



# GLOBAL TRENDS IN LAW ENFORCEMENT TRAINING AND EDUCATION Conference Programme

Research & Science Conference 2016  
5-7 October 2016 – Budapest, Hungary





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## Contents

European Union Agency for Law Enforcement Training (CEPOL)	4
National University of Public Service (NUPS)	5
Proceedings of the conference - concept	6
Programme	7
Wednesday 5th October	7
Thursday 6th October	10
Friday 7th October	13
Plenary and parallel sessions speakers	15
Practical information	29
How to use Padlet	29
How to use the wifi	29
Information desk	30
Announcements and changes in the programme	30
Cloakroom	30
Registration and accreditation	30
Dinners	30
How to navigate within the building	31
How to get to the Ludovika Campus	34
Contact information	36

## European Union Agency for Law Enforcement Training (CEPOL)

CEPOL is an agency of the European Union dedicated to develop, implement and coordinate training for law enforcement officials. Since 1 July 2016, the date of its new legal mandate, CEPOL's official name is "The European Union Agency for Law Enforcement Training".

CEPOL contributes to a safer Europe by facilitating cooperation and knowledge sharing among law enforcement officials of the EU Member States and to some extent, from third countries, on issues stemming from EU priorities in the field of security; in particular, from the EU Policy Cycle on serious and organised crime.

CEPOL brings together a network of training institutes for law enforcement officials in EU Member States and supports them in providing frontline training on security priorities, law enforcement cooperation and information exchange. CEPOL also works with EU bodies, international organisations, and third countries to ensure that the most serious security threats are tackled with a collective response.

The agency's annual work programme is built with input from this network and other stakeholders, resulting in topical and focused activities designed to meet the needs of Member States in the priority areas of the EU internal security strategy. Moreover, CEPOL assesses training needs to address EU security priorities. CEPOL constantly strives to offer innovative and advanced training activities by integrating relevant developments in knowledge, research & technology, and by creating synergies through strengthened cooperation. CEPOL's current portfolio encompasses residential activities, online learning (i.e. webinars, online modules, online courses, etc.), exchange programmes, common curricula, research and science.

2016 marks the 15th anniversary of the establishment of CEPOL. Since it became fully operational, CEPOL has grown to establish itself as the EU's law enforcement training hub and centre for excellence and expertise. Over 50 staff based at the headquarters in Budapest now provide multilingual and multinational expertise in training to law enforcement authorities across the EU and beyond.

Over time, CEPOL has gained increased trust from its Member States by focusing on the delivery of quality products and services. In 2015, CEPOL's training portfolio encompassed 151 training activities (85 residential activities and 66 webinars), 428 exchanges in the frame of the European Police Exchange Programme, 24 online modules, one online course, and nine common curricula. The outreach of the agency has steadily increased in the past 15 years to reach 12 992 law enforcement professionals trained in 2015.

The development of international trade routes and the increased flexibility of organised criminals, driven by technological advances and the Internet, have led to an exponential growth in organised crime over these last 15 years. However, CEPOL's main purpose remains the same now as it was when it started: to support the European Union's two million law enforcement officers in Making Europe Safer.

### Contact

Address: 1066 Budapest, Ó utca 27.  
Phone number: +36 1 803 8030  
Website: <http://cepol.europa.eu>  
E-mail: [communications@cepol.europa.eu](mailto:communications@cepol.europa.eu)



## National University of Public Service (NUPS)

The National University of Public Service is the single institution in Europe to offer degree programmes in public service with a comprehensive approach focusing on the needs of the whole of government. It educates the next generation of public management, international affairs, military, policing and law enforcement experts and leaders. Hence our University operates in a model of cooperation together with national stakeholders and international actors.

Due to the merger of these special fields, our University has a very diverse student body providing opportunities for students of different fields of public service to become acquainted with each other and cooperate in many fields of life. Besides creating a common introductory module embedded in each degree programme, students also participate in joint public service exercises. Also a growing number of international students choose to study at NUPS in the framework of exchange or scholarship programs. They gain valuable experiences in this unique community thus broadening their knowledge and know-how already acquired.

Furthermore, NUPS not only pays attention to developing world-class education but also to creating a modern, lively, open and student-friendly environment with the most developed infrastructure. At the main campus of Ludovika students enjoy the services of a modern educational building that combines 21st century technology with tradition and heritage of the predecessors. The Ludovika Residence Hall offers outstanding living circumstances at an excellent location in Budapest with both green areas and the city centre being in proximity.

### Contact

Address: 1083 Budapest, Ludovika tér 2.  
 Phone number: +36 1 432 9000  
 Website: <http://en.uni-nke.hu>  
 E-mail: [nups.international@uni-nke.hu](mailto:nups.international@uni-nke.hu)



**NATIONAL UNIVERSITY  
 OF PUBLIC SERVICE**  
 IN SERVICE OF THE NATION

## Proceedings of the conference – concept

The CEPOL European Police Research and Science Conference shall bring together academics and practitioners to debate and exchange on research findings, educational ideas and concepts and to engage in professional discussions around security issues.

The focus of the 2016 edition shall be the global trends in law enforcement education. The development and progress of scientifically sound research informing and shaping law enforcement practice or education varies across countries and forces in Europe and worldwide. Thus, the organisers are seeking input from a wide circle of international institutions, countries and research projects. Not only shall the variations in training and education be addressed by the contributions to the conference, but also similarities, best practices, opportunities and possible limitations of law enforcement training and education.

As in previous editions, dialogue, interaction and networking among the speakers and participants is strongly encouraged.

The conference programme foresees 5 major building blocks towards this end:

### 1. Plenary Sessions

The plenary sessions will be held in the Chapel Hall (ground floor). The opening speeches, keynote contributions and panel discussions will take place here. Please make sure that you arrive around 10 minutes before the beginning of the sessions.

### 2. Parallel Sessions

Other major contributions and invited papers will be presented in parallel sessions in the auditoriums 2 and 3 (2nd floor).

### 3. Open Paper Sessions (OPS)

23 open papers sessions will take place. These sessions will be moderated by CEPOL's Research and Science Correspondents.

### 4. Open Sessions (OS)

These sessions aim at offering a space to pursue the discussions and debates that started in plenary, parallel or open papers sessions. Information about the set-up of such ad-hoc open sessions will be provided by the conference information desk and on the Twitter account for the conference.

### 5. Coffee breaks and meals

Seasoned conference participants are aware that the most memorable or important conversations are often taking place during the coffee breaks, lunches and dinners. Some would say, that is where the real networking is taking place.

### Note from the organisers:

- **Arrival and registration:** In the mornings, please arrive at least 30 to 45 minutes before the start of the conference to ensure enough time for registration and security checks.
- **Badges:** Please wear your identification badges for the whole duration of the conference and during the dinners. There are necessary for access to the premises and dinners.
- **Participant list:** Participants wishing to share their details with all conference participants can request to be added to the list that will be circulated after the conference.

For further questions, please do not hesitate to consult our information desk located on the second floor.

## PROGRAMME

Wednesday, 5<sup>th</sup> October

### Programme Key

- Plenary sessions
- Parallel sessions
- Open Sessions (OS)
- Open Paper Sessions (OPS)

<b>08:30</b>	<b>Entrance</b>	<i>Arrival of participants</i>
		<i>Opening of the conference</i> <b>András. Patyi</b> , Rector of NUPS <b>Mátyás Hegyaljai</b> , Deputy State Secretary, Hungarian Ministry of Interior
<b>09:30</b>	<b>Chapel</b>	<b>Ferenc Bánfi</b> , Executive Director, CEPOL  <i>Plenary Session 1 - Keynote speech</i> <b>Ferenc Bánfi</b> , Executive Director, CEPOL <i>Globalisation of law enforcement training</i>
<b>10:30</b>	<b>Zrínyi Hall</b>	<i>Coffee break</i>
<b>11:00</b>	<b>Auditorium II.</b>	<i>Parallel Session 1</i> <b>Guy Vinet</b> , OSCE <i>Global society targeted by global crime: the OSCE's approach through police training</i> <b>Tofik Murshudlu</b> , UNODC <i>Networking the law enforcement training institutions – LE TrainNet</i> <b>Elisabeth. Brein et al.</b> , Erasmus University, The Netherlands <i>International security management – addressing security challenges in an interconnected world</i>
<b>11:00</b>	<b>Auditorium III.</b>	<i>Parallel Session 2</i> <b>Andrés Buenaventura</b> , INTERPOL <i>Identifying effective trends in international law enforcement capacity building and training</i> <b>Anemona Peres</b> , FRONTEX <i>Harmonisation of qualifications and training standards in border guard sector across EU - sectoral qualifications framework for border guarding</i> <b>Claudio Di Gregorio</b> , Italy <i>Law enforcement training and learning: a comprehensive 'capacity building' approach</i>
<b>12:30</b>	<b>Assembly Hall</b>	<i>Lunch</i>
<b>13:30</b>	<b>Auditorium II.</b>	<i>Open Paper Session 1</i> <b>Marnix Eysink Smeets</b> <i>The 'security landscape' is changing rapidly. Can police (education) keep up?</i> <b>Priit Suve</b> <i>Towards multi-strategic policing</i>

13:30	Auditorium III.	<p><b>Open Paper Session 2</b>  <b>Arije Antinori</b>  <i>From the Islamic state to the "Islamic state of mind" the evolution of the Jihadisphere and the rise of the lone Jihad</i></p> <p><b>A. Pudlat/ P. Schütte-Bestek</b>  <i>Preventing violent extremism and strengthening democracy – about the recent capabilities of civic education in law enforcement education and policing</i></p> <p><b>Onderj Kolar</b>  <i>The education of staff about extremism and radicalization</i></p>
		<p><b>Open Paper Session 8</b>  <b>Stephan G. Humer</b>  <i>Socio-technical aspects of digital police-public partnerships</i></p> <p><b>Jorn van Rij</b>  <i>Predictive policing within human trafficking and sexual exploitation of Eastern European women with the help of crime mapping and geo-visualisation on the basis of the use of the internet</i></p>
		<p><b>Open Sessions</b></p>
13:30	Second floor Auditoriums	
14:30	Chapel	<p><b>Plenary Session 2</b>  <b>Elena Van der Spuy</b>, University of Cape Town, South Africa  <i>Political transition, organisational fluidity and police training: reflections from South Africa</i></p> <p><b>José Vicente Tavares dos Santos</b>, Universidade Federal do Rio Grande do Sul Brazil  <i>Dilemmas of police education in Brazil</i></p>
		<p><b>Coffee Break</b></p>
15:30	Zrínyi Hall	
16:00	Chapel	<p><b>Plenary Session 3</b>  <b>Benjamin Bowling</b>, King's College University, United Kingdom  <i>The globalization of local policing in Europe</i></p> <p><b>Warwick Jones</b>, Executive Director, Australian Institute of Police Management, Australia  <i>The critical role of police educational institutions</i></p>
		<p><b>Panel Discussion</b></p>
17:30	Auditorium II.	<p><b>Open Paper Session 3</b>  <b>Gábor Kovács</b>, National University of Public Service, Hungary  <i>The Hungarian law enforcement education system at the National University of Public Service, the best practice of Hungary</i></p> <p><b>Silvia Iluminada Ramos</b>  <i>Spanish national police training system competencies and structure</i></p>
		<p><b>Open Paper Session 4</b>  <b>A.Vanchoski / K. Doda</b>  <i>Challenges in the education of the police officers regarding lawful implementation of police powers and the mechanisms for prevention of the acts of torture in Macedonia, Serbia and Croatia</i></p> <p><b>Z. Djurdjević / N. Radović</b>  <i>Police education in the function of effective response to new security challenges</i></p>
17:30	Auditorium III.	

17:30	Auditorium IV.	<p><i>Open Paper Session 5</i>  <b>Silvio Bratković</b>  <i>Police education and training as an answer to new trends in crime - Croatian experience</i></p> <p><b>B. Lobnikar / R. Sumi</b>  <i>Transformation of police officer education and training in Slovenia</i></p>
17:30	Auditorium V.	<p><i>Open Paper Session 6</i>  <b>Davor Solomun</b>  <i>Police Research Centre in function to strengthening of the criminalists' competencies and secure society</i></p> <p><b>Janina Juškevičiūtė</b>  <i>Crime investigator education at public security faculty of Mykolas Romeris University: first experience and tendencies</i></p>
17:30	Second floor Auditoriums	<i>Open Sessions</i>
18:15	Assembly Hall	<i>Dinner at Ludovika *</i>

*\* Dinner is provided for CEPOL guests and self-registered participants with "Conference & Dinner" or "Conference Comfort" packages.*

## Thursday, 6<sup>th</sup> October

08:00	Entrance	<i>Arrival of participants</i>
09:00	Auditorium II.	<i>Parallel Session 3</i> <b>Haim Blumenfeld</b> , Police College Israel <i>Law enforcement training in Israel</i> <b>Maria Haberfeld</b> , John Jay College, USA <i>Effective counter terrorist tactics and police integrity - to shot or not to shot: is this the question?</i>
		<i>Parallel Session 4</i> <b>Matthias Zeiser</b> , German Police University, Germany <i>Trends and challenges for law enforcement training and education - the German Perspective</i> <b>Dawei Wang</b> , People's Public Security University, China <i>The trend and challenge of police education and training in China</i>
10:15	Zrínyi Hall	<i>Coffee break</i>
10:45	Chapel	<i>Plenary Session 4</i> <b>Gary Cordner</b> , Chief Research Adviser, National Institute of Justice, USA <i>Evidence-based police education &amp; training in the U.S.</i>
11:30	Auditorium II.	<i>Parallel Session 5</i> <b>Tao Xu</b> , Zhejiang Police College China <i>Law enforcement education and training in China</i> <b>Monica den Boer</b> , Consultant, The Netherlands <i>The internationalisation of higher police education in Europe and Asia: comparative perspectives</i>
		<i>Parallel Session 6</i> <b>Elizabeth Stanko</b> , Visiting Professor UCL and City University London, United Kingdom <i>When does training become learning: transmitting ideas across borders</i>
12:30	Chapel	<i>Lunch</i>
13:30	Chapel	<i>Plenary Session 5</i> <b>Jürgen Stock</b> , Secretary General, INTERPOL <i>Building an international learning community: INTERPOL's contribution</i> <b>Rob Wainwright</b> , Director, EUROPOL <i>EUROPOL's views about trends and challenges for law enforcement training and education</i>
		<i>Panel Discussion</i>
14.50	Auditorium II.	<i>Open Paper Session 7</i> <b>K. Pallai / P. Klotz</b> <i>The power of dialogue – Lessons learned from the Hungarian collaborative integrity curriculum development and proposal for implementation for law enforcement agencies</i>
		<b>Georgina Strehli-Klotz</b> <i>Law enforcement agencies and action learning approach – a potential tool for leadership development</i>

14:50	Auditorium III.	<p><b>Open Paper Session 9</b>  <b>J. Ganapathy / T. Damkaas</b>  <i>Community Based Policing and post Conflict Police Reform</i></p> <p><b>K. Butorac/I. Cajner Mraovic</b>  <i>The community policing evaluation in the Croatian urban and rural communities</i></p>
14:50	Auditorium IV.	<p><b>Open Paper Session 10</b>  <b>Ilona Bodonyi</b>  <i>The relevance of Inquiry Based Learning and Teaching - IBL - in Police Higher Education</i></p> <p><b>Sérgio Felgueiras</b>  <i>Police commanders' education: A continuous process</i></p>
14:50	Auditorium V.	<p><b>Open Paper Session 11</b>  <b>Laurent Chapparo</b>  <i>Digital learning : How to improve knowledge and skills for law enforcement managers</i></p> <p><b>J. Hart et al.</b>  <i>Evidence-based Practice: Innovative Training and Technical Support for UK Police Professional Development</i></p>
14:50	Second floor Auditoriums	<b>Open Sessions</b>
15:30	Zrínyi Hall	<b>Coffee Break</b>
16:00	Auditorium II.	<p><b>Parallel Session 7</b>  <b>Tore Bjørge</b>, National Police University College, Norway  <i>Police officers in the making: findings from a longitudinal study</i></p> <p><b>André Konze</b>, Police, Germany  <i>Police Germany - the European law enforcement education survey</i></p>
16:00	Auditorium III.	<p><b>Parallel Session 8</b>  <b>Steve Tong</b>, Canterbury University United Kingdom  <i>Professionalising policing</i></p> <p><b>Sofie de Kimpe</b>, Ghent University, Belgium  <i>A European quality assurance system for police education, a challenge for CEPOL?</i></p>
16:50	Auditorium II.	<p><b>Open Paper Session 12</b>  <b>Estelle Marks</b>  <i>Policing the European arrest warrant – an empirical project in progress – questions raised by the UK pilot study</i></p> <p><b>S. Reddington et al.</b>  <i>A partnership approach to higher educational accreditation of the UK's national direct entry superintendents programme</i></p> <p><b>Stephen Shannon</b>  <i>A solvability factor index for burglaries in Ireland</i></p>

16:45	Auditorium III.	<b>Open Paper Session 13</b>
		<p><b>Liu Lu</b> <i>Special weapon and tactic police in China: training and management</i></p> <p><b>L. Elias et al.</b> <i>Planning and policing of public demonstrations: a case study</i></p> <p><b>D. Packham et al.</b> <i>Evaluation of police training on stop and search</i></p>
16:45	Auditorium V.	<b>Open Paper Session 14</b>
		<p><b>C. &amp; M. de la Torre</b> <i>Network forensic analysis in the age of cloud computing</i></p> <p><b>N. MacLeod / T. Grant</b> <i>Assuming identities online: linguistic contributions to training undercover investigators</i></p> <p><b>Rui Sousa-Silva</b> <i>The quest for the Holy Grail? The potential of forensic linguistic analysis in cybercrime cases</i></p>
16:45	Second floor Auditoriums	<b>Open Sessions</b>
19:30	Trofea restaurant	<b>Dinner *</b>

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Friday, 7<sup>th</sup> October

08:00	Entrance	<i>Arrival of the participants</i>
09:00	Auditorium I.	<p><b>Open Paper Session 15</b>  <b>N. Coull et al.</b>  <i>On the use of serious games technology to facilitate large-scale training in cybercrime response</i></p> <p><b>A. Hutchinson / S. H. Wood</b>  <i>Gamification of learning; what works in making e-learning more memorable and useful, a collaborative evaluation</i></p>
09:00	Auditorium II.	<p><b>Open Paper Session 16</b>  <b>I. Hesketh et al.</b>  <i>Research-based learning and practice in policing in the 21st century</i></p> <p><b>E. Ferreira / J. Cabaço</b>  <i>The role of research and science in law enforcement education and training</i></p>
09:00	Auditorium IV.	<p><b>Open Paper Session 17</b>  <b>M. Lucas et al.</b>  <i>Designing postgraduate study to support professionalization in policing</i></p> <p><b>S. Graca et al.</b>  <i>MSc in Policing at Canterbury Christ University</i></p>
09:45	Auditorium V.	<p><b>Open Paper Session 18</b>  <b>G. Clough et al.</b>  <i>Evidence cafés and practitioner cafés supported by online resources: a route to innovative training in practice based approaches</i></p> <p><b>Katharina-Irene Bointner</b>  <i>How to embed scientific research as a form of professional education for practitioners from the field of law enforcement</i></p>
09:45	Auditorium III.	<p><b>Open Paper Session 19</b>  <b>I. Hesketh et al.</b>  <i>Theory, or not theory, that is the question? Reducing the evidence-practice gap</i></p> <p><b>Jyoti Belur</b>  <i>Infusing an evidence-based approach into police training</i></p>
09:45	Auditorium VI.	<p><b>Open Paper Session 20</b>  <b>László Christián</b>  <i>Law enforcement related surveys in Hungary</i></p> <p><b>Svetlozar Markov</b>  <i>Police University MOOCs as instrument for police improvement</i></p>
10:30	Zrínyi Hall	<i>Coffee break</i>
11:00	Chapel	<i>Plenary Session 6 – Panel discussion</i>
12:00	Auditorium II.	<p><b>Open Paper Session 21</b>  <b>Nuno Miguel Parreira da Silva</b>  <i>Between the military and the police: PSP and GNR Officer's attitudes to public administration policies</i></p> <p><b>R. Odeljan et al.</b>  <i>Investigative interviews with children: self-assessment of police officers on the quality of the interviews with child victims of serious crimes</i></p>

12:00	Auditorium III.	<p><i>Open Paper Session 22</i>  <b>Thomas Bäck</b>  <i>Police officers values of professional competence</i></p> <p><b>E. Williams / J. Norman</b>  <i>Putting learning into practice: self reflections from cops</i></p>
12:00	Auditorium V.	<p><i>Open Paper Session 23</i>  <b>V. Mutttilainen / V. Huotari</b>                  The police's operating environment in Finland</p> <p><b>Maria Koskelainen</b>                  Stress Management in the Police</p>
12:00	Second floor Auditoriums	<i>Open Sessions</i>
12:50	Chapel	<p><i>Plenary Session 7</i>  <i>Closure of the conference</i></p>
13:15	Assembly Hall	<i>Lunch</i>
14.30		<i>Departure of participants</i>

## Plenary and parallel sessions speakers



**Ferenc BÁNFI – CEPOL**

### *Globalisation of law enforcement training*

CEPOL is a European Union agency that fosters European and international law enforcement cooperation through training. CEPOL aims to become a world-class hub, and a driver of change in the law enforcement training field. One which contributes to addressing European and global security issues by bringing the law enforcement communities closer together to share good practices, knowledge and know-how.

CEPOL is an agency of the European Union dedicated to develop, implement and coordinate training for law enforcement officials. Since 1 July 2016, the date of its new legal mandate, CEPOL's official name is "The European Union Agency for Law Enforcement Training".

CEPOL contributes to a safer Europe by facilitating cooperation and knowledge sharing among law enforcement officials of the EU Member States and to some extent, from third countries, on issues stemming from EU priorities in the field of security; in particular, from the EU Policy Cycle on serious and organised crime.

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The agency's annual work programme is built with input from this network and other stakeholders, resulting in topical and focused activities designed to meet the needs of Member States in the priority areas of the EU internal security strategy. Moreover, CEPOL assesses training needs to address EU security priorities.

CEPOL constantly strives to offer innovative and advanced training activities by integrating relevant developments in knowledge, research & technology, and by creating synergies through strengthened cooperation. CEPOL's current portfolio encompasses residential activities, online learning (i.e. webinars, online modules, online courses, etc.), exchange programmes, common curricula, research and science.

Many challenges have to be tackled when it comes to law enforcement training: 1) globalization of the trends; 2) the current state of law enforcement training at global level; and 3) the increasing cross-border nature and globalization of crime. CEPOL is aware of the challenges, and is ready to support law enforcement organisations with its up-to-date knowledge.

The consistent pattern of the global trends in law enforcement training are changes in the centre of gravity. There are three main drivers of changes: 1) New trends in crime (cross-border nature, cybercrime, environmental, illegal migration...); 2) Technological developments (used by criminals and used by law enforcement); and 3) The rule of law and fundamental rights.

These new trends and tools require responsiveness and influence law enforcement training globally if the law enforcement community wants to remain on top of that. New investigations techniques arise (evidence-based policing, social media...) and officers need to be trained to use these techniques.

To address these challenges, law enforcement training shall be responsive and proactive, but it also should be visionary, science-based and multidisciplinary. Cooperation between various agencies and stakeholders is key to ensure the highest quality. The training offer should moreover be individualised and provide life-long learning solutions to be successful.

The way forward –CEPOL's proposals to tackle these issues:

- Under the umbrella of the UN: global partnerships, monitoring global trends, update with newly emerged trends, make it available for law enforcement communities.
- Under the umbrella of Interpol: create a knowledge base and provide access to it to international partners.



**Tore BJØRGO – National Police University College, Norway**

***Police officers in the making: findings from a longitudinal study of recruitment and education of police students in seven European countries***

The research project “Recruitment, Education and Careers in the Police: A European Longitudinal Study” (RECPOL) is an ambitious and unique comparative study to address some of the fundamental questions on recruitment and education of new police officers: Who becomes police officers and how they are shaped by very different systems of police education and training? Previous longitudinal studies have followed police students through their education and early years in the profession within a single country. This is the first longitudinal study of police students using the same methodology to follow police students in seven different European countries with very different systems of police education. In two consecutive panels, results from the first two (of totally four) phases will be presented. This unique data set allows us to explore a number of essential questions with practical as well as theoretical relevance:

What characterizes the kinds of people recruited for police work? How are they shaped by police education and socialisation into the profession? How do different systems of police recruitment and education impact on the attitudes and views on police work of the new police officers produced by these systems? These are fundamental questions for police science as well as for institutions providing police education. This ambitious European research project seeks to provide answers to these questions through a longitudinal and comparative survey design.

Police students in seven European countries with very different police education systems have answered identical questionnaires at the beginning and at the end of their police education, with some identical and some new questions. The students will later receive questionnaires three and six years into their policing careers. The seven countries are Norway, Sweden, Denmark, Iceland, Scotland, Belgium and Spain (Catalonia). At this stage we have Phase 1 and Phase 2 data from all seven countries except Scotland.

Norway and Denmark have three year bachelor degrees as the basic education for all new police officers, Sweden has two and a half year, whereas Iceland, Belgium and Catalonia have one year police educations, and Scotland has merely ten weeks formal education plus on the job training. These very different systems of police education may serve as an independent variable when we analyse such issues as who are recruited and how police students differ and change during the pro-cess of police education. Does it matter whether new police officers are provided short vocational type training or a longer and more academic education?

The data file for the seven countries was finally ready for comparative analysis in late May this year and the first findings will be presented at the CEPOL conference.



**Haim BLUMENFELD – Police College, Israel**

***Law enforcement training in Israel***

The global changes, the progress of communication and generational changes present a challenge to police agencies all over the world. In an era when crime and terror cross borders and continents, where the “Y” generation takes the place of the “X” generation police officers, professional education is a challenge which must be met with new methodologies in order to be relevant.

After a decade of planning, the Israel Police has done this at our new National Academy which opened in January 2014. We have gathered 19 different professional and territorial police schools onto one campus thereby revolutionizing the way the Israel Police trains its officers at every level and in every discipline. We have also updated our teaching methods so as to be relevant to the new generation. This presentation will review the ideas behind the National Academy and will also touch on the very complex issue of policing in the State of Israel.



### **Ben BOWLING – King's College University, United Kingdom**

#### ***The globalization of local policing in Europe***

The aim of this study is to investigate the extent and nature of transnational policing practices in various European countries and their impact on domestic police work by exploring the similarities and differences in the extent of communication, cooperation and collaboration among police agencies across the continent.

The tasks of investigating crime, enforcing the law and maintaining order – which have historically been based almost exclusively within local communities – now stretch far beyond national boundaries. There is good evidence from various national contexts that many police officers and other law enforcement agents spend their time working with colleagues abroad. But there have been, as yet, very few comparative studies of the forms and functions of transnational policing in different countries. The limited evidence available suggests that there are wide variations in transnational policing practices across the continent.

Transnational policing is driven by political and economic changes, the growth in international travel, information communication technology and migration, and developments in the nature of organized crime and threats to security. The pattern of policework is shaped by the organisational architecture of local, national and global policing systems and specific practices such as the interrogation of international databases, posting liaison officers overseas and the use of legal instruments such as Mutual Legal Assistance Treaties and the European Arrest Warrant.

The key aim of the project is document, examine and explain the differences in degree of cooperation with police in other countries and the forms that it takes in specific places. The study will focus on what are known to be key nodes for transnational police cooperation including national capital cities, headquarters of international policing organisations, inter-agency fusion centres, border zones and maritime regions.

Using a comparative case study design, this project will involve interviews with police and other law enforcement officers, policing experts in government, academia think tanks together with document analysis. Drawing on a well-developed theory of the globalization of policing, unique case examples of transnational policing processes will be collected using 'theoretical sampling' in the UK, France, Germany, Italy and the Netherlands.

### **Elisabeth BREIN et al. – Centre of Excellence in Public Safety Management, CESAM, Rotterdam School of Management, Erasmus University (RSM), The Netherlands**

#### ***International security management - addressing security challenges in an interconnected world***

How should police leaders address current and future security challenges? Safety and Security are crucial dimensions for the functioning of democracies and economies and for the health, wellbeing and resilience of communities. Conversely, the private, economic and social costs of security threats within the EU are tremendous. Reacting to and preventing of security threats demands joined-up and collaborative solutions, as no one agency, organisation or government is able to tackle these challenges on their own.

CESAM develops, in collaboration with other partners across Europe, a MSc programme in International Security Management which addresses these challenges. The selection of the involved partners reflects a guiding principle of our master, namely connecting different sectors (academia, law enforcement agencies, private industry and NGOs), disciplines (mainly IT and management) and different countries.

This MSc fosters new and more effective cooperation mechanisms to combine practitioner and academic expertise in response to contemporary security threats and global crime, further develop areas such as the interoperability of security agencies and law enforcement services and facilitate the development of transversal skills within all facets of education. The program is set up to educate and train current and next generation of decision makers in the international arena of safety and security. In our presentation we address the challenges discussing the 4 most central concepts that describe

the essence of police leadership:

1. Evidence-based management: identify and apply relevant academic literature.
2. Ability to engage successfully many different stakeholders within and outside of the police.
3. Holistic leadership: understand the broader context of leadership, including a system understanding of leadership and the relevance of the contributions of all players.
4. Global mind-set, local actions: understand the global interconnections of local policy decisions and how local actions can influence and mitigate global security threats.

### **Andrés BUENAVENTURA – INTERPOL Global Complex for Innovation, Singapore**

#### ***Identifying effective trends in international law enforcement capacity building and training***

INTERPOL capacity building and training programs aim to impart increased operational effectiveness to law enforcement officers in the field through the provision of specialized knowledge and technical skills. The Organization continuously seeks to improve its effectiveness through retrospective analyses of these programs. As such, we propose to conduct a study to identify international law enforcement training best practices using a number of INTERPOL capacity building and training programs – as well as partner agencies' programs, if possible – as data sources. In order to complete the multi-level training evaluation we will also need to collect information through surveys and interviews from beneficiary countries of INTERPOL training programs. Using the Kirkpatrick model for training evaluation, we aim to generate novel insights derived from our most successful training activities and program structures. We will also identify and summarize the major challenges we have faced in our training sessions to ensure that future initiatives account for these challenges in advance. Some of the collected data will even allow us to assess the tangible results (level 4 of the Kirkpatrick model) arising from INTERPOL training programs.



### **Gary CORDNER – National Institute of Justice, U.S. Department of Justice**

#### ***Evidence-based police education & training in the U.S.***

It has become popular in the U.S. to insist on evidence-based crime policy and evidence-based policing. The term “evidence-based” refers to scientific evidence as opposed to legal evidence. The logic is that policing, and crime policy more generally, should be based on the best available scientific evidence about what works, in order to maximize effectiveness and avoid wasting time and money on practices that do not work.

This paper will identify some promising recent developments in evidence-based police education and training in the U.S. The focus in this regard is two-fold: (1) presumably, what police are taught in education and training ought to be based on scientific evidence, rather than merely opinion or tradition; and (2) how police are taught should also be based on scientific evidence about which methods of instruction result in the best learning outcomes.

The paper will also consider some of the philosophical and practical impediments that limit the extent to which U.S. police education and training currently is, can be, and even should be evidence-based. Despite the apparent logic of the evidence-based approach, these impediments are quite substantial.

### **Sofie DE KIMPE & Els ENHUS – Free University of Brussels, Belgium**

#### ***A European quality assurance system for police education, a challenge for CEPOL?***

In the international police literature exists a long standing debate about the role and function of police education in the professionalization of the police. The discussion revolves the role of the police education as engine of socialization. Some say the police training has a limited impact on the professionalization of the police as a profession, while stating that police officers mostly learn their profession in the streets and not at the police school. Others argue that the police education can be an engine of change for the police organisation. In this presentation we assume that police

training can play a major role in the process of socialization towards the police profession. We argue that if police education wants to be an agent of change in the police organisation, we need to open it up towards society. Moreover, when the police education system wants to strengthen his position and status on the European market of higher education, it needs to strengthen its position by ameliorating its quality assurances and strengthen its ties with the higher education system. In this a crucial role could be provided for CEPOL, as a possible European quality assurance agency for higher police education.



**Monica DEN BOER – The Netherlands**

***The internationalisation of higher police education in Europe and Asia: comparative perspectives***

The aim of this paper is to set the scene for potential avenues of EU-Asia police training co-operation by mapping the following general issues:

1. Is internationalisation of (higher) police education important in the light of transnational crime and safety issues, and if so, why?
2. Which common trends and features can be discerned in higher education developments in Asia and Europe?
3. What can higher police education systems in Asia and Europe potentially learn from each other and how could they co-operate?

The paper benefits from experience that was built through a multi-annual EU-China Police Training Project, which resulted in numerous recommendations for future co-operation, in particular concerning training, education, research and knowledge exchange.

Moreover, the paper will seek to identify differences and similarities between European and Asian higher education strategies, law enforcement professionals and higher education profiles in the era of international crime, as well mutual lessons that can be learnt. Finally, critical conditions are formulated for a joint law enforcement educational strategy between Europe and Asia.

**Claudio DI GREGORIO – Tax Police School of Guardia di Finanza, Italy**

***Law enforcement training and learning: a comprehensive ‘capacity building’ approach***

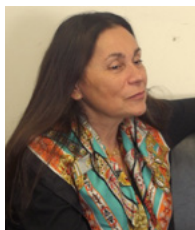
“Building an International Learning Community” which was the ambitious idea of the Interpol’s 16th Training Symposium for Heads of Police Training (Johannesburg – 2007), has become, time after time, a shared philosophy and a common strategy in the Police Community.

The Oslo Dialogue, launched by the OECD in March 2011 aiming at preventing, detecting and prosecuting criminals and recover the proceeds of their illicit activities, pointed out the need of a “capacity building” approach, and promoted a multi – disciplinary common strategy to improve and share expertise and best practices in the field of financial investigation and asset recovery.

In the same framework, and in deference to the EU “lifelong learning policy”, Guardia di Finanza proposed the Commission and realized (2013 – 2015) the implementation of the “Economic and Financial Investigator Project”, by the use of financial investigation as a pivotal investigative technique to be adopted in all EU Member countries. The supporting idea of all these initiatives is to focus the attention on attendants’ capacity of acquiring and implementing a common “know how”, to meet the growing challenges of transnational crime.

The Tax Police School of Guardia di Finanza has been entrusted to be the site of the OECD International Academy for Tax Crime Investigation, as well as the Centre of the E.F.I. Project and of various CEPOL Courses. An e – learning owned platform supported the attendants’ activities.

Taking the moves from a field-based experience, this paper describes the most common trends in the field of Law Enforcement training and education.



**Maria HABERFELD – John Jay College of Criminal Justice, US**

***Effective counter terrorist tactics and police integrity, to shot or not to shot: is this the question?***

As 15 years have passed since the 9/11 attacks police forces in the United States and in other countries around the world are facing a very unpredictable and unstructured threat: the emergence of various forms of violent terrorist activities, from organized groups to lone wolves. Although terrorism is almost as old as the history of human kind and law enforcement agencies throughout the world have battled it various iterations for years, the scope, intensity and frequency of the current threats is much different and thus requires some pause, not so much from the standpoint of tactical operations alone but rather from the ethical and moral angles as well.

The public demands the same results but with different means and processes. While there is no call for the abandonment of the idea of law enforcement, the call for results achieved through transparency and full accountability cannot be ignored or silenced.

How do we then reconcile the demands of the public with the strategic and operational field responses that achieve the required results yet through the use of different means and considerations? At what point police officers need to abandon their concern of offending the larger public they are sworn to serve and protect in favor of actually saving those lives? At which point they will need to ignore their own departmental rules and regulations to save lives?

The only way it can be done, effectively and efficiently, is to focus our attention on the short and long term needs of education and training of our guardians. The following formula was developed over 10 years ago, by team of researchers including the author, to assist police leaders to train and educate their police officers about ethical policing, the time is ripe to translate this template into actual training modules, especially for the split second decision discretionary decision process, that frequently accompanies an active shooter, or an “active shooter to be” situations.

**Five Step Approach to Integrity Management (Klockars et. al., 2006)**

**Question 1:** Do officers in this agency know the rules?

**Action Response:** If they do, fine. Where they don't, teach them.

**Question 2:** How strongly do they support those rules?

**Action Response:** If they support them, fine. Where they don't, teach them why they should.

**Question 3:** Do they know what disciplinary threat this agency makes for violation of those rules?

**Action Response:** If they do, fine. Where they don't, teach them.

**Question 4:** Do they think the discipline is fair?

**Action Response:** If they do, fine. Where they don't, adjust discipline or correct their perceptions.

**Question 5:** How willing are they to report misconduct?

**Action Response:** If they are willing, fine. Where they are not, find ways of getting them to do so.

This presentation will focus on the 5 step approach as the base line for the short term educational and training needs using the template to analyse real life scenarios like the prohibition to use deadly force against a moving vehicle and requirements, by many police forces, to first discharge warning shots before actually aiming at the target. Using the example of the terrorist attack in Nice, the short term, immediate, training needs will be addressed from the tactical aspect and the mid and long term educational needs will emphasize the necessity to develop new training modules on ethics, to ensure that officers authorized to use deadly force, prior to actual crime being committed, but based on the totality of circumstances, will not abuse the rights of their office but use this discretion with the ultimate caution and ethical considerations and will be ready to report forms of misconduct while witnessing such.

## Warwick JONES, Andrew SINGH – Australian Institute of Police Management

### *The critical role of police educational institutions*

Since 2010, the Australian Institute of Police Management (AIPM) has been on a journey from a traditional 'staff college' model of police education, to a 'business school' model for supporting better public safety.

This paper details how police educational institutions have a critical role in the creation of adaptive, innovative and responsive police organizations. But this role involves the movement away from the traditional models of education and development.

For twenty years, the AIPM provided police education for officers at two levels through traditional pipeline programs. These programs reinforced many of the cherished crafts, traditions and cultures of police professionalism. The AIPM, like many police educational institutions, provide a central cultural reference point for continuity within policing.

In 2008, the AIPM started its journey of experimentation with the introduction of adaptive leadership and case in point teaching techniques within its traditional programs. In 2013, the AIPM took its first steps outside the traditional program format, with the introduction of five 'market-orientated' programs.

The 'market-driven' revealed a great hunger for leadership programs at the operational frontline level, as well as strong demand of delivery away from the bricks and mortar of traditional police educational institutes.

The journey of the AIPM over the last 5 years, suggest the police educational environment, is matching the pressures of many organizations struggling to make the transition from industrial age to the digital age.

Balancing continuity with innovation is always challenging, but the AIPM's journey suggests improved police performance, can be supported by police education institutions questioning their own identity, traditions and activities. Lessons learnt by educators in this internal change, can help in encouraging, influencing and supporting change within others.

## Andre KONZE – Police, Germany

### *The European Law Enforcement Education Survey*

The Governing Board of the European Police College through Decision 26/2013/GB established the "WORKING GROUP FOR THE UPDATING OF THE SURVEY ON THE EUROPEAN LAW ENFORCEMENT EDUCATION SYSTEMS (ELEES WG)". The decision followed previous CEPOL surveys such as the 'Survey on Specialised Police Learning and Training in Europe' (2005), the 'Survey on European Police Education' (2006), the proposals made in October 2008 by the Project Group for the 'Development of the basis for consolidating, updating and publishing the Survey on European Police Education (SEPE)', and the SEPEB Working Group in 2009.

The findings of the ELEES WG can be summarised like followed:

- Police training and education all over Europe has developed extraordinarily since the Bologna process has been started. Even from the time when the last survey has been conducted, the number of institutions and programmes/courses that are accredited has been increased enormously.
- The educational requirements for middle and senior ranked law enforcement officials have risen since the implementation of the Bologna process.
- Although educational programmes/courses have been harmonised in terms of using comparable degrees and similar credits all over Europe, the exchangeability of degrees is still very limited.
- The opportunities to participate in another country's police programme are still limited to courses that are not accredited according to the Bologna process.

The ELEES WG made final recommendations on the harmonisation and transparency of the European

Higher Education Area. One of the most important issues in that area is that moving towards a Bologna accredited police education system should not become an end in itself. The system in the future should focus more on the impact of requiring higher educational levels for entering police forces as a low, middle, and senior police officer; the impact of implementing the Bologna Process in police and law enforcement education, and especially on the quality of the accreditation process within the member states of the European Union.



**Tofik MURSHUDLU – UNODC**

***UNODC Global Programme on Building Effective Networks Against Transnational Organized Crime***

One of the main components of the Global Programme on BENATOC is:

“LE TrainNet – Law Enforcement Training Network” – Establishing/developing a network of law enforcement training and educational institutions for promoting more systematised, sustainable and inclusive regional and interregional cooperation between law enforcement training institutions, allowing them to share best practices, training materials and training methodologies.

The initiative is meant to be implemented in partnership with partners such as INTERPOL, EUROPOL, CEPOL, OSCE, and other regional and international organisations promoting networking of the law enforcement training institutions.

Standardisation in methodology and training will ensure that the law enforcement agencies in various countries will “speak a common language” thus contributing to more effective international and regional cooperation in combating TOC in all its forms.

It is envisaged that partners will agree on the format databases on training institutions, trainers, as well as explore possibility of establishing common training web-portal which will be providing links to the existing training tools, e-learning platforms of the partner organisations.

Partners may also agree to develop joint tools and training manuals on specific topics which may de-facto become a universal models which can be taken by any country translated and adapted to the national realities (if and when needed) and used.

**Background information**

Azerbaijan hosted the initial meeting of the Network of the Law Enforcement Training Institutions in Baku from 28 to 29 April 2015. The meeting was attended by almost 90 representatives of the law enforcement training and educational institutions of different countries as well as the representatives of international and regional organisations (such as INTERPOL, WCO, OSCE, CEPOL, INTERPA, REDTRAC, ILEA, INCU, GCC-CICCD and others) involved in activities related to law enforcement training. It was agreed that an informal network of law enforcement training and educational institutions “LE TrainNet”, would cover a broad range of institutions that provide training and education services for police, customs, border guards, coast guards, gendarmerie and other agencies with a law enforcement focus, thus allowing them to exchange curricula, training materials, training methodologies, best practices and trainers.

This was followed by the second meeting under LE TrainNet in Singapore in the INTERPOL’s global complex for innovation. The meeting focused on the issues related to the training in the areas of cyber-crime, countering illicit financial flows and money laundering, E-learning.



### Anemona PERES – FRONTEX

#### *Harmonisation of qualifications and training standards in border guard sector across EU*

The concept of the European Sectoral Qualifications Framework for Border Guarding (SQF) is a result of the Frontex to develop a common comprehensive training platform that supports the Member States/Schengen Associated Countries in integrating the common core curricula developed by Frontex, and to promote the alignment of border guard education and training to Bologna and Copenhagen principles, at EU and national levels.

The objective of this framework is to offer the Member States/Schengen Associated Countries a tool that facilitates the national integration of the Frontex common standards in the field of training, and to promote European best practice in training design and development. The SQF reflects and supports Frontex's strategic approach to border guard education and training which aims at promoting a common EU approach to integrated border management by developing common training standards that meet border guard organisational needs whilst facilitating the interoperability, harmonisation and mobility of border guard learning across the European Union.

The SQF is a framework of high-level learning outcomes that reflects all of the learning, for all border guard activities, across the EU. As an overarching frame of reference, the SQF encompasses all levels of qualifications acquired in general, vocational and academic education and training in the border guard field. The SQF was developed based on an extensive job mapping (for all border guard tasks at all levels), and therefore closes the gap between theory and practice and ensures that all training courses developed based on it (or aligned to it) are operationally relevant. The SQF has at its core the concept of 'professional learning' which describes the knowledge, skills and competencies transferable to a workplace, the learning that is relevant for the job (required to perform border guard tasks).

As a set of common EU standards, the SQF enables harmonisation and benchmarking of border guard learning regardless of national organisational structures or national training and education systems. It acts as a 'translation tool' for national qualifications, ensuring the comparability of qualifications and the compatibility of training programmes. This facilitates mobility and the development of exchange programmes for border guards, with the aim of ensuring a common EU approach to border security, interoperability and the enhancement of a common border guard culture across the EU. As it is designed to embed the fundamental rights principles in all learning, the SQF package assists in the integration of the fundamental rights principles in all training programmes at EU and national level.

For Frontex, the SQF is an instrument for reviewing training and for quality assurance that will lead to the development of 'accreditable' courses. The SQF is the platform for a coherent strategy that links all training products, from the common standards for basic, mid-level and high-level border guard training, to specialised and further training courses. To give an example, the SQF level 7 (masters') is the basis of the European joint masters' developed by Frontex in collaboration with the Member States, and the competence profiles are used for defining the learning requirements for the European Border Guard Team profiles.

Currently, the SQF is in the process of implementation/ integration at national level. Frontex supports this process by offering financial support and expert advice to the training institutions and academies that are reviewing their curricula or developing new curricula and courses based on the SQF for border guarding, as well as by training the national trainers and curriculum designers in learning outcomes based course design, using the SQF. A Quality Assurance Strategy is being developed based on the SQF, aiming at accrediting all Frontex courses, validating the international qualifications delivered by the Agency and offering institutional accreditation to the MS/SAC Academies and Training Centers that implement Frontex common curricula. The national courses developed based on the SQF and accredited also at national level are monitored in order to demonstrate the referencing of the SQF levels with the EQF – the next step of the quality assurance of the SQF and associated qualifications.



**Elisabeth STANKO – University College London, City University London, UK**

***When does training becomes learning: transmitting ideas across borders***

This presentation draws on experiences of training police officers in a number of countries on the same topic - rape and sexual assault. Over the past three decades, the training material has been influenced by an evolving evidence base on the nature of rape and sexual assault across the globe. After three decades, however, I would like to ask: 1) what is training and how does this relate to reflective learning for police and policing?; 2) how do we as police educators consider the context within which 'our' training lands; 3) what is global about policing; and 4) how does this influence our own preparation for training police across borders. I intentionally will be using the example of rape and sexual assault as the core issue in training the police.



**Jürgen STOCK – INTERPOL**

***Building an international learning community: INTERPOL's contribution***

Jürgen Stock was elected as Secretary General of INTERPOL in November 2014, bringing more than 35 years of policing experience to the role. Prior to his election, he was a Vice-President of Germany's Federal Criminal Police Office (BKA) from 2004 to 2014, having previously held other leadership roles at the BKA since 1996.

A proponent of good governance and strategic management, Mr Stock has a proven commitment to international policing through his participation on the boards of European and international forums. A former Vice-President on INTERPOL's Executive Committee (2007-2010), he chaired working groups on financial and strategic development matters.

Mr Stock holds a PhD in Law and since 2006 has been an Honorary Professor for Law and Criminology at the University of Giessen.



**José Vicente TAVARES DOS SANTOS – Latin American Institute of Advanced Studies, Federal University of Rio Grande do Sul, Porto Alegre, Brazil**

***Dilemmas of police education in Brazil***

Many countries in Late Modernity have introduced reforms in police academies, mainly to counter the public dissatisfaction with the policing model and the efficiency of law enforcement agencies.

This text will discuss the Dilemmas of Police Education in Latin America, analysing both the issue of police education and the models of policing practices that are embedded in the Police Higher education system.

In Brazil, there are two types of police in each state: the Patrol Police (that have the name of Military Police, but that not belong to the Army) and the Judiciary Police (the name is Civil Police). So, each one has their own Police Academy, divided in two blocks: one for the police officers, the other to the upper level of the hierarchy.

In the others Latin American countries, there is a unique Police, from the Federal Government. The exception is the 11.000 Municipal Polices in Mexico, with an extreme diversity of Police Academies.

The sociological question could be stated as follows: do the effects of social inequalities and the culture of violence shape the dominant political culture in Police Academies in Latin America? Are the Police Academies preparing aspiring officers to enforce the law, while respecting the limits imposed by the Constitutional State to ensure citizen's rights? Or else, are aspiring police officers being entrusted with repressive social control functions in contemporary Latin American societies?

The key issue is that of the flow of information across nations, and the diffusion of concepts about institutions and organizations in a connected society. The Public Universities in Latin American countries have been an important actor in this process, as a lot of institutions have provided undergraduate and graduate courses

to police officers; an important experience is the Public Security High Studies Network, in Brazil, supported by the Ministry of Justice, since 2003.

The main conclusion states a dilemma between “training” and “education” in police academies: this conceptual tension is between a narrow definition of the Police work, and a more large vision of the Police Service in a democratic society.

### Steve TONG – Canterbury University, UK

#### ***Professionalising policing: seeking viable and sustainable approaches to police education***

In the United Kingdom the police have had a number of high profile scandals as a consequence of police practices that have seriously damaged communities and individuals and continue to raise serious concerns regarding the competence and integrity of the police. At the same time police services are under increasing pressure to respond to more historical crimes, mental health issues in the community, organised crime and advances in technology. Supporting police learning effectively requires a balance of meeting the needs of today while preparing officers for the challenges of the future. The College of Policing (CoP), the professional body for the police, was created in 2013. CoP objectives are aimed at raising standards and professionalising the police in England & Wales. This paper will briefly explore the CoP ‘Police Education Qualification Framework’ (PEQF) consultation paper. The PEQF consultation proposed police officers could join the police service with one of the following: (1) a policing degree (2) a conversion course (for graduates with non-police degrees) or (3) a Higher Apprenticeships (officers joining the police directly without a degree).

This paper explores the importance of delivering a research informed curriculum and developing police officers of the future while engaging with serving officers and prospective employees.



### Elna VAN DER SPUY – University of Cape Town, South Africa

#### ***Political transition, organisational fluidity and police training: reflections from South Africa***

South Africa’s transition to a constitutional democracy resulted in a restructuring of the state including its police organisation. Police training - at both the basic and more advanced levels - was a critical focus of the ensuing reform efforts. In the initial phase such efforts were guided by the doctrine of human rights and the philosophy of community orientated policing. The reform programme benefited from generous assistance from the international development community.

By 2000 however, discussions on police training had all but disappeared from the public agenda. In this paper an attempt is made to track developments in police training more generally and identify the kinds of internal and external factors which have impacted on the form, content and outcome of police training more specifically. For insight and substantive detail we draw on the findings of two recent Commissions of Inquiry into the police (the Khayelitsha and Marikana Commissions). Police training stands in a complex relationship to both the police organisation and the society at large. In thinking through the complexity of that relationship the case study of South Africa as a post-colony can be put to good use.



**Guy VINET – Organization for Security and Co-operation in Europe (OSCE)**

*Global society targeted by global crime. The OSCE’s approach through police training*

**Structure of presentation:**

Introduction: Setting the context

The changing nature of organized crime

Trends shaping the future of law enforcement training and education: the increased need for specialized training, the long-term advantages of train-the-trainers training and the “live scenarios” as a crucial method in training the adults

**Part I: OSCE’s added value to the training of LE officers**

- SPMU’s added value in the fight against transnational crimes in the 17 field operations;
- OSCE Border Management Staff College in Dushanbe, Tajikistan;
- Basic training;
- Specialized training;
  - THB/Migration related crimes;
  - Drugs;
  - Cybercrime;
  - Terrorist investigations in collaboration with ODIHR;
  - Focus on Train the Trainers in the future;
- Building of physical capacities for training;
- Creating networks for cross-border co-operation;
- Joint trainings for police and prosecutors in order to enhance the criminal justice answer.

**Part II: OSCE’s co-operation on training**

- E-Learning Training Platforms – PAN;
- POLIS – A community of policing and law enforcement experts;
- How have we been mobilizing against global crime, together? - OSCE’s collaboration with other IOs (CEPOL, INTERPOL, UNODC, IOM) in training related matters;

**Conclusions**

Using training and capacity building as a means, OSCE aims at increasing the professionalism and accountability of LE officers by strengthening the principals of Democratic Policing which will lead to a stable and secure environment in the OSCE area.



**Rob WAINWRIGHT – EUROPOL**

*Trends and challenges for law enforcement training and education*

The security challenges today are complex, global and continuously evolving. The terrorist threat in Europe has escalated as IS and other terrorist groups have increased their level of capacity and network, enabling them to strike at will. Criminal groups diversify, specialise and offer crime as a service. Drivers behind these developments include the internet and mobile technology which are exploited for criminal activities and prevent their detection, the increasing mobility of people and ensuing scope for trafficking in human beings, drugs and weapons, arbitrary differences in legislation that can be abused in a globalised economy, corruption and of course threats stemming from conflict zones, to mention but a few examples. The impact of the threats is universal. Consequently, security features prominently on the political agendas. The reinforcement of counter-terrorism efforts has become a priority at national and EU level, as have the combatting of cybercrime and fight against organised crime groups profiting from vulnerable migrants. These priorities are reflected in Europol’s strategy and structure, which ensures that it delivers operational service and impact, and manages criminal information, effectively and efficiently.

Responding to the modern security threats poses immense challenges also to national police services. The fast pace of technological developments and of changes to the modus operandi of

organised crime and terrorists require police services across the EU and beyond to be technology-smart, innovative and agile. In addition to technical skills, such as computer forensics, front line police need to have in-depth understanding of the various international law enforcement cooperation tools available as well as inter-cultural communication and language skills. To succeed, they have to be a step ahead of the criminals. This entails continuous learning and effective knowledge management.

CEPOL is at the centre of this continuous learning process. Europol's primary focus is on providing operational and analytical support to investigators, but it also cooperates closely with CEPOL and delivers a substantial contribution to CEPOL's training activities in addition to providing its own training in very specialised areas. Europol participates in joint activities, webinars, other courses and ad-hoc activities and hosts a study week at its premises. By providing training and education in relevant areas to a broader category and larger number of law enforcement officers of all ranks, CEPOL supports the national police services' and Europol's efforts to deal with security challenges today, and also to the process of building a European police culture.

### Dawei WANG – People's Public Security University, China

#### *The Trend and Challenge of Police Education and Training in China*



China is facing a series of problems and challenges after having undertaken the policy of "Reform and Opening up" for thirty seven years. Based on the constructing situation of social order comprehensive management and the needs of the tasks about keeping public security in China, we have been exploring to establish some system and the map of developing route effectively and efficiently, developing and modifying some models of

Chinese program with Chinese characteristics, including a dual of system, four levels and four patterns of police education and training, standards and curriculums, approaches and methods, information station and network of national level & regional level. As the biggest developing country in the world, China's society had been holding during transferring period, we have both the same problems and disadvantages as the developing countries and the same problems and disadvantages as the developed countries. Furthermore, there is a large difference between the southeastern region and the northwestern region. To deal with the above situation and realize the goals of policing informatization, actualization, normalization, formalization, we searched for the process' regulations of science, profession, standard, occupation in the fields of China's police education and training by adapting the methods of document analyses, case study, statistics analyses, comparative way. The Chinese issues of the challenge, system, characteristic, and reform will be discussed further with each other that help us to realize our goals through our learning from some advantage experience, and devote China's program for the international society.

### Tao XU – Zhejiang Police College, China

#### *Law enforcement education and training in China*

As a key support of policing work, a relatively complete police education and training system with its formed experience and methods has been developed in China since the founding of the People's Republic of China in 1949. From a perspective of police academies, this paper starts with a brief historical development of Chinese police education and training system since 1949, followed by some problems and issues which need to be solved urgently have emerged in the context of current policing reform. Finally, it puts forward some thoughts and suggestions for future innovation in the areas of police education and training in China.



**Matthias ZEISER – German Police University, Germany**

***Trends and challenges for law enforcement training and education, the German perspective***

The ever faster innovation cycles of social, political, scientific and police-related developments make specific demands on the job of law enforcement officers. This will be explained by the example of four crime-strategic mega trends. This situation calls for high-quality education work, both in terms of basic training courses, the tertiary education sector as well as in the field of lifelong learning, the quaternary education sector. In this context, the area of non-formalized education is also of considerable importance and will be the subject of discussion. Here decisive importance is attached to electronic social communication forms.

Bearing in mind that the half-life of knowledge is getting shorter and shorter, education and training shall qualify law enforcement officers to fulfil their tasks and their mandates for the community in the light of citizen-oriented police work, particularly when it comes to actions of considerable intrusive character. Based on the concept that the state holds the monopoly on the use of force, the police – as part of public administration – have the possibility to infringe the rights of the citizens in a comprehensive way. Therefore police work is governed by specific impact but also control mechanisms as well as questions of legitimacy.

Against this background policing is based on value judgments enshrined in the German constitution. They are ethical rules of conduct to be applied to policing.

We need a target system of corresponding education and training work developed and permanently aligned between client and training institutions. Moreover, we need an increasing transfer of knowledge and competencies, and defined abilities must be extended and strengthened. For this purpose, concrete methods, competencies and capabilities will be dealt with. Here the presentation will deal with the challenges and describe developments and solutions from the German point of view with the help of presently six trends/theses.

In this context education and training formats such as for example blended learning, the added value which stems from the pluralism of ideas, examination formats, chances of the Bologna process, the relationship between client and training institution as well as quality management will be dealt with.

## PRACTICAL INFORMATION

During the plenary and parallel sessions of the conference, you will have the opportunity to ask your questions to the presenters by using Padlet, an application available on your computers and mobile devices.

### How to use Padlet

Padlet is a virtual wall that allows people to express their thoughts on a common topic easily. It works like an online sheet of paper where people can put any content (e.g. images, videos, documents, text) anywhere on the page, together with anyone, from any device.

During the plenary and parallel sessions of the conference, the application shall be at your disposal to ask your questions. You can easily connect with your mobile phone, type your question and be ensured that it will be answered.

Three links are at your disposal:

- To ask your questions during the plenary sessions, please go to: [https://padlet.com/nups\\_international/CEPOL\\_RS\\_plenary](https://padlet.com/nups_international/CEPOL_RS_plenary)
- To ask your questions during the parallel sessions 1, 3, 5 and 7, please go to: [https://padlet.com/nups\\_international/CEPOL\\_parallel\\_A](https://padlet.com/nups_international/CEPOL_parallel_A)
- To ask your questions during the parallel sessions, 2, 4, 6 and 8 please go to: [https://padlet.com/nups\\_international/CEPOL\\_parallel\\_B](https://padlet.com/nups_international/CEPOL_parallel_B)

Instructions for Padlet:

- To access Padlet, insert one of the links in your browser (the site is accessible on both computers and mobile devices).
- Click on the screen or on the "+" sign to type your question.
- Wait until your question is approved by the moderator before exiting.

Padlet is also available as a mobile application and can be downloaded on Android and iOS devices.

Instructions to use the app:

1. When launching the applications choose "Continue as guest"
2. Scan the QR code or insert the link given in the brochure.
3. You are all set to ask your questions - enjoy!

### How to use the wifi

Wi-Fi is available for the guests of the conference.

SSID: Guest

Username: cepol

Password: cepol2016

1. Please connect to "GUEST" and wait a window appears in your web browser.
2. Insert the given credentials and connect to the internet.

## Information desk

An information desk is at your disposal on the second floor of the Ludovika Main Building in the lounge area.

Opening hours:

- Wednesday 5th October: 10.00 - 18.30
- Thursday 6th October: 08.30 - 18.30
- Friday 7th October: 08.30 - 15.00

## Announcements and changes in the programme

Please consult the announcement boards located in the lounge area in the 2<sup>nd</sup> floor and next to the Chapel for the latest information on the programme.

## Cloakroom

A cloakroom is available at the mezzanine floor in the staircase, during the whole time of the conference.

## Registration and accreditation

Upon arrival to the venue in the morning, participants with badges shall look for the "Registrations" desks, other participants shall go to "Accreditation desks".

## Dinners

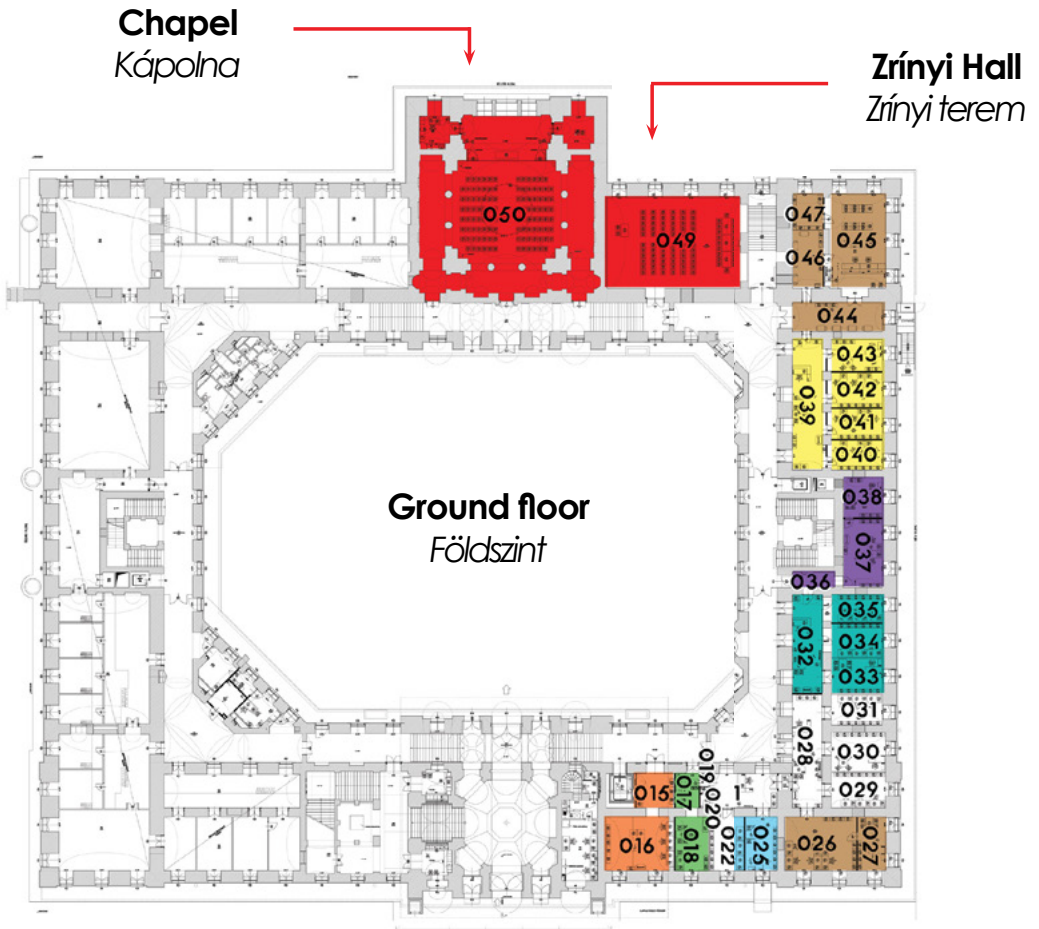
Dinner on 5th October 2016 will take place at the Ludovika campus at the Assembly Hall on the first floor of the building.

Dinner on 6th October 2016 will take place at Trófea, 1033 Budapest, Laktanya u. 3-5.

Website: <http://trofeagrill.com/en/restaurants/obuda-etterem/>

**Please do not hesitate to share about the conference on social media,  
adding the hashtag #CEPOLRandS2016**

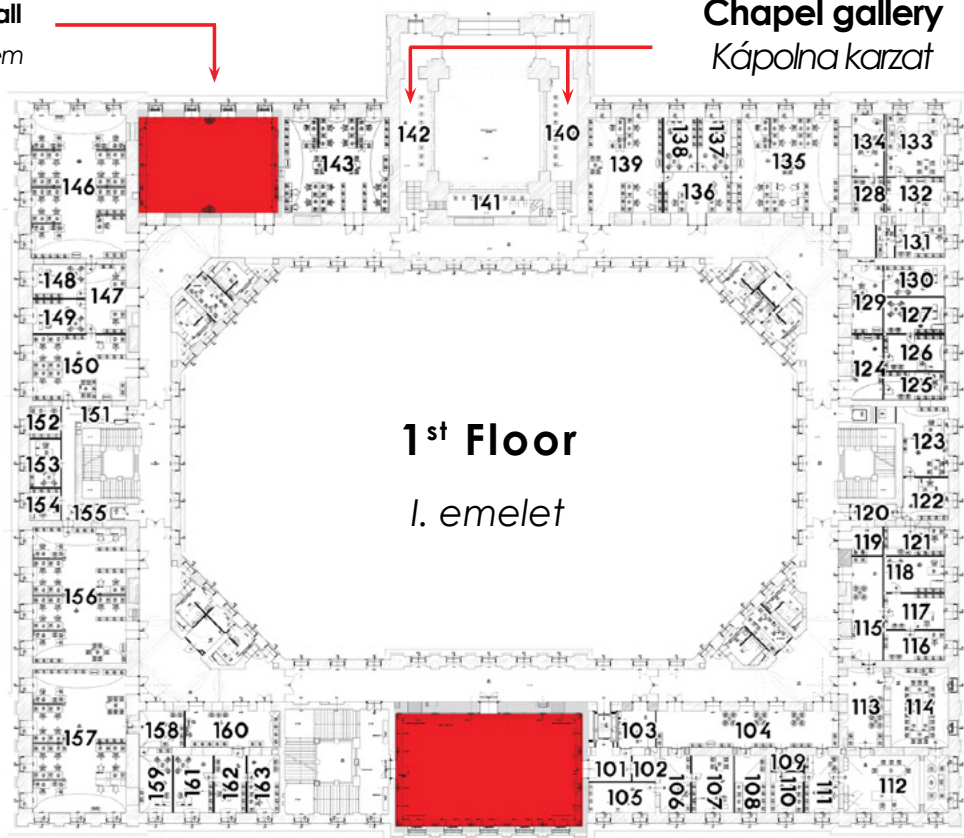
**How to navigate within the building**  
**Ludovika Map - Ground floor**  
1083 Budapest, Ludovika sqr. 2.



## How to navigate within the building Ludovika Map - First floor 1083 Budapest, Ludovika sqr. 2.

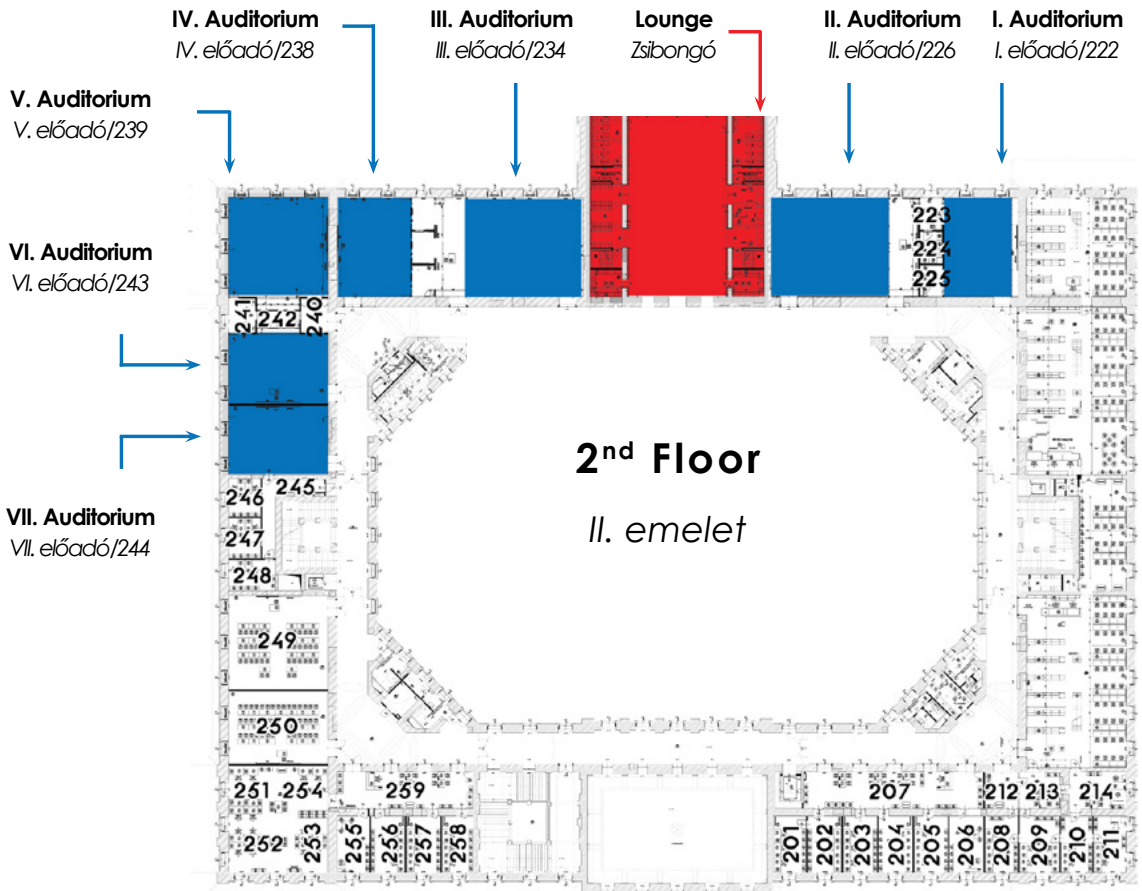
**Hunyadi Hall**  
*Hunyadi Terem*

**Chapel gallery**  
*Kápolna karzat*



**Assembly Hall**  
*Díszterem*

**How to navigate within the building**  
**Ludovika Map - Second floor**  
 1083 Budapest, Ludovika sqr. 2.



**Info desk**

For information regarding the organising institutions, transportation methods, lost objects and in other cases please visit the information desk in the lounge area located on the second floor of the building..

## How to get to the Ludovika Campus

Address of the Ludovika Main Building: 1083 Budapest, Ludovika sqr. 2.  
(Hungarian name: Nemzeti Közszolgálati Egyetem)

### From Budapest Ferenc Liszt International Airport:

#### By public transport (BKK)

- Take the bus 200E from Liszt Ferenc Airport 2 and get off after 9 stops at Kőbánya-Kispest metro station.
- Change to metro line M3 at Kőbánya-Kispest and get off after 5 stops at Nagyvárud tér.
- When you come out from the subway go further on Üllői street towards the city centre until you reach the Main Building.

Timetable: <http://www.bkk.hu/en/timetables/#200E>



### From Budapest Keleti Railway Station:

#### By public transport (BKK)

- Take the tram 24 at Keleti Pályaudvar M and take off after 5 stops at Elnök utca.
- Walk through the subway station and keep to the right. When you exit, the destination will be on your right.

Timetable: <http://www.bkk.hu/en/timetables/#24>

### From Népliget Bus Station Budapest:

#### By public transport (BKK)

- Take the metro line M3 from Népliget and get off after 1 stop at Nagyvárud tér.
- When you exit, keep to the right; the destination will be on your right.
- In case you are heading to the Main Building, go further on Üllői street towards the city centre until you reach the Main Building.

Timetable: <http://www.bkk.hu/en/timetables/#M3>

## How to get to the Ludovika Campus

### By public transport (BKK)

- Take the **metro line M3**.
- The Ludovika building is located between “**Klinikák**” and “**Nagyvárad tér**” metro stations.
- From each stop you should go further on Üllői street until you reach the campus.
- From the city centre you can change to M3 easily at:
  - » “**Deák tér**” from metro line M1 and M2,
  - » “**Kálvin tér**” from metro line M4,
  - » “**Corvin-negyed**” from tram line 4 or 6.

Metro runs between 4.30 and 23.20 each day. The departure frequency is 3-10 minutes depending on the part of the day.

Timetable: <http://www.bkk.hu/en/timetables/#M3>

### By taxi

You can call a taxi or just hail one on the street.

Please always use official Budapest taxis

(these are the yellow ones with the sign: “Licensed Budapest taxi”)

- Budapest Taxi           +36 1 777 7777
- 6x6 Taxi                 +36 1 666 6666
- City Taxi                +36 1 111 1111
- Főtaxi                   +36 1 222 2222

### Important Note:

- Public transport tickets can be purchased at ticket vending machines or at newsstands (Inmedio).
- Tickets have to be validated in the underground or on the bus/tram.

## Contact information

### Main Contact

#### Logistics

CEPOL

+36 30 636 95 56

[conference2016@cepol.europa.eu](mailto:conference2016@cepol.europa.eu)

#### NUPS/Conference venue

+36 30 205 8694

[nups.international@uni-nke.hu](mailto:nups.international@uni-nke.hu)

#### Content

CEPOL

+36 1 803 8030/31

[conference2016@cepol.europa.eu](mailto:conference2016@cepol.europa.eu)

## Emergency numbers

European emergency number	112
Ambulance & emergency medical services	104
Fire-brigade, rescue services, civil protection	105
Police	107
English-language police hotline (tourist police):	+36-1-438-8080
24- hour pharmacy (Patika): District 6, Teréz krt 41.	+36-1-311-4439









## GLOBAL TRENDS IN LAW ENFORCEMENT TRAINING AND EDUCATION

Research & Science Conference 2016

5-7 October 2016 – Budapest, Hungary

European Union Agency for Law Enforcement Training

Offices: H-1066 Budapest, Ó utca 27., Hungary • Correspondence: H-1903 Budapest, Pf. 314, Hungary

Telephone: +36 1 803 8030 • Fax: +36 1 803 8032 • E-mail: [info@cepol.europa.eu](mailto:info@cepol.europa.eu) • [www.cepol.europa.eu](http://www.cepol.europa.eu)