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**TANZANIA POLICE FORCE**



**Improving Police Professionalism Through Community Policing Training In Tanzania**

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# Abstract

The paper is about improving police professionalism through Community policing training in Tanzania. There are different needs in police training in different parts of the world in terms of their content and length. Training in Community Policing detailed in this paper refers primarily to academy and professional training in order to prepare experts that will be key player and role models in Policing functions. Training is the most valuable tool to equip people with the desired qualifications and expertise as well as to adopt and manage different dimensions of social change. The new police profession is to be defined by efficiency in administering the law enforcement function of police work. Professionalism is vital because it serves as a vehicle to improve Police service and performance. The Tanzania Police Force (TPF) is committed to ensure that professionalism is promoted through training, supervision and evaluation. The general objective of this paper is to *improve police professionalism through Community policing training.* The paper also reviews police training institutions in Tanzania by looking at the five existing academy and colleges that offer different training courses both professional and academic programs, within which no institution offers academic and professional training courses in Community policing. The paper further justifies the needs for having training in Community policing to police personnel and ends with the proposed training courses to be taught in Community policing programmes. In conclusion, line police officers and others need to be trained in community policing in a focused and systematic way so as to ensure that one and all, speak the same language in the implementation of the philosophy of community policing in Tanzania.

**Key Words:** Community policing, Police training, Police Professionalism

# Abbreviations

TPF- Tanzania Police Force

CP- Community Policing

CPO- Community Policing Officer

IGP- Inspector General of Police

CRO- Charge Room Officer

NCO- Non-Commissioned Officer

CID- Criminal Investigation Department

NACTE- National Council of Technical Education

URT- United Republic of Tanzania

ICT- Information Communication Technology

RSM- Residential Sergeant Major

UDSM- University of Dar-Es-Salaam

DPA- Dar-Es-Salaam Police Academy

ZPC- Zanzibar Police College

MPC- Marine Police College

TPTS- Tanzania Police Training School

TPSC- Tanzania Police Staff College

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## 1.0 INTRODUCTION

## 1.1 Tanzania Police Force (TPF) Organisation Chart

**Inv. Support**

**Inv. Sec**

**Traffic Mngt & Controec**

**Civilian Staff Sec.**

**Dev. & Training**

**Specialized**

**Special Ops**

**Store Sec**

**Acc. Sec**

**Finance**

**Welfare Service**

**Legal & Research**

**Personnel Sec**

**Admin. Sec**

**Criminl Inv. Div- CP**

**Ops. & Training Div-CP**

**Finance & Logisti Div- CP**

**Administration & Personnel Div- CP**

**Community Policing Div- CP**

**Zanzibar Div- CP**

**Forensi Inv. Div- CP**

**Criminl Intel Div- CP**

**IGP**

**D/IGP**

**Procurement Mngt. Unit-Principal Procurement Officer**

**IM &E Unit- DCP**

**ICT Unit- DCP**

**Internal Audit Unit**

**TPF Corporate Sole- DCP**

**Anti-Drug Unit- DCP**

**Administration & Personnel**

**CP Service**

**Crime Scene**

**Criminal Intel**

**Ops & Training**

**Crime Preventio Sec**

**Criminal Record**

**Intel Sec**

**Criminal Inv. Sec.**

**Transnational & Org. crime Sec**

**Logistics Sec.**

**Policy Plan & Budget**

**Gender & Children Protection**

**Police Stations**

**Zonal Police Commands Commission Regional Police Commands**

**District Police Commands**

**Forensic Sc. Investigation**

**CP Sec**

**Finance & Logistics**

**Criminal Intel**

**ForensiNatural Scene**

**Docs & Forensic Cyber Crime**

**Finance & Cyber crime Inv.**

**NCB Sec**

*Source: TPF Police Headquarters, 2014*

## 1.2 Background Information

August Vollmer, Chief of the Berkeley, California, Police Department from 1905-1932, and one of the first great reformers of modern policing, once observed: “The citizen expects police officers to have the wisdom of Solomon, the courage of David, the strength of Samson, the patience of Job, the leadership of Moses, the kindness of the Good Samaritan, the strategically training of Alexander, the faith of Daniel, the diplomacy of Lincoln, the tolerance of the Carpenter of Nazareth, and finally, an intimate knowledge of every branch of the natural, biological, and social sciences, if s/he had all these s/he might be a good police officer” (Bain, 1939 in Haberfeld, 1998).

In the early twentieth century, college education was regarded as a means of improving the law enforcement function of policing (Wilson, 1968 in Rydberg, *et al.,* 2010). These earliest pushes for college education in policing were driven by figures such as Vollmer, who felt that the overall quality of police recruits was low because the profession had not achieved a prestigious status. Requiring a college degree of officers would bring policing in line with other professional occupations, such as law or medicine, as there was little question that those occupations required rigorous academic preparation (Carter, Sapp, & Stephens, 1988 in Rydberg, *et al.,* 2010). To this extent, Vollmer’s goal was that of “professionalism” – a malleable concept typically characterized by training and efficiency (Hawley, 1998 in Rydberg, *et al.,* 2010).

The new police profession was to be defined by efficiency in administering the law enforcement function of police work (Carte, 1973; Wilson, 1968 in Rydberg, *et al.,* 2010). In other words, shaping the police to resemble a paramilitary operation (Walker, 1977 in Rydberg, *et al.,* 2010), in order to accomplish this goal the police would require practical knowledge in new technological advancements – use of Information Communication Technology (ICT) devices for example. This knowledge, Vollmer posited, could not be attained in the process of police work but rather only through an academic education (Carte, 1973 in Rydberg, *et al.,* 2010).

Police administration and resource development have fundamentally changed over the last century. Today, dedicated, determined police administrators spend their time, energy, and effort helping their departments creates the right learning environment, design performance management systems, and implement change initiatives. It is no longer acceptable to simply provide training programs and hope that officers will mysteriously improve their knowledge and skills and that organizational effectiveness will magically blossom- *mature*. The police pre-service certification process will provide an enhanced benefit to law enforcement when integrating basic training learning outcomes with higher education criminal justice learning outcomes. The result is a professional police officer who is better prepared for policing, has a college degree, and has completed police basic training certification combined into a unique police education delivery system learning experience (Martin, 2012).

Today, policing is not just enforcing the law anymore; on the contrary, it is a part of the social work in the community. Now, in the 21st century, police has much more complicated and sensitive duties in the society in addition to traditional law enforcement duties. There is a continuous change and shift in police duties and responsibilities day by day requiring more to protect and serve rather than to enforce and coerce. Of course, police is the warranty of enforcement of laws in the society and the warranty of individual rights(Dogutas, *et al.,* 2007).

According to MacDonald *et al., (*1987), in order to meet the expectations of the society, police forces need qualified officers and a well designed police training system “capable of responding quickly and intelligently to the accelerating pace of social change”. Police training is unique in many aspects. “Part art and part craft, part commonsense, part paramilitary, part social work”. Policing is characterized by a high degree of stress coupled with the curious combination of tedium and unpredictability (MacDonald *et al.,* 1987).

As pointed out by Mathias, (1988), training is the most valuable tool to equip people with the desired qualifications as well as to adopt and manage different dimensions of change (Mathias, 1988). Meadows (1985) argue that, the intent of training is to provide a learning experience which incorporates the theory and the practice at the same time to enable the recruits to perform more effectively as police officers. Otherwise, the results of a theoretical or a practical based training will be very different in each case (Meadows, 1985).

In light to the above changes, in 2006 the Tanzania Police Force (TPF) developed and started to implement an eight year strategy that was expected to deal with the above changes more comprehensively. The strategy was categorized into three major clusters namely: *Modernisation, Community policing and Professionalism*. Community policing (CP) involves sharing responsibility for policing between the police and the public. Its objective is to enhance police-community partnership in solving problems related to crime, social and physical disorder within their localities. The later cluster entailed achieving improvements in the quality of police services, addressing gaps related to existing institutional and legal framework and ensuring highest standards of professionalism. Other areas of interventions in support of professionalism were focusing more deliberately on capacity building; training and reducing incidences of litigation- *go to law,* and liability against the police (URT, 2010).

The TPF is committed to ensure professionalism is promoted through training, supervision and evaluation. Also instructional areas for current situation should emphasize more inter alia, on code of conduct and professional ethics. Professionalism is vital because it serve as a vehicle to improve Police service and performance (URT, 2013). The current paper therefore, seeks to improve police professionalism through Community Policing training in Tanzania.

## 1.3 Meaning of Police Professionalism

Police professionalism means different things to different people, and sorting out those various meanings is a necessary part of thinking sensibly about how, if at all, the ideal of professionalism can usefully be employed in current efforts at police reform (Sklansky, 2014). Different scholars have tried to define the concepts of police professionalism in different perspectives as follows:

According to Burack, (2006), the pursuit of police professionalism has two meanings, first, it has meaning in the traditional sense of integrity, honesty, and adherence to a code of ethics and established standards; and second, in these more complex times, a more sophisticated version of professionalism is necessary in responding to community, or institutional needs, in being respectful of human rights, in becoming more effective in policing, i.e., achieving a *professional model of policing* (Burack, 2006 in Schneider, 2009).

The professional model of policing seeks to make police work a “true profession,” similar to the professions of medicine, law, and education. In these other professions, practitioners possess a broad range of discretion in their respective occupations: doctors rely on training, experience, and knowledge to treat patients; lawyers rely on training, education, and experience to pass professional judgment regarding case law or legal questions. Advocates of the professional model of policing argue that police officers are experts in their professional realm, through training, education, and experience, and thus also should be viewed as *professionals* (Burack, 2006 in Schneider, 2009).

Originally the terms ‘profession’ and ‘professionalism’ only applied to law, medicine and theology, seen as callings founded on ethical codes and focused on serving others (Roddenberry, 1953 in Faull, 2013). But the 20th century saw their use shifting with the appeal of ‘professional’ status tempting a range of occupations to promote police officers as professions (Faull, 2013).

Evettes, (2003) suggests that contemporary professions are knowledge based occupations usually based on training or education and dealing with risk, but that there is little importance in distinguishing professions from other occupations today because there is so much overlap among them (Evettes, 2003). She believes the lure of professionalism is that it allows groups to claim ownership of an area of expertise, so providing autonomy. Manning (1997) suggested as much with regards to American police over three decades ago, that the wave of professionalism emerging in that era was in part an attempt for police to protect themselves from external interference. But the focus on civilian accountability which accompanied the rise of community policing ensured that such appeals remained tempered (Manning, 1997).

Sklansky, (2014) define the concept professionalism into four meanings as follows; professionalism simply means *high expectations*. Professional police are police who are held to demanding standards of conduct, whatever those standards may be. Professionalizing a police service on this understanding, means laying down the law, serving notice that slack performance, un kept appearance, rude manners, and loose ethics will no longer be tolerated. This is the sense in which Peel’s Metropolitan Police are often said to be the first “professional” law enforcement service. It is a large part of what American reformers in the mid-twentieth century meant when they called for police professionalization.

Sometimes police professionalism means, instead, that the police should be *self-regulating*, in the manner of the legal profession or the medical profession or the accounting profession. Thus, for example, Lawrence Sherman argues that the Cold Bath Fields riot of 1833 “helped establish for the police one of the hallmark characteristics of a profession: the right to operational independence.” According to Neyroud’s, (2011) “professionalism” similarly has more to do with institutional autonomy than with high expectations: that is what he means when he contrasts a “professional service” with a service that merely “acts professionally.”

A third meaning of professionalism: the sense in which professionals are distinguished from amateurs. Professional policing, in this sense, means policing that is reflective and knowledge-based, a matter of *expertise* rather than common sense, intuition, or innate talent. One way this may be done is through greater reliance on, and perhaps greater input into and responsibility for, the work of academics who study policing and crime control.

Fourth and finally, police are sometimes said to be “professional” when their actions are guided by *internalized norms* rather than by rules enforced through a bureaucratic command structure or a formalized system of external oversight. This was never a central theme of the police professionalism movement in the United States, nor is it stressed by Neyroud. But it has always been latent in the rhetoric of police professionalism, and it has sometimes been seized upon by reformers as an alternative to rigid, top-down, command-and-control approaches to policing—an alternative that may fit better with the realities of the police work and the large amount of discretion inevitably entrusted to front-line police officers (Sklansky, 2014).

A literature search across the fields of philosophy, sociology and education reflecting on professionalism in the disciplines of medicine, law, education and social work revealed common factors and traits cited by the varied theorists, such as that of Zuoyu (2002); Winch (2004). These factors can be usefully addressed within the following seven dimensions of professionalism:

1. *Knowledge****:*** Specialist knowledge, unique expertise, experience
2. *Education and training:* Higher education, qualification, and practical experience
3. *Skills:*Competence and efficacy, task complexity, communication, judgment
4. *Autonomy****:*** Entry requirement, self-regulation and standards, voice in public policy, discretionary judgment
5. *Values****:*** Ideology, altruism, dedication, service to clients
6. *Ethics****:*** Codes of conduct, moral integrity, confidentiality, trustworthiness, responsibility
7. *Reward:* Influence, social status, power, vocation (Zuoyu, 2002; Winch 2004).

## 1.4 Problem Statement

The idea of professionalization in policing has been an issue since the 1930’s. Operationalization of the concept has been widely debated since then. This concept in policing is still in the developmental and evolutionary stages. The movement to establish professional standards in policing began in the 1900s and has raised the quality of policing in the United States and other part of the world Tanzania in particular– transforming both police work and police administration (Gaines & Miller, 2007). In Tanzania, the TPF in collaboration with internal and external donors, and other safety and security stakeholders have made efforts in improving police profession in the country by introducing short and long courses within and outside the country to impart policing skills and knowledge to its personnel and other government civil servant with related work. Despite of these efforts, currently there is no police academy or colleges in Tanzania that offers training in Community policing in Certificate, Diploma, Bachelor and or Post Graduate levels to its newly and In-Service police personnel.

TPF since its establishment in 1961 has been providing training which helps its staff to function basing on professionalism. However, over the years there has been a number of changes in the means and technicalities of committing crimes, the work of the Police as well as training constrains. According to the review of Training, 2013 revealed that, the shortcomings in the training framework could adversely affect the standards of professionalism expected of reputable Police Force (URT, 2013). It is from this backdrop, the current paper seeks to improve police professionalism through CP training in Tanzania.

## 1.5 Paper Objectives

### 1.5.1 General Objective

The general objectives is to improve police professionalism through CP training

### 1.5.2 Specific Objectives of Community policing training in Tanzania

Training on Community policing in Tanzania has several objectives including but not limited to:

1. To impart skills and knowledge on CP to police personnel
2. To create awareness to police personnel to involve the community to prevent and solve crime using local techniques for local solutions.
3. To strengthen the capacity of the police to work in partnership with the community
4. To enhance police service delivery to the community they serve
5. To enable joint problem identification and solving through effective police – community communication and interaction
6. To improve local policing,
7. To improve trust between the police and community
8. To improve interpersonal skills amongst police personnel
9. To apply crime assessment models to police personnel

## 1.6 Anticipated Outcomes

Police personnel will be aware of the CP concept and how to implement it. Also to partner with the community as part and parcel of policing functions, since police alone cannot tackle crimes within a given locality or community without the engagement of the community.

## 1.7 General Overview of Police Training Institutions in Tanzania

The administrative management of the TPF is centralised and organised in a hierarchy structure beginning from the apex in the Police Headquarters where there is a Commission for Operation and Training headed by Commissioner of Police, which is responsible for supervising, administering and coordinating all training activities through its training and development unit with its sub-units.

The training and development unit which is responsible for implementing the training policy by interpreting training curricula through projects and training and learning process, is working in hand with the training institutions at the shop floor levels where training and learning activities are conducted, assessed and evaluated (URT, 2013).

### 1.7.1 Training Institutions and Their Wings

In Tanzania, there are five Police training institutions two of them have full accreditation status namely Dar-Es-Salaam Police Academy (DPA), and Zanzibar Police College (ZPC), Tanzania Police Staff College (TPSC) - Kidatu, Morogoro, and Tanzania Police Training School (TPTS) – Moshi have full registration status while, Marine Police College (MPC)-Mwanza is in the process of registration by the National Council for Technical Education (NACTE).

#### 1.7.1.1 Tanzania Police Staff College (TPSC) - Kidatu

The college offers fourteen programmes namely; Ordinary Diploma in Criminal Investigation and Technician Certificate in Criminal Investigation, Police Senior Command and Management Programme; Police Middle Command (Intermediate) and Management Programme, Police Junior Command and Management, Auxiliary Police A/Inspector Programme, Auxiliary Police Gazetted Officers Programme, Basic Fraud Investigation, Advanced CID, CRO, Basic Investigation, Basic Certificate in Auxiliary Police, Auxiliary Police NCOs, Crisis and Civil Disaster Management, and Criminal Intelligence programmes.

#### 1.7.1.2 Dar-Es-Salaam Police Academy (DPA)

The academy offer generic programmes such as Gazetted Officers training, Inspectorate training, Proficiency training, Instructors training, Driving and Riders Training Programmes are part of DPA curricula under the mandate of the IGP and professional programmes such as Diploma in Police Science under National Council of Technical Education (NACTE), and Certificate in Law under the University of Dar-Es-Salaam (UDSM). This applies to all Police institutions.

#### 1.7.1.3 Marine Police College (MPC) -Mwanza

The college offers four programmes namely; Scuba Diving, Swimming and Floating, Search and Rescue and Proficiency training programmes.

#### 1.7.1.4 Zanzibar Police College (ZPC)

The college offers three programmes namely; Non-Commissioned Officer, Technician Certificate in Police Science and Proficiency training programmes.

#### 1.7.1.5 Tanzania Police Training School (TPTS) Moshi

The school offers nine programmes namely; Basic Police Training, Basic Technician Certificate in Police Science, Technician Certificate in Police communication, Military training and Crime response, Second Commander, Instructor Training, Cattle Rustling, Assistant Armoury Keeping, Dog and Horse, and Charge Room Office programmes.

## 1.8 Community Policing Inception in Tanzania

To enhance the existing partnership and collaboration with the public, the then Inspector General of Police (IGP) Said Ally Mwema launched the Community Policing programme in the year 2006. During that occasion the IGP asserted that *“the Force cannot keep on performing the Police function in the same way it has been doing. It has been said that the surviving species is not the cleverest, but that which adapts quickly to changes. Adapting quickly to the modern changes is the only option for survival of our Police service”.* Community Policing (CP) has numerous definitions. However, the widely accepted definition refers to bringing police and citizens together to prevent crime and solve problems, emphasizing on the prevention of crime (Proactive approach) rather than the traditional policing (Reactive approach) method of responding to crime after it has happened (Semboja *et al.,* 2013).

The official implementation of CP was implemented first in 2007 by appointing Community policing officers –Ward Community Policing Officers (Rank and Files Officers) as decentralized ‘mini chiefs’ in permanent locations, where they enjoy the freedom and autonomy to operate as community-based problem solvers. These officers work directly with the community with the aim of making their respective neighborhoods safer places for living and working. To date this program has already covered 33 police regions in the country and it has been running for 8 years.

In 2011 a total of 559 police inspectors were appointed and posted to supervise CP in 559 divisions and 51 provinces (*Majimbo)* in the country as Divisional/Province (*Jimbo)* Police Inspectors. Currently all Wards, Divisions/Provinces (*Majimbo)* in Tanzania have been covered by these Community Policing Officers (CPO) as extension officers in policing functions. The main responsibilities for the inspectors are to advice the various stakeholders and communities on how to implement the community policing functions in their respective areas of jurisdiction.

## 1.9 Justification for the Need of Training Course in Community Policing

In all Tanzania Police institutions discussed above, there is no one that is offering training courses in CP be it in Certificate and or Diploma levels. The deployed Ward CPO’s (Rank and Files) and Division/Province (*Jimbo)* Police Inspectors have partial training on CP, and this created demand for special training course in the same to be introduced and offered with the said police institutions in order to prepare experts in the discipline or field of CP. Without this training to police personnel, the issue of police-community partnerships in policing function will be jeopardized.

TPF must employ innovative training strategies to inculcate the CP philosophy and practices as the prevailing mindset among every member in the police departments and units. Currently, the pressures on police are the greatest (as they are now from citizens and politicians as external oversights) TPF must be creative if and only if it wants to survive in this era of modern policing. If we approach training as a means of reinforcing the tenets of CP in police academy and colleges, not only do we enhance our chances of survival, but we can succeed in addressing many of the challenges facing policing activities such as fear of crime amongst individuals. And therefore work as partners with people in the community, so that they, too, can be empowered to help make their neighborhoods better and safer places for them to live.

It is high time now that TPF through its training institutions introduce training programmes on CP starting from Certificate, Diploma and Bachelor Degree and further Post Graduate studies so as to prepare experts in the field. The idea is to confront the policing challenges that are facing the force now and in the future.

## 1.10 Proposed Courses in Community Policing Training Programme

This paper propose courses to be part of CP training programmes in Tanzania Police Academy or Colleges, these include but not limited to the following:

1. History of CP and its Evolution
2. Principles and Models of CP
3. Theories of Crime
4. Introduction to Sociology of Policing
5. Social Work, Problem- Solving Skills and Practices
6. Social Psychology, Guidance and Counseling
7. Conflict Management, Mediation and Resolution
8. Communication Skills and Public Speaking
9. Monitoring and Evaluation of policing functions
10. Research Methodology in Policing
11. Customer Care Management in Policing

## 1.11 Beneficiaries

* Tanzania Police Force
* Police Academy and Colleges
* Profession bodies
* The general public
* Higher Learning Institutions

## 1.12 Policy implications

* Establishment of education policy for Police training
* Establish profession body and or association for professional police officers
* Establish principles and ethical values as a binding tools for police personnel

# Conclusion

Professional raining is crucial for the adoption of any significant change, and it is the foundation for how we respond to challenges, both individually and collectively as a community. A comprehensive training approach is essential in institutionalizing the philosophy and practice of CP within the law enforcement agencies like the Tanzania Police Force.

Serving officers and others need to be trained in a focused and systematic way so as to ensure that one and all, speak the same language in policing. Thus training becomes the key factor if any policing organization desires to implement the philosophy of CP.

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