

Criminal-Andragogy and Science-Globalization

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Abstract: In sciences, global tendencies are borders and directions of sciences are merging. Areas of sciences exceed other sciences, that is how a new special part-science is created. Criminal-andragogy is a new, but very practical way in andragogical work. Its scientific background expands quickly, and it has a big demand on labour-market, mainly in law-enforcement institutions. Our research and education not only wish to provide help for employees in these specialities, but offers development for leaders, belonging to practise on different levels of the leadership. This education wishes to provide the help of complex activity turning into increasingly more important high-standard supply.

Key Words: Criminal-Andragogy, Education. Schools, Globalization, Teachers, Research

Criminal-andragogy is a new, but very practical way in andragogical work. Its scientific background expands quickly, and it has a big demand on labour-market. Primarily new organizations, and activities appear in law-enforcement institutions, which deal with controlling, risk- and stress-management, conflict management, in exterior and interior education. These activities take more attention to identify exterior and inner risks.

Our education not only wishes to provide help for employees on these specialities, but offers development for leaders, to practise on different levels of the leadership. This education wishes to provide the help of complex activity turning into increasingly more important high-standard supply.

In sciences, global tendencies are borders and directions of sciences are merging. Areas of sciences exceed other science, that is how a new special part-science is created. In andragogy we could mention the micro economy of andragogy, andragogical psychology, gerontology, etc. Basic educational systems can not survive in classical forms, can not follow the challenges of labour-market, so every science has some specialization in colleges and universities, which means the basic science has been mixed with some other science-fields. These parts in sciences is getting some specialist's research area, and it causes the disappearing of big researching workshops. To know a particular science needs the knowledge of the basic science, and also accurate knowledge of sub sciences, and the „brought in” science's accurate knowledge as a new area of science. E.g.: andragogical psychology, pedagogical economy, human resource management, history of medical science etc.

To get to know our new science, we have to see clearly, on what scientific level the basic science is existing. Sections of development of the science:

1. Axiomathical level: It can be lead back onto some fundamental elemental items (mathematics).
2. Theoretical level: Science which can be defined on a theoretical bases (E.g.: axiology created theory etc.)
3. Pre-scientific level: chosen trade marks of science the object is having its research methods, paradigms (scientific level of andragogy, pedagogy).
4. Everyday vocational level: specializing (E.g.: pedagogues – slave for guarding and teaching kids).
5. Everyday level: culture, society, knowledge

Reference: KOCSIS Mihály: A TANÁRKÉPZÉS MEGÍTÉLÉSE. Iskolakultúra, Molnár Nyomda és Kiadó Kft., Pécs, 2003.

(<http://mek.niif.hu/01800/01884/01884.pdf>)

To follow the birth of criminal-andragogy, we could see that science comes into the practice first in law-enforcement institutions, and only the next step is to develop a theoretical background. It means that researchers have to manufacture a theoretical background quickly for the professional function. In the science of andragogy these are hard conclusions, because this science developing is so fast, that researchers can not follow even the basic challenge in the discovering process.

„Sir Karl discusses such issues as the aims of science, the role that it plays in our civilization, the moral responsibility of the scientist.”

(See: http://books.google.com/books/about/The_myth_of_the_framework.html?id=Ye2tAhDX7agC)

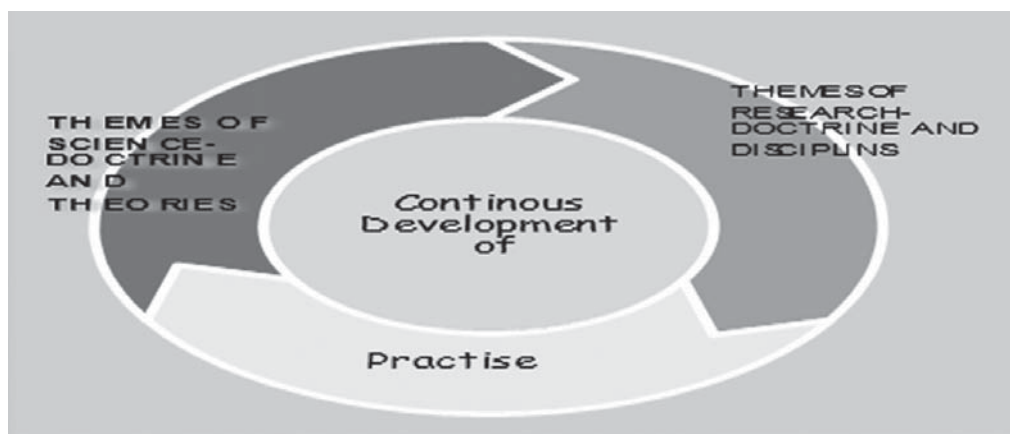
We built up a quiet new criminal-andragogy project in Hungary, in Eötvös József College. In this project we get students, to use their human resource for scientific research. Of course they give us new energy to exchange their abilities for teaching them practical research methodology, and they give us new (not always scientific, but certainly creative) point of views. In this research we get researchers, from other science areas, to have new point of views from other sciences, we also have to create some special terminology, methodology in our criminal-andragogy in these areas. To check our theories in practice, we get prisoners too, as an aim target of the research. They are our feedback to get to know what they are able to do, and not to do, this way get to know their “expectations”, and possibilities. Naturally we would like to get prison officers to this work, as an other target-group of further education. We want to know what is missing from their actual education (special fields, subjects, and whether the proportion of the contains is the most useful now). What would be necessary to know for their more effective work and increasing efficiency.

In the next step of this research we get rehabilitative officers, as the third aim target of the education of criminal-andragogy, to get to know what is missing from their education. What would be necessary to know for more effective work? Finally we get police officers to take a part of the development too, as a fourth target-group.

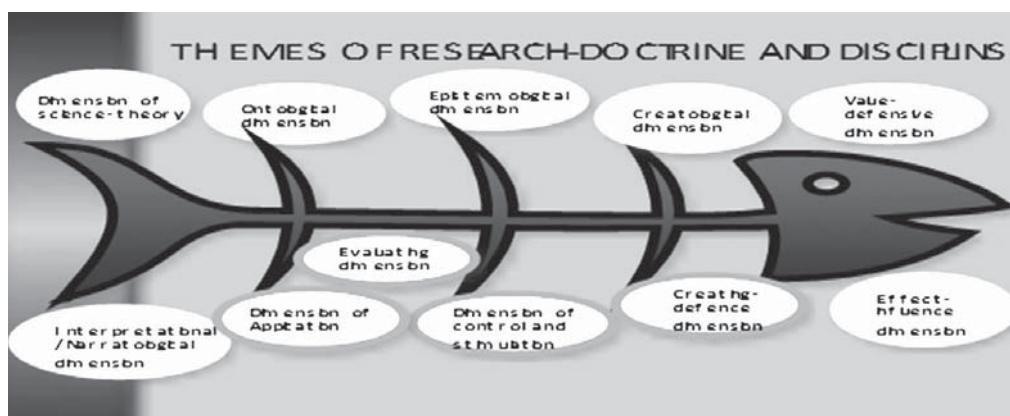
Main modules of educating criminal-andragogy are: introduction to criminal-andragogy, organization and management of

law-enforcement institutions, risk management, history of criminal-andragogy, work-process in prison, competence management, criminal politics and penal law creation, didactics and methodology of criminology, comparative criminology, organizational control of operating and system-functioning, military andragogy, gipsy problems in criminal-andragogy, adolescent delinquency, social background of violent crimes, strategy management, techniques of criminology, criminal psychology, methods of investigative work, etc.

The preparing of the educational subsidiary materials, books, tests for modules of criminal andragogy are just in processing. This work is going this way:



Reference: SÁRI Mihály. University-based Training for Adult Educators in Hungary. In *Training of Adult Educators in Institutions of Higher Education: A Focus on Central, Eastern and South Eastern Europe*. Eds. HINZEN, H., PRZYBYLSKA, E. Bonn-Warsawa IIZ/DVV, 2004. pp. 157–168.



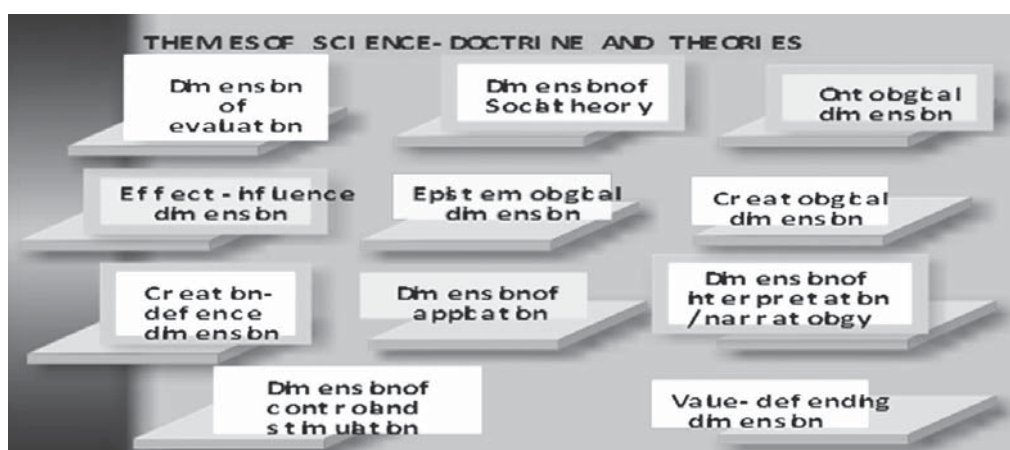
Reference: ZSOLNAI József. *A tudomány egésze. A magyar tudomány tudomány-pedagógiai szemléje*. Budapest: Műszaki Kiadó, 2006.

We built up a scientific background, while we can do research. Themes of research-doctrine and disciplines are:

1. Science-theory dimension: Science-, and Research Doctrine.
2. Ontological dimension: Research-planning doctrine.
3. Interpretational/Narratological dimension: Research-history.
4. Epistemological dimension: Theory-creating doctrine for research bases, Typology of research-problems and doctrine of research-problems, theory and its development, Creating doctrine of research models, Doctrine of hypothesis's development in research process.
5. Creatological dimension: Typology of research-methods and research-technical, Definition-theory and terminology-doctrine for research-process, Use of literary/ language-doctrine of research reports, Pragmatic, rhetoric and text-doctrine of research results and of scientific communication.
6. Value-defending dimension: Research-statistics.
7. Dimension of application: Innovation doctrine of researches, Research doctrine of andragogy, Research doctrine of criminal-andragogy.
8. Dimension of control and encouragement, Research-finance-doctrine, Research-appearance doctrine.
9. Evaluating dimension: Research-evaluating doctrine, Theory's adoptability of evaluating-results of research, Traditional-doctrine for researches, Research-parody.
10. Effect-influence dimension: Research-management, Doctrine of organizing-, and coordinating of researches.
11. Create-defending dimension: Discussion of research-results (and argumentation-doctrine).

We also have to discover the scientific background of the themes of science-doctrine and of theories, as:

1. Dimension of Social theory: Science politics.
2. Ontological dimension: Science-ontology.
3. Epistemological dimension: Science-philosophy, Science-development doctrine, Science-comparative doctrine.



Reference: ZSOLNAI József. *A tudomány egésze. A magyar tudomány tudomány-pedagógiai szemléje*. Budapest: Műszaki Kiadó, 2006.

4. Dimension of creature: Science-psychology, Science-methodology, Science-heuristic/ discovering, Science-modelling doctrine, Science-terminology, Doctrine of using technical terms, Science-biography.
5. Value-defending dimension: Science documents, Science-information doctrine.
6. Dimension of interpretation/narratology: History of Science-history, History of science-history-writing.
7. Dimension of application: Science-andragogy / criminal andragogy, Research-andragogy / criminal andragogy, Andragogical talentology.
8. Dimension of control and stimulation: Science-planning doctrine, Science-economy doctrine, Science-finance doctrine, Science-system doctrine, Discover of Scientific organizations, Science-politics/ Science-law, science-systematization doctrine
9. Creation-defence dimension: Patent, Author's rights, Trademark.
10. Dimension of evaluation: Science-sociology, Science-aesthetics, Science-metric, Science-chronology, Science-parody, Science-ethics.
11. Effect-influence dimension: Science-marketing.

Although criminal-andragogy only exists in practice, we do not have its didactic, methodological and scientific background.

We can see above, that it is not a simple research to develop criminal-andragogy, but we also have to build up the scientific background, and also have to adopt it in practical work. Modules of criminal-andragogy's educational curriculum, and themes of research-doctrine, disciplines, themes of science-doctrine, and theories show, how many specialists we need to work together, and not only in the area of social sciences, but also in science-areas, which are far from being well-known fields.

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