

Law Enforcement Training and Learning: a comprehensive “capacity building” approach.

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Outline

- Building an *International Learning Community*;
- *Standardizing Techniques* of Training and *Managing Diversity*;
- From *Training* to *Learning*;
- Law Enforcements *and Academic Scholars*;
- New *trends* in Law Enforcement Training: a comprehensive *“capacity building”* approach.





Building an International Learning Community

*“Just as I have dedicated myself to teaching,
I am also very aware of the importance of learning”.*



A **“global response”** to international crime requires:

- effective police co-operation;
- extensive information exchange;
- the sharing of training programs between law enforcement agencies, aimed at building an **“International Learning Community”**.

The **underlying idea** is that *“by helping countries to learn from one another’s police training programs and philosophies, we improve the likelihood they’ll be better prepared to prevent and fight serious international crime”*. (16th Interpol Training Symposium – Johannesburg 2007).

Ronald K. Noble,
Former Secretary General of the ICPO - Interpol

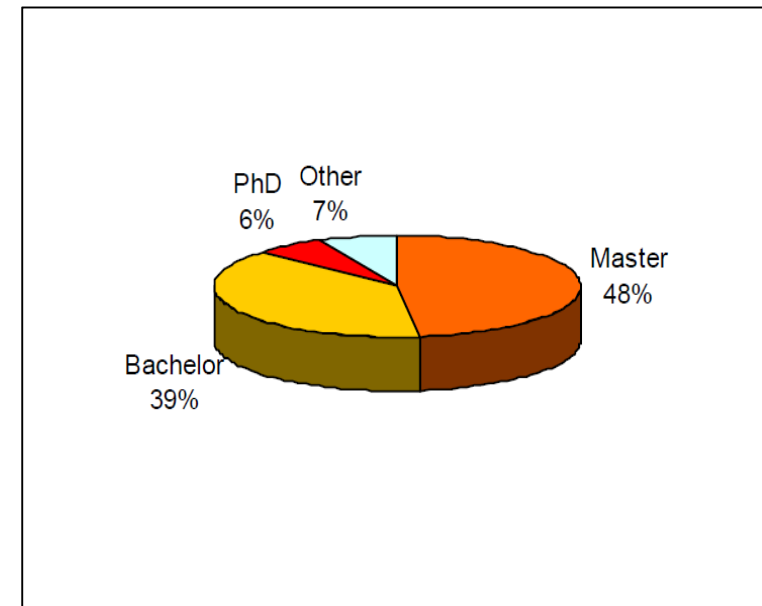




The EU Police Education Programmes

- 20 EU Member States deliver **77 police education programs** accredited according to the **Bologna Declaration**.
- 5 programs grant a Doctorate degree.
- 37 police education programs grant a Master's degree.
- 23 programs grant at least Bachelor degree.
- 12 programs grant either a professional diploma or credit points.

Degrees granted
by the Bologna accredited' programmes



Survey on European Police Education and Bologna – SEPEB 2012



The EU Police Education Programmes

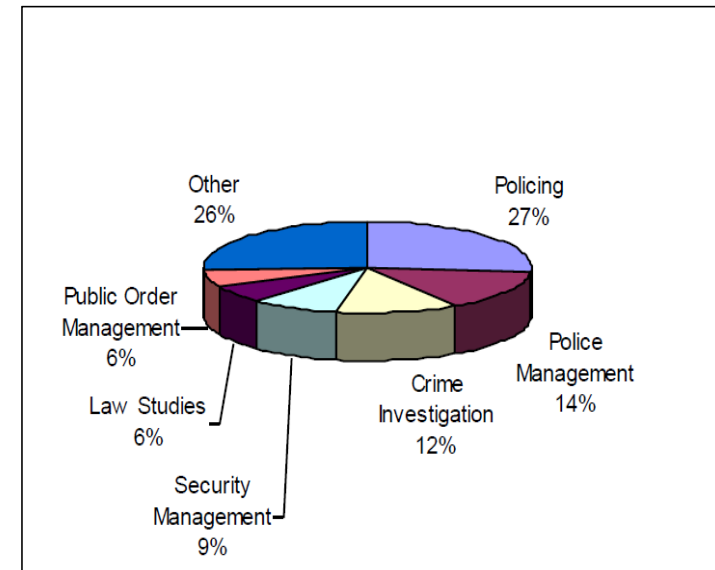
- **Sensitive differences** in educational systems across Europe → **difficulty** in the acknowledgement of police training programs;
- Training courses arranged and delivered by most Law Enforcement Training Institutions still concentrated on **legal/criminological topics**.



consequence

- Sensitive constraints in the acquisition of a **common educational background** towards the building of a **shared Learning Community**.

Main scientific areas of the 'Bologna accredited' police education programmes

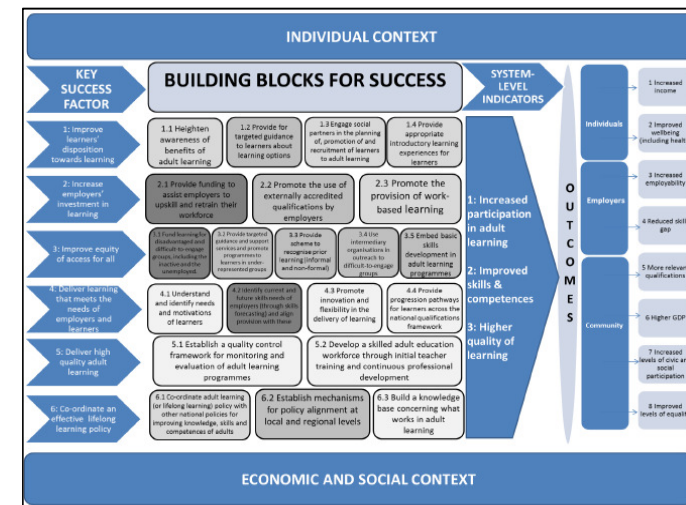




The Key factors of Learning

- improve **people's disposition** towards learning;
- increase **investment** in learning;
- deliver **programs that meet** the needs of learners;
- conceive policies directed to co-ordinate an **effective “lifelong learning”**, (a **key-pillar** of the EU strategy in Training and Education policy).

Conceptual framework for the study of the effectiveness of adult learning policies

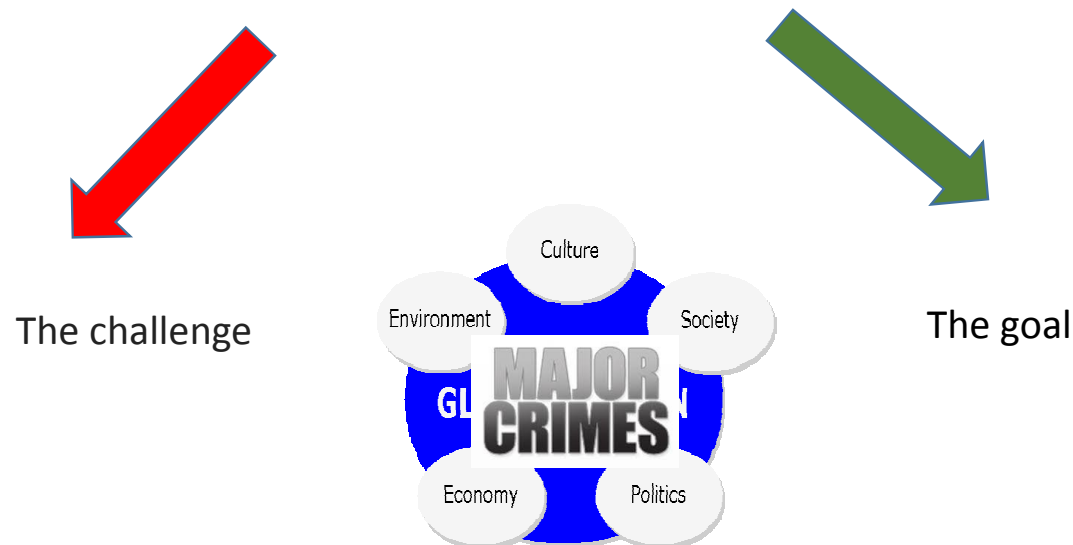


Source: European Commission



Building a Learning environment through Law Enforcement International Training Programs

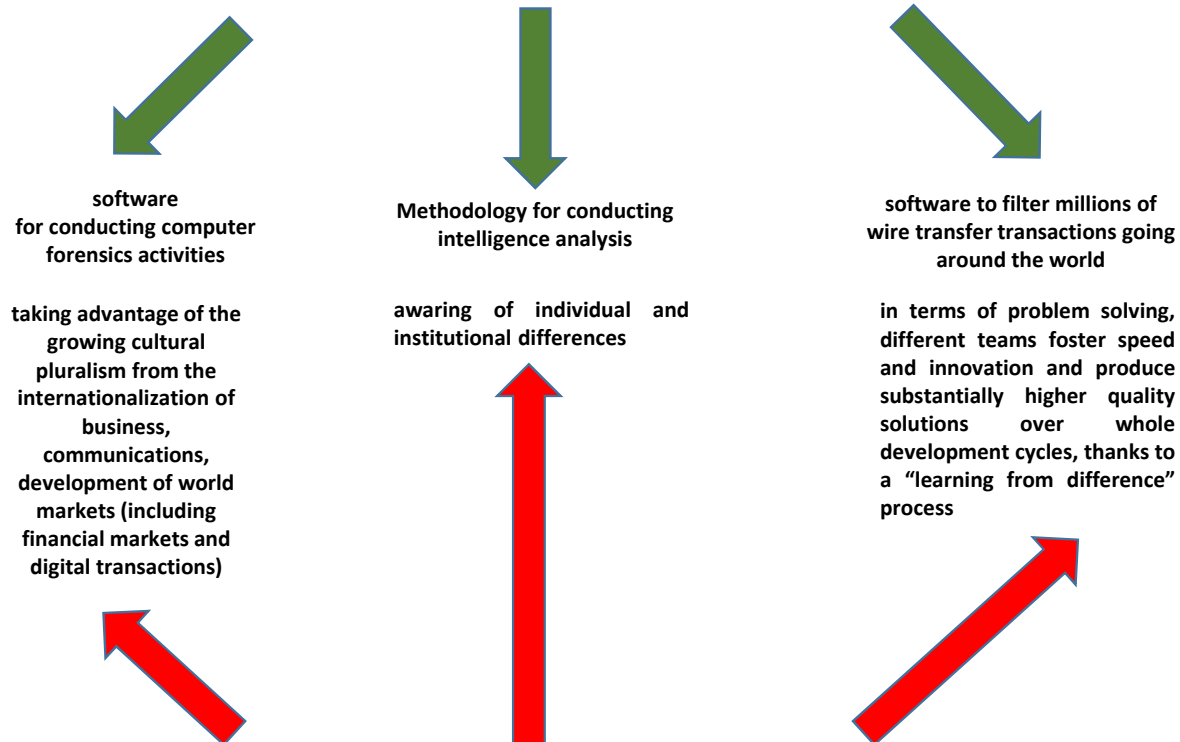
Meaning: a single police officer should be in the position to learn a **few basic principles** as well as **some standardized procedures**, when he encounters transnational crimes.



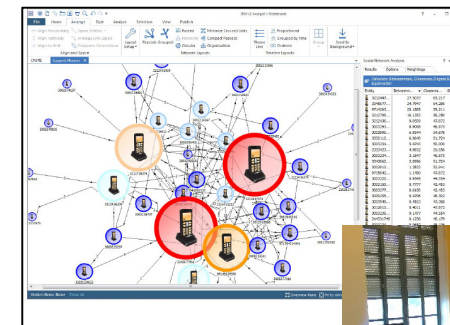


Standardizing Techniques and Managing Diversity

Standardization of techniques and methodologies



Managing Diversity





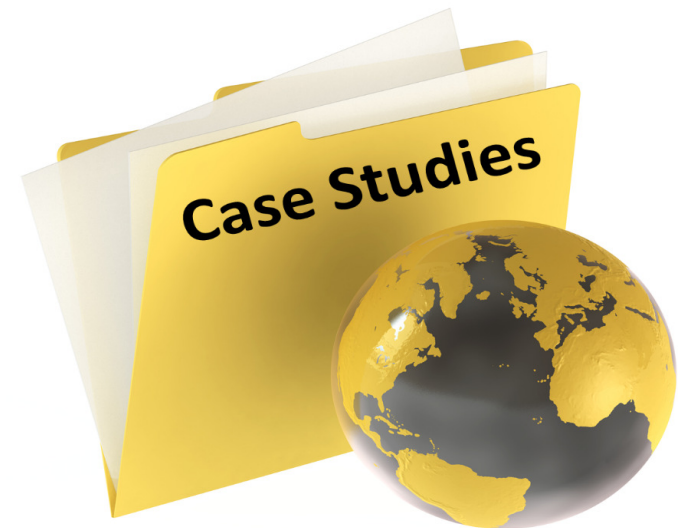
Standardization and Diversity: how they become factors of success.

Diversity of contexts **means** diversity of case studies **implies** innovation technology

capable to face and solve investigation problems in:

- a unique flexible but standardized model or
- an e – learning platform

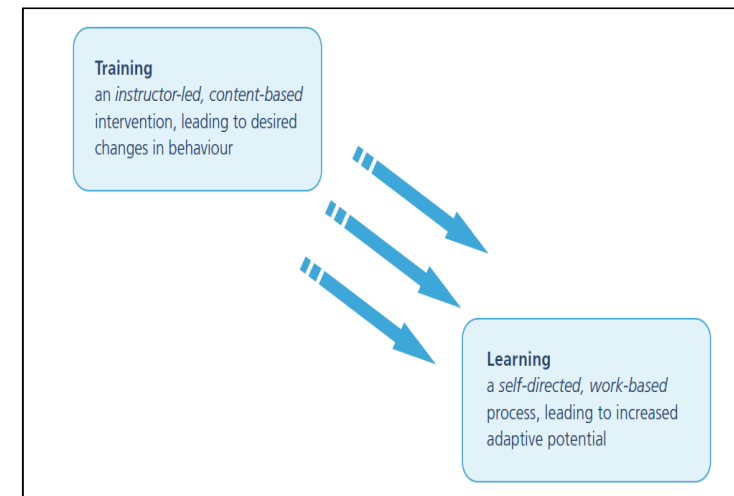
which can help to **turn quickly** complex sets of disparate information into high-quality actionable intelligence.





From Training to Learning

The shift from training to learning may be characterized as the **progressive movement** from the delivery of **content** to the development of **learning capabilities** as a **people development strategy**, as it has shown by the figure.

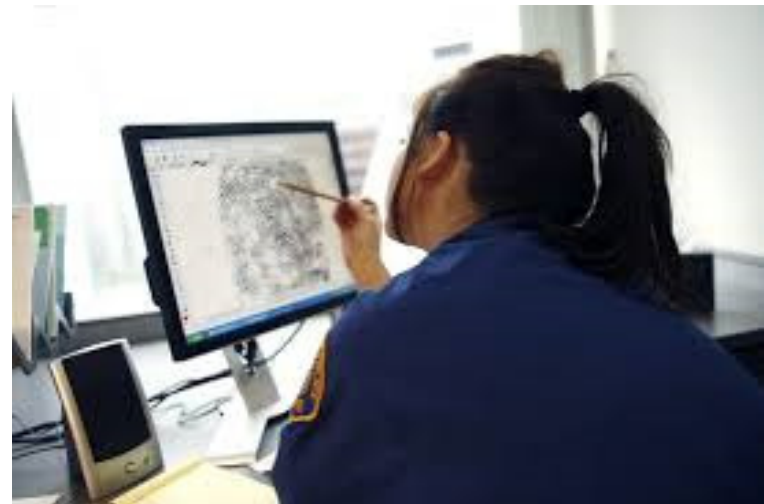




From Training to Learning

The **shift** is influenced by:

- the creation of a **sense of purpose** in the workplace;
- the opportunity to act on **learner's commitment**;
- a **supportive learning environment**.





Law Enforcements Trainers and Academic Scholars

Fields of co-operation in combating global crime:

- detection and implementation of the *best practices*, methods and techniques to fight transnational criminal groups;
- delivery and share *case studies* (a good basis to start).

They foster a *multidisciplinary approach*, and contribute to design new models of investigation.





New trends in Training of Law Enforcements: a comprehensive “capacity building” approach.

March 2011: the Oslo Dialogue and the «capacity building» approach

- Illicit financial activities such as tax evasion, corruption, computer crimes and money laundering are a **global issue** demanding a **global response**.
- OECD member countries stressed the need of improving the ability of the concerned institutions (especially the ones from the developing countries) in **strengthening the capacity of criminal tax investigators** to tackle illicit financial flows, to detect and investigate financial crimes and, finally, to recover the proceeds of those crimes.
- The way to pursue this objective is the realization of intensive training courses through which **developing the skills** of tax and financial crime investigators, analysts, magistrates dealing with tax and other major financial crimes.





The experience of the Tax Police School of Guardia di Finanza.

- The «Capacity Building» Programme for conducting and managing financial investigation involved about **200 people** – participants and instructors – coming from **50 countries** in all continents (April 2013 – September 2016).
- A similar training program has been realized, in 2015, by the Tax Police School, focusing on “**Illicit Economy, Financial Flows Investigations and Asset Recovery**”, upon specific request of the Caribbean Community and Cuba;
- School managed various CEPOL courses, supporting the participants with a consolidated e-learning platform and eventually signed a “**partnership agreement**” with this EU Agency.





What do they have in common?

- All these initiatives have in common a **“capacity building” approach**, i.e. the learner’s capacity of acquiring and developing their own skills with the view of co-operating with each other in combating the global crime.
- Not only: the creation of a **network** composed by the participants in different training programs represent a crucial way of co-operation.
- Participants become the best contact – persons in their respective countries to show the best means to **manage and solve a case**.
- To this aim, the **reciprocal knowledge** of history, culture, arts, traditions, plays a role not unlike the one traditionally assigned to the knowledge of legal systems and technical equipment.





Global Trends in Law Enforcement Training and Education

The most recent trends:

- a comprehensive "**capacity building**" approach;
- the improvement of the effectiveness of the «**organizational and cultural climate**» in education (through the management of diversity);
- the **rising role of the financial investigation** in countering global crime.





The rising role of financial investigations

The “***added value***” of financial investigations

- They are «pro – actively» oriented, so that they **could prevent** a fact or an action;
- Respond to **mathematical or statistical inputs**: so that, they are not affected by legal or geographical restraints;
- **No target is requested**: they are based on figures, documents, connections, analysis, which can actually support evidence;
- **They are neutral**: so they can be applied to bribery, money laundering, terrorist financing and public expenses’ monitoring.



Thank you for your kind attention

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