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**ALTERNATIVE TACTICS FOR COMBATING
TERRORISM: CITIZENS POLICE ACADEMY**

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Alternative Tactics for Combating Terrorism: Citizen Police Academy

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ABSTRACT

Terrorism is a serious problem in Turkey, particularly in the eastern part of the country. Turkish Police forces need innovative and alternative tactics for combating terrorism. Community Oriented Policing (COP) is one of these tactics, which is less expensive, but efficient. Citizens Police Academies (CPA) are popular COP applications among police departments in the United States. They provide a better understanding of police, build closer police-citizen relationships, and gain citizens' support. Obtaining these benefits from CPAs can help reduce joining to Kurdistan Workers' Party (PKK), which is the most dangerous terrorist organization in Turkey responsible for tens of thousands of Turkish Citizens' killings. For this purpose, The Kars Police Department, which is located at far eastern part of Turkey, established a CPA in 2009 and have educated more than two hundred citizens by now. This study attempts to determine whether the CPA program has an effect on participants' perceptions, opinions, and attitudes toward police, police work, and crime related issues. It uses a pretest and posttest research design to survey students in the CPA offered by the Kars Police Department.

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Introduction

Terrorism is a critical, deadly and devastating type of crime, which causes loss of human lives and fear of crime. Further, it influences the economy, as well. For instance, 9/11 terrorist attacks cost approximately 50 billion dollars to the United States besides its psychological damages (Gunbeyi, 2006). In the last three decades, 49,802 individuals died and 114,999 wounded in 32,668 terrorist activities in the whole world (Gunbeyi and Gundogdu, 2006).

The most widespread and deadly terrorist activities are conducted by pro-Kurdish terrorist organization, the PKK, in Turkey. PKK terrorist activities resulted in approximately 40,000 people's lives and the loss of more than 200 billion dollars in the last 30 years (Sever and Roth, 2008). In addition, these terrorist activities have caused fear of crime and damaged public peace. Although PKK carried out some of its terrorist attacks in big cities (i.e., Istanbul), their main and primary targets are usually in the East of the Turkey where mostly Kurdish citizens live. Geographic structure and difficult terrain of eastern-Turkey provides the terrorist an important advantage in terms of attacking and hiding. To eradicate PKK terror, the Turkish government allocates great amount of resources and gives a lot of effort. Until recent years military types of tactics and operations have been utilized against PKK by the Turkish officials. However, none of these military based applications did work well to completely solve the PKK problem. Such a failure in tactics led the officials to seek alternative approaches to the problem, such as using COP model and its tactics, where the real causes (i.e., socio-economic reasons) of the problem considered.

COP applications were used first in the United States in the early 1980s. Those years, the United States was searching for innovative policing strategies because they realized that traditional policing tactics could not suffice solving crimes and

decreasing crime rates. The main idea about the COP is building trust and relationship with the public, gaining support of and cooperating with citizens to solve crime related problems (Goldstein, 1990). Rather than dealing with crimes directly, police want to focus on the factors causing crimes before they occur (Biebel and Cordner, 2003).

Many studies have showed that COP applications are effective tools for decreasing crime rates for both violent and property crimes (Karğın, 2010). These successes made COP very popular and widespread among police departments (Braga, 2002; Weisburd and Eck, 2004). Even police organizations from various countries have espoused this new policing model. One of them is the Turkish National Police (TNP) has been using COP applications for almost ten years. Further, every police department has a COP unit.

COP can have effective applications for combating terrorism and reducing terrorist activities, proactively rather than reactively. Its applications are analogous to a communication channel between the police and citizens, which help increase awareness on terrorism (Ozeren and Cinoglu, 2010). Moreover, COP applications have a critical role in building trust between states and citizens, which is vitally important for combating terrorism. Many countries have used COP applications for that purpose one way or another. The United Kingdom, for instance, have used them against IRA (Ozeren and Cinoglu, 2010). The United States began to use COP applications for combating terrorism after 9/11. Turkey began to use them against PKK after realizing that military based tactics against terrorism cannot suffice. Yıldız and Şahin (2010) investigated the effects of COP applications in an eastern city of Turkey, Mardin, and found that COP applications had a significant role in making governmental organizations and citizens closer and melting ices between these two parts.

Police departments have created many different COP applications to establish cooperation and closer relationships with the public, such as door-to-door visits, public or residential block meetings (Trojanowicz & Bucqueroux, 1994). Similar tactics have been applied in Turkey, as well. For instance, the city of Zara Police Department organized meetings with citizens and educated them about how criminals work and how crimes happen. This increased the citizens' awareness towards crimes, which in turn, reduced crimes rates (Alpkan and Palaci, 2008).

Citizens Police Academies (CPAs) are one such COP tactics that have been widely used in many different countries. Approximately 75% of police departments in the United States have CPAs (Law Enforcement Management and Administrative Statistics [LEMAS], 2003; Schafer and Bonello, 2001). Although CPAs are designed as a COP tool, COP is not composed of CPAs only. As COP aims, CPAs provide an opportunity for the police to understand citizen problems better, see the perception of the police from the public eyes, and learn expectation of the public regarding police services. In addition, CPAs allow citizens to understand the police and police works better, and see the police problems from the police eyes. For an exact period of time in CPAs, police officers spend qualified time with citizens in a friendly atmosphere. Police departments become transparent by opening their doors to public and showing how police officers work to provide and maintain security and solve crime problems. By doing this, police aim to build mutual relationship with citizens to gain their trust and support. In addition, CPAs educate citizens regarding causes and effects of crimes in order to make them sober against crimes (Aryani, Garrett, & Alsabrook, 2000).

The city of Kars, which is located in the Northeast of Turkey, was the first in establishing a CPA program in the country. Most of the city's population is composed of Kurdish citizens. PKK occasionally perpetrates activities. According to the city gendarmerie records (2010), nine terror events have happened in 2008, and 38 terror activities were organized in the last five years. Although all of the other types of crimes have declined in the city, terror activities have increased. Furthermore, the city of Kars is among the second group of cities from which PKK recruits the most of its members. The Kars Police Department (KPD) has been utilizing the CPA for a year as a COP strategy in order to fight crime, including terrorism, more effectively. The current study investigated the effects of the CPA program of the KPD. Using a pretest and posttest research design, it examined how the CPA program affects the participants' perceptions, opinions, and attitudes toward police officers, police work, and crime related issues. It also examined how the CPA helps building bridges between the police and public and gaining public support.

Citizens Police Academies

In 1977, Devon and Cornwall Constabulary established a night school for citizens in Middlemoor, Exeter in England (Ferguson, 1985), which was the first CPA that aimed to build a relationship between police and community (Stone & Champeny, 2001). In this first CPA, participants were meeting once a week during a ten-week period. The idea was appreciated by others; thus, police organizations in the United Kingdom and in the United States emulated this first CPA (Cohn, 1996). After building the first CPA in the United States in Orlando, Florida, in 1985, it is claimed that the CPA played a decisive role in improving better relationships between the police and citizens. Therefore, other police departments have followed this police department in Orlando, Florida and the implementation of CPAs has become pervasive (Aryani et al., 2000).

Although the duration and the curriculum of CPAs vary from one department to another, the main purpose is always the same: to introduce the police profession to citizens and educate them about police works as well as crime related issues. In general, CPAs focus on the issues such as patrol procedures, police selection and training, crime prevention techniques, laws, narcotics, domestic violence, use of force, field operations, traffic stops, firearms training and the reasons behind the use of firearms (Cohn, 1996; Enns, 1995; Lesce, 1993). In addition, in order to be more effective and to build stronger rapport, CPAs offer ride-along programs, in which participants have an opportunity of patrolling with a police officer in real police districts and dealing with a real police work (Cohn, 1996; Maffe & Burke, 1999). A typical CPA goes on for 33 hours throughout 11 weeks (Bumphus et al., 1999).

CPAs select and recruit their participants in accordance with some particular criteria. While the age limit is 18 for some CPAs, it is 21 for some others. To get rid of recruiting problematic participants who can violate the peaceful aura of CPA classrooms, police departments prefer to select law-abiding citizens with no major criminal history (Palmiotto & Unninthan, 2002). They use background check, motor vehicle background check and fingerprint check for this purpose (Hilson, 1994; Maffe & Burke, 1999).

The reason behind all these police departments' efforts for establishing a CPA is to become more effective on fighting crime and reducing crime rates. CPAs create

an opportunity for both police officers and citizens to get together and know each other better (Enns, 1995). Thus, both sides can improve their relationships and build trust that may result in citizens' support for the police work, and communal work of the police and the public in terms of reducing crime rates (Bumphus et al., 1999; John, 1996; Palmiotto & Unninthan, 2002).

As might be expected, citizens do not truly and thoroughly know police. Public opinions about the police and the police works are based on media news, movies, myths and traffic stops that are generally ended in traffic citations (Becton, Meadows, Tears, Charles & Ioima, 2005; Stone and Champeny, 2001). While news contempt police officers frequently by showing their corrupted cases, movies exalt them as public heroes, albeit unrealistic. These sources bring about an incorrect public perception about police, which might create fear of crime on public and affect the public image of the police negatively (Raffel, 2003). CPA classrooms prepare an atmosphere for citizens, which is conducive to meet face-to-face with police officers and learn about real police work by first-hand experience. CPAs educate the citizens about police missions, operations, personnel, regulations, rules, policies and challenges to eliminate the public suspicion and misconceptions about the police (Becton et al., 2005; Aryani et al., 2000). Participants of CPAs experience how police work during a CPA classroom, in person. This personal experience is the best source to learn about police and get an idea of true police image (Friedmann, 1990). CPAs aim to create police adherents, which is not restricted to CPA participants only. CPA participants who have a positive police perception and eager to help police most probably will carry the message of CPAs to their families, friends, and neighbors (West, 1996). In other words, CPA has a wider positive effect on the public.

To sum up, police departments use CPAs to improve their relationship with citizens and gain their support. This way, it is expected that citizens are more likely to help police in solving crimes, sharing crime related information, testifying on courts, and joining crime prevention programs (Cohn, 1996; Greenberg, 1991; Peverly & Phillips, 1993; Raffel, 2003). Thereby, CPAs play a role in decreasing crime rates and providing a safe and secure community (Bumphus et al., 1999; Hilson, 1994). Further, CPAs provide a good source of information about the reflection of police works. Police departments can ask

CPAs participants about how police officers work in the neighbourhood and how police activities affect the citizens (Schafer & Bonello, 2001). This information can be used to make better policies and procedures about policing.

Assessment of CPAs from an Empirical View

CPAs promise many benefits for police departments, thereof that it seems it is worth to have one. Police departments having a CPA praise them concerning how they use CPAs to develop their relationships with citizens and gain their support for crime fighting (Enns, 1995; Lesce, 1993; Maffe & Burke, 1999; Whitman, 1993). However, beyond these anecdotal resources empirical research studies are needed to get a proper evaluation on CPAs.

Limited amount of research studies have evaluated the effectiveness of CPAs in various police departments and cities, such as Lansing, MI; Austin, TX; Wichita, KS; Richmond, VA; and Louisville, KY (Brewster et al., 2005; Delice, Gozubenli and Vito, 2010; Palmiotto and Unninthan, 2002; Raffel, 2003; Schafer and Bonello, 2001; Stone and Champeny, 2001). These studies generally have conducted surveys for participants of CPAs in a pretest-posttest research design. The findings have indicated that CPAs have accomplished what they intended to do. The participants reported that after CPAs they understood the police and the police work better, and their perceptions about police became more positive. Also, they said that they were more likely to support police. These findings showed that CPAs are effective in terms of increasing police and public relationship and getting public support.

According to these empirical studies, although CPAs have a general role in improving police and public relations and gaining a more positive police image, each CPA in the abovementioned cities has a different effect on participants' perceptions. The findings can be epitomized as follows. Regarding the CPA itself, the participants reported that the CPA was educational, beneficial and enjoyable, and it should be sustained to educate citizens in a longer program (Brewster et al., 2005; Delice, et al., 2010; Stone and Champeny, 2001). It has been found that the CPA graduates became citizens who know well about police work, procedures and activities (Brewster et al., 2005; Delice, et al., 2010; Palmiotto and Unninthan, 2002; Raffel, 2003; Schafer and Bonello, 2001). After the CPA the participants had more positive perceptions and attitude toward the police and they had a better

police image. They truly understood the police and had positive attitude toward the police thereto. For instance, the graduates were most likely to believe that the police use of force was depending on lawful rationales. Also, they believed that police officers were trained sufficiently to perform their job. After the CPA, the participants shared their positive experience with their families, friends and relatives. In addition, the findings bode for that the CPA graduates are more likely to help and support police. They are willing to report suspicious activities to police and volunteer to join police departments' crime prevention programs (Raffel, 2003; Schafer and Bonello, 2001; Stone and Champeny, 2001). Beckon et al. (2005) pointed out that the CPA graduates are more likely to be satisfied with the services their police departments provide. Brewster et al. (2005) emphasized that the study's findings were not affected by size of cities, participants' demographics and differences in the CPA curriculum. All these findings from the empirical studies amount to that CPAs are effective tool of COP for police departments.

Although both anecdotal and empirical studies have indicated that CPAs have a distinctive role in building public trust and developing police and public relations, the findings from these studies should be taken cautiously because of their several limitations. First of all, many studies have reported that the participants had already positive perceptions about police before CPAs (Brewster et al., 2005; Delice, et al., 2010; Palmiotto & Unninthan, 2002; Schafer & Bonello, 2001). Second, CPAs rarely have younger and lower social class participants (Bumphus et al., 1999; Palmiotto and Unninthan, 2002). Third, because police departments use recruiting criteria, only particular types of citizens who have a clear history are more likely to be accepted for CPAs (Jordan, 2000). These limitations indicate that the CPA participants are not true representatives of the general population. These characteristics of the CPA participants cause bias concerning the findings. Therefore, the generalizability of the findings of these research studies is questionable.

The Kars Police Department's Citizens Police Academy (KPDCPA)

Turkey has multiple police organizations by the influence of French approach (Çevik, Göksu, Filiz and Gül, 2010). Currently, four organizations work for security and safety in the country, which are the Turkish National Police (TNP),

the military police (Gendarmerie), the Coast Guard, and the Custom Enforcement. However, the definition of police organization is generally used for the TNP because the great majority of the police works are achieved by the TNP (Çevik et al., 2010). The TNP is responsible for urban areas only, which composes almost 76% of the population (Turkish Statistical Organization [TUIK], 2011). On the other hand, the Gendarmerie covers rural areas, which composes almost 24% of the population. The responsibilities of the Coast Guard and the Custom Enforcement are already clear.

The TNP has a highly centralized organizational structure. Its main headquarters is in the city of Ankara, the capital of Turkey. The General Director (Chief) of the TNP leads the whole organization and its approximately 200,000 members from Headquarters (Gul, Dolu, and Dogutas, 2010). There are 81 main police districts throughout the country and many sub branches affiliated to the main districts. Kars is one of these main police districts located in the northeastern part of Turkey, which has around 650 police officers providing security service to approximately 77,000 populations.

Just like their counterparts from other countries, the TNP employs COP strategies for a better and more effective policing. The TNP implied the first official COP application in 2006 (Gül, 2011). At the present time almost all of the police departments have a COP unit. Several police departments have reported successful results from the implementation of COP strategies in terms of crime fighting (Alpkan and Palaci, 2008; Yıldız and Şahin, 2010). It is known that the Gendarmerie also employs COP applications in their own districts (The Turkish Gendarmerie, 2011), but this study focuses on the TNP only.

Similar to other police departments, the Kars Police Department (KPD) uses COP as an alternative method to handle security problems in their jurisdictions. In that regard, being aware of the importance of the public support in policing, the KPD has started a new program for the first time in the TNP's history in 2009, which is called as "The Kars Police Department's Citizens Police Academy (KPDCPA)".

The KPDCPA has several purposes. First, the KPDCPA contributes creating a society which is closed to its police department and vice versa. The KPD anticipates getting the participation and the support of community in the policing

processes for creating a safe community using the CPA. The KPD at once believes that the police and the community must work collectively in the form of a partnership to maintain public peace. Second, the KPDCPA is maintaining the transparency of the police in the eye of the society. Since the TNP has been deeply wounded by human rights violations and accusations for about several decades in the past, the KPD have targeted to eliminate these notorious images from the minds of the public with the KPDCPA. Namely, the KPD wide opens its doors to the public to show and prove them that everything functions in accordance with the laws and regulations. Third, the KPD tries to develop awareness of democratic policing implementations. In this concern, the KPDCPA reflects and presents a more democratic policing style by including its citizens in policing. In short, the KPDCPA represents the transformation of the authoritarian policing, which is against public will, to a new era policing that espouses an understanding and motto of “for the public, with the public, and by the public.”

With the philosophy of “police are the citizens with uniform and citizens are the police without uniform” the KPDCPA annually recruits around 100 citizens and trains them about the police, police works and crime related issues in three separate terms. Each term lasts six weeks and approximately 35 citizens graduate from the KPDCPA. After a six-week KPDCPA education, participants are rewarded with a graduation certificate.

Criteria for the KPDCPA recruitments are to be a Turkish citizen, to be at least 18 years old, to fill and sign the CPA application form and to be a volunteer to attend classes and activities in the KPDCPA. There is no tuition or fee for the participation. All participants are encouraged to attempt all sessions and optional tours.

The program is composed of two parts, one of which is classroom education about policing and the other is observation of real practices and activities in the related police fields, such as traffic control, patrolling and use of technologies. To be more specific, the curriculum of the KPDCPA is as follows;

- 1- The organizational structure of the KPD,
- 2- Training about “What can I do not to be a victim of crime?”
- 3- War against drugs,

- 4- From evidence to criminals (crime scene investigation),
- 5- Police technologies,
- 6- Basic traffic information and safe driving,
- 7- What can you do for helping your local police for yourself and for your neighborhood safety?
- 8- Crimes against women,
- 9- First aid.

Activities implemented in the KPDCPA are as in the following;

- 1- Watching a demonstration which is performed by riot police for their techniques to handle a riot problem,
- 2- SWAT team demonstration,
- 3- Patrolling with police cars,
- 4- Speaking on police radio,
- 5- Collecting evidence from an imaginary homicide crime scene,
- 6- Seeing police technologies,
- 7- Visiting police service buildings,
- 8- Visiting self defense classes.

Methods

This study used a quasi-experimental research design to investigate the effects of the KPDCPA on its participants' perceptions, opinions, and attitudes toward police, police works, and crime-related issues. A pretest at the beginning of the KPDCPA and a posttest at the end were conducted. The items in both the pretest and posttest questionnaires were the same. The posttest questionnaire contained additional five items to obtain the participants' opinions about the evaluation of the KPDCPA. Excluding these five items, both questionnaires were composed of 22 items, which were five-point Likert-type scale items ranging from *strongly disagree* to *strongly agree*: five items for getting participants' demographics data and 17 items for getting data about the participants' opinions and perceptions regarding police, police work, and crime-related issues. The survey instruments were taken from Delice et al. (2010) and translated into Turkish.

The surveys were conducted in two KPDCPA classrooms, one of which is in September 2009 term and the other in March 2010 term. For both the pretest and the posttest, the survey questionnaires were directly distributed to the participants in the classrooms, and collected back in 15 minutes. Each classroom had 30 students; however, 20 students in the first classroom and 17 students in the second one were volunteered to participate in the study for the pretest. Therefore, the posttest questionnaires were delivered to these 37 students, only. In this case, the response rate for the study was 62%.

To assure ethical issues, an official permission was acquired from the KPD for conducting study in the KPDCPA. The surveys employed no identifiers and had a cover page that explained the purpose of the study. The cover page explained that participation in the research study was voluntary and that the participants' confidentiality and anonymity were assured.

The data from two KPDCPA classrooms were pooled for analyses. Descriptive statistics and a series of paired samples *t*-tests were used. The demographic attributes of the participants and their opinions about the evaluation of the KPDCPA were analyzed using descriptive statistics. To measure how the participants' perceptions, opinions, and attitudes changed throughout the KPDCPA, paired samples *t*-tests were employed.

Results

The results concerning the participants' demographic characteristics were shown in Table 1. According to these results, the mean of the participants' age was 27.8. The majority of the participants were between the ages of 21 and 30 (57.3%). The percentage of the participants younger than 20 years old was 13.9%. That is, the percentage of the participants younger than 30 years old was 71.2%. The majority of both samples were composed of male participants (73%). Approximately half of the participants were high school graduates (51.4%). The second and third largest groups were two-year college graduates (18.9%) and four-year college graduates (13.5%) respectively. Most of the participants' income level was less than a 1,000 Turkish Liras. The percentage of the participants having a monthly income more than 2,000 Turkish Liras were only 22.6%. Finally, the participants learned about the KPDCPA mostly from police officers (45.9%) and from their friends (40.5%) at the first place.

Table 1
Participant Characteristics

Variable	n	%
Age (M = 27.8, SD = 8.5)		
18-20	5	13.9
21-30	21	58.3
31-40	7	19.4
41-50	2	5.6
51-60	1	2.8
Gender		
Male	27	73
Female	10	27
Education		
Elementary School	2	5.4
Middle School	3	8.1
High School	19	51.4
College (2 years)	7	18.9
College (4 years)	5	13.5
Master's Degree	1	02.7
Monthly Income		
Less than 1,000	18	58.1
1,001 - 1,500	2	06.5
1,501 - 2,000	4	12.9
2,001 - 2,501	3	09.7
2,501 - 3,000	3	09.7
More than 3,000	1	03.2
Source of Information		
Newspapers	4	10.1
Police Officers	17	45.9
Friends	15	40.5
Other	1	02.7

N = 37

Table 2 shows how the participants' opinions, perceptions, and attitudes changed throughout the KPDCPA program in terms of 17 different points related to police, police works and crime-related issues. A higher mean score is indicative of a more positive perception, opinion, or attitude. The results indicate that of all the 17 surveyed areas, KPDCPA participation resulted in 13 significant and positive changes in perception. After the KPDCPA, the participants' beliefs about how

police job is difficult and dangerous increased significantly ($t = 2.8, p < .01$ and $t = 2.2, p < .05$ respectively). Also, the participants' beliefs became stronger regarding the police having right to use of force ($t = 4.3, p < .01$). After the KPDCPA, the participants had a significantly better understanding of both the police and police work ($t = 3.3, p < .01$). The participants' beliefs became significantly more positive about police officers' education and work professionalism ($t = 4.8, p < .01$ and $t = 2.6, p < .05$ respectively). After completing the KPDCPA, the participants became significantly more aware of police activities ($t = 5.5, p < .01$) and their awareness about crime and safety issues in their neighborhoods significantly increased ($t = 4.7, p < .01$). Participants' willingness about approaching a police officer and talk about neighborhood problems increased ($t = 2.2, p < .01$). Also, participants' willingness increased significantly on reporting crimes and suspicious activities to police ($t = 2.5, p < .01$ and $t = 2.8, p < .01$ respectively). After the KPDCPA, the participants reported that they speak with their family, friends and neighbors about neighborhood problems more frequently ($t = 3.1, p < .01$). Finally, the participants' views of police became significantly more positive after completing the KPDCPA ($t = 4.4, p < .05$).

The KPDCPA program did not have any significant effect on the remaining 4 surveyed areas. It did not significantly increase the participants' perceptions in terms of participants' respect for and trust to police. The KPDCPA also did not significantly affect the participants' willingness to initiate or participate in neighborhood crime-watch programs. Finally, the KPDCPA did not cause a significant change on the participants' carefulness to protect themselves from becoming a crime victim. Although the KPDCPA did not induce significant changes on the abovementioned areas, it can be clearly seen that the participants' opinions and perceptions were already positive before attending the KPDCPA on these areas. In other words, the participants were already willing to initiate or participate in neighborhood crime-watch programs, were careful to protect themselves from becoming a crime victim and respected and trusted police before attending the KPDCPA.

These findings show that the KPDCPA was quite effective to induce positive changes on the participants' perceptions and attitudes toward the police and police

work. It did not have any significant effect on only four areas among 17 surveyed areas, on which the participants' initial score were considerably high, already.

Table 2
CPA Effects on Opinions, Perceptions, and Attitudes

Dependent Variable	Mean		SD		<i>t</i>
	Pre-Test	Post-test	Pre-Test	Post-test	
I believe that police officers' job is difficult	4.5	4.9	1.0	0.3	- 2.8**
I believe that being a police officer is dangerous	4.5	4.9	0.8	0.4	- 2.2*
I believe that police officers should have right to use force	3.6	4.7	1.3	0.5	- 4.3**
I have a good understanding on police officers and police work	3.9	4.6	1.0	0.5	- 3.3**
I believe that police officers in my city are professional	4.2	4.7	0.9	0.5	- 2.6*
I believe that police officers have sufficient education	4.1	4.8	0.7	0.4	- 4.8**
I respect police officers in my community	4.8	4.9	0.5	0.3	- 1.1
I am aware of police activities in Kars	3.4	4.7	1.2	0.5	- 5.5**
I am willing to report crimes to police	4.7	4.9	0.5	0.3	2.5**
I am willing to report suspicious activities in my neighborhood to police	4.4	4.8	1.0	0.4	- 2.8**
I am willing to initiate or participate in neighborhood crime- watch programs	4.7	4.8	0.5	0.4	- 0.2
I speak with my family, friends and neighbors about neighborhood problems	4.0	4.7	1.1	0.5	- 3.1**
I willingly approach a police officer and talk about neighborhood problems	4.5	4.9	1.0	0.3	- 2.2*
I am aware of crime and safety issues in my neighborhood	4.0	4.8	1.0	0.4	- 4.7**
I am careful to protect myself becoming a crime victim	4.7	4.9	0.4	0.3	- 1.7
My view of the police is positive	4.6	4.9	0.5	0.2	- 4.4**
I trust the police	4.8	4.9	0.3	0.3	-0.7

N = 37

** . Mean difference is significant at .01 level

* . Mean difference is significant at .05 level

At the end of the KPDCPA training, the participants responded to five evaluation questions. Table 3 shows the results of participants' evaluation of the KPDCPA. Because all of the participants evaluated the KPDCPA positively, the table shows

“*Agree*” and “*Strongly Agree*” selections only. Depending on these results it can be said that all of participants believed that the KPDCPA was enjoyable, educational, and beneficial. In addition, all of the participants thought that the KPDCPA should continue to educate citizens. Furthermore, all of the participants reported that they recommended the KPDCPA to others. These results indicate that the participants were considerably satisfied with the KPDCPA and they believed that they had learned useful and valuable information. Finally, they recommended the KPDCPA to other citizens.

Table 3
CPA Evaluation

Variable	Mean	SD	Agree		Strongly Agree	
			n	%	n	%
I believe the Academy was enjoyable	4.86	0.35	5	13.5	32	86.5
I recommend the academy to someone else	5.0	0.0	0	0	37	100
I think the academy should continue to educate citizens	4.91	0.28	3	8.1	34	91.9
I believe that the Academy was educational	4.94	0.23	2	5.4	35	94.6
I believe the Academy was beneficial	4.98	0.16	1	2.7	36	97.3

N = 37

Discussion

Terrorism is a serious crime, which causes violence, death and economical loss. Further, terrorism threatens the public’s peace and safety. PKK is the most devastating and dangerous terrorist organization in Turkey. In the last three decades, PKK have induced thousands of deaths and millions of dollars of economical damages. PKK uses Kurdish citizens mostly for its activities and it is effective in the eastern part of the country where Kurdish citizens live in general.

Turkish governments including the army and the TNP have invested their great amount of resources to cope with the PKK terrorism for almost three decades. They have used military based tactics in general, but they have rarely implemented socio-economic solutions. However, currently new approaches for combating terrorism are discussed and began to utilize. As a new tactic, the TNP have espoused COP applications and it pervasively uses them in East of Turkey to build close relationship with Kurdish citizens. For the first time in Turkey the

KPD opened a CPA to educate citizens about police, police works and crime related issues. The main goal is to introduce the police to citizens transparently from the first hand and improve the relationship between the police and the citizens. This way, the police can implement their tactics more effectively and solve crimes more easily by getting the public support. This study examined the CPA offered by the KPD to see how the KPDCPA program affected participants' perceptions, opinions, and attitudes toward police, police works, and crime related issues. In a quasi-experimental research design, the participants were surveyed at the beginning and at the end of the KPDCPA.

To increase the sample size two KPDCPA classrooms were surveyed. From two classrooms, which had 60 students in total, 37 participants responded to the questionnaires. A great majority of the participants were male (73%) and from an age group between 18 and 30 (71%). Also, more than half of the participants had high school education. These demographics of the participants do not fit the population of the city of Kars very well. According to TUIK (2010), the population of the city is composed of approximately 50% men and 50% women. Around 25% of the city populations are at their age between 18 and 30, 12% at their age between 31 and 40, 8% at their age between 41 and 50, and 6% at their age between 18 and 30. Approximately 34% of the population completed primary school, 5% completed middle school, 12% completed high school, and 3% completed 2-year or 4-year college education. It seems that excluding the finding that the participants were largely composed of younger citizens; the sample does not successfully represent the city population. Nevertheless, this finding is important because it is known that PKK recruits its members from younger citizens. PKK members can be clustered into two major age groups: the first is 14-25 age group and the second is 26-35 age group. The first group constitutes approximately 77% of the PKK members and the second one constitutes 18%. Therefore, it is a gain for the KPDCPA recruiting younger citizens because it aims to be an alternative approach for combating terrorism by educating younger citizens mostly and building a stronger relationship with them. Younger citizens graduated from the KPDCPA with a positive view of police are less likely to join PKK or to support it. In that regard, the current study did not support the previous

studies (Bumphus et al., 1999; Delice et al., 2010), which criticized CPAs that they were not successful to entice younger citizens.

Another critique about CPAs from previous studies was about the higher income level of the participants. Palmiotto and Unninthan (2002) found that CPA participants' levels of annual income were pretty high in general. Also, Jordan (2000) criticized CPAs that their students were from community elites. On the contrary, this study found that almost 60% of the KPDCPA participants had a monthly income lower than a 1,000 Turkish Liras. These results mean that the KPDCPA recruited the younger citizens and the citizens who have low level of income in the city population.

This study addressed to measure the effects of the KPDCPA on the participants' perceptions, opinions, and attitudes toward police, police work, and crime related issues. For this purpose 17 different measurements were used at the beginning and at the end of the KPDCPA. The findings showed that of all the 17 surveyed areas, the KPDCPA had significant effects on 13 areas. According to these findings, after the KPDCPA education and several different activities by meeting police officers face-to-face in police facilities the participants beliefs increased significantly in the surveyed areas that police job is difficult, and dangerous, police have right to use of force, police have sufficient education and police are professional. Also, the participants' awareness increased significantly about police activities, crimes and suspicious activities in their neighborhoods. Their willingness increased significantly concerning reporting crimes and suspicious activities to police. Additionally, the participants began to better understand police and their view of police became significantly more positive. Moreover, they began to speak with their family, friends and neighbors about neighborhood problems more frequently. This result bodes for that the KPDCPA was considerably successful in influencing the participants' perceptions, opinions, and attitudes toward police and police work. In other words, the KPDCPA achieved its goals.

The findings about the evaluation of the KPDCPA support the inference that the CPA achieved its goals. The findings showed that all of the participants were very satisfied with the KPDCPA. All of the participants reported that the KPDCPA was beneficial, educational, and enjoyable. Also, all of the participants

recommended that the KPDCPA should continue to educate citizens and that they would recommend other citizens to attend. To sum up, these findings indicate that the KPDCPA positively affected the participants' perceptions, opinions, and attitudes toward police and police work, and the participants had positive, satisfying and enjoyable experience with the KPDCPA. Therefore, it can be said that the KPDCPA gained public support and built a close relationship between police and citizens. These findings are in consistency with findings of previous studies in general (Brewster et al., 2005; Delice et al., 2010; Palmiotto and Unnithan, 2002; Raffel, 2003; Schafer and Bonello, 2001; Stone and Champeny, 2001).

However, the findings also showed that the participants initially had positive perceptions, opinions, and attitudes toward police and police work. Fourteen pretest scores in 17 were 4.0 or higher where the possible maximum score was 5.0. Most of the previous studies examining CPAs have had the same results (Brewster et al., 2005; Bumphus et al., 1999; Delice et al., 2010; Palmiotto & Unnithan, 2002; Schafer & Bonello, 2001). The studies have questioned the effectiveness of CPAs because of this initial positive perceptions, opinions, and attitudes of participants. This is like Achilles Heel for the CPA studies. It seems that the participants were already supporters for police and willing to work with police. Also, they respect and trust police. Schafer and Bonello (2001) posited that because CPAs recruit the citizens who have clear background and who are law abiding citizens using some recruiting criteria, participants of CPAs have initial positive perceptions, opinions, and attitudes toward police and police work. However, this is not true for the KPDCPA since it has no recruiting criteria except being a Turkish citizen and being older than 18 years old. Probably, citizens who are comfortable spending some times with police officers and who have even a little sympathy or interest to the police are volunteers for CPAs. Therefore, they have initial positive perceptions, opinions, and attitudes toward police and police work. Either way, this characteristic of CPAs causes a clear risk in terms of the COP principles and the goals of CPAs. Apparently, CPAs get together the police and the citizens who are already like and trust the police. In other words, police see the public and their problems from these citizens' eyes only, which can cause

a misconception. Further, this can cause negligence of other part of the community, which is contrast to COP.

Even if the participants of the KPDCPA were already police supporters and willing to work with the police, these findings should not be underestimated. Apparently, the CPA has an effect to make these initial positive perceptions, opinions, and attitudes significantly more positive. In other words, the KPDCPA made the participants become stronger supporters to police and increased their willingness significantly to work with police. This is an important outcome for police organizations. That is, after the KPDCPA the police are more likely to get more help from the citizens to investigate and solve crimes including terror crimes. Also, the police are more likely to get more support from the citizens while implementing their applications.

The effects of the KPDCPA are not limited to the participants, only. They are more likely to be like seeds in the community to flourish the effects of the KPDCPA. They are more likely to share their satisfying, enjoying and beneficial CPA experience with their family, relatives and friends. They probably work like a civilian COP officers (Delice et al., 2000) and spread the effects of the KPDCPA to other citizens (Brewster et al., 2005; Nowicki, 1994). In this way, the effects of the KPDCPA can be transferred some others who are not supporters of, who do not trust, and who are even afraid of police. Thus, the citizens are more likely to trust and respect the police, the governments, and the state. This is an important benefit for combating terrorism.

The KPDCPA should generate original and appealing strategies for recruitment, education and other applications to achieve its goals and improve its effects. The findings of this study showed that a great amount of the participants learned about the KPDCPA from their friends or police officers. The KPD should use these tools more frequently to advertise the CPA in a more proper way. The KPD should aim to reach citizens for recruiting from every part of the social and economic classes. The current curriculum of the KPDCPA and its activities seem to work well; however, the KPDCPA should find new areas for education and enjoyable activities for the participants to sustain its effects.

The present study obtained valuable findings regarding the effects of the KPDCPA on the participants. However, the findings should be taken cautiously due to the limitations that are related to the sample size, the response rate, and the analysis method. First, the number of the sample size was 37. Although two KPDCPA classrooms were used to increase the sample size, it still does not suffice to obtain reliable findings. Second, the response rate was 62%. Although Creswell (2005) suggested that a response rate of 50% or higher increased the ability to generalize the results from the sample to the general population, it is unknown how remaining 38% of the participants could affect the current findings. Third, because of a small number of sample size, the present study was limited to *t*-tests, rather than the more robust MANOVA. The number of *t*-tests increased the probability of Type-I error. Therefore, the findings should be interpreted carefully.

CPA is a new concept in Turkey and this is the first research study examining a CPA. To truly understand the role of CPAs in improving police-citizen relationships and crime prevention, including terrorism, future studies are necessary. Future studies should try to use larger and more representative samples with a higher response rate. In addition, CPA studies generally utilize quantitative research design, in which surveys have been conducted to collect data. To figure out the real effects of CPAs thoroughly, qualitative studies should also be conducted. This can allow truly understanding how CPAs affect participants' perceptions, opinions, and attitudes. Findings from a qualitative study can help see the effects of CPAs from a different angle.

In conclusion, although CPAs have been widely used as an effective COP tools in the USA and UK, CPA is a new phenomenon in Turkey. Currently, only one police department, the KPD, has experienced CPA. In accordance with previous studies, examination of this single CPA supported the claim that CPAs are effective to make citizens get closer to the police and make them become police supporters. For the Turkey example it is anticipated that the CPA can help combating crimes including terrorism. Depending on this valuable goal and the CPA's success to accomplish the goal, it can be said that a CPA is worth investing. Other police departments should implement CPAs to improve their COP applications. While implementing CPAs, police departments should develop

expedient recruiting criteria to reach citizens from every part of the community. Curriculums should be designed to include enjoyable and educational activities to obtain the maximum benefits from CPAs thereto. Finally, police departments should evaluate their CPAs to fix and develop them in scheduled periods.

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