

Editorial: Challenges and feasible solutions for law enforcement training and education in global perspective

Peter Neyroud
United Kingdom



Detlef Nogala
CEPOL



For any contemporary observer of public affairs, it has become a kind of truism that the world of the early 21st century is a profoundly globalised world, due to world-spanning transport of goods, communication-channels and travel: ideas and cultures, as well as risks, are now shared more widely than ever before in human history. Cross-border financial investment and economic interdependence have become the normality, as well as continuous migration across continents. While globalisation in progress always produced its winners and losers (and critics!), there is an undeniable dark side of it, seen from a more particular law enforcement perspective: international terrorism, cybercrime, financial fraud, organised criminal networks smuggling illicit drugs, firearms or people across international and global borders – all that has become part and parcel of our globalised times.

Globalisation of crime – or simply global crime² – has been high on the agenda of governments, law enforcement institutions and academic scholarship for more than a decade. While there is an extensive body of analytic literature and practical guidance, less attention has been paid to the aspect of training and education of law enforcement staff and leaders in view of the process of globalisation and the global dimension

of criminal acts³. As **Ferenc Bánfi**, Executive Director of CEPOL, has stressed in his welcome address, the same forces driving changes in the operational law enforcement field, shall trigger the responsiveness of law enforcement training and education to become more proactive.

The 2016 edition of the CEPOL Police Research and Science Conference thus aimed to consider global trends in law enforcement training and education with a few leading questions in mind:

- What are the major (new) trends in the training and/or education of law enforcement staff (on various hierarchy and specialisation levels) in various parts of the world and from the viewpoint of global or international organisation?
- Is more, better, innovative training of police officers, border guards or customs agents a crucial part of the answer to the challenge of globalised crime?
- Is law enforcement education up to scratch in preparing efficiently the tackling of crime on local, national, global level effectively?
- How can internal and external scientific research efforts facilitate in improving training and education of law enforcement?

1 As classic primers for grasping the process of globalisation from a general social science perspective one has to refer to the work of Polanyi (1944/2001), Sassen (1999) or Castells (2000). Further, more recently published instructive comprehensive analyses are provided by Findlay & O'Rourke (2009) and Rodrik (2012).

2 For a starter on a global institutional level see the publication of the UNODC (2010); for a more advanced criminological analysis see for example Findlay (2000), Aas (2013) and Pakes (2014). "Global Crime" is the title of a respective scientific journal published in now its 18th volume by Taylor & Francis.

3 Noteworthy publications in the police science area are the studies by Nadelman (1993), Deflem (2000), Bowling & Sheptycki (2012) and Sheptycki & Bowling (2016). More detailed attention to the impact on globalisation on issues of training and education of law enforcement officers is paid by Kratcoski & Das (2007), Habermeld et al. (2011) and Rogers & Frevel (2017).

The CEPOL Police Science and Research Conference 2016 was a marker for the expansion of the role of CEPOL – moving from being the European Police College to becoming the European Union Agency for Law Enforcement Training. The broader remit, taking in not just police but the wider arena of law enforcement, including customs and border enforcement, was reflected in the conference title and many of the contributions.

The event has become a key opportunity to bring together European law enforcement and academics and educators working in the field and has attracted key contributions and participations in 2016 from countries as far as Brazil, China, South Africa, Thailand and the United States of America.

More than 200 speakers and participants met at the premises of the Hungarian National University of Public Services⁴ in Budapest in October to hear about the latest research findings and new perspectives for law enforcement training and education. Contributions were made by high-level law enforcement professionals - including INTERPOL Secretary General and EUROPOL Director - as well as by various distinguished scholars, scientists and researchers.

While the first purpose of conferences is to share information, knowledge and opinions between those who are attending the event, CEPOL believes that it is in the wider interest of the law enforcement community and the European citizens in general that the contributions are shared and taken as an input for public debate.

Where available (and appropriate), files of the presentation are available on the CEPOL conference website⁵. All presenters were invited to deliver a full paper of their contributions, and the bulk of the papers⁶ there handed in are collected in this Special Conference Edition of the Bulletin.

⁴ The conference was jointly organised by CEPOL and the National University of Public Services, who generously provided support for the programme as well as technical facilities and the venue.

⁵ For the outcome of the 2016 conference go to <https://www.cepoleuropa.eu/science-research/conferences> and click on the year's tab.

⁶ Some papers delivered at the conference were or are going to be published in the regular issues of the Bulletin.

The Contributions in this Special Edition

The editors have reviewed the 29 papers for this edition and - considering the inherent diversity of topics and scientific merit - came up with a structure of six major parts:

- Global Challenges and Responses
- Researching Trends
- Educational Systems and Approaches
- New Methods and Avenues of Learning
- Qualification and Professionalisation
- Applications in Training and Education

While not completely arbitrary, the papers could have been ordered in alternative ways. For the convenience of the executive reader, we are offering a brief summary of the content.

The context for the conference was well set by the welcome address from **Bánfi** (CEPOL) and the two plenary speeches from **Wainwright** (Europol) and **Stock** (Interpol). Wainwright's focus was on the challenges facing European law enforcement in 2016 and beyond. He identified three major threats that needed both an operational response and a shift in law enforcement training and education: terrorism, particularly in the light of the attacks (in 2016) in France, Belgium, Germany, the UK and Sweden; migration; cybercrime.

Cybercrime is a fast-growing crime area, and a third major challenge to law enforcement today. Cybercrime is borderless and generates huge profits while the risks are relatively low. Wainwright comments that while other threats may get more headlines, cybercrime is arguably the most enduring, long-term challenge. Trends suggest considerable increases in the scope, sophistication, number and types of cyber-attacks, the number of victims and economic damage.

The demands of confronting these threats are new, highly challenging and unprecedented in many respects. Wainwright suggests that they will require a new breed of law enforcement officers, a new mind-set of looking up and out to the world, not down and into

the small comfort zone of their own district or thematic area of responsibility. **Stock's** plenary speech very much complemented **Wainwright's** with a strong emphasis on the importance of Europe collaborating and thinking beyond its border to confront threats and risks. **Stock** used the example of Interpol supported training in Rwanda to make this point. He cited a five-day course involving a workshop and a simulated international criminal investigation involving human trafficking, cyber-enabled crime, and cross-border co-operation. **Vinet's** article adds to this with the contribution that OCSE can make to supporting transnational and international efforts.

Such cooperation is not new, but the conference highlighted both its growing importance and the recognition that law enforcement has still much to learn about how to make the most effective transnational and international partnerships. **Bowling** and **Kopf** set out research on the forms, functions and effects of transnational policing in various European countries and its impact on domestic police work. They suggest that there are wide variations in transnational policing practices across the continent. Transnational policing has been driven by political and economic changes, the growth in international travel, information communication technology and migration, and developments in the nature of crime and security threats. For **Suve**, the lesson of this and other research is that the police to be more professional and use more of the knowledge of police management about strategies of policing and police organization

Police training and leadership has been developing rapidly across the globe and the conference heard a number of important contributions about the state of play across different jurisdictions. **Cordner's** contribution examines the extent to which evidence-based policing had become embedded as the foundation of evidence-based education and training in the USA. He concluded the progress has been uneven. On the training side, he found more focus on effective teaching and learning methods, but less commitment to making sure that the content that is taught conforms to the best available scientific evidence.

The paper by Tao Xu and Haiyan Fu explores developments in China from the viewpoint of the Zhejiang Police College, whilst **den Boer** adds perspectives on cooperation between the EU and China in higher law enforcement education. Linking with this, for **Di**

Gregorio, the focus is on the extent to which the ambitious idea for "Building an International Learning Community", proposed at the 16th Interpol Training Symposium (Johannesburg, 2007), has become over time a shared philosophy and a common strategy in the Police Community. He focuses on a comprehensive "capacity building" approach; the improvement of the effectiveness of the organizational and cultural climate in education through the management of diversity; the rising role of the financial investigation in countering global crime.

Zeiser highlights the recent developments in Germany. He comments that the ever-faster innovation cycles of social, political, scientific and police-related developments is making new demands on the job of law enforcement officers. His conclusions placed great importance on the continuing development of better graduate and post-graduate education for law enforcement. **Ramos Perez** also reports a qualitative shift in the training, with an enhanced cooperation with the University, in masters' degrees, specialization courses and other activities. **Kovacs**, speaking on behalf of the hosts of the Conference – the Hungarian University of Public Services – identifies similar trends.

One major theme across the conference was the growing role for law enforcement and academic partnerships in delivering training and education. **Hartley, Hesketh and Chase** propose in their article a model of partnership collaboration that avoids either the police or the academics taking over the venture (competition) or alternatively failing to challenge each other's ideas (collusion). A second model – a Police Research Centre is discussed by **Solomon**. Both models still leave the question of the receptivity of law enforcement to research and science, which is the subject of the article by **Ferreira and Cabaço**. **Stanko** also suggests some care in understanding the process by which formal, in house training can be developed into learning. For **Norman** and **Williams**, there is a crucial role for developing the critical thinking of officers and encouraging "Self Reflections from Cops".

Tackling one of Wainwright's three major challenges, **Haberfeld** highlights how difficult it is for police trained to respond with minimal force to cope with the demands of suicide terrorism. **Pudlat** and **Schütte-Bestek** argue that one approach is to provide police with better civic education and knowledge about extremist threats and prevention strategies.

Compared with terrorism, dealing with cybercrime remains a relatively recent challenge both operationally and for education and training. **Chapparo** outlines how this demands new structures and that departments have to build strategies to educate a large diversity of audiences. One approach to this challenge is the use of game-playing technology to simulate real operational environments. **Coull, Donald, Ferguson, Keane, Mitchell, Smith, Stevenson and Tomkins demonstrate** how this has been developed and how its use in training first responders has been evaluated within Police Scotland. Technology can also be used to provide “Evidence Cafés and Practitioner Cafés” supported by online resources according to **Clough, Adams and Halford**.

The fast-moving pace of developments outlined above also pose significant challenges for leadership and the selection, development and education of leaders. **Stréhli-Klotz** describes how 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.

Pallai and Klotz present an integrity-based approach to corruption prevention, that combines active and integrated rule-based and value-based strategies, has gained importance because it proved to be more effective than traditional anti-corruption strategies built on mainly regulatory and legal compliance instruments.

The problems created by the tendency to treat training as a series of events linked to promotions or appointments is the focus of **Felgueira and Pais’** article. They argue that the education of leaders should be a continuous process 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, management and command competencies.

The recognition of the need for continuous education has stimulated the development of more comprehensive curricula in a number of countries. **Pepper,**

Redington, Durrant, Mulqueen, Watson describe the new Higher Educational Accreditation of the UK’s National Direct Entry Superintendents Programme and **Tong** the ‘Police Qualification Education Framework’ (PEQF) administered by the College of Policing (CoP) in the UK. Such approaches are required beyond policing: **Peres** and **Norris** argue that a core set of shared border guard functions performed across EU requires compatible job competences and a system of comparable learning outcomes that can ensure the national border guards are trained under a common framework, respecting the national education and training systems as well as the specific organizational needs, whilst achieving the desired qualifications described in a common language that makes them easily readable, comparable and compatible across EU. Finally, **De Kimpe**, throws down a challenge for CEPOL itself: the development of a European Quality Assurance System for police and law enforcement education.

A final editorial note:

The tone of the conference was set by both the international context and by the keynote speeches from **Wainwright** and **Stock**. The challenges of law enforcement across Europe have been very much in the media over the last two years: major terrorist attacks; images of mass migration from the Middle East and Africa; major cyber-attacks on government, institutions and businesses. Whilst most citizens in Europe enjoy a high degree of safety in their daily lives, the responsibility for keeping Europeans safe means that law enforcement organisations and their leaders and staff need to be constantly preparing for the future. CEPOL’s role is to help them.

A significant part of the practice, research and science that the 2016 conference presented to the participants is now shared in print in this special edition to help law enforcement agencies across Europe and more widely to think and prepare with a degree of further enlightenment – both the conference event itself as well as the articles in this volume underline and demonstrate that a lot of bright minds in academia, education and the law enforcement profession are busy to find sustainable, evidence-based solutions for the challenges and trends the globalising world hold for us contemporary citizens.

The editors of this Special Conference Edition

- **Antonio Vera** (German Police University, Germany)
 - **Detlef Nogala** (CEPOL)
 - **Eduardo Ferreira** (Polícia Judiciária, Portugal)
 - **Judit Nagy** (National University of Public Service, Hungary)
 - **Peter Neyroud** (Cambridge University, United Kingdom)
- hope that this collection of conference papers is a worthwhile read and will have an inspiring impact on those holding a stake in the development and promotion of good policing, build on scientific research and reasoning.

References

- Aas, K.F. (2013): Globalization & Crime. 2nd edition. Sage.
- Bowling, B. & Sheptycki, J. (2012): Global Policing. Sage.
- Castells, M. (2000): The Rise of the Network Society. Wiley-Blackwell.
- Deflem, M. (2000): Policing World Society - Historical Foundations of International Police Cooperation. Oxford University Press.
- Findlay, M. (2000): The Globalisation of Crime: Understanding Transitional Relationships in Context. Cambridge University Press.
- Findlay, R. & O'Rourke, K.H. (2009): Power and Plenty: Trade, War, and the World Economy in the Second Millennium. Princeton University Press.
- Haberfeld, M.R., Clarke, C.A. & Sheehan, D.L. (eds.) (2011): Police Organization and Training: Innovations in Research and Practice. Springer.
- Kratcoski, P.C. & Das D. (eds.) (2007): Police Education and Training in a Global Society. Lexington Books.
- Nadelman, E. (1993): Cops Across Borders – The Internationalization of U.S. Criminal Law Enforcement. Pennsylvania State University Press.
- Pakes, F. (ed.) (2014): Globalisation and the Challenge to Criminology. Routledge.
- Polanyi, K. (2001): The Great Transformation: The Political and Economic Origins of Our Time. 2nd ed. Edition. Beacon Press.
- Rodrik, D. (2012): The Globalization Paradox - Democracy and the Future of the World Economy. W.W. Norton & Company.
- Rogers, C. & Frevel, B. (eds.) (2017): Higher Police Education – An International Perspective. Palgrave
- Sassen, S. (1999): Globalization and Its Discontents. New Press.
- Sheptycki, J. & Bowling, B. (2016): Global Policing and the Constabulary Ethic. In: European Police Science and Research Bulletin, Special Conference Edition nr. 1, p. 9-23.
- UNODC (2010): The Globalisation of Crime – A Transnational Organised Crime Threat Assessment. United Nations Publications.