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## Preface

Police officers' knowledge is one of the main factors which has an impact on the efficiency of police work. A high level of qualifications and professionalism enable unhindered performance of police tasks. A well-educated police officer is appreciated by society as he/she is able to successfully protect people and maintain public order and safety in an effective manner, adequate to often surprising and changing circumstances.

As it is necessitated by the main statutory responsibilities of the police, while on duty a police officer should, in part, act as a psychologist, sociologist, educationist, biologist, public communication expert, etc. In order to meet the requirements of the service, they must continuously and systematically supplement their knowledge in the process of professional development, which is currently multidimensional, interdisciplinary and based on both institutional and informal education and self-study.

In all the above-mentioned forms of education, the world of science which is relevant to the needs of the police plays an important role. There is plenty of evidence to substantiate this, such as a growing number of research projects, scientific works and publications of both cognitive and utilitarian nature. The latter are published in renowned magazines, which include, among others, a biannual journal called "Internal Security". Its readers know that the above opinions are fully justified — as this periodical, published by the Police Academy in Szczytno, is a valuable source of internal-security related knowledge, which is undoubtedly useful in performing current police tasks.

**National Police Chief**  
*Gen. Dr Jarosław Szymczyk*





# Security Issues as a Part of University Teacher Training

**Miroslava Kovaříková**

*Charles University, Czech Republic*

**Abstract.** *The following article deals with the problem of integrating security issues into the study programme of faculties training teachers in individual fields of education. It evaluates the current status of the development of the issues at the level of interdepartmental cooperation of the selected state administration institutions. Based on exploratory research by the Czech School Inspectorate, the current status of the implementation of security issues into schools and educational establishments is described. The ongoing pilot verification of the e-learning module in security issues at the Faculty of Education of Charles University in Prague is also introduced. The article contains statistical data from the statutory research task, which was carried out in the form of a diagnostic survey involving the staff and students of the Charles University in Prague. The research was dedicated to the issues of educating the teaching staff of the Czech education system in the field of safety issues, with particular emphasis on the safety of students and educational institutions. The article also presents the level of knowledge and practical skills of primary school teachers in the field of responding to crisis situations that may occur in the school environment, e.g. active shooter.*

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**Keywords:** security literacy, accreditation processes, health and safety, university teacher training

## Introduction

The integration of security issues into study programmes of faculties of education is part of a concept of the Ministry of the Interior to improve the safety of the population and to increase the awareness and active involvement of citizens in the self-protection process. ("Concept for the Protection of the Population by 2013 with a View to 2020").

In the twenty-first century, a teacher in a school environment is responsible for much more than just the education of pupils. The development of a teacher's role in a school reflects the priorities of today's society, and one of these priorities is safety. The topic of crisis management has also become a part of the discourse on school management. Any educational worker could be put into the role of potential crisis manager in a classroom or school, and each teacher could encounter a situation which requires a different form of crisis intervention. For this reason, it is necessary to systematically shape the security literacy of educators.

Security literacy can be described as a collection of knowledge, skills and way of thinking required for safe movement in today's society and preventing and coping with crisis situations in a school. Achieving security literacy means reaching a status where teachers are able to react effectively to the occurrence of routine

risks and emergencies relating to the performance of their profession, i.e. they are capable of adequately protecting themselves and their pupils in the event of an emergency. For this purpose, an interdepartmental workgroup composed of representatives from the ranks of the Ministries of the Interior, Education, Health, Transport, and Defence, as well as representatives of teacher training colleges has been founded.

## **Problems with Enforcing Security Issues in Teacher Training**

In order to implement measures to protect the population by 2013 with a view to 2020, the interdepartmental committee created a proposal to integrate material on the topic of "Human Protection in Emergencies, Healthcare and Road Safety Education" into the study programmes of faculties of education. The aim of the material is to create a common knowledge base for university teacher training which should prepare graduates in such a way that they are capable of adequately responding to the occurrence of an emergency, thereby protecting themselves and the children entrusted to them.

This material was approved by a government resolution (Resolution No. 165 of 25 February 2008, Task No. 9) and assigned to the chairwoman of an Accreditation Committee to consider the implementation of the issue when evaluating study programmes aimed at the education of future teachers. The Ministries of the Interior, Transport, Health, and Education, Youth and Sports were subsequently obligated to publish the material on their websites. The current form of the above specified Regulation of the Government of the Czech Republic, however, is not binding for faculties of education from the viewpoint of implementation, and in fact is not leading to support for the education of future teachers in the issue in question.

The integration of security issues into study programmes of faculties of education is currently being discussed with representatives of the academic community. The actual process of integrating security issues clashes with academic freedoms under the Higher Education Act (Act No. 111/1998 Coll., on Higher Education Institutions and on Amendments and Supplements to some other Acts). Specifically, paragraph six of this Act sets out the scope of self-governing powers of a public higher education institution, which particularly include the creation and implementation of individual study programmes. It is therefore entirely up to the management of a university to decide whether or not to integrate the issue into education. The process was also affected by the abolition of the Accreditation Committee and the creation of the independent National Accreditation Bureau for Higher Education, which was founded on 1 September 2016. With the creation of the National Accreditation Bureau, the process of institutional accreditation and accreditation of study programmes was initiated. This accreditation brings the possibility of updating existing courses of study programmes. When updating, matters also proceed in compliance with the recommendations of the European Agency for Safety and Health at Work (EU-OSHA) published in the summarising report "Challenges and Opportunities for Mainstreaming OSH into University Education".

As well as the minimum information base within the scope of the mentioned security literacy, the personal preparation of teachers who are going to teach the specific issue is also addressed.

Given the fact that this education requires specific cross-curricular knowledge including topics which, in terms of expertise, appertain to materially relevant departments, minimum outputs on the part of individual departments, both towards teachers and pupils, were determined. This only concerns key security aspects. Information intended only for teachers and information intended for pupils are defined in view of the risk of incitement. The situation is not made easier by the fact that the didactics of emergency situations are not developed in the Czech Republic. Therefore, in order to strengthen the competencies of teachers in these areas, these departments also implement activities within the scope of a system for the further education of pedagogical workers. Study materials are being intensively prepared. In the future, it will be necessary to reinforce the sharing and regular updating of materials for education at universities.

## Implementation of Education of Security Topics in Schools and Teacher Training — Current Situation

Making changes to teacher training would be unthinkable without the teachers and heads of schools and educational facilities themselves. A questionnaire survey from 2015 (Kovaříková, 2015) ascertained that 53% of teachers consider security literacy very important and 46% consider it important. In total, 1957 teachers in practice at all levels of education and in all regions of the Czech Republic were approached. The opinions of head teachers and teachers on this issue were also investigated by the Czech School Inspectorate. In 2016, the institute conducted extensive research into the status of the teaching of security topics in pre-school, primary and secondary education. The research ascertained not only to what extent and in which educational fields this topic is integrated, but also who teaches it. The professional preparedness of teachers for this kind of education was investigated. The survey found that 50% of current teachers had not been acquainted with this issue in the course of their university studies at all. The opinions of head teachers of schools at individual levels of education on training in security topics is shown in the following table.

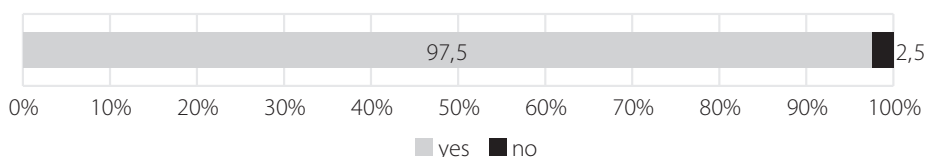
**Table 1. Do you consider it beneficial for faculties of education to train future teachers for qualifications in the fields of road safety education, human protection for routine risks and emergencies, and health protection? (in %) — share of schools (in %).**

| Teacher training  | share |
|---|-------|
| yes — for all professional teaching qualifications      | 47,7  |
| yes — for selected professional teaching qualifications | 43,7  |
| no  | 9,6   |

Source: Czech School Inspectorate — Thematic Report on the Education of Security Topics

Training of future teachers for qualifications in the educational fields of road safety, human protection for routine risks and emergencies, and health protection should be dealt with by the faculties training teachers. A total of 47.7% of secondary school head teachers consider it beneficial for faculties to train all future teachers for qualifications in the fields of safety. Education in the field of security for selected professional teaching qualifications is considered to be beneficial by 43.7% of schools. Under a tenth of secondary schools do not consider it beneficial for faculties to educate future teachers in the field of safety at all.

**Table 2. Do you consider it beneficial for teacher training of future nursery school teachers to include the educational fields of road safety, human protection for routine risks and emergencies, and health protection? (in %) — a share of schools (in %)**



Source: Czech School Inspectorate — Thematic Report on the Education of Security Topics

Virtually all nursery school head teachers approached (97.7 %) consider it beneficial for faculties to train future teachers for qualifications in the fields of road safety education, human protection for routine risks and emergencies, and health protection.

**Table 3. Do you consider it beneficial for faculties of education to train future teachers for qualifications in the fields of road safety education, human protection for routine risks and emergencies, and health protection? (in %) — a share of schools (in %)**

| Teacher training   | Primary schools only | Lower and upper primary schools | Lower multi-year comprehensive school | total |
|--|----------------------|---------------------------------|---------------------------------------|-------|
| yes — qualifications for upper primary school                          | 27.3                 | 70.0                            | 79.6                                  | 57.1  |
| yes — integration of topics into teacher training Lower primary school | 88.5                 | 77.9                            | 24.6                                  | 77.6  |
| no   | 4.6                  | 12.7                            | 14.5                                  | 10.3  |

Source: Czech School Inspectorate — Thematic Report on the Education of Security Topics

The majority of primary school head teachers consider it beneficial for future teachers to be trained at faculties for qualifications in the fields of road safety education, training citizens for the protection of the state, human protection for routine

risks and emergencies, and health protection (only around a tenth of head teachers do not consider it beneficial). To a greater degree, it is considered beneficial by head teachers of schools with only 1 level compared to primary and comprehensive schools with multiple levels.

The presented survey results clearly confirm the support of school management bodies for an increase in security literacy among teachers.

## Summary

An interdepartmental workgroup made up of representatives of state administration, the academic community and other government educational institutions concurs on the necessity of paying adequate and even attention to all security topics within the course of education. Security issues should be further integrated into undergraduate teacher training. A proposal of a minimum scope for security literacy for teachers has been put forward. Further planned meetings with representatives of the management of teacher training faculties will address the possible form of teaching security issues in undergraduate teacher training with respect to the academic freedoms of universities. The pilot verification of an e-learning security literacy course, which is being verified from the academic year 2017/2018 at the Faculty of Education of Charles University in Prague, will be evaluated.

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**Streszczenie.** W poniższym artykule poruszono problematykę włączania zagadnień bezpieczeństwa do programu studiów na wydziałach kształcących nauczycieli w poszczególnych dziedzinach edukacji. Ocenia on aktualny stan rozwoju zagadnień na poziomie współpracy międzyresortowej wybranych instytucji administracji państwowej. Na podstawie badań rozpoznawczych Czeskiej Inspekcji Szkolnej opisano aktualny stan realizacji zagadnień bezpieczeństwa w szkołach i placówkach oświatowych. Wprowadzono również trwającą pilotażową weryfikację modułu e-learningowego w zakresie bezpieczeństwa na Wydziale Edukacji Uniwersytetu Karola w Pradze. Artykuł zawiera dane statystyczne z ustawowego zadania badawczego, które zostało przeprowadzone w formie badania diagnostycznego z udziałem pracowników i studentów Uniwersytetu Karola w Pradze. Badania poświęcone były problematyce kształcenia kadry dydaktycznej czeskiego systemu edukacji w zakresie zagadnień bezpieczeństwa, ze szczególnym uwzględnieniem bezpieczeństwa studentów i instytucji edukacyjnych. W artykule przedstawiono również poziom wiedzy i umiejętności praktycznych nauczycieli szkół podstawowych w zakresie reagowania na sytuacje kryzysowe, które mogą wystąpić w środowisku szkolnym, np. aktywnego strzelca.

(jm)

**Резюме.** В статье обсуждается проблема включения вопросов по безопасности в программу обучения на факультетах для учителей в определенных областях образования. Автор дает оценку актуальной разработки вопроса на уровне межведомственного сотрудничества отдельных институтов государственной администрации. Опираясь на исследования проведенные Чешской школьной инспекцией описывается актуальное состояние реализации вопросов, связанных с безопасностью в школах и учебных заведениях. Кроме того, на Факультете образования Карлова университета в Праге была проведена экспериментальная проверка модуля электронного обучения в сфере безопасности. В статье приведены статистические данные, полученные в результате реализации исследовательского задания, в рамках которого в диагностическом тесте приняли участие сотрудники и студенты Карлова университета в Праге. Исследование касалось проблем образования преподавателей чешской системы образования в области безопасности, с особым учетом безопасности студентов и учебных заведений. В статье представлен также уровень знаний и практических навыков учителей начальной школы на тему реагирования в случае возникновения чрезвычайной ситуации в школе, например, в случае атаки со стороны активного стрелка.

(mug)

# The Role of a Community Police Officer in Shaping the Security of Local Communities — Considerations in the Context of the First National Surveys of Community Police Officers (2017)

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**Abstract.** *The article is devoted to the discussion of selected results of the nationwide community police officers research conducted by the authors in January 2017. This research is a part of the ongoing project of the Ministry of Internal Affairs and Administration "Community police officer closer to us". The analysis was based on the answers provided by 5,400 respondents from all over the country to the following questions: Should the role of community police officers be to carry out social prevention tasks? Are community police officers satisfied with their job as community police officers? How do they assess their interpersonal communication skills? Do they think they have prestige in the local community? Do they participate in meetings with the local community and how do they characterize the police mission? The results will be processed in 17 reports from the national community police officers research. The application of conclusions from the results of qualitative and quantitative research conducted all over Poland in 17 garrisons will have a significant impact on the dialogue between the authorities and community police officers, determining the expectations of first contact officers, their problems, strengths and weaknesses. The research carried out will increase the effectiveness of the "Community police officer closer to us" programme, one of the basic programmes of the Ministry of Internal Affairs and Administration implemented in order to build trust between the authorities and a citizen. The research also resulted in two monographs on the functioning of the district division in Poland. The authors' research focuses on the partnership of community police officers' services with the local community for internal security, taking into account the role of community police officers' social and educational activities, and on drawing a professional portrait of the community police officer who is closer to people, solves problems of local communities and carries out activities in the social and educational area.*

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**Keywords:** Police, safety, community police officers, local communities, community police officers' cooperation with the local community

## Introduction

On 20 June 2016, the Ministry of Internal Affairs and Administration presented the assumptions of the "Community police officer closer to us" programme<sup>1</sup>. The aim of the programme is to strengthen the role of the community police officer in ensuring the safety of the local community through greater involvement in the affairs of local communities, active participation of community police officers in public consultations through the implementation of the idea of *Know your*

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<sup>1</sup> *Electronic source:* <http://www.policja.pl/pol/aktualnosci/128116,quotDzielnicowy-blizej-nas-nowy-program-MSWiA.html>, accessed: 20.06.2017.



community police officer—they should get to know you and a comprehensive change in the approach to community police officers. The directions of changes in community police officers' services were determined in the following areas: human resources, training, social communication, service organization and modernization<sup>2</sup>.

This article discusses the issues of nationwide community police officers research conducted by the authors of the article in January 2017 and presented for the first time in the form of a report during a scientific conference entitled "Community police officer closer to us" organized by the Ministry of Internal Affairs and Administration in cooperation with the Bureau of Social Communication of the National Police Headquarters Conference.

## **1. A new regulation on the methods and forms of performance of the tasks by the community police officers and the head of community police officers**

Since 20 June 2016, a new regulation has been in force regulating the methods and forms of performance of tasks by community police officers and the head of community police officers. It is Order No. 5 of the National Police Chief of 20 June 2016 on the methods and forms of performance of tasks by a community police officer and the head of community police officers (Dz. Urz. KGP entry 26), where they have a wide range of preventive and assistance activities in their neighbourhood. Under § 29.1 of the Order, the community police officer's tasks include, among others, the implementation of social prevention tasks. And in the context of personal identification, the community police officers' interests include, among others, people who are addicted to alcohol or alcohol-like substances or minors at risk of demoralisation, as well as perpetrators of criminal acts. (§ 31). A community police officer is obliged to undertake certain activities consisting in conducting preventive talks, as well as to apply measures of educational influence. They initiate activities in the field of organising assistance, including placement of a person in need of assistance in a drug addiction, treatment or care facility. It is also of interest to potential victims of crime and misconduct, indicating, inter alia, appropriate ways to avoid the danger.

A community police officer also carries out activities in the aforementioned area of social prevention. Their wide range makes it possible to state that this is a pedagogical and assistance activity. It is the community police officer that diagnoses and indicates local threats and directions of prevention activities; he/she inspires and participates in undertakings in the field of social prevention — in cooperation with other police officers, local government bodies and other non-police entities.

It is the responsibility of the 'first contact policeman' to inform and instruct the public on the dangers involved, on how to protect themselves and on what

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<sup>2</sup> A special edition of the magazine "Police 997" devoted to community police officers was prepared for the inauguration of the "Community police officer closer to us" programme in June. A special edition was prepared by the Public Communication Bureau of the National Police Headquarters.

to do in certain situations, and on how to be organised in order to improve safety. Education of particular social groups within the local community in which a given community police officer operates also consists in initiating assistance activities for victims of crime, as well as organizing advisory services for this group of people. It also involves taking action with a view to combatting domestic violence. (§ 36.)

A community police officer also has a well-defined educational and pedagogical field in their tasks. He/ she is a kind of “local community educator” who carries out the process of education, prevention and assistance. This police officer holds an extremely responsible official position. It is his/ her responsibility, with the support of assistance institutions, to build social and educational relations. A community police officer also performs field research (§ 32), the file of the area where information obtained in the course of the research is collected (§ 33), the current analysis of the security situation in the area using information on the state of public safety and order and the analysis of the security situation (§ 34.1). A community police officer’s ability to be creative should be emphasized, as he or she submits conclusions and proposals to the head of community police officers, e.g. regarding the time and manner in which the head of community police officers carries out his or her own tasks (§ 35.1.). One of the community police officer’s tasks is also to prepare a priority action plan every six months on the basis of diagnosed social expectations and threat analysis in the area (§ 38.1.). The definition of the patrol has been changed<sup>3</sup>. Patrolling is the basic form of community police officer’s service and involves movement within the area and on the job assigned to it. During the neighbourhood patrol, he/ she carries out the tasks resulting from his/ her job responsibilities. This definition of patrol is contained in Order No. 528 and has become part of the patrol definition contained in Order No. 5. The second part of the definition in that Order is replaced by the following: Patrol is also understood as the performance of official tasks, outside the seat of a police organizational unit, closely related to the district area and performed outside it (Order No. 5; § 9. 1.).

## **2. Community police officer — a district host and creator of dialogue with the local community**

Order No. 5 of 20 June 2016 provides the following definition: “Community police officer is a police officer appointed to the position of a community police officer — a district police officer who has been entrusted with the performance of official duties in this position by a personnel order” (Order No. 5 of 20 June 2016) and in Order No. 6 of 21 February 2017. — In view of the possibility of promotion to the senior community police officer’s position, the definition is as follows: ‘Community police officer — a police officer appointed to the position of a community police officer or a senior community police officer and a police officer entrusted with the performance of official duties in these positions by a personnel order’. Therefore, a community police officer is a host who sets an example, initiates, points the way, thinks about others, communicates with residents of the district, creates a specific

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<sup>3</sup> Comparison of Order No. 528 and Order No. 5 will be the subject of separate consideration.

atmosphere of trust, animates educational and preventive activities, is a “bank of information” for investigators, support for operational services, moderator of coalitions with institutions responsible for security and public order. In this way, he/ she fulfils its mission and role in relation to social service. This is why it is so important to choose a person with the right personal qualities, experience, knowledge and, outstanding communication skills, as a community police officer is in constant contact with his/ her citizens in order to take joint action to ensure safety and public order.<sup>4</sup> The knowledge of the district’s inhabitants is invaluable for him/ her; in terms of personal reconnaissance, the relations between neighbours can be helpful. A community police officer is able to efficiently obtain information on the way of life, the past, contacts with the criminal world, personal problems of the person who is at the centre of his/her attention.<sup>5</sup> The discussion on the functioning of the community police officers’ division has lasted since the mid-nineties of the 20th century along with the changes taking place in the Polish Police. The research on the functioning of the district division in Poland conducted, among others, by T. Cielecki, J. Czapska, Z. Lasocik, A. Gliszczyński and J. Stawnicka will be presented below. A community police officer is described in the literature of the subject as “a representative of the first contact police”, “a policeman providing services for the district community”, “a police spokesman for residents” and “a police advocate of local residents’ interests”<sup>6</sup>.

In 2005, the Centre for Public Opinion Research (CBOS) Foundation commissioned the National Police Headquarters to conduct research on the image of the Police in the form of target group interviews (8 group interviews)<sup>7</sup>. One of the objectives of the study was to get to know the expectations of the respondents towards community police officers. The respondents stated that the contact with a community police officer was the result of such incidents as theft, neighbourhood or family problems; they emphasized that a community police officer visits the residents of the local community, passes on information about themselves, talks about how to contact them, and pointed to the fact that a community police officer should visit the residents of their district, as this inspires trust not only in the community police officer but also in all the police. A big problem with contacting community police officers is that they often change their position and have a large area of responsibility in the neighbourhood, which makes the neighbourhood an anonymous place for them. Respondents did not notice the educational role of a community police officer, they did not mention the importance of the possibility of meetings with a community police officer during social debates, local government and non-police meetings, working groups, interdisciplinary teams or meetings with young people.

Z. Lasocik in his book *Community Police Officer in a Modern Police Formation*<sup>8</sup> presents the results of research conducted on a sample of 1500 community police

<sup>4</sup> Stawnicka J, *Dialogiczny wymiar bezpieczeństwa*. Katowice, 2013, p. 94.

<sup>5</sup> Stawnicka J, *Dzielnicowy bliżej nas. Diagnozy i prognozy realizacji projektu z perspektywy szkoleniowej i naukowo-badawczej. Kwartalnik Policjny*, 2016, No. 3, pp. 78–83.

<sup>6</sup> Bryła M, Wójcikiewicz J, *Idealny dzielnicowy a rzeczywistość. Podsumowanie dyskusji*, [in:] Czapska J, Widacki J (Eds), *Bezpieczeństwo lokalne. Społeczny kontekst prewencji kryminalnej*. Warsaw, 2000, p. 123.

<sup>7</sup> Królikowska K, *Wizerunek Policji w świadomości społecznej. Raport z badania*. Warsaw: National Police Headquarters, 2005.

<sup>8</sup> Lasocik Z, *District in a modern police formation*. Warsaw, 2011.

officers, answering questions such as: 'Who are community police officers?', 'How do they work?', and 'Do they participate in the life of local community?'. The object of the researcher's interest was also elements of professional satisfaction (job satisfaction, qualifications, satisfaction, aspirations and professional pride, the attitude of residents towards community police officer, their prestige in the local community and the Police, loyalty to the service, further career plans of community police officers both in the light of socio-demographic data as well as professional plans based on some of their opinions and the evaluation of community police officers in their working environment. Quantitative knowledge has been enriched with qualitative data coming directly from community police officers<sup>9</sup>, thanks to becoming familiar with their job and their working environment. There was a lack of possibility to conduct planned tasks due to the engagement in other activities that are not part of the community police officer's responsibilities. Lack of respect from the supervisors and police officers of other departments was also noticed. Community police officers also stated that one of the most important weaknesses of the service is the lack of specialist training, they wrote about staff shortages, the most important task for them was the recognition of their allocated area, familiarity with local community and the ability to make contacts with them, they emphasized bad working conditions. The supervisors pointed out their own ways of increasing the results of their subordinates' work and listed the effectiveness factors of the community police officer's work, including the motivation and reward system, stability and independence, good equipment, good relations with supervisors, their good communication skills and specific and clearly formulated requirements<sup>10</sup>. As stated in the conclusions, the community police officers reported that their supervisors could not understand that the most important thing in the community police officer's work was independence and good contacts with the local community. It was found that "*the mission of community police officer is still unclear and that there is no communication system between the levels and services within Police structure*"<sup>11</sup>.

In the years 2012 — 2014, J. Stawnicka implemented a research project "Social Communication in the Police", the aim of which was to analyse internal and external communication as a function of modern management in the Police, to indicate the course of the process of creating communication strategies in the Police by researching the current situation and to determine research perspectives in the indicated area<sup>12</sup>. In this project, an important part of the research was to indicate the role of community police officer in creating a positive image of the police through contacts with citizens and ways of conducting talks about their problems. During the survey among the community police officers in garrison of Silesia and Lower Silesia (questionnaires, as well as interviews with the community police officers about their job)<sup>13</sup>.

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<sup>9</sup> *Ibid.*, p. 239.

<sup>10</sup> *Ibid.*, pp. 249–250.

<sup>11</sup> *Ibid.*, p. 250.

<sup>12</sup> The results of the research are presented in the book: Stawnicka J, Dialogiczny wymiar bezpieczeństwa. The thing about the Polish Police. Katowice, 2013, pp. 96–100.

<sup>13</sup> The number of people in district care was significant and reached up to 6,000 people. They spend an average of 4–5 hours on tours around the study, but this depends on the activities ordered and the number of interventions

In answer to the question: What problems are reported by the local community in your area?, the community police officers emphasized that these were problems related to hooliganism and damage of property, burglaries and thefts, as well as speeding, neighbourhood disputes and conflicts, family problems, issues related to the living and material situation of individual families, thefts of telephone lines or license plates and domestic violence. There are also problems depending on the season of the year, e.g. winter snow clearance of roads or pavements, in smaller towns — violation of the perimeters of fields or plots of neighbouring houses. In the area of undertaking initiatives in the region, in order to get in touch with residents, community police officers organised meetings with them. During those meetings they learnt about their needs and they educated them through information campaigns (local press, announcements on information boards, on the Internet. Community police officers emphasized the reluctance of the local community to cooperate with them, they stated unequivocally that patrolling is the basic form of community police officers' work. The research of community police officers conducted by the authors of this article is the first one to be carried out in Poland on a research group which consisted of all community police officers in Poland.

### 3. National Community Police Officers' Research

In January 2017, a national Community Police Officers' Research was carried out by the Bureau of Social Communication at the National Police Headquarters. The subject of the study was: "Community police officer closer to us. Analysis of the national community police officers' survey. Quantitative and qualitative research". The survey was conducted in 17 garrisons (5400 respondents). The results of the research are prepared by the Director of the Bureau of Social Communication at the National Police Headquarters, dr lieutenant-colonel Iwona Klonowska and prof. Jadwiga Stawnicka. The survey was addressed to community police officers all over the country and included 53 questions divided into 10 categories.

- **Characteristics of respondents. Socio-demographic features** (respondent's gender, age, respondent's education, place of service, length of service in the Police, length of service as a CPO).
- **Cooperation with local communities** (participation in meetings of local government and non-police entities, working groups / interdisciplinary teams, social debates, housing estate meetings, meetings of social organisations, meetings with young people, evaluation of cooperation between community police officers and residents, evaluation of community police officers' activities from the perspective of residents; evaluation of the security level in the working area, pathological phenomena in the local environment).
- **Performance of social prevention tasks by the district** (possibility of implementation of social prevention tasks by a community police officer, factors hindering and facilitating work in the field of social prevention, possibilities of a community police officer's influence on the local society in the field of prevention).
- **Organisation of community police officer's work** (time spent on other activities connected with work; suggestion of changes in work organisation;

part of the duties which community police officers spend in the local community on a monthly basis).

- **Skills and characteristics of community police officers** (community police officers' strengths and weaknesses, assessment of interpersonal communication skills in the local environment, characteristics of community police officers, evaluation of community police officers' qualifications for the contest "Community Police Officer of the Year").
- **Occupational aspirations of community police officers** (evaluation of the introduction of horizontal promotion in the form of the position of "senior community police officer", evaluation of the held position in the context of meeting professional aspirations).
- **Evaluation of introduced changes and proposed modifications** (evaluation of new regulations on community police officers' service (no. 5/16 KGP), implementation of regulations, the need for changing regulations, validity of introducing new changes (providing access to the Internet by office phone and setting up office e-mail accounts).
- **Level of satisfaction with the service** (description of the situation that has brought the greatest satisfaction in the last six months, the greatest disappointment in the last six months, identification of the essence of the community police officer's service. Characteristics of the community police officer's mission, reasons for changing the position in the nearest future).
- **The prestige of the community police officer's service** (prestige of the community police officer's function in the police environment, prestige of the community police officer's function in the society, activities raising the prestige of the community police officer's service).
- **Training** (assessing the relevance of training for community police officers, assessing preparation for the community police officer's position).

### **3.1. Results of national Community Police Officer's Research (selection)**

According to the conducted research, the largest group of community police officers in the country are people aged 31 — 40. For example, in Silesia it is as high as 55.61%, in Opole province 64.10% and in Małopolska province 69.33%. Most community police officers in the country have secondary education. In Silesia province as many as 58.64% have secondary education, in Małopolska 50.14%, while in Opole 48.8% and Lower Silesia 53.45%. The highest number of community police officers is provided in cities with 50,000 to 200,000 citizens (43.13%). The second largest group is the group of community police officers serving in towns which have from 5 to 50 thousand residents (20%). On the other hand, 17.15% of the community police officers serve in cities with more than 200,000 citizens. Three other groups are: the group of community police officers serving in communal villages (13.11% of respondents), villages (4.16% of respondents) and cities with up to 5 thousand inhabitants (2.40% of respondents). In terms of length of service, the largest group is community police officers with 6–10 years of service (31.40% of respondents). More than 1/5 of the respondents are community police officers with 16–20 years of experience (21.44% of respondents). The next group

in terms of numbers was community police officers with 11–15 years of service (20.43% of respondents), followed by 21–25 years of service (14% of respondents). The group with 4–5 years of experience (7.44% of respondents), up to 3 years of experience (0.63%) and over 30 years of experience (0.25%) constitute fewer than 10% of the respondents. The two largest groups of community police officers in terms of length of service as a community police officers are respondents who have served as community police officers 6 — 10 years (25%) and 3 — 5 years (24.49%).

The third group is made up of community police officers with 1–3 years of experience (17.15%). The next group is community police officers with 11–15 years of experience (14.75%), over 15 years of age (12.36%, i.e. 98 respondents) and less than a year of experience (6.18%).

The answers to the selected questions are discussed below, using tables indicating the distribution of answers in each garrison. The answers to the following questions were selected for analysis:

Should the community police officer's role be to carry out social prevention tasks?

- Are you satisfied with your job as a community police officer?
- How do you assess your interpersonal communication skills in the local environment?
- Do you think that a community police officer enjoys prestige in the local environment?
- Please describe the police mission from your point of view.
- Do you attend the following meetings: working groups/interdisciplinary teams?

### **3.2. Implementation of social prevention tasks by community police officers.**

Community police officers believe that the tasks related to social prevention field should be carried out by community police officers. Answers "Yes" and "Rather yes" were provided by as many as 88% of those surveyed on a national scale. This indicates a relatively homogeneous picture, which differs slightly from garrison to garrison. Community police officers from all garrisons stated that their role should be to carry out these tasks. This opinion was expressed by the vast majority of garrisons, achieving an average of over 40%. An exception was Łódź garrison, where 36.9% of respondents gave an affirmative answer, and the Pomerania garrison, where 37.9% of respondents gave an affirmative answer. Over 40% of respondents in all the garrisons answered "Rather yes", where the highest percentage of respondents gave such an answer in the Silesian garrison (49.3%), and the lowest percentage of respondents — 40.1% in the Wielkopolska garrison. Among the answers "Rather no", in five provinces the percentage is higher than 10%, i.e. in Łódź (11.7%), Opole (10.3%), Pomerania, (10.1%), Warmia and Masuria (10.6%) and Wielkopolska (11.5%). The lowest percentage of respondents indicated a "Rather no" answer in the Lublin province.

On the other hand, among the clearly negative answers above 5% of the respondents have indicated the following provinces: Opole (7.1%), Wielkopolska

(6.3%), Pomerania (5.9%), Łódź (5.5%), Warmia and Masuria (5.3%) and Podlasie (5.2%). The lowest percentage of the respondents who have stated that community police officers should not perform tasks related to social prevention is in the Małopolska garrison. Summing up, on a national scale, 43% of the respondents have given affirmative answers, 45% have claimed that community police officers rather should perform social prevention-related activities, 8.3% that they rather should not, 3.7% that they should not, and therefore, on a national scale, 88% of the answers given are "Yes" and "Rather yes", and 12% are "Rather no" and "No".

Respondents' opinions concerning social prevention-related activities performed by community police officers have been presented in Table 1.

**Table 1. Respondents' opinions on social prevention-related activities performed by community police officers, No. = 5383 persons**

| Province                         | Yes         |              | Rather yes  |              | Rather no  |              | No         |             | In total    |
|----------------------------------|-------------|--------------|-------------|--------------|------------|--------------|------------|-------------|-------------|
|                                  | Number      | %            | Rather yes  | %            | Rather no  | %            | No         | %           |             |
| Lower Silesia                    | 146         | <b>43.84</b> | 146         | <b>43.84</b> | 32         | <b>9.61</b>  | 9          | <b>2.70</b> | <b>333</b>  |
| Metropolitan Police Headquarters | 187         | <b>43.59</b> | 208         | <b>48.48</b> | 22         | <b>5.13</b>  | 12         | <b>2.8</b>  | <b>429</b>  |
| Kujawy-Pomerania                 | 132         | <b>46.16</b> | 122         | <b>42.66</b> | 23         | <b>8.04</b>  | 9          | <b>3.15</b> | <b>286</b>  |
| Lublin                           | 158         | <b>46.20</b> | 162         | <b>47.37</b> | 15         | <b>4.39</b>  | 7          | <b>2.05</b> | <b>342</b>  |
| Lubuskie                         | 79          | <b>47.02</b> | 71          | <b>42.26</b> | 12         | <b>7.14</b>  | 6          | <b>3.57</b> | <b>168</b>  |
| Łódź                             | 114         | <b>36.89</b> | 142         | <b>45.95</b> | 36         | <b>11.65</b> | 17         | <b>5.50</b> | <b>309</b>  |
| Małopolska                       | 182         | <b>48.53</b> | 165         | <b>44.00</b> | 24         | <b>6.40</b>  | 4          | <b>1.07</b> | <b>375</b>  |
| Mazovia                          | 178         | <b>44.61</b> | 181         | <b>45.36</b> | 31         | <b>7.77</b>  | 9          | <b>2.26</b> | <b>399</b>  |
| Opole                            | 64          | <b>41.03</b> | 65          | <b>41.67</b> | 16         | <b>10.26</b> | 11         | <b>7.05</b> | <b>156</b>  |
| Podkarpackie                     | 105         | <b>46.67</b> | 99          | <b>44.00</b> | 11         | <b>4.89</b>  | 10         | <b>4.44</b> | <b>225</b>  |
| Podlasie                         | 63          | <b>40.65</b> | 70          | <b>45.16</b> | 14         | <b>9.03</b>  | 8          | <b>5.16</b> | <b>155</b>  |
| Pomerania                        | 90          | <b>37.82</b> | 110         | <b>46.22</b> | 24         | <b>10.08</b> | 14         | <b>5.88</b> | <b>238</b>  |
| Silesia                          | 314         | <b>39.60</b> | 391         | <b>49.31</b> | 68         | <b>8.58</b>  | 20         | <b>2.52</b> | <b>793</b>  |
| Świętokrzyskie                   | 50          | <b>42.74</b> | 52          | <b>44.44</b> | 10         | <b>8.55</b>  | 5          | <b>4.27</b> | <b>117</b>  |
| Warmia and Masuria               | 83          | <b>43.68</b> | 77          | <b>40.53</b> | 20         | <b>10.53</b> | 10         | <b>5.26</b> | <b>190</b>  |
| Wielkopolska                     | 280         | <b>41.98</b> | 268         | <b>40.18</b> | 77         | <b>11.54</b> | 42         | <b>6.30</b> | <b>667</b>  |
| West Pomerania                   | 88          | <b>43.78</b> | 95          | <b>47.26</b> | 12         | <b>5.97</b>  | 6          | <b>2.99</b> | <b>201</b>  |
| IN TOTAL                         | <b>2313</b> | <b>42.97</b> | <b>2424</b> | <b>45.03</b> | <b>447</b> | <b>8.30</b>  | <b>199</b> | <b>3.70</b> | <b>5383</b> |

Source: Community police officers' own research.



### 3.3. Community police officer's job satisfaction

The respondents are satisfied with the job of a community police officer. Positive answers have been declared by 87.6%, including 27.75% of the respondents who have answered "Definitely yes", and 59.98% "Rather yes". An overwhelming number of "Rather yes" responses make us think that community police officers are not fully satisfied with their job. Only one in three community police officers is fully satisfied with his/her job. The biggest number of community police officers are satisfied with their job in the Mazovia province (41.9%), and the smallest number of the respondents in the Podlasie province (17.4%). On the other hand, the largest number of the respondents are rather satisfied with their job in the Silesia province (65.2%) and Podlasie province (64.5%). And the largest number of the respondents are rather not satisfied in the Małopolska Province (16.8%), and definitely not satisfied in the Podlasie province (3.9%).

Respondents' answers concerning job satisfaction on a national scale have been presented in Table 2.

**Table 2. Answers to the question: *Are you satisfied with your job?* On a national scale (No. = 5383) Source: community police officers' own research**

| Province                         | Definitely yes | Rather yes    | Rather no     | Definitely no | In total    |
|----------------------------------|----------------|---------------|---------------|---------------|-------------|
| Lower Silesia                    | 95             | 191           | 39            | 8             | 333         |
|                                  | <b>28.53%</b>  | <b>57.36%</b> | <b>11.71%</b> | <b>2.40%</b>  | <b>100%</b> |
| Metropolitan Police Headquarters | 110            | 258           | 47            | 14            | 429         |
|                                  | <b>25.64%</b>  | <b>60.14%</b> | <b>10.96%</b> | <b>3.26%</b>  | <b>100%</b> |
| Kujawy-Pomerania                 | 81             | 171           | 28            | 6             | 286         |
|                                  | <b>28.32%</b>  | <b>59.79%</b> | <b>9.79%</b>  | <b>2.10%</b>  | <b>100%</b> |
| Łódź                             | 62             | 194           | 45            | 8             | 309         |
|                                  | <b>20.06%</b>  | <b>62.78%</b> | <b>14.56%</b> | <b>2.59%</b>  | <b>100%</b> |
| Lublin                           | 115            | 202           | 18            | 7             | 342         |
|                                  | <b>33.63%</b>  | <b>59.06%</b> | <b>5.26%</b>  | <b>2.05%</b>  | <b>100%</b> |
| Lubuskie                         | 56             | 87            | 21            | 4             | 168         |
|                                  | <b>33.33%</b>  | <b>51.70%</b> | <b>12.50%</b> | <b>2.38%</b>  | <b>100%</b> |
| Małopolska                       | 66             | 236           | 63            | 10            | 375         |
|                                  | <b>17.60%</b>  | <b>62.93%</b> | <b>16.80%</b> | <b>2.67%</b>  | <b>100%</b> |
| Mazovia                          | 167            | 212           | 13            | 7             | 399         |
|                                  | <b>41.85%</b>  | <b>53.13%</b> | <b>3.26%</b>  | <b>1.75%</b>  | <b>100%</b> |
| Opole                            | 33             | 97            | 20            | 6             | 156         |
|                                  | <b>21.15%</b>  | <b>62.18%</b> | <b>12.82%</b> | <b>3.85%</b>  | <b>100%</b> |
| Podkarpackie                     | 70             | 131           | 16            | 8             | 225         |
|                                  | <b>31.11%</b>  | <b>58.22%</b> | <b>7.11%</b>  | <b>3.56%</b>  | <b>100%</b> |

|                    |               |               |               |              |             |
|--------------------|---------------|---------------|---------------|--------------|-------------|
| Podlasie           | 27            | 100           | 22            | 6            | 155         |
|                    | <b>17.42%</b> | <b>64.52%</b> | <b>14.19%</b> | <b>3.87%</b> | <b>100%</b> |
| Pomerania          | 77            | 127           | 29            | 5            | 238         |
|                    | <b>32.35%</b> | <b>53.36%</b> | <b>12.18%</b> | <b>2.10%</b> | <b>100%</b> |
| Silesia            | 215           | 517           | 53            | 8            | 794         |
|                    | <b>27.11%</b> | <b>65.20%</b> | <b>6.68%</b>  | <b>1.01%</b> | <b>100%</b> |
| Świętokrzyskie     | 33            | 72            | 12            | 0            | 117         |
|                    | <b>28.21%</b> | <b>61.54%</b> | <b>10.26%</b> | <b>0.00%</b> | <b>100%</b> |
| Warmia and Masuria | 55            | 108           | 20            | 7            | 190         |
|                    | <b>28.95%</b> | <b>56.84%</b> | <b>10.53%</b> | <b>3.68%</b> | <b>100%</b> |
| Wielkopolska       | 179           | 406           | 56            | 26           | 667         |
|                    | <b>26.84%</b> | <b>60.87%</b> | <b>8.40%</b>  | <b>3.90%</b> | <b>100%</b> |
| West Pomerania     | 52            | 114           | 29            | 6            | 201         |
|                    | <b>25.87%</b> | <b>56.72%</b> | <b>14.43%</b> | <b>2.99%</b> | <b>100%</b> |
| IN TOTAL           | <b>1493</b>   | <b>3223</b>   | <b>531</b>    | <b>136</b>   | <b>5383</b> |
|                    | <b>27.74%</b> | <b>59.88%</b> | <b>9.85%</b>  | <b>2.53%</b> | <b>100%</b> |

Source: Community police officers' own research.

### 3.4. Assessment of own interpersonal communication skills by community police officers

More than half of the respondents (59%) have assessed their interpersonal communication skills on a national scale as good. On the other hand, slightly more than one third of the respondents (34.9%) have assessed their interpersonal communication skills as very good. Thus, more than 90% of the respondents rate their interpersonal communication skills as good or very good. However, almost one in ten respondents does not assess their interpersonal skills well or very well. The assessment of satisfactory interpersonal skills (5.3%) is also a reason for concern. It is totally unacceptable to assess interpersonal skills at a bad level. Interpersonal communication skills of community police officers should be at the highest possible level. When communicating with local communities — either during individual conversations or meetings, debates, interdisciplinary teams, working groups, meetings with young people, etc. — local community problems are solved and educational social prevention activities are undertaken by community police officers. Without communication skills at a very good level, it is impossible to carry out such activities. It should be noted that in all provinces the largest group of community police officers have assessed their interpersonal skills as good. The exception is the Warmia and Masuria province, where the percentage of indications of good interpersonal communication skills is 48.4%. On the other hand, the highest percentage of indications of the level of interpersonal communication skills is very good in the Lubuskie (44.6%) and Podlasie region (45.8%). Respondents' answers to the assessment of their own interpersonal skills on a national scale have been presented in Table 3.

**Table 3. Answers to the question: How do you assess your interpersonal communication skills in your local community (on a national scale No. = 5383)**

| Province                         |        | Very good    | Good         | Satisfactory | Bad         | Very bad    | Difficult to assess | In total    |
|----------------------------------|--------|--------------|--------------|--------------|-------------|-------------|---------------------|-------------|
| Lower Silesia                    | Number | 120          | 191          | 21           | 0           | 0           | 1                   | 333         |
|                                  | %      | <b>36.04</b> | <b>57.36</b> | <b>6.31</b>  | <b>0.00</b> | <b>0.00</b> | <b>0.30</b>         | <b>100%</b> |
| Metropolitan Police Headquarters | Number | 160          | 253          | 15           | 0           | 0           | 1                   | 429         |
|                                  | %      | <b>37.30</b> | <b>58.97</b> | <b>3.50</b>  | <b>0.00</b> | <b>0.00</b> | <b>0.23%</b>        | <b>100%</b> |
| Kujawy-Pomerania                 | Number | 90           | 180          | 13           | 1           | 0           | 2                   | 286         |
|                                  | %      | <b>31.47</b> | <b>62.94</b> | <b>4.55</b>  | <b>0.35</b> | <b>0.00</b> | <b>0.70</b>         | <b>100%</b> |
| Lublin                           | Number | 100          | 220          | 21           | 0           | 0           | 1                   | 342         |
|                                  | %      | <b>29.24</b> | <b>64.33</b> | <b>6.14</b>  | <b>0.00</b> | <b>0.00</b> | <b>0.29</b>         | <b>100%</b> |
| Lubuskie                         | Number | 75           | 82           | 7            | 1           | 0           | 3                   | 168         |
|                                  | %      | <b>44.64</b> | <b>48.81</b> | <b>4.17</b>  | <b>0.60</b> | <b>0.00</b> | <b>1.79</b>         | <b>100%</b> |
| Łódź                             | Number | 93           | 191          | 23           | 2           | 0           | 0                   | 309         |
|                                  | %      | <b>30.10</b> | <b>61.81</b> | <b>7.44</b>  | <b>0.65</b> | <b>0.00</b> | <b>0.00</b>         | <b>100%</b> |
| Małopolska                       | Number | 129          | 218          | 25           | 1           | 0           | 2                   | 375         |
|                                  | %      | <b>34.40</b> | <b>58.13</b> | <b>6.67</b>  | <b>0.27</b> | <b>0.00</b> | <b>0.53</b>         | <b>100%</b> |
| Mazovia                          | Number | 160          | 221          | 16           | 1           | 0           | 1                   | 399         |
|                                  | %      | <b>40.10</b> | <b>55.39</b> | <b>4.01</b>  | <b>0.25</b> | <b>0.00</b> | <b>0.25</b>         | <b>100%</b> |
| Opole                            | Number | 56           | 91           | 8            | 0           | 0           | 1                   | 156         |
|                                  | %      | <b>35.90</b> | <b>58.33</b> | <b>5.13</b>  | <b>0.00</b> | <b>0.00</b> | <b>0.64</b>         | <b>100%</b> |
| Podkarpackie                     | Number | 62           | 142          | 16           | 3           | 0           | 2                   | 225         |
|                                  | %      | <b>27.56</b> | <b>63.11</b> | <b>7.11</b>  | <b>1.33</b> | <b>0.00</b> | <b>0.89</b>         | <b>100%</b> |
| Podlasie                         | Number | 71           | 79           | 5            | 0           | 0           | 0                   | 155         |
|                                  | %      | <b>45.81</b> | <b>50.97</b> | <b>3.23</b>  | <b>0.00</b> | <b>0.00</b> | <b>0.00</b>         | <b>100%</b> |
| Pomerania                        | Number | 83           | 142          | 8            | 0           | 1           | 4                   | 238         |
|                                  | %      | <b>34.87</b> | <b>59.66</b> | <b>3.36</b>  | <b>0.00</b> | <b>0.42</b> | <b>1.68</b>         | <b>100%</b> |
| Silesia                          | Number | 272          | 478          | 41           | 0           | 0           | 2                   | 793         |
|                                  | %      | <b>34.30</b> | <b>60.28</b> | <b>5.17</b>  | <b>0.00</b> | <b>0.00</b> | <b>0.25</b>         | <b>100%</b> |
| Świętokrzyskie                   | Number | 40           | 70           | 7            | 0           | 0           | 0                   | 117         |
|                                  | %      | <b>34.19</b> | <b>59.83</b> | <b>5.98</b>  | <b>0.00</b> | <b>0.00</b> | <b>0.00</b>         | <b>100%</b> |
| Warmia and Masuria               | Number | 84           | 92           | 12           | 0           | 0           | 2                   | 190         |
|                                  | %      | <b>44.21</b> | <b>48.42</b> | <b>6.32</b>  | <b>0.00</b> | <b>0.00</b> | <b>1.05</b>         | <b>100%</b> |
| Wielkopolska                     | Number | 211          | 408          | 42           | 1           | 0           | 5                   | 667         |
|                                  | %      | <b>31.63</b> | <b>61.17</b> | <b>6.30</b>  | <b>0.15</b> | <b>0.00</b> | <b>0.75</b>         | <b>100%</b> |
| West Pomerania                   | Number | 74           | 120          | 6            | 0           | 0           | 1                   | 201         |
|                                  | %      | <b>36.82</b> | <b>56.70</b> | <b>2.99</b>  | <b>0.00</b> | <b>0.00</b> | <b>0.50</b>         | <b>100%</b> |
| <b>IN TOTAL</b>                  | Number | 1880         | 3178         | 286          | 10          | 1           | 28                  | 5383        |
|                                  | %      | <b>34.94</b> | <b>59.03</b> | <b>5.31</b>  | <b>0.18</b> | <b>0.02</b> | <b>0.52</b>         | <b>100%</b> |

Source: Community police officers' own research.

### 3.5. Prestige of community police officers in local communities

Almost half of the respondents (48.3%) are of the opinion that community police officers are highly respected in their local environment. On the other hand, almost one in five respondents believes that community police officers enjoy prestige in their local environment. On the other hand, 12.1% of the respondents are of the opinion that community police officers do not enjoy prestige in their local environment, and 7.7% are of the opinion that they do not enjoy prestige in their local environment. On the other hand, 12.3% of the respondents have no opinion on this issue. The highest percentage of respondents in the Mazovia province (32.3%) have stated that community police officers enjoy prestige in their local environment, and the lowest — in the Opole province (11.5%). The majority of community police officers believe that the public attitude towards them is positive. This is what 67.8% of the respondents say in total on a national scale.

**Table 4. Answers to the question: Do you think community police officers enjoy prestige in their local environment? (on a national scale No. = 5383).**

| Province                         |        | Yes          | Rather yes   | No           | Rather no    | Difficult to say | In total    |
|----------------------------------|--------|--------------|--------------|--------------|--------------|------------------|-------------|
| Lower Silesia                    | Number | 64           | 164          | 43           | 33           | 29               | 333         |
|                                  | %      | <b>19.22</b> | <b>49.35</b> | <b>12.91</b> | <b>9.91</b>  | <b>8.71</b>      | <b>100%</b> |
| Metropolitan Police Headquarters | Number | 94           | 212          | 53           | 31           | 39               | 429         |
|                                  | %      | <b>21.91</b> | <b>49.42</b> | <b>12.35</b> | <b>7.23</b>  | <b>9.09</b>      | <b>100%</b> |
| Kujawy-Pomerania                 | Number | 57           | 124          | 36           | 29           | 40               | 286         |
|                                  | %      | <b>19.93</b> | <b>43.36</b> | <b>12.59</b> | <b>10.14</b> | <b>13.99</b>     | <b>100%</b> |
| Lublin                           | Number | 64           | 176          | 32           | 17           | 53               | 342         |
|                                  | %      | <b>18.71</b> | <b>51.46</b> | <b>9.36</b>  | <b>4.97</b>  | <b>15.50</b>     | <b>100%</b> |
| Lubuskie                         | Number | 33           | 77           | 24           | 16           | 18               | 168         |
|                                  | %      | <b>19.64</b> | <b>45.83</b> | <b>14.29</b> | <b>9.52</b>  | <b>10.71</b>     | <b>100%</b> |
| Łódź                             | Number | 49           | 142          | 60           | 28           | 30               | 309         |
|                                  | %      | <b>15.86</b> | <b>45.95</b> | <b>19.42</b> | <b>9.06</b>  | <b>9.71</b>      | <b>100%</b> |
| Małopolska                       | Number | 63           | 171          | 41           | 41           | 59               | 375         |
|                                  | %      | <b>16.80</b> | <b>45.60</b> | <b>10.93</b> | <b>10.93</b> | <b>15.73</b>     | <b>100%</b> |
| Mazovia                          | Number | 129          | 180          | 40           | 13           | 37               | 399         |
|                                  | %      | <b>32.33</b> | <b>45.11</b> | <b>10.03</b> | <b>3.26</b>  | <b>9.27</b>      | <b>100%</b> |
| Opole                            | Number | 18           | 79           | 16           | 13           | 30               | 156         |
|                                  | %      | <b>11.54</b> | <b>50.64</b> | <b>10.26</b> | <b>8.33</b>  | <b>19.23</b>     | <b>100%</b> |
| Podkarpackie                     | Number | 47           | 99           | 31           | 21           | 27               | 225         |
|                                  | %      | <b>20.89</b> | <b>44.00</b> | <b>13.78</b> | <b>9.33</b>  | <b>12.00</b>     | <b>100%</b> |
| Podlasie                         | Number | 36           | 83           | 20           | 11           | 5                | 155         |
|                                  | %      | <b>23.23</b> | <b>53.55</b> | <b>12.90</b> | <b>7.10</b>  | <b>3.23</b>      | <b>100%</b> |
| Pomerania                        | Number | 49           | 113          | 26           | 18           | 32               | 238         |
|                                  | %      | <b>20.59</b> | <b>47.48</b> | <b>10.92</b> | <b>7.56</b>  | <b>13.45</b>     | <b>100%</b> |

|                    |               |              |              |              |             |              |             |
|--------------------|---------------|--------------|--------------|--------------|-------------|--------------|-------------|
| Silesia            | Number        | 123          | 404          | 92           | 57          | 117          | 793         |
|                    | %             | <b>15.51</b> | <b>50.95</b> | <b>11.60</b> | <b>7.19</b> | <b>14.75</b> | <b>100%</b> |
| Świętokrzyskie     | Number        | 34           | 60           | 9            | 3           | 11           | 117         |
|                    | %             | <b>29.06</b> | <b>51.28</b> | <b>7.69</b>  | <b>2.56</b> | <b>9.40</b>  | <b>100%</b> |
| Warmia and Masuria | Number        | 45           | 88           | 22           | 13          | 22           | 190         |
|                    | %             | <b>23.68</b> | <b>46.32</b> | <b>11.58</b> | <b>6.84</b> | <b>11.58</b> | <b>100%</b> |
| Wielkopolska       | Number        | 103          | 332          | 85           | 55          | 92           | 667         |
|                    | %             | <b>15.44</b> | <b>49.78</b> | <b>12.74</b> | <b>8.25</b> | <b>13.79</b> | <b>100%</b> |
| West Pomerania     | Number        | 45           | 93           | 23           | 17          | 23           | 201         |
|                    | %             | <b>22.39</b> | <b>46.27</b> | <b>11.44</b> | <b>8.46</b> | <b>11.44</b> | <b>100%</b> |
| In total           | <b>Number</b> | <b>1053</b>  | <b>2597</b>  | <b>653</b>   | <b>416</b>  | <b>664</b>   | <b>5383</b> |
|                    | %             | <b>19.56</b> | <b>48.25</b> | <b>12.13</b> | <b>7.73</b> | <b>12.33</b> | <b>100%</b> |

Source: Community police officers' own research.

### 3.6. Participation of community police officers in the meetings of working groups and interdisciplinary teams

Answering the question *Do you participate in the following meetings: working groups/interdisciplinary teams*, as many as 98.4% of the respondents have stated that they participate in such meetings, 81.7% of whom often participate in such meetings and 16.7% sometimes participate in such meetings. Only a small percentage of the respondents (1.6%) do not participate in working group/interdisciplinary team meetings.

The highest percentage of the respondents often participate in meetings of working groups/interdisciplinary teams in the Warmia and Masuria province (93.7%) and in the Silesia province (88.7%). On the other hand, the highest percentage of the respondents who sometimes participate in meetings of working groups/interdisciplinary teams has been recorded in the Metropolitan Police Headquarters (26.1%) and in the Wielkopolska province (25.0%). On the other hand, the highest percentage of the respondents declaring that they do not participate in meetings of working groups/interdisciplinary teams has been recorded in the Łódź province (3.9%) and Mazovia province (3.0%).

**Table 5. Answers to the question: *Do you participate in the following meetings: working groups/interdisciplinary teams?* (No. = 5383)**

| Province                         | Yes, often | %            | Yes, sometimes | %            | No | %           |     |
|----------------------------------|------------|--------------|----------------|--------------|----|-------------|-----|
| Lower Silesia                    | 288        | <b>86.49</b> | 40             | <b>12.01</b> | 5  | <b>1.50</b> | 333 |
| Metropolitan Police Headquarters | 311        | <b>72.49</b> | 112            | <b>26.11</b> | 6  | <b>1.40</b> | 429 |
| Kujawy-Pomerania                 | 229        | <b>80.07</b> | 53             | <b>18.53</b> | 4  | <b>1.40</b> | 286 |

|                    |             |              |            |              |           |             |             |
|--------------------|-------------|--------------|------------|--------------|-----------|-------------|-------------|
| Lublin             | 288         | <b>84.21</b> | 47         | <b>13.74</b> | 7         | <b>2.05</b> | 342         |
| Lubuskie           | 137         | <b>81.55</b> | 28         | <b>16.67</b> | 3         | <b>1.79</b> | 168         |
| Łódź               | 244         | <b>78.96</b> | 53         | <b>17.15</b> | 2         | <b>3.88</b> | 309         |
| Małopolska         | 311         | <b>82.93</b> | 56         | <b>14.93</b> | 8         | <b>2.13</b> | 375         |
| Mazovia            | 315         | <b>78.95</b> | 72         | <b>18.05</b> | 12        | <b>3.01</b> | 399         |
| Opole              | 131         | <b>83.97</b> | 23         | <b>14.74</b> | 2         | <b>1.28</b> | 156         |
| Podkarpackie       | 187         | <b>83.11</b> | 37         | <b>16.44</b> | 1         | <b>0.44</b> | 225         |
| Podlasie           | 135         | <b>87.10</b> | 18         | <b>11.61</b> | 2         | <b>1.29</b> | 155         |
| Pomerania          | 196         | <b>82.35</b> | 36         | <b>15.13</b> | 6         | <b>2.52</b> | 238         |
| Silesia            | 703         | <b>88.65</b> | 87         | <b>10.97</b> | 3         | <b>0.38</b> | 793         |
| Świętokrzyskie     | 97          | <b>82.91</b> | 19         | <b>16.24</b> | 1         | <b>0.85</b> | 117         |
| Warmia and Masuria | 178         | <b>93.68</b> | 12         | <b>6.32</b>  | 0         | <b>0.00</b> | 190         |
| Wielkopolska       | 488         | <b>73.16</b> | 167        | <b>25.04</b> | 12        | <b>1.80</b> | 667         |
| West Pomerania     | 159         | <b>79.10</b> | 38         | <b>18.91</b> | 4         | <b>1.99</b> | 201         |
| <b>IN TOTAL</b>    | <b>4397</b> | <b>81.69</b> | <b>898</b> | <b>16.68</b> | <b>88</b> | <b>1.63</b> | <b>5383</b> |

Source: Community police officers' own research.

Cooperation of a community police officer with local communities was studied through participation of community police officers in meetings of self-government and non-police entities, meetings of working groups/interdisciplinary teams, in social debates, in residents' meetings, in social organizations' meetings, as well as in meetings with the youth. More than 80% of the respondents on a national scale declared their participation in meetings of self-government and non-police entities, whereas 14.2% of the respondents on a national scale do not participate in such meetings.

The highest percentage of respondents often participate in meetings of self-government and non-police entities in the following provinces: Pomerania (30.7%), Podlasie (30.3%) and West Pomerania (30.4%). The lowest percentage of respondents often participate in meetings of self-government and non-police entities in Opole province — only 8.3%, a little higher in Lublin province (15.5%). The highest percentage of respondents participate in meetings with self-government and non-police entities in provinces in which the percentage reached nearly 70%, i.e. the Lublin province (69.9%), Opole province (69.8%), Podkarpackie province (69.8%), Łódź province (69.6%) and Kujawy-Pomerania province (69.2%). Negative answers have been given by the most respondents in the Lubuskie province (26.8%) and Opole province (21.8%). As far as social debates are concerned, 68.1% of respondents participate in them, with 57.6% taking part sometimes and 10.5% taking part often. On the other hand, almost a third of respondents (32%) declared that they do not take part in social debates. More than 60% of respondents on the national