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

Col. t. ST Claudio Di Gregorio
Scuola di Polizia Tributaria Guardia di Finanza
Lido di Ostia, Rome - Italy
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

“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).
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.

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**.

- 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]

- Policing: 27%
- Crime Investigation: 12%
- Security Management: 9%
- Law Studies: 6%
- Other: 28%
- Public Order Management: 6%
- Other programs: 6%
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).

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.

The challenge

The goal
Standardizing Techniques and Managing Diversity

Standardization of techniques and methodologies

- Software for conducting computer forensics activities
- Methodology for conducting intelligence analysis
- Awareness of individual and institutional differences
- Software to filter millions of wire transfer transactions going around the world in terms of problem solving, different teams foster speed and innovation and produce substantially higher quality solutions over whole development cycles, thanks to a “learning from difference” process

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.

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