

Krzysztof Horosiewicz

Jan Dlugosz University in Czestochowa, Poland

ORCID: <https://orcid.org/0000-0001-6209-1460>

Use of Retired Officers in Police Education

Abstract

In 2015, the police management decided that the current training system is not able to meet the enormous training needs. The prospect of the inevitable departure from the service of experienced teaching teachers – police teachers will aggravate this problem. At the same time, many former police officers – although they probably would like to – do not have the opportunity to work for the state, despite the fact that the need for changes and the lack of systemic solutions in this matter has been spoken about for years. The use of retired officers in police education requires the creation of solutions enabling them to be employed as police and academic teachers. The article outlines the concept of proposed solutions, their effects and anticipated threats.

Keywords: police education, police budget, police teachers, professional competence, retired officers, use of knowledge and experience

Creating the English-language version of the journal “Securitologia” is financed under contract No. 724/P-DUN/2018 from the funds allocated by the Minister of Science and Higher Education for dissemination of science.



Introduction

Rejuvenated staff can be a great asset of the Police. The condition is to have a realistic plan and funds to rebuild experience capital. Meanwhile, the generational exchange taking place from time to time in the Polish Police does not seem to be the result of a well-thought-out development strategy, but the effect of changes in pragmatic laws (Ustawa o zaopatrzeniu emerytalnym funkcjonariuszy Policji, Urzędu Ochrony Państwa, Straży Granicznej, Państwowej Straży Pożarnej i Służby Więziennej oraz ich rodzin 1994; Ustawa o zmianie ustawy o zaopatrzeniu emerytalnym żołnierzy zawodowych oraz ich rodzin, ustawy o zaopatrzeniu emerytalnym funkcjonariuszy Policji, Agencji Bezpieczeństwa Wewnętrznego, Agencji Wywiadu, Służby Kontrwywiadu Wojskowego, Służby Wywiadu Wojskowego, Centralnego Biura Antykorupcyjnego, Straży Granicznej, Biura Ochrony Rządu, Państwowej Straży Pożarnej i Służby Więziennej oraz ich rodzin oraz niektórych innych ustaw 2012), political decisions (Zawadka 2016; Czuchnowski 2017) and insufficient police budget.

In many cases, the consequences resulting from them could be predicted, bearing in mind the situation arising after the political transformation. The police then faced the problem of the shortage of professional masters, which – due to their small number – prevented the transfer of their skills to adepts of the police art. Despite the creation of various models and schemes of the police training and professional development system, it was not possible to stop several years of tendencies to reduce the level of operational work quality. This weakness was indicated in the Report of the Investigative Commission to investigate the correctness of the activities of government administration bodies regarding criminal proceedings related to the abduction and murder of Krzysztof Olewnik (Sejm RP 2011, pp. 205-206). As a consequence, it translates into permanent difficulties in adapting the Police to new challenges.

The purpose of the article is to diagnose whether in the system of officer training and professional development of policemen it would be justified to use retired police officers who had previously carried out operational and reconnaissance activities as teachers. The assessment required an analysis of the factors that shaped the system of police training and professional development. It was assumed that the current shape of the system was mainly affected by: financial resources allocated to police education, adaptive changes in the police education system, professional competence and police

experience of the teaching staff in the field of operational reconnaissance activities and competences of persons influencing the shape of the system.

As the basic research method, a qualitative analysis of scientific literature, applicable regulations, publications contained in police magazines, results of inspections carried out by the Supreme Audit Office (NIK) was used. The study covered evolving the system of officer training and professional development in the period from 1999 to 2017.

Discussing the system of officer training and professional development should start with explaining the key terms: “training” and “improvement” and “professional competence”. Ricky W. Griffin states that training is to teach operational and technical employees how to perform activities in the position in which they were employed (Griffin 2015, p. 456). It creates the possibility of performing activities in individual positions, allowing the use of resources that an employee has while learning and acquiring competent skills at individual positions (Armstrong 2000, p. 436). In turn, professional development is – according to Adam Suchodolski – a process of raising employees’ qualifications in order to increase their efficiency (Suchodolski 2010, pp. 211-213). Therefore, in general, professional competences include knowledge and the ability to apply them in practice.

The system of training and professional development in the Police has changed over the years. At the end of 1999, police training centres and police schools as well as the Police College in Szczytno operated. In police training centres basic training was passed by police officers newly admitted to service. On the other hand, specialist police training (aspirant courses) were carried out at police schools, and future officers were educated at the Police College.

Basic training was and remains the only training that all policemen starting their service in the Police undergo. Its purpose is to equip police officers with competences enabling them to perform basic official tasks. In subsequent years of service, an officer may participate in professional development courses, improving knowledge and skills in the occupied position. The role of professional development is complementing (supplementing) vocational training, and its purpose is to acquire, update, expand and deepen the knowledge and professional skills required when performing police tasks and activities. Regardless of the course of professional development, a policeman has the opportunity to undergo university studies or undergo training for university graduates, and then pass an officer exam and be appointed to the first officer rank.

Changes in the police education and training system

Undoubtedly, some of the changes made to the police education and training system were of an adaptive nature and were forced by an insufficient Police budget. For example, on September 26, 2001, Order No. 20 of the Police Commander-in-Chief [hereinafter: KGP] regarding the establishment of Police training centres (2001), Police training centres were established in Warsaw and in 13 provinces. In-service training was provided, but above all basic training for newly admitted policemen.

Three months after the entry into force of this ordinance, a “economizing program” was presented during the official meeting of the Police leadership. In order to implement its assumptions, voivodship commanders of the Police were asked to take actions to “provide additional funds for powiat and municipal police headquarters in 2002”, in particular by limiting the scope of activity or suspending the operation of Police training centres. The recommended limitation of centres’ activities in 2002 was to bring 3295 thousand PLN (NIK 2006, p. 17).

The Police budget for 2003 and the analysis of expenses for training police officers and maintaining police training centres incurred in 2002 led the then police management to the conclusion that the training system is expensive and not very effective in relation to limited financial outlays (Matusiak 2003). A project of changes in the system of vocational training of police officers was developed, the essence of which was to liquidate the existing and introduce a new, two-level model of vocational training – basic and specialist, and to abandon higher vocational training. At the same time, a “pilot basic police training program – general police part” was introduced (Decyzja nr 79 komendanta głównego Policji w sprawie wprowadzenia pilotażowych programów szkolenia podstawowego policjantów 2002), entrusting its implementation to police schools: Police Training Center in Legionowo (CSP), Police School in Słupsk (SP in Słupsk) and the Police School in Katowice (initially: without the Police School in Piła).

In connection with entrusting the basic training program only to police schools, existing Police training centers were considered unnecessary (Matusiak 2003). Therefore, Regulation No. 23 KGP regarding the liquidation of Police training centres (Zarządzenie nr 23 komendanta głównego Policji w sprawie likwidacji ośrodków szkolenia Policji 2003) liquidated them. A year later, due to the impossibility of satisfying the

training needs of the Police, the next Chief of Police, Order No. 1029 on the establishment of a Police training centre (Zarządzenie nr 1029 komendanta głównego Policji w sprawie utworzenia ośrodka szkolenia Policji 2004), created the Police Training Centre in Łódź with headquarters in Sieradz. Half a year later, and two years after the above-mentioned liquidation of centres, Regulation No. 326 KGP on the establishment of Police training centres (Zarządzenie nr 326 komendanta głównego Policji w sprawie utworzenia ośrodków szkolenia Policji 2005) again created Police Training Centres: in Poznań and Gdańsk. The reactivation of centres in Sieradz, Poznań and Gdańsk absorbed nearly 90% of the estimated savings from the liquidation of all 14 centres (NIK 2006, pp. 17-18). In the years 2011-2012 these centres were closed again...

The event, which undoubtedly contributed to the development of the vocational training system of police officers in their current form, was conducted by the Supreme Audit Office in the period from May 6 to November 15, 2005, audit no. P/05/080. Organization and implementation of the training process and professional development in the Police (NIK 2006). In the information on the results of the control, this area of the Polish Police's operation was very critical. In the NIK assessment, decisions that significantly changed the police training system since 2003, were taken based on the financial capabilities of the Police, ad hoc concepts and were not always preceded by a thorough analysis of needs, possibilities and effects (*Ibidem*, pp. 6, 16, 19). Implementation of Regulation No. 23 KGP of March 2003 regarding liquidation Police training centres, which caused organizational changes significant for the training system, in the NIK's opinion, were not controlled (*Ibidem*, p. 28).

The liquidation of the Police training centres in 2003 meant that the basic training was entirely taken over by the Police and WSPol schools. in Szczytno, which made the training system inefficient and in practice led to the abolition of profiled aspirant courses implemented in Police schools. For example, in October 2002, the needs of one of the secondary trainings – specialist training – due to the possibilities of schools met about 38% of the needs. Similarly, in April 2003 (*Ibidem*, p. 17). Inefficiency in the specialist training system and insufficient training base had a negative impact on the professional competence of officers. The Supreme Audit Office also stated that the police did not carry out the effectiveness of police training and advancement (*Ibidem*, p. 29). It was also found that the activities undertaken in the years 2003-2006 by subsequent Police Chiefs destabilized the police training system, demonstrating the lack of a coherent

concept of training and professional development developed on the basis of a thorough analysis of needs, possibilities and effects.

Opinions about the need to change the system of police training and professional development have been appearing in the police environment for a long time. However, according to the author, these are not signals about the shortcomings of the police training system, but the NIK audit carried out in 2005 was the reason for calling a debate with the persons responsible for police education over the years 1997-2005.

It is striking that they have long been fully aware of the persistent state of police education over the years, and in particular that:

- training and professional development programs are implemented by lecturers with no first line work experience,
- in police schools, students learn rules, not skills. (Biedziak 2005, pp. 24-27).

Another event, which has always been of great importance for the functioning of the whole formation, was (another) change in the position of the Chief Police Commander. It was accompanied by changes in various areas of the Police operation and reorganization of the Police Headquarters (KGP). The reorganization of KGP in 2006 (Zarządzenie nr 2 komendanta głównego Policji w sprawie regulaminu Komendy Głównej Policji 2006), this time was associated with one of the key changes at the time for the police training and training system, namely the re-establishment of the Personnel and Training Office as the responsible unit for the implementation of personnel and training policy.

Due to the insufficient number of police training centers compared to the needs, most of the basic trainings were forced to run police schools: CSP in Legionowo, SP in Słupsk, SP in Piła, SP in Katowice and even in WSPol. in Szczytno. As a result, the police schools in Piła and Słupsk were not able to carry out their main task, i.e. specialist training, also known as profiled aspirant courses.

Meanwhile, in accordance with art. 34. The Police Act (Ustawa o Policji 1990) one of the conditions for appointing a police officer to a higher official position was, in particular, to complete:

- basic vocational training;
- specialist professional training;
- vocational training for university graduates;
- Police College.

The inability to complete specialist professional training had consequences for both policemen and their superiors. For superiors, this meant managing policemen with insufficient professional competence, “suspended” full-time, e.g. in the criminal department. On the other hand, police officers who did not complete the training could not receive the remuneration due for the service they performed in practice in a position for which – for formal reasons – they could not be appointed. What is worse, the lack of appropriate competences threatened their legal security (Rau 2007, p. 17).

The growing problem of the inability of the Police schools to fulfil their main function, i.e. semi-annual profiled aspirant courses, was solved by the so-called one pen stroke. On the initiative of the Council of Ministers (read: the interior minister), the Act on Police was amended. The Act amending the Police Act and some other acts (Ustawa o zmianie ustawy o Policji oraz niektórych innych ustaw 2006) simply removed the requirement to complete specialist vocational training. Article 34 para. 3 of the Police Act received the currently binding wording:

“The condition for obtaining the professional qualifications necessary for appointment to the official position is that a police officer completes:

- basic vocational training,
- vocational training for university graduates,
- Police College.”

On the basis of the amended Act, the Minister of the Interior and Administration (MSWiA 2017a) issued a regulation of 19 June 2007 on the detailed conditions for professional training and professional development in the Police. Pursuant to § 50 para. 1 the term “specialist” has since referred to central improvement lasting several dozen times shorter, conducted in the form of specialized professional development courses. At the same time, as not having attachments to the amended Act on the Police, abolished six-month profiled aspirant courses, e.g. of a criminal profile – previously implemented at the Police School in Pila. High costs were indicated as one of the reasons for the liquidation of specialist training.

A study of the quality of teaching staff and their rotation was also announced (Chojecki 2006, pp. 4-5), which was reflected in the Police Education Strategy for 2007-2009 of April 2007 (Komenda Główna Policji 2007), replaced by the second on December 12, 2008, a modified version of an identically titled document (Komenda Główna Policji

2008). Withdrawal from WSPol is planned for 2007. in Szczytno from basic vocational training (Maciejczak 2007, pp. 4-5).

In the years 2009-2011, the financial resources allocated to training and in-service training of police officers were reduced again each year. For example, expenses incurred for the functioning of SP in Piła, SP in Słupsk, CSP in Legionowo and WSPol. in Szczytno in 2011 amounted to PLN 98.8 million and were lower than expenditure in 2010 by PLN 0.4 million and lower than expenditure in 2009 by PLN 32.9 million. The reduction of financial resources had an impact on the reduction of the number of trainings and students (NIK 2013b, p. 32).

In the years 2009-2011, schools and Police training centers continued to use their potential (staff and premises) to implement basic officers' training (*Ibidem*, p. 16). The needs for training and raising the qualifications of Police officers "(...) were met only in 30%, which was determined by the amount of funds allocated for this purpose" (*Ibidem*, p. 8).

In 2013, the Police managed to complete about 60% of the necessary training in the year, although the accommodation facilities of the schools provided much greater opportunities (NIK 2013a). In 2014, the then Police Chief in Chief, insp. General Marek Działoszyński, recognized the system of training and professional development of police officers and the structure of police education as correct (Działoszyński 2014). But two years later, i.e. in 2015, another Police Chief Commander, Superintendent K. Gajewski – previously deputy inspector General M. Działoszyński – he admitted that the training system in the existing shape is not able to meet enormous educational needs.

For example, training needs in 2013-2014, excluding basic vocational training, specified in total at 39 379 people were met in 76% (Wiewiór, Grochowska 2015). Significant training needs were particularly evident in the case of criminal police officers, because they prepared the basic vocational training program primarily officers to perform tasks in preventive service. Conditions resulting from the provisions, in particular from Decision No. 130 of the Police Commander-in-Chief amending the decision on the basic vocational training program (Decyzja nr 130 komendanta głównego Policji zmieniająca decyzję w sprawie programu szkolenia zawodowego podstawowego 2017) and the so-called the training overhang led to a further increase in the number of policemen who,

without proper professional training, carried out operational and reconnaissance activities in their parent units and – practically speaking – in accordance with the Police Act, they could carry them out continuously until their termination of service in the Police.

Limiting expenditure on the functioning of the Police resulted in the need to rationalize (read: reduce) training expenditure (Dworzecki 2011, p. 292). The number of lecturers was reduced and specialized training and professional development were limited. From 2008 to 2015, the number of people employed in police schools decreased by 447, i.e. by 18% (Wiewiór, Grochowska 2015).

In this context, the words of the then Secretary of State at the Ministry of Interior and Administration, Piotr Stachańczyk, do not seem convincing. He claimed that in each case when setting up teams to develop programs, practitioner police officers were included in their composition each time. optimal adaptation of program content to the official tasks carried out by the shareholders (Stachańczyk 2013). Meanwhile, in the opinion of the provincial boards of NSZZ Policemen: “ill-considered savings over the next years meant that training programs in which too many theories and too little practice have ceased to meet the real needs of the service” (NSZZ Policjantów 2013).

At this point it is worth pointing out the consequences of the lack of professional competence of police officers. The problem of their absence will not be clearly visible, as long as the assessment of operational results will be made on the basis of general data on crime and detectability in individual categories of crime. Good “statistical results” overshadow the lack of professionalism and responsibility of criminal service officers and their superiors for not detecting the perpetrator of a crime (Horosiewicz 2016, pp. 2-11).

And crime detection has remained stable for many years. On the website <http://statystyka.policja.pl> you can find data on preparatory proceedings, ascertained crimes and detectability in the years 1999-2015. They show that between 2003 and 2015 the number of crimes decreased by 45% and their detectability remained at a similar level. In the opinion of politicians responsible for internal security, this is a reason for satisfaction.

However, it actually means that in the years 1999-2015 the absolute number of crimes detected by the Police also decreased by about 45%. Meanwhile, the full-time position of the criminal division of the police, i.e. policemen performing operational intelligence and investigation activities, remained almost unchanged and in 2005

amounted to 31 815 officers, and 10 years later – 30 285 (Webpage <http://www.info.policja.pl/>).

In the light of the above, it can be concluded that in 2015 a similar number of police officers detected 45% fewer crimes than in 1999. In this context, the attention of Andrzej Misiuk is particularly accurate, citing the above data stated that the staffing status, internal organization and budgetary expenditure of the Police they are not correlated with the needs and challenges, and the system of functioning of the basic state service in the area of internal security of the state, which is the Police, is not much connected with reality (Misiuk 2016, p. 90).

As previously mentioned, the police have not conducted a study on the effectiveness of police training and training for years in terms of their preparedness to carry out tasks after returning to parent units (NIK 2006, p. 29).

It wasn't until April 2013 in WSPol. in Szczytno rules for conducting evaluation of training and professional development organized centrally in Police training units (WSPol. 2013). Accordingly, training evaluation and professional development began, covering at least 60% of all editions of a given course. In surveys, students were to assess the compliance of the content provided in class with the substantive scope of the program as well as substantive preparation and the method of conducting classes by lecturers. The next stage of the evaluation was to be deferred surveys, in which graduates of a given type of course, after returning to units, within 6 months from the end of the course, were to assess, among others degree of use of acquired knowledge in daily service.

It is important that graduates' supervisors were also to be surveyed as part of the research, and that the purpose of the research was in particular to examine the degree of utility in the daily service of knowledge and skills acquired by students. Evaluation results have not been published, but the results of the research conducted in 2013 by Piotr Bohdziewicz are interesting. They show that some superiors are reluctant to decide to send some of the officers who are distant to each other because they think that many such trainings are characterized by low efficiency and are therefore inclined to treat them as a mere waste of time (Bohdziewicz 2013, pp. 200-201).

Teaching staff

According to the author, requirements regarding the education, qualifications and professional experience of the research and teaching staff of the Police schools have not been sufficiently clearly defined in the regulations. Included in § 1 point 3) of the Regulation of the Ministry of Interior and Administration of 19 June 2007 on the detailed conditions of vocational training and professional development in the Police (MSWiA 2007a), the definition of a police teacher is very general. According to the regulation, a police teacher is a policeman, an employee of an organizational unit of the Police or other person conducting classes with students (Sic!).

The provision omits a particularly important feature, contained e.g. in the *Pedagogical Encyclopedia* (Pomykalo 1997, p. 439) or in the *Pedagogical Dictionary* (Kupisiewicz, Kupisiewicz 2009, p. 114), namely that the teacher is a properly prepared specialist. The ordinance of the Ministry of Interior and Administration of 19 June 2007 on the requirements in the field of education, professional qualifications and seniority which should be met by police officers in the positions of commanders of the Police and other official positions and the conditions for their appointment to higher official positions (MSWiA 2007b) does not specify requirements in the field of education in scientific and didactic positions. They should be sought in the so-called separate provisions.

This wording is incompatible with the principles of correct legislation, according to which the law should avoid using the expression “separate provisions”. This expression does not precisely inform the addressee of the act which standards are to apply in a given situation. The term “separate provisions” should be clarified by indicating the provisions to which it refers (Paluch 2013, pp. 97-98). In the case of WSPol. in Szczytno it is about art. 116 of the Higher Education Act (Ustawa Prawo o szkolnictwie wyższym 2005), which stipulates that the additional requirements and professional qualifications of scientific and didactic and didactic employees employed at the university are defined in its statute.

But § 67. of the Statute of the Police Academy in Szczytno, annex to Resolution No. 86/II/2012 of the Senate of the Police Academy in Szczytno of January 31, 2012 (WSPol. 2012a) only provides that an academic teacher may be a person who, in addition to the qualifications specified in the Act on Higher Education (Ustawa Prawo o szkolnictwie wyższym 2005) and in the provisions determining the course of the police officer's

service (MSWiA 2013) shows a predisposition to didactic work and aptitude for scientific work. At the same time, no criteria were specified to assess these predispositions and talents.

In turn, by analyzing point 12 paragraph 4) of Annex 1 to the Regulation of the Ministry of Interior and Administration (MSWiA 2007b) on the requirements for education, professional qualifications (...), it should be stated that it gives a certain possibility to specify the requirements regarding the professional experience of a police teacher, leaving, however, when preparing the “Job Description Card work” a significant doubt: whether professional experience should be understood as experience in, for example, performing operational and reconnaissance activities, or in the field of teaching at the Police school.

The existing doubts are not removed by the analysis of NIK audit results. It shows that the research and teaching staff of the Police schools are characterized by a high level of education and professional experience. However, the assessment concerned people with an academic title: of professor, habilitated doctor, doctor and master (NIK 2006, p. 20). Despite this, it is used as an argument in publications of authors who have been or remain associated with police education since the beginning of the service (Dworzecki 2011). It should be remembered that the NIK assessment does not settle the question of the professional competence of police teachers, because one of the audit criteria is the criterion of legality, i.e. compliance with applicable regulations. Therefore, it is difficult to figure out what kind of professional experience is involved: acquired in police education or in police field units.

It is worth noting that the Supreme Audit Office's information noticed that the scientific and teaching staff had too few internships in Police headquarters and police stations, which did not create the possibility of updating knowledge on current security threats, forms of crime and methods of combating them (NIK 2006, p. 7).

Further examples of doubts in this matter are professional development courses run at police schools and at WSPol. in Szczytno. Part of the courses are not able or even should not be used by police teachers on duty in schools. They have little professional experience preceding taking up service at a police school and, as a result of their short service experience before taking up service (the so-called those born at the Police school), they were not able to gain experience in a managerial position.

The problem concerns, in particular, specialized courses dedicated to police management, e.g. a course for middle management (poviat, city and police commanders) in the field of human resources management, a specialized course for police officers in the field of supervising the conduct of operational work (heads of operational departments and their deputies) or a specialist course in the field of cooperation with personal sources of information formation (OZI).

In such cases, police teachers appointed for classes usually do not know or understand the problems that students are forced to solve on a daily basis the courses of the courses they run, e.g. city commanders or department heads. This applies in particular to: motives and tactics of recruitment, operational fund issues, planning and supervision of operational projects and assessment of subordinate policemen in this respect, as well as functional supervision over cooperation with OZI. The specificity of these classes does not require academic teachers or long internships at the Police school. First of all, high professional competence and police experience are required, which are the attributes in the past they conditioned the effective implementation of operational projects.

Trying to solve this problem in WSPol. in Szczytno the training involved associated lecturers, i.e. specialists-practitioners serving in various Police organizational units/cells. In 2012, an Instruction was introduced specifying the principles and mode of supporting the implementation of the didactic process at the Police College in Szczytno by associate lecturers (WSPol. 2012b). The instruction regulates the principles of engaging in conducting classes with students to improve specialist courses in specific fields outside of WSPol, stating that for non-academic teachers who stand out due to their professional skills and predispositions for didactic work, the commander-rector may entrust conducting didactic classes.

In practice, in some cases, the role of the university was limited to the implementation of logistics tasks (lecture halls, hotel base, food and formal matters), and the classes were conducted by associated lecturers, some of whom performed their duties on a daily basis in low-ranking executive positions (MSWiA 2016a).

The idea of engaging associate lecturers in the teaching process, however, has some limitations. First, unlike other Police schools, only WSPol. in Szczytno has the appropriate resources. Secondly, despite the fact that the university provides associated lecturers with food and accommodation, the cost of their arrival at the Police school as part of the official delegation is charged to the parent unit. Thirdly, the main task of

policemen engaged as associate lecturers is to carry out tasks in the parent organizational units of the Police, and participation in only one professional improvement course takes them away from their daily duties for few or several days.

Referring to the issue of the high level of research and teaching staff of the Police schools with the titles of professor, habilitated doctor, doctor and master (NIK 2006, p. 20) it should be noted that policemen performing operational and reconnaissance activities do not need extensive legal knowledge, such as prosecutors or judges. This is due to, among others from a completely different range of police tasks. In the police training system, the right relationships between knowledge and skills passed on to police school students and the needs of the criminal service are particularly important. For years, however, the teaching methodology has been based mainly on communicating the content of regulations and enforcing their knowledge. However, there is a lack of pointing out and practicing practical ways of using existing regulations and “good practices” in the course of conducted cases, which can be illustrated by the example of operational and reconnaissance activities.

Subsequent ordinances that regulate the operational and reconnaissance activities of the Police are invariably characterized by such a high degree of generality that by some judges and prosecutors they have been referred to as “vague instructions” (Rau 2007, p. 19). The content of the current ordinance can be learned by heart. However, to understand them, and even more so to teach operational work, you need to have extensive practical experience.

Police education is getting worse and worse preparing the student for service, and young policemen have to learn “work” only in units (Śmielowski 2015). Due to the lack of professional studies in the field of operational work, policemen are often guided by the knowledge of older colleagues and superiors. It is worse when the knowledge and experience of the latter is incomplete or even ignore the applicable rules and principles. Lack of skills to use the acquired theoretical knowledge in practice leads training flatteners to flatten a wide spectrum of operational activities due to a lack of ability to use extremely effective tools (methods). This drawback is particularly evident when cooperating with personal information sources and using the operational combination. In this context, one should agree with the opinion of the representatives of NSZZ Policemen, who believe that “the preparation of the teaching staff leaves much to be desired” (Derebecka 2013).

Experienced didactics who have acquired the ability to learn from and update knowledge from the audience, for various reasons, leave the service. Currently, despite the departures of experienced state didactics, employment in police schools in recent years oscillates around the number 900 (Website <http://www.info.policja.pl/>).

The question arises about the selection criteria and the competences of their successors. In this context, the words of an anonymous police officer, who – according to the conversation with Mira Suchodolska – previously served in the police school, are worrying. He pointed out, among others in his opinion, the random recruitment of police teachers. He calculated that elements of psychology and intervention were taught to them by a woman after high school of art, and psychology by “two ladies who never worked in a police station for a day”. In his opinion, the criteria for accepting lecturers are situations “... that you either have to get rid of someone from the unit, either the candidate is close or knows someone. Whole families from nearby towns came to work at our school. One car for cheapness – ironic” (Suchodolska 2013).

The system of training and professional development in the Police has been described many times (Chojecki 2006), but little attention was paid to police teachers in the studies. Meanwhile, the teacher is a basic component of the system of vocational education and training, and the quality of this system depends to a large extent on its good preparation for practicing the profession (Pachociński 1994, p. 113). The teacher must be qualified to teach a specific subject or to teach a specific type of class, i.e. he must have subject-related (substantive) competence as an expert and subject advisor (Popek, Winiarz 2009, pp. 158-159).

Already more than 10 years ago, subinsp. Krzysztof Łaskiewicz, director of the Personnel and Training Bureau of the Polish Police Headquarters, i.e. the person responsible for the shape of police education at the time admitted that: “once it was recognized that the best are those with pedagogical education. We now believe that the lecturer should be a craftsman. A master who, in the form of a several-year contract or at the end of his career, transfers knowledge and experience younger colleagues. And you don’t have to be an officer. The duty officer is to teach the future duty officer, the district duty officer – the future district duty officer” (Chojecki 2006, p. 4).

At that time, it was announced that system solutions would be introduced in the selection of teaching staff for Police training units. As a planned way of carrying out the task, the following were indicated in particular: development of the concept of

recruiting policemen practitioners to implement the didactic process, development of the concept of selection of contract staff, associated teachers and development of assumptions for the incentive system for contract staff, associated teachers. The goal formulated in this respect, referred to as “Strategic Goal No. 1” (Komenda Główna Policji 2007) has not yet been implemented.

The deteriorating situation forces the need to recruit experienced police officers to Police schools, in particular also those with experience in managerial positions. This would involve the need to develop an effective system of selection and professional development of teaching staff, mainly acquiring policemen practitioners to implement the teaching process in the period preceding the planned departure from service.

In their case, the transition to further service in police education would mean a complete reorientation of current professional development and a vague perspective of returning to activities that they had successfully and passionately carried out before. Thus, it would completely cancel their plans and prospects for promotion to higher official positions and the related increase in remuneration, on which the amount of future retirement depends.

Therefore, to eliminate similar anti-stimuli, the offer would have to be submitted in the period preceding their planned departure from service (e.g. 2 years earlier) and be associated with the prospect of a significant increase in financial parameters (including service allowance) and ensuring adequate social conditions (contract). A significant obstacle to the proposed solution is the scarcity of professionals throughout the Police (Rudziński 2016).

In this situation, the simple solution is to employ retired police officers as police teachers (also academic). Many times before the reason for employing them was the professionalism and experience they have, and the fact that they are the only people on the national scale with the required skills and knowledge to conduct such specific lectures (NIK 2013b, p. 24).

Police retirees are representatives of the professional environment and organizational culture prevailing in it. Many of them with professional achievements and course of service proved that they have above average professional qualifications. Part of it obtained degrees and even academic titles. Due to their professional experience in the field of combating crime, they have knowledge and recognized authority, having no problem finding a platform for communication with students.

However, there has been a lack of financial resources for years for police pensioners who are ready to teach, e.g. on the basis of a mandate contract. In this situation, WSPol. for example, it was forced to limit the training offer for police officers. In particular, the number of supervisory and operational training courses in the field of cooperation with personal sources of information has been drastically reduced. The latter was undertaken by the Police School in Słupsk, specializing in preventive training (!). In the context of the pressing training needs for the police officers of the criminal service, implemented at 76% (Wiewiór, Grochowska 2015), the introduced restrictions deepen existing problems.

At the end of September 2016, the plan to “clean” the police of those who broke over the PRL, presented to the management of police unions the deputy head of the Ministry of Interior and Administration, Jarosław Zieliński (Zawadka 2016). There were also ideas that police pensioners could not combine the combination of police retirement with the pursuit of paid work or running a business: for women before the age of 60, and for men before the age of 65.

Meanwhile, many former police officers – although they would like to – are not able to work for the state. In this context, the undoubted influence of teachers’ didactic and professional qualifications on the quality of police training is declared, for example, by the commanding officer-rector of WSPol. in Szczytno (Faldowski, Nepelski 2017, p. 21). Unfortunately, despite such a declaration, many didactics left during the period in which he headed the university.

It is incomprehensible that police pensioners are not used to train their successors (Pytlakowski 2014, p. 34) and are forced to look for employment at civilian universities, where their police knowledge and experience cannot be fully utilized. As a result, the Police do not use the human potential of former policemen, their knowledge and many years of experience, which is extremely important in every institution. Practice has proved that errors occurring in the Police often resulted from changes managing the implemented projects and lacking experience.

The problem of not using police pensioners, often in full strength, is widely known and discussed. It usually returns in the context of planned changes in pragmatic laws or on the occasion of political changes, becoming an incentive for public discussion. During the conference Uniformed Services in Civil Society, organized on September 29, 2016 by the Federation of Associations of the Uniformed Services of the Republic of

Poland and the Association of Police Chiefs, many such opinions could be heard. According to Krzysztof Janik, former head of the Ministry of Interior and Administration, the Polish state makes little use of the knowledge and experience of police and military pensioners who should be employed in education. Superintendent at rest Adam Rapacki has no doubt that not using such a mass of trained, educated and often willing people to work is not very rational from the point of view of the state, and sometimes even dangerous for him...

Another impulse creating a chance to develop a new training and vocational training system was the session of the Parliamentary Administration and Internal Affairs Committee on September 13, 2016. Generality of the Information of the Minister of the Interior and Administration on the subject presented by the police management training and in-service training of police officers gave rise to a number of doubts and questions from Members. Answers given by representatives of the police management and the Undersecretary of State in the Ministry of Interior and Administration, J. Zieliński, caused polemics and an announcement of parliamentary interpellations. As a result, the management of the Ministry of Interior and Administration at the beginning of 2017 organized a meeting devoted to the issues of the police education system.

Half a year later, the Ministry of Interior and Administration by ordinance No. 35 of July 21, 2017 appointed a team to develop a new concept of police education. The ordinance was not published in the Official Journal. Interior Ministry. A reliable diagnosis of the state of education was to constitute the foundation for further work and – expected by policemen – a step conditioning the adoption of the concept of training Police officers adapted to the realities and needs. The report on the implementation of the Team's work, which was to be presented to the Secretary of State at the Ministry of Interior and Administration, responsible for supervising the Police until December 31, 2017, was not published, and the effects of any changes remain invisible.

Final conclusions

The purpose of the article was to diagnose whether in the system of officer training and professional development of police officers it would be justified to use retired police officers as police teachers who during the service demonstrated competence and experience in the field of operational and reconnaissance activities.

In the light of the analysis, it can be seen that three factors have a major impact on the current shape of the training system. The first is the financial resources allocated to police education, conditioned by the police budget. The second is the professional competence and police experience of the teaching staff, and the third is politicians and people who influence the shape of police education.

Undoubtedly, politicians influence the first two factors. First of all, influencing the decisions on the amount of the Police budget, which are conditioned by their ability to accept the costs of ensuring security. Secondly, initiating creation or issuing normative acts. Third, exerting influence informally, e.g. issuing a command to “clean” the Police of those who brushed against the PRL (Polish Peoples Republic), and exacerbated the existing difficulties of police education. Another kind of threat should be seen in the mentality of those who exude about police education. In some cases, they do not have or have little professional experience preceding taking up service at a police school, and education is shaped according to their own ideas, limiting themselves to adaptive changes.

Therefore, opportunities should be seen in the use of professional competences in retired officers. This creates not only the prospect of solving the problem of police education, but also some compensation for the lack of “masters of the profession”. Potential threats to the proposed solution should be seen not so much in the organizational sphere related to, for example, the allocation of funds allocated to police education, but in the mentality of politicians and people deciding on its shape.

Research results can be a reliable, complementary source of knowledge, being the starting point for careful inferences and generalizations regarding training and professional development in other specialties, which – like operational and reconnaissance activities – require high competence and professional experience.

References

- Armstrong M. (2000), *Zarządzanie zasobami ludzkimi*, Kraków, Dom Wydawniczy ABC
- Biedziak P. (2005), *Debata o szkolnictwie*, „Policja 997” nr 2
- Bohdziewicz P. (2013), *Szkolenie i doskonalenie zawodowe w Policji: inwestycja w kapitał ludzki czy biurokratyczna uciążliwość?*, „Acta Universitatis Lodzianensis. Folia oeconomica” nr 288, <http://hdl.handle.net/11089/10351>

- Chojcecki P. (2006), *Koniec fikcji. Rozmowa Pawła Chojceckiego z podinsp. Krzysztofem Laszkiewiczem, dyrektorem Biura Kadr i Szkolenia KGP*, „Policja 997” nr 10
- Czuchnowski W. (2017), *Ostatni milicjanci odejdą w tym tygodniu ze służby w policji?*, Wyborcza.pl 22 lutego, <http://wyborcza.pl/7,75398,21403322,ostatni-milicjanci-odejda-w-tym-tygodniu-ze-sluzby-w-policji.html>
- Decyzja nr 130 komendanta głównego Policji zmieniająca decyzję w sprawie programu szkolenia zawodowego podstawowego (2017), Dz.Urz. KGP, poz. 37.
- Decyzja nr 79 komendanta głównego Policji w sprawie wprowadzenia pilotażowych programów szkolenia podstawowego policjantów (2002), Dz.Urz. KGP, nr 6, poz. 32
- Derebecka K., (2013), *Burza w policji: chcieli szkoleń, obcięli im nagrody*, tvn24.pl, <https://www.tvn24.pl/wiadomosci-z-kraju,3/burza-w-policji-chcieli-szkolen-ob-cieli-im-nagrody,371252.html>
- Dworzecki J. (2011), *Współczesne modele szkolenia policyjnego w RP jako element zapobiegania dysfunkcjom w pełnieniu służby*, „Zeszyt Naukowy Apeiron” nr 6
- Działoszyński M. (2014), *O testach i szkoleniu*, „Policja 997” nr 3
- Faldowski M., Nepelski M. (2017), *System szkolnictwa policyjnego – zarys problemu*, „Przegląd policyjny” nr 3 (127)
- Griffin R.W. (2015), *Podstawy zarządzania organizacjami*, Warszawa, PWN
- Horosiewicz K. (2016), *O efektywności współpracy prowadzonej z Osobowymi Źródłami Informacji*, „Policja. Kwartalnik kadry kierowniczej Policji” nr 4
- Komenda Gówna Policji (2007), *Strategia szkolnictwa policyjnego na lata 2007-2009*, <https://slidex.tips/download/strategia-szkolnictwa-policyjnego-na-lata>, kwiecień
- Komenda Gówna Policji (2008), *Strategia szkolnictwa policyjnego na lata 2007-2009, Wersja druga, opracowana w październiku 2008 r. przez zastępcę dyrektora Biura Kadr i Szkolenia, mł. insp. Jacka Gila*, http://www.policja.pl/ftp/pliki/strategia_szkolnictwa_policyjnego_na_lata_2007-2009-wersja_druga-12_12_2008r.pdf
- Kupisiewicz Cz., Kupisiewicz M. (2009), *Słownik pedagogiczny*, Warszawa, Wydawnictwo Naukowe PWN
- Maciejczak P. (2007), *Revolucji nie będzie, rozmowa Piotra Maciejczaka z młodszym inspektorem Jackiem Gilem, zastępcą dyrektora Biura Kadr i Szkolenia*, „Kwartalnik Policyjny” nr 1

- Matusiak T. (2003), *Odpowiedź podsekretarza stanu w Ministerstwie Spraw Wewnętrznych i Administracji, Tadeusza Matusiaka – z upoważnienia ministra – z dnia 7 lipca 2003 r. na interpelację nr 3950 w sprawie likwidacji ośrodków szkolenia Policji*, <http://orka2.sejm.gov.pl/IZ4.nsf/main/4E5898FE>
- Misiuk A. (2016), *Dylematy polityki bezpieczeństwa wewnętrznego państwa. Fikcja czy rzeczywistość?*, „Studia z Polityki Publicznej” nr 1(9), [http://kolegia.sgh.waw.pl/pl/KES/czasopisma/kwartalnik_szpp/Documents/numer2019\)%202016/058_03_Misiuk.pdf](http://kolegia.sgh.waw.pl/pl/KES/czasopisma/kwartalnik_szpp/Documents/numer2019)%202016/058_03_Misiuk.pdf)
- MSWiA (2003), Rozporządzenie Ministra Spraw Wewnętrznych i Administracji w sprawie szczegółowych warunków odbywania szkoleń zawodowych w Policji, Dz.U. nr 133, poz. 1242
- MSWiA (2007a) Rozporządzenie Ministra Spraw Wewnętrznych i Administracji w sprawie szczegółowych warunków odbywania szkoleń zawodowych oraz do-skonalenia zawodowego w Policji, Dz.U. nr 126, poz. 857 ze zm.
- MSWiA (2007b) Rozporządzenie Ministra Spraw Wewnętrznych i Administracji w sprawie wymagań w zakresie wykształcenia, kwalifikacji zawodowych i stażu służby, jakim powinni odpowiadać policjanci na stanowiskach komendantów Policji i innych stanowiskach służbowych oraz warunków ich mianowania na wyższe stanowiska służbowe, Dz.U. nr 123, poz. 857 ze zm.
- MSWiA (2013), Rozporządzenie Ministra Spraw Wewnętrznych i Administracji w sprawie szczegółowych praw i obowiązków oraz przebiegu służby policjantów, Dz.U. 5 czerwca 2013 r., poz. 644
- MSWiA (2016a), Wystąpienie pokontrolne Departamentu Kontroli, Skarg i Wniosków MSWiA (2016), nr DKSİW-K-I-093-8/2016 z dnia 18 marca 2016 r. z „kontroli zrealizowanej w trybie zwykłym, ujętej w Planie kontroli Ministerstwa Spraw Wewnętrznych na 2015 rok, na temat: Realizacja wybranych kursów specjalistycznych w Policji, przeprowadzonej w terminie od 30 września 2015 r. do 23 grudnia 2015 r. (z przerwą w okresie 17-30 listopad 2015 r.) w Wyższej Szkole Policji w Szczytnie z siedzibą przy ul. Piłsudskiego 111, 12-100 Szczytno”, DKSİW-K-I-093-14/2015; DKSİW-K-I-093-8/2016, https://www.google.pl/?gws_rd=ssl#newwindow=1&q=wystapienie+pokontrolne+DKSiW-K-093-8%2F2016

- MSWiA (2016b), Informacji na temat szkolenia i doskonalenia zawodowego funkcjonariuszy Policji z dnia 13 września, <http://orka.sejm.gov.pl/zapisy8.nsf/0/6E21DE716C662D22C1258035004C3039/%24File/0100208.pdf>
- NIK (2006), *Informacja o wynikach kontroli i organizacji i realizacji procesu szkolenia i doskonalenia zawodowego w Policji*, nr kontroli P/05/080, http://biuletyn.wp.mil.pl/pliki/File/px_2006005inf_zal1_4.pdf
- NIK (2013a), *Informacja o systemie naboru do Policji i służb specjalnych*, nr kontroli P/12/093, <https://www.nik.gov.pl/aktualnosci/bezpieczenstwo/nik-o-systemie-naboru-do-policji-i-sluzb-specjalnych.html>
- NIK (2013b), *Informacja o wynikach kontroli pt. Funkcjonowanie szkół i ośrodków szkoleniowych w Policji, Państwowej Straży Pożarnej i Straży Granicznej*, nr kontroli P/12/185, <https://bip.nik.gov.pl/kontrole/P/12/185/LKA/>
- NSZZ Policjantów (2013), *Pismo siedmiu zarządów wojewódzkich NSZZ Policjantów do Komendanta Głównego Policji*, <https://n-1-27.dcs.redcdn.pl/file/o2/tvn/webcontent/m/p1/f/674bfc5f6b72706fb769f5e93667bd23/064d2f0a-3ca2-11e3-b9e2-0025b511226e.pdf>
- Pachociński R. (1994), *Edukacja nauczycieli w krajach Unii Europejskiej*, Warszawa, Instytut Badań Edukacyjnych
- Paluch W. (2013), *Odsyłanie do „przepisów odrębnych” i przepisów określonych przedmiotowo*, http://www1.rcl.gov.pl/sites/zalaczniki/arttykul_20.pdf
- Pomykało W. (1997), *Encyklopedia pedagogiczna*, Warszawa, Fundacja Innowacyjna
- Popek S, Winiarz A. (2009), *Nauczyciel, zawód, powołanie, pasja*, Lublin, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej
- Pytlakowski P. (2014), *Spiski specjalne*, „Polityka” nr 42 (2980)
- Rau Z. (2007), *Problematyka prowadzenia pracy operacyjnej a bezpieczeństwo prawne policjanta i prokuratora*, „Prokurator” nr 1(29)
- Rudziński L. (2016), *Czystki w policji. Pracę ma stracić kilkuset byłych pracowników Milicji Obywatelskiej*, „Kurier Poranny” 12 października, <http://www.poranny.pl/polska-i-swiat/a/czystki-w-policji-prace-ma-stracic-kilkuset-bylych-pracownikow-milicji-obywatelskiej,10727158/>
- Sejm RP (2011), *Sprawozdanie Komisji śledczej do zbadania prawidłowości działań organów administracji rządowej w sprawie postępowań karnych związanych z uprowadzeniem i zabójstwem*

- Krzysztofa Olewnika*, Druk nr 4205, <http://www.marekbiernacki.pl/wp-content/uploads/2011/06/4205.pdf>
- Stachańczyk P. (2013), *Odpowiedź sekretarza stanu w Ministerstwie Spraw Wewnętrznych Piotra Stachańczyka z dnia 6.11.2013 r. na interpelację nr 21556 dotyczącą niewystarczającej w stosunku do potrzeb wysokości środków finansowych przeznaczonych na szkolenia funkcjonariuszy*, <http://www.sejm.gov.pl/sejm7.nsf/InterpelacjaTresc.xsp?key=68959791>
- Strona <http://www.info.policja.pl/>, zakładka Organizacja, <http://www.info.policja.pl/inf/organizacja/stan-zatrudnienia/pozostale-lata>
- Suchodolska M. (2013), *Pytanie: czy trzeba szkolić, inaczej będą groźne*, <https://serwisy.gazeta-prawna.pl/praca-i-kariera/artykuly/740118,policja-szkolenia-dla-policjantow-to-koniecznosc.html>
- Suchodolski A. (2010), *Rozwój i zarządzanie karierą pracowników (w:) Zarządzanie kadrami*, (red.) Listwan T., wyd. 2, Warszawa, C.H. Beck
- Śmielowski Sł. (2015), *Statystyka zmorą Policji. Rozmowę przeprowadził Jan Bodakowski*, wMeritum.pl, <http://wmeritum.pl/statystyka-zmora-policji/100249>
- Ustawa o Policji (1990), Dz.U. 1990, nr 30 poz. 179 ze zm.
- Ustawa o zaopatrzeniu emerytalnym funkcjonariuszy Policji, Urzędu Ochrony Państwa, Straży Granicznej, Państwowej Straży Pożarnej i Służby Więziennej oraz ich rodzin (1994), Dz.U. 1994 r. Nr 53 poz. 214
- Ustawa o zmianie ustawy o Policji oraz niektórych innych ustaw (2006), Dz.U. 2006 nr 158 poz. 1122
- Ustawa o zmianie ustawy o zaopatrzeniu emerytalnym żołnierzy zawodowych oraz ich rodzin, ustawy o zaopatrzeniu emerytalnym funkcjonariuszy Policji, Agencji Bezpieczeństwa Wewnętrznego, Agencji Wywiadu, Służby Kontrwywiadu Wojskowego, Służby Wywiadu Wojskowego, Centralnego Biura Antykorupcyjnego, Straży Granicznej, Biura Ochrony Rządu, Państwowej Straży Pożarnej i Służby Więziennej oraz ich rodzin oraz niektórych innych ustaw (2012), Dz.U. z 2012 r., poz. 664
- Ustawa Prawo o szkolnictwie wyższym (2005), Dz.U. nr 164, poz. 1365
- Wiewiór T, Grochowska H. (2015), *Szkolnictwo policyjne. Podsumowanie i perspektywy. Z insp. dr. Tomaszem Szankinem Zastępcą Dyrektora Gabinetu Komendanta Głównego Policji rozmawiają podinsp. Tomasz Wiewiór i podinsp. Hanna Grochowska*, „Kwartalnik policyjny” nr 4, <http://kwartalnik.csp.edu.pl/kp/archiwum-1/2015/nr-42015/2918,Szkolnictwo-policyjne-Podsumowanie-i-perspektywy.html>

- WSPol. (2012a), Statut Wyższej Szkoły Policji w Szczytnie – załącznik do uchwały nr 86/II/2012 Senatu Wyższej Szkoły Policji w Szczytnie z dnia 31 stycznia
- WSPol. (2012b), Załącznik do zarządzenia nr 65/2012 Komendanta-Rektora Wyższej Szkoły Policji w Szczytnie z 29 czerwca 2012 r. w sprawie wspierania realizacji procesy dydaktycznego w Wyższej Szkole Policji w Szczytnie przez wykładowców stowarzyszonych, l.dz. A-1202/12
- WSPol. (2013), Pismo Komendanta-Rektora WSPol. w Szczytnie określające zasady prowadzenia ewaluacji szkolenia i doskonalenia zawodowego organizowanego centralnie w jednostkach szkoleniowych Policji, l.dz. SiDZ-678/13
- Załącznik do decyzji nr 218 komendanta głównego Policji w sprawie programu kursu specjalistycznego w zakresie współpracy z osobowymi źródłami informacji specjalistycznego w zakresie współpracy z osobowymi źródłami informacji (2009), Dz.Urz. KGP nr 8, poz. 37
- Zarządzenie nr 10 komendanta głównego Policji w sprawie szczegółowych zasad szkolenia policjantów i strażników gminnych (2001), Dz.Urz. KGP nr 5, poz. 56
- Zarządzenie nr 1029 komendanta głównego Policji w sprawie utworzenia ośrodka szkolenia Policji (2004), Dz.Urz. KGP nr 19, poz. 117
- Zarządzenie nr 2 komendanta głównego Policji w sprawie regulaminu Komendy Głównej Policji (2006), Dz.Urz. KGP nr 2 poz. 8
- Zarządzenie nr 20 komendanta głównego Policji w sprawie utworzenia ośrodków szkolenia Policji (2010), Dz.Urz. KGP nr 11, poz. 122
- Zarządzenie nr 23 komendanta głównego Policji w sprawie likwidacji ośrodków szkolenia Policji (2003), Dz.Urz. KGP nr 6, poz. 21
- Zarządzenie nr 326 komendanta głównego Policji w sprawie utworzenia ośrodków szkolenia Policji (2005), Dz.Urz. KGP nr 9, poz. 48
- Zawadka G. (2016), *Z policji będą musieli odejść byli milicjanci?*, „Rzeczpospolita” 16 października, <http://www.rp.pl/Sluzby-mundurowe/310169940-Z-policji-beda-musieli-odejsc-byli-milicjanci.html>