

Training System of Polish Police Officers — in the Past and Today

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Abstract. *One of the most important areas of activity of the Police, which plays a fundamental role in shaping the internal security of the state, is the educational activity of training centres for these formations. Although they do not deal directly with performance of statutory tasks, their importance in the area of, among other things, the quality of services, the development of formation's culture and its identity, and elitism is undisputed. The overriding role of police education is to prepare highly specialised staff in strategic areas of combatting crime. This staff will effectively perform the statutory tasks of the formation, connected, among others, with the protection of state security and the public order, protection of human life, health and property, as well as widely understood criminological prophylaxis. For a very long time, education has been a fundamental and universal determinant of human development. Educational activity is the basic condition determining, first of all, the moral development of a person. Pedagogical activity is a function of cultural development of societies and an opportunity to overcome prejudices and stereotypes. The position of education in the structure of the state's objectives determines its development in the long term in practically all areas. This study is an attempt to systematically look at one of the elements of the internal security subsystem of the state, which is modern police education. The system of training and in-service development of the Police in Poland has been a subject of great interest for many years. Currently, the Polish Police are on the verge of major organisational changes which will also result in structural changes in the educational system. The system of training of the largest uniformed formation of the Ministry of Internal Affairs and Administration is the basis for effective and professional training of the police personnel in all kinds of executive and managerial positions. The current solutions in this area are an effect of a specific evolution both in the organisational and structural dimensions. The author's intention is to present the issues of Polish police officer training from the moment of the establishment of the State Police to the present day, with particular attention paid to the way of organising the system of training and in-service development of police officers.*

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Introduction

One of the most important areas of activity of the Police, which plays an essential role in the security system, is the educational activity of the training system for this formation. Although it does not deal directly with the performance of the statutory tasks of the police, its importance is enormous, especially in the area of development of the formation's culture, its identity and elitism. The primary role of education is to prepare highly specialised staff that will effectively perform duty tasks related to, among other things, the protection of state security and public order, the protection of life and health of people and property, as well as widely understood criminological prophylaxis. Since time immemorial education, has been a fundamental and universal determinant of human development. It has accompanied humankind for centuries and is a variable of its security, sustainability and continuity in the development of its basic characteristics. Educational activity is a basic condition determining first of all the moral development of a person,

equipping him/her with basic ethical competences. Educational activity is a function of the cultural development of each society. The position of education in the structure of the state's objectives determines its development in the long run in practically all areas. This study is an attempt at a synthetic look at one of the elements of the internal security subsystem of the state, which is the police education from 1919 to the present day.

Training of the State Police officers

In July 1919, the Legislative Sejm passed a law on the State Police which replaced the central formations protecting the population and taking care of the public order. The ranks of the newly formed Police included, among other things, members of local organisations dealing with civil protection and members of the People's Militia and Municipal Police. The creation of the State Police as a national service in the reborn Poland was one of the basic elements of the consolidation of the newly created state power. The first years after regaining independence were a very turbulent period which caused the State Police to achieve its final organisational shape in July 1922. The need to train a large number of officers arose. The literature on the subject indicates that the system of training of the State Police officers can be divided into two periods: 1919–1928 and 1928–1939.¹

In the years 1919–1928, in the structure of the State Police Headquarters, there was a Department III which was responsible for training police officers. It was responsible for establishing police schools and supervising the training process. The biggest problem of the newly created training system was the lack of prepared teaching staff. The training was conducted by two types of schools:

- a three-month theoretical-practical school established at the State Police Headquarters — consisting of two departments for senior officers as well as class II sergeants and class I sergeants,
- theoretical-practical schools created at the district headquarters — created on the basis of the model of the school at the State Police Headquarters, designed for class II sergeants and police constables. The Regional Commander who carried out his tasks through one of the subordinate higher officers was responsible for the training and organisation of the schools.

Supervision of the theoretical and practical school at the State Police Headquarters and of district schools was exercised by the department of the State Police Headquarters, competent in the matters of police training. The teaching staff consisted of instructors dealing with training in investigative service, service instructions and military training. Teachers and representatives of the justice system were also recruited to conduct classes. In addition to providing theoretical knowledge, there were features such as the rule of law, obligation, etc. A candidate for the school had to be at least 23 years old and not more than 45 years old. The first ones to be sent to the training were the newly recruited police officers who

¹ Winnicki G, System szkolenia funkcjonariuszy Policji Państwowej. *Kwartalnik Policyjny*, 2014, Vol. 2, p. 132.

had previously served in the People's Militia, Municipal Police or Gendarmerie². The police officers delegated to the school were equipped with uniforms and weapons by their headquarters. They covered half of the cost of food from their own emoluments. The police officers sent to the senior officers' ward had to hold a secondary school-leaving certificate, except for class I sergeants who could be sent for training for their merits despite a lack of the mentioned certificate. However, due to a lack of staff, exceptions were made to this rule and to the age criterion.

The decision to delegate the officers to school was made by the Commander-in-Chief on the basis of the district lists sent to the school. In order to unify the process of training of lower State Police staff in the districts, the rules of the organisation of district schools and training programmes were based on the theoretical-practical school of the State Police Headquarters. The three-month training in a theoretical-practical school at the district headquarters and the State Police Headquarters was obligatory for all newly admitted and serving police officers. The biggest problems of the system of training officers were material shortages and a shortfall of staff of qualified instructors. The efficiency of the new system was not high. State Police officers came from various backgrounds and security institutions. It quickly became apparent that the curricula needed to be unified. The Pedagogical Council was established, but due to the economic crisis and insufficient financial outlays, its activities did not bring the expected result.

In 1924, the police education system was reorganised. The police training was divided into three stages:

- basic training for constables — lasted six weeks and included basic knowledge of policing,
- training for sergeants — lasted three months and, to a limited extent, included some training content dedicated to higher rank officers,
- training for higher rank officers — offered by a newly established Police School in Warsaw. It lasted five months and included issues related to criminal law, administrative law, official instructions, criminal investigation, police drill, horse riding, shooting, weapons and study on Poland.

A considerable increase in crime, including political crime, initiated educational activities for police officers of criminal and political services. The course for female police intelligence officers from the sanitary and moral service was first conducted in 1925 at the Police School in Warsaw.³ After the May coup, the new state police executives started to introduce police education reform. As a result, trainings offered by the school for commissioned officers and schools for constables were suspended. The whole emphasis of the changes was placed on the unification of the curriculum and preparation of the teaching staff. In 1927–1928, 86 police officers were trained as part of a course for school instructors at the Police School in Warsaw.⁴

Police trainings were mainly offered by police schools. However, a large number of newly recruited officers could not be trained only at schools at that time. A need to introduce new solutions — temporary trainings for the aforementioned officers at their police stations — emerged. The training was assigned to county instructors

² *Ibid.*, p. 133.

³ *Ibid.*, p. 134.

⁴ *Ibid.*, p. 135.

who were responsible for the constant development of the skills and knowledge of county police officers. County instructors had to have high professional and moral qualifications. To become county instructors, they had to complete two-months of training. Central courses for county instructors were introduced and sets of coursebooks for conducting training courses at police posts and stations were developed and handed over to all state police units. They encompassed the issues of administrative law, organisation of authorities and offices, criminal proceedings, criminal investigation, official instructions as well as issues related to gas and air defence. The system of training and professional development at police stations was based on lectures and officers' own work. Each county instructor answered to his/her county police chief or deputy chief. The instruction of training at the stations defined the duties of police chiefs and of county instructors as well as county police chiefs in the area of professional training. The main task of county police chiefs in this respect was to systematically control the professional preparation of subordinate police officers. Such inspections were carried out on the basis of a quarterly plan for checking the status of training conducted by county instructors. Instructors visited the stations in accordance with the adopted plan.⁵ The state police authorities highly valued the role of county instructor. The State Police Headquarters kept a personal register of county instructors and they had to be informed about any changes or dismissals from the position of instructor. On the other hand, each police station chief was obliged to conduct a regular training of 4 hours a week for the subordinate police officers. Such trainings involved, among other things, writing a paper on a topic assigned by the police station chief⁶ twice a month.

In 1928–1939, instead of district schools, three schools for constables in Żyrardów, Piaski near Sosnowiec and Mosty Wielkie⁷ were established. Their task was to provide general training for constables. The schools' commandants reported to the State Police Headquarters. In Warsaw, the School for State Police Commissioned Officers was established. In 1929, first specialist courses for female police officers and criminal investigation department officers were organised. Regulations concerning ranking of specialist courses in the police education system were introduced as well. In 1929–1939, many of such courses were carried out. In 1935, a special three-month training for commissioned officers of the Polish Army who joined the State Police⁸ was conducted.

As a result of the establishment of the women's police, trainings for female police officers were organised in the field of trafficking of women and children as well as in vice police-related issues. Great importance was attached to maintaining the effectiveness of the criminal investigation department. Criminal investigation courses were organised for constables and commissioned police officers. In February 1934, a six-week criminal investigation study was organised for regional police chiefs. Another important stage in the creation of a modern police training system was the development of regulations on the organisation of state police schools of 24 April 1931. Two types of professional training were organised:

- general policing,

⁵ Winnicki G, *op. cit.*, p. 141.

⁶ *Ibid.*, p. 141.

⁷ Misiuk A, *Historia Policji w Polsce. Od X wieku do współczesności*. Warsaw, 2008, p. 120.

⁸ *Ibid.*, p. 120.

- specialist courses in criminal investigation.

In 1936, a new law introduced the following types of training:

- regular courses at police schools,
- special courses at police schools or regional headquarters,
- special courses at the personnel reserve battalion.

The Police School Commission was also established as an opinion-forming body on training and education matters at the State Police Headquarters in Warsaw. The task of the Commission was to develop school curricula for all types of courses and provide opinions on staff training issues. Andrzej Misiuk notes that 'in 1927–1939, the system of police education at the European level was consistently built'.⁹

Training police officers today — challenges and perspectives

One of the most important elements of the state's internal security is the way police training institutions are organised. Within the present structure of police education, there are: the Police Academy in Szczytno, Police Training Centre in Legionowo, Police School in Słupsk, Police School in Piła, and Police School in Katowice. Within the structure of police schools, the leading institution is the Police Academy in Szczytno. It is the only police training organisational unit supervised by the Minister of Internal Affairs. Its activity is based on two legal sources: the Police Act and the Higher Education Act. The Police Academy in Szczytno is one of the oldest training institutions of the Ministry of Internal Affairs and Administration.

The academy's professional identity and its characteristic 'resistance to indoctrination' resulted in, as it seems, the decision to establish the Police Academy in Szczytno in 1990 in the premises of the existing educational centre. Since the beginning of its training activity, the academy's priority was to train commissioned officers and executive staff of the Citizens' Militia, and since 10 September 1990, to develop the professional competence of future Polish police commissioned officers. Currently, its main educational tasks in the area of police training include: police training for university graduates, basic police training, supervision of training activities of other police schools, various forms of central professional development and training for other institutions responsible for internal security, as well as conducting selected stages of police recruitment.¹⁰

The second police education centre of high importance is the Police Training Centre in Legionowo. This police training unit was established on 27 August 1990 by the order of the Minister of Internal Affairs, taking over the staff and resources of several formerly disbanded schools of the Ministry of Internal Affairs. In 1992, the Police School for Dog Handlers and Dog Training in Sułkowice was also incorporated into the structures of the Centre, and in 1998, the Centre for Specialist Police Training was established within the structure of the Centre. The Police Training

⁹ Misiuk A, *op. cit.* p. 121.

¹⁰ Gawroński P, Hryszkiewicz D, Truchan R.J, System szkolenia w Policji i Straży Granicznej. Funkcja założona i rzeczywista. Szczytno, 2015, pp. 11–12.

Centre in Legionowo is one of the oldest schools of the Ministry of Internal Affairs. Until 1990, the Home Affairs Academy was located there. Since 1990, the Centre has been a vocational school offering specialist training and professional development for uniformed police officers. Its basic training tasks include basic police training, specialist training in road traffic, specialist training in pyrotechnics, specialist training in cynology, language training and police recruitment.

The third police school is the Police School in Piła. It is a unit with well-established tradition that specialises in educational activities. It was established by the order of the chief commander of the Citizens' Militia of 24 September 1954. At that time, it was given the name of the Non-Commissioned Officers' School of the Citizens' Militia. For over fifty years, it has been systematically developing its training identity in two areas, i.e. operational intelligence and investigations. Since its establishment, developing the competence of police officers serving in Criminal Departments has been its basic area of training activity. Currently, the main part of its activity is the implementation of basic police training. The school also conducts trainings for organisational units of banks, insurance companies and other services.

The fourth training unit of the Polish Police is the Police School in Katowice. It is the latest training unit in the structure of police training and professional development systems in Poland. It was established on 6 January 1999 on the basis of Directive No. 1/99 of the Police Chief. The teaching, administrative and material potential of the training centre of the Regional Police Headquarters in Katowice and the Riot Police in Katowice was used in order to establish the School. It is the only entity in police education which does not have a clear tradition in training and, therefore, a precisely defined identity. While analysing the types of teaching tasks carried out by the Police School in Katowice and the scope and the form of its educational activities, it appears that the school is developing towards training uniformed police officers. Therefore, it is becoming a typical crime prevention-oriented school. Its students are mostly policemen from the Silesian garrison. Its main tasks include the implementation of basic police training and various forms of professional development in the crime prevention area. It is noteworthy that, nowadays, expanding the scope of school activities in the area of road traffic policemen training is being discussed more often.¹¹

The fifth school in the Polish Police organisational structures is the school in Słupsk. It is the oldest training centre for the Police, and, previously, for the Citizens' Militia. It is noteworthy that the first commissioned officer courses of the Citizens' Militia took place at this school. It was not until 1954 that the Commissioned Officers' School of the Citizens' Militia was moved to Szczytno, where the Commissioned Officers' School of the Citizens' Militia, named after General Franciszek Józwiak 'Witold', was established. The Police School in Słupsk was established on June 1, 1945 by the Commander-in-Chief of the Citizens' Militia as a Training Centre for the Citizens' Militia. In the middle of 1954, the Commissioned Officers' School of the Citizens' Militia was moved to Szczytno, and the non-commissioned officer training, to Piła. On December 13, 1954, the Training Centre for the constables of the Citizens' Militia was established; it existed until the middle of 1957, when the Non-Commissioned Officers' School of the Citizens' Militia was established, later renamed to the Citizens'

¹¹ *Ibid.*, p. 14.

Militia School. Since 10 August 1990, the school has been functioning as an organisational unit of the Police.¹² The Police School in Słupsk has been systematically developing its training identity for over twenty years, specialising in professional training for the uniformed police. Its modern, basic forms of activity include, among other things, the implementation of basic police training, specialist training in the field of crime prevention, and in-service training and professional development for community police officers. It has been a very important element of educational activity in the Polish Police in recent years due to the priorities of the Ministry of the Interior and Administration and the Chief of the Police concerning the revival of the real role and image of the community police officer in local communities.

When analysing the system of training and professional development in the Polish Police, one must take into account the forms of vocational education of police officers. They are a consequence of a synthesis of three groups of variables. The first are the outcomes of training needs analyses, the findings of public opinion polls and the inspection conclusions of many institutions, as well as educational needs reported by the local units of this formation. The second group consists of motives for undertaking such activity by police officers and employees of the Police. They concern the development of various levels of competence, i.e. acquisition of basic professional skills and the development of the existing ones. The third group comprises teaching features and properties of a particular school or police training centre.

In the police training subsystem which is a major part of the education system, subordinate to the minister of internal affairs in accordance with the laws regulating teaching activity of police schools, two basic forms of training and development can be mentioned. The first ones are vocational courses, and the second, professional development. The group of vocational courses includes: basic police course and courses for university graduates. The basic police course in the Police is a vocational training course *ab initio*. Its basic feature is development of the basic professional skills of newly recruited officers. It equips future police officers with the general and basic qualifications necessary for service in basic executive positions. The main role of this training is to introduce candidates for police officers to the area of basic tasks, rights and responsibilities. It encompasses a general scope of subjects representing the most important areas of police activity, especially in the area of the uniformed police service. It is currently the most important form of vocational training in the Police. Failure to complete this training results in expulsion from service. On the other hand, graduation entitles a policeman to serve in practically all police departments, of course holding basic executive positions.

Training for university graduates is the second form of vocational training in the Police. It is called commissioned officers' training. Its task is to prepare officers to perform tasks at the level of at least the lowest so-called commissioned officers' rank group. It is open to police officers in service with several years of professional experience. Since 2008, its subject matter has also been of a general nature. The programme of this training includes all areas of police activity. There are training objectives concerning police operational intelligence, investigative and logistic activities. Its completion entitles an officer, after fulfilling certain conditions, to take the exam in order to be promoted to the first commissioned officer's rank.

¹² *Ibid.*, p. 13.

Both of these forms of vocational training are full-time courses. In particularly justified cases, the Chief of the Police may allow the police officer to undergo training as guided independent study.

The second group are forms of professional development aimed at improvement, compensation and change of students' professional qualifications. They constitute the largest group of training proposals in the general offer of all such educational activities in the Police. They include specialist courses where police officers and civilian employees are familiarised with knowledge that is specifically related to their daily work. These courses are strictly profiled and addressed to a specific recipient.

In the system of training and in-service training in the Police, there are three basic forms of in-service training, separated by the subject which organises them:

- central in-service training — organised and carried out at Police schools and the Police Academy in Szczytno,
- local in-service training — organised and carried out by the organisational units of the Police or cells of these units,
- external in-service training — organised and carried out by non-police organisations.

In-service training in the Police is also conducted in a stationary system and via distance e-learning. Intensive work is currently underway to expand the e-learning system due to the high training needs of the Police.

Basic training is the longest and has the widest range of subjects. In-service training is a short, intensive and specialist educational undertaking. On the other hand, training for university graduates (commissioned officer training) is an elite form of education addressed to officers scheduled to perform leadership functions at various levels of management in the Police.

The education system in the Police consists of schools with clearly defined specialisations, which are a manifestation of stable identity and a defined strategy of development. It should be stressed, however, that despite the attempts to develop the police education system, no specific strategy has been defined. Specialisation of individual units is often a central decision, determined by current needs.

Task-based didactics in the training of police officers

While raising the issue of the police training system, it is impossible to omit issues related to task-based teaching, which is of particular importance in shaping professional competences. Task-based teaching is currently the basic tool that builds the professional competences of representatives of many formations, including officers of state services such as the Police, the Fire Service, and the Border Patrol. Its details and identity are determined by its three basic features.

The first of them are didactic tasks, which result, among others, from the natural distribution of formation tasks contained in various normative acts. The results of the process of identification of training needs and social survey research as a function of social responsibility are another important source of the content of teaching tasks.

The second feature comprises the participants of the in-service training environment. In the theory of adult education, the key place is occupied by the student,

i.e. the client. He/she is the author of the training activity design, its participant and the main reviewer of the system's effectiveness. Being the cause of this multifaceted and systematised activity, he or she achieves the status of the subject, i.e. a person with many rights and freedoms. The student as an active participant of the in-service training is characterised by specific motives of undertaking training activity. His or her main motivation is the willingness to acquire specialist knowledge and specific professional skills. He or she treats participation in in-service training as a form of activity which enables solving problems and business tasks. The second important component of the training process is the didactic employee. His or her didactic activity is thoroughly standardised¹³.

The third important feature is the methodological workshop. It makes use of the achievements of general didactics and of vocational and adult education. It chooses the methodological solutions that enable the achievement of goals of service and do not undermine the assumptions of the model of the formation and the paradigm of the service relationship, service subordination and culture of the order or command. In general didactics, it uses terminology and methodology of research, in in-service didactics — it implements tasks, functions, forms and motives of undertaking self-education. In these circumstances, it becomes a kind of in-service training methodology of the uniformed formations. It is noteworthy that task-based teaching cooperates with many sciences in order to achieve the tasks entrusted to it.¹⁴

Task-based teaching has many functions. In principle, they can be divided into two groups. The first group consists of functions related to scientific activity; the second group includes those related to typical educational, didactic and training activities.

The functions of task-based teaching, understood as a scientific-research category, include:¹⁵

- *the diagnostic function* — its purpose is critical insight into the educational system, e.g. the system of in-service training of the police formation, search for dependencies and interdependencies between training systems,
- *the descriptive function* — its activities focus on interpretation and causality of phenomena occurring in the in-service education system of the Ministry of Interior Affairs and Administration. It describes the features and norms of the training environment with particular emphasis on criticism of these decisions. Attention is drawn to their connection with the paradigms of andragogy and pedagogy, or lack thereof,
- *the prognostic function* — its tasks include designing theoretical consequences of applying specific educational solutions,
- *the research function* — its aim is to investigate different elements of the training reality of the formation,
- *the exploratory function* — its tasks include explaining, interpreting the reasons for applying specific solutions and searching for their natural sources in the theory of adult education.

The system of training and professional development to which the newly employed police officers are subjected differs significantly from the educational

¹³ Gawroński P, Hryszkiewicz D, Truchan R.J, *op. cit.*, p. 40.

¹⁴ *Ibid.*, p. 41.

¹⁵ *Ibid.*, p. 47–49.

forms to which they have been subjected in the previous 'civilian' education. It requires adaptation of new officers to a specific organisational culture and a new model of professional existence. It is currently one of the biggest challenges for the modern system of professional development of the Polish Police.

Conclusion

An effective system of training and professional development of a formation as big as the Police — the largest organisation in the internal security system of the state — plays an essential role in the effectiveness of the institution's work. The aim of the author was to show, to a limited extent, the evolution that the system has experienced since the very beginning of its creation, i.e. since 1919. It is impossible to omit here a number of historical turbulences which directly influenced the current shape of the Polish Police. In the situation of a thorough reconstruction of this formation in the interwar period, as in the case of other institutions, when certain stabilisation in the structures of the state had already occurred, the breakout of the Second World War completely eliminated further opportunities for development in all areas of the functioning of the Polish state. After the war, there was a change in the political system which affected the shape of the police formation as well. The Act on the Police of 6 April 1990 restored the Police 'guardianship' towards the society, completely changing its social image. The political changes after 1990 caused fundamental organisational changes in the Police. A new organisational model of the Police in Poland was created, which resulted in adjusting the model of police officers' education to the real needs of this formation and new social expectations in this area.

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Streszczenie. System szkolenia i doskonalenia zawodowego Policji w Polsce jest od wielu lat przedmiotem ogromnego zainteresowania. Obecnie polska Policja stoi u progu bardzo istotnych zmian organizacyjnych, których konsekwencją będą również zmiany strukturalne w obrębie szkolnictwa policyjnego. System szkolenia największej formacji mundurowej MSWiA stanowi podstawę skutecznego i profesjonalnego wyszkolenia kadr policyjnych, na wszelkiego rodzaju stanowiskach wykonawczych i kierowniczych. Obecne rozwiązania w tym zakresie są efektem swoistej ewolucji zarówno w wymiarze organizacyjnym jak i strukturalnym. Intencją autora jest przybliżenie problematyki szkolenia polskich policjantów od momentu powstania Policji Państwowej do czasów współczesnych ze szczególnym zwróceniem uwagi na sposób zorganizowania systemu szkolenia i doskonalenia zawodowego funkcjonariuszy.

Zusammenfassung. Das System der Ausbildung und beruflichen Weiterentwicklung der Polizei in Polen ist seit vielen Jahren ein Thema von großem Interesse. Derzeit steht die polnische Polizei vor sehr bedeutenden organisatorischen Veränderungen, deren Folge auch strukturelle Veränderungen in der Polizeiausbildung sein werden. Das Ausbildungssystem der größten uniformierten Formation des Innen- und Verwaltungsministeriums ist die Grundlage für die effektive und professionelle Ausbildung des Polizeipersonals in allen Arten von Führungs- und Führungspositionen. Die aktuellen Lösungen in diesem Bereich sind das Ergebnis einer spezifischen Entwicklung, sowohl in organisatorischer als auch in struktureller Hinsicht. Der Autor beabsichtigt, die Fragen der Ausbildung polnischer PolizeivollzugsbeamtInnen vom Zeitpunkt der Einrichtung der Staatspolizei bis zum heutigen Tag zu behandeln, wobei der Organisationsmethode des Ausbildungssystems und der beruflichen Fortbildung eine besondere Aufmerksamkeit zu widmen ist.

Резюме. Система подготовки и повышения квалификации сотрудников полиции в Польше на протяжении многих лет является предметом особого внимания. В настоящее время польская полиция находится на пороге очень важных организационных изменений, которые приведут также к структурным изменениям в системе полицейского образования. Основой эффективной и профессиональной подготовки сотрудников полиции всех видов исполнительных и управленческих должностей является система подготовки кадров крупнейшей форменной службы органов Министерства внутренних дел и администрации. Существующие в настоящее время решения в этой области являются результатом специфической эволюции как в организационном, так и в структурном плане. Цель автора заключалась в более подробном рассмотрении вопросов подготовки польских полицейских с момента создания государственной полиции до сегодняшнего дня с особым учетом способа организации системы профессиональной подготовки и повышения квалификации сотрудников полиции.

