or social psychology» (K. Gajewski, 2015).

Conclusions. We must not forget and state that members of the police also undergo educational activities privately by studying at other types, especially domestic higher education institutions. It is certain that individuals are involved proactively in the self-education process. This is mainly due to achieving a better job position, increasing financial rewards or ensuring further career advancement.

The aim of the paper was to refute or confirm the hypothesis: «Police education in Poland and the Slovak Republic needs to be innovated due to the effectiveness of education in this sector». Given the analysis of the current organizational structure of police education in the countries refuted. According to our information obtained from these sources, it is not necessary to introduce significant innovative elements into police training. From the point of view of sufficiency, as we characterized it in the paper, the effectiveness of education at the required level appears. Institutions involved in the implementation of police training, their focus, activities related to the selection, preparation and creation of the final product in the form of personnel substrate included in positions in the security forces, are sufficiently interconnected and follow each other in training itself.

A complicated reality in the Slovak Republic and in the Republic of Poland in recent decades is the unattractive employment in the performance the police. Every year, states strive to make the mission of the police officer more attractive in the eyes of the young generation in various forms and ways. Among such a step we include in the Slovak Republic the establishment of the so-called civil service cadet. It is basically the recruitment of citizens of the Slovak Republic after reaching the age of 18 years. Its intention is to «catch» new high school graduates after graduating from high school with a high school diploma and at the same time to bridge the time period of reaching the age of possible entry into the ranks of «real» police officers, 21 years. During this period, the cadet undergoes training at educational institutions police – will receive basic police training. Such a step by the state can be combined in the introduction to the paper presented by the statement of J.A. Comenius: «The goal of education and wisdom is for a person to see a clear path of life, walk carefully, remember the past,

know the present and predict the future». In the short time of the cadet's civil service in the Slovak Republic quality professionally trained staff.

Based on the above, we can also state that such a professionally prepared personnel substrate of the police contributes to the improvement of trust and public satisfaction in this department.

Conflict of Interest and other Ethics Statements

The authors declare no conflict of interest.

References

- Balga, J. (2009). Schengen acquis. Bratislava: VEDA.
- Bogdalsky, P., Gavronsky, B., Golota, Z., & Gontarzhevsky. (2010). Assessment of the possibility of implementing the content of the Bologna Process at the Higher School of Police in Szczecin based on the analysis of reports of selected foreign policy politicians. Research report: Thyroid.
- 60 years of political education in Shchytno (1954–2014). (2014). teamwork. Shield.
- Funta, R., Golovko, L., & Yurish, F. (2020). *Europe and European law*. Brno: MSD.
- Gaevsky, K. (2015). Police warning. Prospects and challenges. Warsaw.
- Gavronsky, P., Grishkevich, J., & Truchan, J. R. (2015). The training system in the police and border service is a stable and problematic function. Shield 2015.
- Kačík, E., Králiková, K. (2017). The history of the police in the European context. Hodonin: *Institute of Law and Forensic Engineering in Hodonin*.
- Kralik, J. (2000). City police: desire and reality. Police.
- Kralik, J. (2005). On the issue of transformation of state management of national security as a guarantor of the stability of society (consideration). A: Theory and practice of police.
- Králik, J. et al. (2007). College is a catalyst for the development of society. 1st type. Kunowice: *European Polytechnic Institute*.
- Králik, J., & Králiková, K. (2016). Police (in Slovak society). Brno. Czech Republic: EU Tribune.
- Králik, J., & Králiková, K. (2019). The problem of police mission in society. Uherske Hradiste: *Academy of Crisis Management and Management*.
- Králik, J., & Šmátrala, M. (2007). Some organizational and personnel conditions and prerequisites for training the university police in the field of property protection. In: Team: *IV. Mizhnarodna virtual'na konferentsiya Instytut vlasnosti ta yiyi okhorony. (IV. International Virtual Conference Institute of Property and its Protection)*. Part 2. Kunowice: *European Polytechnic Institute*.
- Kralikova, K. (2016). Prospects for policing in the European Union. A: The value of modern Europe today and tomorrow. Values of modern Europe: today and tomorrow. Non-conference materials of scientific works. 1st type. Warsaw: Szkoła Wyższa im. Bohdan Janski Warsaw.
- Kralikova, K. (2016). The position and place of the police in society and in the state in the modern legal-interdisciplinary context. In: *Sociates et Iurisprudentia*.
- Kralikova, K. (2017). To the problem of effective police management. The problem of effective police management. In: Slovakia and the European Union: Lessons and Opportunities: Non-Conference Proceedings. Brno: *Danubius University*.
- Kralikova, K. (2018). Ethics in occupation work, respectively. official positions in the Slovak police. In: Social media in the field of human resource management I. 1st ed. *Uherske Hradiste: Academy of Crisis Management and Management*.
- Kralikova, K., & Kralik, J. (2016). Human resources of the police corps in a new social situation. In: Sociálno-ekonomická revue = Social and Economic Revue: scientific journal of the faculty of socio-economic relations of Trenčín University named after Oleksandr Dubček in Trenčín = *Naukovyy zhurnal, fakul'tet sotsial'no-ekonomichnykh vidnosyn Trenchyns'koho universytetu imeni Oleksandra Dubcheka (Scientific journal, faculty of socio-economic relations of Trenčín University named after Oleksandr Dubček)*.
- Kralikova, K., & Surma, L. (2020). Police education system in the Ministry of the Interior of the Slovak Republic. *Visnyk Moskovs'koho universytetu Ministerstva vnutrishnikh sprav Rosiyi Zakonodavstvo. (Bulletin of the Moscow University of the Ministry of Internal Affairs of Russia Legislation)*.
- Law № 131/2002 Coll. about higher educational institutions and about making changes to some acts with changes.
- Law № 73/1998 Coll. on the Civil Service of the Police, the Slovak Information Service, the Prison

Guard Corps and the Judicial Service of the Slovak Republic and the Railway Police, as amended.

- Mazyarz, S. (1994). Some aspects of theoretical and practical training of adult students :) Problems and dilemmas of andragogy, M. Marchuk (ed.): Lublin-Radom.
- Perachek, T. (2014). Creativity is a prerequisite for the successful teaching of law as a compulsory subject in universities. A: Creativity in law. Brno: Masaryk University.
- Perachek, T. (2015). Law as part of compulsory education in universities. *Holistica: Journal of Business and Public Administration*.
- Resolution of the Minister of the Interior of the Slovak Republic № 10/2020 on the training of staff Regulations on police forces of the Minister of the Interior of the Slovak Republic № 4/1991.
- Santusova, D., & Kralikova, K. (2018). Some criminological aspects of police crime. A: Security theory and practice. Prague: *Police Academy of the Czech Republic in Prague*.
- Santusova, D., Kralikova, K., & Kralik, J. (2018). Corruption: a serious police crime. Corruption: serious criminal activity of police officers. A: Silochari is a shoot of modern society. Specifics of forms of assistance to the Polish community: non-conference materials of scientific works. Warsaw: Pedagogy at the University of Social Sciences in Warsaw. School educational program, <http://www.minv.sk/?skolsky-vzdelavaci-program>.
- Statute of the Academy of Police Forces in Bratislava* (full text of November 26, 2012), issued by Z.P.

Йозеф Кралік, Крістіна Кралікова, Людмила Сурма

ЗНАЧЕННЯ, СТРУКТУРА ТА ІННОВАЦІЇ В ОСВІТІ ПОЛІЦЕЙСЬКИХ У СЛОВАЦЬКІЙ РЕСПУБЛІЦІ ТА В РЕСПУБЛІЦІ ПОЛЬЩІ

Анотація. У статті представлена сучасна структура підготовки поліцейських у Словацькій Республіці та Республіці Польща. Її мета полягає в спростуванні або підтвердженні гіпотези: «Поліцейська освіта в Словацькій Республіці повинна бути вдосконалена з урахуванням ефективності освіти в цьому секторі». Стаття розширює знання про структуру поліцейської освіти у радах Міністерства внутрішніх справ Словацької Республіки та Республіки Польща. Автори зосереджуються на сутності змісту та важливості уваги установ, які беруть участь у відборі, підготовці та створенні персоналу на посади міліції в Міністерстві внутрішніх справ Словацької Республіки, та оцінюють останні зміни в освіті та навчанні за останні роки у Словацькій Республіці. Автори оцінюють сучасні можливості професійної освіти поліцейських та їх кар'єрне зростання в Міністерстві внутрішніх справ Словацької Республіки. Автори наголошують, що співробітники поліції також проходять освітню діяльність приватно, навчаючись у вітчизняних вищих навчальних закладах. Автори зауважують, що люди активно залучаються до процесу самоосвіти. Це вони роблять, головним чином, завдяки досягненню кращої робочої позиції, збільшенню фінансової винагороди або для забезпечення подальшого просування в кар'єрі. Складною реальністю в Словацькій Республіці та Республіці Польща в останні десятиліття є неприваблива зайнятість у роботі поліції. Щороку держави прагнуть зробити місію поліцейського більш привабливою в очах молодого покоління різними формами та способами. Серед таких кроків автори пропонують запровадити в Словацькій Республіці звання курсанта державної служби. В основному, це передбачає вербування громадян Словацької Республіки після досягнення 18 років. Ідея полягає в тому, щоб «зловити» нових випускників після закінчення середньої школи і одночасно подолати часовий період досягнення віку можливого вступу до лав «справжніх» поліцейських, – 21 рік. У цей період курсант може пройти базову поліцейську підготовку в навчальних закладах. Такий крок держави можна підсилити заявою Дж. Коменського: «Мета виховання та мудрості полягає в тому, щоб людина бачила чіткий життєвий шлях, ретельно йшла, пам'ятала минуле, знала сьогодення та передбачала майбутнє». За короткий час курсантської державної служби в Словацькій Республіці вже якісно підготовлений професійний персонал. Автори стверджують, що такий професійно підготовлений кадровий субстрат сприяє підвищенню довіри до поліції.

Стаття також представляє завдання поліцейської роботи в Польщі, структуру поліцейської освіти, вимоги до цієї професії та описує проблеми в кадровій системі поліції.

Ключові слова: ефективність освіти, поліцейська освіта, освітні інновації, Словацька Республіка, Республіка Польща, законодавство, поліція, безпека, поліцейська академія, Міністерство внутрішніх справ

Submitted: 29.09.2020

Revised: 12.12.2020

Accepted: 03.02.2021