

## COMMONALITY IN POLICE HIGHER EDUCATION IN EUROPE (COMPHEE) – RESEARCH PROJECT REPORT



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**Keywords:** research project; police education; cross border crime; hate crime; cybercrime; child pornography.

**Abstract:** The aim of the project was to develop a joint EU teaching module with a high standard of quality and a correspondingly high transnational acceptance value. Each partner developed a sub-module with a chosen field of criminality that is prioritised by EU security policy: cross border crime; hate crime; virtual worlds and criminality; and child pornography.

### PROJECT BACKGROUND AND PARTICIPANTS

The European Union, represented by the European Commission decided to award a grant and signed a framework agreement with the Police Academy of Lower Saxony (Polizeiakademie Niedersachsen), on the *CompHEE* (Commonality in Police Higher Education in Europe) project. It was a joint project (a cross national training programme) for the promotion of police education and training at European level, according to the Bologna declaration and Stockholm Programme requirements. The project also aimed at creating a uniform college system and a common police culture in Europe. The project was funded by the European Commission as part of the 'Prevention of and Fight against Crime' programme.

A planning group prepared the project plan, found suitable project partners in Europe and made the project application. In May 2011 this application was approved. The official project launch was on 1 September 2011. The project was set to run for three years. The project partners are: Police Academy Lower Saxony, Germany, the

Police Academy of the Netherlands, the Scottish Police College, and the National University of Public Service, Faculty of Law Enforcement, (former Police College) Hungary.

### AIMS OF THE PROJECT

Major aims were the following:

- To develop a joint EU teaching module with a high standard of quality and a correspondingly high transnational acceptance value.
- To implement the module to as many European police educational establishments as possible in order to achieve the biggest European dimension possible.
- To introduce and permanently establish a joint European police understanding in the matter of education and training.
- To create a network of European police educational establishments.



- To create (social) networks among the European law enforcement students.
- To achieve a greater willingness to engage in 'learning from each other' as an example of best practice, in particular among all future law enforcement officials.
- To improve European police collaboration in all areas and at all levels as a long-term goal.

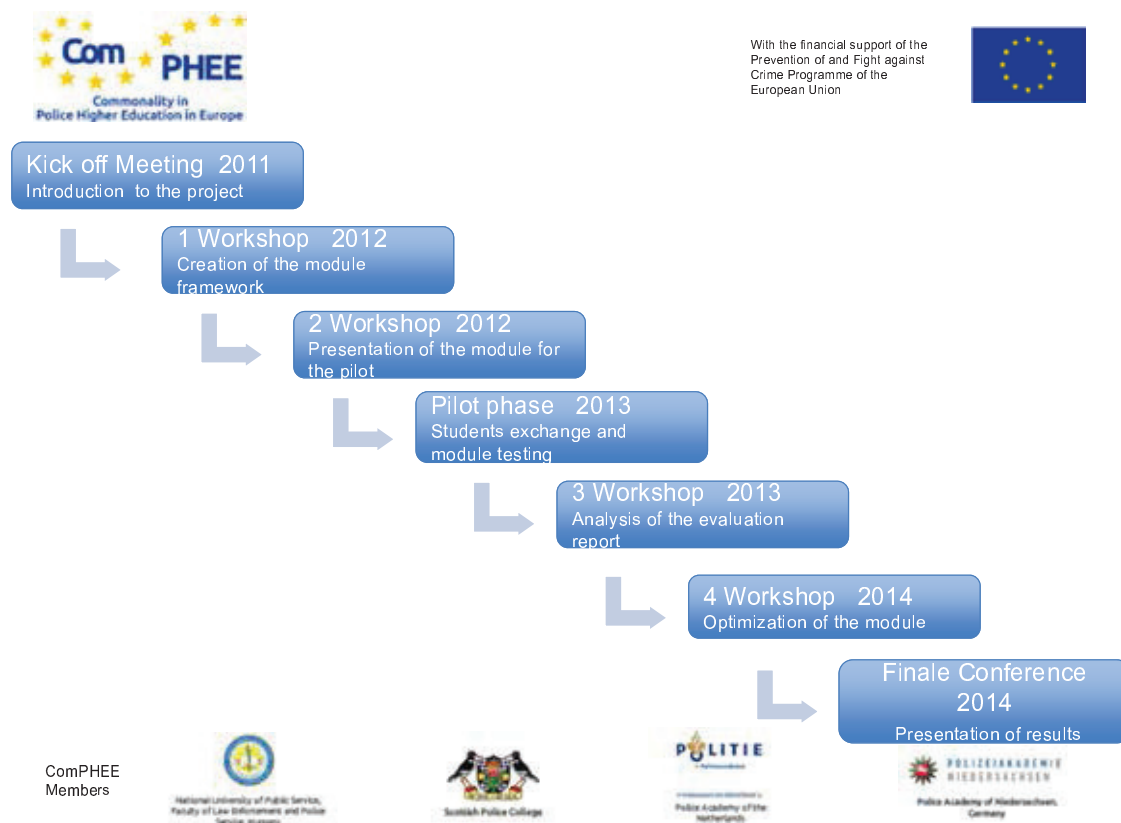
presented relevant aspects of international mutual assistance and the legal basis for both international police work at EU level and cross-border cooperation.

In order to illustrate these aspects, each partner developed a sub-module with a chosen field of criminality that is prioritised by EU security policy. Mobile banditry (Netherlands), addressed tackling of itinerant crime groups operating across borders in the EU. Hate crime (Hungary) focused on different aspects of bias-motivated crimes and corresponding law in the EU. Virtual worlds and criminality – child pornography (Germany) concentrated on a specific phenomenon of crime in virtual worlds as a challenge for international police cooperation. Scotland was responsible for quality insurance of the project. The modules should also promote intercultural competence and the opportunity for networking. The module is targeted at students on BA/BSC level and in the case of postgraduate courses also police officers in middle/senior/special management functions.

## CONTENT AND METHODOLOGY

In formulating the learning objectives, the project group was guided by the description of competences of a senior police officer defined by CEPOL, that is, contextual, social, practical and individual competences that students should acquire through the module. All the partners

## PROJECT PROCESS





Within the project's duration of three years, the content and structure of the module has been worked out by the partners jointly. During this time, homework phases alternated with joint workshop sessions, where the findings acquired were presented, coordinated and aligned with the aim of the project.

## RESULTS

Each country formulated its ideas and ways of implementing a joint module. From this, common standards for the module have been elaborated in a workshop session. These standards defined the module, indicated the demands made on the existing and future partners, and should guarantee that mutual involvement in the exchange programme and recognition of achievements is assured. Once the standards had been determined, the module was developed with regard to the content and methodology. Each partner developed a detailed module description, a teachers' manual and a study guide.

The project also allowed for a testing phase, in which the module is offered among the partners and students, and is exchanged between the partner establishments. It was scheduled as blended learning in two parts:

1. e-Learning – using an online learning platform;
2. Residential – each partner country to be attended by 12 students: 4 from Germany, 4 from Hungary and 4 from the Netherlands.

The applied learning activities and teaching methods were: computer-based self study, plenary session, group work, data collection, comparative analysis video, following structured discussion, case studies, workshop and practical work. Visiting law enforcement organisations and civil organisations to gain information from the real field work, and organising a workshop with presenters from civil organisations were also built into the teaching phase. The overall processes and goals of this module reflect the human rights-based approach as well. The human rights principles are:

- Universality and inalienability,
- Indivisibility,
- Inter-dependence and inter-relatedness,
- Equality and non-discrimination,

- Participation and inclusion,
- Accountability and the rule of law.

Special attention was given to:

- General police attitudes and duties,
- International and national legislations concerning the topic (comparative analyses of the different national approaches),
- Prevention, legislation,
- Investigation,
- Cooperation — Multi agency approach and effect on local society,
- Long term and situational problem solving.

The module has a value of four credit points.

The testing phase has been evaluated (internally and externally) and the module optimised accordingly. The project was evaluated during the testing phase (pilot phase). The formative and summative evaluation began in September 2012 and ended in June 2013.

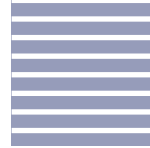
The project partners, from the Netherlands, Hungary, and Germany, participated in this evaluation. Scotland didn't take part in the testing phase and was not included in the evaluation of the testing phase because of its consultative role.

In the evaluation two perspectives were respected; the perspective of the participating students and the perspective of the teachers and coordinators. Students were asked to fill in an online questionnaire after the online learning period (March 2013) and after the residential period (April 2013). The evaluation of the whole testing phase from their perspective was conducted via an online questionnaire in May and June 2013.

## DISSEMINATION OF THE PROJECT RESULTS

The project results will be disseminated as follows:

- a) at the final conference event (in Hannover, Germany on 16-17 June 2014),
- b) the implementation of the modules in the curricula of partner institutions in Europe and
- c) in publications.



## CONCLUSIONS

In the framework of the *CompHEE* project the working teams of the Dutch, German and the Hungarian Police Academies/Colleges have the aim to produce a joint concept for an acceptable cross-border training module, 'International police cooperation in the European Union' to implement the project partners' existing or intended Bachelor study courses as a model for

other police training establishments in Europe. The design and implementation of this joint training module will make it possible to align and harmonise the legal and administrative rules on unifying how different Member States proceed as part of the Bologna process and create a cornerstone of a European internal security strategy to develop a common security culture (including the Stockholm Programme).