PECULIARITIES OF POLICE PROFESSIONAL TRAINING 
IN THE EUROPEAN UNION 
(END OF THE XX – BEGINNING OF THE XXI CENTURY)

The article presents the results of the analysis of regulatory and scientific sources, which reveal the features of police training for EU countries at the end of the XX and the beginning of the XXI centuries. It was found that the integration of European states in the second half of the XX century and the first decade of the XXI century contributed to the fact that the system of police training was changing in accordance with the changes in the political and socio-economic situation in individual EU countries and in the Community as a whole. The police training system itself is part of the integration processes within the framework of the integration of the EU law enforcement and police systems. Features such as the practical orientation of training, its continuous nature, and its close relationship to practice are characteristic of all police training institutions in EU countries. At the same time, EU countries are ambivalent about the innovations proposed by the 1999 Bologna Convention. States with established educational systems (Austria, Belgium, Cyprus, Denmark, France, Germany, Luxembourg, Malta, the Netherlands, Portugal, Sweden, and the United Kingdom) are more conservative and less inclined to abandon their own educational standards, unlike Eastern Eu-
ropean states that pursue radical reform policies, including reforms in police training. In police education programs, a significant number of hours are devoted to the development of skills and abilities to work with scientific and technological means, which are extremely widely used in police work in foreign countries. It was also found that police officers are thoroughly and comprehensively prepared for close interaction of national services, both through Interpol and directly with each other. At conferences, symposiums, seminars, exchanges of experience and delegations, increased attention is certainly given to police training.

Key words: professional training; peculiarities of police professional training.

1. INTRODUCTION

Setting the problem in general terms. At present a great deal of diverse and multifaceted experience in police training has been accumulated abroad. The organization of activities to ensure law and order, public safety, crime control in all its manifestations in each country has its own history, features and specificity. In accordance with the structure, tasks, and legal regulation of the bodies of internal affairs in different countries the national systems of training are also being organized. With this in mind, it makes sense to highlight the experience of police training in different countries, including the European Union, in a comprehensive and integrated manner.

Analysis of recent studies and publications that have begun to address the problem, and which the author relies on. Issues of police functioning in Europe were studied by Ya. Belson, L. Dehterev, B. Krylov, H. Mackhovskyi, H. Merkulov, etc. Among the authors who have also studied these problems, we should first of all single out Yu. Kapustin, who has prepared a thorough study of police activity in the mechanism of foreign states. It should be noted, however, that the ideological confrontation between “East” and “West” affected the style and approach to the coverage of these issues. As for foreign authors, there is a tendency to lack a retrospective analysis of the peculiarities of the development of the police force. A single exception is the monographs by E. Bittner, W. Leonard, K. Klokars, R. Gessner, and H. Herzog, where these issues, though not in full, are covered. At the same time, it is characteristic that European scientists, when studying the police
activity of a particular country, are practically not interested in the comparative method of research; they do not take into account the police structures even of the neighboring states.

Scientists from the Eastern European countries that have recently joined the EU – Hungary, Bulgaria, Poland, Romania, the Czech Republic, and the Baltic states – also conduct researches in the same direction.

**The aim of the article is** to highlight the peculiarities of police training in the EU countries in the second half of the XX and early XXI centuries.

2. **RESEARCH RESULTS**

The criminalization of the society is not only a serious factor of destabilization of the economic and socio-political situation, but also a real threat to democracy. That is why strengthening the rule of law is one of the most acute problems of the state. In solving it, the improvement of the activities of the police is of particular relevance. In recent years a number of measures have been implemented in this area. Thus, in particular, the Concept of Law Enforcement Agencies Reform, which was approved by Order of the Cabinet of Ministers of Ukraine in 2014 [1] provides for the intensification of the relevant changes. We are talking about the need to operate in the conditions of tight budget, regrouping of forces and means, effective distribution of competencies among law enforcement bodies, strengthening of motivation for honest work of law enforcers, ensuring personnel stability and so on.

At the same time, the study of foreign experience should be treated with caution, since not always one or another model or its elements can be integrated into a different national system. But the practical value of a scientifically valid test of the functioning of foreign state institutions is that it allows us to better study, understand, and see the strengths and weaknesses of Ukrainian state institutions. Ukraine, however, is striving to form a civil society, which actualizes the study of the problem of interaction between security services, police and other state institutions, the media and other non-state structures, and society as a whole.

It should also be borne in mind that in European countries law enforcement reforms were, as a rule, part of administrative reform and, therefore,
the directions of its deployment there were determined by the general objectives of public administration reform.

A characteristic feature of the development of the system of professional police training of the EU countries since the 1990s is the tendency towards its integration. European integration in the field of education serves the purpose of improving the quality and creating favorable conditions for the citizens of the European Union to exercise their right to education. It is also important to take into account the fact that European integration in the field of education is the evidence of global processes [2, p. 3]. For example, in early 2007 Germany presented a draft treaty on the integration of the EU police at the meeting of the heads of the EU Ministries of Justice and the Interior in Dresden. Berlin invited those members of the Union that had not yet acceded to the agreement to do so and ratify the treaty, providing for the harmonization of national legislation with its requirements. In this case, undoubtedly, the policing activities of not only the world’s major states, but even those that are sometimes said to be “on the periphery” of global political and socio-economic processes, including the “new” EU countries that have joined the Community in recent years, are internationalized [3].

At the turn of the XX–XXI centuries, the integration processes in the European Union have attracted the considerable interest of scholars from various branches of science. The study of trends in their development was supposed to help understand the theory and practice of the formation of a new interstate association – the Commonwealth of Independent States, formed on the post-Soviet territory. In Ukrainian historiography we can distinguish two main directions in the study of European integration processes.

The representatives of the first direction consider mainly economic aspects of integration into the EU [4]. Those who represent the second direction focus on the study of the integration of EU countries in terms of political, military, legal, cultural and social processes [5].

In European scholarship at the end of the twentieth century, there was an increase in the number of works on the issues of policing within the framework of a critical approach based on liberal and even radical values.
Some of them offered a historical analysis of the role of the police in Western society through the prism of class conflict, while others considered the need for the police to be accountable and controlled by society [6].

It should be noted that in the 1980s in Hungary, Bulgaria, Poland, Romania, the Czech Republic and the Baltic States the conceptual framework and standards of management were revised, and police training and vocational education were strengthened. The number of educational institutions training and retraining police officers was increased. Different types of professional police training have developed in Europe in the course of the development of the police institution. The French and British systems of professional police training can be considered the most characteristic. In particular, the French police training system is one of the oldest in the world and is of centralized nature [7].

As for the main features of the “British type” of professional training for European police officers, it should be emphasized that the legislation governing the British police refers to the right of specialized police agencies to conduct independent training of police officers, both street patrol officers and members of operational units. A number of changes were made to the British CPC in 1993. Consequently, the programs of the police colleges in Bramshill and Hendon were amended and supplemented. “British-type” police education is designed to give future constables and officers real practical skills for their future work, rather than abstract academic knowledge in one branch of the law or another.

The states of Southeastern Europe, which received their inheritance from the socialist system, have left a system of police education that includes both primary and secondary vocational education, as well as higher education. It is envisaged that police officers in these countries, since the early 1990s, can be trained not only by specialized educational institutions of the national Ministries of Internal Affairs, but also by civilian universities and institutes. This can be explained by the lack of personnel in the police forces of the above-mentioned states. And it, in turn, comes from the inability of national governments to provide police officers with the level of material security, salaries and social services that police officers have in the “old” European Union countries.
Since the 1990s of the previous century, police training has been conducted at three levels of departmental educational institutions. The first level includes initial training in police schools, including general, specialized, and completion courses, as well as examinations for junior officer positions. School graduates receive a high school diploma in police education. The second level – training of middle management staff – is carried out in higher police schools providing the graduates with the diploma in higher specialized (police) education. The third level is senior leadership training at a leading national police academy with a certificate of advanced police management training. For more than a decade, the European educational environment has been involved in the Bologna process. Today, in 11 of the 27 EU countries, graduates of police colleges or institutes receive an education that is equivalent to the corresponding education received by graduates of civilian universities. Police colleges and institutions in these states are integrated into the Bologna process. Therefore, they all have their own special programs of study, which do not always correspond to university programs. In addition to this disadvantage, there are also advantages to the participation of police schools in the Bologna agreements. This is an opportunity for a future specialist to work as a police officer not only in their home country, but also, if desired, in any country of the European Union. It should also be pointed out that after graduation from a police institute it is possible to hold any position in the civilian structures of their country or any other EU state. The adaptation of professional police education to the norms and requirements of the Bologna Process becomes a “school of harmonization” in the development of police partnerships within the European Union. At the same time, the majority of EU member states declare it impossible for their police structures, along with civilian institutions, to be active participants in the Bologna agreements. The point of such statements is that the European police education system is designed to train “narrow” practitioners for whom the theoretical advanced knowledge of a university course is not a necessary component of their professional activity.

Of particular note is the European Police College (CEPOL), which now occupies a special place in the institutional mechanism of the European Union. It has wide autonomy, its own legal personality, and is one
of the EU institutions. However, the nature of regulation by the norms of the European Union, accountability to other EU institutions give reason to refer it to the regional international organizations formed on the basis of agreements between the EU countries. As a result, CEPOL now occupies a special position in the European Union system, which is due to the specifics of its main function – cooperation in the field of training and retraining of police officers of EU countries. The EuroCollege has involved all European police institutes and colleges in its work. They have begun to harmonize their approaches to curricula, seminars, and courses according to educational standards, and to apply scientific researches carried out in all countries participating in the agreement. Common criteria for evaluating the knowledge of police cadets and recruits have been developed; their own website and their own electronic network have been created. In accordance with its work program for 2007, the EuroCollege held 81 academic events, as well as 25 open trainings. CEPOL has organized 80-100 courses, seminars and conferences in recent years. The experience of previous years has shown the need to increase the time for the training of EU quick reaction police forces, which also fully complies with the recommendations of the police chiefs of the European Union countries. New transnational threats have a higher priority for the European Union. Suffice it to say that the European Commission funds 13 research projects aimed at combating terrorism and enhancing the security of European Union citizens. Fifteen million euros are allocated for each project. Since 2007, the total amount of money has increased significantly and it reaches 250 million euros per year. European scholars and practitioners in the late XX and early XXI centuries have made significant contributions to the study of theoretical and organizational problems of professional police training. Monographs and articles by EU scholars explore the theoretical issues of European and international police science fully and extensively. It is from European researchers that we can find an analysis of the educational and research work of police structures in almost all European Union countries.

The results of the analysis of scientific works of a number of foreign scientists [8]–[11] allow us to conclude that the principles of the construction of personnel training systems in developed democratic foreign coun-
tries essentially correspond to their typological features common to all these states.

First, it is quite evident that police systems are extensive and diverse, that there are police agencies in various ministries and departments, and that they are independent of each other. This means that the system of training of specialists acquires a corresponding complexity and structure, focusing them not only on the general tasks of law enforcement activities, but above all on the specificity of the particular work in a particular police service. In this case, the period of adaptation to professional activity is maximally shortened, and it becomes more effective.

Secondly, police systems are divided according to the sources of funding into state (federal), municipal (local government), and private (police of firms, concerns, syndicates) with close cooperation between them. As a consequence, the sources of funding for training for these systems are also diverse, which gives them specific properties, and to some extent affects the content and forms of training.

And, thirdly, the work of the police is socially oriented. The education and training of future officers is focused primarily on protecting the rights and freedoms of citizens; the awareness that they personally and the police force as a whole are maintained at the expense of taxpayers and, accordingly, serve the taxpayer; a deep understanding that the police have a duty to help every citizen whether when a crime is committed or when there is an accident, an extreme situation, a domestic conflict, a sudden illness, or, say, an unexpected childbirth on the street. In all these cases, the police officer must be prepared to act instantly and correctly; their skills must become second-nature.

Fourth, the police are characterized by a high degree of professionalism. It is achieved not only through in-depth professional training in professional police training institutions. A police officer in Great Britain, France, and other countries has to study throughout his service; their promotion, officer rank, payment, benefits, and the like depend on it. To promote this, it is envisaged that training in educational institutions should provide not only knowledge and skills, but also form the ability for self-development, the ability to adapt to new social, informational, technical and technological re-
quirements, to qualified obtaining new knowledge through self-education – that is, the training should be based on the principles of forward-looking education.

Fifth, police work is characterized by the fact that officers are not members of any party. Future professionals are psychologically prepared for the fact that their chosen professional path imposes certain restrictions on the manifestation of political and party beliefs. They learn impartiality in their service activities, they must be confident that the police serve the people, the state, and not parties or classes.

Sixth, the active activities of public voluntary associations are aimed at supporting and assisting the police. Therefore, a future police officer must understand the peculiarities of public life, be able to establish positive, conflict-free contacts with the public, and show restraint and tact.

Seventh, public trust and support for the police is ensured by openness, transparency, and a constant appeal to public opinion when dealing with difficult situations arising in law enforcement practice. Training for law enforcement officers aims to warn them against the psychology of professional limitations, to form the belief that no matter how extensive and well-funded and having the necessary legal support, the law enforcement system cannot completely fulfill its tasks without cooperation with the public, especially with the local population. The police are actively involved in all the activities carried out among the population, in the organization of sports competitions, holidays; they work in schools and pre-schools, perform patronage work, report to the population and so become close to people. During studies and service training in the police of the Federal Republic of Germany, France, and Italy, the personnel of these services study a special course on “Work with the Population”. For police systems of foreign countries a fairly large number of employees of departments of psychological, social work, public relations, public organizations and the media are trained.

Personnel training are also affected by the fact that, in most European countries, Ministries of the Internal Affairs contain both police services and state security services, and are given the competencies of counterintelligence bodies, which are part of the Interior Ministry system, and foreign intelligence.
In the curricula for police training, a great deal of attention is given to the development of skills and abilities in working with scientific and technical means, which are extremely widely used in the work of the police of foreign countries.

In addition, police personnel are thoroughly and comprehensively prepared for close interaction of national services both through Interpol and directly among themselves. Police training is also given increased attention at conferences, symposiums, seminars, exchanges of experience and delegations.

3. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

Thus, the integration of European countries during the second half of the XX century and the first decade of the XXI century contributed to the fact that the system of police training was changing in accordance with the changes in the political and socio-economic situation in the individual European Union member countries and in the Community as a whole. The police training system itself is part of the integration processes within the integration of the law enforcement and police systems of the European Union countries. All police education institutions in EU member states are characterized by such features as practical orientation of training, its continuous nature, and close connection with practice. Meanwhile, EU member states are ambivalent about the innovations proposed by the 1999 Bologna Convention.

States with well-established educational systems (Austria, Belgium, Cyprus, Denmark, France, Germany, Luxembourg, Malta, the Netherlands, Portugal, Sweden, and the UK) are more conservative and less inclined to abandon their own educational standards, unlike Eastern European states that pursue radical reform policies, including those for police officer training.

Prospects for further research in this direction are comparative analysis of the professional training of police officers in Ukraine and the European Union at the present stage of development of departmental education.
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Білявець С. Особливості професійного навчання поліції в Європейському Союзі (кінець XX – початок XXI ст.)

У статті представлені результати аналізу нормативних та наукових джерел, що розкривають особливості підготовки поліцейських у країнах ЄС наприкінці XX – на початку XXI століть. Було встановлено, що інтеграція європейських держав у другій половині 20 століття та першому десятилітті 21 століття сприяла тому, що система
підготовки поліції змінювалася відповідно до змін у політичній та соціально-економічній ситуації в окремих країнах ЄС та в Співтоваристві в цілому. Сама система підготовки поліцейських є частиною інтеграційних процесів в рамках інтеграції правоохоронних та поліцейських систем ЄС. Такі особливості, як практична спрямованість навчання, його безперервний характер та тісний зв‘язок із практикою, характерні для всіх навчальних закладів поліції в країнах ЄС. Водночас країни ЄС неоднозначно ставляться до нововведення, запропонованих Болонською конвенцією 1999 року.

Держави з усталеними освітніми системами (Австрія, Бельгія, Кіпр, Данія, Франція, Німеччина, Люксембург, Мальта, Нідерланди, Португалія, Швеція та Великобританія) більш консервативні та менш схильні відмовлятися від власних освітніх стандартів, на відміну від східноєвропейських держави, які проводять політику радикальних реформ, включаючи реформи у підготовці поліцейських. У навчальних програмах міліції значна кількість годин відводиться на розвиток умінь та навичок роботи з науково-технічними засобами, які надзвичайно широко використовуються в роботі поліції в зарубіжних країнах. Також було встановлено, що працівники поліції ретельно і всебічно готуються до тісної взаємодії національних служб як через Інтерпол, так і безпосередньо між собою. На конференціях, симпозіумах, семінарах, обміні досвідом та делегаціями підвищена увага, безумовно, приділяється навчанню поліції.

Ключові слова: професійна підготовка; особливості професійної підготовки поліції.

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