Introduction

Terrorism is neither just a threat nor an ordinary problem; it is the combination of endless threat with violence in order to draw peoples’ attention for various aims of organizations. Terrorism expert Brian Jenkins put it best: “Terrorism is a theater.” Moreover, this ‘theater’ might horror audiences more than it seems with the development of technology such as artificial intelligence applications, smart identification systems, sophisticated instruments for intelligence gathering and analysis, and the use of the internet as a bridge builder for connecting people to expand its influence. As a highly debated branch of security paradigm, terrorism studies touches upon various aspects of issues related to individual, state and international system level. In other words, from a single individual or citizens of a country to state politics in international system, it is possible to recognize the impact of terrorism. According to current counterterrorism rhetoric, terrorism threatens many things: security, lives, values, freedom, democracy, and the existence of civilization itself, and poses a greater threat than the threats posed by war, invasion, accident, natural disasters,

1 Turkish National Police Academy, Turkey.
2 Turkish National Police Academy, Turkey.
3 Turkish National Police Academy, Turkey.
and criminal activity. Several government ministers have claimed that the magnitude of the terrorist threat is so great that it imposes a positive moral duty on governments to protect the individual’s right to security even at the expense of many basic civil liberties.\(^5\) Although the threat of terrorism to individual lives is less than many other threats, terrorism does not only threaten lives; it threatens psychological well being of people by imposing threat and fear to their daily lives. In this regard, terrorism causes deep anxiety and fear in the target population. Indeed, causing fear and anxiety is often part of the very definition of terrorism.\(^6\)

This study, conducted within the context of counterterrorism strategies, aims to analyze comparatively the counterterrorism training programs offered by the Police Academy in Szczyno and the Turkish National Police Academy for cooperation. The research focuses on comparing these programs in terms of curriculum, implementation of research projects, and expert training programs. The primary research problem guiding this study is based on the question of “to what extent do the Police Academy in Szczyno and the Turkish National Police Academy cooperate and contribute new ideas and studies for current terrorist threats against internal security?” To address this question, a literature analysis was conducted utilizing reliable internet sources and first-hand data obtained from both academies. This research approach facilitated the achievement of the study’s objectives and the presentation of its results in the form of a concise and comparative study.

**Problematic Definition of Terrorism**

The origin of the word terror is based on the Latin word “terrere” meaning “extreme fear, anxiety and dread in the face of unknown and unpredictable danger”.\(^7\) Despite its historical root, there is no clear definition of terrorism. This means that there is no definition that is accepted universally. Today, there are many different definitions of the concept of terrorism such as “an age-old method of conflict defined as the deliberate attack on civilians for the purpose of fear and intimidation”\(^8\), “the killing of civilians or security personnel with vocal actions aimed at propaganda, in order to achieve any purpose (this purpose is mostly political).”\(^9\) According to another definition, terrorism is the systematic and calculated use of terror and violence, voluntarily, for political purposes, based on a theory, philosophy and ideology, to obtain, intimidate and obedience results that are not achieved by war and diplomacy.\(^10\) When the definitions

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\(^8\) Ibid. Küreselleşen Dünya ve Terörizm, 2008.


are taken into consideration, although there are similar parts, it does not seem possible to say that there is a consensus on the definition of this concept. The reason of this is that one side declares a terrorist for its own political purposes and the other side describes it as a freedom fighter. In this sense, it is not a necessity but an obligation to analyze the common components in definition to take a step further for understanding the concept in depth. The common component of the concept, which has changed its meaning from the past to the present, is that it is aimed at a political goal.

Political scientist Alex P. Schmid, who made 140 different definitions on terrorism, states that terrorism has 22 common characteristics and 20 common goals or functions as a result of these definitions.\(^\text{11}\) In general, the most striking five elements are:

1. Violence or use of force,
2. Pursuing a political purpose,
3. Do not spread terror or fear,
4. Threat,
5. The psychological impact evoked in society or the widespread response expected from third parties (other than terrorists and victims).

In the context of terrorism, the concept encompasses fear and violence as two pivotal elements. The utilization of violence serves the purpose of demonstrating power and establishing dominance. It is employed as a means to achieve specific objectives. The primary aim of instilling fear through terrorist activities is to elicit concessions from the government or the general public, compelling various authorities to conform to prescribed behaviors or at least respect the ideologies arising from political motivations, which are often informed by ideological, ethnic, and religious factors. Recent terrorist incidents highlight the prevalence of traits such as brutality, callousness, and defiance of societal norms among perpetrators. However, it is important to note that not all acts of violence constitute terrorism. The differentiating factor lies in whether the act of violence encompasses political motives or constitutes a terrorist activity.

In summary, if an act of violence serves a political purpose, it falls within the realm of terrorism.

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### Terrorism and Internal Security

The concept of security is a fundamental phenomenon necessary for the continuity of life, which individuals recognize as one of their most basic needs in its absence. Within the framework of the concept of internal security concerning terrorism as a branch, the phenomenon of security is often examined in two ways in the literature. The first approach considers security as a narrow (negative) concept, defining security as the absence of dangers and threats.\(^\text{12}\) The other approach to understanding security is

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\(^{11}\) Ibid. Terrorism, Security, and the Threat of Counterterrorism, pp. 753–770.

a broader perspective characteristic of an open society, which focuses on creating conditions that allow for a high probability of individual survival, possession, and development, while emphasizing the subject’s agency and ability to interact with the environment.\textsuperscript{13}

It is evident that security approaches, whether in a narrow or broad scope, share a negative perspective and exhibit similarities. Within this context, David Baldwin’s definition of security provides a more comprehensive understanding of this negative perspective. In his work “The Concept of Security”, Baldwin emphasizes that any definition of security must fulfill several criteria. Security needs to be defined with regard to the actor whose values are being safeguarded, the specific values at stake, the level of security desired, the types of threats involved, the strategies employed to counter these threats, the associated costs, and the relevant time frame.\textsuperscript{14} Baldwin, alongside scholars like Christopher Michaelsen and Arnold Wolfers, underscores that security can only be defined in negative terms—it denotes the absence of threats to vital values such as life, bodily integrity, health, and property.\textsuperscript{15} Moreover, security is always a relative condition, as individuals may experience varying levels of security in different aspects of public and private life (secure from crime but not from terrorism), while absolute security remains unattainable. Similarly, a nation may enjoy varying degrees of security concerning external threats to territorial integrity and state sovereignty.

The fight against terrorism stands as a primary challenge for many nations within the domain of internal security. In this regard, it becomes crucial to enhance public awareness about terrorism, foster international cooperation in the formulation of counter-terrorism policies, and provide comprehensive training for law enforcement personnel engaged in counter-terrorism efforts. Concerning this necessity, police training for counter-terrorism is a crucial part for providing internal security. In this sense, the following part of this study focuses on police training in terms of curriculum and other supportive activities.

Training of Civilian Students in Police Academy

The primary focus of the Police Academy in Szczytno lies in teaching classes that cater to diverse audiences and are conducted at different educational levels. These classes form an integral part of the civilian higher education programs offered by the academy. Through these educational endeavors, the academy fulfills its mission of providing comprehensive instruction to students pursuing studies in the field of law enforcement.

\textsuperscript{13} Rafał Kochańczyk, Activities of Police Schools in the Field of Public Security, Internal Security, Special Issue, 2020, pp. 61–68.
\textsuperscript{14} Ibid., Contribution of the Police Academy in Szczytno to Counter-terrorist Activities, pp. 101–116.
\textsuperscript{15} Ibid., Contribution of the Police Academy in Szczytno to Counter-terrorist Activities, pp. 101–116.
To enhance the appeal and effectiveness of their classes, the Police Academy in Szczytno employs external lecturers who provide valuable support to the educational process. These guest lecturers include professionals such as soldiers from the Military Unit GROM, officers from independent counterterrorist subunits of the Police, and members of the State Protection Service.16 Their participation enriches the learning experience by bringing real-world expertise and diverse perspectives to the classroom.

Moreover, the academy’s staff members actively seek opportunities to enhance their own competencies. They achieve this through their participation in various training programs and workshops, both domestically and internationally.17 By engaging in these professional development initiatives, the employees of the academy continuously augment their knowledge and skills, enabling them to deliver high-quality education and training.

The education regarding terrorist threats and their counteraction serves two main purposes. Firstly, it aims to raise students’ awareness about the prevalence of these dangerous phenomena and the appropriate responses by the state and its institutions. Secondly, it focuses on equipping individuals with specific skills to swiftly assess and respond to potential terrorist attacks in threatened areas. In light of these two purposes, understanding the possibility of a terrorist threat, knowledge of rescue operations, and the ability to act appropriately in such situations are crucial elements that enhance the chances of survival for those involved.18 The educational curriculum addresses various topics, including the appropriate behavior of hostages when facing terrorists and the need to respond accordingly in the event negotiations fail and law enforcement or military units employ force.19 It also encompasses dealing with terrorist attacks involving explosives, chemicals, biological agents, or radiological materials.

The program’s objectives emphasize the specific and diverse behaviors necessary when receiving information about the planting or threat of an explosive device, as well as responding to the detonation of such materials or devices.20 These topics are covered in the curriculum for undergraduate students pursuing a degree in Internal Security, specifically within the subject of Terrorist Threats. Furthermore, within the Criminology program at the graduate level, subjects such as Contemporary Terrorist Threats and Counteracting Radicalization, Discrimination, and Exclusion are taught.21 Additionally, discussions surrounding threats in cyberspace, including various aspects of cyber-bullying, are included.22 By addressing these critical areas, the educational curriculum ensures that students

18 Ibid. Kochańczyk, Activities of Police Schools in the Field of Public Security, pp. 61–68.
19 Ibid. Jaloszynski, Bureau of Antiterrorist Operations – The Polish Police Counter Terrorist Unit as Compared to European Units, pp. 53–63
20 Ibid. Jaloszynski, Bureau of Antiterrorist Operations – The Polish Police Counter Terrorist Unit as Compared to European Units, pp. 53–63
receive comprehensive instruction and practical skills to effectively respond to terrorist threats, safeguard their well-being, and contribute to maintaining security in society.

In a similar fashion to the Police Academy in Szczytno, POMEM (Police Vocational Training Center) is an educational institution that offers vocational training to police officers under the General Directorate of Security in Turkey. Eligible candidates, including graduates of 2-year colleges and 4-year faculties, undergo a comprehensive training program for a minimum duration of 6 months.23 The curriculum covers a wide range of subjects essential to the police profession. During their training, police officers receive instruction on various topics, including an introduction to law, fundamental concepts of criminal and procedural law, human rights, constitutional order and administrative structure, professional correspondence, knowledge of weapons and shooting, police intervention methods and techniques, physical education, police professional law, applied policing, social events and mass psychology, public relations and communication in policing, democratic policing, and traffic safety and management. Following the successful completion of this foundational training, police officers are then assigned to specialized units such as counter-terrorism, public order, and protection, where they undergo specialized training tailored to the specific demands and challenges of their respective roles.

In this regard, it can be indicated that Police Academy in Szczytno and Turkish National Police Academy provides well-structured courses that provide civilian students to comprehend the essence of terrorism in terms of theoretical approaches and current information for detecting possible threats. Different from Police Academy in Szczytno, Turkish National Police Academy provides a general curriculum and then separate civilians into branches for specialization. In this regard, terrorism training is accepted as a basic course for each and every civilian.

Training of Officers

In addition to civilian studies, the Police Academy in Szczytno also conducts didactic activities that encompass professional trainings. These trainings, primarily facilitated by the Institute for Staff Training, serve the needs of the Minister in charge of internal affairs, the Commander-in-Chief of the Police, and various organizational units within the Police.24 The Institute’s responsibilities include providing professional training to police officers at both basic and advanced levels, as well as conducting in-service trainings. The Department of Physical Education also plays a vital role in the training process. They contribute to the development of motor skills, formation of movement habits, fitness and coordination skills,
and proficiency in intervention tactics, shooting techniques, self-defense, physical education, and pro-health education.²⁵

The current professional training courses offered by the Police Academy in Szczytno include the basic course and the training for university graduates, also known as the commissioned officer course, which enables individuals to obtain higher professional qualifications within the Police.²⁶ In the basic course, officers are trained in restoring public order after collective violations, learning proper procedures for handling terrorist threats and crisis situations.²⁷ The Training for university graduates covers a wide range of topics, including the characteristics of modern terrorism, legal and organizational aspects of counterterrorism.²⁸ Identification of terrorist threats, the role and responsibilities of the police in preventing and combating terrorism, response to terrorist acts, practical aspects of counterterrorism, and mitigating the consequences of terrorist attacks are training courses in the curriculum.²⁹ The curriculum also addresses cybercrime, open-source intelligence in combating organized crime and terrorism, criminal terrorism, and crimes under anti-money laundering and anti-terrorist financing legislation.³⁰

In terms of countering terrorism, it is crucial for officers’ education to cultivate their awareness of existing threats and equip them with the ability to accurately identify and understand their role within the state security system. This includes the responsibility to ensure security and maintain public order. Practical skills training is another essential aspect of their preparation and professional development, covering various activities ranging from organization and management to direct engagement with perpetrators of terrorist offenses.

In Turkey, the Police Chiefs Training Center (PAEM) serves as an educational institution that offers postgraduate education to train police chiefs for the Police Department. The center provides comprehensive vocational education, training, and practical experience, along with free boarding, uniforms, and covered expenses for food, shelter, and healthcare, all funded by the state.³¹ Additionally, through bilateral agreements, the Directorate of Police Chiefs Training Center offers first-degree supervisor training to foreign students from various countries.

Similar to the Police Academy in Szczytno, The Police Chiefs Training Center (PAEM) in Turkey places strong emphasis on upholding human

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²⁷ Krzysztof Liedel, Counter Terrorist Solutions in the Polish Police versus Contemporary Forms and Methods of Terrorist Organizations Activities, Securitologia. 2018, pp. 94–106.
²⁸ Ibid. Liedel, Counter Terrorist Solutions in the Polish Police versus Contemporary Forms and Methods of Terrorist Organizations Activities, pp. 94–106.
³⁰ Ibid. Kochańczycyzk, Activities of Police Schools in the Field of Public Security, pp. 61–68.
rights and freedoms within the framework of national and international law. It adheres to the principles of the rule of law and embraces the national, moral, humanitarian, spiritual, and cultural values of the nation. The center garners public support in the fight against crime and criminals while recognizing the boundaries of the use of force. Its primary objective is to train competent Police Chiefs capable of ensuring peace and security. These Police Chiefs are equipped with the necessary professional knowledge, skills, and discipline and possess a strong professional culture. They stay abreast of technological advancements worldwide and demonstrate the attitudes and behaviors required to carry out their duties effectively in all circumstances and conditions.

The trainings given in the PAEM are contemporary political ideologies, human rights, leadership and crisis management, social movements and mass psychology, internal security management and policing, criminology, radicalization, violence and terrorism and crime economy. In this sense, terrorism studies are analyzed and debated in classes in each training as a sub-topic for learning. In addition to this courses, parallel to Police Academy in Szczytno, identification of terrorist threats, the role and responsibilities of the police in preventing and combating terrorism, response to terrorist acts, practical aspects of counterterrorism, and mitigating the consequences of terrorist attacks are provided in trainings.

**Postgraduate Studies**

At the Police Academy in Szczytno, terrorism-related topics are addressed in postgraduate studies such as contemporary terrorism and ways of combating it offered by the Internal Security faculty and Contemporary threats of terrorism offered by the Administration faculty. Currently, the Police Academy in Szczytno and the Central School of Fire Service in Warsaw collaborate to offer postgraduate studies in the “Management of Internal Security of the State at the Strategic Level.” These studies cater to senior state administration officials holding managerial positions, as well as senior officers of services under the Ministry of the Interior and Administration who deal with state internal security issues due to their positions and professional roles.

Counteracting terrorist threats is one of the thematic blocks covered in these studies. Theses at the completion of first and second-degree studies often address various forms of terrorism and strategies to combat them. Similar trends are observed at higher levels of education. Since 2011, the Police Academy has been authorized to confer a doctorate degree in social

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34 Ibid., Contribution of the Police Academy in Szczytno to Counter-terrorist Activities, pp. 101–116.
sciences, specifically in the discipline of security science.\textsuperscript{35} Furthermore, since 2016, as one of the three uniformed universities in Poland, it has the authority to confer the academic degree of associate professor in social sciences within the same discipline.\textsuperscript{36}

Research conducted as part of PhD and post-doctoral studies frequently focuses on the subject of terrorist threats and countermeasures. Examples include the examination of contemporary terrorist threats, prevention of terrorism, the concept of European Islam and its impact on the security of European countries, the consequences of terrorist attacks in public buildings, the operations of independent anti-terrorist police subunits, coordination of anti-terrorist activities within the state’s internal security system, cooperation between counter-terrorist units and their foreign counterparts, as well as the protection of human rights in the fight against terrorism.\textsuperscript{37}

The Turkish National Police Academy’s Security Sciences Institute was established in 2001 with the aim of providing postgraduate education. The Institute comprises four departments and offers a range of programs including nine master’s programs with a thesis, two of which are conducted in English, one non-thesis master’s program, and three doctoral programs. The primary objectives of the Institute are to meet the academic staff requirements of the Police Chiefs Training Center, train specialized personnel in the field of Security Sciences, and contribute to security studies at the national and international levels.

The Institute engages in various activities, including postgraduate education in related disciplines, training of academic staff for the academy, scientific research, examination and publication endeavors, academic consultancy services, organization of scientific meetings, symposiums, conferences, seminars, as well as expertise and management in areas requiring security personnel. Additionally, the Institute organizes courses and certificate programs to promote educational opportunities. Notably, the Security Sciences Institute of the Turkish National Police Academy offers numerous courses related to terrorism studies. Examples of these courses include Political violence and terrorism, violence, peace and security in the Balkans, radicalism, and fight against Terrorism.

Publications on Terrorism

The publication activities conducted by the Police Academy in Szczycytno and the Turkish National Police Academy play a significant role in generating innovative ideas pertaining to counterterrorism efforts.

\textsuperscript{37} Ibid., Contribution of the Police Academy in Szczycytno to Counter-terrorist Activities, pp. 101–116.
The dissemination of research on current internal security issues holds great importance for both the Police Academy in Szczytno and the Turkish National Police Academy. These universities place utmost significance on publishing studies that encompass a wide range of topics, such as the analysis of terrorism-related data, examination of present terrorist threats, identification of shortcomings in counterterrorism measures, and the development of novel educational strategies. By disseminating reports, books, and magazines, their aim is to enhance the fight against terrorism by raising awareness, facilitating research conducted by relevant academics, and fostering information exchange between police academies. In this regard, the articles and studies published can be viewed as instruments of soft power for the police academies, enabling them to exert influence. Notably, both the Police Academy in Szczytno and the Turkish National Police Academy possess their own publishing entities.

The academic instructors at the Police Academy in Szczytno actively engage in publishing activities, which have yielded numerous articles and non-seril publications dedicated to the issue of terrorism and its mitigation. A substantial portion of these works has been included in the list of recommended thematic literature by the Internal Security Agency. This compilation encompasses research outcomes from both past and present staff members of the Police Academy, underscoring the continuity of their contributions. Moreover, the Police Academy in Szczytno possesses its own publishing house, which has successfully produced periodicals such as Internal Security, Executive Quarterly, and Police Review. Many of the articles featured in these journals specifically address terrorism and approaches to combat it. Similar publishing endeavors can be observed within the Turkish National Police Academy, aiming to extend its influence both domestically and internationally.

The Turkish National Police Academy demonstrates a commitment to publishing activities that contribute significantly to the discourse on counterterrorism. The Turkish National Police Academy’s publications encompass a range of journals, including the Police Journal, the Journal of Security Studies, the Journal of Forensic Sciences and Criminal Studies, and the International Journal of Traffic and Transportation Safety. Notably, the Police Journal and the Journal of Security Studies contain numerous studies dedicated to the fight against terrorism. These studies comprise research papers, news articles, and book reviews addressing various aspects such as monitoring ongoing terrorist threats, international counterterrorism efforts, Turkey’s role in combating terrorism, and the organizational structure of terrorist groups.

38 Ibid., Contribution of the Police Academy in Szczytno to Counter-terrorist Activities, pp. 101–116.
40 Ibid., Contribution of the Police Academy in Szczytno to Counter-terrorist Activities, pp. 101–116.
Additionally, the Turkish National Police Academy regularly organizes national and international symposiums, for which it publishes comprehensive reports. These reports provide readers with up-to-date data and valuable recommendations pertaining to counterterrorism strategies. Some notable examples of these reports include topics such as the repatriation of foreign terrorist fighters, the international threat posed by FETO, radicalization, violent extremism, and terrorism.

Furthermore, the Turkish National Police Academy has published numerous books authored by its academic staff members, focusing specifically on the field of counterterrorism. These books contribute to the body of knowledge and serve as valuable resources for researchers and practitioners in the field. Importantly, the accessibility of all these reports, books, and journals through online platforms facilitates the ease of information sharing and provides convenient access for interested individuals.

### Implementation of Research Projects

Both the Police Academy in Szczytno and the Turkish National Police Academy prioritize research projects concerning counterterrorism. Extensive research has been conducted by both academies in this field. A closer examination reveals that the Turkish National Police Academy focuses on theoretical and contemporary research concerning counterterrorism, while the Police Academy in Szczytno primarily engages in technical and practical studies to enhance counterterrorism efforts and apprehend terrorists. Both academies host research centers dedicated to counterterrorism studies. In light of this, a collaborative research endeavor between the Police Academy in Szczytno and Turkish National Police Academy on counterterrorism would significantly contribute to police training and the effectiveness of detecting, tracking, and apprehending terrorists. Such a joint effort holds great potential for advancing counterterrorism strategies and operations.

The Police Academy in Szczytno places great emphasis on supporting research and development through its Institute for Research and Development. This includes identifying funding opportunities for scientific research, coordinating international programs and projects, and facilitating the academy’s overall growth and progress. Throughout its history, the Police Academy has been actively engaged in various research endeavors and undertakings, both directly and indirectly linked to the domain of terrorist threats. These endeavors have received financial support from domestic funding channels and encompass a diverse array of subject matters.

Some of the research tasks have focused on genetic identification of individuals based on biological evidence exposed to high temperatures

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during terrorist attacks, disasters, and criminal activities.\textsuperscript{42} Other projects have examined police counter-terrorist subdivisions, including their recruitment, training, equipment, operational methods, and organizational structures.\textsuperscript{43} Moreover, significant research endeavors have been dedicated to the prevention and mitigation of organized crime and terrorism, with a concurrent focus on fostering secure, expeditious, and enduring socio-economic progress.

International Terrorism and Security Research Center in the Turkish National Police Academy is dedicated to conducting scientific research and analysis to address both classical/traditional and emerging security threats at the national and international levels. Its primary objective is to generate practical solutions and insights in the areas of global and regional security, with a specific focus on terrorism, counterterrorism, extremism, counter-extremism, migrant smuggling, and radicalization. The center actively collaborates with national and international research institutions and security actors to gather and disseminate valuable information on various security issues. To date, it has organized numerous seminars, workshops, conferences, and symposiums, fostering a platform for knowledge sharing and exchange among experts in the field. Additionally, the center contributes to society and enhances the knowledge of security practitioners through its publications and reports. The International Terrorism and Security Research Center, through its research activities and partnerships, strives to provide evidence-based insights and practical recommendations to enhance national and international security efforts. By addressing the evolving nature of security threats, the center plays a vital role in developing effective strategies and countermeasures in the ongoing fight against terrorism and other emerging security challenges.

**Expert Training Programs**

The Police Academy in Szczytno encompasses various organizational units responsible for expert work, which involves leveraging the specialized knowledge of its personnel and officers in the field of terrorism and counterterrorism, as well as employing sound methodologies for conducting scientific research in this domain. Throughout its history and at present, the academy’s staff members have actively contributed to expert teams engaged in devising specific solutions, drafting legislation, and designing training programs. Academy representatives have been involved in creating e-learning modules and delivering lectures in training seminars organized by the academy.\textsuperscript{44}

\textsuperscript{42} Ibid. Gasztold, The Polish Counterterrorism System and Hybrid Warfare Threats, pp. 5–8.
\textsuperscript{43} Ibid. Gasztold, The Polish Counterterrorism System and Hybrid Warfare Threats, pp. 5–8.
\textsuperscript{44} Ibid., Contribution of the Police Academy in Szczytno to Counter-terrorist Activities, pp. 101–116.
An additional noteworthy instance of the Police Academy’s distinguished involvement can be observed in the establishment of an inter-institutional team in 2019, helmed by a professor affiliated with the Police Academy in Szczytno. This undertaking was guided by the directives outlined by the Task Force for the formulation of counterterrorist protection standards, cooperative protocols for critical infrastructure, and provisions for evaluating the security of critical infrastructure facilities in compliance with the Act on Counter-Terrorist Activities, promulgated by the Minister of the Interior and Administration, who chairs the Interministerial Team for Terrorist Threats. The culmination of this initiative materialized in the development of a training project targeted at assessing the security of critical infrastructure and strategically significant establishments for state security, designed specifically for personnel from the Police, Border Guard, Internal Security Agency, and State Protection Service. Leveraging their expertise in the realm of terrorist threats and counterterrorism, the representatives from the Police Academy in Szczytno offer their expert opinions on draft legislation of diverse scopes, including the underlying assumptions for proposed laws, with a particular focus on matters pertaining to the Police.

Moreover, the personnel of the academy consistently prepare expert opinions for the Central Commission for Degrees and Titles, alongside other specialized assessments, often serving as court-appointed experts. A notable example of their involvement includes their contribution to the preparation of an opinion regarding the operations of the Police’s anti-terrorist subunit, as commissioned by the District Court in Wrocław. Additionally, they diligently engage in the meticulous review of thematic monographs, scholarly articles, and publications such as the Internal Security Review, issued by the Internal Security Agency, providing invaluable insights as members of editorial committees and scientific councils across various academic journals. They consistently disseminate the findings of their own scientific research through active participation in conferences and symposiums, where they assume key roles within both scientific and organizational committees. Throughout these endeavors, they foster extensive collaborations with numerous research centers, often hosting events at the premises of the Police Academy.

In the global fight against terrorism, the Turkish National Police Academy assumes a crucial role by actively engaging in international organizations and providing training to foreign students. The General Directorate of Security, in cooperation with police forces from different foreign nations and international institutions, has established agreements for international educational cooperation. From 1997 to 2018, under the coordination of

46 Ibid. Justyński, Cooperation Between Local Police Units and the Police Academy in Szczytno, pp. 49–57.
the Presidency, the General Directorate of Security successfully conducted 2,140 training activities for 75 distinct Foreign Police Forces, effectively training a total of 34,913 personnel from various foreign organizations.

As part of the foreign training initiatives, the Turkish National Police Academy has implemented a Memorandum of Understanding between the Government of the Republic of Turkey and the Government of the Islamic Republic of Afghanistan, focused on training and capacity building for the Afghanistan National Police. At the Sivas Police Vocational Training Center Directorate, a total of 1,954 male and 1334 female students from Afghanistan received training, while 212 male and female trainees underwent Capacity Building and Expertise Training. Consequently, a total of 3,520 Afghan police officers have been trained. Moreover, in 2021, 21 personnel from the Cambodian Police Organization received Anti-Terrorism Training through the international training activities organized by the Turkish National Police Academy.

Furthermore, the Police Academy Presidency holds prominent positions in various national and international institutions and programs. It is a founding member of the International Union of Police Academies (INTERPA), serves as the Vice President of the European Union Police Academies Union (AEPC), and collaborates closely with the European Law Enforcement Training Agency (CEPOL), the Turkish Cooperation and Development Administration (TIKA), and programs like ERASMUS. These connections strengthen the academy’s relationships with national and international counterparts, facilitating knowledge exchange and cooperation in the field of law enforcement training and security.

Training Suggestions on Countering Terrorism

Despite all these trainings and researches, combating terrorism is a long run marathon that continues with the technological development and innovations not only for Turkey and Poland but also for the whole world. While classical terrorist attacks such as civilian attacks, bombing cars and strategic buildings continue, new ways of terrorism come into the scene with new techniques. In this sense, there must be more radical steps to be taken in terms of trainings given in the both police academies.

Compared to other terrorist attacks, cyberterrorism is a growing concern for Poland as it faces an increasing number of cyber threats with potentially severe consequences. Statistics reveal the magnitude of this problem. According to a report by the Polish National Research Institute in 2020 alone, there was a significant rise in cyber attacks targeting Polish

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The report indicated that Poland experienced a staggering 47% increase in cyber attacks compared to the previous year. These attacks ranged from ransomware incidents and Distributed Denial of Service (DDoS) attacks to phishing campaigns and data breaches. Furthermore, the Polish Computer Emergency Response Team (CERT Polska) reported that they responded to over 36,000 security incidents in 2020, highlighting the extent of the cyber threats faced by the country. These statistics emphasize the pressing need for Poland to strengthen its cybersecurity measures, enhance collaboration between government agencies and private entities, and invest in cybersecurity research and infrastructure to effectively mitigate the ever-evolving cyberterrorism problem.

Concerning fact that cyberterrorism turns into a security threat for the country, the Police Academy in Szczytno can play a crucial role in addressing the cyberterrorism problem by implementing several key measures such as providing cybersecurity training. The academy can enhance its curriculum to include specialized courses on cybercrime investigation, digital forensics, and cyber threat intelligence. This would ensure that law enforcement officers are equipped with the necessary skills and knowledge to effectively combat cyberterrorism. Providing practical training and

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52 Ibid. International Trade Administration, *Poland Ict Cyberattacks In Poland Take Place Every 9 Minutes*.

Simulations can also be a productive solution for combatting cyberterrorism. Incorporating practical training exercises and simulations into the curriculum can provide hands-on experience in dealing with cyber threats. This can include simulated cyber attack scenarios, response drills, and mock investigations, allowing trainees to develop practical skills in identifying, analyzing, and mitigating cyber threats. By implementing these measures, the Poland Police Academy can produce highly skilled cybercrime investigators and law enforcement officers who are well-equipped to tackle the challenges posed by cyberterrorism and safeguard the country’s digital infrastructure and critical systems.

Different from Poland, terrorism threat in its all types has a long history for Turkey. Turkey has been grappling with a significant terrorism problem, facing threats from various extremist groups and organizations. Statistics shed light on the extent of this problem. According to the Turkish Ministry of Interior’s official reports, there has been a notable rise in terrorist incidents in recent years. In 2020 alone, Turkey experienced approximately 504 terrorist attacks, resulting in a significant number of casualties. The majority of these attacks were attributed to the Kurdistan Workers’ Party (PKK), a designated terrorist organization. The report also highlighted the persistent threat posed by other extremist groups, including ISIS and far-left organizations. Furthermore, data from the Turkish National Police indicate that hundreds of individuals have been arrested or apprehended in connection with terrorism-related activities. These statistics underline the ongoing challenges Turkey faces in addressing terrorism and emphasize the importance of robust counterterrorism measures, including intelligence gathering, law enforcement efforts, and international cooperation, to effectively combat the multifaceted nature of the terrorism problem in the country.

Although trainings and lectures are provided by the Turkish National Police Academy, several steps can be taken to effectively address the terrorism problem. The academy can revise its curriculum to include advanced courses on counterterrorism strategies, intelligence analysis, risk assessment, and emerging trends in terrorism by concerning current developments. This would ensure that law enforcement officers are equipped with the latest knowledge and skills to effectively combat evolving terrorist threats. Emphasizing training in cutting-edge technologies and digital forensics is essential in tackling modern-day terrorism. The academy can incorporate modules on cyber intelligence, social media monitoring, and digital investigations to better track and apprehend terrorists who exploit online platforms for recruitment, communication, and planning. Moreover, implementing realistic scenario-based training exercises and

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simulations can provide practical experience to officers in handling terrorist incidents. This includes simulated hostage situations, terrorist attacks, and response drills, allowing trainees to practice coordinated actions and decision-making under high-stress situations. By implementing these measures, the Turkish National Police Academy can equip law enforcement personnel with the necessary skills, knowledge, and tools to effectively combat terrorism. Embracing new counterterrorism methods and staying abreast of emerging trends will enable the academy to adapt and respond to the evolving challenges posed by terrorist organizations.

Future Directions

Both the Police Academy in Szczytno and the Turkish National Police Academy have incorporated comprehensive theoretical and practical courses into their curricula to address the complexities of counterterrorism, tailored to the educational levels of their respective police forces. These courses, integrated within the training framework, equip police personnel with a well-rounded understanding of counterterrorism measures, enabling them to effectively preempt potential terrorist attacks. Additionally, the graduate programs offered by these police academies feature extensive research on terrorism, contributing a wealth of theses and studies to the existing literature, thus enriching the field of counterterrorism with up-to-date information and advancements.

The research centers established within the Police Academy in Szczytno and the Turkish National Police Academy play a crucial role in staying abreast of contemporary developments in the field, evaluating novel concepts, and fostering collaborative efforts between nations. The sustainability of platforms like CEPOL and similar international communities is of utmost importance as they facilitate ongoing international cooperation.

Through an examination of the lessons garnered from this study, it becomes evident that the cooperation between Police Academy in Szczytno and the Turkish National Police Academy holds significant potential for advancements and opportunities in the fight against terrorism. The fusion of the Police Academy in Szczytno’s criminal studies pertaining to counterterrorism and the practical training delivered by the Turkish National Police Academy in the same domain paves the way for the formulation of innovative methodologies to combat terrorism.

Moreover, the collaboration and exchange of information between the Police Academy in Szczytno and the Turkish National Police Academy, facilitated through these research centers, foster cross-cultural understanding and shared best practices. This joint cooperation enables the pooling of resources, expertise, and intelligence to combat transnational terrorist networks and address common security challenges.

The inclusion of graduate programs focused on terrorism studies further demonstrates the commitment of these academies to producing research-driven insights and cultivating a cadre of experts in the field. The
research conducted within these programs contributes to the scholarly discourse on counterterrorism, enriching the academic community and informing policymakers and practitioners alike.

By combining the theoretical knowledge acquired through academic coursework with practical training, the Police Academy in Szczytno and the Turkish National Police Academy empower their graduates to effectively respond to complex terrorism threats. This multidimensional approach equips law enforcement personnel with the necessary skills to detect, prevent, and mitigate potential terrorist activities, ensuring the safety and security of their respective nations and beyond.

In summary, the comprehensive training programs, research endeavors, and collaborative initiatives undertaken by the Police Academy in Szczytno and the Turkish National Police Academy underscore their commitment to addressing terrorism comprehensively. These institutions serve as beacons of knowledge and innovation, continually striving to refine strategies and stay ahead of the ever-evolving terrorist landscape. Through their joint efforts, they contribute to the collective fight against terrorism and pave the way for enhanced cooperation and resilience in the face of this global threat.

**Conclusion**

In conclusion, both the Police Academy in Szczytno and the Turkish National Police Academy have demonstrated a commitment to counterterrorism by incorporating comprehensive theoretical and practical courses into their curricula, tailored to the educational levels of their respective police forces. These courses provide police personnel with a well-rounded understanding of counterterrorism measures and enable them to effectively preempt potential terrorist attacks. The graduate programs offered by these academies further contribute to the field of counterterrorism through extensive research on terrorism, generating a wealth of theses and studies that enrich the existing literature and provide up-to-date information and advancements.

The establishment of research centers within the Police Academy in Szczytno and the Turkish National Police Academy plays a crucial role in keeping pace with contemporary developments in the field. These centers serve as platforms for evaluating novel concepts, fostering collaborative efforts between nations, and promoting ongoing international cooperation. The sustainability of platforms like CEPOL and similar international communities is paramount in facilitating such cooperation, as they provide avenues for sharing best practices, exchanging information, and enhancing collective counterterrorism capabilities.

The findings of this study underscore the immense potential that cooperation between the Police Academy in Szczytno and the Turkish National Police Academy holds for advancements and opportunities in the fight
against terrorism. The fusion of the Police Academy in Szczytno’s criminal studies pertaining to counterterrorism and the practical training delivered by the Turkish National Police Academy in the same domain paves the way for the formulation of innovative methodologies to combat terrorism. By capitalizing on their respective strengths and sharing their expertise, these academies can contribute significantly to the development and implementation of effective counterterrorism strategies not only within their own countries but also on an international scale.

It is recommended that future research endeavors continue to explore and harness the collaborative potential between the Police Academy in Szczytno and the Turkish National Police Academy, as well as other international partnerships in the field of counterterrorism. By building upon the findings of this study, policymakers, practitioners, and academia can work together to refine and enhance counterterrorism training programs, improve knowledge sharing mechanisms, and foster greater cooperation to effectively address the evolving challenges posed by terrorist threats to internal security.

References

Keywords: Police Academy, Terrorism, Counter-terrorism, Police Training

Summary: This article conducts a comparative analysis of the counterterrorism approaches and strategies employed by Poland and Turkey, with a specific focus on the contributions of Police Academy in Szczytno and the Turkish National Police Academy. By examining the training, research, and collaborative efforts of these institutions, this study seeks to identify similarities, differences, and lessons that can enhance the effectiveness of counterterrorism measures in both countries. The findings contribute to a deeper understanding of the evolving nature of terrorism and highlight innovative approaches for future cooperation and knowledge exchange.

Palabras clave: Academia de Policía, terrorismo, contraterrorismo, formación policial

Resumen: Resumen. El análisis en el presente artículo compara los enfoques y estrategias antiterroristas adoptados por Polonia y Turquía, prestando especial atención a las contribuciones de la Academia de Policía de Szczytno y de la Academia de Policía de Turquía. Mediante el análisis de la formación, la investigación y los esfuerzos conjuntos de estas instituciones, este estudio pretende identificar similitudes, diferencias y lecciones que puedan mejorar la eficacia de las medidas antiterroristas en ambos países. Los resultados contribuyen a una comprensión más profunda de la naturaleza cambiante del terrorismo y ponen de relieve enfoques innovadores para la cooperación y el intercambio de conocimientos en el futuro.