Abstracts

GLOBAL TRENDS IN
LAW ENFORCEMENT
TRAINING AND EDUCATION

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CEPOL

NATIONAL UNIVERSITY
OF PUBLIC SERVICE
IN SERVICE OF THE NATION

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The abstracts are in alphabetical order of the presenters' family names.

Arije Antinori

From the Islamic state to the "Islamic state of mind" the evolution of the Jihadisphere and the rise of the lone Jihad

Abstract:

The last terrorist attacks in Orlando (USA) and Magnanville (France) points out the globalized power of Jihadi rhetorics and narratives across the Web reshaping reality and promoting the "Lone Jihad". Since 2012, from Mohammed Merah to Omar Mateen, The Lone Wolf Terrorism is characterized by the capacity to attack soft targets has to be considered as the main threat for the urban scenario. The Lone Wolf He is not stricto sensu a lone actor because of his cyber-sociality, the individual need to be always interconnected and recognized as a member of a violence-based (cyber-) community.

The police forces have to deal with the Jihadisphere representing the open-source powerful, seductive and pulsating core of the global jihadi movement threat. The only way to do that is deeply understand the dynamic complexity of its cultural dimension based on the Jihadentity and its appeal especially to young people in Western Countries.

For that reason, the author shows the key-steps of the Internet Jihad evolution process focusing on the rise of Lone Wolf Terrorism (LWT) through the creation of specific experiential contents - not just narratives - with the aim of motivating and triggering vulnerable individuals. He explains points out how the Jihadisphere is expanding its borders, favouring the convergence of violence, xenophoby, hate speech, extremism and terrorism transforming itself in a huge cyber-"hub of hate", interconnecting vulnerable, atomized, violent and lone actors in the "real world".

The Lone Jihad scenario is moving from the Islamic State ideology and propaganda to the "Islamic State of Mind" experience. Considering that, the author proposes the adoption of innovative and target-oriented training strategies based on a comprehensive, cross-institutional (law enforcement agencies, customs/border protection and security services) and holistic approach to develop awareness, knowledge and analysis in terms of effective prevention and counter-violent extremism/terrorism multidimensional strategies.

Ferenc Bánfi

Globalisation of law enforcement training

Abstract:

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[1], 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.

Many challenges have to be tackled when it comes to law enforcement training:
1) globalisation of the trends
2) the current state of law enforcement training at global level
3) the increasing cross-border nature and globalisation 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 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)
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

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[1] Regulation (EU) 2015/2219 of the European Parliament and of the Council of 25 November 2015

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.

Thomas Bäck

Police officers values of professional competence

Abstract:

The aim of this longitudinal study is to follow-up a selection of professionals police officers, how during their time at the Swedish police basic training program responded to a questionnaire at the beginning and at the end of their program, and how they respond to the same questions in the role of professional police officers. The aim is also through interviews to talk about the results of the two previous questionnaires and to get knowledge of how the results can be explained and understood.

This longitudinal study is based on both quantitative and qualitative data. The quantitative empirical material can be divided into two parts, survey data from 320 Swedish police students at the beginning and the end of their training, and the value of the same questions in the role of professional officers from the 36 police officers involved in this study.

The results show that they in the role of professional police officers value the importance of these competences higher than what they did as police students at the end of their training program. The results also show that when they in the interviews reflect on the reasons why this change, a pattern emerge that indicates a discrepancy between the educational and the professional contexts.

Jyoti Belur

Infusing an Evidence Based Approach into Police Training

Abstract:

In this paper I will discuss the challenges involved in infusing an evidence based approach into police training arising out of my experience of being involved in police training in three different contexts and levels: at Basic Entry-level Training, as part of Continuous Professional Development and as a post graduate degree course. The paper is a reflective piece that explores a range of questions that arose during the course of developing and delivering training materials to police officers at different stages in their career and in a variety of contexts.
 It will identify the challenges involved in the use of the term "'evidence' based policing" (EBP), given that the police have a very specific understanding of the term 'evidence' and the context in which they use it operationally. Secondly, it will disaggregate the different ways in which an EBP approach can be understood and challenges involved in - using the existing evidence base; creating new evidence base; and integrating the evidence into wider policing. Finally, it will discuss questions such as: are officers receptive to being trained in using an EBP approach at any stage in their career? Should the aim of training be to create a generation of officers as consumers of evidence and/ or as active generators of evidence? And what effective training methods can be used to best infuse an EB approach? These and related philosophical and pedagogical issues will be discussed in the paper.

Tore Bjørgo

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

Abstract:

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 allow us to explore a number of essential questions with practical as well as theoretical relevance:

What characterizes the kinds of people recruited to 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 Catalonia in Spain. 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 process 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

Law enforcement training in Israel

Abstract:

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.

Brig. Gen. Blumenfeld will review the ideas behind the National Academy – which has received international recognition - and will also touch on the very complex issue of policing in the State of Israel.

Ilona Bodonyi

The relevance of Inquiry Based Learning and Teaching - IBL - in Police Higher Education

Abstract:

Generally, the quality of the higher education outcomes mainly depends on the content and methods of teaching and learning. One of the key questions of this educational process is, how to find a link between the scientific findings and their practical implementation, how to reach the desired outcomes.
Confucius is reputed to have said: „Tell me and I forget, show me and I remember, involve me and I understand."
The relevance of Inquiry-based learning gives, that "IBL is a pedagogy which best enables students to experience the processes of knowledge creation and the key attributes are learning stimulated by inquiry, a student-centred approach, a move to self-directed learning, and an active approach to learning. (…) Benefits can also accrue for teachers through the integration of teaching and research, increased enjoyment and interaction with students and the rewards gained from enhanced learning outcomes for students."[2]
This method is not only about how to gain knowledge, but also about the engagement of students, and about an active participation in a problem solving process related to the research and to the implementation of findings equally.
The scientific problem solving strategies described by George Polya[3] like generalisation, specialisation, using analogy, induction, similarity, doing experiment, use symmetry, variation of the problem, auxiliary problem, etc., are general and are broadly applicable in the law enforcement field as well, and help develop and deepen analytical thinking and science process skills.[4]
„Putting greater emphasis on actively engaging students with research, suitably adapted to recognise the variation and complexity of constructing knowledge in different disciplines, is one way of re-linking them in the twenty-first century."[5]

[2] Spronken-Smith, Rachel: Experiencing the Process of Knowledge Creation: The Nature and Use of Inquiry-Based Learning in Higher Education University of Otago, New Zealand, p 1
https://akoaotearoa.ac.nz/sites/default/files/u14/IBL%20-%20Report%20-%20Appendix%20A%20-%20Review.pdf
[3] Pólya, George (1945) How to Solve It! Princeton University Press
[4] Mookdaporn Panasan and Prasart Nuangchalerm: Learning Outcomes of Project-Based and Inquiry-Based Learning Activities Journal of Social Sciences 6 (2): 252-255, 2010 ISSN 1549-3652 2010 Science Publications

[5] Mick Healey Linking research and teaching: exploring disciplinary spaces and the role of inquiry-based learning In Barnett, R (ed) (2005) *Reshaping the University: New Relationships between Research, Scholarship and Teaching*. McGraw Hill / Open University Press, pp.67-78 10

Ben Bowling

The globalization of local policing in Europe

Abstract:

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 policework 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 organizational 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.

Katharina-Irene Bointner

How to embed scientific research as a form of professional education for Practitioners from the field of Law Enforcement

Abstract:

The paper addresses the question "How can internal and external scientific research efforts facilitate in improving training and education of law enforcement". It does so by delivering a description of how Security Research has been established as a discipline and is now recognized and valued amongst Law Enforcement Agencies in Austria. Practitioners, academics and non-academics, from the field of Law Enforcement actively seek participation in Security Research projects, which results in a strengthened general expertise in scientific research methods and principles of the personnel involved. Subject participation is supported by the organizational structure of the Austrian Ministry of the Interior and its internal allocation of responsibilities for Security Research. As an overall conclusion, the paper argues that an active engagement in subject research projects qualifies as a form of professional education; one which should be actively pursued.

Silvio Bratković

Police education and training as an answer to new trends in crime - Croatian experience

Abstract:

Police education and training are, combined with a good, quality selection system and effective organization of police, one of the most important tools for answering the challenge of globalised crime. In the last few decades, the development of crime has a tendency of globalisation, especially in the field of organized crime, cyber-crime and terrorism. Criminal organizations are very successful in finding new tools to perform their criminal acts. A good example of that is migrant crisis as a consequence of war events in the Middle East caused and affected by various Islamic fundamentalist fractions. We witnessed and might expect potential terrorist acts anytime and anywhere. Consequently, the level of sense of security is reducing, especially in countries that are directly involved in the Middle East events.
How can police and other law enforcement agencies answer to that?
The answer is – very effective police organization with competent members on all levels, from the highest ranks to the field officers. One of the crucial tools to reach that goal is education and training, starting from selection process, through the basic education and training, higher education for senior police officers and implementation of professional development and vocational training for all of them. The additional value of the respective international training programmes is capacity building aiming to future cooperative actions at regional, European and global level. The aim of this presentation is to provide an overview of a Croatian example of police officers' education and training that brought us not only learning outcomes but also professional ones through various police actions on international level

Elisabeth Brein

International Security Management - addressing security challenges in an interconnected world

Abstract:

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

Identifying effective trends in international law enforcement capacity building and training

Abstract:

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.

Ksenija Butorac / Irena Cajner Mraovic

The community policing evaluation in the Croatian urban and rural communities

Abstract:

Community policing has been one of the contemporary models of policing implemented in Croatia. It was accepted in early 2000s, within the framework of reforms that were planned to bring the Croatian police closer to the European standards of modern democratic policing, after the war and post-war circumstances in the 1990s. The aim was to rebuild police legitimacy and, through citizens' trust to police, to promote collective efficacy and informal social control. There are serious concerns whether this model achieves results regarding implementation-related issues that are common across the world, but particularly typical for post-socialist Central and South-East European countries. In the first place, some improvisations of community policing are likely to occur, because the community policing model is more or less adopted on a declarative level, without the substantial understanding of its fundamental principles and lack of basic requirements. Starting from one of the central premises of community policing - that not police alone, but the whole community is responsible for the community safety - community policing strategy in Croatia includes several projects aimed to improve relations between police and public and to bring together all relevant stakeholders in managing security and safety concerns. Therefore, in this study, the level of implementation of community policing has been analysed from the point of view of four sets: quality of police contact, perception of the level of crime and disorder, fear of victimization and level of community cohesion. Considering the dilemmas about the effectiveness of community policing model in different social contexts, one urban and one rural community in Croatia have been compared. Due to small samples as a main limitation of this study, given results are representative for specific communities only and cannot be generalized, but could serve as a good foundation for future research

Laurent Chapparo

Digital learning: How to improve knowledge and skills for law enforcement managers

Abstract:

The aim of this presentation is to propose a lessons learned about the practice of digital learning dedicated to managers which has been implemented in the French gendarmerie officers academy since 2012.
Digital learning "leads to innovation and evolution in law enforcement training and education". Training structures and department have to build strategies to educate a large diversity of audiences. Facing the security challenges, police academies are compelled to professionalize those who are in charge of the education. It requires not only experiences to share but also pedagogical, communication and digital skills.
Digital learning is a tool and also a lever to facilitate learning and training. We are in a digital world not only in our professional practices thanks to different apps but also in the way we learn and share knowledge and know-how.
When the first project of digital learning was launched in 2012, international literature and external good practices were a valuable support. Different needs were identified as well as means and hurdles. Experimentations on different training targets have brought a lot of information not only about the learners and attendees but also about the program design, required trainers skills and support structure. Eventually, digital learning offers a large panel of educational directions from 1.0 to 2.0, i.e. e-learning, blended learning, digital campus, serious game, MOOC etc.
The assessment of such projects is based on the studies of the use of the LMS by tutors, trainers and learners, by the studies of individual connections files and by surveys. Key success points have been unveiled: change management, training of trainers, awareness, and partnerships.
This presentation deals of course with educational ideas and concepts, including behaviourism and constructivism, in an everlasting motion which compels program designers to propose technical and pedagogical solutions to different audiences

László Christián

Law Enforcement related surveys in Hungary

Abstract:

The topicality of this study stems from the sum of several aspects. Firstly, the concise reforms facilitated in Hungarian public legislature for the past six years have fundamentally impacted the system of police work - it is of utmost importance to address these changes, at least briefly. Secondly, I wish to outline an exhibit of the research work and regarding policing in the last two decades, including their respective conclusions. Thirdly, I am going to present the deductions of a self-conducted research that observes the opinions and experiences of the citizens regarding the police and private security personnel.
There have been few comprehensive studies in Hungary on the topic of victimisation in the past twenty years, and even less about the subjective sense of security within the population. Hence, it is unsurprising that the main findings of the aforementioned research are that public opinion regarding police work is ambivalent at best, and that the number of committed crimes and misdemeanours far surpasses the number of the ones reported to the authorities. The results of the public opinion surveys in the last five years shows a mending tendency regarding the Hungarian police which offers hope.

Gill Clough et al.

Evidence Cafés and Practitioner Cafés supported by online resources: A route to innovative training in practice based approaches

Abstract:

Current radical changes in the Police service internationally and in England and Wales are being driven by movements to adopt an Evidence-Based Practice (EBP) approach to policing. However this poses a challenge as early adopters have experienced resistance to EBP, a relatively unknown, and more importantly misunderstood approach for policing (Sherman, 2015). This resistance is not limited to police with international research highlighting implementation issues for evidence based medicine
(Altman, 1996; Fairhurst & Dowrick, 1996; Murphy and Adams, 2005), evidence based management (Adams & Sasse, 1999; Rousseau, 2012), and evidence based teaching (Beista, 2007, Perry & Smart,
2007; Adams & Clough, 2015). One reason is the lack of training in EBP, which is coupled with recent concerns over the general quality of training and level of professionalism within UK police organisation
(Davies et al, 1996). There have been international initiatives aimed at increasing learning around evidence based practice (Rousseau, 2012; Hall and Roussel, 2014). Some UK police forces have adopted approaches from other domains to counteract these problems (e.g. champions, enquiry visits). Mapping clear pathways that link training, experience and evidence-based practice is crucial to developing the capacity for an evidence-based workforce. This paper presents evidence from recent research that used evidence cafes and practitioner cafes connected to online resources as a route to increase understanding and awareness of evidence based practice amongst frontline police officers.
Evidence cafes are coordinated by a knowledge exchange expert with an academic and a police practitioner who facilitate the translation of research into practice. This paper presents evidence of the benefit and limitations of these events. Analytics and learning analytics of events' online resources also provide insights into these approaches and identify triggers for increased engagement across a wide geographical context.

Natalie Coull et al.

On the use of Serious Games Technology to Facilitate Large-Scale Training in Cybercrime Response

Abstract:

A project (between Abertay University, Droman Ltd and Police Scotland) trialling the use of computer games technology to train officers in cybercrime response is described. A game simulating typical cybercrime scenes has been developed and its use in training first responders has been evaluated within Police Scotland. Overall, this approach to the large-scale provision of training (potentially to a whole force) is shown to offer potential.

Due to the evolving nature of technology and the consequent societal uptake, many crimes now involve computer technology to some extent. High quality, up to date training is imperative to ensure sound acquisition of evidence.

Rather than deliver traditional classroom-based training, the effectiveness of cybersecurity training through the use of games based learning to simulate cybercrimes and provide practise in incident response has been implemented and evaluated. 3D computer games (eg Assassins Creed) afford visually rich and interactive environments that allow exploration of complex problem spaces, both for entertainment and in serious contexts.

Our research has developed prototype training material using a serious games approach. The developed game can be delivered to tablets and smart phones, significantly reducing the overhead costs of classroom training. It simulates three scenarios based upon common incidents reported to Police Scotland:

- A pre-planned operation involving Indecent Images of Children
- A reactive enquiry in which a complainant has received threatening messages via social media
- Spontaneous enquiry involving an attempted fraud via spear-phishing

Within each scenario, the user navigates the scene and interacts with objects. The user is presented with a series of questions assessing how they respond to a particular piece of technology or evidence. Users are given feedback and guidance on appropriate answers. Evaluation has been conducted with a small number of local police officers. Our initial evaluation demonstrates that the prototype has the potential to be scaled to force-wide proportions.

Gary Cordner

Evidence-Based Police Education & Training in the U.S.

Abstract:

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

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

Abstract:

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 Internationalisation of Higher Police Education in Europe and Asia: Comparative Perspectives

Abstract:

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.

Cesar & Marco De La Torre

Network forensic analysis in the age of cloud computing

Abstract:

Nowadays, networks are faster than ever, simultaneously the increase of cloud-computing applications demands a maximum security over public network infrastructure; that becomes more difficult to troubleshoot. Every year is progressively increasing the number of mobile devices sharing network traffic; it consists of media applications such as VoIP and video, but it is also enormous the traffic of file shares and data applications. Therefore, operating with reduced defenses against IT security attacks and network downtimes is costly.

These days, network administrators   are interested in delivering high performance network cores and edges, ensuring optimal visibility of cloud services and simultaneously reducing to minimum the IT risk against network downtimes; besides, is important to reduce to the minimum the incidence of hacker attacks. Hence, network forensics analysis was proposed to contribute for the achievement of the following benefits to cloud applications and services:

- Design maps of dependencies among the elements involved in delivering services, which reduces downtime and increases productivity.
- Classify traffic along each service delivery path; it contributes for a faster characterization and remediation of security attacks.
- Better utilization of network resources, supported by adequate measures of traffic with respective reporting and planning.

The results show that the proposed method contribute to increase security and efficiency of cloud computing systems, moreover, supply scalable access to applications in real time, at lowest possible cost and enforcing the security paradigms. Good comparisons between experimental networks with applied forensic analysis as support for network applications and traditional networks, demonstrate the high performance of cloud computing services in experimental networks.

Claudio Di Gregorio

Law Enforcement Training and Learning: A Comprehensive 'Capacity Building Approach

Abstract:

"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

Zoran Djurdjević / Nenad Radović

Police education in the function of effective response to new security challenges

Abstract:

Police integrity is a reflection of the degree of professionalization. In addition to ethics the most important element of professional integrity is knowledge. Knowledge is not an inert organizational resource, because by applying knowledge you can create new knowledge. When we talk about knowledge, we usually talk about education - the process of acquiring knowledge, the system of values and standards of one profession. Quality indicator of this process is the degree of functionality of the acquired knowledge necessary for the efficient work performing within the profession whose prefix is in the core of educational institutions that educate staff for a specific profession. With regard to its mission to protect the fundamental rights and freedoms of citizens, police profession has special significance for society. That is why it is necessary to analyse the system of police education and trends of society development, so that the professional work force can be created, i.e. the professionals who can meet the requirements of society during the transition period in an efficient manner.

The selection of candidates and functional education are essential elements in building and protecting police integrity. Police education must be in convergence with immediate developmental needs of profession. The mission of the holders of the educational function, in addition to the transfer of knowledge and professional competence is to do scientific research, to give forecast for the development of factors that affect the profession and prepare the profession accordingly for a period of change, transition. When we talk about education in transition, we often talk about the transition of education without a clearly emphasized connection with the transition of society. Educational system must serve the society and its needs, and it cannot just be the segment that works for itself.

Educational policies and opportunities for change are the paradigms placed within the context of generic trends of the development of society. Ideal, which we should strive for, is not to seek solutions when problems have already arisen, but to make assumption that the problems may occur and propose solutions that will prevent the occurrence of problems. The basic assumption for the success of any profession is the ability to forecast, more accurately understand and adapt to social trends, to implement positive solutions and create mechanisms for protection against negative phenomena. Respecting this assumption human resources are created which will strengthen the institutional capacity for implementation of all necessary social changes.

Basic requirements that society places before the police are a high level of security, the protection of fundamental rights and freedoms and effective law enforcement. However, the challenges that the police organization faces are specific for each time period. In order to be prepared for future challenges the police must work on: Identification of determinants that will influence the scope and structure of crime, the ways of committing criminal acts and the profiles of potential perpetrators and victims of crimes and other security occurrences; Identification of determinants that may affect the police profession, organization and efficiency in performing tasks within the competence of the police; Determining objectively the working profile of a police officer who should confront future challenges; Improving educational profile, type and level of specialization; Implementing the strategies and development plans of the police; Establishing a system for knowledge sharing and knowledge management; and Providing an objective system for personnel tracking and management that would be based on knowledge and performance.

In order for a police organization to be efficient, it is necessary to critically examine all external and internal factors that can affect the success in achieving this goal.
Police managers should be educated for strategic planning, which should keep pace with the three most significant social trends:

1. The development of information technology
2. Globalization
3. Protection of human rights.

Luís Elias et al.

Planning and policing of public demonstrations: A case study

Abstract:

One of the biggest political events that took place in Portugal since the carnation revolution in April 1974 has occurred on the 15th of September 2012. It was a time when the consequences of the financial crisis hit the majority of the citizens and the government announced a Single Social Tax modification, along with several austerity measures. Accordingly, a group of citizens launched a national protest on the internet called "To hell with the Troika! We want our lives!". A few days later, around 100,000 people have said "I'll go" on the Facebook page. In the face of these kinds of groups, the police have some difficulty to find credible representatives to speak with in order to obtain some knowledge to adequately plan and execute the policing operation. This protest demonstration, promoted by organizations outside the traditional political system, has constituted a challenge for the police regarding the constitutional rights of assembly, demonstration, and security and public peace maintenance. This specific demonstration constitutes the case study to be presented. The main goals are: to describe the security police planning and implementation procedures; to analyse the do's and don'ts; and to get some lessons to be learned.
Using a qualitative approach, police documents, interviews with police officers and commanders involved in this event policing, and social and traditional media, were scrutinized through a content analysis procedure. Triangulation of data sources and analysts was made. The results are presented in a time line, enabling the assessment of the whole policing operation, mainly the management of the information flows and the uncertainty of the developments that actually took place on the field.

Marnix Eysink Smeets

The 'security landscape' is changing rapidly. Can police (education) keep up?

Abstract:

Many police forces in the western world have seen crime numbers decrease in the last two decades. This phenomenon has been described extensively in criminological literature as the crime drop. Many police forces rejoiced at this trend (or even claimed that that trend is a reward for their hard work). More and more the crime drop seems to be followed by another trend however, that of a crime change. New crimes, new methods, new threats are developing that may not as easily be measured and counted in our traditional statistics.

In public security perceptions the same pattern is visible. Contrary to popular belief, the (national) victim surveys in many North-Western European and Anglo Saxon countries show a fear drop: a steady decrease in fear of crime. Studies of my research group show that there is a fear change as well, however. A change that the traditional instruments used to monitor public security perceptions seem to be less able to detect. New public worries and fears surmount. Cf. on terrorism, the influx of refugees, on inequality and discrimination.

These trends change – what you might call – the 'security landscape'. And bring new challenges for the police. But what are these challenges? What do they mean for the police and for police education? Can (and will) police education keep up?

Sérgio Felgueiras

Police commanders' education: A continuous process

Abstract:

A permanent environmental reconfiguration introduces new educational needs for police commanders in order to have new integral knowledge tools which allow them to be ready for the new societal challenges. Centred on the student, as a part for the preparation of a long term career, police commanders education is a knowledge transfer process which means they comprehend the police environment and organisation, behaviours, law enforcement, strategical, tactical and technical options, and furthermore, leadership, manager and command competencies. In the 21st century police commanders must be able to understand social phenomena's and reinvent police processes in order to cope with those societal challenges. Observing the reality and acting with criticism and in a pondered manner, in routine or crisis situations, considering the uncertainty that characterize contemporary societies, implies:
1. The permanent tracking of the theoretical, methodological, and technological developments of the various scientific disciplines that build the police sciences;
2. Working on the behavioural dimension; and,
3. A technical-juridical preparation with relevance for the performance of the Senior Police Officers in a Democratic Rule of Law. Despite the fact a police commander could perform his job in several levels, i.e. town or city, district or region, national or international, an integral education process is the only option that prepares a future senior police officer for a real police career. A study plan preparation must take into consideration several issues, such as: to bring teaching and training together with reality, as well as to link research with the problems presented by the police forces on the ground, contributing for the scientific supported definition of the security policies, not disregarding the humanistic and ethical dimensions.

Eduardo Ferreira / João José Cabaço

The role of research and science in law enforcement education and training

Abstract:

The relationship between science and policing has been discussed for years. The rise of the evidence-based policing paradigm intensified the discussion on the (apparently low) level of incorporation of research and science findings in law enforcement education and training, as well as in law enforcement practice. This paper will present the main findings of a European-wide survey (n=140) of law enforcement officers and educators/ researchers, as well as of members of other professions. The survey focused on the (attributed) importance of scientific and technical knowledge and findings in training and job performance and on the preferred qualities of research and science findings when training and job performance are at stake. The relevance of the survey findings for law enforcement educators and trainers and for improving law enforcement training and education will also be discussed.

Stephan G. Humer

Socio-technical Aspects of Digital Police-Public Partnerships

Abstract:

The terrorist attacks in Boston and Paris have shown that society is willing to share privately recorded video and photo material for manhunt purposes to support law enforcement. However, law enforcement agencies are overloaded with work and, with the increasing adoption of social media networks, often enough unable to process the vastly increasing amount of available data efficiently. As we have seen in Germany and other European countries, the perceived inactivity of law enforcement may result in lynch mobs that form to "restore the social justice".

It seems inevitable for law enforcement to seek additional help from commercial service providers to ensure a timely processing of all data. This shows us that there is a strong interdependency between law enforcement, the corporate world and society. This proposal discusses social acceptance criteria that facilitate aspects such as the cooperation between law enforcement agencies and commercial companies for a more efficient video analysis. In this context, it is mandatory to evaluate the factors that decide about whether a system is accepted or rejected by society. Does society accept that commercial companies get involved in federal and state affairs and what are the factors that encourage – or discourage - this acceptance? What are the boundaries for the use of the collected information? In this proposal we present a socio-technical framework covering the fundamental design of systems where trust (especially in police authorities), privacy concerns and the demand for security have to be linked together. This is a challenge particularly in settings where multiple actors such as law enforcement, economy and society all follow their individual goals.

This proposal does not suggest tailored solutions for one particular use case but rather does a general evaluation from the socio-technical perspective to identify all necessary requirements. This allows for the creation of systems that "by design" ensure that all necessary requirements are fulfilled.

Jaishankar Ganapathy / Tor Damkaas

Community Based Policing and post Conflict Police Reform

Abstract:

Fragile and/or failed states have proven to be a hub for new global threats in the form of terrorism, border crossing crimes, drug and human trafficking that often originate from such states. Billions of dollars and euros have been spent on efforts to reform, re-shape and re-build Police agencies in fragile states, where the Police Force itself in most cases is a party to the conflicts and insecurities. What are the "lessons learned or identified" and how can "best practices " of community based policing be utilized in future assistance to prevent relapse to conflict and border crossing crime/terrorism to spread. Realizing the importance of a well functional police, Police Reform has become central in an increasing number of peacekeeping resolutions from UNSC[6] and other regional organizations the last decades.
Our EU-funded research project ICT4COP[7] aims to identify best practices of "Community based Policing" and to produce a variety of tools to promote Community based Policing as an efficient way to fight and prevent crimes and the above mentioned challenges of insecurities both locally and globally. The partners of ICT4COP are 6 European universities, and 4 European research institutions[8]. The Norwegian Police University College (PHS) chair the working group "Police Training and Education" which, in cooperation with the Ruhr-University Bochum (RUB) aims to serve both practitioners and academics in scrutinizing community based Policing in 11 focus countries in four regions; the Balkans, Horn of Africa, Central America and Afghanistan/Pakistan. Individuals regarded suitable for the Network were approached based on the following criteria; gender, policing / academic experience on Community based Policing from selected European police services, and/or from focus countries, mission experience from one or more of the focus countries.
This unique online forum is created for all PEN members with an invitation to all ICT4COP researchers and practitioners to join and engage in relevant online discussions. This forum is a virtual meeting place for the 4 regional working groups and the other thematic working groups namely; Community Policing in Comparison, Technology & Development, Youth and Gender.

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[6] United Nations Security Council.

[7] "Community based Policing and Post Conflict Police Reform» or Information Communication Tehnology for Community Oriented Policing (ICT4COP) is a 5 years research project funded under the EU Horizon 2020 umbrella. For more information see the ICT4COP home page at; https://www.nmbu.no/en/about-nmbu/faculties/samvit/departments/noragric/research/clusters/chsd/projects-and-activities/ict4cop

[8] Norwegian University for Life Sciences, Norwegian Police University College, Durham University (UK), Ruhr University Bochum (GER), Norwegian Institute of Foreign Affairs, Jagiellonian University, Krakow(POL), Social Impact Lab Foundation,(UK), Applied Intelligence Analytics, Dublin (IRL) and Norwegian Institute for Urban and Regional Research.

Sofia Graca et al.

MSc in Policing at Canterbury Christ University

Abstract:

The MSc in Policing is a collaborative programme between Canterbury Christ Church University and the Police Academy of the Netherlands. It was set up in 2006 as one of the first truly transnational European programmes on Police education. The programme has a strong international ethos, preparing police officers for complex and challenging settings of national and transnational dimensions. It was designed to provide students with a deep academic understanding of issues relating to strategic police tasks in an international context, whilst allowing them the flexibility to research specific and comparative policing concerns, within appropriate professional and academic boundaries. Since its inception, the programme has had to adapt to a variety of changes in police education in the UK and the Netherlands, as well as changes in police organisation and priorities in both countries. The programme has also undergone numerous quality assurance exercises, re-instating its academic robustness and highlighting the complexity of working in a higher educational setting. The MSc provides therefore an excellent case study for a transnational collaborative programme in police education. This paper will reflect on the achievements and challenges of over the ten years of this international collaboration, and discuss its future in the complex political, social and economic context for policing in Europe in the coming years.

Maria Haberfeld

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

Abstract:

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.

Jennefer Hart et al.

Evidence-based Practice: Innovative Training and Technical Support for UK Police Professional Development

Abstract:

Rapid changes in the world of work and fast developments in information and communication technology have stimulated both employers and employees to notice the value of innovative training approaches. Current radical changes in international police services, show a move towards adopting an Evidence-Based Practice (EBP) approach (Sackett et al, 1996; Rousseau, 2012; Hall &
Roussel, 2014). Universities have generated a growing body of research focusing on work-based learning and informal learning, with e-learning being in the forefront of many work-based disciplines
(Tynjala, 2013). New UK initiatives support partnerships between the police and universities to develop EBP within policing, and academic support for different levels of police training. Police officers across Europe have different training needs depending on their rank and career aspirations, so their learning pathway will differ. New forms of e-learning allows learners to freely engage in multimedia at any time through multiple devices. The rise of free Open Education Resources (OERs) and Massive Open Online Courses (MOOCs) are starting to transform both education and working practices by offering a more personalised learning experience (Sharples et al, 2014). New games based learning can also provide cost-effective yet engaging approaches to learning at scale.
This paper presents innovative approaches to police professional development and training that have been implemented within the 'Centre for Policing Research and Learning' (http://centre-forpolicing.
open.ac.uk/), which will inform the latest development on innovations in the CEPOL eNET.
In particular a new 'Research and Learning Pathways' repository has been created that provides a collection of learning resources, research projects and knowledge exchange activities. Key innovations that are currently being researched and presented here are; the use of serious games in games based training for child interviewing, OERs as support to supplement face-to-face training in a blended model, MOOCs for CPD training and formal distance learning qualifications.

Ian Hesketh et al.

Research Based Learning and Practice in Policing in the 21st century

Abstract:

In many countries around the world, there is a drive to develop formal educational qualifications for the police in support of a policing profession and identity based on an explicit body of knowledge as well as tacit craft. This shift also includes a greater emphasis on continuing professional development and capability enhancement for existing officers and staff. This paper analyses the establishment and growth of a national, inter-organizational learning network across the nations of the UK (taking account of the different policy contexts) based on a close collaboration and co-design of education between academics and practitioners. It includes a variety of geographical, demographic and organizational circumstances in policing. The paper is based on a theory of knowledge creation and knowledge exchange between individuals and between organizations which recognises the value of both explicit and tacit knowledge (Nonaka, 1995; Hartley and Benington, 2006; Hartley and Rashman, 2007; Kim, 1998). The paper provides a first hand, but critical and reflective account of the planning, funding and resourcing of a policing research consortium in a national UK university. It examines the academic and practitioner considerations that education providers and police forces throughout Europe and globally need to be mindful of when undertaking such ventures. The paper assesses what has realistically been achieved, what is expected by the varied stakeholders (different nations and localities, academics, policy-makers and practitioners). It also visits the contested arena of how to effectively outsource police education and the continuous professional development function. The paper concludes with reflections on the challenges and opportunities of such collaborative partnering between academics and practitioners over the next 5-10 years, in a complex and dynamic context for law enforcement throughout Europe.

Ian Hesketh et al.

Theory, or not theory, that is the question? - Reducing the evidence-practice gap

Abstract:

Whilst there is a growing recognition of the importance of evidence-based policing (EBP) (Neyroud, Ferreira & Vera, 2015), a fundamental disconnect still exists between science and policing organisations (Weisburd & Neyroud, 2011). Achieving strong collaborative relationships between researchers and police practitioners is not straightforward (Fyfe & Wilson, 2012) and numerous obstacles exist (Bullock & Tilley, 2009). Moreover, despite the identification of the need for the advancement of science in policing as being essential for legitimacy in the face of recessionary budget pressures, the social sciences have been largely neglected (Weisburd & Neyroud, 2011) and to date EBP research has focused mainly on crime control (Punch, 2015).

In this paper we present our experience and learning from working in a collaborative research partnership investigating workforce culture, engagement, behaviours and wellbeing. The collaboration expanded rapidly from an established relationship between social science researchers and a single police force to a further 18 forces in less than 2.5 years. Rousseau (2006) suggests that adoption of an evidence-based management (EBM) model will reduce "research-practice gaps". We discuss our reflections on the adoption of an EBM approach in this collaborative work and provide an evaluation on the importance of identified factors.

Given the powerful impact policing leaders' decisions and behaviours have on their organisations, individuals and the public, competence in decision making is a critical factor for organisational success. Thornton (2015) identified that it is not enough to have evidence; policing needs to be able to examine, understand and apply the underlying logic. We also review our attempts to encourage evidence-based education (Rousseau & McCathy, 2007) to develop practicing managers into experts who are able to effectively use research evidence and translate it into practice, and thus solve organisational problems.

We conclude by discussing our plans to expand the collaborative research nationally within the UK.

Adrian Hutchinson / Sandra H. Wood

Gamification of learning; what works in making e-learning more memorable and useful, a collaborative evaluation.

Abstract:

Research suggests that classroom based training has limitations, as it is good for the delivery of some training, but not all, and training to achieve behaviour change needs to be interactive. The MPS is rolling out 22,000 body worn video devices to officers, who will all need training to use the devices. This training will be tested in partnership with the College of Policing through the random assignment of two e-learning packages. The first package will be a standard e-learning package, with few interactive elements (click to continue and reveal answers), the second will be one with interactive game like features to incentivise learning (e.g. levels, stories, points and medals). This Randomised Controlled Trial (RCT) will assess the extent to which 'gamification' of e-learning for frontline officers is more or less effective than other traditional e-learning methods. The trial should help us understand the impact of having game-like features in training on:

- Recall of training content
- The use and compliance in the field
- The quality of case files submitted
- Criminal Justice outcomes

The presentation will briefly cover the gamification techniques considered and used to enable deeper learning and how this blends with police culture and the use of technology and how we designed an RCT to test this and learn from its implementation. It will also highlight some new areas to test such as the police use of mobile devices, apps and bite sized videos for training.

Warwick Jones

Abstract:

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

Janina Juškevičiūtė

Crime investigator education at public security faculty of Mykolas Romeris University: First experience and tendencies

Abstract:

The development of crime, new forms and kinds of its manifestation, more precise ways of committing a crime and more professionalism and specialization of the criminals, globalization of international crime relations have become one of the most urgent problems of society.

Success in struggle against crime directly depends on training and education of the criminal justice personnel and particularly the crime investigators. Preparing high educated crime investigators is global problem.

Faculty of public security of Mykolas Romeris University is the academic institution in Lithuania, offering graduate degrees for future police enforcement officers. Basing on the experience of Faculty researchers (ex-police officers and forensic scientists), as well as considering the results of the survey on the level and demand of the criminalistics knowledge of the crime investigator, the new study program which is orientated for preparing high educated crime investigator for the country was developed.

The study program "Law and pre-trial process" is a specific program in higher education (university), leading to a Bachelor degree in Law; the completion of study program will enable graduates to work professionally as crime (pre-trial) investigator in police departments, investigating agencies and other law enforcement agencies.

Characteristics of the program will be presented in order to share our first experiences with international colleagues.

Onderj Kolar

The education of staff about extremism and radicalization

Abstract:

The process of radicalization is not possible to connect only with one of ideologies or religion. The radicalization is a process assuming of ideology, opinions, or willingness to violent act and we can connect this process with right-wing extremism, left-wing extremism, nationalism etc. Each of form of radicalization has own difficulty and for prison staff is important to know that. The causes of incarceration can be considered as a fight against democratic society, migration etc. Recently the Prison service of the Czech Republic has a problems with overcrowding of prisons, infiltration of unpermitted objects (mobile phones, drugs etc.) and these possibilities can play a role with process of radicalization of inmates. And this is a reason why we have to prepare specific education programs for staff in prisons.
The education of prison staff is very important part of their work. This education would have been focused on extremism and possibility of radicalization inside prisons. The education has to be divided to some basic parts whereas the topics has to concern extremism and his forms, possibility of inmate´s tattoo´s, symbols in correspondence between inmates, the ways of communication between them etc. In the sphere of education in very important to share information with other security services and with academic level too. Just a sharing of information between these subjects can bring higher effectivity of education in this part of knowledge for prison staff.

Andre Konze

Abstract of the presentation of 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.

Mari Koskelainen

Stress Management in the Police

Abstract:

In the recent years there has been an increased interest in stress and its impact on workforce in the police. The topic is important as there is an established connection between stress and health, and also the ability to perform during situations that evoke a strong stress response.

This paper focuses mainly on stress responses experienced in operational police work. Other potential sources of stress, such as organisational stress, are outside the scope of the paper. The topic is approached by reviewing the research findings on police related stress and the practices that are utilised in the Finnish National Police.

The events encountered as a part of police work evoke both psychological and physiological stress responses, in fact these is always a connection between the two. Stress responses can either assist or hinder the ability to function in the situation. The paper describes a method to maintain the stress responses at the optimal level. The method has been developed in co-operation between Police University College of Finland and Toronto University. The main themes of other research work completed between the two parties are also summarised. This includes police work force perceptions on the interaction between stress and health, and the preferred interventions for addressing the symptoms of stress.

Not all stress responses, and their potential after impact, can be avoided by careful preparation. This paper also summaries the practice of aftercare procedures for the workforce in the Finnish National Police. In an optimally functioning police organisation both preparation and aftercare procedures are in place. The training of workforce has an important role to play. The paper summarises a method that is based on the research findings and utilised as a part of the training of police students at the Police University College of Finland.

Gábor Kovács

The Hungarian law enforcement education system at the National University of Public Service, the best practice of Hungary

Abstract:

The five years old National University of Public Service (NUPS) is one of the special institutions in Hungary and in the European Higher Education Area. During these years, the leadership of the university, the different "uniformed" and "civilian" faculties established the new practice oriented education methods.

The Hungarian public service administration, the military organizations, and the law enforcement organizations work very effective. The philosophy of the NUPS is to prepare together the future law enforcement and military officers and the public service administrations at the bachelor and master level. The essay gives a global picture about the education of bachelor and master level, the officers of different law enforcement organizations, the best practice of the law enforcement education in Hungary. At the end of each academic year, NUPS organises The Common Public Service Exercise – involving the graduating students, the Hungarian military-, law enforcement- and public service organizations.

This two days' – practice oriented – activity is unique in the European and Hungarian higher education.

The reader will have a full insight into the Hungarian law enforcement education system at the NUPS, and the method of The Common Public Service Exercise. The experience can be successfully adapted to his/her own work.

Branko Lobnikar / Robert Šumi

Transformation of police officer education and training in Slovenia

Abstract:

Purpose:
The aim of the article is to investigate the mutually beneficial interaction between the police and university educational system. Authors are analyzing the need to raise the educational standards for police officers as a work profession and stress the importance of reorganizing the educational and training system to better support demands of contemporary ideologies on police performance.

Methodology:
The paper is based upon the qualitative method; authors are analyzing various models of acquiring the necessary skills to perform police work with the help of reviewing Slovene and foreign literature

Findings:
There are still no clear answers on a question, what kind of educational and training system is most suitable for execution of contemporary approaches of police activities in the 21st century. Although, a reciprocal relationship between police educational resources and academic institutions brings numerous advantages e.g. higher flexibility and lowered authority, higher awareness of social and cultural/ethical problems in the society and higher level of numerous skills as well. Higher education for police officers is related to less conservative and authoritarian attitudes and behaviours, both during the training and in the job.

Originality/Value:
Problematic attitudes and behaviours seem to be inversely related to higher education, which is why increased level of educational and training programs is proposed for police officers. Adjusting the principles and strategy of the modern police organization is impossible without a paradigm shift in police training.

Liu Lu

Special Weapon and Tactic Police in China: Training and Management

Abstract:

Special Weapons and Tactics (SWAT) teams are often charged with the most dangerous missions and entrusted with the most destructive weapons. Training is immensely important for the success of any SWAT team operations and often an integral part of SWAT officers' routine life.
Incidents mandating SWAT deployment, however, often arise only occasionally.
Police departments worldwide therefore face the question of how to make the best "economic" use of their SWAT team assets during their long "off-call" hours while ensuring the quality and intensity of the training under limited budget. For example, many police departments in the US follow a part-time SWAT model where SWAT team members hold other police department positions such as patrol officers or detective and train together as the SWAT team only for certain hours a month. The Specialist Firearms
Command for the Metropolitan Police in the UK, a form of special tactical unit, assumes the whole responsibilities of providing firearm training to other commands of the police.
My research focuses on China, which follows a different model of basically fulltime "boot camp" training when they are not called in for service. While this model ensures extensive training time to improve tactical skills and team strategies, it creates a set of its own challenges, including effectiveness and reasonableness of the training intensity, isolation from other police units and real policing practice, leading to a confusion of the role of SWAT team and motivation crisis etc. I will be discussing the current training model of SWAT team in China, the relevant benefits and challenges arise, and its future for reform. These involve a range of broader questions like the designated role and functions of the SWAT team, the recruitment and qualification process, the intra-agency transfer policy, the power structure within the departments and larger political landscape in China.

Mike Lucas et al.

Designing postgraduate study to support professionalization in policing

Abstract:

In charting the trajectory of police professionalization in English speaking countries from the 'old' model of policing in the twentieth century to the 'new' model of the twenty-first century, Fyfe (2013) identifies evidence based practice as a key facet of this new model. Engaging more police practitioners with an evidence based approach to their practice was a key objective in the establishment of The Open University's Centre for Policing Research and Learning. One of the commitments of the OU Centre has been to establish a Postgraduate Certificate in Evidence-Based Practice, which offers police officers and staff the opportunity to develop, using action-inquiry methods as a basis for developing their own evidence based inquiry proposal.

The qualification is designed for police officers and staff, including managers working in the police service in a variety of capacities. It offers development in aspects of evidence-based practice so that participants who have completed the qualification will be better able to understand and use research evidence appropriately when carrying out their daily work and also in projects in their workplace.

The first module allows participants to draw on and build on CPD that they have already undertaken. This module requires participants to evaluate the value and effectiveness of their prior CPD and identify the impact that it has had on their practice. The second module allows participants to undertake a more specifically targeted programme of study aimed at improving their knowledge, understanding and professional skills relating to evidence-based practice and the use of research within their own function. As part of their studies participants will develop and submit for assessment a proposal for an evidence based inquiry project in their own functional area of work.

Barends, Rousseau and Briner (2014) argue that evidence based practice involves the use of the best available evidence from four major sources – academically validated research, stakeholder perceptions, contextual data and professional expertise – to inform and improve professional decision-making. The OU Postgraduate Certificate programme encourages learners to explore and utilise all four of these sources of evidence. In a range of other professions, particularly in the public services, evidence based practice goes hand in hand with reflective practice, so the programme begins, unusually perhaps, by asking them to reflect critically on their professional expertise - more commonly viewed in policing as a 'craft based' competence (Willis, 2013) - and the professional development they have undertaken to develop it. Learners then proceed to look at different perspectives on evidence based practice, encompassing the other three sources of evidence before embarking on the design and development of their own proposal.

In this paper we examine through a mixture of survey and focus interview methods, the meanings derived by learners about the process of evidence based practice during the course of their studies, and propose an evaluation, using methods established for similar research with healthcare leadership students, of the impact of their learning on their own workplace practice. Implications for police forces outside the UK are also considered.

Nicola MacLeod / Timothy Grant

Assuming Identities Online: Linguistic Contributions to Training Undercover Investigators

Abstract:

The issue of identity and influence within transnational online communities has become a significant policing and security concern. Online communications pose their own unique set of challenges to investigators of paedophilia, terrorism, organised crime and other threats. The anonymity offered by the internet has the potential to hamper policing, inevitably putting greater emphasis on forensic linguistic analysis for the tackling of online crime (Hughes et al., 2008). One tactic to address these issues can be to deploy undercover officers to take over the online accounts of either victims of crime or where possible of arrested offenders.

With reference to the domains of Computer Mediated Discourse (CMD) set out by Herring (2004; 2014), we use analyses of online interactions to develop a linguistic model that can be used to improve performance in identity disguise and we demonstrate the domains of language that contribute to assessments of online personae as deceptive.

We report on an evaluation of linguistic training delivered to UK online undercover officers, in the context of anti-paedophile operations, and demonstrate how such training assists in account takeovers, by improving officers' capabilities and reducing the chance of the impersonation being detected.

Further to discussion of the linguistic training, we introduce the IDentik software tool which is being developed to assist officers in this task, and briefly show how it can be used to achieve analyse an online account to enable its successful takeover and thus support the officers in textual interactions in the course of an operation.

Svetlozar Markov

Police University MOOCs as instrument for police improvement

Abstract:

The report will cover the role of MOOC for the Police University of Bulgaria and how the advances in learning science and online technology might shape police training in the future. The role of MOOC is seen as integration between online and traditional learning and the benefits are foreseen as high-level institutional and organizational change of policing. The massive online open courses in police sciences are seen as support rather than replacement for in-person interaction with police instructors.

Estelle Marks

Policing the European Arrest Warrant – An Empirical Project in Progress – Questions Raised by the UK pilot study

Abstract:

The European Arrest Warrant (EAW) has been in force across the EU for over a decade, it is the first and most far reaching of many law enforcement cooperation tools that utilise the principle of mutual recognition. The system is ostensibly one of judicial cooperation and quite rightly most of the literature focuses on the EAW as a judicial tool, highlighting the challenges of managing diverse legal cultures through mutual recognition. However the system could not function without the involvement of policing actors who are almost entirely absent from the literature. This paper discusses a project which addresses this blind spot, viewing the EAW as a transnational policing tool and conducting empirical research into the role of policing actors.

The paper situates the EAW within the transnational policing field, detailing some of the interesting research questions that arise when the system is viewed from the perspective of the police. It sets out the rationale and research agenda for a comparative empirical inquiry into the role of policing actors in the EAW and goes on to discuss the preliminary results of the pilot study which was conducted in the UK in March 2016. The pilot study supported the need for more detailed research and raised interesting new avenues of inquiry that could only have been uncovered by looking at the role of the police. Some of these issues may be unique to the UK and solutions may be found by looking at arrangements in other jurisdictions. But the EAW also has training, cost, and resource implications for police which must be replicated elsewhere in the EU. More detailed comprehension of how these considerations impact police practice would give academics a more complete picture the way the EAW operates and could increase mutual understanding between national police forces.

Tofik Murshudlu

Networking the law enforcement training institutions - LE TrainNet

Abstract:

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.

Vesa Muttilainen / Vesa Huotari

The Police's Operating Environment in Finland

Abstract:

One of the aims of strategic planning in the police is to adapt the organisational and operational resources available to meet the challenges posed by the environment. This paper describes the results of an analysis of the current situation and the likely future of the police's operating environment in Finland.

The 'Police's Operating Environment' reviews of 2012, 2014 and 2016 compiled by the Police University College comprise more than 80 short articles based on research and statistics, other source material and expert information. The framework for the reviews has been based on the division of research fields in the College: Police Work and Organisation, Policing, and Police in Society. Information can be utilised in the development of policing and internal security as well as in police training.

Our own consolidated view of the police's operating environment is based on the intersecting themes running through the articles. These relate primarily to new types of competence requirements, economic resources, technological development, the complexity of the operational environment, resilience, the use of information, ethical issues and the new challenges arising from immigration.

The objective of this review is to describe the probable future in a way that prepares us to face it and increases our possibility of avoiding undesirable sequences of events. Not everything, however, can be anticipated; chance always plays a role in the development of the operating environment. The security of our future must to some extent be based on uncertain information.

While the main challenges analysed in this article are typical for Finland, they are also trends and tendencies shared by other national and local police systems. This paper is thus also intended to encourage increased international co-operation in analysing the operating environment of the police.

Renata Odeljan et al.

Investigative interviews with children: Self-assessment of police officers on the quality of the interviews with child victims of serious crimes

Abstract:

The aim of the research was to examine the differences between the police officers who invest less and those who invest more effort in each phase of the interview with the child due to the four criteria of quality tests conducted: the degree to establish the existence of a criminal offense, the quality of information collected, the contribution of information collected survey implementation and contribution the information gathered implementation evidentiary actions. The aim was also ABE (Achieving Best Evidence) evaluation model considering the contribution stage of testing in terms of achieving four set criteria. The study was conducted on 55 police officers. The authors compiled a questionnaire using Training Assessment Form of Police Service Northern Ireland for the purpose of research which has examined the implementation of the three phases of the interview to the ABE model. The results showed that among respondents who invest less and those who invest more effort in the various stages of the interview, there are significant differences with respect to the four criteria for assessing the quality of the conducted interviews. It turned out that the interviewer that most of effort invested in the phase of questions and phase of the establishment of relations as well as those who invest a little less quality information collected by interviewers who invest a minimum of effort. It was also shown that the interviewer that invested most of effort in the phase of free testimony / questions largely determine the existence of a criminal offense, collect better information and their collected information contribute more to the successful implementation of the survey, compared with interviewers who invest a minimum of effort. ABE model has proven to be useful in meeting the four criteria of quality tests conducted. Phase free recall and issues highlighted as the most important phase of the interview.

Daniel Packham et al.

Evaluation of Police Training on Stop and Search

Abstract:

The College of Policing is the professional body for the police service in England and Wales, responsible for developing evidence-based knowledge, improving education and setting standards in policing. In 2015 the College of Policing developed two separate training programmes for police officers in England and Wales. One of these, carried out in partnership with the Equality and Human Rights Commission, aimed to improve police officers' knowledge, attitudes and practice in relation to the use of stop and search powers. The second, developed in collaboration with a national domestic abuse charity, involved training for first responders to domestic abuse incidents. Both training programmes were tested in police forces in England using Randomised Control Trial designs, with the stop and search training pilot also benefiting from a process evaluation to establish how the training was developed and delivered.

This session will describe the College's approach to the development of police training in high priority areas such as these. It will also present an overview of the findings from the evaluations of the domestic abuse and stop and search training pilots and will describe how these findings are incorporated into the revised learning products. It will detail the effects found in the domestic abuse trial for some indicators of knowledge and understanding of coercive control and will discuss why effects may not have been found for other measures. It will also set out the effects the stop and search training pilot had on officer knowledge, attitudes and behaviour. The implications of these findings for the design and development of wider police training will also be discussed.

Katalin Pallai / Péter Klotz

The power of dialogue – Lessons learned from the Hungarian collaborative integrity curriculum development and proposal for implementation for law enforcement agencies

Abstract:

In the paper we present a highly innovative collaborative model for both the integrity curriculum and practice development for law enforcement agencies worldwide. The model is a collaborative and dialogic process for practice and curriculum development that engages academics, practitioners and anti-corruption experts in a substantive professional work process. They together develop the appropriate professional language, conceptual frames and applicable practices for the new field. The model has already been tested in the Hungarian public administration and produced not only contextualized curriculum widely accepted stakeholders but the process also engendered locally applicable methods for the anti-corruption practice and a committed community of practice that is key for the sustainability of results.

Law enforcement agencies worldwide face the similar threefold challenge that the Hungarian public administration faced a few years ago: the new professional field of integrity management should be developed, organizational changes need to be implemented and integrity education designed. Our proposal is that instead of a fast adoption of ready-for-use integrity curriculum and practice we should develop contextualized solutions using our collaborative, dialogic model. A diverse group of academics and professionals should together explore the complexity of the corruption problem and propose strategies in view of the whole. The dialogic model we propose could not only exploit the collective wisdom of national and international experts and academics but it could also create an engaged and empowered local law enforcement educator and expert community ready to initiate own collective actions as well.

In the paper we discuss in details the implementation challenges and elaborate a proposal for the process in order to initiate wide discussion and engaged stakeholders who could only be the key for later effective implementation.

Nuno Miguel Parreira da Silva

Between the Military and the Police: PSP and GNR Officer´s attitudes to Public Administration Policies

Abstract:

 The main goal of this paper is to assess the Public Security Police (PSP) and the National Republican Guard (GNR) officer´s attitudes in the context of the recent changes of policies in the Portuguese public administration occurring in these two institutions. This moment assumes significant interest due to the fact that Portugal is redefining security and national defence strategies.

From the theoretical point of view, this paper emphasizes the importance of knowing a settled opinion of the police officers, as well as their attitudes/behaviours, in the institutional context, especially when exogenous factors cause organizational shifts. On the other hand, considering the complexity of socioeconomic reality, we tried to identify, understand and highlight how the police forces have distinct ways of looking and dealing with these changes of policy.

On an empirical level, this paper contributes for an enrichment of literature review, emphasizing the moderator role that officer´s perceptions play on the policy restructure of public administration, in the relation between the predicted variables analysed and their attitudes to their institutional changes.

In the police policy level, suggestions and recommendations useful for adopting future strategies were also included for policy makers to consider.

Anemona Peres

Harmonisation of qualifications and training standards in border guard sector across EU Sectoral Qualifications Framework for Border Guarding

Abstract:

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 competences 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.

Andreas Pudlat /Patricia Schütte-Bestek

**Preventing Violent Extremism and Strengthening Democracy – About
the Recent Capabilities of Civic Education in Law Enforcement Education and
Policing**

Abstract:

Europe is currently threatened by extremism and terrorism. That is why there is a need for a
European response by well-trained LE officers – among others in the field of preventing violent
extremism. Facing this challenge LE training tries to professionalize the officers by providing
civic education and knowledge about extremist threats and prevention strategies. As it is
shown by the example of the Lower Saxon Political Crime Prevention Unit such efforts are
inspired by various European LE authorities, e.g. by the Danish SSP-approach or Anglo-
Saxon Policing strategies.
Organizational Studies stated that in times of an increasingly complex and dynamic society,
the needs for a cultural identity, stability and the recognition of values as well as guidance is
constantly growing in general. Organizations acknowledging this, meet those needs also
addressed by their stakeholders', by forming an organizational profile and a complementing
identity with appropriate values. In order to instil them LE authorities implemented civic
education and reflections about cultures and society in LE education all over Europe. In some
EU member states, e.g. in Germany, there are recent trends to enhance and to deepen those
efforts. Referring to them, the recent threats and including the UN Plan of Action to Prevent
Violent Extremism the submission aims to answer the following questions:

- What are recent strategies and capabilities of civic education within LE authorities in
  order to prevent violent extremism and strengthening democracy?
- How LE officers are trained in using policing strategies to prevent extremism?

Why there are recent trends in Germany (bottom up and top down) to strengthen civic
education within LE Organizations? Which impact can be identified on professionalization,
identity formation and implementing values?

Silvia Iluminada Ramos

Spanish national police training system competences and structure

Abstract:

The Training and Improvement Division of the Spanish National Police has the following competences:
- Selection and Training of candidates who have passed the public examinations
- Training of officers who are in promotion courses
- Updating courses
- Specialization courses

The structure of the Training and Improvement Division has to do with the before mentioned competences:
1. NATIONAL POLICE ACADEMY-Escuela Nacional de Policía (Ávila)
- Training of candidates who have passed their public examinations to become Police Constables or Police Inspectors.
- Training for officers who have been promoted to Senior Police Officer, Sergeant or Inspector.

2. HIGHER POLICE STUDIES CENTRE – Centro de Altos Estudios Policiales (Madrid)
2.1 PROMOTION CENTRE- Centro de Promoción Training of officers who have been promoted to Chief Inspector, Superintendent or Commissioner.
2.2 POLICE STUDIES INSTITUTE – Instituto de Estudios de la Policía
It is part of the Higher Police Studies Centre and its main tasks are the following:
- Gathering information and analyze social needs having to do with the National Police Corp duties
- Cooperating with Universities and other Scientific institutions for developing courses and projects
- Investigating, promoting and developing new methods and professional proceedings

3. UPDATING AND SPECIALIZATION CENTRE – Centro de Actualización y Especialización (Madrid)
Updating courses
Specialization in all the National Police Corp responsibility areas (Counter Terrorism, Criminal Police, Forensics, Public Order, Aliens & borders)
Distance learning courses
Cooperation with other Institutions and Police Forces (at national and international level)
3.1- OPERATIONAL ACTIVITIES CENTRE – Centro de Actividades Operativas (Linares)
Its huge outdoors facilities are used by specialized units in need of open areas for practices (Riot Units, Bomb Disposal Experts, Prevention and Reaction Units…)
TRAINING METHODS
The training provided in the National Police Academy has been adapted to the university pedagogic methods. A Sergeant obtains an official degree in Public Security, issued by the University of Salamanca. A Police Inspector who follows a two year course in the National Police Academy gets an official Master's degree.
The courses and masters developed in the Higher Police Studies Centre respond to the social demands and have to do with many emergent needs in public security.
At this moment we are developing courses and seminars on hate crimes and bullying, as the police needs to give an answer to the victims of this kind of offences and not much information for this kind of offences has been gathered before.

Notice the answer given to hate crimes by our police officers (supporters of football and rival gangs) has been given as example of good practices in diverse forums. We are now working in hate crimes against LGTB collectives, as recently the offences committed against these groups have been increased.

At the Higher Police Studies Centre we are also developing courses for seniors at the highest levels of the police hierarchy: a Masters in Strategic Management of Security; an Advanced University Course in Resources Management and a University Expert's Degree in Communication.

We are also working in new projects, a Master in Cybercrime and a Master in Financial Crime.

The training provided in the Updating and Specialization Centre is continuously being adapted to the needs of the police needs of our Research Units. The training is provided by officers of the most renowned Units, but for some specific matters and subjects we request cooperation of well-known professionals (magistrates, University professors...)

Samatha Reddington et al.

A Partnership Approach to Higher Educational Accreditation of the UK's National Direct Entry Superintendents Programme

Abstract:

The evolution of the UK's high profile and first ever Direct-Entry (DE) Superintendents programme followed the recommendations for policing identified by Winsor (2012) and the UK Government's vision of enabling "fresh thinking and fresh blood [to be] brought in from outside the profession" (Green, 2013). The eighteen-month DE programme aims to attract highly talented and proven leaders from alternative sectors directly into executive policing roles.

The College of Policing's (2015) own review identifies the importance for executive leaders to demonstrate ongoing personal development. As a result a joint College of Policing and Teesside University team worked together to develop the Post Graduate Certificate Strategic Police Leadership which was mapped onto the new DE education and training programme, resulting in the provision of an educational product which meets the needs of the contemporary police service.

The programme has been designed primarily to be both academically and vocationally challenging, recognising the education and training completed by direct entry superintendents, who may not have any previous policing experience, who are joining the police service in senior executive roles. The aim being that on successful completion of the eighteen-month mandatory higher educational programme, learners will be able to operate independently across a wide range of leadership deployments as competent uniformed superintendents, bringing with them a range of new skills and ideas to the service.

This paper will openly discuss the journey of consultation and development of the Direct-Entry Superintendents programme, the enhancement of a partnership between Higher Education and the College of Policing and the subsequent higher educational accreditation process as a Post Graduate Certificate.

Stephen Shannon

A Solvability Factor Index for Burglaries in Ireland

Abstract:

Burglary is one of the most common crimes in Ireland. Roughly 1 in every 30 households are victims of burglary each year. Unfortunately 85% of these burglaries reported to the Irish police force go undetected so there is considerable scope for improvement. To date a solvability index for burglaries in Ireland has not been developed.

Objectives

1. To generate a list of factors that may influence burglary detections
2. To describe burglaries in Ireland in terms of as many of these factors as possible
3. To determine a predictive model of burglary detections based on these factors
4. To develop a practical case screening process informed by this multivariate model

Results

4,418 (16%) out of 27,468 burglaries were detected in 2014 and 3,880 (15%) out of 26,026 in 2015.

After a multivariate regression analysis, the final list of solvability factors for burglaries not detected after 24 hours were: Suspect description available, evidence for forensic analysis available, offender disturbed during burglary, property was not ransacked, location was not residential, entry or exit method was by breaking glass in door, motive was other than monetary gain or vandalism, injured party did not report crime and burglary occurred during October to March between 0700 to 1500.

If burglaries that were not detected after 24 hours were only investigated if they had three or more of these factors, based on historical data the detection rate for these burglaries would be boosted by 50% (from 9% to 13%). 35% of burglaries not detected after 24 hours would be investigated.

Conclusions

A pilot study will be implemented for a case screening process that includes the use of the solvability factors index generated from this analysis. Outcome measures for this pilot study will include time to detection, cost per detection and detection rate.

Davor Solomun

Police Research Centre in function to strengthening of the criminalists competencies and secure society

Abstract:

Multidimensional expansion of the security from the state towards the individual, human security and human rights, significantly determines the contemporary social role of the police as a security institution.

Adoption of the educational processes, with accent on the need for multidimensional competencies of police professionals, actualizes the question of the educational model and its compatibility with European or Croatian Qualifications Framework.

The effort to change paradigm «research after learning» in «learning through research» tries to influence the creation of academic programs, directing focus and adjustment of the researchers and improve the output competencies of the criminalists.

Development of the concept of integration police practice and science associated education contents and researches with practical participation in the police and criminal investigation procedure of security phenomena in real-time.

This paper deals with explanation of the model and arguments the necessity and justification of development the Police Research Centre within Police College.

Rui Sousa-Silva

The Quest for the Holy Grail? The potential of forensic linguistic analysis in cybercrime cases

Abstract:

Cybercrime has traditionally been associated with financial crimes, e.g. theft of bank account and credit card details, which are often described as the most common cybercrimes (Cyber-crime, 2013). However, other types of cybercrimes using communication technologies as computers, smartphones and other wireless devices have gained visibility in recent years, e.g. for creating fake profiles in the social media (such as Facebook) for purposes of committing hate crimes, threats, slander, libel and defamation, as well as fraud, identity theft, electronic vandalism, violation of intellectual property and even terrorism – as part of both organised and unorganised crime. In most cases, the investigative process is made significantly harder by information technology strategies used by cybercriminals to ensure their anonymity, such as using public access computers in cybercafés or public libraries, IP address hide software or more sophisticated identity obfuscation techniques. However, given the underlying use of language in such cases, forensic authorship analysis methods and techniques are particularly helpful in the fight against such crimes: by building on the principle that every speaker or writer of a language has an idiosyncratic way of speaking or writing (Coulthard, 2004) – their own idiolect – suspects can be proved or disproved as the true authors of cybercriminal texts. In addition, linguistic knowledge can be used to build the sociolinguistic profile of potential suspects, thereby providing the investigation with the information required to narrow down the base of suspects and contributing to the networks of Internet security (Wall, 2007). This study presents some applications of the analysis of real forensic texts provided by the Portuguese Cybercrime Office. It proposes and discusses the potential of novel approaches to authorship analysis, and illustrates how scientific research into linguistics can contribute to improving training and education of law enforcement – especially by providing empirical research-based answers to current cybercrime problems.

Elizabeth Stanko

When does training become learning: Transmitting ideas across borders

Abstract:

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.

Georgina Strehli-Klotz

Law enforcement agencies and action learning approach – a potential tool for leadership development

Abstract:

Law enforcement agencies increasingly have to adapt to the fast changing global environment and local challenges. In order to maintain public trust and increase professionalism and efficiency, law enforcement should implement new management and leadership skills. However, law enforcement agencies often maintained traditional hierarchic structures and leadership roles which interfere often with new challenges.

One solution of this complex challenge could be the leadership development training of law enforcement officers with action learning approach. Action learning focuses of real problems, provides practical and easy-to-adapt solution and allows leaders to improve problem-solving processes within the organization.

The paper discuss in details the implementation possibilities of action learning training methods in law enforcement trainings which could help not only improve problem-solving skills and leadership performance but also change organizational culture and build learning organizations as well.

Priit Suve

Towards multi-strategic policing

Abstract:

Police reforms in Europe during the last two decades and the raising wickedness of problems that the police are facing are both challenges for contemporary policing. Too many police reforms are carried out with economic, administrative or some other reasons that aren't related to safety problems. Although the latter is becoming more wicked and does not have a right or wrong solution, rather can be mitigated instead of solved. In this situation, it is quite obvious that an astrategic or a monostrategic police organization is hardly capable of tackling contemporary safety problems and answering to the needs of society.

To enhance overall safety or to deal with some specific safety problem, diverse strategies have been developed. Despite a wide range of those strategies, the police are in a complicated situation because it operates in a highly inconsistent environment where external pressures (e.g. cutbacks or expectations for heavy-handed policing) and actual needs of policing (e.g. need for more close relations between citizens and the police) are often in conflict. Since those wicked safety issues cannot be solved or even mitigated by some specific police strategy but require exercise many strategies at the same time, the need for a tool that clarifies the field of police strategies is evident.

The main aim of this research is to reveal the coordination mechanisms of the police — analogs to hierarchy, market and networks as general coordination mechanisms of social life — and show how these mechanisms can be used for policing and organizational design.

In conclusion, this research identified the military, bureaucracy, professional, community-oriented, and public-private as the coordination mechanisms that hovering above the field of policing. Theses mechanisms can be used as a tool for simultaneous implementation of various strategies in the police organization.

José Vicente Tavares dos Santos

Dilemmas of Police Education in Brazil

Abstract:

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 México, 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.

Stephen Tong

Professionalising policing: seeking viable and sustainable approaches to police education

Abstract:

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 professionalizing 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.

Jorn van Rij

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

Abstract:

Human trafficking and the sexual exploitation of Eastern European women in Western European countries cannot exist without the involvement of different organized crime structures which operate on both local and transnational level. These structure involve, amongst others, the facilitation of the sexual exploitation of these women throughout the routes travelled from source to destination countries. Police data on the basis of victim reports show similarities in applied modus operandi, routes travelled, people involved and so-called hubs which seem to be at the heart of the organization of the exploitation, especially at the start. The identification of these organized crime hubs is an important first step in limiting victimization and effectively fight organized crime. These crime groups frequently make use of the internet as a method to facilitate (illegal) prostitution which could involve victims of human trafficking. Combined with the knowledge on the described hubs the method can be used to identify exploitation and victimization. With the help of a (to be designed) web crawler, sex-adds can provide information on both the victims as well as the criminals. By identifying victims and criminals and their relation to crime groups an identification can take place and structures and network relations can be subjected to further investigation. This investigation starts locally but needs to be extended once travels are detected on the basis of identifying victims in other regions/countries. Now travel routes can be mapped both nationally as well as on a European level and existing crime relations identified. Once methods and crime structures are identified insight can be made transparent with the help of geo-visualizations, a method of predictive policing can be set up to end victimization shortly after the start and provide evidence on criminal cooperation.

Aleksandar Vanchoski / Kristina Doda

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

Abstract:

The abuse of the police powers and especially the acts of torture which are committed by the members of police present serious threats for the democratic principles and values in every society. Furthermore the torture could be understand as one of the most serious violations of the police powers and authorizations. Taking in the consideration the fact that members of the police organisation have a very specific function in the democratic society, they always have to performed their duties in accordance with the notion of fundamental principles of democracy, such as rule of law, transparency, equality, accountability and protecting of human rights. Therefore, this is not a simple goal but rather a continuous process which must to be especially emphasised and addressed during the process of education and training of the future police officers, and which should last till the very last days of their carrier. Countries from South East Europe, such as Macedonia, Serbia and Croatia during the past 25 years among the other things are facing with the challenges of establishing a functional and effective education and training system of their police officers. Although many efforts and steps for improving the education of the police officers at every level (vocational, academic and continuous) were undertaken, still official statistics in these countries are showing that there are many cases of abuse of the police powers. However even more worrying are the findings that there are cases of acts of torture committed by the police officers.

The paper is focusing on the current challenges and problems with the police education and training regarding lawful implementation of police powers and the mechanisms for prevention of the acts of torture at all levels in these three countries and it is proposing particular approaches and methods for improvements.

Elrena van der Spuy

Political transition, organisational fluidity and police training: Reflections from South Africa

Abstract:

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.

<u>**Guy Vinet**</u>

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's views about trends and challenges for law enforcement training and education

Abstract:

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

The Trend and Challenge of Police Education and Training in China

Abstract:

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 South-Eastern region and the North-Western 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 analyzes, case study, statistics analyzes, 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.

Emma Williams / Jennifer Norman

'Putting Learning into Practice: Self Reflections from Cops'

Abstract:

Canterbury Christ Church University (CCCU) have been involved with the education of serving officers for over twenty years. This area of professionalization is something The College of Policing are currently considering by developing a range of options to further learning within the police organisation. This involves a drive for more officers to be degree educated. The responses to a recent public consultation on this proposal involved some differing views on its introduction. Some of the criticism coming from officers themselves about the proposal focuses on the limited evidence base for degree level entry. The small study reported here provides some insight into this world. This paper will discuss the findings from interviews conducted with police graduates from CCCU following their completion of either a BSc or MSc degree programme in Policing. It will discuss officers' perceptions of their ability to utilise the learning they have gleaned in the classroom and how it is received from their supervisors and peers. The aim of the drive to increase education in policing focuses on the need for students' to develop critical thinking skills, to further apply knowledge and to enhance their problem solving abilities. In this research officers did agree that these skills were enhanced as a result of undertaking a degree, and furthermore, they felt empowered by this learning. However, findings indicated inconsistencies as to whether this knowledge was applied in practice. This often depended on whether an officer's immediate and senior management were receptive to embrace learning and more often than not there was a lack of willingness from management to 'hear' the learning from the police graduates interviewed in this study. Therefore, this research found that in order to embed knowledge systematically, changes to wider issues, such as organisational culture and leadership styles are required to effectively facilitate the success of embedding knowledge.

Tao Xu

Chinese Police Education and Training in the Context of Reform - from a perspective of police academies

Abstract:

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

Trends and Challenges for Law Enforcement Training and Education, the German Perspective

Abstract:

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 fulfill 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 competences, and defined abilities must be extended and strengthened. For this purpose, concrete methods, competences 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.