LAW ENFORCEMENT TRAINING –
GOOD PRACTICES OF BACHELOR AND MASTER LEVEL EDUCATION

CONFERENCE PROCEEDINGS

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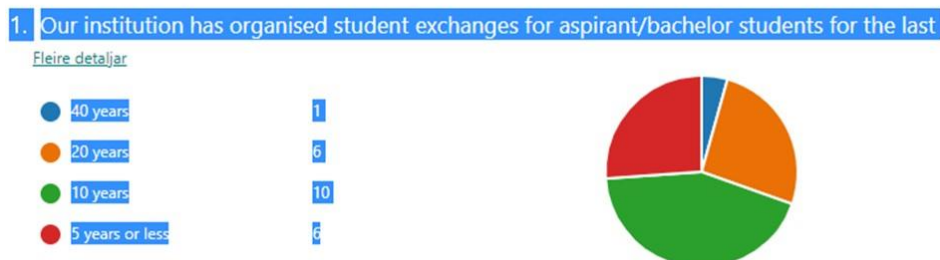
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Before we can begin to discuss the success or failure of a program for international students, we need to understand why a police academy would send its students abroad. After all, we can only measure the success of such programs against the institution's goals for sending students abroad and with an appropriate design.

AEPC[1] has members from 44 European countries, both within and outside the European Union (EU). The members are all institutions for the education of the police. A survey with three questions was sent to a total of 53 members and 23 answers were received (43.4 % response rate). More than one answer was sent from Germany and Sweden, since there is more than one educational institution for the police in these countries. 20 countries are therefore represented in the answers. The three questions were 'How long has your institution organised student exchanges?'; 'How long do the exchanges last?'; 'What is your main reason for organizing exchanges?'

The questions were chosen to gain some insight into the goals for student exchanges and whether the duration of the exchange matched the goals. This will then give the context for discussing the Norwegian Police University College's experience in organizing digital, international student weeks based on Community of Inquiry (CoI) pedagogy.[2] The answers to the first two questions in the survey were: 16 of 23 respondents had organised exchanges for students for 10 years or less, 6 had organised exchanges for between 10 and 20 years and one institution had 40 years' experience with this.

1. Our institution has organised student exchanges for aspirant/bachelor students for the last

Fleire detaljar

● 40 years	1
● 20 years	6
● 10 years	10
● 5 years or less	6

[3]

18 institutions organised exchanges that lasted between one and four weeks (five institutions specified that their exchanges were for one week only), two institutions organised exchanges that lasted between one and two months. Nine of the 18 institutions also organised exchanges that lasted between three months and one semester.
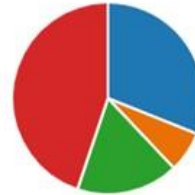
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[1] https://www.aepc.net/
[2] https://coi.athabascau.ca/
[3] Source: own elaboration

2. In the last 10 years our exchanges have been for

Fleire detaljar

- 🔵 3 months to a semester — 9
- 🟠 1 - 2 months — 2
- 🟢 1 week only — 5
- 🔴 between 1 and 4 weeks — 13

The staff responding to the survey could choose from three different motivations for sending students abroad, and there is some overlap in the results to this question. The author of this article was originally just curious about basic student exchange information from other AEPC institutions and the questions were not chosen with a research design in mind. However, the answers do provide background for some reflection. Eight respondents chose critical thinking and improved maturity of students as a key motivating factor for sending students on exchanges.

Only one of these had an exchange opportunity that lasted two months, the same respondent also had exchanges of one to four weeks in duration. Half of these eight only sent students abroad for one week, while three respondents sent students abroad for one to four weeks. Thirteen of the respondents replied that their students got to see something new, and built 'team spirit' between their students. Nine respondents were motivated by the opportunity for their students to learn something they could not learn at their home institution.

3. The main reason we organise exchanges for our students is that

Fleire detaljar

- 🔵 They get to see something ne... — 15
- 🟠 They learn something specific ... — 11
- 🟢 They mature and improve thei... — 16

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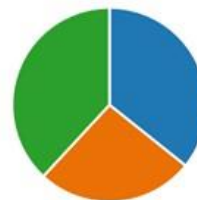
⁴ Source: own elaboration
⁵ Source: own elaboration

II.   What is a study trip and what is a student exchange?

There are many research articles on student mobility and many definitions of student mobility. Most of the research comes from the USA, Australia and England, and research in this area is growing in Asian countries, while European research in this area is limited.[6] An article by Kelly Lemmons about American university students defines a short-term student exchange program as anything less than eight weeks.[7] However, since AEPC is a European organization, this article will focus on Nordplus, Erasmus+ and the Norwegian higher education statistics database (DBH) definitions that define an exchange as students' participation in a foreign educational institution's programs together with other exchange students, and preferably also with local students. The Nordplus funding program differentiates between short-term exchanges of one to four weeks, and long-term exchanges of two to ten months.[8] According to the Erasmus+ program, an exchange is a minimum of two months.[9]

The key point here is sustained interaction and learning collaboration with local and/or other foreign students. Therefore, study trips for an institution's students that last for a week, and do not involve extended contact with the host institution's students should be defined as a study or field trip, or a 'study abroad' program. The key difference between these two approaches is the planned used of student interaction and collaboration in the one, while in the other; students remain in their national group, learning within their national context, even though they have travelled abroad.

III.   Research on student exchanges

Why are duration, immersion and integration with local students the characteristics that define student exchanges in a European context? Briefly stated, proponents of student exchanges, for example higher education institutions and the EU, believe that this kind of exchange promotes maturation, critical thinking, employability and improved inter-cultural understanding. However, the research on this topic is often based on extremely small samples and variables that are quite difficult to control. A search for systematic and scoping reviews of research on student exchanges/student mobility, regardless of the length, revealed only two reviews that were not specifically related to a subject area like nursing or acquiring a second language.

No peer-reviewed articles were found concerning police students and student exchanges. In a review by Roy et alia (2018) the initial search found over 4800 articles. Many were excluded because they were not in peer-reviewed journals, nor did they include student outcomes.[10] The review by Roy et alia however states, 'our review highlighted a number of methodological drawbacks in previous empirical work'.[11] Among the drawbacks were small size samples, lack of pre- and post-test designs, twice as many studies relied only on post-mobility data and less than

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[6] Sedat Gümüş – Enes Gök – Murat Esen, 'A Review of Research on International Student Mobility: Science Mapping the Existing Knowledge Base', *Journal of Studies in International Education*, 23 December 2019, https://doi.org/10.1177%2F1028315319893651, 505.

[7] Kelly Lemmons, 'Short term study abroad: culture and the path of least resistance', *Journal of Geography in Higher Education*, 28 September 2015, https://doi.org/10.1080/03098265.2015.1084607, 543.

[8] The Nordplus Handbook 2021, https://www.nordplusonline.org/wp-content/uploads/2020/10/nordplus-handbog-2021-uk.pdf

[9] Erasmus +, https://erasmus-plus.ec.europa.eu/opportunities/individuals/students/studying-abroad

[10] Achinto Roy – Alexander Newman – Tori Ellenberger – Amanda Pyman, 'Outcomes of international student mobility programs: a systematic review and agenda for future research', *Studies in Higher Education*, 9 April 2018, https://doi.org/10.1080/03075079.2018.1458222, 1632.

[11] Roy – Newman – Ellenberger – Pyman (2018), 1640.

1/3 used control groups. This is echoed in an article by Mary Dwyer that states, '(…) there is a dearth of quantitative research in/of (…) supporting a correlation of positive outcomes.'[12] The other systematic review by Gümus et alia (2020) was a bibliometric analysis of 2064 articles, revealing trends in research in student exchanges and student mobility.[13] This review does not assess the quality of the research.

'Internationalization of higher education has become an important policy discussion (…) in the last two decades'[14] and we see this in a number of national and European initiatives to promote student mobility. One example is the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education's funding scheme to enhance student mobility in degree programs with a high percentage of mandatory practical studies, like nursing or policing. This push is based on the idea that student exchanges not only encompass subject specific learning, but also increase language skills, and a broad array of intercultural competencies as well as improved employability.[15] The Finnish Center for International Mobility has also released a study in 2014 exploring qualities students gained through exchanges that employers valued, but did not associate with international student exchanges.

While government and EU policies and research on student exchanges are both encouraging and interesting for people working in the field, they are also problematic, since as mentioned above, research in this field is often based on small sample sizes, and is difficult to replicate. Furthermore, although there is currently no literature review to quantify this, articles found by this author, are often based on researchers' personal experience running student exchange programs and may therefore be influenced by a positive bias.

IV. What do police education institutions want?

'Police education is rapidly changing.'[16] However, this is not necessarily reflected in the respondents' answers to the question on how long their current exchange practice has lasted. For the past ten years, the majority of respondents have organised exchanges that are shorter than two months, and much closer to one to four weeks.

In their comparative study of seven different police educations, Hove and Vallès reflect on the push to evolve police education into higher education based on the assumption that ' (…) higher education will encourage reflective critical thinking, thereby mitigating non-legalistic practices.'[17] We see a similar thought reflected in Rasmus Juul Møberg's 2020 article on diversity and academisation in police education: 'These changes in police education policies are partially driven by an underlying assumption that a higher level of police education and admission criteria will result in a more diverse police force with respect to competence and reflective, critical thinking'.[18]

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[12] Dwyer (2004), 152.
[13] Gümus – Gök – Esen (2019), 500.
[14] Gümus – Gök – Esen (2019), 511.
[15] https://ec.europa.eu/assets/eac/education/library/study/2014/erasmus-impact-summary_en.pdf
[16] Tore Bjørgo – Marie-Louise Damen, 'A longitudinal and comparative European study of recruitment, education and careers in the police (RECPOL)', in *The making of a police officer: comparative perspectives on police education and recruitment,* ed. by Tore Bjørgo and Marie-Louise Damen (London: Routledge, 2020), 23.
[17] Kjersti Hove – Lola Vallès, 'Police education in seven European countries in the framework of their police systems', in *The making of a police officer: comparative perspectives on police education and recruitment* ed. by Tore Bjørgo and Marie-Louise Damen, (London: Routledge, 2020)
[18] Macvean & Cox (2012); Paterson (2011) cited in Rasmus Juul Møberg, 'Diversity and academisation: who does the police attract?', in *The making of a police officer: comparative perspectives on police education and recruitment* ed. By Tore Bjørgo and Marie-Louise Damen, (London: Routledge, 2020), 71.

It seems then, that although apparently little has changed in the duration of AEPC member's exchanges, eight members reflect the trend that Hove, Vallès and Møberg have identified for wanting to improve students' critical thinking skills. Do these goals correspond to the duration of the students' stay abroad and to their level of immersion? The majority of respondents send their students on exchanges for four weeks or less. Research that links the duration of an exchange to learning outcomes is, as previously stated, inconclusive. As mentioned above, the review by Roy et alia (2018), found that few articles had measured pre- and post-learning outcomes.

There are not many articles focusing on how student exchanges promote critical thinking skills, however, there are quite a few on inter-cultural sensitivity, awareness, and other aspects of personal growth and development. Intercultural sensitivity is not possible without the ability to think critically, that is, to understand how we think and perceive, how our thinking is influenced by biases or manipulated by inaccurate information, and how we can improve our thinking and perception to make it as accurate as possible.[19] Based on this, we can perhaps say that research linking improved inter-cultural sensitivity would also infer improved critical thinking skills.

A study by Medína-López-Portillo links inter-cultural sensitivity to program duration: 'intercultural sensitivity refers to the developmental process that dictates the individual's psychological ability to deal with cultural differences'.[20] Medina-Lòpez-Portillo also found that inter-cultural sensitivity did not increase in students who were on exchange for seven weeks or less, whereas students, who were on exchange for a semester or more, did show some increase.[21] The findings in this article suggest that duration can have both a positive and a negative effect, noting that students on exchanges shorter than seven weeks seemed to become 'more nationalistic than the students in the longer program'.[22]

This is not a new finding. Results from a study done for UNESCO in 1970 found that 'access to fellow nationals enforces the national culture of the student while abroad, providing him with a continuous flow of controls geared to his home country's culture (…)'.[23] While Medína-López-Portillo's study and the UNESCO report focus on potential negative consequences of short, group trips abroad, we can look at the positive potential such trips have for teambuilding. However, institutions that send a group of students abroad for four weeks or less, may want to explore whether team building amongst their own students may also inhibit individual student's ability to reflect critically on their own police practice.

We should be able to assume that students who go abroad in order to learn something specific that their home institution cannot provide, can accomplish this with both short and long exchanges, depending on what knowledge or skills they are expected to acquire. Regardless, much of the research that measures how an exchange affects critical thinking skills, cultural sensitivity and maturation, has some design flaws as mentioned above. Is there growth in these areas because a student has gone abroad, or is it simply part of the process of becoming an independent adult? Is it the fact that they have gone to a foreign country, or is it simply because they have changed their environment? One does not have to go abroad to experience new situations that require cracking cultural codes.

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[19] For an excellent resource on critical thinking and education please visit: https://www.criticalthinking.org/
[20] Medina-López-Portillo (2004), 180.
[21] Medina-López-Portillo (2004), 190.
[22] Ibid., 189
[23] UNESCO 1970, 131-132., cited in Lemmons (2015), 549.

An important goal for the Erasmus+ student exchange program is to promote cultural awareness, critical thinking skills etc. The duration and organization of the exchange should match the goals for the exchange. If the goal is improved critical thinking skills and maturation, but the curriculum only allows for exchanges of a few weeks, designing exchanges based on Community of Inquiry pedagogy may be a solution.

V. Community of Inquiry

The Community of Inquiry (CoI) framework theory, methodology and instruments were developed in Canada and have been in use since approximately 2001.[24] The purpose of CoI is to create meaningful learning in digital classrooms that can be both text and orally based as well as synchronous and asynchronous, regardless of duration. A key element in this is designing a curriculum that depends on active participation to create knowledge, rather than being a passive recipient.

Based on pedagogical theories of Dewey, Pierce and others, Randy Garrison, Marti Cleveland-Innes and Norm Vaughn developed a framework and theory for individuals to meet and together create 'a deep and meaningful (…) learning experience'.[25] This is done by being aware of, and developing three interdependent elements: cognitive, social and teaching presence.[26]
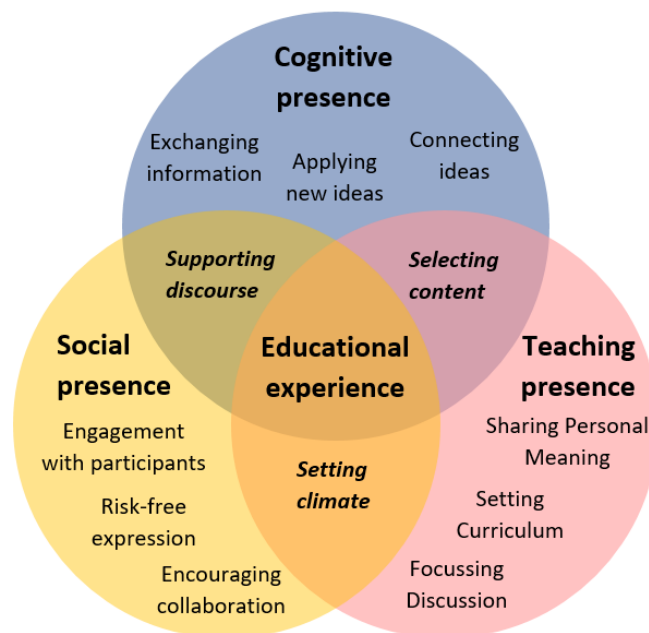
[27]

Each of these elements has defining characteristics.

> '**Social presence** is »the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities«. (Garrison, 2009)

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[24] https://coi.athabascau.ca/
[25] https://coi.athabascau.ca/coi-model/
[26] Ibid.
[27] Source: https://lx.uts.edu.au/blog/2020/02/18/in-a-nutshell-community-of-inquiry-for-online-subjects/

Teaching Presence is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001).

Cognitive Presence is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson, & Archer, 2001).'[28]

These three presences can be created and sustained in different ways, but they require careful planning and stewardship. Promoting and developing trust, sustained reflection and developing inter-personal relationships within an international learning community is not possible without either developing or already possessing a certain level of maturity and critical thinking skills.

Developing a social presence requires a shared goal. It is also necessary to develop trust in each other, both by sharing a certain amount of personal information (for examples likes, dislikes, hobbies), but also by being reliable contributors to group assignments, and giving respectful and constructive feedback. Ingrid Helleve's study of a group of four students taking a two-year online teacher qualification course supports this as well: 'The most important aspects concerning interpersonal relations that seem to be important to the group are: mutual respect, engagement, obligation and sensibility'.[29]

A teaching presence is developed by providing a well-structured program where each part of the program clearly contributes to learning outcomes. The choice of platforms, apps, and both the content and format of assignments must prompt learning strategies that require reflection and collaboration.[30] But a teaching presence is also created by actually being present and available to students who need clarification about anything from concepts to links to meetings. Students themselves contribute to a teaching presence through presenting their own knowledge to their peers, as well as by helping themselves and their peers to deeper understanding through clarifying discussions, whether in real time or through written texts.

Finally, students create a cognitive presence by interacting with each other and with teachers in numerous ways over time. The interaction is related to discussing course topics, handling misunderstandings, and helping each other to reach clarification. We may take these three presences for granted in a physical classroom. Students get to know each other through small talk before a lecture begins, they share meals and maybe walk to and from campus together. Teachers can gain a sense of how the students are doing when they share a physical space. One teacher in an international student week (ISW) reflected that 'in a classroom I could seek the quieter students out.'[31] When we move teaching online, these 'presences' cannot be taken for granted, and students and teachers alike must become skilled at interacting with each other in new ways.

VI. CoI and The Norwegian Police University College's international student weeks program

The Norwegian Police University College (NPUC) started to organise three consecutive ISWs for incoming students and its own second year students in 2019, in order to give NPUC students the opportunity to choose this as part of their mandatory, three-week 'external internship'.

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[28] https://coi.athabascau.ca/coi-model/

[29] Ingrid Helleve, 'In an ICT-based teacher-education context: why was our group 'the magic group'?, *European Journal of Teacher Education*, 27 July 2007, https://doi.org/10.1080/02619760701486118, 274.

[30] https://coi.athabascau.ca/coi-model/ and Helleve (2007) 275., 280.

[31] From the 2021 ISW teachers' evaluation survey

Prior to this, NPUC had organised individual weeks for one or more partners' students, but these were not open for NPUC's own students. Starting in 2019, each week had a topic and incoming students could take one, two or all three weeks. The program was well received in 2019, but cancelled in 2020 due to COVID-19. In October 2020, the main teachers involved in ISW, along with the international office, decided to convert the program from 2020 to an online program for the spring semester in 2021. The author of this article was the main coordinator for making this conversion.

A main concern was how to design a program that could capture much of the informal learning that would be lost when we went online. From previous experience, we knew that students valued their time together outside of the classroom, and that this was an important arena for knowledge exchange. Could we create an environment that led students to feel a bond with each other, even though they were not meeting physically? Previously, students coming to NPUC, lived together in the same dormitory, with no 'strings from home' pulling them out of the experience. An online course dramatically reduced the time spent together. Students would be constantly reminded of their obligations at home, school and work, and thus possibly lose their international experience.

Before making the decision to convert the program to an online course, the author spent several months thinking about these challenges and looking for possible solutions. An online course provided by the Open Networked Learning site[32] provided both answers and direction, in the form of the community of inquiry framework and methodology.

The first decision we made was to make this a part-time program, in order to avoid 'zoom-fatigue' and to provide students with an extended time together. The Open Networked Learning course is designed as a part-time course, and this author experienced several advantages to this. A part-time program provided flexibility for students and teachers to meet home commitments while attending the course and it provided enough 'screen-free' time to avoid screen-fatigue. It also provided time to reflect on the subject matter as well as time to think about the other students, and hopefully strengthen the relationships between students. We decided therefore, to spread each topic over two weeks, but the total amount of formal student learning time remained at approximately 36 hours.

Once we had decided this and set the basic structure of each course, we sent information to our partners for student applications. We expected students and teachers alike to be tired of online teaching, so we were surprised that the program filled up by the deadline. We were also pleased to see that our online program had attracted students from some institutions that had not been able to send students to us for several years, as well as students from one institution we had never worked with before. We had 59 students attending in total. Three withdrew from one of the courses due to scheduling conflicts they could not resolve. 58 students were expected to fulfil work and school commitments in addition to attending our course. Only one institution approved attending the ISW course as the equivalent of school commitments occurring at the same time.

Aside from spreading the schedule for each course over two weeks, we copied most of the 2020 course contents. The real work lay in deciding which platforms and apps to use, the activities that would help the students to get a sense of each other and build trust, as well as how much synchronous and asynchronous activity we would have. As previously mentioned, these are the key decisions necessary for promoting social, teaching and cognitive presence.[33]

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[32] https://www.opennetworkedlearning.se/
[33] https://coi.athabascau.ca/coi-model/ and Helleve (2007) 275., 280.

With the course fully enrolled, we proceeded to make a detailed student handbook. This was in keeping with creating a teaching presence, 'design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes'[34]. The student handbook gave students specific information about what we expected of them, which platforms and apps we would use, and links to instructional videos if they had not used these before. The handbook also had contact information to all the students and teachers. Finally, it included detailed weekly schedules with links to meetings, apps, and a description of what was expected of them for each day.

We divided the students into four international study groups for each course. This was done to ensure that every student would be working with students from different institutions, thus ensuring both intercultural interaction as well as ensuring ample opportunity to speak in English. The mental health course and the digital policing course had four to five students in each study group, and the hate crime course had five to six students in each group. We called the groups 'teams', and each team had a name, in an attempt to help each student feel like they belonged to a community, and not lost among 20 foreigners.

At this point, we sent packages to each student that included the preliminary schedule, a small chocolate and a NPUC pen. Each package had a letter addressed to all of the students in each team, and across courses. This meant that each letters were addressed to between 12 and 16 students. We did this to address one of the aspects of creating social presence, 'the ability to identify with a community'. We wanted them to identify with their course group, as well as to see they were part of a larger community. We sent the letter, pen and chocolate to give students physical objects that would create a connection to NPUC.

The next step in creating both a social and a teaching presence was to organise online meetings with each group of students about one month before the courses began. The meetings were technical run-throughs to make sure everyone could log on and access the online student handbook and apps. The meeting also gave students their first face-to-face experience with the coordinator and each other. It allowed them to speak English together in an environment where they did not have to demonstrate subject knowledge. In other words, it provided an unthreatening environment for those who were shy or hesitant to speak English. These meetings had an additional purpose, related to creating a trusting environment. When students contacted the coordinator after the meeting with technical issues, the coordinator took the question out to the community to ask for help. In doing so, the coordinator nudged the students into learning to look to each other for solutions, thus building trust and confidence in each other.

During the first week of each course, we focused on getting to know each other, and on using the apps and platforms we would be using throughout the course. This again, related to developing both a social and a teaching presence, but also the start of developing a cognitive presence. Our most important app during the first week was Padlet, an interactive bulletin board. Students uploaded a personal greeting on to a Padlet, where students could post comments and questions.

In the mental health and hate crime course, each international study group was also asked to create a Spotify list related to their course. This helped students to start to think about the subject, get more practice in using Padlet, and it facilitated a discussion that revealed both similar and dissimilar personal preferences. Students in the 'digital policing' course reflected in their international groups on their expectations to the course and any previous experience they had had with the subject and then posted this to Padlet. Students in each course were invited to post

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[34] https://coi.athabascau.ca/coi-model/

questions and comments to the other group work on Padlet. This way of working together promoted both group work, as well as providing room for individual responses and connecting to students outside one's own team.

The first week of each course had one to two introductory lectures, followed by group discussions or group work. The international groups worked on blogs using Wordpress. This exercise was intended to incorporate all three presences: teaching presence by having a clearly defined goal, focus and format, social presence by allowing students to design their blog, negotiating with each other for lay-out, font and organization, and finally, cognitive presence by having to reflect together on specific course topics. Each team's blog was different, ranging from a strict layout and academic style with graphs and statistics, to informal and colorful, yet informative.

Students also worked in national groups. One reason for doing this was to give students a rest from using English and navigating intercultural group dynamics. Another reason was that we wanted students to share national information with each other. Students created Pecha-Kucha[35] presentations about police education in their country, and for the hate crime and digital policing course, Pecha-Kuchas about national work in these areas.

Pecha-Kucha is a challenging presentation form. It is based on 20 recorded slides, each slide no longer than 6 seconds. The slides should have images that illustrate a recorded narrative. This is an example of a task that combines teaching and cognitive presence. The focus and format are clearly defined. It requires keeping information short and concise. We chose to try Pecha-Kucha presentations in order to avoid long presentations. We knew from previous experience in our physical International Student Weeks, that these presentations could often take much longer than the time allotted. With zoom-fatigue from long power point presentations during meetings, a common experience, we opted for a format that would ensure short but concise information. The student groups posted their Pecha-Kuchas on Padlet, and students and teachers alike had a window of time in which to view them, and to leave questions and comments. Almost all of the groups chose to use each member's recorded voice when they recorded the narrative, which implies a high level of trust and collaboration within the group.

While there was teaching presence embedded in the first week, the main bulk of lectures and traditional teacher contact was planned for the second week. We hoped that by this time, students would feel comfortable communicating in English and that they would have engaged enough with the subject matter to be active during synchronous sessions with teachers. The lectures were kept short, no longer than 45 minutes each session, with breaks in-between sessions. This was based on teachers' experiences with online lectures since the start of the pandemic. Most teachers placed an emphasis on cases and a problem-based learning approach. There were also two social activities for each course. These were scheduled in the evening and lasted between 30 minutes and an hour. One evening included a presentation by Jon Christian Møller, at the Permanent Mission of Norway to the United Nations. These events were voluntary and attracted half of the students each time.

Throughout the course, teachers and coordinators from the international office used the chat function on Microsoft teams to communicate with students. Chats were for the most part initiated by students, who had questions either about course subject matter, or had a technical or logistical issue. There was a playful and informal tone in these chats, and we reminded the students as often as possible, that the most important aspect of the course was to participate.

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[35] https://www.pechakucha.com/

VII. Results

In addition to organizing an evaluation meeting with the students on the last day of each course, we asked the students to complete an online survey. We used Athabasca University's CoI survey, which has 35 questions related to the social, cognitive and teaching presence. We also asked students to create memes reflecting their experience. Creating this meme may seem like a simple task, but it required students to reflect on their experiences during the course and to find a concise and personal way to express this.

Teachers also responded to 12 questions about their experience. We were curious to know if the international office had given too little, sufficient or too much support, if the teachers felt like they had contact with the students, despite the limited time of the course and the digital format, and finally, if this teaching experience differed in any way from their experiences with their regular classes and digital teaching.

About 75 per cent of the students from each course participated in the final evaluation meeting. Their comments were quite similar despite having participated in different courses. The majority appreciated having a part-time program. It was much easier for them to arrange the course around their work and school schedules. One student remarked that it also gave students who were a bit shy time to get to know the other students better. Two or three students in each course said they wished the course had been an intensive one-week course, rather than a part time two-week course. These students felt it would have been easier to schedule a one week course around their other commitments.

All of the students thought that being placed in small, international study groups worked well, and some students said they felt quite close to their teammates even though they had not spent much time together. The students participating in the digital policing course had the least amount of group work in their international study groups. This decision was made to provide some comparison to the other courses – would students prefer working in national or international groups. The students pointed out that one of the main motivations for joining the course was to work with students from other countries, and they regretted having so little time doing this.

The students felt that using Padlet and blogs was a good way to interact with each other. In general, they all would have liked more lectures and group work scheduled directly after the lectures. Students also felt that more case-work would have been beneficial. However, more case-work and more lectures would have resulted in a two-week full-time course, not a two-week part-time course.

The CoI survey is based on a Likert scale of one to five, where one is 'strongly disagree' and five is 'strongly agree'. The statements were formulated with a positive bias, so scores over 2,5 indicate a good result, and below 2,5 a poor result. The average score for the mental health course was 3,92. The lowest score, 3, related to whether or not digital platforms are suited to creating a sense of community. 3 is nevertheless an above average score. The highest scores (4,3-4,8) related to creating a social presence and a teaching presence.

The average score for the digital policing course was 3,6. The lowest score, 2,9 related to how well students got to know each-other, in other words, social presence. This may have been related to the feedback the students gave us about wishing they had had more time with their small, international groups, rather than their national groups. The course scored well on questions related to teaching presence and cognitive presence in this course. This was also reflected in the evaluation meeting where students expressed clear satisfaction with the case-work related to digital policing.

Our hate crime course was highly rated by the students, receiving an average score of 4,4. We did not do anything differently in this course. Based on considerable experience in running international student weeks, the author was in fact concerned that larger groups, a schedule that was finalized quite close to the start of the course, and a group of students coming from an institution we had never worked with before, would have had a negative effect on the course. CoI courses depend heavily on active students. The high score we received reflects as much on the enthusiasm and dedication of the students as it does on the contents and design of the course. The lowest score, 3,6, was given to how well-suited digital platforms are for social interaction. The highest scores (4,6 – 4,7) were related to teaching and cognitive presence.

In all, 12 teachers from four different university/university colleges were involved in international student weeks, as well as two police superintendents and three staff from NPUC's international office. The teachers had different roles, from collaborating on the structure and design of the course, to delivering a single lecture, to supporting student groups. Everyone involved was invited to respond to a short survey where the goal was to understand how the participants experienced teaching in a CoI course. Only eight answers were received, and these eight respondents had quite different roles so it is difficult to make a comparison. However, there are some interesting trends and comments: All eight teachers answered that the students were responsive; six responded that the combination of different learning activities helped to give the teachers a sense of whom the students were and how they were doing, and seven answered that they would be willing to collaborate on an online or blended learning course in the future.

In two questions, two different respondents wrote that they had not really understood their role. One admitted that he had not read the teachers' manual, where this had been explained. When asked whether they had experienced teaching for ISW differently than their experience in digital teaching during the COVID-19 pandemic, those who replayed 'yes' or 'maybe' related this to technical issues, not to curriculum design.

VIII.   Conclusion

Our experience in designing and running a CoI based international, digital program was positive. The answer to questions this author had, concerning whether we could capture some of the qualities of physical, international programs is an absolute 'yes'. Even though students gave social interaction on digital platforms a low score, the score was still on the positive side of the Likert scale. The students' wish for more lectures and more casework implies that the course design and the quality of the lecturers whetted the students' appetite for more learning. This is notable, considering ISW was held at the very end of an academic year that had been marked by digital teaching and learning.

A concern for this author in moving forward was that teachers had no notable experience of the course design making their teaching experience better. There can be many reasons for this. The questions may not have been formulated correctly in order to gather this information. One teacher noted that the teachers should have been included more in designing the course, but 'personally, lack of time (my leader did not prioritise/nor allocate extra time for this task) was the main reason for me not being able to thoroughly flow-up on planning'[38]. Time was certainly an issue for all the teachers involved, both while planning the course as well as during the course. There is another issue at hand, and that is being able to recognize that digital pedagogy is different from traditional classroom pedagogy. We can make an argument for the need to develop an aptitude for digital pedagogy, which is not the same thing as being a technical expert. 'A digital aptitude is grounded in theoretical understandings. It involves understanding the learning theories that are attached to digital pedagogy, the types of learning opportunities it affords and the learning outcomes that are expected. It is a meshing of our pedagogical expertise with digital technologies.'[39] Good digital pedagogical practice depends on our awareness that the online teaching we engaged in during the pandemic, while providing us with a wealth of experience, did not necessarily make us experts in digital pedagogy.

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[38] Teachers' survey
[39] Jennifer Howell, *Teaching with ICT: Digital Pedagogies for Collaboration & Creativity* (Oxford: Oxford University Press, 2013), 9.

We should consider the findings of the UNESCO study from 1970 that found that 'access to fellow nationals enforces the national culture', and the results of our evaluation that found that students in the digital policing course wanted more time to work in international groups, and less time in their national groups. While many AEPC institutions organise study trips abroad for their students as a team-building exercise, perhaps team building can be achieved in other ways. It seems that police students, who first want to go abroad, are looking for as much interaction with their European colleagues as possible, and not necessarily hoping to spend a lot of time with students from their own institution.

We should also consider Medina-Portillo-López's findings that exchanges of less than seven weeks tended to result in students with more nationalistic attitudes. It is perhaps time for AEPC members to re-evaluate whether the way they organise exchanges is still relevant, and whether the organization and duration of their exchanges corresponds to the learning goals they have for their students. Although NPUC has sometimes asked its Bachelor's students what they hope to gain from participating in an exchange, this has been in the context of applying for a student exchange and not as part of a research project. Perhaps this is the situation for other AEPC members as well and something that would be worth exploring. Do students' goals and institutional goals for exchanges match, and do these goals match the design and duration of the exchange?

The conclusions in this article are tenuous but do suggest that CoI design can benefit virtual mobility programs. We can also ask if teachers need to develop an aptitude for digital pedagogy in order to benefit fully from CoI design, or do they simply need adequate time in their work schedules in order to develop and run international, digital/blended mobility programs. Although many AEPC members have not changed the duration of their exchanges in the last ten years, the way they are organised may have changed. A more detailed survey would have provided better information about this. There is a need for carefully designed research if we are to discern whether there is a link between international student exchanges, how they are organised, and the proposed learning outcomes for these exchanges.

Given that most police education curricula have little room for longer exchanges, and that national security measures may impede this, organizing shorter exchanges that also provide flexible solutions may be a way forward. The students involved in the Norwegian Police University College clearly expressed that if it had been possible, they would have preferred an on-campus course. Nevertheless, the assignments they produced demonstrated that they had achieved the learning outcomes for each course. Furthermore, both the evaluation meeting, the CoI survey, and other forms of dialogue with the students showed that creating a sense of community and a desire to learn together online are indeed possible.

In the future, when travel is once again possible, so-called 'blended mobility' courses, which are a combination of online and on-campus, credit bearing courses, can be a solution. The CoI model should not be abandoned, but incorporated into blended mobility structure to give the best possible results.

Acknowledgements

Ahmet Demirden: Turkish National Police Academy: Police Supervisors Training Center

I.   Introduction

Police training perspectives traditionally reflected paramilitary approach in which the cadets receive trainings predominantly in use of police equipment, defensive tactics, and military discipline. Although, the training on technical, perishable policing skills remains important, there has been a paradigm shift in contemporary police training reflecting the complexities of modern societies. The contemporary police training approach comprises of principles of adult education and civilian perspectives.[40] Accordingly, innovative police services have started to expand their training strategies on how officers are qualified to perform their duties.

It is also no longer satisfactory for police academies to focus exclusively on law or technical policing skills owing to the fact that there is an increased public demand for interpersonal, cognitive, emotional, and moral skills (i.e., soft skills) in modern policing. The inclusion of soft skills training in policing alongside of traditional policing skills is so important that this approach may facilitate achieving multi-level objectives in policing. This perspective may contribute to the well-being of police officers (individual level), facilitate inclusiveness in police services (organizational level), and strengthen the relationship between police officers and community members in social level (societal level). This paper aims to present the case of modern police training perspective at Police Supervisors Training Center of Turkish National Police Academy (TNPA) with an objective to highlight the importance of adult education approach and soft skills in supervisory police training.

II.   Police Supervisors Training Center of TNPA (PAEM)

In 2015, as a result of the major transformations in TNPA, PAEM was established with an objective of providing supervisory police training in line with contemporary perspectives in policing. The center is essentially in charge of providing both first level supervisory police training and advanced level training for higher ranking supervisors in Turkey. This paper will exclusively focus on the first level supervisory police training in order to provide the readers with detailed information on this level of police training.

The curriculum in the first level supervisory training includes both graduate level academic courses as well as advanced applied policing training, similar to in-service training. The courses are provided by the following academic departments;
-   Criminal Justice and Crime Investigation,
-   Security Management,
-   International Security,
-   Forensic Sciences,
-   Applied Policing.

PAEM is one the largest police training institutions around the world with thousands of national and international police supervisors and cadets in each academic term. Therefore, the following administrative units are established to facilitate the training modules in the center:

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[40] Daniel M. Blumberg – Michael D. Schlosser – Konstantinos Papazoglu – Sarah Creighton – Chief Chuck Kaye, 'New Directions in Police Academy Training: A call to Action', *International Journal of Environmental Research and Public Health*, 6 December 2019, https://dx.doi.org/10.3390%2Fijerph16244941

- Educational Materials and Training Tools,
- Student Affairs,
- Promotion and Examination Operations.

The first level supervisory training in the center consists of two academic terms, summer boot camp, and internship replacements in police stations. The graduate level academic program comprises of various courses including security management, social psychology, international security, and political science. The successful cadets achieve Master of Arts Degree without a thesis and a promotion to the first level supervisory position [Komiser]. It needs to be noted, that the cadets take both academic courses and applied training in a typical day of the 28-week term. In other words, the academic curriculum is integrated with advanced applied training in policing (see Table 1).

Table 1. The academic curriculum (2019-2020)

FALL	SPRING
Human Rights	Criminology
Theories of Economy	Turkish Economy
Contemporary Political Ideologies	Radicalism, Violence, and Terrorism
Introduction to Constitutional Order and Administrative Structure	Advanced Constitutional Order and Administrative Structure
Social Movements and Crowd Psychology	Security Management and Leadership
Introduction to Judiciary Legislation Information and Crime Scene Investigation	Advanced Judiciary Legislation Information and Crime Scene Investigation
Introduction to General Protocol and Professional Correspondence	Advanced General Protocol and Professional Correspondence
Introduction to Police Intervention Methods and Techniques	Advanced Police Intervention Methods and Techniques
Basic Firearm Training and Tactical Shooting	Advanced Firearm Training and Tactical Shooting
Basic Applied Policing	Advanced Applied Policing
Essential Policing I	Essential Policing II
First Aid I	First Aid II
Personal Development I	Personal Development II
Defensive Tactics: Use of Force	Defensive Tactics: Use of Force

In the program, the graduate level courses are delivered by academics with PhD degrees who have an extensive research and also graduate level teaching experience, whereas applied police training is provided by sworn officers in the ranks of inspectors and superintendents. In line with the complexity of modern societies, modern policing calls for flexible training perspectives. Accordingly, the academic and operational training modules in the program are examined by the TNPA academic high council prior to each training term. Subsequently, the curriculum is updated in accordance with semi-formal training needs assessments. The main objective of this flexible perspective is to provide the future police supervisors not only hard skills in policing (use of force, law, and police equipment operation) but also with supervisory soft skills (communication, conflict resolution strategies, and emotion regulation in policing etc.).

III.   Hiring Process

Since 2015, there have been two different pathways to the program in which police officers as well as civilian cadets may be hired as recruits. In addition to minimum requirements such as

minimum age, medical checkup, the hiring process involves the successful completion of the following three phases;

- − National Public Personal Selection (NPPS) Examination with a minimum score of 70,
- − Physical Fitness Test with a minimum score of 65,
- − Interview with a minimum score of 70.

Police academies traditionally move candidates from one phase to the next once the candidates meet the minimum requirements without summing up the scores from various exams and selection process. In order to integrate cognitive competencies, interpersonal skills, physical fitness into the hiring process, PAEM candidates are expected to not only meet the minimum required scores in each phase but also achieving higher scores in each phase increasing their chances of being hired as cadets. In order words, the candidates' overall scores are calculated by summing up 50% of interview score, 25% of Physical Fitness test score, and 25% of NPPS score. Thus, a candidate with above average scores in NPPS and physical fitness test would have a higher chance of admittance in comparison to another candidate with the same score in the interview process.

The NPPS is administered by the Counsel of Higher Education in Turkey. This multiple choice exam is designed to assesses the cognitive competencies of candidates which is required for the applications of public office positions in Turkey.[41] On the other hand, the Physical Fitness Test[42] is administered in PAEM campuses by the TNPA officers exclusively for this selection process. The fitness test is designed to assess several dimensions of physical fitness including strength, coordination, agility and speed. Finally, a panels of senior police officers, academics and a psychologist interview the candidates on various interpersonal competencies in PAEM campuses.

In each academic term, PAEM attracts many applications nationwide. For instance, in the 5th term of PAEM (2019-2020), TNPA received approximately 16.000 applications (14.000 males and 2000 females). This large pool of applications provided TNPA with diverse academic and socioeconomic backgrounds in candidates. At the conclusion of the hiring process, 2000 candidates (1800 males and 200 females) were recruited as police supervisor cadets.

The social and cognitive diversity of these cadets is considered a valuable asset in the organizational structure of Turkish National Police Service, representing various intellectual and social backgrounds in modern policing. Upon recruitment, the cadets enter an intensive training process, starting with orientation training and ending at the final graduation exam (see Table 2).

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[41] Regarding legal framework of NPPS [KPSS] please visit:
https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=20023975&MevzuatTur=21&MevzuatTertip=5
[42] Fort detailed description of Physical Fitness Test please visit:
https://www.pa.edu.tr/-2019-yili-5-donem-paem-giris-sinavi-fiziki-yeterlilikc2a0sinav-talimati-ve-parkuru-duyurular.html

Table 2. Academic Calendar (2019-2020)

Date	Subject / Activity
30th December (2019)	Orientation Training
24th February – 25th June (2020)	Term 1
1st July	Internship replacements in police stations
15th – 26th July	Summer Boot Camp
27th July 27th - August 11th	Active Shooter Training
28th September 28th - October 2nd	Midterms: (Academic Courses)
5th – 9th October	1st Midterms: Applied Police Training
12th – 31st October	Courses Resume
4th – 6th November	Final Exams
6th 22nd November	Term Break
23rd November	Term 2
25th – 28th November	Make Up Exams (Term 1)
30th November – 18th December	Courses Resume
25th December – 1st March (2021)	Midterms / Finals and Hands on Assessment
3rd – 5th March	Make Up Exams
9th – 12th March	Final Graduation Exams
19th March	Graduation Ceremony
20th March	Nationwide Assignments.

IV.   Curriculum

As indicated earlier, PAEM supervisory police training includes 1. orientation training, 2. the two 14 week terms of training period, 3. Summer boot camp, 4. internship placements in police stations. In what follows, these training segments are examined in detail.

4.1 Orientation Training

The first phase of the curriculum is the orientation sessions at the PAEM campus. During the orientation they are introduced to police supervisors training center along with the following trainings and exercises:

− Morning running,
− Weight and strength training,
− Cardio training,
− Outlining police ethics,
− Carrying molded replica firearms in the campus,
− Introduction to police hierarchy.

Following the orientation training, the cadets start the 28-week training period in which they take both academic courses and applied training in policing.

4.2 The 28-Week Training Period

The graduate level courses consist of 15 hours lectures and small classroom discussions, whereas applied policing training includes 14 hours of practice in every week for the 28 week period. The total hours of academic studies adds up to 420 hours and the applied training incorporate approximately 390 hours practice. It needs to be noted that most of the text books are authored by the academics and trainers at TNPA and published by TNPA. These text books are frequently updated in accordance with semi structured training needs analysis.

4.3 Summer Boot Camp and Internship Placements in Police Stations

Following the first term, the cadets attend the summer boot camp near the town of Didim and the other half are assigned to internships in police stations around the country for a period of two weeks in each placement. At the end of the term, the groups exchange their assigned posts, thus all the cadets attend both summer boot camp and internships placements by the end of the term. The training in the summer camp is exclusively on applied police training in which cadets practice such subjects as defensive tactics, firearms training, and high risk take down operations. The internship placements, on the other hand, provide the cadets opportunity to get field training by the veteran officers in police stations.

V.   Assessment

The program requires the cadets to go through various structured and semi-structured assessments according to the fact that the training consists of both academic and applied learning outcomes. Courses such as defensive tactics and basic firearm training include both written exam on the legal framework of subjects as well as applied assessments. The curriculum is designed to facilitate the successful completion of this challenging program with mentoring and make up exam opportunities, however; not every cadet graduates from the program. Formal assessments include midterm and final exams as well as firearm drills. At the end of the program, the cadets are required to take the final exam to ensure their fitness to serve as police supervisors. Some cadets leave the program due to personal or health related issues whereas some others are unable to pass the assessments. As an example, in the 5th term of PAEM, the candidates' average grade was 91 with the lowest score of 84 and highest score of 97. Out of 2200 trainees, 1843 cadets successfully completed the program and swore in as police supervisors in TNPA.

VI.   Conclusion

Evidence based and flexible police training perspectives are paramount in modern policing. Also, law enforcement agencies around the world are held accountable with similar expectations. That is public demand public safety and quality service are provided in highest standards in policing. The author argues that in order to accomplish these objectives, police academies should integrate principles of adult education and soft skills training with traditional police training perspectives. TNPA also constantly investigates the ways to enhance police officer and police supervisor training modules.

Accordingly, TNPA has gone through major transformations since its establishment in 1937. During this period, police supervisors training has also been transformed from in-service training to a 4 year-undergraduate program and finally two academic terms of graduate level education integrated with applied police training. Given that cadets already have undergraduate degrees in diverse fields and come from various socioeconomic backgrounds, Turkish National Police Service is able to serve the public with diversity in cognitive, behavioral, and interpersonal skills. It needs to be underlined that this is an ongoing process.

For instance, in line with semi-structured training needs assessments, there have been two pathways to enroll PAEM between 2015 and 2020, in which the applications of both civilians and sworn police officers were accepted. The assessments on the outcomes of these two pathways are currently undertaken and based on the results the current pathways may be further modified. Lastly, TNPA strongly believes in creating mutually beneficial international cooperation among police academies. Accordingly, the police supervisors training at PAEM is also offered to approximately 300 to 100 sworn police officers from various countries in accordance with bilateral agreements in separate academic calendars.

Dariia Lazareva: Professional Training of Police Officers for Obtaining a PhD in the Field of Law at the Dnipropetrovsk State University of Internal Affairs

The Dnipropetrovsk State University of Internal Affairs is a higher education establishment of the Ministry of Internal Affairs which has been successfully providing education and professional training of police officers in Ukraine for 55 years. The total number of students accounts for 3594 people, there are 22 functioning departments and the classes are given by 453 lecturers, 232 of whom hold a PhD. Dnipropetrovsk State University of Internal Affairs has been enlisted in the top 5 higher educational establishments in Dnipropetrovsk Oblast and was in the 54th place in Ukraine in the Transparent Ranking Webometrics: Top Universities by Citations in Top Google Scholar profiles. 17 European educational institutions are partners of our university. There are 3 levels of professional education for police officers:

1. The first (Bachelor's) level;
2. The second (Master's) level;
3. The third (PhD) level.

Postgraduate program is a structural unit of the Dnipropetrovsk State University of Internal Affairs which trains postgraduate police officers and Ministry of Internal Affairs (MIA) employees to become academic and teaching personnel. The first enrolment of adjuncts was carried out in 2003. The training provided for the employees of the Ministry of Internal Affairs is funded by the State Budget of Ukraine by government procurement.

The conditions under which applicants are admitted to the postgraduate programs by government procurement on a competitive basis is having a minimum of 2 years of practical work experience after receiving a Master's degree and being a government official or an employee of the Ukrainian Ministry of Internal Affairs, local agencies, institutions, establishments and enterprises which are part of the management sphere of MIA as well as police officers, government officials and employees of the National Police of Ukraine, enterprises, establishments and organizations which are a part of the management sphere of the National Police of Ukraine.

All applicants are expected to do entrance exams in the subject of their major and in one of three foreign languages (English, German, French). Professional training of police officers for obtaining a PhD in the field of law includes the following specializations:

- theory and history of state and law; history of political and legal studies;
- labour law; social security law;
- administrative law and the procedure; financial law; data protection law;
- criminal law and criminal science; criminal and penal law;
- criminal procedure and criminal science; forensic science; law-enforcement intelligence operations;
- service and combat operations of the law enforcement bodies.

The subjects of scientific studies are established on a national scale. Top-priority areas of research include:

1. The state and prospects of future actions of the MIA's bodies and units during the development of the Ukrainian state;
2. Improvement of MIA as a national security sector;

3. Provision of rights and freedoms of persons and citizens in actions of MIA's bodies and units;
4. Implementation of gender policy;
5. Action against crime;
6. Control over the use and circulation of weapons and explosives;
7. Increasing the efficiency of pre-trial investigation;
8. Action against organised, transnational and cyber-crime;
9. Public order enforcement and ensuring public security;
10. Ensuring expert and criminal action of the police;
11. International collaboration.

In the process of acquiring scientific knowledge, postgraduates profoundly learn the theory and master modern methods of scientific research. The foundation for such research lies in practical units of law enforcement bodies and government authorities. Information supply for training of academic, teaching and scientific personnel in postgraduate studies is provided by the general and scientific libraries.

Approbation of scientific studies is carried out in basic structural units of MIA, at the time of holding research and practice conferences, seminars and 'round tables', which take place in the university and its departments, as well as other education institutions and research institutions of Ukraine and beyond.

Over the last 4 years, 21 dissertations have been written and defended in our university by the employees of the National Police of Ukraine. The findings of the scientific researches have been provided for in the legislation of Ukraine and implemented in the work of various education institutions, operation of courts, government authorities and law enforcement bodies.

Uwe Marquardt: Good practices in Law Enforcement Education – Master Programmes (MA) and Doctoral Schools (PhD) – German Police University

I. Introduction

This paper describes the German Police University (GPU or 'Deutsche Hochschule der Polizei', DHPol), a special higher learning institution with university status under the umbrella of the interior ministries and interior senators of the German federal and state governments. To more than 500 students, GPU delivers an accredited Master of Arts (M.A.) in 'Public Administration – Police Management' over a two-year period. The four-semester master study program is interdisciplinary and prepares students exclusively for senior positions in all German police services. These are mostly bachelor-educated and well-appraised police officers, seldom also non-police graduates from different university branches. There is also a shorter 'study course' without certification for graduated lawyers who have joined senior police service, already hold two state exams in law and have the qualification to become judges.

The study programmes intend to enable the students to run larger police stations and units, to manage police operations in command posts, to perform special tasks in supreme central federal and state authorities. Furthermore, they shall participate in education and training of law enforcement officers. Information exchange and networking by further training and research together with international cooperation will be outlined in brief. The GPU awards different doctorates (PhD) and reviews application procedures as well as relevant steps. Finally, this article concludes with to where the current tasks and future challenges for Police and the GPU may lead.

II. History of the GPU

The German Police University is situated in the City of Muenster (Hiltrup) in Germany's West and near the border to the Netherlands. It has emerged from a Police Institute that was founded in 1948 after World War II and it's successor, the Police Leadership Academy of 1973 (Polizei- Führungsakademie). The GPU was founded in 2006 and is managed by a president with an oversight by a Management Board comprising of members of all states and the federal government within the framework of the agreement on the university and on the basis of federal and state law.[43] It was accredited by the German Science Council on the 25th of 2013, and it has named in the Law for Higher Education of the state of North Rhine-Westphalia as a special university since the 15th of Decemer 2016. With the appointment of Prof. Dr. Hans-Jürgen Lange as it's second president on July 2014 the university is headed by a renowned scientist. In the academic year 2020/2021, more than 500 students have enrolled in the two-year master's programme 'Public Administration – Police Management'. The number of students will most probably continue to rise in the upcoming years.

III. Police Science as part of Administrative Science

As stated in the profile of the GPU,[44] police is a vital part of public administration, authorized to restrict even fundamental rights of citizens and to enforce the law. Therefore, Police actions need to be fully legitimized and constantly controlled. Police Science as a part of utmost importance within the Administrative Sciences (and as understood within the GPU) aims at analysing and questioning this from different perspectives. In its center are questions like how police influences social interactions and how these influence back towards Police, all

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[43] See official Web-presence of the GPU:
https://www.dhpol.de/microsite/englische-website/university/about_us/about.php
[44] https://www.dhpol.de/microsite/englische-website/medien/downloads/research/Profil_der_DHPol_2016.pdf

public security administration and governance. The GPU generates scientific knowledge with practical reference through its research and views actors, processes and content in the context of public security administration. In doing that, it also follows its legal obligation to develop research and education.

IV.   Structure of the GPU

The GPU is structured into three departments, allocated into sixteen academic faculties or sections. Nine faculties are headed by scientists in the status of a professor. The remaining seven are headed by senior police officers who are specially selected and seconded to the university by the German states' police forces, the federal police or the Federal Criminal Police Office for a duration of usually three to five years.

The organizational chart is as follows:
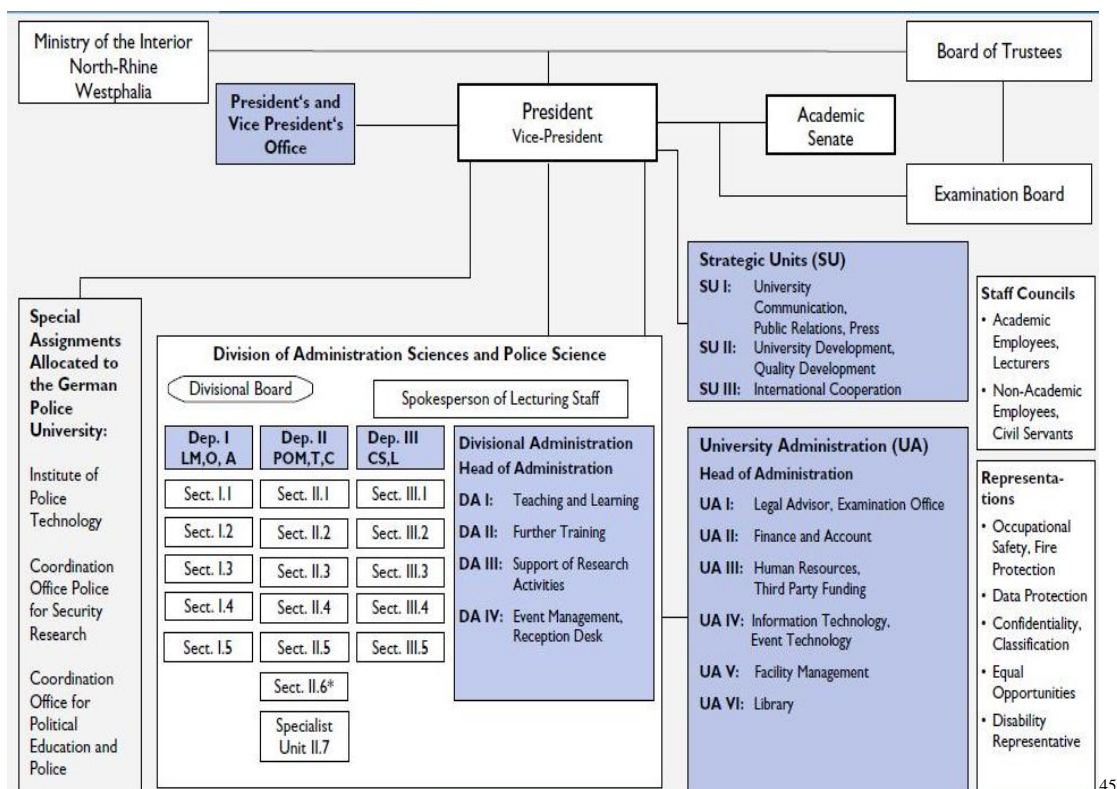
The departments and faculties are:[46]

Department I:	Leadership, Organisational and Administrative Services
Section I.1:	Leadership in the Police
Sec.I.2:	Business Administration – Public Management Police
Sec.I.3:	Organisation and Staff Mangement in the Police
Sec.I.4:	Social, Occupational and Organisational Psychology
Sec.I.5:	Administrative Science with special emphasis on Politics and Society
Sec.I.6:	(as of now) Research Police History Unit

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[45] Source: https://www.dhpol.de/die_hochschule/wir_ueber_uns/organigramm.php
[46] https://www.dhpol.de/microsite/englische-website/units/department-1/department-i.php

Department II:	Police Operations Management, Transportation and Communication Sciences
Sec.II.1:	Police Operations Management
Sec.II.2:	Police Related Crisis Management
Sec.II.3:	Police Operations Management of Serious Crime
Sec.II.4:	Transportation Science and Traffic Psychology
Sec.II.5:	Communication Science
Sec.II.6:	International Police Relations
Sec.II.7:	Ethics/ Occupational Ethics
Department III:	Criminal and Legal Sciences
Sec.III.1:	Criminology and Interdisciplinary Crime Prevention
Sec.III.2:	Criminalistics- Basics of Criminal Strategy
Sec.III.3:	Criminalistics- Phenomenon- Related Criminal Strategy
Sec.III.4:	Public Law with Special Reference to Police Law
Sec.III.5:	Criminal Law, Criminal Procedure Law and Criminal Politics

The faculties are responsible for the educational Master's programme as the foundation to become a senior police officer as well as for further education of senior officers from all German police forces and scientific research in police-related topics. Within these tasks, fundamental questions are to be raised, discussed and transferred within the scientific and police-practitioners community. At GPU at least 40% of the lecturers are long-serving senior police officers. The unique strength of the GPU is this tightly woven combination of scientific themes with practical police work and the direct entrance into the field of research.

V.   The international dimension

To add to this value, the GPU – following its internationalization strategy – is a long-standing member of the European Police Academy (European Union Agency for Law Enforcement Training, CEPOL), the Middle European Police Academy (MEPA) and the Association of European Police Colleges (AEPC).[47] It cultivates a network with national and international partners, especially European universities and police schools.[48]

Within the Master's programme there is a week-long study visit in foreign countries, a well-established and essential part of curriculum for students and lecturers alike. The GPU is also strongly involved and cooperates with its partners in different research projects funded by the European Commission. This topic is described in more detail in another article written by Carsten Twelmeier.[49]

VI.   The Master's programme

The two-year long Master's programme 'Public Administration – Police Management' runs at the GPU since 2007.[50] The study comprises 16 modules and two optional compulsory modules. Seven of these are taught in the decentralised study phase at the federal and state levels, seven exclusively in the central study phase at GPU and four both in the first and second study year.

The modules cover operations management, police leadership, business administration, police   organizational   management,   social,   occupational/organizational   psychology,

[47] https://www.dhpol.de/microsite/englische-website/the_international_dimension/networks/networks.php
[48] https://www.dhpol.de/microsite/englische-website/the_international_dimension/cooperations/cooperations.php
[49] Carsten Twelmeier: Introduction of the several law enforcement training institutions in general and their networks in international relations – German Police University, Hiltrup, 2021
[50]https://www.dhpol.de/microsite/englische-website/studies/master-study-programme/master-study-programme.php

administrative science, communication science, criminalistics/criminology, jurisprudence, traffic science and psychology. The studies are based on a framework curriculum which is defined in more detail by a module handbook.[51] A Master of Arts (M.A.) degree or the lawyers participation in the study course entitles the bearer to advance into senior police service.

VII. Doctorate

According to § 33 of the law on GPU,[52] the university bears the right to award doctorates. As of now, four doctoral procedures are possible: Doctor of Laws, Doctor of Social Sciences, Doctor of Business Sciences and Doctor of Management. The respective GPU website contains the conditions under which a doctorate is possible and which dissertations have been completed over the last years.[53]

VIII. Recent developments, future tasks and conclusion

As all universities worldwide, the GPU strives constantly to advance in excellence. It is a small and relatively new university, but as a police institute with sound experience, with a very specific and unique profile and a near unmatched entry into its field of research. As the need for qualified senior police officers and scientific research in police science is rising, the GPU has been authorized to recruit more staff and has to grow not only by its premises but in its self-demand. Current major developments in police work have to be addressed in education and research on international level in cooperations and projects. Some examples are:

Managing major incidents, countering cross-border crime and the role of social media:

The COVID-19 pandemic and the rising cyber crime in its wake need to be analysed and tackled by police. The role of social media is becoming more and more important for police work and is a subject of some interesting completed and ongoing research projects of the GPU.[54]

Policing traffic and Automotive IT:

Maybe one of the biggest challenges for society, police and especially European and national lawmakers seems often underestimated: the rise and changes in motorized traffic all over Europe and the upcoming technological innovations summarized under the title 'Automotive IT', which chances next to IT startups also seem to interest entrepreneurs in organized, terrorist and petty crime.

Artificial Intelligence:

The new technology 'AI' will most probably change the way security and safety can be better provided or seriously hampered. As of now unanswered questions are: how will it be used and how best controlled? How can it be tackled when misused ?

Democratic resilience and security sector reform (SSR):

As some alarming cases of possible racist and discriminating behaviour of police officers, fire fighters, first aid personnel and soldiers came into light in some of the state and federal forces[55]; 'democratic resilience' in state institutions is a matter of self preservation in reputation towards the citizen and in personnel matters. It is a topic to be learned from history, social science, psychology and to be integrated into leadership education.

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[51] See the already into English translated Module Handbook 2018/2020 - Master's Study Programme Public Administration-Police Management as of 30 July 2018

[52] https://recht.nrw.de/lmi/owa/br_bes_detail?sg=0&menu=0&bes_id=7044&anw_nr=2&aufgehoben=N&det_id=171903

[53] https://www.dhpol.de/microsite/englische-website/research/doctorate/doctorate.php

[54] See the list of completed and ongoing international and national research projects at GPU: https://www.dhpol.de/forschung/forschungsprojekte/forschungsprojekte.php

[55] See for example some German media reflection:
https://www.sueddeutsche.de/politik/nsu-2-0-verhaftung-chronologie-1.5284173
https://www.sueddeutsche.de/politik/feuerwehr-bremen-sonderermittlerin-abschlussbericht-1.5311528
https://www.faz.net/aktuell/politik/inland/rechtsextreme-netzwerke-in-der-bundeswehr-17097563.html

As a very new development, the current coordination centre on political education and a research unit on police history at the GPU will be restructured together into a 17th faculty. This is not only based on above mentioned necessities but also on the rising international interest in structuring and maintaining a modern and democratic civil police as a whole, the search for role models for SSR and how to transform a non-democratic police.

Germany has achieved this quite successful after world war II and the national-socialistic dictatorial regime from 1945 on and again after the fall of the Eastern-Block German Democratic Republic (GDR) in 1989 with the dispersal of the 'Volkspolizei' (GDR- 'citizen-police').

Further internationalization of Police:

Unlike the military that more and more often has to engage in international conflicts and therefore on foreign soil, the police main tasks usually lie in it's own region or state. In future it is foreseeable, that a sole regional oriented police without tight cooperation with fellow services will fail in many to most of it's tasks.

With globalisation and the opening of borders already rises cross border crime. With more upcoming conflicts, the exponential growth of earth's population, climate change, growing gaps in wealth and interlinked shortage of necessary resources for a living will migration rise as well as many other future and border crossing challenges. Police experiences, structures and technologies have to be shared and developed further together to professionally cope with such.

This requires the preparation of all police officers and especially their current and future leadership personnel through classic and modern Police trade supported by scientific advice and research. The GPU takes this into serious consideration when developing it's internationalization strategy further and stands at the ready to work with partners on these topics.

Tetiana Matiushkova – Olena Ustymenko: Police Education: Experience of Ukraine

The preconditions for integration of Ukrainian police education into the European educational space are created in Ukraine nowadays. Thus, the conceptual principles of supportive state policy on use of English in police education in Ukraine and an issue of equivalence of national scientific degrees in the European educational and scientific area are defined.[56] Moreover, declarations of cooperation are signed with both educational institutions of European countries and international organizations, such as OSCE, EUROPOL, EUAM, AEPC, CEPOL, ICITAP. Furthermore, the innovative information technologies have been widely used during the educational process (electronic educational publications, distance learning, online courses, etc.).[57]

Each university of the system of the Ministry of Internal Affairs of Ukraine (MoIA) has its own mission and development strategy, which is created to enhance safe environment for the existence and development of a free society through the formation and implementation of state policy in the field of law enforcement activity, strengthening public confidence in the agencies of MoIA.[58]Also, the modern police officers' training in a higher education institution with specific learning conditions in Ukraine has been characterized by the following elements.

I.   Involvement of current law enforcement officers in binary classes, including field lessons[59]

Thus, the final year cadets of Kharkiv National University of Internal Affairs (KhNUIA) due to the discipline 'Workshop about the usage of technical and forensic tools of proving' regularly have the field binary classes in Kharkiv Scientific Research Forensic Center of the MoIA of Ukraine. Learning the topic 'Forensic explosives', the cadets get acquainted with the samples of investigated and neutralized explosive devices, their parts, pieces and traces of application, models of improvised explosive devices and other objects. During the lesson, attention is paid to the technical means used to search and neutralize explosive devices.

The peculiarities of the scene inspection, that is carried out in the case of detection or use of explosive devices and substances, algorithm of interaction among an investigator with the explosive technician, forensic scientist and cynologist when inspecting the scene are considered in detail. Also lecturers focus cadets' attention on related issues, such as features of

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[56] МОН створило концепцію розвитку англійської в університетах: рівень В1 – обов'язкова умова вступу, В2 – випуску, викладання профільних дисциплін іноземною та 'мовні скринінги'. Available at: https://mon.gov.ua/ua/news/mon-stvorilo-koncepciyu-rozvitku-anglijskoyi-v-universitetah-u-dodatku-riven-v1-obovyazkova-umova-vstupu-v2-vipusku-vikladannya-profilnih-disciplin-inozemnoyu-ta-movni-skriningi Accessed 31 May 2021

[57] Арсен Аваков уклав Угоду про співробітництво України з Європолом. Available at: https://mvs.gov.ua/uk/press-center/news/Arsen_Avakov_uklav_Ugodu_pro_spivrobitnictvo_Ukraini_z_vropolom_FOTO_4579 Accessed 30 May 2021

КМЄС та МВС пропонують нові формати співпраці. Available at: https://www.euam-ukraine.eu/ua/news/euam-and-ministry-of-internal-affairs-push-forward-with-new-ways-of-cooperative-working/ Accessed 29 May 2021

Арсен Аваков: Українські поліцейські навчатимуться за міжнародними стандартами CEPOL. Available at: https://mvs.gov.ua/uk/press-center/news/Arsen_Avakov_Ukrainski_policeyski_navchatimutsya_za_mizhnarodnimi_standartami_CEPOL_27956 Accessed 31 May 2021

[58] Mission and Development Strategy of Kharkiv National University of Internal Affairs for the period from 2020 to 2027. Available at: http://univd.edu.ua/files/generaldocs/mission2021.pdf?ver=1 Accessed 22 July 2021

[59] Field binary classes. Available at: http://univd.edu.ua/en/news/8860 Accessed 22 July 2021

detection, fixation, withdrawal, packing and transportation of explosives, types of forensic examinations on explosives, objects of their research, sequence of appointments and resolved questions.

The cadets also receive consultations from explosives experts on further interaction between the investigator and experts of Scientific Research Forensic Center when appointing and conducting the examinations of explosion. Answering the questions, the cadets demonstrate their knowledge of regulatory documents on the handling of explosives in bodies and departments of the National Police of Ukraine (NPU) and subdivisions of the Expert Service of the MoIA of Ukraine.

II.   Active use of training approaches and best European practices in conducting certain investigative (search) actions, investigation of different types of crimes, communication, and so on[60]

Thus, training was conducted on mastering the English method 'PEACE' of interviewing the victims, witnesses and suspects. The training for applicants of a Master's degree was conducted by a former police officer from Great Britain, trainer of EUAM in Ukraine in 2019. Experts from the KhNUIA and representatives of the patrol police helped the participants to perform the tasks of conducting interviewing, and drawing up the relevant protocols according to the English method, as well as coordinated the interaction between the trainer and the participants. The online workshop on 'Human Rights and Investigative Interviewing of Vulnerable Groups' was conducted for more than 50 representatives of KhNUIA including Sumy Branch and Kremenchuk Flight College by Coordinator of the Regional Representative Office of EUAM in Kharkiv Region in 2021.

Nowadays, these good practices are included in a discipline 'Tactics peculiarities of certain investigative actions.' During learning which cadets are acquainted with the tactical features of the interviewing of persons in an extremely vulnerable state. It is about the 'green room' and the use of anatomically metalized dolls to ensure child friendly justice. This is one of the leading practices in which interviewing tactics are used, in particular, in the Czech Republic.

In addition, training on the leading educational course of the Council of Europe HELP 'Introduction to the Convention' was conducted for students. This training is aimed at in-depth study of human rights and their international legal protection by the European Court of Human Rights. Moreover, the training course on police interaction with the community on a regular basis was held at KhNUIA with the assistance of the European Union Advisory Mission. The training was attended by the police officers from different regions of Ukraine and the university's representatives.

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[60] Тренінг для студентів за провідним освітнім курсом Ради Європи HELP 'Вступ до Конвенції'. Available at: http://univd.edu.ua/uk/news/4705 Accessed 22 July 2021

Курсантів університету та патрульних поліцейських навчали проводити допити за англійською моделлю 'PEACE'. Available at: http://univd.edu.ua/uk/news/4891 Accessed 21 May 2021

Впровадження передових практик в освітній процес. Available at: http://univd.edu.ua/uk/news/5959 Accessed 22 July 2021

Тренінг-курс з питань взаємодії поліції з населенням. Available at: http://univd.edu.ua/uk/news/3831 Accessed 22 July 2021

The three-day online workshop has been started at Kharkiv National University of Internal Affairs. Available at: http://univd.edu.ua/en/news/7281 Accessed 23 July 2021

III. Use of court broadcasts in law classes[61]

The Ministry of Education and Science (MoES) of Ukraine hosted a presentation of a collection of educational and methodological developments 'Teaching through practice: the experience of using court broadcasts in the teaching of law.' The collection includes 22 works recognized as the best according to the results of the All-Ukrainian marathon of educational and methodical developments of teaching law 'Judicial broadcasts: theory through practice.' The event was organized and conducted by the NGO 'Human Rights Vector' in cooperation with the MoES of Ukraine and the National Academy of Legal Sciences of Ukraine with the support of the US Agency for International Development's 'New Justice' Program.

Representatives of various institutions of higher education with special training conditions took part in developing those educational and methodological recommendations. Implementation of court broadcasts in the educational process leads to providing not only theoretical knowledge, but also practical skills by the legal education of its applicants. This interactive technic meets the requirements of the time.

IV. Cadets', students', lecturers' participation in visits, exchange programs, educational courses and study practices in educational police institutions and police units of European countries[62]

In spite of the fact, that Ukraine is not a member of European Union (EU), there is a strong cooperation between our country and the EU as well as among law enforcement agencies and police institutions. This allows us to organize study visits and exchange programs for academic staff and applicants for higher education. For example, lecturers of KhNUIA took part in trainings for trainers and study visits to police educational institutions the Republic of Poland, the Republic of Lithuania, the Kingdom of Spain, the Portuguese Republic, the Netherlands, the Kingdom of Norway and so on.

These events were financially supported by international organizations, such as EUAM in Ukraine and the European Agency for Law Enforcement Training (CEPOL). During the visits the representatives of KhNUIA had an opportunity not only to receive new knowledge from foreign colleagues and exchange experience, but also to present the peculiarities of police education of Ukraine, opportunities and possibilities of Ukrainian legal education, conduct classes for foreign students, and raise the level of international status of KhNUIA.

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[61] Доцент кафедри криміналістики та судової експертології Тетяна Матюшкова серед призерів Всеукраїнського марафону 'Судові трансляції: теорія через практику'. Available at: http://univd.edu.ua/uk/news/5525 Accessed 22 July 2021

Навчаємо через практику: досвід використання судових трансляцій у викладанні права / Упорядник Н.Ф. Боярський. Харків: ФОП Панов А.М., 2019. 130 с.

[62] Працівники університету взяли участь у тренінгу щодо тактики допиту потерпілих, що знаходяться у надзвичайно вразливому стані. Available at: http://univd.edu.ua/uk/news/5849 Accessed 22 July 2021

Представник університету взяв участь у засіданні проекту CyberEast. Available at: http://www.univd.edu.ua/uk/news/6638 Accessed 26 May 2021

Представник університету виступив із доповіддю у Кембриджі. Available at: http://univd.edu.ua/uk/news/1288 Accessed 20 May 2021

Костянтин Бугайчук ознайомився з роботою колег-поліцейських Нідерландів. Available at: http://univd.edu.ua/uk/news/4034 Accessed 22 May 2021

Associate Professor Mariana Kachynska Took Part in the Training in Katowice (Poland). Available at: http://univd.edu.ua/en/news/2632 Accessed 22 May 2021

Participation in the international youth exchange program within the Erasmus + project. Available at: http://univd.edu.ua/en/news/10149 Accessed 21 July 2021

Cooperation with the higher educational institution of Poland. Available at: http://univd.edu.ua/en/news/7740 Accessed 21 July 2021

Partners of KhNUIA. Available at: http://univd.edu.ua/en/dir/2303/partners-of-khnuia Accessed 22 May 2021

Cadets of the University took part in short-term programs, like Erasmus+ programs. They visited Poland, Georgia, Latvia, and other countries as well. All experience mentioned above is very useful for police officers' professional development as well as for strengthening fruitful police cooperation in Europe.

Moreover, it is necessary to notice that every police university of Ukraine cooperates with different educational establishments, including 'civil' universities and academies. They can cooperate both in the frameworks of the bilateral agreements of cooperation (declarations of cooperation in educational and scientific areas, memorandums of understanding), in which the main directions of the cooperation are described, or without such documents, on the partnership basis.

V. Organizing webinars with European scholars[63]

Due to the current difficult situation in the world related to the COVID-19 pandemic, webinar as a form of online interactive education became popular among scholars and students all over the world. Police education is not the exception in this case. Webinar is a very interesting form of getting new knowledge and having communication. During the webinars the participants have an opportunity to listen to the speaker, ask him/her questions, and discuss some points with other participants, answer questions using their microphone or by posting them in chat box.

A number of webinars were organized for cadets and academic staff of Ukrainian police universities. Thus, such topics as 'Human rights', 'Domestic violence', 'Professional police ethics', 'Gender issues in police work', 'Police officer as a user of social media', 'International police cooperation' and a lot of other relevant topics for police were discussed during the webinars at KhNUIA. These webinars were moderated by the representatives of EU countries: European scholars and experts from international organizations.

VI. Implementation of advanced techniques and crime prevention practices in educational activity (Custody Records, POLINA, electronic proceedings, trainings of patrol police officers, detectives, community police officers, etc.)[64]

There are several advanced techniques and crime prevention practices, which are implemented into educational activity in Ukraine. For example, the project 'Community Police Officer' takes place at KhNUIA. The project is aimed at reforming the NPU to enhance the safety and security of the population. Dnipropetrovsk State University of Internal Affairs has launched a new stage of training members of mobile groups to respond to domestic violence called 'POLINA'.

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[63] Participants of the two-day webinar received certificates. Available at: http://univd.edu.ua/en/news/9181 Accessed 21 July 2021

The webinar on 'International police cooperation. Europol' took place in KhNUIA. Available at: http://univd.edu.ua/en/news/8139 Accessed 22 July 2021

The cadets of the university got acquainted with the peculiarities of the Finnish police work. Available at: http://univd.edu.ua/en/news/7630 Accessed 22 July 2021

[64]The presentation of the Project 'Community Police Officer'. Available at: http://univd.edu.ua/en/news/5546 Accessed 23 July 2021

«ПОЛІНА» знову в дії: поліцейські готові протидіяти домашньому насиллю. Available at: https://dduvs.in.ua/2019/01/22/polina-znovu-v-diyi-politsejski-gotovi-protydiyaty-domashnomu-nasyllyu/ Accessed 23 July 2021

Система 'Custody Records' автоматизує роботу поліцейського та унеможливлює людський фактор, як причину незаконного насилля. Available at: https://mvs.gov.ua/uk/press-center/news/Sistema_Custody_Records_avtomatizu_robotu_policeyskogo_ta_unemozhlivlyu_lyudskiy_faktor_3 1538 Accessed 23 July 2021

Презентували 'Систему електронного кримінального провадження eCase'. Available at: http://www.golos.com.ua/article/329761 Accessed 23 July 2021

Police officers get acquainted with the forms and methods of activities aimed at preventing, detecting and stopping domestic violence. POLINA mobile groups are now a separate police unit with the skills to respond to domestic violence. The Custody Records project has also started operating in Ukraine. This project is aimed at automate police work in facilities, which restrict personal freedom and to make it impossible for the human factor to cause illegal violence against detainees. An appropriate training ground has been set up at the KhNUIA to ensure the training of police officers.

These and other programs are possible due to the cooperation of the NPU and international partners such as the EUAM, the International Criminal Investigative Training Assistance Program (ICITAP) of the US Department of Justice, and the United Nations Office for Project Services (UNOPS) in Ukraine.

VII. Use of e-learning platforms for police education (for example, LEEd) and participation in webinars and online courses[65]

We cannot imagine modern education without online learning nowadays. The popularity of this kind of education was caused by the circumstances in the COVID-19 pandemic. During the lockdown periods, online learning helped many people in their self-education, because all in-person learning opportunities, such as trainings, workshops, seminars, were not available at that time.

Due to that fact, there is a great number of e-learning platforms today, which contain different courses. Cadets/students and university scholars can use such online platforms as EdERA, Prometheus, Coursera, HELP, and so on. These platforms' courses are general, so they are useful both for civil universities and for institutions with specific learning conditions. The universities' staff and students can study at any time they wish and receive the certificates after the successful complexion of the courses. Moreover, each university has its own online platform for distance learning, where both obligatory and additional courses are offered.

The important role in police education belongs to the education on LEEd, CEPOL's online platform. As Ukraine is not a member of the EU, police officers from Ukraine should pay for the participation in CEPOL's offline courses (not exchange programs), but the opportunities of online learning are available for police officers from Ukraine for free. They can visit live webinars, view recorded webinars, read articles in the e-library, take part in online modules and get online certificates. The National Contact Point, which is located in Kiev, helps other LEEd coordinators in Ukraine: send webinars' and courses' announcements, collect information about the participants, tell about new opportunities of the platform, and so on.

Moreover, representatives of Ukrainian police universities usually take part in online events of foreign countries and organized by police institutions. Thus, in May and June 2021 a number of lecturers attended online courses on 'Professional Police Ethics', 'Gender Issues in Police Work' etc. at Turkish National Police Academy and received appropriate certificates.

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[65] Training on the LEEd CEPOL e-learning platform. Available at: http://univd.edu.ua/en/news/9655 Accessed 1 June 2021

Advanced training in media literacy. Available at: http://univd.edu.ua/en/news/8030 Accessed 23 July 2021

Training on the LEEd CEPOL educational platform. Available at: http://univd.edu.ua/en/news/9366 (reference date: 01.06.2021).

Gender equality in policing. Available at: http://univd.edu.ua/en/news/10208 Accessed 21 July 2021

VIII.   Organizing and conducting joint scientific events, such as international research and practical conferences, round tables, seminars, colloquiums[66]

For exchange of scientific views, a number of international scientific conferences, round tables, and seminars have been conducted at Ukrainian police universities. KhNUIA has an annual plan of scientific events, which will be held at the university. Every year in December, after the meeting of the University Academic Council, the Rector approves this plan. There are some procedures for organizing international scientific events. The organizing committee of the conferences and international department of the university invite scholars from foreign countries to take part in these scientific events.

The participants can attend conferences and share their scientific views by different ways: 1. by submitting their manuscripts, which will published both in printed and in electronic version on the official website in the chapter 'Scientific activity'; 2. by making a report during the conference, answering questions, asked by other participants; 3. by attending the conference without making a report – only listening to participants' views and taking part in discussions.

Organizing such important events as colloquiums is very important for the university's image. KhNUIA hosted the 19th Cross-border Crime Colloquium – Combating Cross-border Crime in the East- and West-Europe Borders in 2018. It was a significant event with an extremely interesting and relevant topic. Specialists of the university studied the experience of foreign colleagues and shared their own experiences.

IX.   Conducting 'trainings for trainers' for universities' academic staff by experts from international organizations[67]

Every year the regional offices of international organizations organize different trainings, including training for trainers. The main part of such trainings has a specific procedure for the participants' selection. Most of them require special education, work experience, knowledge of English or other language, specific professional skills and knowledge.

Experienced foreign and national experts are trainees in such trainings. These trainings are useful both for participants, who are taking part, and for institutions, which they represent. After receiving the certificate of trainer, a person can conduct such trainings for other people (cadets/students, colleagues, management) in Ukraine and abroad in order to share received knowledge and experience.

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[66] The Colloquium on Cross-border Crime: The 19th Cross-border Crime Colloquium – Combating Cross-border Crime in the East- and West-Europe Borders. Available at: http://univd.edu.ua/en/news/4083 Accessed 21 May 2021

Current Issues of Legal, Economic and Social Development of the State. Available at: http://univd.edu.ua/en/news/8254 Accessed 1 June 2021

The university hosted the International Scientific and Practical Conference 'Identity, Society, Law'. Available at: http://univd.edu.ua/en/news/9544 Accessed 1 June 2021

Cybercrime and Human Trafficking Combating. Available at: http://univd.edu.ua/en/news/9836 Accessed 1 June 2021

[67] У ХНУВС завершився тренінг щодо ролі працівників правоохоронних органів з профілактики наркоманії та запобігання поширенню ВІЛ. Available at: http://univd.edu.ua/uk/news/9936 Accessed 1 June 2021

X. Modernization of universities' libraries by adding numerous quantity of foreign literature sources, free access to the international scientific databases and online libraries of foreign countries[68]

We could not imagine our lives without printed books some years ago, but the situation is different nowadays. University libraries contain not only printed versions of scientific and educational literature, but also have an e-catalogue of scanned and electronic journals and books. Moreover, modern libraries are well equipped with computers and provide free Wi-Fi access, which allows not only to use the university literature, but also to find other sources.

In Ukraine higher education institutions with specific learning conditions have their own repositories, which contain books (monographies, educational literature), scientific works, reports, abstracts of doctoral and PhD theses, the collection of conference papers, volumes of scientific journals in open access. Moreover, there is free access to the international advanced scientific databases, such as SCOPUS, Web of Science, and online libraries of foreign countries.

The opportunities mentioned above help Ukrainian scholars to get acquainted with scientific views of foreign scholars, to implement the received information into their scientific works, make their researches more qualitative, professional and interesting both for Ukrainian and international readers. Furthermore, national and foreign scholars, representatives of international organizations present a number of modern publications to the university library each year.

XI. Implementation of quests into educational activity[69]

Police quests have become a common element of training for cadets of KhNUIA. During the quests, teams of cadets must demonstrate not only theoretical knowledge, but also practical skills acquired both during training and as a result of internship in the NPU. Thus, 'Patrol competitions' quest for future police officers is a test of strength, physical fitness, moral self-possession, and teamwork ability.

The tasks performed by cadets are as similar as possible to real situations the police officers have to deal with during their service. Also technology web-quests are used in the training of foreign languages, criminalistics, criminal procedure, special police tactics, physical trainings, and other disciplines. One of the interactive scientific quests was conducted for students, who learn economic specialties. The tasks for the quest were developed using modern technology, QR codes, covering topics of gender equality, economic theory, and international economic relations.

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[68]Kharkiv National University of Internal Affairs Institutional Repository. Available at: http://dspace.univd.edu.ua/xmlui/?locale-attribute=en Accessed 1 June 2021
COVID-19 Impact on Police Work in Some European Union Countries. Available at: http://univd.edu.ua/en/news/8012 Accessed 1 June 2021
Бібліотека університету отримала нові видання. Available at: http://univd.edu.ua/uk/news/9751 Accessed 1 June 2021
[69]Захист матеріалів практики: поліцейські квести. Available at: http://univd.edu.ua/video/623 Accessed 1 June 2021
'Patrol competitions' is a quest for future police officers on physical preparation and teamwork ability (video). Available at: http://univd.edu.ua/en/news/8852 Accessed 23 July 2021
Educational quest for cadets on the investigation of crimes related to human trafficking. Available at: http://univd.edu.ua/en/news/8010 Accessed 23 July 2021
Scientific quest in economic specialties. Available at: http://univd.edu.ua/en/news/9174 Accessed 23 July 2021
Gender Quest on the project 'Through Equality and Understanding to Protection and Security' (video). Available at: http://univd.edu.ua/en/news/8804 Accessed 23 July 2021
Представники університету підвищують свій рівень практичних навичок у сфері кібербезпеки. Available at: http://univd.edu.ua/uk/news/7425 Accessed 23 July 2021

In addition, the OSCE Project Co-ordinator in Ukraine organized a training quest of investigation of the crimes related to human trafficking. Applicants from all higher education institutions with specific training conditions for police demonstrated their theoretical knowledge and practical skills in investigating and documenting trafficking crimes committed with the use of computer technology, as well as teamwork and leadership skills, and so on. Thus, performing one of the educational quest tasks, its participants independently filmed social educational videos for citizens looking for a job both in Ukraine and abroad and posted them on social computer networks with the hashtag #worksafely.

Furthermore, for the third year in a row, KhNUIA organize a Gender Quest on the project 'Through Equality and Understanding to Protection and Security', aimed at implementing the principles of gender equality among cadets and academic staff of higher education institutions with specific learning conditions.

The team of KhNUIA earned the 24th place among 340 teams of universities around the world on the online platform 'Hack The Box' in 2020. This 'Hack The Box' was designed to apply practical skills in the field of cybersecurity in a special virtual environment. In particular, skills in cryptography, steganography, finding vulnerabilities on websites, work with digital traces, testing for penetration into various types of network nodes, and more.

XII. Combining of in-person and online learning[70]

Blended learning was introduced into the educational process of higher education institutions in Ukraine long before the 2020 quarantine. But of course, COVID-19 has influenced the widespread online learning implementation and its combination with certain forms of in-person learning.

One form of blended learning that has been widely used during the quarantine is a combination of online lectures for a large number of cadets and practical classes conducted in-person with small groups of cadets in compliance with all measures to prevent the spread of COVID-19. In addition, the successful completion of some offline practical classes requires cadets to complete written assignments on the Moodle platform, as well as to take tests online.

XIII. Psychological support for the educational process[71]

Each higher education institution with specific learning conditions in Ukraine has a department in its structure, which is responsible for psychological support. In our point of view, psychological support for applicants of higher education and university staff in complicated situations helps to deal with some personal and professional issues. It should be noted, that psychological support for educational processes is an important part of assisting with urgent advice, providing an anonymous interview or questioning about the psychological situation in cadets'/students' groups and structural units of the university, making an assessment, and counseling.

Moreover, there is a possibility for academic staff and applicants of higher education to observe numerous trainings that are regularly conducted by foreign experts from EU countries and the USA at the university's campus. Unfortunately, the university representatives cannot attend such events as participants, but it is not prohibited to observe them. In that case, it is possible to make some notes or communicate with trainees and ask them relevant questions.

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[70] Бугайчук К.Л. Змішане навчання: теоретичний аналіз та стратегія впровадження в освітній процес вищих навчальних закладів // Інформаційні технології і засоби навчання, 2016, Том 54, №4. С. 1-18.

[71] 48. В університеті завершив роботу тренінг ОБСЄ 'Психологічний супровід (психологічна реабілітація) в екстремальних ситуаціях'. Available at: http://univd.edu.ua/uk/news/7704 Accessed 1 June 2021

The cadets of KhNUIA help not only to prevent the commission of crimes,[72] but also to detect crimes and detain offenders.[73] This should be considered as a distinctive example of the effectiveness of police training in Ukraine. Also a remarkable consequence of this is an increasing level of trust to police in the Kharkiv region. This is proven by the results of the next stage of the annual monitoring study 'Public safety and trust in law enforcement agencies'.[74]

Summarizing the elements mentioned above, it should be noted, that the quality of the development of police education involves theoretical and practical approaches of modern foreign and national practices of police education and practical police activity as well. Combination of these and other measures enhance the level of knowledge and develop professional skills of Ukrainian police officers in order to do successful and effective crime prevention and criminal investigations. Such an improvement of police education quality is one of the key factors of combating crimes effectively, which helps Ukraine to become a secure European state.

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[72] Протидіємо незаконному збуту наркотиків в Інтернет-мережі та на вулицях. Available at: http://univd.edu.ua/uk/news/7365 Accessed 23 July 2021

[73] Курсанти університету допомогли затримати злочинця. Available at: http://univd.edu.ua/uk/news/7307 Accessed 23 July 2021

[74] 2021 Security and Trust - presentation of the first results. Available at: http://univd.edu.ua/en/news/10154 Accessed 23 July 2021

Murat Tinas: Evolving Understanding of Security and Graduate Programs for Law Enforcement Agencies: Turkish National Police Academy

I.   Introduction

The structural and conjectural changes in the world politics in the last three decades accompanied by the high and rapid advancement in technology led us to rethink the traditional concepts in law enforcement. In parallel, the understanding of security has evolved to a multifaceted, multidimensional and multilateral security understanding rather than the traditional approach. All of these developments have made it necessary to reevaluate the policing service and police education with a more inclusive and holistic view. Within this framework, this study will first examine the evolution of the concept of security and public order in democratic societies.

Then, it will discuss graduate level academic programs at the Turkish National Police Academy to train qualified personnel and provide a better policing service. Currently, there are three institutes providing master and doctoral level education for both police officers and civilians: The Institute of Security Sciences, the Institute of Forensic Sciences and the Traffic Institute. Based on its findings, this study argues that police education and academic programs have to be constantly updated by adapting it to local, regional and global transformations and must be supported by professional and academic trainings in specific areas of expertise in law enforcement service in parallel to the evolving understanding of security concept.

II.   Evolving understanding of security

Security is simply defined as being secure or the absence of threat. In the traditional understanding, the concept of security had been associated only with state affairs for many decades. According to the traditional security model, state assumes the responsibility to protect its citizens against foreign threats and demands their loyalty. In this sense, the source, the subject and the purpose of security had been the sovereign state within defined territory. For instance, Kennan defined national security as 'the continued ability of the country to pursue the development of its internal life without serious interference, or threat of interference, from foreign powers'.[75] In this understanding, security related issues had been shaped by the potential for conflict between states and equated with the threats to a country's borders. This approach is indeed a product of realist paradigm in international relations and in this approach global policies are understood as a struggle between states to reach power under a situation of anarchy. In this struggle, it is assumed that states rely on military power in order to guarantee their interests.

The developments experienced especially since the 1970s and the academic studies conducted within the framework of these developments have challenged this traditional understanding of security. It has been revealed that such threats like organized crime, environmental pollution, rivalries over natural resources, illegal migration, poverty and deprivation demonstrated that sources of insecurity may not be only of a military character and limited to specific territories.

Regarding the change in the understanding of security, the United Nations' report in 1993 made a remarkable finding, importance of it will be understood more and more in the following years: 'the concept of security must change – from an exclusive stress on national security to a

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[75] George F. Kennan, 'Comments on the General Trend of U.S. Foreign Policy', in *George F. Kennan Papers, 1840-1937*, (Princeton University, 1948).

much greater stress on people's security, from security through armaments to security through human development, from territorial security to food, employment and environmental security'.[76] In fact, the change in the concept of security in the last decades is striking. Security is no longer defined only by states, nor by the borders of states alone. Especially with the increase in communication and transportation opportunities in parallel with the rapid development of technology, boundaries do not bound anymore. In this direction, both the sources, dimensions and consequences of threats and risks gain a cross-border character.

In the literature on security, there are many studies on the broadening and deepening of the concept of security. The broadening of security means that the concept refers to many issues such as economic, social, environmental and cyber apart from military issues. The deepening of security refers to the multilayered understanding of the concepts; namely in addition to the state level, there are also individual, group, society, regional and global levels. Broadening and deepening in the understanding of security allow more inclusive view of threats, risks and security-related issues. Another important milestone in the security-related literature has been the inclusion of the perceptual dimension of security in the analysis in recent decades. In fact, the relative nature of the concept of security is not a newly emphasized phenomenon in the literature. Arnold Wolfers stated in 1952 that 'security, in an objective sense, measures the absence of threats to acquired values, in a subjective sense, the absence of fear that such values will be attacked'.[77] However, more recent studies focus on the perception dimension of security in more detail.

In conclusion, the structural and conjectural changes in the world politics in the last three decades accompanied by the high and rapid advancement in technology led us to rethink the traditional concepts in law enforcement. In this manner, the concept of security has changed from an exclusive stress on national security to a much greater stress on individual security. While the broadening and deepening of security allows for a more inclusive view of threats, risks and security-related issues, another important milestone has been the inclusion of the perceptional dimension of security in the analysis in recent decades. Therefore, it became possible to talk about a multifaceted, multidimensional and multilateral security understanding rather than the traditional approach.

III.   Graduate Programs at Turkish National Police Academy

All of these developments have made it necessary to reevaluate the policing service and police education with a more inclusive and holistic view. Within this framework, after analyzing the evolution of security understanding, this study focuses on specialized academic programs to train qualified personnel and provide a better policing service accordingly. In doing so, this study will take master and doctoral level educational programs at Turkish National Police Academy as case study and evaluate their programs comparatively in three institutes, namely the Institute of Security Sciences, the Institute of Forensic Sciences and the Traffic Institute.

Established in 1937, Turkish National Police Academy (TNPA) is an Institution of higher education, providing police training for cadets, who will become deputy inspectors or police constables. There are lots of significant functions of TNPA as both university and police training institution. As training institution, TNPA is composed of Police Chiefs Training Center (PCTC) that trains police chiefs for the Turkish National Police Organization, Police Vocational Schools of Higher Education (PVSHE) and Police Vocational Training Centers (PVTC) that train police

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[76] United Nations Development Programme (UNDP), *Human Development Report 1993*, (New York: Oxford University Press, 1993), 2.
[77] Arnold Wolfers, ''National Security' as an Ambiguous Symbol', *Political Science Quarterly* 67, no 4 (1952), 485.

officers. Another fundamental function that is carried by TNPA as a university, TNPA is composed of three institutes that provide several post-graduate degrees and engage in scientific research on security-related subjects.

The Institute of Security Sciences was founded in 2001 to offer graduate education. The institute aims to raise academics for the Turkish National Police Academy, train experts in the field of security sciences and make academic contributions to security studies at national and international levels in accordance with the current developments. The institute also has a great number of international students.

The Institute of Security Sciences provides ten master degree programs and three doctorate degree programs. Two master programs and one doctorate program are provided also in English: International Security (M.Sc.), Intelligence Studies (M.Sc.) and International Security (Ph.D.). There are four departments: Department of Criminal Justice aims to contribute to safeguarding and sustaining social order through scientific analyses that focus on crime, criminals and penal systems. In this scope, the program offers a variety of courses such as Key Concepts of Criminal Justice, Law of Evidence, and General Principles of Crime Theory. Department of Crime Studies aims to contribute to crime studies by creating an interdisciplinary study environment with a focus on the factors that constitute crime and on crime prevention methods, which are required to be multidimensional. The courses offered by the program include Criminology, Criminal Psychology, Social Structure of Turkey and Organized Crime Economy.

Department of International Security aims to conduct scientific research and analyses on wars, conflict, violence, terrorism as well as conditions of peace and cooperation, and equip its students with theoretical and practical knowledge on the key concepts of international security. The program offers a variety of courses including Security Theories, Migration and Border Security, and Turkish Foreign Policy. Department of Security Strategies and Management aims to analyze Turkey's security policy, conduct research for the design of security policies, and contribute to the national security structures and strategies in view of the global trends and developments in the field of security. Post-graduate academic programs are Criminal Justice, Public Security, Criminal Investigation, International Security, Intelligence Researches, International Terrorism and Transnational Crimes, Criminology and Crime Prevention, and Security Management (without thesis).

The Institute of Forensic Sciences was founded in 2012 to offer graduate education in forensic sciences. One of the primary aims of the institute is to raise experts for Turkish National Police, but it is generously open for graduate students with extended educational and vocational backgrounds. Expertise in forensic sciences requires many special skills that meet the needs in various positions at public and private sectors, domestic and abroad. Accordingly, the Institute aims to equip its graduate students with a variety of qualifications that are essential in the field, backed with theoretical and practical applications. The educational activities at the Institute ranges from training specialists, to making research and offering courses and certificate programs in the field of forensic studies. The Institute also has an 'Application and Research Laboratory' which provides an opportunity for scientific and technical research in the field of forensic sciences. Works and findings in the Laboratory aim to support law enforcement in illuminating crimes as well as contributing justice and fighting crime.

There are three departments under the roof of the Institute of Forensic Sciences: Department of Criminalistics, Department of Information Technologies and Engineering and Department of Natural Sciences. Currently, the Institute of Forensic Sciences provides two programs in master of science degree, under these departments: Criminalistics and Natural Sciences.

The Traffic Institute was founded in 2018 and it has three departments. Department of Transportation Safety and Management, Department of Traffic and Transportation Psychology and Department of Transportation Systems Planning. The casualties caused by traffic accidents currently constitute one of the leading issues that countries endeavor to resolve. In this regard, the scientific studies on traffic safety, transportation safety and effective management of transportation systems are increasingly coming to the fore. Currently, there is one master degree program, namely Transportation Security and Management.

IV.   Conclusion

The structural and conjectural changes in the world politics in the last three decades accompanied by the high and rapid advancement in technology led us to rethink the traditional concepts in law enforcement. In parallel, the understanding of security has evolved to a multifaceted, multidimensional and multilateral security understanding rather than the traditional approach. This led to the continuous evaluation of the educational programs in law enforcement with a more inclusive and holistic approach to train qualified personnel and provide a better policing service. Turkish National Police Academy, with the status of a higher education institution, is among the most prestigious and long-established educational institutions in Turkey.

In line with this understanding, graduate level programs are constantly upgraded in accordance with the new developments in public security. In conclusion, this study argues that police education and academic programs have to be constantly updated by adapting it to local, regional and global transformations and must be supported by professional and academic trainings in specific areas of expertise in law enforcement service in parallel to the evolving understanding of security concept.

Bogdan Nicolae Țonea: Reorganization of the Police Academy 'Alexandru Ioan Cuza' – a Necessary Step Towards New Standards of Academic Quality

A democracy is characterized by the fact that the entire state authority comes from people. I want to bring to your attention here, the preamble of the US Constitution. 'We the people (…)'. The constitution serves as a contract between the people and the government. In this Act, the people set up all the conditions necessary for the government to have a legal functioning and a democratic action.

In such a society, imposing a public order mechanism is essential to ensure the equality of all citizens before the law and to be able to provide the members of society the same opportunities. As society evolves, it is expected, that law enforcement organizations will evolve as well. Therefore, the training institutions of the Ministry of the Interior must also evolve and adapt to the ever-changing requirements of democratic society.

Thus, we get to talk about the concept of change in organizations. Who determines when the need for change arises? According to what criteria is it considered that is it time for a change in the police organization? Is 'change' the solution to all an organization's problems? These are questions that any responsible manager should ask himself when he thinks that the time has come for an evolution in the organization he leads. These questions were also asked by us, the leadership of the Police Academy, when we started this process of reforming the training of future M.A.I. officers from Romania.

The process of 'management of change' generates two types of reactions, generally known to everyone, that are found in all types of organizations: positive reactions, to support and encouragement of change, and negative reactions, to maintain the status quo reluctant, generally to make any kind of change.

The 'Alexandru Ioan Cuza' Police Academy is no exception to such behavior, and the current management (installed in March 2021), was aware of this from the beginning. It was therefore necessary to create and implement a strategy regarding the reform of the officer training system in the entire M.A.I., a strategy to address directly and frontally the specific challenges of the reform process. 'Alexandru Ioan Cuza' Police Academy is a higher education public institution, accredited and a part of the national system for university studies. The Academy functions within the Ministry of Internal Affairs as well as within the regulations in the field.

The Academy was founded in accordance with the Government Decision no. 137/February 25th 1991, was reorganized by Government Decision no. 294/March 21st 2007 and at the present it carries out its activities in accordance with Government Decision no. 535/May 13st 2021 regarding the structure and functioning of 'Alexandru Ioan Cuza' Police Academy. Within the Academy there are now two faculties and a department of postgraduate studies: The Police Faculty, The Firefighters Faculty, The National College for Internal Affairs as a department of postgraduate studies.

Starting with 2007 the Police Academy put for border guards, gendarmes and police the Bologna Process in practice, first with reform of learning outcomes and restructuring the curriculum from 4 years of study to 3 study-years for bachelor degree. After that, the new curriculum for master and doctoral study was implemented creating the institutional structure and accreditation of the programme according to the national law requirements at that time (2 study years for master degree and 3 years for doctoral study).

In 2009 and in 2015 the Police Academy was evaluated by the ARACIS (Romanian Quality Assurance Agency) which is a full-member of ENQA and we obtained the highest rank of the

'higher trust' evaluation. In 2011, the Romanian Parliament adopted the new law of national education and after that we were again in the full process of reorganization with the aim to reach all the standards which are required by the new law, to keep the same position in the classification among Romanian universities.

The most important problem was to have the teaching staff in accordance with the national regulation for accreditation. In the quality assurance system it is necessary for an university to have at least 70% own teaching staff and from that percent it is required to have at least 50% of deputy university professors and university professors.

So, in order to put these regulation in practice, and to be comparable with the free university market, it was necessary to develop the scientific research into master and doctoral studies. We started in 1991, when we became a university, and accelerated the compatibilisation during the implementation of Bologna process after 2007, creating and implementing the DS, and starting to implement the ECTS as well.

So, after 30 years of evolution and development we are not finished yet, but we still develop. In May this year the ministry of internal affairs issued a Government Decision (535/2021), and we are entering in a new process of reorganization of studies in order to became more compatible with the operational units.

Addressing possible to develop a specific strategy may be, on the one hand, a gradual one, which treats up each problem and finds solutions to successive issues or, it can be a direct approach, an inclusive one, in order to identify all the problems and to deal with integrated in a single strategic action with multiple and interrelated solutions.

At the level of the central leadership of the M.A.I. the solution of an integrative strategy has been chosen that addresses the system as a whole and that responds to all the change needs identified at the level of the Police Academy.

In this context, all the shortcomings identified over time in the training of MIA officers were analyzed, and finally a draft Government Decision was adopted, which provides the necessary legal framework for the MIA to proceed with the system reform. And so appeared GD no. 535/2021, which updates the training mechanisms for officers within the M.A.I. - Police Academy.

The new government decision creates an institutional mechanism for the Police Academy to take over the didactic and methodological coordination of other institutions of initial and continuous training within the M.A.I. It also decentralizes the pedagogical decision from the level of the central directorates, at the level of the Police Academy, where a department of coordination of continuous training is set up, which became operational in August this year. The new regulation also creates a new mechanism for recruiting and training officers, through a new concept of initial training: the professional master's degree as an alternative route to enter a career.

Right now, the Police Academy is in the process of accrediting and organizing this program, about which, we believe, that will be very well received by the Romanian labor market and will help the public order system to fill its gaps identified at the level of operational units. This reform process has also led to a rethinking of the system for professional training at a strategic level, which is carried out through doctoral studies.

The Police Academy accredited the first doctoral school in 1996 (in the field of law) then, in 2003, the second doctoral school in the field of military sciences, public order and safety. Starting with the entry into force of GD no. 535/2021, these doctoral schools operate in liquidation, and the Police Academy is to develop a new approach to doctoral studies, probably in the area of security sciences, with a more complex interdisciplinary approach and areas of interest closer to new types of criminal phenomena which the European society is facing now. This is a difficult challenge for the management of the Police Academy, perhaps the most difficult of all, because depending on

the success or failure of our actions, the strategic action model at the level of M.A.I. may have more or less chances of success.

But we all know that education is an ongoing process that must constantly keep pace with the demands and developments of a democratic society, and we also know about ourselves since 1996, when we accredited the first doctoral school, that we are ready for the future. So let it come!

Carsten Twelmeier: Introduction of the Several Law Enforcement Training Institutions in General and their Networks in International Relations – German Police University

I. Introduction

1.1 The role of networks in finding common ground

Cooperation and partnership with other countries are the basis for a solid foundation for peace and this implies that internationalization is of particular interest to the police. Crime does not stop at the borders and therefore international relations and cooperation have an important role to play. The basis for transparent police work is professional education and training based on respect for human rights, openness to the world and awareness of one's responsibilities in the democratic rule of law for freedom, security and public order. From an international point of view, the development of EU-accredited police academies is of great importance, but also the development of European law enforcement institutions and training networks.

This paper gives an overview of international cooperation in the field of police education and training considering existing institutions such as CEPOL, CEPA, AEPC, FRONTEX, EUROPOL, UN, OSCE and AFRIPOL as well as other forms of institutionalized cooperation. Additionally, an overview of the relationships between various European police education and training institutions and German Police University (GPU) makes clear that this report aims to take a forward-looking perspective of the current development of international networks.

1.2 Structure of the German police system

The police services of the 16 federal states, the Federal Criminal Police Office (Bundeskriminalamt, BKA) and the Federal Police together have around 292.000 police officers. This corresponds to a police density of about 1:284, which means that, statistically speaking, one police officer is responsible for 284 inhabitants.

GPU is a special higher learning institution with university status supported by all interior ministries and senators of the federal and state governments. On 15 December 2016, GPU was incorporated into the North Rhine-Westphalian Higher Education Act, so that its status as a state university has been defined under higher education law. The university offers an accredited two-year Master's program in 'Public Administration – Police Management'. Students are police officers from all over Germany, who are promoted to senior police officers with the rank of Police Superintendent after having successfully completed their Master's degree.

The police services of the Federal Republic of Germany are divided into three career groups, depending on the respective federal state or the BKA and the Federal Police:
- First line supervision level (Constable / Patrol Officer up to Police Sergeant Major), to which approx. 42 per cent of police officers belong;
- Mid-management level (Inspector / Police Lieutenant up to Senior Chief Inspector / Police Senior Captain), to which approx. 56 per cent of police officers belong;
- Senior management level (starting from the rank of Superintendent / Police Major), to which approx. 2 per cent of police officers belong.

1.3 German Police University as a member of networks

GPU is dedicated to police executives in Germany and the most important forum between science and practice for discussing any topic related to national and international policing. It plays a decisive role in the systematic development of police science in lecturing, further education and research, thus providing impulses for the improvement of police work. Through close interlocking of theory and practice, comprehensive qualification action

competences as well as professionalism of the police executives are fostered, constituting value-based policing, that is aware of its responsibility, for individual freedom, overall security and internal peace in a democratic constitutional state. GPU's staff cooperates in partnership with educational and research institutions in the region, in Germany and abroad, to constantly improve the quality of policing.

GPU strives to make police networks as active and dynamic as possible, lives a culture of quality and continuously develops intercultural competences. With its accredited curriculum, education and further education approaches, work results and own independent research, GPU occupies a unique position as a specialized academic university. The assumption of this paper is that police education and more precisely the GPU is inseparable from the opportunities offered by international networking. Multinational associations bring together stakeholders who share the same or at least similar visions of the police function and thus face the same or similar problems. It is crucial to explore the potential of these networks and use it as a common thread to solve criminal issues. Introducing best practice examples used abroad or adopting other ways of operating are key.

II.   Types of Co-operation of German Police University

2.1 Association of European Police Colleges (AEPC)

The AEPC is an active network where the decision paths are very short, efficient and concrete. The promotion of cooperation and coordination of police training among member institutions and provision of an initial point of contact for all matters relating to policing is an essential part of all activities. Overall, the mission is to assist police agencies in member states to provide the best possible police service to their communities while meeting the challenges of transnational crime. Similar to other international networks the sharing of best practices and research is facilitated, thus making the best use of available resources. Research results are shared upon request.

The current AEPC conference in Budapest, followed by the Governing Board Meeting, bringing together member networks, is a good example of the benefits of AEPC membership, as experiences can be shared, concerted and realized at an international level. Moreover, online courses, conferences and webinars are planned and the introduction of digital links between training institutions for communication and e-learning has been addressed, e.g. the European Agency for Law Enforcement Training (CEPOL) provided its online meeting tool. The GPU welcomes such initiatives and appreciates these steps towards digitalization.

In contrast to CEPOL contacts in a much larger geographical space can be developed and fostered by networking beyond the European Union. According to GPU´s assessment this possibility is one of the biggest benefits of being a member.

2.2 Central European Police Academy (CEPA)

Due to the fall of the Berlin Wall different forms of crime were able to spread very easily as a result of the lack of control mechanisms. At the same time, the division between East and West fell away and a Central Europe emerged. CEPA was founded in 1992 on the initiative of Hungary and Austria. Germany joined in 1994. Slovenia, Poland (unfortunately dropped out), Slovakia, Switzerland and the Czech Republic did so in the course of the following years. In 2001, the joint declaration was signed by the interior ministers of the respective member countries. The common working language is German but individual seminars and publications are also offered in other languages.

CEPA's program is primarily aimed at police officers belonging to the mid-management level who have at least completed education as senior police officers and have several years of relevant professional experience. Specialized courses and seminars, an extensive range of publications and a special job shadowing program offer a unique training portfolio. In addition to imparting specialist knowledge, CEPA also promotes the exchange of experience and

networking between police officers from the participating countries. It is a unique training opportunity with a main emphasis on border policing and criminal investigations.

According to a Memorandum of Understanding between AEPC and CEPA in 1997 additional seats to AEPC member countries for special courses are offered. Adapted to current needs and developments, several special seminars on various police topics every year are offered. The organization of these seminars is delegated to individual member countries. Some of the seminars are specifically designed to provide follow-up support for graduates of certified CEPA courses.

2.3 Erasmus+

Due to the federal system within Germany, GPU has many years of experience in bringing together different interests and achieving common goals. As for Germany, GPU links all colleges and academies of all police services across Germany, creating the foundation of education and training of the senior police service, as well as research in different areas of the police. The work of GPU is supplemented by the preparatory work in the form of the Bachelor's degree offered by all state and federal universities of applied sciences or respective academies with their own legal, operational and organizational approaches, project work and research.

Europe provides an opportunity for police students, from undergraduate to doctoral level, as well as other police services, to appreciate law enforcement in a transnational way through the Erasmus program. It is the European Union program to promote mobility in the field of education. Erasmus+ has become the world's largest support program for stays abroad at universities. Erasmus mobilities can be carried out in 33 program countries. The Erasmus program countries include all 27 EU member states as well as North Macedonia, Iceland, Norway, Turkey and Liechtenstein.

The following Erasmus program lines exist for GPU staff:

Erasmus + Staff Mobility (STT)
  – Staff mobility for training and development purposes
  – Duration: two to five days

Staff Mobility – Teaching Assignment (STA)
  – Lecturer mobility for teaching purposes (guest lectureships)
  – Duration two to five days (in exceptional cases longer stays)
  – Minimum of eight hours of teaching per week

Combined lecturing mobility (STA/STT)
  – Duration of two to five days (in exceptional cases longer stays)
  – Minimum of four hours of teaching per week

Lecturer mobility – Invitation of Externals (STA2)
  – Minimum duration of one day
  – No minimum teaching obligation

Erasmus + Student (Graduate) Mobility Program for GPU students (SMP)
  – Student mobility for internship purposes (after graduation)
  – Student Mobility for Traineeship (SMP)
  – Duration of 60 days

GPU is accredited, which is not the case for all European police universities and colleges. The situation is not optimal for the reason that some staff and students can not take full advantage of what Europe has to offer. If all European police universities and colleges were accredited, there would be a much higher number of opportunities. For example, GPU sees great potential in offering its students the chance to participate in an international week or elective module that would be rewarded with European Credit Transfer and Accumulation System (ECTS). This practice is currently common for conventional universities and it would be a real asset to show students the value of international networks. Indeed, interculturality is an important skill in the Schengen area and beyond.

2.4 International study trips

The international one-week study trip of German master students in line with module 10 of GPU's curriculum is meant to introduce different police systems, legal frameworks, education and training approaches to our students. As a side effect personal networks are built and can be used in the future, because students normally choose countries with which their respective police services are normally dealing because of criminal phenomena or geographical location. Either organized group travels or single internships can be chosen and GPU is strongly relying on its contacts deriving from various networks to satisfy all student requests.

At the moment the pandemic-related, tense health situation in the world is being taken very seriously by GPU. In view of the threat posed by the SARS-CoV-2 virus and the respiratory disease COVID-19 triggered by it, it remains a common and top priority to protect the safety and health of all involved parties as best as possible, without losing focus on maintaining the functionality of the international cooperation workload calendar.

In 2020 and 2021, as a result of pandemic developments, sadly all trips had to be cancelled and GPU developed an online replacement program. Due to digitalization efforts comparable alternatives to face-to-face classes were offered; this is a major step for students and staff of GPU and ensures that we remain integrated into international police networks. But it is also clear, that although this alternative move made the best out of the situation it cannot compete with the educational offer, potential and network perspectives of an international study trip.

2.5 European Police Master Network

Due to the growing importance of international cooperation in the field of senior police education and training, the Police University College of Finland in Tampere, the Police University College of Norway in Oslo, the Police Academy of the Netherlands in Appeldoorn, the Security Academy of Estonia in Tallinn, the Police Academy of the Czech Republic in Prague, the University of Public Service of Hungary in Budapest, and GPU in Münster have formed a so far loose network of police universities and higher educational institutions.

The new initiative is a strategic Master's degree partnership with the following working objectives which are, due to the pandemic, mostly still in the development phase:
– Interlinking of the current curricula;
– Joint research and application for third-party funding;
– Development of online-based study contents (great experience especially in the Nordic partner countries, high synergy effects);
– Language competence training;
– Training of intercultural competence;
– Mutual understanding of the principles of the rule of law in Europe;
– Development of common ECTS proven compulsory elective modules thanks to inter-institutional agreements with ERASMUS+.

The network thus offers concrete potentials for GPU, for lecturers, staff and students. It does not compete with already existing partnerships, but offers a multitude of possibilities for a sustainable cooperation.

2.6 Hosting delegations

GPU hosts delegations from universities and comparable institutions in Europe and beyond, e.g. Israel, the United States and China, upon request with utmost pleasure. Programs range from three to five working days and are tailor-made formats according to requests of and in close cooperation with the visiting delegation. To serve all information requests in the best way possible GPU always suggests proactive participation when designing the program.

Essential parts of the program are the introduction to the curriculum and target group, the way the university operates in a federal system, the structure of further education programs, conducting visits to places or events of interests, e.g. practical training facilities, mass events secured by riot control operations, professional exchanges with lecturers and students, participating in seminars etc.

By keeping and extending such contacts GPU is able to satisfy requests for contacts or information coming from German law enforcement institutions and law enforcement officials. Also, for research and science such contacts are extremely valuable. Subject to the further development of the pandemic, GPU is ready to receive delegations from January 2022 onwards.

III.   Types of Co-operation with European Agencies

3.1 European Agency for Law Enforcement Training (CEPOL)

3.1.1 Success

In order to understand the topic CEPOL in a general European but also in an individual context, the following paragraph shall be preceded by the quotation of Henry Ford: 'Coming together is a beginning, staying together is progress, working together is success'. A similar description could be given of the success story of CEPOL, in whose statutes precisely this approach is formulated and lived by its member states and their member institutions.

Being European institutions, the elected members of the Management Board play an essential role in the decision-making process, supported by the European Commission. CEPOL National Units break down decisions on strategic level into operational activities and administer them on national level. The transfer into the German federal system is ensured by GPU as the vice president is member of the Management Board and the Head of International Cooperation takes on the role of Head of Central National Unit.

3.1.2 The GPU and its role in the CEPOL network

Pioneering approaches, open-mindedness, value consciousness and integrative lecturing: one quickly finds the link between the core values of GPU and those of CEPOL and many other European police universities as well. Innovation, motivation and quality reflect the cohesion of immanent values formulated in the CEPOL guiding principles.

A key value, which is not explicitly mentioned but nevertheless experienced, is the transparency of both institutions: research programs and their contents, strategic processes as well as management and leadership approaches are made available in physical, digital, innovative and beneficial ways, accompanied by high-level conferences and seminars.

Blended and hybrid learning methods will be key in the future. For example, CEPOL's current activities, cooperation and initiatives are mentioned on social platforms and made available to all European law enforcement personnel that can strengthen their skills. By doing so, networks increase enormously overnight.

3.1.3 CEPOL Training Catalogue

The network activates the internationality of each participant in an educational way that benefits the European citizens. Residential activities provide an opportunity to gain a deeper understanding of a subject. Teaching often features case studies and participants are encouraged to share best practices. Courses, conferences and seminars usually last from one week up to one month and take place at a training institute in one of the member states.

The time spent in class is a real asset as it allows to get to know law enforcement officials from fellow CEPOL members who may agree or disagree on important issues related to law enforcement and citizen safety. The primary objectives of the online platform 'Law Enforcement Education (LEEd)' are the harmonization of training measures and the improvement of cross-border police cooperation in Europe to counter transnational threats. This modern system is of crucial importance for the smooth administration of international classes.

Investing time in residential or e-learning courses is well invested time because it allows to acquire skills that are recognized by a certificate. German course participants are requested to cascade their gained knowledge in their respective police organization.

3.2 EUROPOL

EUROPOL has a broad mandate and its analytical, service and coordination skills make it a reliable agency that supports the fight against crime in the European Union. The mandate covers combating various transnational threats related to organized crime, terrorism and serious crime as defined in the Annex to the EUROPOL Regulation:

- Illegal drugs and cigarette smuggling;
- Trafficking in human beings;
- Facilitation of irregular immigration;
- Computer crime;
- Intellectual property crime;
- Counterfeiting money;
- Money laundering;
- Mobile organized crime groups and gangs;
- Terrorism.

EUROPOL's existence and activities are based on a treaty that is binding under international law. The Federal Criminal Office acts as the national unit for EUROPOL but GPU networks across Europe and thus is connected to Europol related to its educational portfolio. At GPU the basics are taught to understand the EUROPOL construct and to accept and use it accordingly.

Therefore, experts from EUROPOL are invited as key note speakers. This way can be described as 'reflexive' preparation of GPU within the framework of the study program, and subsequently for the existing senior management staff. In addition to this informational preparation, GPU takes a much more active position. As an example, the process of the EU Policy Cycle is described here in order to describe the connections but also the influences and interactions – it is a strategic process to bring authorities, in this case law enforcement agencies, up to date.

More precisely, this cycle was introduced in 2010 to create a greater degree of continuity and describes the cooperation between law enforcement agencies, other EU agencies, EU institutions and relevant third parties. The multi-annual process aims to combat the main threats posed by organized and serious international crime to the EU in a coherent and methodical manner by improving and strengthening cooperation between the relevant institutions and agencies of the Member States, as well as third countries and organizations, including the private sector whenever relevant. The priorities developed in the cycle are brought together in EMPACT (European Multidisciplinary Platform Against Criminal Threats).

However, formulating priorities in cooperation also means that the officers who are to serve the formulated topics must also be appropriately trained, educated and networked. EUROPOL is directly fulfilling this task and is modelling the training needs at European level in its own evaluation process, offers specified training and for this purpose, the EU Strategic Training Needs Assessment (EU-STNA) is carried out quasi parallel to the EU Policy Cycle. In this assessment, focal points and current developments are considered in a similar process in such a way, that a high-quality training and further education formats are available in Europe in order to meet the requirements of the EMPACT.

The important role of GPU is the appointment of national experts for the EU-STNA, but also the placement of highly qualified lecturers at senior level to meet the high demands. GPU as an institution with its diverse possibilities in lecturing, research and further education plays a key role, especially in the placement of specialized personnel, the provision of research results, but also the initialization of new research projects within the framework of international research work.

3.3 European Border and Coast Guard Agency (FRONTEX)

FRONTEX is located at Warsaw and oversees all its activities from there. The main focus lies on promotion and coordination of the security of EU external borders and associated Schengen countries (Switzerland, Norway, Liechtenstein, Iceland). FRONTEX has seen its tasks and responsibilities steadily increase, its budgetary resources (approx. 1.6 billion euros in 2021) exceeds the one of EUROPOL and a standing corps of 10.000 officers is already on the horizon. Strong political support from the European Commission is granted since FRONTEX faces migratory pressures on Europe's doorstep and finds its expression in a controversial but persistent organizational growth.

Main activities focus on joint risk analysis, training of border guards and, most visibly, large-scale joint operations at land and sea to combat irregular migration. The composition of

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[78] Source: Webpage of EUROPOL

the European Border Guard Teams is similar to those of international police missions. Thus, FRONTEX is composed of police officers from participating EU member states.

Since Germany deploys quite many police officers from the Federal Police (former Federal Border Guard) and the State Police Services, it is needed to base the secondments on deep knowledge about FRONTEX, its activities, the host country and the complex migration topic. Therefore, GPU is involved in organizing conferences, providing and requesting key note speakers and contributing to curriculum development to support capacity building.

IV.   Co-operations with International Organizations

4.1. United Nations (UN)

The UN Police occupies a unique role among the world's police forces, with about 11.000 men and women from over 90 countries serving on the frontlines in 14 peace operations (figures as of August 2020). They are deployed as formed police units, individual police officers, which include specialized teams, contracted seconded police and civilian experts, which are deployed in UN operations.
They

- pursue community-oriented and intelligence-led policing approaches to contribute to the protection of civilians and human rights;
- address, among other things, sexual and gender-based violence, conflict-related sexual violence and serious and organized crime;
- conduct investigations, special operations and electoral security.

The Security Council of UN mandates any multidimensional peacekeeping operation or special political mission, including the policing tasks. The police concept of operations is developed from the mandate and includes proposed expertise and required staffing. Vacancy announcements are issued to the Permanent Mission of Member States for seconded and contracted officers or through the UN Careers portal, if civilian experts are recruited.

Since responsibilities but also requested qualifications are fundamentally different from their domestic policing contexts it is a matter of fact that senior police officials lead and manage police operations with elements that may not ordinarily interface in a domestic setting. As a result, UN police commanders need to be competent to lead multi-cultural teams and be well versed in

- strategic planning, mentoring, monitoring, advising and evaluation;
- project management and oversight;
- gender and environmental mainstreaming;
- human rights integration into planning and operations;
- strategic communication and outreach;
- community engagement;
- international police cooperation;
- operating in multi-dimensional environments.

GPU introduces above mentioned subjects to students but also other potential applicants. Senior officers, contracted by the UN, act as guest lectures in seminars or conferences and provide information about the UN itself, practical pieces of advice based on current personal experiences as well as up-to-date developments from the strategic/political level of the UN. When preparing applicants for senior management positions, be it contracted or seconded, GPU offers support starting with drafting curricula vitae and ending with preparing selected applicants for interviews or tests.

4.2 Organization for Security and Co-operation in Europe (OSCE)

With 57 participating States in North America, Europe and Asia, the OSCE is the world's largest regional security organization. OSCE works to build and sustain stability, peace

and democracy for more than one billion people, through political dialogue and projects on the ground. OSCE's work on the ground enables the organization to tackle crises as they arise. There are many police related branches of the OSCE such as

- security sector reform;
- rule of law;
- counter terrorism;
- transnational threats;
- border management; and
- combating terrorism.

OSCE also addresses transnational security challenges, such as

- violent extremism and radicalization that lead to terrorism;
- cyber-attacks;
- trafficking in drugs, arms and human beings; and
- irregular migration.

Across the full spectrum of its work, OSCE aims to ensure gender equality and to engage with youth. OSCE works closely with other international and regional organizations and co-operates with civil society in many of its activities and increasingly reaches out to a wide range of other partners, including in academia and the private and development sectors.

OSCE is heavily involved into capacity building and thus all developments in police related subjects are monitored, publications are evaluated, keynote speakers for conferences and seminars are provided. GPU keeps in touch with German personal working in police related branches of headquarters but also in field missions, centers and program offices to consistently secure its efforts in up-to-date knowledge transfer.

4.3 AFRIPOL

On the 11th of February 2014, at the conference in Algeria, the police chiefs of African countries agreed to set up a project to strengthen police cooperation among the states of the continent. This new network, although focusing on the continent, remains connected to the rest of the world in order to build on models that are used sustainably elsewhere. Thus, a new perspective in the fight against crime has emerged, as well as an opportunity to take police co-operation to a higher level. This initiative will improve regional police cooperation, facilitate the identification and assessment of crime-related threats, and also help to exchange views and experiences between members of the police services.

The creation of AFRIPOL is a clear sign of the determination of African countries to strengthen the institutional capacity of the police in the areas of training, forensics and management based on respect for human rights, justice and equality – this is a new initiative for police cooperation between African countries united in the African Union.

Coordination, support and digitalization are the watchwords that accompany the emergence of this African police network. The relationship between AFRIPOL and GPU is relatively new and concentrates for the time being on hands-on support for curriculum development. GPU is supporting the drafting of online modules for courses related to community policing and leadership.

V.   Conclusions

GPU thoroughly considers the advantages of international cooperation and wants to intensify its participation in police networks in order to tackle common challenges with its partners in Europe and beyond. Police networks allow senior officers to be aware of what is happening at the international level. The gradual erosion of formal democracy tends to weaken global governance due to the revival of unilateralism, but this should in no way reduce the intensity of exchanges in European and international police networks.

Geographical proximity gives a tactical advantage since it facilitates communication between regions in terms of culture, values and languages. European police networks allow the interconnection between supranational forces and local problems. International police networks help to stay connected with local problems since adaptation to the problems of the population implies customization to local circumstances and requirements. The knowledge pool is then beneficial to all members of the network. Indeed, there is an interdependence of security threats since the lack of security in one region can negatively affect security in another region.

That said, there is also the common challenge of local crime that can be closely linked to transnational crime patterns because the Schengen area is a shared surface for Europeans. The rapid movement of people, goods and communications makes it easier for criminal groups to cooperate and to engage in different markets and this is further reinforced by the technological evolution which again represents a common challenge. Soft and shared security problems in Europe can be summarized as post-conflict areas struggling to stabilize, rivalry in urban environments, or marginalization in combination with impoverishment and lack of education.

Deepening networks can clutter the political space and this could express the lack of action of supranational forces. A central digital tool used by all network members could allow a better visibility of what has been achieved and what remains to be done to reduce risks in Europe. CEPOL is a best-practice example in this field by sharing its various digital tools so that other networks can benefit from secure platforms for meetings or training reasons. The organization between the different networks is horizontal with direct contacts and this is beneficial for the cooperation sustainability.

GPU stands ready to contribute to but also to get support from any network. It recognizes the importance of networking for the further development of GPU's curricula, research and further education.

Hungarian Association of
Police Science

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