

WHEN DOES TRAINING BECOME LEARNING?: TRANSMITTING IDEAS ACROSS BORDERS

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Purpose of this presentation is to provoke discussion of a wicked problem that is well known but lacks 'best practice'

- International perspectives in thinking about training and professional policing, specifically, how do we know that international training prepares officers for what is good enough policing (Bowling) in responses to rape and sexual assault globally?
- When sharing good practice and delivering training across borders, what would we expect a training session about sexual assault to address in relation to the policing of sexual assault locally?

CEPOL – forum for sharing good practice

- This conference is devoted sharing different approaches to police training for better practices
- Drawing on a number of personal experiences ‘training’ about sexual assault in very different countries and jurisdictions
- Opportunity to consider how to approach ‘wicked’ problems, with such deeply rooted understandings and misunderstandings overshadowed by views of sex, sexuality, women, and harm

I will first look at assumptions linked to the training of police across borders – professional readiness for shared problems

Assumption: police professionals learn from practice across the globe

- The mission of policing is universal, similar and compatible (despite different laws and legal systems);
- Police subculture (or culture) is universal, similar and compatible (documented, referenced, 'appreciated' and subject of scholarly interest across countries)
- Police Training – draws on an Appreciation of *Being Uniformed* in terms of receptivity and job: sense of mission; the desire for action and excitement, an Us/Them division of the social world with its in-group isolation and solidarity; its authoritarian conservatism; its suspicion and cynicism – especially towards the law and legal procedures. Waddington 1999
- What binds uniformed officers and the job is strong – assessing complaints of law, keeping the peace and managing safety and security

The second assumption is about the value of ‘training’ – some of training may be a one off subject matter specificity (say an approach to investigation) or tactic related (say to public order or cyber crime)

Training is not transparent to those outside policing; it is a largely hidden internal enterprise, context and content often controlled by uniforms

- Police officers as learners in different countries
- What prompts us to believe that they have common understandings that are stronger than their national understandings?
- Hold on to the blinkers of the local; presumption that 'skill' base can be translatable regardless of culture
- Learning objectives: impact and change on behaviour? How do we know that what we have taught leads to improved policing?
- Introducing or challenging the evidence base of evidence or evidence based practice

Improving learning, improving policing

- Recruit training in the UK currently set at Level 3 education achievement (level below university graduate)
- An exercise to ‘academic evidence check’ police training in London demonstrated the absence of academic rigour to what is being taught, how it is being taught, and how this might lead to better policing
- New knowledge, new problems; scholarship and old problems; testing and trying new approaches
- Police exchange of ‘knowledge’ and participating in training across the globe – where does the evidence base come from?
- Challenge: how much of these approaches and these exchanges drawing on the best knowledge currently available?

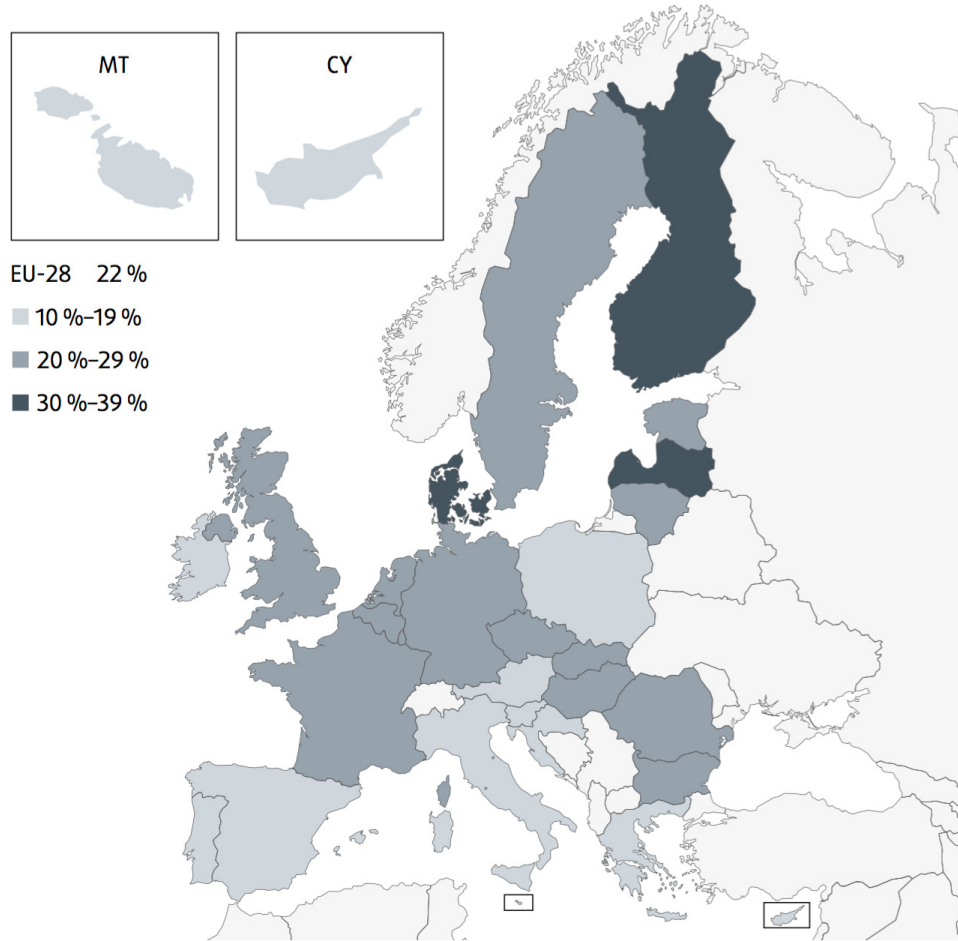
to consider

- The disconnect between police training and better policing?
- Receptivity to an evidence base for training to shape 'good policing' internationally

Policing response to reports of sexual assault – what framework do we draw from when we think of international crime/sexual assault locally?

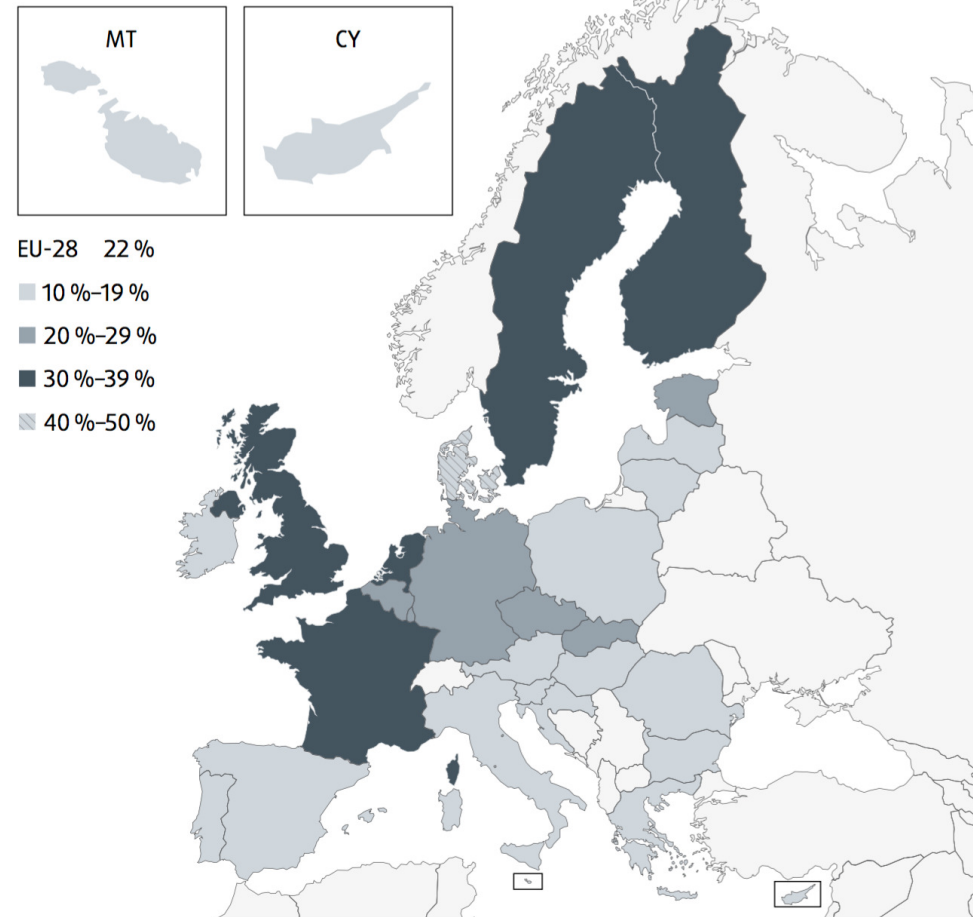
- In non conflict countries
- In non conflict local areas
- In conflict zones
- In post conflict zones

Figure 2.1: Physical and/or sexual *partner* violence since the age of 15, EU-28 (%)



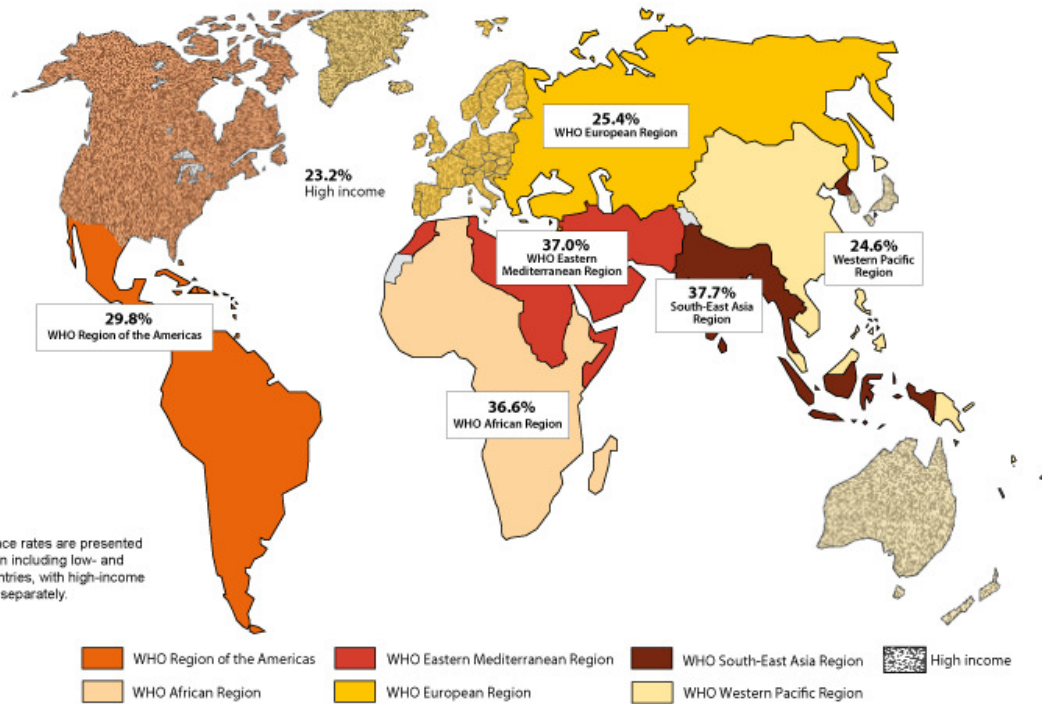
Source: FRA gender-based violence against women survey dataset, 2012

Figure 2.2: Physical and/or sexual *non-partner* violence since the age of 15, EU-28 (%)



Source: FRA gender-based violence against women survey dataset, 2012

Prevalence rates of intimate partner violence by WHO region*, 2010



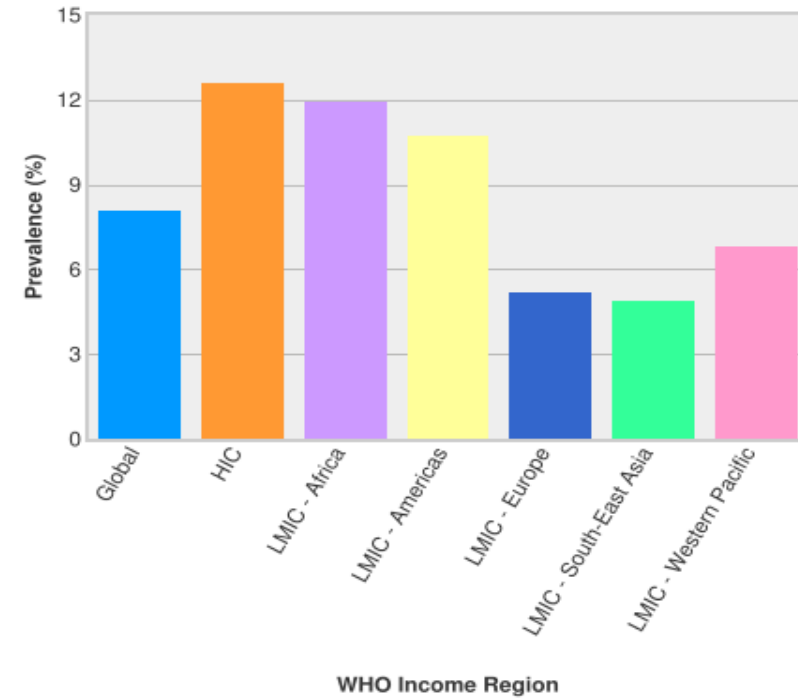
* Regional prevalence rates are presented for each WHO region including low- and middle-income countries, with high-income countries analyzed separately.

The boundaries and names shown and the designations used on this map do not imply the expression of any opinion whatsoever on the part of the World Health Organization concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. Dotted and dashed lines on maps represent approximate border lines for which there may not yet be full agreement. © WHO 2013. All rights reserved.

Data Source: Global and regional estimates of violence against women: WHO, 2013.



Non-partner sexual violence, 2010 Globally and by WHO income region, ages 15-69 (total)



to consider

- Key questions:

1. *Do we have adequate **local** research to inform and challenge best training locally?*
2. *Do we have adequate international standards for ‘good policing’ of rape and sexual assault globally?*
3. *Does cross border training [sharing of ‘good practice’] consider how to improve this evidence base alongside creating an iterative policing practice that is local and global in challenging the harm of sexual assault?*

Where does policing 'fit' in terms of outcomes?

- UN indicators of law
- Global thinking in how sexual assault rape exists/occurs within local political boundaries and the boundaries of the people living within its borders
- Challenge of policing sexual violence – very difficult, very messy, wound within lingering beliefs and behaviours which transverse law and legal boundaries, acts and actions within countries with wide range of culture, cultural legacies, political tensions, tenuous legitimacy of citizens, disrupted by acts of corruption and incompetence

UN Indicators of Law

Indicator 31/35

- [31] Skills to gather and protect physical evidence
 - Measures whether police officer have the necessary skills to gather and protect physical evidence
 - Question: To what extent do you agree that police have the necessary skills to gather and protect physical evidence? (Fully agree/Partly agree/Disagree/Strongly Disagree)
- [35] Competence of front-line police officers
 - How would you describe the general level of competence of front-line police officers? Very high/High/Low/Very Low

London Review – Angiolini Report 2015

- Angiolini report found that rape myths still influenced way police manage rape complainants
- Another significant issue that emerged during the review was the perception by Sapphire officers that many complainants were not telling the truth or that what they were reporting was not rape. Para 328 Angiolini
- College of Policing Knowledge Fund project on memory and sexual assault also found that trained and operational police officers were drawn to ‘stranger rape cases’ – the rare kinds of sexual assault that are reported to London

Challenge to police training on/about sexual assault

- Similarities and differences
- Do we have an example of good practice that has resulted in documented change in practice and improvement (as measured) in outcomes
- Whose outcomes – ranges from asking victims to rate their service to statistics on proportion of successful prosecution
- Recently in the UK CPS celebrated increase in conviction rate – continues to be a small proportion of *reported* cases
- WHO/UN high level outcome barometers

Theory of change: bringing the evidence into practice and across borders

- Understanding built on evidence based knowledge about sexual assault
- Grounded in analytic understanding of local issues about sexual assault raised by those who seek help; who seek to report to police
- Grounded in evidence about the value and practice improved through continuous reflective practice (social work, nursing, paramedics and other professions)
- Grounded in best understanding of the cultural and historical legacies of addressing sexual violence
- Shared with external partners and civil society
- Tested, tried and shared learning