**3rd INTERPA CONFERENCE PRESENTATION LAW ENFORCEMENT UNIVERSITY**

 **MONGOLIA**

“Development of teaching staff of Law Enforcement University of Mongolia”

Foreword

Since 1992, when Mongolia have chosen the democratic, humanitarian and legal society and approved the New Constitution, it faces some challenges to implement new policy and ranges of activities in all spheres of society, according to common development tendencies.

The legal environment of the law enforcement service of Mongolia and methodology of its implementation has dramatically changed in terms of social development and created the impacting factors. It has created the necessity to develop the efficient training system on preparation and retrain of law enforcement officers for the affiliated law enforcement agencies.

The Law Enforcement University of Mongolia carries out distinctive functions to conduct the training at all educational level such as professional education, bachelor, master and doctoral degree for the Police, Border Protection, Court Decision Execution bodies which affiliated to the Minister of Justice of Mongolia and for the National Emergency Management Agency that affiliated to the Deputy Prime Minister of Mongolia. In order to strengthen the training activities of the university in accordance with the unique organizational structure and functions, we have aim to make research work on topic of “Unified training system of LEU”, that consists from substructures of “Scientific research and innovation” and “Staged professional training system” and plan to implement its results.

The teaching staff is the fundamental and main power and leverage to make better quality of training system. Based on the training features, achievement, traditional experience, we need to develop the teaching staff as a very creative, qualified, innovative and capable to work at the practical level as advisors. The faculty development must meet the complex requirements of not only the development of the individuals but also of the training system, technology, academic environment and conditions.

**One. Scientific and training feature of the LEU and its tendency**

The Law Enforcement University has rich experiences in training. The historical pages of the University have started since its foundation as the Central School of Ministry of Internal Affairs in 1934. From 1994 to 2011 the separated independent training institutions such as Police Academy and Institute of Border Protection have been responsible for the training of law enforcement officers.

In 2011 the above-mentioned educational institutions were combined and consolidated under Law enforcement university and the training programs, including 10 Bachelor, 3 professional educations were offered and new version of development of the university has started with analyze of content of training plan and its update.

 The training plan of the Law Enforcement University was set up with the average volume of training of 124-139 credits, 60 percent of them are lectures and 40 percent of them are the independent study. As a result of these works the Law Enforcement University is now able to offer trainings for 28 professions, including 3 professions at Doctoral Degree, 14 professions at Bachelor Degree, 6 professions at Master Degree and 5 professions at vocational education level.

So, we now conduct the 5 years bachelor degree training program which is consist of 1 year of vocational education, based on secondary education, 2 years of basic professional education of Bachelor Degree and 2 years of training on specialization. We consider that this type of training will achieve following good results:

* Implementation of the obligation to achieve world level of training quality noted in the Government resolution A/87.
* Graduates of the University will have enough knowledge and skill to conduct duties in all filed of certain law enforcement agency.
* Provision of law enforcement cadres to the affiliated agencies, who meet the relevant standards and skills.
* Possible rotation of the graduates of the University with staged training system in different position at affiliated agencies

The [convertibility](http://www.bolor-toli.com/index.php?pageId=10&go=1&direction=mn-en&search=convertibility) of LEU graduates on the marker could be classified into 2 types.

Firstly, Convertibility inside the of the customer agencies

Secondly, Convertibility on the open market of the society

There are necessities of “Specialized training” and “Retraining” programs that to be organized continuously for the graduates of the University in accordance with social development and evolution of law enforcement agencies. Therefore it is clear that we should create substructure for the “Specialized” training and retraining. The University could accomplish this task through establishment of “The regional training centers”. Within 2014, the University is planning to launch “Regional training centers” in consistence with the “Concept of regional development of Mongolia”.

The development training of the University is not limited only by implementation of “Professional Training system” and “Specialized training and retraining system”, but also the unified training system will be completed by development and implementation of training technologies, that meets requirements of law enforcement services. We have determined the tasks to “Innovate the training curriculum, content and quality in accordance with international standards” as the “Training technological innovation of the University”. The model of the training technological innovation was set up and we follow this model in 2013-2014 academic years as a pilot project.

Law enforcement university, on the base of its own advantages and achievements, is working to develop key activities focused on “Scientific research – practice” through following methods:

• To transfer from Knowledge dissemination methods to form of creation of knowledge
• To accomplish innovation process in content of training structure and organization such as “restricted” in accordance with specific characteristics of law enforcement agencies, "Open " – oriented for the free market, “civilized” or “militarized” in accordance with requirements of working place at the customer agencies,.
• To prepare specialists not only for the domestic special agencies also specialists for the international free market

• To conduct specialized training and retraining in accordance with specific characteristics of law enforcement agencies besides of Vocational training

Transition from structural school system into “Structural school+subsidiary school+regional training center+Intensive secondary school " system will be good form of our university’s development.

        Recently, the Ministry of Justice made a decision to keep policy to train all law enforcement officers only at our university. This means that we need to draw our attention to working places at General agency of citizenship and immigration; Marshall Service, Tax agency and Custom agency which are until now do not prepare specialists at our university. Needs of these agencies to prepare specialized officers are suit to our ability and features.

        The university’s teaching staff is the main power to implement innovation of training system and its technology. So the development of the teaching staff should start from the development of individual instructor s.

              Two. Policy on development of teaching staff and its factors

    At the end of 2011, when the university was reorganized 11 % of the teaching staff had Doctor’s degree and were professors, 71 % were with master degree and 12 % of them had a Bachelor's degree. But in 2014 number of teaching staff increased for 27.8 percent and number of teaching staff with scientific degree increased for 19 percent and there is no instructor with bachelor degree. Today, in our university at the vocational and bachelor degree training there are 17.2 cadets per instructor, at master and doctoral degree level there are 8.02 students per instructor. We consider that these are result our efforts.

      If we look at terms of service year, 11 percent of all teaching staff have served for less than 5 years, 20 percent for 5-10 years, 23 percent of instructor s for 10-15 years, 10 percents for 15-20 years, 14 percent of instructor s for 20-25 years and 21 percent of instructor s have served for 20-25 years. This is the very positive factor that shows how well experienced teaching staff we have.

However, we face some challenges in selection of instructor s and to practice the instructor s because there is no such training institution that prepares instructor s in field that we prepare specialists. Therefore, we have conducted the joint professional training on methodology together with State University of Education and now all instructor s of our university have certificates for teaching at University. Since 2012, we organize serial training on instructor s’ development. In the future we plan to create “Instructor development center” and to conduct complex training in methodology, scientific research, professional training / to prepare consultants and experts/ and public service.

    Any reform and development are based on previous achievements and experiences. The Law enforcement university is one of oldest training institution of Mongolia and has a rich training and scientific research experiences of 80 years. This gives to our instructor s following advantages:

• There is no competing training institution in Mongolia because there is no other training institution that trains law enforcement officers

• The instructor s of the University are leading professionals in field of scientific research and training methodology and University has very good traditional reputation among society

• Most instructor s have practical experiences in different fields such as “Border study", “Disaster study", "Court decision execution study", "Forensic study" and "Police Study"

• Professors and lecturers have strong desire to improve their knowledge by studying for advanced level trainings.

• They have ability to make research and give professional advices in law, security, social and humanitarian sciences.

Although besides of some advantages of an extensive knowledge, capacity and gained experiences, it is also essential to emphasize some disadvantages and challenges that they face:

* There is a limited access to free market because all teaching staff are public servants serving the public organization that financed by state budget
* The necessity and assessment of instructor s working place could not be the good motivation for them
* There is no possibility and system for cadets to choose the instructor s on the base of their knowledge and skills.
* The weak capability to determine the results of scientific research, makes a negative influence to the motivation of instructor s
* There is no possibility to gain additional income, and compete in the free market with their scientific research and training activity because they do not have ability to introduce them outside of university.
* There is no specialized guiding team, complex policy for human resource development to replace scientists and scholars. In addition there is no real furtherance to support scholars and professors for their education.
* Lack of training materials, labs, and other facilities for practicing, it causes for the professors to develop their training theory and methodology.
* Weakness of foreign relationship to exchange experiences with teaching staff or scientists of the leading universities and institutes abroad.

It is considered that if training system and model of training technology will be finalized, the responsibilities of teaching staff and based on it development trends will be clear. On the other hand we can talk about teaching staff development only after the structure of scientific research, process and development trends are specified.

Therefore, the issue of retraining and developing our teaching staff can be divided in to 5 sections in accordance with the duty of training and scientific studies.

1. Training procedures
* Planning and performance of training
* Development of curriculum and innovation of technology
* Performance of cadets and students development
1. Scientific research
* Basic research of scientific studies and it’s attendance
* Applied research
* Research result and implementation of innovation
1. Occupational activity
* Attendance of security and law enforcement service
* Attendance of customer law enforcement agencies and organizations
1. University and public service
* Participation of theoretical and methodical procedures of vocational department
* Participation of university development procedure
1. General knowledge and ability, and team work.

Resolving own development project as “Training system”, “Training technology”, and “Instructor ’s development”, the Law Enforcement University could reach its main purpose “To provide state law enforcement and special agencies with well trained, highly professional, loyal personnel who steadfastly enforce the laws of Mongolia to protect our nation’s core interests, and to conduct high quality scientific research in the law enforcement field”.

**Conclusion**

Law Enforcement University is able to perform its obligation to prepare professional personnel in parallel with development process and innovative policies in law enforcement and special agencies.

The specific feature of Law Enforcement University is the preparation of professional personnel for law enforcement and special agencies that are responsible for national security in the same place and at all educational levels.

The operational form of “Scientific research-training-practice”, which was recognized on the ground of research of methodology and development trends of other similar training institutions at international level, became basic environment for the teaching staff development in our university.

We are implementing the teaching staff development to have highly educated, innovative and creative teaching staff, with capability to well organize training process to give required knowledge proficiently in order to fulfill tasks special services on the base of own feature and tradition.

**At the end we propose following ideas for consideration**

1. To cooperate with INTERPA member countries to exchange teaching staff and cadets for learning best practices
2. To create information database on training theory and methodology, to develop jointly an international standard of police vocational training curriculum and training standards.

LAW ENFORCEMENT UNIVERSITY OF MONGOLIA