

## The Effectiveness of Police Forces Through Centuries: The Evolution of Training Process in Contemporary Social Context

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**Abstract:** By researching the emergence and development of police training, it is considered how, throughout history, the structure and organization of police forces were shaped, with special emphasis on the processes of education, permanent training and professional development. The evolution of police training in response to dynamic social change and growing demands for professionalism, specialization and certification are being considered. Approaches to training in different countries are analysed, showing how national and international factors shape educational methods and goals. The paper also sheds light on how theoretical knowledge and practical skills in training contribute to the effectiveness and efficiency of police work in modern society. The paper aims to provide insight into key trends and challenges in police training, with the perspective of further improvement and adaptation of educational strategies to respond to the demands of the modern age.

**Keywords:** police training, professional development, national and international educational standards, specialization in police forces, modernization of educational methods.

### INTRODUCTION

When analysing the structure and manner of organizing police forces, the procedure of personnel selection has a special significance as a key element in increasing the efficiency of police work and achieving its basic functions. The process of selecting candidates for education and work in the police is a key step in the creation of police personnel and is considered one of the most important aspects in the formation of professional officers. Recruiters often find themselves choosing from many interested applicants or, on the contrary, facing a shortage of qualified candidates. Their primary responsibility is to identify individuals who meet the organization's rigorously defined and transparent criteria. These criteria include not only formal requirements such as citizenship, age limit and minimum level of education but also the psychophysical, moral and intellectual abilities required for this demanding job. In addition, great attention is paid to the psy-

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chological stability of candidates, their physical fitness, the absence of criminal offences and the ability to work in a team.

The education system for police personnel must be structured in such a way that synergistically combines theoretical training with the practical application of knowledge and skills (Milojević & Janković, 2014). The contents of the training should be aligned with the latest global tendencies and standards in the field of public safety but also adapted to local specifics and needs (Jevrosimov, 2009; Janković et al., 2014; Ivetić, 2017). During the training, participants should develop key skills in the application of police powers, intervention tactics, legal basics of policing, as well as basic criminal and forensic techniques (Milojković & Stevanović, 2013; Milojković, 2013; Milojković et al., 2015).

Further professional development of police officers through programs of continuous training and professional development is crucial for maintaining a high level of professionalism within the police. This includes continuing education through specialized courses, advanced training and ongoing vocational training and training in line with the dynamic changes of the contemporary social and criminal context. Through these programs, police officers regularly align with the latest practices and technical and technological achievements, acquire knowledge, and acquire the skills and morally volitional habits necessary to effectively counter the security challenges, risks, and threats of modern times.

Considering these facts, the historical development of police training can be seen as a reflection of broader social changes, and in response to the growing demands for professionalism, specialization and certification within the police force (Janković et al., 2013). From the very beginning, police training has evolved from basic, ad-hoc programs to sophisticated, multidisciplinary and continuous educational processes that are being applied today. Understanding this evolution can help further improve and adapt educational strategies that will adequately respond to the security challenges of modern society.

Training in the police forces is the basis for improving the existing and acquiring new knowledge and new skills necessary for the effective and efficient execution of police duties. The main goal of the training is to enable police officers, who have opted for service in the police profession, to develop all the necessary abilities to face the complex challenges posed by modern police work. The training is designed to inform police officers about the theoretical aspects of the job, but also to enable them to practically apply knowledge for efficient, effective and responsible realization of police tasks (Nikač & Simić, 2012).

The processes of selection and training are inseparable components in the formation of quality police personnel. The high-quality selection process enables the identification of the most suitable candidates for the police service. However, if the training is not properly structured, significant problems can arise that negatively affect both individual officers and the entire police system. Similarly, a detailed training program can lose its effectiveness and efficiency if the selection of candidates is not adequately implemented, potentially leading to internal instability in police structures. Therefore, an integrated approach that includes carefully designed selection and continuous, comprehensive training is essential to maintaining a high level of efficiency in police forces. Selection should be based on clear and measurable criteria that reflect the needs and values of the police organization, while training should focus on developing and maintaining the key skills and knowledge necessary to effectively address current and future security challenges, risks and threats.



This dual approach ensures that police officers are competent, accountable, and ready to intervene at all times, which is essential to preserving the rule of law and the safety of citizens. The development of educational strategies that adequately respond to the challenges of modern society and accompany dynamic changes in the field of public safety are key to achieving the goals. Thus, structured training is the foundation of professionalism, and efficiency, making the police service capable of responding to the increasingly demanding tasks that are set before it (Janković & Milojević, 2016).

## THE HISTORY OF POLICE TRAINING ON A GLOBAL SCALE

Research into the interaction between police organizations and training reveals that in the early stages of the development of police structures, professionally trained personnel were more the exception than the rule (Reiner, 2010). In the initial stages of the formation of police forces, the vocational education and training system was not recognized as a key segment that should be an integral part of the infrastructure (Emsley, 1997). The first police officers were often ordinary citizens, motivated by a personal interest in maintaining public order and peace, who entered the ranks of the police without formal education or specific training for this type of activity (Walker, 1999). Their knowledge and skills in the field of maintaining public order have often been the result of personal experience, self-education, or mentorship (Bayley, 1985).

Historically, the military has played a significant role as a source of training and personnel for police functions (Kraska, 2007). The already established organizational structure of the army included a systematic approach to training, which led to the spillover of military disciplines and tactics into police ranks (Marenin, 1982). This dynamic laid the foundation for the first structured education programs for police officers, including police courses that remain vital to the modern police training system (Fyfe et al., 1997). With the expansion of the jurisdiction of the police, the need for specialized training grew, and then for professional development (Cordner & Scarborough, 2010). Distinguishing training intended for regular police officers from those intended for higher ranks such as officers and managers has become necessary (Rojek et al., 2012). This separation led to the creation of various educational institutions, including specialized police schools and officers' training academies (Peak & Glensor, 1999).

A clear demarcation between the military and the police as separate entities of the defence and security systems with different mandates and training methods has become commonplace in almost all societies (Loader, 2000). This distinction between the military and police spheres contributed to the creation of specific educational structures intended for the training of police officers, who, although initially based on military experience, gradually developed their training methods that were adapted to the civil context of action and the specifics of the police call (Chan, 1997).

This evolution of police training reflects broader sociopolitical changes and is a response to growing demands for professionalization, specialization, and certification within the police force (Goldstein, 1990). Recognizing the importance of education and training in the development of effective, efficient, and responsible police forces has become a key aspect of modern police practice, which has influenced the creation of numerous inter-



national standards and best practices in this field (United Nations Office on Drugs and Crime, 2011).

The development of police organizations throughout history has highlighted the progressive need to improve educational processes related to police members, especially in specific segments of work such as fighting crime, preserving public order and peace, and traffic control and regulation (Marenin, 2004). Through various stages of development, the didactic-methodical standards of training of police officers have undergone significant transformations, evolving from the primary military to the civilian model (Sherman, 1998). This evolution was necessary, given the fact that police work requires more intensive interaction with citizens compared to military action (Skolnick & Bayley, 1986).

The civil nature of police work implies frequent contact with the local community, which directly affects the profile of competencies that police officers must develop (Ivezić, 2017; Goldstein, 1990). Unlike the military environment, which is characterized by the high degree of authoritativeness and aggressiveness necessary to preserve hierarchy and efficiency, police officers are challenged to develop empathy, patience, and the ability for a diplomatic approach (Bayley, 1994). Such an approach requires a shift from rigid military patterns to more flexible, civilian methods that are tailored to the specifics of policing (Skolnick & Bayley, 1986).

After a clear differentiation between the army and the police, police education has focused on the diversification and specialization of programs, adapted to different lines of work within the police (Reiner, 2010). Modern police training programs include a wide range of disciplines, including psychology, law, ethics, tactical training, and crisis management, all to shape officers capable of effectively and efficiently responding to the complex and diverse security challenges of modern society (Cordner & Scarborough, 2010).

Education in the police forces has become modular, specialized, and highly adaptable, with continuous development and introduction of new knowledge in the field of social, natural, and technical sciences (Marenin, 2004). Such an approach allows police officers to stay up to date with dynamic social changes and respond adequately to emerging security challenges. Such advances in education not only contribute to greater professionalization and efficiency of police forces but also strengthen their ability to act as an integral part of the community they serve, thus raising the overall level of social security and trust in police institutions (Sherman, 1998).

The development of the police as an institution is closely related to the evolution of state apparatus and reflects the political and social context of different countries (Bayley, 1990). Differences in the formation of basic organizational units of police between states are manifested through hierarchical structure, competencies, as well as methods of selection, education, and professional development of police officers. In the early stages of development, the institutions in charge of police training were diverse in terms of characteristics, organization and methods of operation, a direct consequence of the historical, cultural, legal, political, and economic specificities of each country (Emsley, 1991).

With the processes of globalization and internationalization, there is an exchange of knowledge and experience among police forces at the global level, but there are still significant differences that reflect the specific needs and circumstances of each country (Loader, 2000). Analysing global educational practices, diversification in training approaches is observed. For example, Scandinavian countries stand out for a high level of police education,



with academic programs that involve long-term training and the integration of theoretical knowledge and practical skills (Bergman et al., 2023). These programs are aimed at creating highly professionalized police officers capable of complex analysis and solving security problems in society.

Contrary to the Scandinavian model, in the United States, police officers' training is often shorter and more intense, with a focus on practical skills and quick preparation for field-work (Roberg & Bonn, 2004). The advantages of this model include efficiency and speed in the formation of police forces, which is crucial in situations where an increase in the number of officers is urgently needed. However, such an approach can result in a lack of a deeper understanding of more complex social problems and the need for additional education and specialization of officers after initial training (Bryant et al., 2013).

Each of the above models has its advantages and disadvantages that reflect certain social, economic and political circumstances. The Scandinavian model, although potentially more expensive and time-consuming, provides thorough preparation and a greater degree of professionalization, while the American model allows for rapid mobilization of forces, but may leave room for improvement in the context of continuous professional development. In both cases, it is crucial to find a balance between the speed of training and depth of education to ensure that police forces adequately respond to the security challenges they face in modern society (Manning, 2010a).

## HISTORY OF POLICE TRAINING AND EDUCATION IN THE UNITED STATES

The development of police training in the United States follows several key periods that have significantly shaped the didactic-methodical standard of education of police officers and their preparation for the challenges of preserving law and order. The beginnings of police training in the US were not significantly different from the European models. The first police forces in 19<sup>th</sup>-century America were organized similarly to paramilitary units, with minimal or no training, with the primary focus being on physical force and the ability to maintain order (Walker, 1977). The first serious steps towards formalization of the training were modelled after the London Metropolitan Police in 1829, which led to the formation of organized police departments in cities such as New York and Boston.

Significant police training reform in the US began in the early 20<sup>th</sup> century when the first initiatives to professionalize police emerged. August Vollmer, chief of police in Berkeley, California, pioneered these changes, founding the first police academy in 1908 and advocating for an education spanning criminology, law, forensic science, and other relevant disciplines. Vollmer also promoted the introduction of scientific methods into police work, which represented a decisive departure from the then-dominant military-inspired training model (Oliver, 2017).

During and after World War II, police training in the US experienced further changes, in part due to technological advances and emerging security challenges. The formation of federal agencies such as the FBI has set new standards in training and professionalizing the police force. John Edgar Hoover, a longtime FBI director, insisted on high standards of agent training, which influenced the policies of many state police agencies (Powers, 1987).





Social change in the 1950s and 1960s, including the civil rights movement, highlighted the need for a better understanding of legal and social issues by police officers. This led to an increase in educational requirements and the introduction of training that focuses on community relations and understanding of social problems (Kappeler & Miller, 1999). By the end of the 20<sup>th</sup> century, police training in the United States had developed into a complex system that combines academic and practical training. Technology developments, legislative changes and rising public expectations have prompted police agencies to upgrade their training programs. Practical training now often includes simulations and scenarios based on real-life situations, while academic education and training include in-depth studies of law, ethics, psychology, and interpersonal skills (Peak & Sousa, 2017).

The history of police training in the US represents a path from initial informal and ad-hoc methods to modern structured academies and university programs, reflecting adaptation to new challenges and demands of society.

The United States is characterized by an extremely complex federal system, with a clearly defined division of sovereignty between the central government and individual states enjoying a significant degree of autonomy. This autonomy is particularly pronounced in organization and functionality of police forces, as well as in the system of training of police personnel. At the federal level, there are numerous police agencies with specific national functions, such as the Federal Bureau of Investigation (FBI), the Drug Enforcement Agency (DEA), the Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF), and the like, which oversee law enforcement at the national level (Cunningham et al., 1990).

In addition to federal agencies, much of the police force is organized and regulated at the state and local levels. Each of the 50 states has its police organization that independently regulates the training systems of its officers. Police academies at these levels provide training that prepares trainees for basic duties in the US Department of Justice, Office of Justice Programs, Bureau of Justice Statistics (2018). Also, higher education in the field of police studies is available at colleges and universities, with programs that can last two years (associate degrees) or four years (bachelor's degrees) (Paoline & Terrill, 2007).

The differences in duration and content of the training, as well as in the methods of education, reflect the diversity of needs and requirements arising from the specific security challenges that each country faces. However, the absence of unified national standards can result in differences in the quality of police forces between different states. Although decentralization makes it possible to adapt training to local needs, a lack of standardization can make it difficult to work together and cooperate among different state agencies (Sklansky, 2008).

The introduction of a certain degree of standardization, especially in basic aspects of training such as the use of coercive means, legal regulations, ethical standards, and tactical training, could significantly improve the system. This would ensure the preservation of a high level of professionalism and efficiency of police forces throughout the United States while maintaining the flexibility required by states to adequately respond to local challenges. This approach would significantly contribute to coherence and synergy in the work of police forces, making them more capable of effectively addressing national and transnational security threats (Manning, 2010b).



## DEVELOPMENT OF POLICE TRAINING AND EDUCATION IN THE UK: A REVIEW OVER TIME

The historical development of police training and education in the UK is an intriguing study that traces profound social, technological, and political changes across different eras. From the inception of the first modern police force to the present day, police training in the UK has evolved towards creating an effective, ethically aware, and professionally prepared police force.

The roots of the modern police force in Great Britain date back to 1829 when Sir Robert Peel founded the Metropolitan Police in London. Peel's principles emphasized crime prevention through the visible presence of police, as well as the importance of good discipline and training. In the initial stages, the training was basic, focused on physical fitness and basic legal concepts, and as Critchley (1967) states, it was not systematic at the time. At the end of the 19<sup>th</sup> century, there was a formalization of training, with the establishment of internal lectures and practices in police stations, and the first police manuals standardized procedures and actions, although training still depended on individual local police chiefs, as Emsley (1997) points out.

A period of two world wars highlighted the need for police professionalization, amid increased security requirements and social change. Post-war reforms laid the foundations for modern police training, and great progress was made in 1964 with the adoption of the Police Act, which resulted in the establishment of National Police Training and Police Colleges. This period, according to Wall (2001), marks the beginning of formal education for police officers, with compulsory programs encompassing academic and practical knowledge.

At the end of the 20th century, internal reforms and external pressures initiated significant changes in police training, with the development of new technical and technological developments, legal changes and increased public expectations. The introduction of national standards for qualifications and accreditation of training has become commonplace, as Newburn (2005) describes in detail.

Today, police training in the UK includes complex educational modules covering various aspects of policing, from managing public order and peace to fighting high-tech crime. Significant emphasis is placed on ethics, human rights and the work of the police in the local community. Through programs such as the Police Constable Degree Apprenticeship (PCDA) and the Degree Holder Entry Program (DHEP), the training is organized as a combination of workplace learning, academic studies, and practical applications, enabling the development of critical thinking, legal understanding and practical skills, as Loftus (2009) states. Such an integrative approach is the foundation for educating police officers who are capable of professionally, effectively, and efficiently responding to the challenges of modern society.

Police training in the UK is a complex and multidimensional process that adapts to the specific political and administrative structure of the country. The United Kingdom, which consists of England, Scotland, Wales, and Northern Ireland, each with some degree of autonomy, faces the challenge of harmonizing police standards and training procedures. Each of these constituent countries has unique legal and social circumstances that directly affect police practice, as Brodeur (2010) points out.



Police training is structured as a modular program that usually lasts two years. The program is designed so that candidates gradually enter the complexity of police tasks. The initial training module focuses on fundamental aspects of policing, including legal fundamentals, ethics, basic police skills and interaction with citizens. As candidates progress through training, they face an increasing complexity of the matter, learning about specialized areas such as forensics, case management and crisis response tactics, as documented by Shohel et al. (2020).

The lack of a single, centralized training body at the level of the whole Kingdom results in educational programs that are more focused on general goals than on detailed curricula. This approach has its drawbacks as it can lead to variations in the quality and content of police training between different parts of the UK, which can result in uneven standards in policing and understanding of the law, according to Den Boer (2015). Nevertheless, decentralization also allows training to be tailored to local needs and specifics, which can significantly contribute to the efficiency of policing in certain communities. For example, police training in Northern Ireland may focus more on issues stemming from its recent past, while in Scotland it may place more emphasis on rural crimes and issues concerning the country's specific legal traditions, as Joyce (2011) suggests.

A decentralized approach to training in the UK provides a unique opportunity to develop a police force that is fully adapted to local circumstances, thereby enhancing both their effectiveness and relationship with the communities they serve.

### THE EVOLUTION OF POLICE TRAINING AND EDUCATION IN FRANCE: HISTORY AND CONTEMPORARY APPROACHES

The historical development of police training in France is a complex and multi-layered theme that spans the centuries, reflecting political, social, and technological changes within the country. The beginnings of the modern approach to police training date back to the 17<sup>th</sup> century, more precisely from 1667 when Gabriel Nicolas de la Reynie was appointed first lieutenant general of the Paris police under the rule of Louis XIV. De la Reynie laid the foundations of modern police practice by organizing the police force and introducing systematic training for officers, thereby contributing significantly to the professionalization of police functions (Emsley, 1999).

The Napoleonic era was characterized by further centralization and professionalization of the police force, especially through the role of the Gendarmerie Nationale, a military unit with police powers, founded in 1791. Training within this formation was military-rigorous, with a focus on discipline and tactical skills (Porch, 2003).

The post-World War II period was a turning point in terms of social changes that directly affected police training. The introduction of the École Nationale Supérieure de la Police (ENSP) in 1945 marked significant progress in the education of senior police officers, offering advanced training and professional development preparing them to face the increasingly complex challenges of modern times (Liang, 2002).

Today, French police training is continuously evolving to respond to contemporary challenges such as terrorism, cybercrime and social tensions. Various educational institutions are responsible for police training, including the École Nationale de Police (ENP), which





provides basic training to recruits, and the Centres de Formation de Police (CFP), specialized centres for continuing professional development (Deflem, 2002).

Each of these educational entities plays a key role in shaping police officers, ensuring that they are adequately prepared for the effective and ethical performance of their duties in a dynamic and often unpredictable environment. The development and adaptation of educational programs and training methods, by changing social circumstances and technical and technological advances, are crucial for maintaining high standards of the French police in the future.

The police system in France is characterized by a complex structure and different methods of vocational education and training, which reflects the complex division of competencies within the country. The division of police forces into national and local units, in the presence of the National Gendarmerie, which combines the characteristics of a military and police unit, is crucial for understanding how the French police are organized. The National Police has the Education Directorate, which functions as a central coordinating body for numerous regional delegations. These delegations oversee selecting candidates and their initial training, while specialized and more advanced educational activities take place in several national police schools and education centres.

Training varies depending on the hierarchical position of police officers. Commissioners, representing the top of the police hierarchy, are trained at the prestigious Higher National Police School. Their training lasts two years and includes a wide range of theoretical and practical knowledge, with compulsory internships that prepare them for the complex challenges of policing. Police officers, on the other hand, undergo an 18-month training that, although thorough, places slightly less rigorous demands than those for commissioners. City police officers, as the basic operational force at the local level, are subjected to a one-year training program focused on the basic aspects of police service, providing them with the necessary knowledge and skills for everyday tasks (Bayley, 1985).

However, the training system faces the challenges of mismatch between different educational institutions, which can lead to different interpretations of police standards and procedures. This lack of coordination can result in uneven quality of training across the country (Das & Marenin, 2000). Also, overlapping jurisdictions between various police units can cause redundancy in training and create confusion among attendees. Such a situation indicates the need for better coordination and standardization of educational programs to ensure consistency and effectiveness in training (Manning, 2010a).

The key to solving elaborate problems lies in the improvement of inter-institutional cooperation and the development of joint curricula that would be applicable at all levels of police training, thus ensuring high professionalism and uniformity of the standards required for contemporary police challenges in France.

#### THE HISTORY OF THE DEVELOPMENT OF POLICE TRAINING AND EDUCATION IN RUSSIA: FROM THE TSARIST ERA TO THE MODERN ERA

Police training in Russia has a long and complex history, which has gone through various stages of development, conditioned by the changing political, social, and economic



circumstances of the country. Since the time of Tsarist Russia, when police forces were organized militarily with the task of maintaining public order and applying often strict and repressive legislative practices, police training has been based on military principles of discipline and obedience (Thurston, 1980).

The revolution of 1917 brought fundamental changes, not only in the political structure but also in the organization of the police force. The introduction of the People's Commissariat of Internal Affairs (NKVD) marked the creation of a strictly ideological and repressive apparatus, where training and education included significant elements of political indoctrination, to align police work with the ideology of the new regime (Leggett, 1987).

In the post-World War II period, during the Soviet Union, police training became increasingly professionalized. Special educational institutions for police officers were developed, which included the study of law, forensic sciences, and public security tactics. These educational institutions, such as the Moscow Law Institute and the Higher School of the Ministry of Internal Affairs, became crucial for the formation of qualified judicial and police personnel (Shelley, 1996).

With the fall of the Soviet Union and the transition to the Russian Federation, police training underwent new transformations. Modernization and adaptation to new social realities have become necessary. The training was expanded to cover human rights, the principle of the rule of law and modern methods of criminal work (Galeotti, 2002).

Today, the training of the Russian police forces includes a combination of traditional and modern educational methods. There is a network of academies and universities specializing in areas such as criminology, legal sciences, emergency management and information technology. The training programs include intensive theoretical courses, practical exercises, simulations of real situations, and international exchanges and cooperation with police forces of other countries. Russia, a country with vast territory and ethnic diversity, has developed a specific approach to vocational education and training of its police forces that is constantly evolving and adapting to both global trends and internal challenges, striving to create an effective, professional, and citizen-dedicated police force (Sergevnnin & Kovalyov, 2013).

The development path of the Russian police organization and the training of its officers from the post-Soviet transition period to today's modern Russian Federation is a key evolution in terms of institutional reforms, professionalization, and standardization of education. The army and police in Russia maintain certain historical ties, which are reflected in the structural and functional aspects of their operation, with individual units within the police force having military status and requiring specialized training that goes beyond the usual police tasks (Shelley, 1996). The Ministry of Internal Affairs of the Russian Federation, as the primary body in charge of public safety, supervises several educational institutions covering training from high school to university and postgraduate levels.

These institutions offer diverse training programs that include tactical and physical preparation, as well as the legal and ethical aspects of the police service. However, Russia's vast territorial expanses and demographic diversity pose challenges to training uniformity. Decentralization of education centres, which allows training to be adapted to specific regional needs, has proven to be a necessary strategy. This approach, while providing the necessary flexibility, can lead to variations in educational standards, meaning that students from different regions can acquire different levels of knowledge and skills (Holmes, 2009).



Thus, a decentralized system requires a precise balance between regional specificity and the maintenance of national standards. Therefore, it is crucial to establish effective mechanisms for regular monitoring and evaluation of the quality of training and educational outcomes, to ensure consistency and a high level of professionalism of police forces throughout the Russian Federation (Volkov, 2002). Such an approach not only contributes to uniformity and efficiency in policing but also ensures that police forces are adequately prepared to address contemporary security challenges, including the fight against terrorism, cybercrime, and other forms of cross-border crime.

### THE EVOLUTION OF POLICE TRAINING AND EDUCATION IN THE REPUBLIC OF CROATIA: HISTORY AND CONTEMPORARY CHALLENGES

Police training and education in the Republic of Croatia went through several key developmental stages that reflect both internal sociopolitical changes and adaptation to international standards. An overview of these developments provides insight into the processes of professionalization and institutionalization of the police service in Croatia and the accompanying changes during the transition from a socialist system to a democratic order and integration into the European Union.

During socialist Yugoslavia, police training in Croatia was aimed at preserving state order and socialist ideological values. The training was centralized and uniformed with an emphasis on collectivism and socialist stability. The officers were trained to act by common Yugoslav standards. With the dissolution of Yugoslavia and the creation of an independent Republic of Croatia, there was a need to form its security structures. At that stage, police training is tailored to the emerging needs of the state, focusing on building national identity and preserving sovereignty. Police training is aimed at acquiring the knowledge and skills necessary to preserve the new state order and face the challenges of war conflicts in the former Yugoslavia (Nazor, 2007).

The war conflicts were followed by a phase of reform of the police system aligned with democratic principles and citizens' rights. Integration into European and transatlantic structures have put new demands before police training, steering it towards the EU and NATO standards and best practices. The focus is on respect for human rights, prevention of corruption, and cooperation with international police forces (De Kimpe, 2017).

Croatia's accession to the European Union in 2013 marked a new phase in police training. Alignment with Schengen standards and the need for a more effective fight against transnational crime and terrorism have led to significant changes in curriculum and training methods, which now focus on specialized training, multilateral cooperation, and exchange of experience with international security forces (Knezović et al., 2017).

Today, police training in Croatia seeks a balance between theoretical knowledge and practical skills, including the use of modern technologies, forensic methods, psychological training, as well as continuing professional education. The challenges police education and training face include adapting to rapid changes in society and technology, as well as more effectively fighting new forms of crime, which requires constant evaluation and updating of educational programs (Tatalović & Bilandžić, 2005).



The Police Academy in Croatia, operating under the auspices of the Interior Ministry, is a key institution in the system of police education, training, and professional development. This institution is the foundation of an educational structure intended for the formation and continuous professional training and training of police personnel, responding to the demands and challenges of modern society. The structure of the Police Academy is organized through three main segments: the Police School, the Training and Specialization Sector, and the Police College, each with a specific role in the educational process. The police school functions as a basic institution that provides education at the secondary level, preparing students for basic police tasks. The training program at the Police School lasts for two years and is designed to provide students with the fundamental competencies necessary for the professional, effective, and efficient performance of police duties. The Sector for Training and Specialization focuses on the continuous professional development of already employed police officers. This part of the academy enables the acquisition of knowledge and the acquisition of advanced skills through various forms of education, such as specialist training, seminars, and courses. Also, the sector plays a key role in the analysis of educational needs and the development of plans for further professional development of police forces. The Police College, as part of the academy dedicated to higher education, offers degree programs in the field of criminology and related disciplines. These programs, lasting between five and eight semesters, are tailored to meet the demands of the complex challenges of contemporary police practice. The degree programs are designed to provide students with the in-depth knowledge and practical skills they need for highly specialized police functions (Kalesnykas, 2003).

Overall, the Police Academy in Croatia plays a key role in the development of competent and professionally prepared police officers, thereby contributing to the professionalism and efficiency of the country's police forces. Its contribution not only provides a high level of knowledge and skills among police personnel but also enables the adaptation of the Croatian police to international standards and practices, especially in the context of membership in the European Union and other international security structures (Reiner, 2010).

### DEVELOPMENT OF POLICE TRAINING IN SERBIA THROUGHOUT HISTORY

The history of police training in Serbia abounds in different phases that reflect the evolution of the state and society. The first significant step towards the institutionalization of internal affairs was made by the establishment of the Provincial of Foreign Works in 1811, with Jakov Nenadović at the helm. Although this period was not characterized by a developed system of training for police personnel, the foundations for later development were laid. At an early stage, police officers were mainly recruited from the ranks of practical connoisseurs or the civil sector, without particular emphasis on the specialized knowledge required to perform police duties. A significant change in the selection and employment of police personnel followed in 1839 when a decree was introduced that restricted the engagement of foreign citizens, which began the direction towards the formation of domestic police personnel. At the end of the 19<sup>th</sup> century, the Gendarmerie School in Belgrade was opened, which was the first important institution for the education of police officers. Although its existence was short-lived due to adverse circumstances, it laid



important foundations for the organized education of the police force. The continuation of systematic training followed in 1909 with the establishment of the Permanent Gendarmerie School, which was an important step in the formalization of police training in Serbia. International cooperation has also had a significant impact on the development of police training. The active participation of representatives of the Kingdom of Serbia at the First Congress of the international judicial police in Monaco in 1914 enabled the exchange of experiences and the integration of international best practices into the domestic system. These events were key to modernizing and improving the quality of police training (Bogdanović & Krstić-Mistridžević, 2023).

In addition to centralized educational institutions such as the Gendarmerie School, specialized courses that provided training for specific police functions played an important role in the development of police training. Such a form of education enabled the creation of experts for various aspects of policing, contributing to the diversification and professionalization of police forces (Biondich, 2011).

The period between the two world wars represents a key phase in shaping the modern state of Serbia and its institutional capacities, and police training is experiencing turning points that significantly affect its professionalization. With the formation of the Kingdom of Serbs, Croats, and Slovenes in 1918, there was a need for a uniform and standardized approach to the work of the police forces of the new state. This period abounds in significant reforms and initiatives that contribute to the institutionalization and professionalization of the police service (Cox, 2002).

Dr Archibald Reiss, a renowned expert in criminology and forensic sciences, made an immeasurable contribution to the development of the concept of modern police officers and police methods in Serbia. His studies and recommendations for reform, detailed in his 1920 book *Contribution to Police Reorganization*, laid the foundation for understanding the needs of the then-police system and served as a key document for the establishment of the first police schools, as well as for the subsequent legal regulation of police education and training (Reiss, 1920).

The first Police School in Belgrade, founded in 1921 thanks to the initiative of Dr Reiss, gathered lecturers who combined rich practical experience with academic knowledge. Although its life expectancy was short-lived, its influence on the formation of quality police personnel was remarkable, as it laid important foundations for the future development of police education in Serbia. Additional consolidation of educational capacities for the needs of the police followed in 1931 with the establishment of the Central School for Police Executive Officers in Zemun. The school became a key institution for the development of police officers, offering six-month courses for basic training, as well as specialized courses to improve the already acquired knowledge. The innovative approach to training, which was reflected in the combination of theoretical and practical work, contributed to the development of educated and professional police personnel, capable of responding to the complex challenges of the then social and criminal milieu (Pavlowitch, 2002).

The development path of police training in Serbia after World War II is characterized by intensive renewal and evolution in all spheres of social life, including police education. The formation of the Socialist Federal Republic of Yugoslavia created new needs for a unique and standardized approach to the work of police forces. The development of police education and training in Serbia after World War II began in February 1946 when





the Minister of Internal Affairs of Serbia issued an order to form the Main Course for the leaders of the People's Militia of Serbia. Originally located in Indija, the Course used five buildings provided by the local municipality, remodelled for vocational education purposes. The structure included an administrative building and a cafeteria for officers, two buildings for dormitories, and the remaining two were used as classrooms and a cafeteria for students. The program included vocational, military, political and general educational modules, focusing on specific aspects of militia work. By 1947, four classes of participants had completed the course. In August 1947, the school moved its activities to Vrbas and resumed operations on September 1 of the same year, with the duration of the course extended to eight months. The entrance to the vocational education system included young people aged 17 to 20, with the obligation to remain in service after completing their education. In December 1947, the Ministry of Internal Affairs of the Federal People's Republic of Yugoslavia (FPRY) established the School for Officers of the People's Militia in Sremska Kamenica, representing it as a central educational institution for the whole country. This school became known as the Permanent School of the People's Militia, and in addition to the officers' school, a political school was founded in 1949. These schools played a key role in the formation and training of the militia's leadership cadres. During the 1950s, the focus shifted towards educating younger staff and preparing for contemporary challenges, which led to the establishment of the School of Internal Administration, whose programs were aligned with the needs of practice. The Secondary School of Internal Affairs was established in 1967, in response to the need for specialized personnel in the light of industrialization and urbanization, which required the modernization of access and educational methods. In the early 1970s, the Higher School of Internal Affairs was established, and through cooperation with faculties and professional services, work was done on the creation of highly qualified personnel, which culminated in the establishment of the Police Academy in 1993, thus establishing higher education in this area. The last phase in the development of police education in Serbia was manifested with the establishment of the Academy of Criminalistic and Police Studies in 2006, which integrated the previous two institutions and laid the foundations for comprehensive academic and vocational programs in the field of criminal and police and security scientific disciplines, with additional innovations such as forensic engineering and informatics and computing, master and specialist academic studies (studies of the Second degree). This phase also implies the transition of the academy to university in 2018 as well as the accreditation of doctoral academic studies (degree III studies), reflecting the continuous development and adaptation of education to the needs of modern society and security challenges (Subošić, 2021).

Recent decisions of the Government of the Republic of Serbia from January 2023 on the reconstitution of the Secondary School of Internal Affairs "Jakov Nenadović" in Sremska Kamenica (with the necessary continuity of the Centre for Basic Police Training) confirm the commitment of the state to treat police education as a priority component of improving internal security. These changes illustrate continuity in respect for historical heritage and strive to create a consistent, professional, effective, efficient, and modern education system for police education, which is aligned with contemporary security challenges and the needs of society.



## STATE AND PROSPECTS OF POLICE TRAINING DEVELOPMENT IN THE REPUBLIC OF SERBIA

The current state of police training in the Republic of Serbia is a key factor in the continuous process of improving the capacities of the Ministry of Internal Affairs, responding to the challenges of modern society to preserve public order and peace. The system of vocational education and training of police officers is structured in such a way that it enables continuous professional development through various levels of education, from basic to specialized and higher education (Ryan, 2007).

The Basic Police Training Centre (COPO), as a key component of the Police Training Directorate within the Logistics Sector of the Ministry of Interior of the Republic of Serbia, has a mission to provide thorough six-month to twelve-month training to new trainees. The training program is rigorous and comprehensive, with a strong emphasis on modular teaching, practical experience, and work skills in the field. This training covers a wide range of police duties, from preserving public order and peace, through combating crime, and border affairs, to controlling and regulating traffic. The process of professional development of trainees is documented through the Dossier of Professional Development, which monitors progress from the beginning to the end of the internship, enabling effective supervision and evaluation. After the successful realization of training and internship, participants acquire the right to take the state exam, which enables them to establish an employment relationship with the Ministry of Interior of the Republic of Serbia.

“Jakov Nenadović” High School of Internal Affairs in Sremska Kamenica is the foundation for the education of police officers, focusing on responsibility, education, and ethical awareness. Throughout history, the school has adapted to changes in society, legislation, and technology, while maintaining its basic mission of shaping competent police officers. The University of Criminalistic and Police Studies represents the pinnacle of the academic development of police personnel, offering a multidisciplinary approach to training students for managerial functions. This higher education institution provides educational programs at the basic, master, and doctoral levels, as well as specialist studies, combining theoretical knowledge with practical experience.

The Police Training Directorate, which operates within the Logistics Sector, programs and organizes basic police training, basic police training, leadership level training, basic specialist training, narrowly specialized courses, selection, as well as ongoing and additional training within the professional development program (Ministarstvo unutrašnjih poslova Republike Srbije, 2023), all of which together contribute to the continuous raising of professional competencies of police officers of the Republic of Serbia. These training and courses are crucial for maintaining a high level of expertise and adaptability of police officers to the changing geopolitical, economic and security conditions of modern society.

These institutions together form a robust and dynamic system of police education and training that is crucial for the effective functioning of police forces in Serbia, contributing to the protection of the rule of law and the safety of citizens.



## CONCLUSION

The development of police training and education over the centuries reflects the complex interaction between social change, technical and technological advances and the evolution of legal systems that are shaping modern police forces. From its humble beginnings to the present, police training has undergone dramatic transformations, from ad-hoc methods and basic training to complex, multidisciplinary educational programs aimed at building police officers equipped for modern security challenges, risks, and threats of the modern era.

The development of police training and education is not only a response to the need to improve practical skills but also to the imperative of respect for human rights and ethical action within the rule of law. The integration of theoretical knowledge and practical skills in vocational education and training programs, with permanent self-education and professional development, as well as adaptation to new technical and technological achievements and procedures, are crucial for the professional, effective, and efficient performance of police tasks in complex socio-political, economic, cultural and security contexts.

Faced with globalization and transnational challenges, such as serious, national, and international organized crime and terrorism, police forces must continue to develop educational programs that not only meet local needs but also enable effective, mutually purposeful international cooperation. The exchange of knowledge and best practices through international programs, partnerships and exchanges can significantly contribute to raising the global didactic-methodical standard of police training.

The development of police training must also be accompanied by changes in the social perception of the police service, fostering transparency, accountability, flexible competencies and working together with the local community that the police serve. The training should develop and promote a sense of belonging to a highly responsible and depoliticized public security service, enhancing public confidence in the police force.

In the end, at a time when police forces are often on the front line of response to social crises, training and education become even more important, so investing in them is not an expense, but investing in the future. Modernly designed concepts of police training and education must be adapted to provide police officers with the professional tools necessary to analyse, understand, and effectively act in complex frequent, rapid, and changing situations in which they make quick decisions under pressure. Thus, police training not only reflects the historical and social contexts in which it develops but also represents the foundation for the future of the police profession, which must be able to adapt and respond to the unpredictable security challenges of the modern world.

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