

CEPOL Stakeholder Engagement Survey 2018

2018

Final Report

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Date submitted: 03 August 2018 and amended on 15 October 2018

Submitted to: CEPOL

Submitted by: Northumbria University and Blomeyer & Sanz SL

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List of abbreviations

EP	European Parliament
EU	European Union
JHA	Justice and Home Affairs
MS	Member State
EC	European Commission
CEPOL	European Agency for Law Enforcement Training
EMCDDA	European Monitoring Centre for Drugs and Drug Addiction
FRA	European Union Agency for Fundamental Rights
EUIPO	European Union Intellectual Property Office
TM	Training Matrix

Introductory note

This introductory note aims to facilitate the reading of the final report for the CEPOL stakeholder survey 2018.

The report is structured in four main parts:

- Executive summary (chapter 1)
- Introduction to the survey (chapter 2)
- Main findings (chapter 3)
- Conclusions and recommendations (chapter 4)

Executive summary

Introduction

The study was conducted by Blomeyer & Sanz and Northumbria University between December 2017 and June 2018 with the following key aims: to understand how CEPOL engages with stakeholders; to map the expectations of CEPOL's stakeholders and assess how CEPOL can manage these; to assess how well-informed stakeholders are about CEPOL's work and how best to keep them informed; to understand why there are different levels of engagement between some stakeholders and CEPOL and to assess how to improve this.

In relation to these four aims, two specific objectives were addressed, namely the development of e-learning resources and the Agency's engagement with the wider law enforcement sector.

Methodology

The study combined a mixture of quantitative and qualitative methods to address the above-mentioned aims and objectives. This included an online survey (51 respondents), phone interviews with European agencies and national stakeholders (23 interviews), and desk research. Feedback was collected from 23 different countries.

Main findings on needs and expectations of stakeholders

1. A range of types of CEPOL stakeholders is identified in the study. National stakeholders include contact points (i.e. CEPOL National Units and National Contact Points), framework partners and Management Board members. European stakeholders include EU institutions, EU agencies and European professional networks. International stakeholders refer to international organisations.
2. Despite the heterogeneous nature of the group, stakeholders are generally familiar with CEPOL's mission, vision and values. Survey and interview respondents provide a very positive view on the role of CEPOL in developing training opportunities for the law enforcement community in Europe.
3. Consulted national stakeholders expect CEPOL to provide input on law enforcement challenges that are inherently transnational or reflecting EU priorities, but also to complement expertise on law enforcement related issues at the domestic level and on issues concerning emerging areas of knowledge, technological or scientific innovation. EU institutions emphasise the importance of alignment of CEPOL's services to policy strategies of the respective entities, in particular to the European Union Policy Cycle. Identified priorities are cybercrime, human and drug trafficking, and facilitation of illegal immigration into the EU.
4. Stakeholder's main expectations from e-learning are: the opportunity to develop professional knowledge, skills and abilities; to learn from the expertise from others; and to boost confidence within the workplace.
5. The CEPOL management of relations with stakeholders is understood to be effective and stakeholders feel properly consulted in terms of training needs analysis and the communication of training opportunities.
6. The intensity of interaction with stakeholders differs. Given the range and nature of police and law enforcement roles, feedback demonstrates a considerable level of contact and collaboration. The majority of stakeholders consulted consider the frequency of interaction sufficient. A potential risk is that CEPOL overloads stakeholders with requests for input not related to the core cooperation activities.

7. Obstacles to interaction with stakeholders are: limited capacity of stakeholders to contribute in CEPOL's training activities; narrow thematic scope of stakeholders; already existing training capacity with the stakeholder organisation.
8. Stakeholders positively rate the delivery of CEPOL's "flagship" service categories (i.e. residential services, e-learning services; exchange programme). Feedback suggests less awareness on CEPOL's European Joint Master Programme.

Main findings on e-learning service provision

9. The delivery of e-learning services is perceived to be highly satisfactory and feedback suggested that it allows timely development of knowledge and skills, without the cost and resource commitments associated with staff attending residential programmes (i.e. planning, travel and logistical arrangements). Further, e-learning sessions are of shorter duration and can be taken at any time and are therefore compatible with other responsibilities.
10. Key strengths of the e-learning environment are: the support provided by CEPOL to access the platforms; the quality and usefulness of supporting material on e-Net; the quality and accessibility of trainers and speakers used; and the effective communication of CEPOL on learning opportunities. Identified difficulty in the e-learning environment is navigation through the e-Net.
11. **Webinars** are CEPOL's "flagship" e-learning product in terms of use as well as satisfaction levels. One identified weakness of webinars is the lack of opportunity to interact with trainers and participants, as well as the material itself (i.e. through tests and glossaries), which is more prevalent in e-learning products such as **online courses and online modules**.
12. The e-Net's supports residential activities by providing access to resources for participants of **courses, seminars and conferences**. This ensures that participants can come prepared to the residential training and overcome possible language barriers. It is unclear to which extent stakeholders actually make use of these resources.
13. The **e-Library** and **e-books and journals** products include a vast amount of material covering a wide variety of topics and languages. There is a lack of clarity on the scope of the database and the extent to which its content is monitored (in particular for the e-library). Across stakeholder groups, there is less experience and lower satisfaction in relation to these services. It is possible that stakeholders do not have significant on-going needs to access research material and that some of it might be available from other (open) sources.
14. e-Net supporting platforms for **CEPOL Exchange Programmes** targets an important number of stakeholders, which ranged from 292 in 2011 to 492 in 2016.
15. Stakeholders do not make a clear distinction between different product lines, for example between the "e-Library" and the "e-books and journals" services or between the "Courses, seminars and conferences" and "R&S conferences" products. Also, stakeholders have limited view on whether their colleagues use the tools. This is particularly the case in public institutions.
16. Findings suggest that CEPOL has a strong profile across law enforcement and that the content of programmes meets wider needs. The uptake (as participants and proposers) of webinars varies significantly between Member States, although the overall increase in the number of events and the number of participants is clear. Also, there seems to be a correlation between proposers of e-learning services and consequently higher numbers of users.

17. Majority of respondents consider that the e-learning provision complement CEPOL residential activities and exchange programmes. Where some area of challenge appear is the extent to which domestic police and law enforcement agencies place value on e-learning in general.

Main findings on engagement with the wider law enforcement community

18. Stakeholder consider that CEPOL objectives align with the law enforcement community and that cross sector engagement is supported by the Agency, and that CEPOL National Units are effective in this. Overall respondents recognize that contact points effectively communicate with their organization about e-learning opportunities. One identified warning is that decision-making processes can result in overlooking sectoral or minority interests.
19. There is a perception that contact points face more difficult tasks in larger countries, or those with more complex law enforcement arrangements. Promotion of e-learning activities are often channeled through contact points who use their own criteria for deciding on whether to inform their network on upcoming activities.
20. The way in which Member States respond to the wider CEPOL mandate differs, which has effect on the extent to which CEPOL can reach out to the wider law enforcement community. As a result, a one-size-fits all approach towards engagement with contact points is not possible and the Agency depends on case-by-case contacts.
21. CEPOL experiences different levels of engagement in its activities. The idea that this would be different for e-learning activities due to its “open nature” has proven wrong. The overall user base of e-learning activities has grown, however the participation varies between countries, types of stakeholders, and types of products. The number of users seems to be linked to the involvement of the respective countries in the development of the e-learning service and does not trigger automatically more users from other countries.
22. Participation in CEPOL e-learning activities is affected by existing training activities within the stakeholder organisations. In addition, e-learning is not always sufficiently valued within police organisations, for example in relation to career advancement. Further, time available to stakeholders is limited which seems to have big impact on participation.
23. Language barriers are mentioned by stakeholders but do not seem to be the decisive factor for not participating in e-learning activities. Also, the idea that potential users might experience technical access difficulties seems to contradict findings on good accessibility and good CEPOL support to enter e-Net.

Recommendations and suggestions

This study reflects on the “growing pains” that come with the development and growth of e-learning activities. It is recommended to further study the state of play, gaps and barriers and possible steps forward in the development of the e-learning provisions, and in particular the different product lines. Until that time, this study recommends the Agency to consolidate its e-learning activities by placing a cap on its offer (or prioritising offer), optimising its delivery systems, and promoting its use.

1 Introduction to the study

CEPOL contracted Blomeyer & Sanz and the University of Northumbria to survey the stakeholder engagement of the Agency. The study activities took place between December 2017 and June 2018. Close collaboration between CEPOL and the researchers allowed for consultation with a wide range of partners to the Agency. This report presents findings from desk research, interviews and an on-line survey. A strong emphasis has been placed on the e-learning activities of the Agency.

1.1 Aims and objectives

The purpose of the study was to understand the following key aims:

- 1) How CEPOL engages with stakeholders and recommendations for improvements;
- 2) The expectations of CEPOL's stakeholders and recommendations on how best CEPOL can manage these expectations;
- 3) How well-informed CEPOL's stakeholders are about CEPOL's work and recommendations on how best to keep them informed;
- 4) Why some Member States engage better with CEPOL than others and recommendations on how to improve this engagement.

In relation to these four aims, two specific objectives were addressed, namely the development of e-learning resources and the Agency's engagement with the law enforcement sector.

Four broad inter-connected themes informed on specific objectives, namely: 1) access to activities¹; 2) cultural factors that affect participation²; 3) sectoral and organisational issues to engage with law enforcement³; and 4) content and presentation of e-learning resources⁴.

¹ Participation in e-learning activities depends upon clients being able to secure access in technical terms (including being able to register on the CEPOL e-Net system and if computer networks allow connection to external content), the ability to participate in programmes delivered in the English language, and the allocation of work-time for participation.

² The extent to which services users are motivated to participate in e-learning activities, and the value placed on certified training as a form of Continuing Professional Development (CPD).

³ To consider the ways in which CEPOL National Units (CNUs) engage with the broader law enforcement sector and if they are well-placed to communicate e-learning opportunities to potential clients, and the extent to which CEPOL is able to include a full-range of stakeholders in Trainings Needs Analysis.

⁴ The organisation and development of the content of the e-learning resources, the promotion and communication of products to potential clients, and the organisation of content on e-Net to ensure maximum participation.

1.2 Data collection tools

The study combined a mixture of quantitative and qualitative methods to address the above-mentioned aims and objectives. This included an online survey, phone interviews and desk research.

Data has been collected from 23 different countries, both inside and outside the EU, and through different means, i.e. phone interviews and/or survey.



Figure 1: data collection country coverage

Source: own elaboration

Desk research

Desk research focused on the review of relevant documentation available on the CEPOL website, in particular on CEPOL's E-Net platform. Upon request of the authors, CEPOL facilitated additional documentation, e.g. statistics on e-learning use as well as documentation on Management Board decisions. A full list of consulted documentation can be found in Annex A.

Online survey

Data was gathered using an online survey of stakeholders. The survey was hosted by the Bristol Online Survey and received ethical approval by Northumbria University.

The online survey targeted a list of stakeholders defined on the basis of the terms of reference for this study. This survey collected general feedback in relation to engagement with CEPOL (i.e. on expectations, satisfaction and engagement). A specific sub-section in the survey focused on e-services.

Annex B includes the participant information sheet for the online survey.

Annex C includes the online survey questions.

The survey was distributed to 193 respondents and ran from 4 April 2018 to 9 May 2018. A total of 51 responses were received corresponding to a response rate of 26%. Prior to data collection the stakeholders received an initial email from CEPOL which included a letter of introduction from the

Agency's Executive Director. After launching the survey, respondents received weekly reminders to complete the survey. In addition, CEPOL send a specific reminder email to those stakeholders that had not yet completed the survey half way through the data collection period.

A total of 51 respondents completed the survey of which 65% (N=33) represent national stakeholders⁵, 27% (N=14) European stakeholders⁶, and 8% (N=4) international stakeholders⁷. The largest group are national contact points, representing 31% (N=16) of the respondents, followed by Framework Partners with 23% (N=12).

National stakeholders that responded to the survey come from 22 different countries, out of which the majority (73%; N=16) are EU Member States (MS)⁸. Feedback was collected from 6 third country respondents (27%)⁹.

European stakeholders that responded to the survey provide feedback coming from different EU Agencies¹⁰, as well as European professional networks¹¹ and international organisations¹².

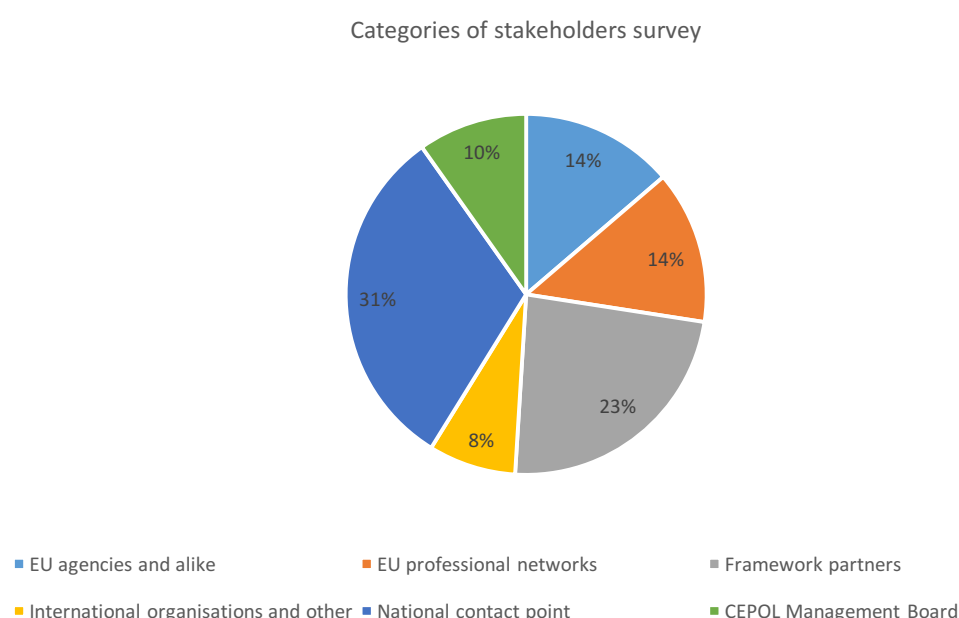


Figure 2: Survey respondent categories

Source: own elaboration of survey data

⁵ This refers to National ontact points, Framework Partners and CEPOL Management Board members.

⁶ This refers to EU agencies and alike, EU profesional networks, and EU institutions.

⁷ This refers to international organisations.

⁸ AT, CY, CZ, DE, EE, FI, EL, HR, IT, LT, LV, PL, PT, RO, SI, SK.

⁹ IS, KV, ME, NO, RU, TR

¹⁰ Such as Europol, Eurojust, Frontex, EMCDDA, EUIPO.

¹¹ Such as ENFAST, EUCPN, ECTEG, EJTC, EUROCCOP, ATLAS Network.

¹² Such as OSCE, DCAF, UNODC, WCOOMD.

Phone interviews

A total of 92 persons were contacted with phone interview requests. A balanced sample was selected corresponding to the number of contacts available for each stakeholder category. National level stakeholders constituted the largest group in which a sub-selection was made for interview requests on the basis of old and new EU MS, size of population, and data on participation in CEPOL webinars.

Interviews were qualitative in nature and ‘closed interviews’ in that a pre-determined set of questions were asked of each respondent.

Annex B includes the participant information sheet for the phone interviews.

Annex D includes the set of interview questions.

Annex E includes the list of interviewed stakeholders.

Interviews were conducted between April to May 2018. A total of 20 interviews took place, collecting feedback from 23 persons. As for the survey, also these stakeholders were repeatedly reminded (by email and phone). Further, also CEPOL send a specific reminder email to those stakeholders that had not yet responded to the interview request half way through the data collection period.

European stakeholders represent the majority of collection interview feedback (70%; N=16). Only 5 national stakeholders (22%) provided interview feedback and 2 international stakeholders (9%). The interviews represent 5 EU Member States¹³, 7 EU Agencies¹⁴, 2 international organisations¹⁵. Feedback was also collected from the European Commission¹⁶ and European Council¹⁷, as well as a series of European professional networks¹⁸

¹³ PL, LT, NL, SK, FI.

¹⁴ Such as Frontex, Europol, Eurojust, EU-Lisa, FRA, EUIPO, EMCDDA

¹⁵ Such as the UNODC and OSCE.

¹⁶ Such as the EEAS

¹⁷ Such as the Office of CTC

¹⁸ Such as EJTN and EUCPN.



Figure 3: Interview respondent categories

Source: own elaboration of interview data

General data collection considerations

Data collection was met with several challenges and mitigation measures:

- *Up-to-date stakeholder contact information* - Contact details were collected from CEPOL, reviewed by the authors of this study and updated on the basis of feedback received from CEPOL and, to a limited extent, from desk research. Throughout the data collection period the list was repeatedly updated due to various reasons: 1) stakeholders would indicate changes within the organization; 2) stakeholders would appoint one (or more) responsible staff members to collaborate with data collection.
- *Overlap of survey and interview targeted stakeholders* - Most persons contacted for interviews also were asked to submit the survey, however in some instances stakeholders were only asked for an interview and not for the survey. This was for example the case for some EU institutional stakeholders (i.e. European Council, European Parliament, and European Commission) which were identified as policy stakeholders and less likely to make use of CEPOL e-learning services.
- *Number of responses to surveys and interviews* - The targeted stakeholders for interviews and survey do not represent the same number of unique organisations. Especially for European stakeholders, often multiple persons from the same organization were contacted with interview and/or survey requests. This resulted in organizations internally appointing one (or more) persons to reply to the participation request, hence having an effect on the number of respondents.
- *Number of responses to surveys and interviews* - In particular the number of respondents to the interview requests from national stakeholders was limited. In order to mitigate this, CEPOL and the authors of this study reminded stakeholders repeatedly of the importance to participate. In addition, in some instances the stakeholders were approached in their native languages in order to try to increase the response rate.

- *Ability to reach e-learning users* – The interview and survey requests targeted a broad range of actors which collaborate with CEPOL in different forms. This posed several challenges in terms of data collection, as well as data analysis. In order to mitigate these, survey and interview data was complemented with desk research. As for e-learning users, the survey proved useful in order to distinguish between institutional views on services vis-à-vis personal experiences with the tools/products. Also the interviews were meant to better understand actual experiences from stakeholders with the Agency's e-learning activities. A particular obstacle in this regard was the fact that interviewees often played an "e-learning facilitator" role within their respective organisations and were only able to pass on information they received from their colleagues that had used the services. This was mitigated by the fact that the interview questions could be sent in advance. Also, the authors were in some instances informed that the feedback provided in the survey was based on internal deliberations between teams.

1.3 Study questions

In agreement with CEPOL a total of 12 study questions were defined, each of which has been answered on the basis of a series of judgement criteria and measurement indicators. The following table presents a schematic overview.

Table 1: Schematic overview of study themes

Stakeholder engagement questions	Judgement criteria	Indicators	Data collection tools
1. How and to what extent does CEPOL's work address the needs and expectations of its stakeholders? How can this be improved?			
What are the needs and expectations of CEPOL stakeholders?	<i>Mapping needs and expectations¹⁹</i>		Desk review Survey stakeholders Interview stakeholders
How well are stakeholders informed about CEPOL's work?	Stakeholders are aware of CEPOL's work	Stakeholders confirm	Survey stakeholders Interview stakeholders
How does CEPOL engage these stakeholders and	<i>Mapping communication efforts of CEPOL with stakeholder</i>		Desk review Interview CEPOL

¹⁹ i.e. improve skills and abilities; enhance knowledge; networking; peer learning; confidence on job; CV development; no expectations

Stakeholder engagement questions	Judgement criteria	Indicators	Data collection tools
what is the level of this engagement?	Frequency of stakeholder interaction with CEPOL Stakeholder on-demand interaction Response to CEPOL communication	Majority of stakeholders confirm frequent interaction CEPOL responds timely to majority of request of stakeholders CEPOL responds adequately to the request of stakeholders Stakeholders provide CEPOL with <i>ad hoc</i> feedback on its work	Survey stakeholders Interview CEPOL Interview stakeholders
Are there gaps in the ways and the level of engagement of CEPOL with its stakeholders? And why?	Engagement gaps	Engagements of CEPOL with its stakeholders does not (fully) meet professional needs and expectations of stakeholders (i.e. relevance of law enforcement thematic areas) Engagements of CEPOL with its stakeholders does not (fully) meet technical needs and expectations of stakeholders (i.e. technical barriers to engagement)	Survey stakeholders Interview CEPOL Interview stakeholders
What is and could CEPOL do to address these gaps?	Engagement gap response	CEPOL has taken stock of stakeholder needs and expectations CEPOL has taken action /responded to identified needs and expectations (i.e. technical measures or expansion of thematic scope)	Interview CEPOL Interview stakeholders
2. What is the uptake of CEPOL's e-learning services and how can this be improved?			
To what extent is access to e-learning services facilitated?	Technical access English language capacity Allocation of work-time	Stakeholders can easily register for e-learning services (i.e. technical, visual, support CEPOL) Majority of stakeholders do not consider English language use a barrier for participating in e-learning services Stakeholders have sufficient work stations available to allow for participation in e-learning services Stakeholder have sufficient time allocated to allow for participation in e-learning services	Survey stakeholders Interview stakeholders

Stakeholder engagement questions	Judgement criteria	Indicators	Data collection tools
To what extent are users motivated to participate in e-learning services?	CEPOL e-learning services align with cultural factors	Learning from the e-learning services of CEPOL are useful for job / improve abilities, skills, knowledge on the European dimension of law enforcement / valuable for career progression	Survey stakeholders Interview stakeholders
To what extent is CEPOL able to target a full-range of stakeholders through its e-learning services?	CEPOL e-learning services align with organisational and sectoral factors	CEPOL effectively communicates with my organisation about e-learning opportunities CEPOL consults effectively with my organisation to understand our e-learning training needs The CEPOL e-Net system is compatible with national systems E-learning is: a valued form of professional development on the national level; complements or substitutes national services; complements other CEPOL activities	Survey stakeholders Interview stakeholders
To what extent does the organisation and development of the content of the e-learning resources, the promotion and communication of products to potential clients, and the organisation of content on e-Net align with expectations of the stakeholders	CEPOL e-learning services align with expectations in terms of organisation and development of content	Material provided through the e-Net system is effective during participation in e-learning activities / useful post-training / adequate in length The speakers/trainers used for the e-learning activities are knowledgeable on the themes presented / present and deliver sessions effectively / accessible and responsive to participants' questions The topics addressed in the e-learning activities provide a good overview of the main issues on the European dimension of law enforcement Case studies and presentations on the European dimension of law enforcement stimulate discussion among participants	Survey stakeholders Interview stakeholders

Stakeholder engagement questions	Judgement criteria	Indicators	Data collection tools
3. To what extent is CEPOL able to align its stakeholder engagement with the changes in its mandate²⁰?			
To what extent is CEPOL able to engage CNU's /Framework partners in reaching out to wider stakeholders?	CNU's/Framework partner interaction with wider law enforcement sector	CNU's/Framework partners have identified CEPOL relevant stakeholders CNU's/Framework partners have established (governance) arrangements to ensure engagement	Survey stakeholders Interview stakeholders
To what extent do law enforcement agencies participate in CEPOL programmes? Which factors contribute to the participation or non-participation?	Wider law enforcement sector participation	Identified relevant stakeholders participate in CEPOL programmes Participation barriers (technical, cultural, and organisational) Availability of alternative training providers	Survey stakeholders Interview stakeholders Interview wider law enforcement sector stakeholders
To what extent do CEPOL's various programmes meet the perceived needs of law enforcement agencies	CEPOL's programmes align with wider law enforcement sector needs	Identified relevant stakeholders confirm relevance of CEPOL programmes	Survey stakeholders Interview stakeholders

Source: own elaboration

²⁰ Regulation (EU) 2015/2219 of the European Parliament and of the Council of 25 November 2015

2 Main findings

2.1 Needs and expectations of CEPOL stakeholders

This section looks at the relevance and coherence of CEPOL's activities with the needs and expectations of stakeholders. The main study question is "How and to what extent does CEPOL's work address the needs and expectations of its stakeholders? How can this be improved?". The first part of this section looks at CEPOL stakeholders or interested parties. These are categorised as 'national stakeholders', 'European stakeholders', and 'international stakeholders' (see figure 4). In other words, the section looks at the persons/organisations that have an impact on the ability of CEPOL to provide services. The second part of this section looks at the needs and expectations of the interested parties. Needs and expectations were collected from the online survey, interviews and desk research. A third part to this section determines which needs and expectations are aligned and relevant to CEPOL and discusses how these can be addressed.

2.1.1 Interested parties

The first part of this section looks at CEPOL stakeholders or interested parties. In other words, this looks at the organizations (and respective units or departments) that have an impact on the ability of CEPOL to provide services. In preparation of this section, the authors used the list of stakeholders prepared for the data collection for this survey²¹.

CEPOL refers to a categorisation of stakeholders defined in Decision of the Executive Director 31/2017/DIR. This document defines a stakeholder as *'an entity that has a legitimate interest in CEPOL's activities, is representative in the field of its competence and has established or wishes to establish structured collaborative relationships with CEPOL'* (Article 1). In particular, the decision points to the following entities: institutions of the European Union; the European External Action Service; EU Justice and Home Affairs Agencies; law enforcement agencies of EU Member States, as represented by Member States' delegations to COSI and LEWP; international organisations. Further, the decision also refers to a series of stakeholders that play specific roles within CEPOL such as the Management Board, CEPOL National Units and Framework Partners.

On this basis, the authors identify three main stakeholder categories, each divided into a series of sub-categories. The following sections will discuss these parties in more detail.

²¹ The list used by the authors included 219 contacts. In many instances this included multiple contacts for the same organisation.



Figure 4: Stakeholder categorisation

Source: own elaboration

2.1.1.1 National stakeholders

CEPOL National Contact Points

CEPOL has 37 country contact points²², covering most EU MS as well as Turkey, Moldova, Russia, Albania, Kosovo, Serbia, Macedonia, Bosnia and Herzegovina, Norway, Georgia, Montenegro, Switzerland, and Iceland. The graph below shows the type of institution that is the national contact point. The choice of the national contact point mainly depends on the respective law enforcement framework in each country. For some countries, the CNU, the Framework Partner and the Management Board member are from the same department or service. However, usually different people are in charge of the different activities. A majority of national contact points are training or research institutes, which reflects the fact that CEPOL's main activity is delivery of training.

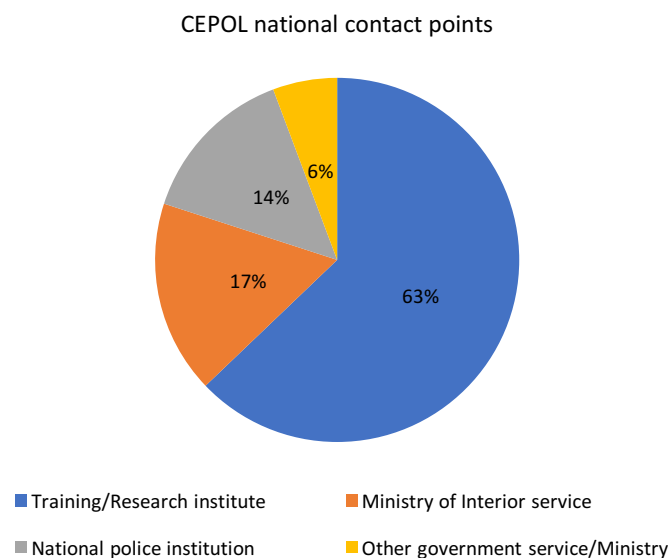


Figure 5: CEPOL National Contact Points per type

²² CEPOL has CEPOL National Units (CNU) for EU MS and National and Organisational Contact Points (NCP, OCP) in Third Countries and partner organisations.

Source: own elaboration

Framework Partners

Framework Partners correspond to stakeholders who implement the majority of activities through the grants allocated to them via restricted calls for proposals. CEPOL lists 60 Framework Partners on their website.²³

Our assessment looked at 45 Framework Partners²⁴ which come from 16 different MS.²⁵ A large majority of Framework Partners are training or research institutions (73.3%). Within this category, most stakeholders are primarily training institutions such as police/law enforcement academies (17 out of 33). The other stakeholders are entities that provide both training and research, such as universities that have research capacity. Although 'training' and 'research' institutions may be different in character, they often converge and are treated as one category unless otherwise stated below. 11.1% are government services such as border guard or customs. 6.7% are a service of a ministry of interior, and another 6.7% are national police institutions. Finally, 2.2% are other national agencies. Also this composition reflects the fact that CEPOL's main activity is delivery of training.

Management Board

CEPOL's Management Board is composed of representatives from 26 EU MS²⁶ and representatives from the European Commission. Half of the MS are represented at the board by their national training institution related to training of law enforcement staff (12 out of 28). In other countries, representatives come from either the national police institution (7 out of 28) or a service of the national Ministry of Interior (7 out of 28).

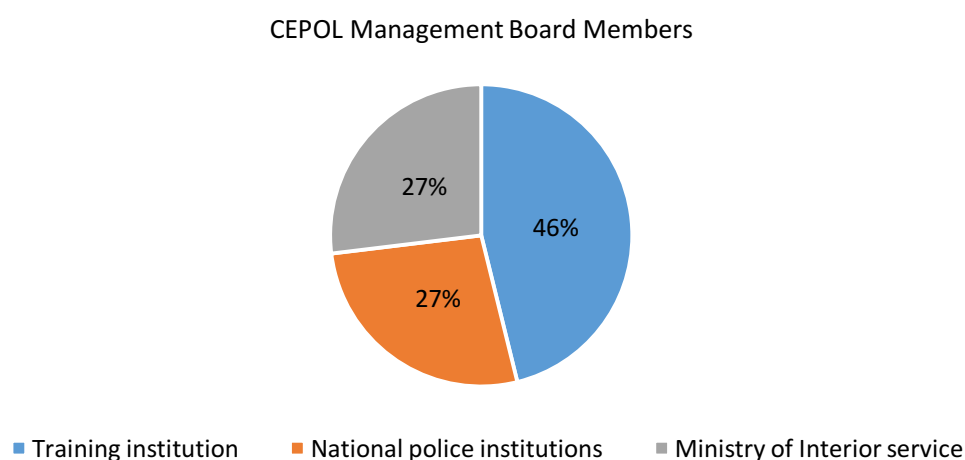


Figure 6: Management Board representation

Source: own elaboration

²³ <https://www.cepola.europa.eu/who-we-are/partners-and-stakeholders/framework-partners> [accessed 11/05/2018]

²⁴ The stakeholder contact sheets used for this survey included 45 out of 60 Framework Partners. Therefore this analysis only covers an assessment of 45.

²⁵ AT, CZ, DE, FI, FR, HR, EL, HU, IT, LT, LV, PL, PT, SE, SK, RO

²⁶ UK and DK opted out of the CEPOL regulation.

2.1.1.2 European stakeholders

EU institutions

CEPOL stakeholders include the main European Union institutions: European Commission; European Parliament; and the Council. The Agency interacts with specific services of these institutions that relate to its activities. Table 2 displays the main activity related to law enforcement of each EU stakeholder.

Table 2: EU institutions

Stakeholder	Service / Department	Main activity related to law enforcement
European Commission	Cabinet of Commissioner Timmermans	policy-strategic level
	DG Home	policy-strategic level
	DG Just	policy-strategic level
	OLAF	expertise provider
Council of the European Union	General Secretariat JUST	policy-strategic level
	General Secretariat CTC	policy-strategic level
	SECR (COSI)	policy-strategic level
	SECR (LEWP)	policy-strategic level
European External Action Service ²⁷	Secretary General	policy-strategic level
	CMPD	policy-strategic level
	CPCC	operational management at EU level
	ESDC	training
European Parliament	BUDG	policy-strategic level
	CONT	policy-strategic level
	LIBE	policy-strategic level

Only the EEAS Security and Defence College, as part of the EEAS, has predominantly a training mandate in relation to law enforcement. The EEAS' Civilian Planning and Conduct Capabilities unit is dealing with operational management of law enforcement. It is the unit responsible for the civilian military missions deployed by the EU. The EC's Anti-Fraud Office OLAF is listed as an expertise provider because it has investigative powers but it does not have enforcement powers and can only provide recommendations on the basis of its investigations.

²⁷ Note that EEAS is officially not an institution however is labelled as such in the CEPOL DIR decision.

Most services of the EU institutions have a policy-strategic role in relation to law enforcement. This is relatively clear for the European Parliament and the Council. However, the distinction is not so clear for the European Commission that also provides some operational support related to law enforcement, and provided a 2013 Communication on establishing a European Law Enforcement Training Scheme²⁸. However, there would be a need to look at the unit level of each Directorate General (DG) in order to better understand this. In general, the role of European Commission DGs focuses on the strategic and policy level even though they play a part in the policy implementation.

EU Agencies and alike

The table below provides an overview of the EU Agencies with which CEPOL collaborates.

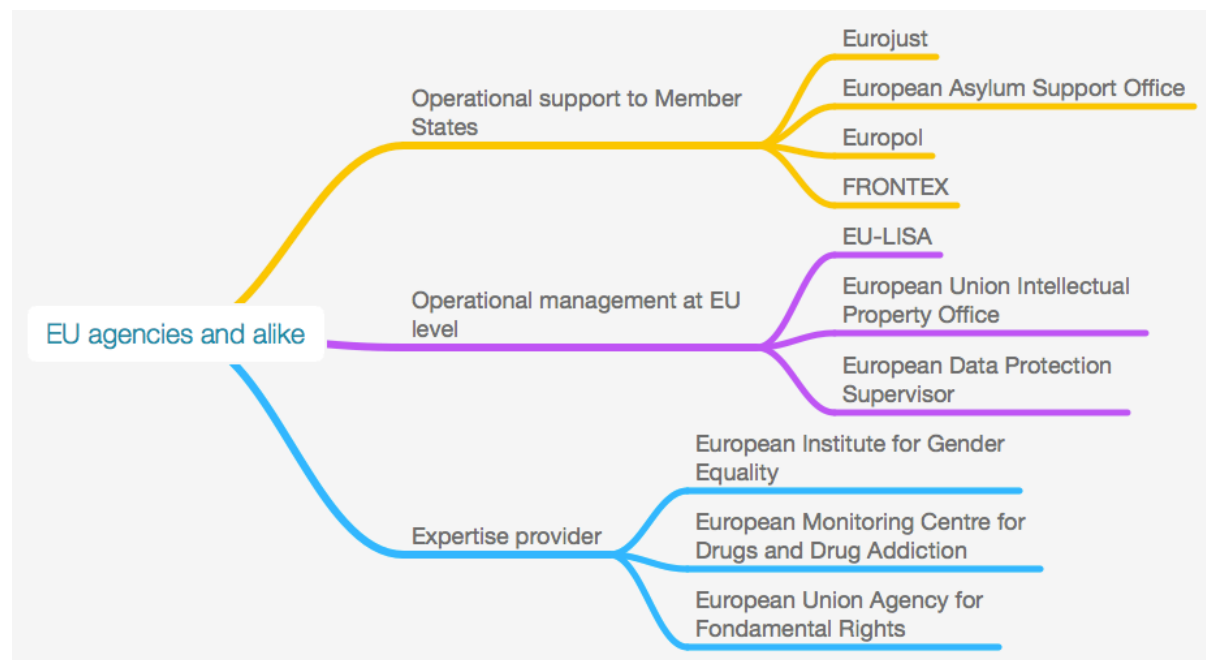


Figure 7: EU Agencies

Source: own elaboration²⁹

Most EU Agencies provide operational support to Member State and for several of them this is their main activity. Others are dealing with operational management at the EU level, such as EU-LISA. Finally, some agencies are primarily expertise providers, such as the European Institute for Gender Equality. The core activity as highlighted in the table above does not mean that the stakeholders does not contribute to other activities such as contributing to policy-making at the EU level. EU agencies are not primary beneficiaries of the training provided by CEPOL but they help in their implementation by providing trainers or communicating the training information to the relevant Member State authorities. The JHA EU Agencies also play an important role in cooperation with CEPOL on structured exchange of information and coordinated planning in the field of training activities under the JHA Training Matrix.

²⁸ European Commission Communication (2013) *Establishing a European Law Enforcement Training Scheme*, COM 2013/172.

²⁹ Note that the EDPS is officially not an agency but an independent authority of the EU.

European professional networks

From the stakeholder lists the authors identified 10 European professional networks, of which five provide training to their members. These networks all target different law enforcement authorities depending on their area of expertise:

- Association of European Police Colleges (AEPC);
- ATLAS network;
- the European Confederation of Police (EuroCop);
- European Crime Prevention Network (EUCPN);
- European Cybercrime Training and Education Group (ECTEG);
- European Judicial Training Network (EJTN);
- European Network of Forensic Science Institutes (ENFSI);
- European Network of Fugitive Active Search Teams (ENFAST);
- Genocide Network;
- European Medical and Psychological Experts' Network for law enforcement (EMPEN).

2.1.1.3 *International stakeholders*

CEPOL also engages with different kind of international stakeholders. For example, CEPOL collaborates with the international non-governmental organisation called the Geneva Centre for the Democratic Control of Armed Forces (DCAF) under the auspices of the PCC-SEE. Others are the United Nation Office on Drugs and Crime (UNODC); the World Customs Organisation (WCO); the Southeast European Law Enforcement Center (SELEC); Interpol; and the Organization for Security and Cooperation in Europe (OSCE).

2.1.2 Identified needs and expectations

The second part of this section looks at the needs and expectations of the interested parties and unspoken needs and expectations are collected from the online survey, interviews and desk research.

Respondents to the survey shows that stakeholders are familiar with CEPOL's mission, vision and values. Just over two thirds of respondents (68.7%), reported that they were either very familiar or familiar with CEPOL's mission, vision and values. Less than 10% (N=5) reported that they were not familiar. Two of these were international stakeholders and three were national stakeholders. One of these international stakeholders stated that they engaged with CEPOL less than annually, but one of the national stakeholders who responded in this way stated that they had worked with CEPOL for more than ten years. It is unclear whether a lack of familiarity was related to only short or infrequent interaction.

Q7 How familiar are you with CEPOL's mission, vision and values (1=very familiar; 5=very unfamiliar)?

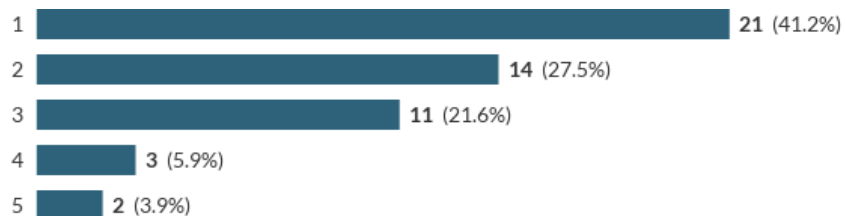


Figure 8: Q7 survey on familiarity with CEPOL

Source: survey

Familiarity of stakeholders with CEPOL's needs was also confirmed during interviews. Emphasis during the interviews was placed on identifying the needs and expectations of the stakeholders in relation to their engagement with CEPOL. When asked about the value their organisation placed on the European dimension of law enforcement training, two thirds (66.0%), stated that it was very important, or important. It might be that this reflects increasing capacity from other sources. However, nearly 1 in 5 participants (19.6%) felt that the European dimension to law enforcement was very unimportant to their organisation. Of those 10 who reported this way in response to this question, 5 were European stakeholders who's role might not be directly related to training in relation to European law enforcement, although 4 were national stakeholders (3 of whom were CNU's and one a CEPOL board member) who might have been expected to have a strong interest in European dimensions of law enforcement training.

Q4 How important to your organisation is the European dimension of law enforcement training (1=very important; 5=very unimportant)?

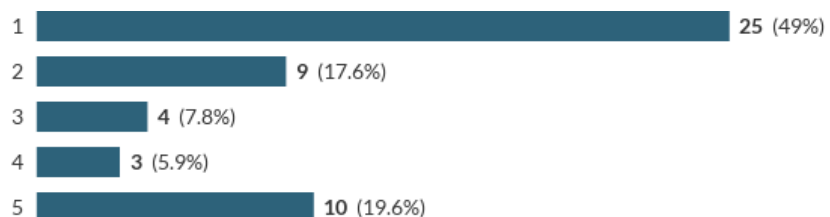


Figure 9: Q4 survey on importance of European dimension of law enforcement training

Those **national stakeholders** interviewed tended to have needs and expectations of CEPOL in two main regards. First, that CEPOL provide input on law enforcement challenges that are inherently transnational or reflecting EU priorities. Matters of cross-border offending and transnational organised crime were mentioned in this regard. Second, the other dimension of their needs and expectations was in matters where there was no available expertise at the domestic level and this was often expressed in terms of emerging areas of knowledge, technological or scientific innovation. It was noted that CEPOL has a key advantage since it is able to identify and contract expertise from a wide pool across Europe (and beyond) and this was something that national or sub-national police training agencies were unlikely be able to achieve. Across both of these dimensions, CEPOL was identified as offering important training inputs that were supplementary to the work of the national agencies.

Interviewed **EU institutions** emphasised the importance of alignment of CEPOL's services to policy strategies of the respective entities, in particular to the Policy Cycle.³⁰ Repeated priorities mentioned by interviewees were cybercrime; human and drug trafficking³¹; and facilitation of illegal immigration into the EU. While not identifying themselves as potential users of CEPOL training activities, the interviewed stakeholders acknowledged the value of the Agency's work in supporting operational implementation of EU policy strategic work. When asked about the expectations of CEPOL's current activities, interviewees emphasised the value of residential and face-to-face activities of the Agency as this was seen to enhance trust between national level law enforcement stakeholders. The ESDC specifically pointed to the relevance of CEPOL in the fact that the ESDC is not specialised in police training. It is thus expected that CEPOL can support the delivery of trainers.

Interview feedback from **EU Agencies** clearly points to the complementarity of CEPOL's services. Interviewed stakeholders emphasise various needs in relation to engagement with CEPOL:

1. Access to staff expertise on training methodologies;
2. Access to the Agency's network in the law enforcement community;
3. Access to the Agency's learning management system;
4. Access to financial means.

As a result, CEPOL has different levels of engagement with EU Agencies. Formalised institutional engagement is set up with eu-LISA through a working arrangement and with EUROJUST, EUROPOL and FRONTEX through a cooperation agreement. Engagement with other EU Agencies such as EASO, FRA and EUIPO (EIGE, EMCDDA) are organised on a more project basis, i.e. organising joint-training activities or in the case of EUIPO the creation of the Virtual Training Centre on Intellectual Property Rights. Nonetheless, training is the common thread in the engagement of CEPOL with other EU Agencies. This includes the joint development of course curriculum, delivery of trainers / expertise from one Agency to the other, and sharing the responsibility of bringing participants to training activities. It is clear from the collected feedback that CEPOL is a key driver in the engagement with EU Agencies, inter alia through the organisation of the JHA Training Matrix. In various occasions, interviewees highlighted that their involvement was limited to delivering trainers on thematic areas and disseminating the training opportunity among their contacts. On some occasions, EU Agencies were more closely involved in the development of course material. Data from the 2016 JHA Training

³⁰ <http://www.consilium.europa.eu/en/policies/eu-fight-against-organised-crime-2018-2021/>

³¹ Feedback from CEPOL confirms that the actual use (modules & number/attendance webinars) for cybercrime is a priority. Drugs/THB falls somewhat behind.

Matrix also shows that most agencies conduct residential training activities. Only CEPOL, eu-LISA and Frontex also provide e-learning opportunities.

Table 3: EU Agencies providing training

Name	Target of the training	Topic of the training activities
EU-LISA	IT operators in Member States, SIRENE officers and Schengen evaluation team members	Technical use of the IT systems in its remit (Schengen Information System, the Visa Information System and Eurodac)
EASO	All law enforcement actors	Migration, asylum, border issues
Frontex	National trainers of border guards	Integrated border management in general
Europol	All law enforcement actors	Various topics related to fighting crime: cybercrime, counterfeiting, international cooperation, etc.
EUIPO	Intellectual property rights' professionals	Intellectual property law and related topics

Engagement with **European professional networks** also has been formalised in several instances. This is the case for cooperation with AEPC³² and ENFSI, which is formalised through a Memorandum of Understanding. In the case of the EJTN this is enforced through a working arrangement. Feedback collected confirm the relevance of this engagement. Interviewed representatives of European professional network emphasise the importance of access to CEPOL's training platform, as well as network of law enforcement actors. The same counts for CEPOL. When looking at the membership of the European networks as well as their thematic expertise it is clear there is a mutual interest in cooperation but also an overlap with CEPOL (table 4).

Firstly, membership of the European networks includes (sometimes specialised) services of law enforcement, but also actors that are part of the wider judicial community such as prosecutors and judges. Secondly, as for the thematic expertise, the networks cover topics that overlap with those familiar to CEPOL (i.e. counter-terrorism, cybercrime, etc.) but are perceived as deepening the knowledge provision on these issues. In some instances, expertise can be considered very specialised, i.e. in the case of forensic science or well-being of police forces. In other cases, the expertise is complementary, i.e. in the case of prosecution and legal training. Interview feedback from European professional networks suggests that in many cases cooperation aims to ensure periodical training activities through CEPOL in the respective thematic areas of interest. In the case of crime prevention, objectives of the network also aim to ensure that CEPOL incorporates horizontally the thematic area in their training program.

Table 4: European professional networks members and areas of expertise

Organisation	Membership	Area of expertise	Training ✓/x
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³² It is noticeable that AEPC indicates on its website that tasks of the network largely have been taken over by CEPOL (<https://www.aepc.net/mission-statement/>).

Association of European Police Colleges (AEPC)	National police colleges	Police	✓
ATLAS network	38 Special Intervention Units	Counter-terrorism and crisis situations	✓
The European Confederation of Police (EuroCop)	National police organisations	Police	✗
European Crime Prevention Network (EUCPN)	Member states representatives	Crime prevention	✗
European Cybercrime Training and Education Group (ECTEG)	Law enforcement, academia, and experts organisations	Cybercrime	✓
European Judicial Training Network (EJTN)	National judicial bodies	EU, civil, criminal and commercial law	✓
European Network of Forensic Science Institutes (ENFSI)	68 Forensic institutes in 36 countries	Forensic science	✗
European Network of Fugitive Active Search Teams (ENFAST)	Fugitive active search teams in member states	Active search of fugitives	✗
Genocide Network	Prosecutors, investigators and mutual legal assistance authorities who deal with the investigation and prosecution of core international crimes at national level	Cooperation between national authorities in investigating and prosecuting the crime of genocide, crimes against humanity and war crimes	✗
European Medical and Psychological Experts' Network for law enforcement (EMPEN)	Medical and psychological experts	Well-being of police forces	✓

Source: own elaboration

As for international stakeholders, CEPOL has formalised working arrangements with the OSCE, is preparing a formalised working arrangement with the UNODC, has a cooperation agreement with INTERPOL, and an informal cooperation with PCC-SEE. The latter is the only international stakeholder not providing training activities. Feedback suggests that CEPOL is seen as a valuable partner on the EU level. Organisations emphasise access to expertise on policing which is valuable for their missions on countries across the globe (i.e. in the case of the UNODC) as well as those directly in the EU's

neighbourhood (i.e. in the case of the OSCE). Those delivering training see CEPOL activities as potential ‘export products’ to their missions. This mostly refers to using trainers from CEPOL’s network, but also suggest possible access to e-learning activities. The international stakeholders confirm there is overlap both in thematic areas as well as type of training activities provided. To ensure alignment they emphasise the importance of close collaboration and possible integration of systems. It has to be noted that as is the case for training provided by European professional networks, also here thematic areas are considered as deepening the knowledge provided by CEPOL through its activities.

Table 5: International stakeholder providing training

Name	Target of the training	Topic of the training activities
PCC-SEE	All law enforcement actors	Security and justice reform
INTERPOL	Police officers	Specialized crime areas such as terrorism, drugs and trafficking in human beings, as well as investigative support tools, such as forensic techniques and the use of INTERPOL's network and databases.
OSCE	All law enforcement actors	Arms control, confidence- and security-building measures, human rights, national minorities, democratization, policing strategies, counter-terrorism and economic and environmental activities.
UNODC	All law enforcement actors	Illicit drugs, organised crime and terrorism.

Source: own elaboration

2.1.3 Overall satisfaction with CEPOL’s services

The third part to this section determines which needs and expectations are aligned and relevant to CEPOL and discusses how these can be addressed.

Both interview and survey feedback confirmed that CEPOL contributed through learning to European police cooperation. In fact, the survey shows one of the strongest positive correlations when participants were asked about CEPOL’s mission to contribute to European police cooperation through learning; with 80% of respondents stating that to a very large extent, or large extent CEPOL contributed to European police cooperation. However, 10% of participants said this was to either a small extent, or very small extent. While this only equates to five respondents, given it is the central mission of CEPOL and 1 in 5 respondents are not giving a positive response, it can be regarded as significant.

Q8 CEPOL’s mission is to contribute to European police cooperation through learning. To what extent do you think CEPOL does contribute to European police cooperation (1=to a very large extent; 5= to a very small extent)?



Figure 10: Q8 survey on CEPOL contribution to European police cooperation

Source: survey

Broken down between the three categories of stakeholders it was apparent that in each there were strong positive results. 81% of national stakeholders, 79% of European stakeholders, and 75% of international stakeholders scored very positive in relation to this question.

The positive correlation between CEPOL's work and the extent to which it meets the expectations of respective stakeholders is also confirmed by the survey feedback. When focusing specifically on the needs of the police, respondents were asked the extent CEPOL met their needs of which 74% of respondents agree that was the case to a very large extent, or large extent, and with only 4% (two respondents) replying that their expectations were not met.

Q9 To what extent does CEPOL meet the needs of your organisation (1=to a very large extent; 5=to no extent)?

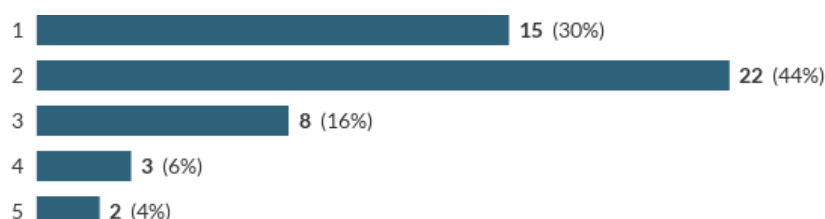


Figure 11: Q9 survey on CEPOL meeting stakeholder needs

Source: survey

The strong positive response to Q9 was reflected across all three stakeholder groups: 79% of national stakeholders, 71% of European stakeholders, and 75% of international stakeholders scored very positive in response to this question.

In relation to the extent to which CEPOL's services add value to training and development for Member States specifically in relation to their support for police personnel, 60% of respondents stated that either a large extent or a very large extent this was a positive relationship. As discussed in the previous section, this was also confirmed during the interviews in which stakeholders confirmed that despite overlap in thematic areas as well as training target groups, cooperation with CEPOL allowed stakeholders to deepen knowledge as well as strengthening network relations. MS interviewees highlighted that the positive value of e-learning opportunities (discussed more fully below) was in tension with the lack of opportunity to develop trust and personal networks, as is offered by residential programmes. This was not a problem to which any solution was identified and CEPOL were not held responsible for the trade-off between accessibility and networking opportunities.

Q10 To what extent do CEPOL's services add value to the training and development provided in your Member State (1=to a very large extent; 5=to no extent)?

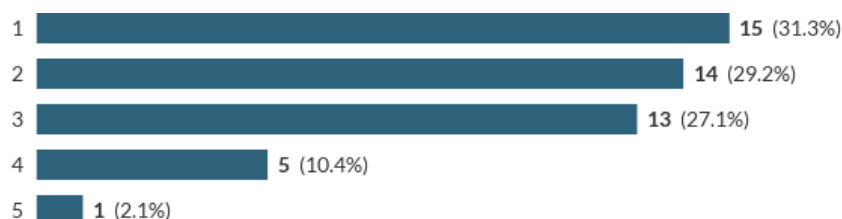


Figure 12: Q10 survey on added value to MS training and development

Source: survey

2.1.3.1 Intensity and quality of interaction

Feedback from interviews and the survey suggest that the intensity of engagement with EU Agencies differs. When asked about the extent to which they are in contact / collaborate with CEPOL, most notable was that 58.8% had at least weekly contact. Only seven participants (13.7%) identified a pattern of contact or collaboration that was annual or less. Given the range and nature of police and law enforcement roles, feedback demonstrates a considerable level of contact and collaboration. Further, 70% of respondents either agreed or strongly agreed that CEPOL engaged as frequently as required with their organisations. It has to be noted that interview feedback did identify signs of “fatigue” within organisations in relation to the requests received for input not related to the core cooperation activities, i.e. such as replying to needs assessments. Stakeholders understood the value of such engagement, i.e. for EU agencies through the JHA Training Matrix, but emphasised that this at times affected resources that could otherwise be spent on core activities. This was particularly important since the expansion of the CEPOL mandate means that liaising with other agencies is more demanding. Further, stakeholders also identified several reasons why at times interaction with CEPOL was limited. For example:

1. the respective stakeholder has limited capacity to contribute in CEPOL’s training activities (mainly a time and human capacity issue);
2. the respective stakeholder has a narrow thematic scope (i.e. fundamental rights for FRA; border control for Frontex; IT systems for EU-Lisa; property rights violations for EUIPO);
3. the respective stakeholder has in-house training capacity.

Q6 How frequently do you contact/collaborate with CEPOL in your work?

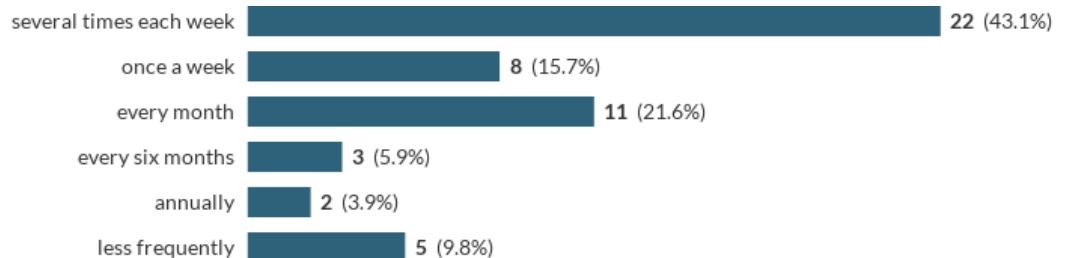


Figure 13: Q6 survey on frequency of interaction

Source: survey

Q12 To what extent does CEPOL engage with your organisation as frequently as you require (1=to a very large extent; 5=to no extent)?

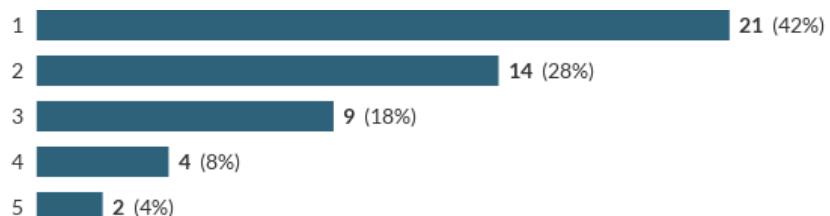


Figure 14: Q12 survey on required frequency of engagement

Source: own elaboration

On the extent to which the interaction is valuable, the survey shows that 66% of respondents agree that CEPOL responds effectively to their organisations priorities. Interview feedback suggests that

CEPOL is flexible when asked to respond to needs of organisations. For example, this is the case when specific stakeholders propose training activities as well as suggest trainers to participate. Nonetheless, also some concerns were raised. For example, some stakeholders preferred to see their thematic areas coming back on a more frequent basis in CEPOL training, i.e. in the case of fundamental rights as well as crime prevention. Tensions were sometimes noted in terms of the competing priorities to provide training needs identified in relation to EU policy priorities and pan-European issues with those that were sectional or particular to smaller groups of countries. This was mentioned by several of those interviewed. Also in the survey nearly one in five (19%) respondents disagreed or strongly disagreed that CEPOL responded effectively to their organisations' priorities. Although the numbers are small in terms of those reporting strong/disagreement, 21.2% (N=7) of national stakeholders and 28.5% (N=3) responded in these terms (no international stakeholders were in this group). The lack of voice for CNUs in the Management Board, relative to other stakeholders, was noted by several interviewees who argued that this meant that specialist requirements might not be met. Given the nature of the questions, and the variety of organisations that respondents were drawn, this maybe an issue of positionality rather than a negative experience, but further research would be needed to ascertain this.

Q11 Do you agree that CEPOL responds effectively to your organisation's priorities? (1=strongly agree; 5=strongly disagree)?

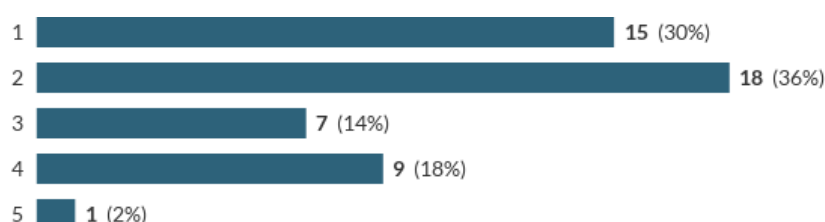


Figure 15: Q11 survey on effective response to organisation needs

Source: own elaboration

2.1.3.2 Stakeholder satisfaction with services

When asked how satisfied respondents were in relation to their experience of CEPOL's services, the majority of the provision was seen either very positively or positively (76% in terms of residential services, 63% e-learning services, 65% for the exchange programme). The largest response rate 53%, were unable to comment on the European Joint Masters Programme (either due to lack of experience or lack of knowledge on the service). 35% of all respondents reported that they were satisfied with the European joint masters.

Table 6: Q13 Survey on satisfaction with CEPOL's services 1

Q13 How satisfied are you with CEPOL's services in relation to ...?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Not applicable/ No experience
Residential services	41.2 (N=21)	25.5 (N=13)	9.8 (N=5)	7.8 (N=4)	0.0 (N=0)	15.7 (N=8)

E-learning services	31.4 (N=16)	31.4 (N=16)	17.6 (N=9)	2.0 (N=1)	2.0 (N=1)	15.7 (N=8)
Exchange programme	47.1 (N=24)	17.6 (N=9)	5.9 (N=3)	2.0 (N=1)	2.0 (N=1)	25.5 (N=13)
European Joint Masters Programme	25.5 (N=13)	9.8 (N=5)	5.9 (N=3)	3.9 (N=2)	2.0 (N=1)	52.9 (N=27)

Source: survey

The four tables below show how the four CEPOL services were rated across the three categories of stakeholders. In three of the four tables it is shown that European stakeholders were more likely than others to state that the service was either not applicable to them or that they had no experience of it. Q13c results were, for example, that 57.1% of European stakeholders selected that response, and that national stakeholders were very positive about the Exchange Programmes (with 81.8% scoring very satisfied or satisfied). Indeed three of the four tables indicate that national stakeholders tended to reported to be very satisfied or satisfied with CEPOL services, with the exception of the European Joint Masters Programme. It seems likely that knowledge and satisfaction of these services is related to the different functional roles of respondents: for example, if international stakeholders are less aware of (or experienced in) e-learning services this could be explained by their organisational remit.

Table 7: Q13 Survey on satisfaction with CEPOL's services breakdown stakeholders

Q13a How satisfied are you with CEPOL's residential services?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Not applicable/ No experience
National stakeholders	54.5 (N=18)	21.2 (N=7)	6.1 (N=2)	6.1 (N=2)	0.0 (N=0)	12.1 (N=4)
European stakeholders	14.3 (N=2)	21.4 (N=3)	21.4 (N=3)	14.3 (N=2)	0.0 (N=0)	28.6 (N=4)
International stakeholders	25.0 (N=1)	75.0 (N=3)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)

Q13b How satisfied are you with CEPOL's e-learning services?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Not applicable/ No experience
National stakeholders	36.4 (N=12)	27.3 (N=9)	21.2 (N=7)	0.0 (N=0)	0.0 (N=0)	15.2 (N=5)

European stakeholders	21.4 (N=3)	35.7 (N=5)	14.3 (N=2)	7.1 (N=1)	7.1 (N=1)	14.3 (N=2)
International stakeholders	25.0 (N=1)	50.0 (N=2)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	25.0 (N=1)

Q13c How satisfied are you with CEPOL's Exchange Programmes?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Not applicable/ No experience
National stakeholders	60.6 (N=20)	21.2 (N=7)	6.1 (N=2)	3.0 (N=1)	0.0 (N=0)	9.1 (N=3)
European stakeholders	21.4 (N=3)	7.1 (N=1)	7.1 (N=1)	0.0 (N=0)	7.1 (N=1)	57.1 (N=8)
International stakeholders	25.0 (N=1)	25.0 (N=1)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	50.0 (N=2)

Q13d How satisfied are you with CEPOL's European Joint Masters Programme?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Not applicable/ No experience
National stakeholders	33.3 (N=11)	6.1 (N=2)	6.1 (N=2)	3.0 (N=1)	3.0 (N=1)	48.5 (N=16)
European stakeholders	7.1 (N=1)	14.2 (N=2)	7.1 (N=1)	7.1 (N=1)	0.0 (N=0)	64.3 (N=9)
International stakeholders	25.0 (N=1)	25.0 (N=1)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	50.0 (N=2)

Source: survey

A further breakdown of satisfaction with CEPOL services shows an alarming response of “not applicable/no experience” for the e-library. This would suggest that either the visibility of the library or the nature of the content of the library needs to be revisited (more information on this can be found in the section below on uptake of e-learning services). It is likely that this service is applicable for those who access the e-Net and will use the e-Library as one source for preparation or self-study, and so might be used by individuals even if not known by stakeholders. Equally, 28% of the

respondents had no experience/said not applicable, to the European Police Science and Research Bulletin, 29.4% in relation to the annual CEPOL Research and Science Conference.

On a more positive note, 40% of respondents were very satisfied / satisfied with the European Police Science and Research Bulletin; and just over 47% responded positively to the value the annual CEPOL Research and Science Conference. The most notable was that 63% were satisfied or very satisfied with CEPOL as a channel for sharing good practice across MS.

Table 8: Q14 Survey on satisfaction with CEPOL's services 2

Q14 How satisfied are you with CEPOL's services in relation to ... ?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Not applicable/ No experience
European Police Science and Research Bulletin	14.0 (N=7)	26.0 (N=13)	20.0 (N=10)	8.0 (N=4)	4.0 (N=2)	28.0 (N=14)
E-library	11.8 (N=6)	15.7 (N=8)	23.5 (N=12)	9.8 (N=5)	5.9 (N=3)	33.3 (N=17)
The annual CEPOL Research and Science Conference	25.5 (N=13)	21.6 (N=11)	17.6 (N=9)	0.0 (N=0)	5.9 (N=3)	29.4 (N=15)
as a channel for sharing good practice across Member States	31.4 (N=16)	31.4 (N=16)	13.7 (N=7)	9.8 (N=5)	2.0 (N=1)	11.8 (N=6)

Source: survey

Finally, also feedback was strong when looking at the overall satisfaction with the services provided by CEPOL; with 80% of respondents stating that they would be very satisfied, or satisfied with the services CEPOL. Only three respondents (7.9%) stated that they were very dissatisfied or dissatisfied.

Q15 Overall, how satisfied are you with the services provided by CEPOL (1=very satisfied; 5=very dissatisfied)?

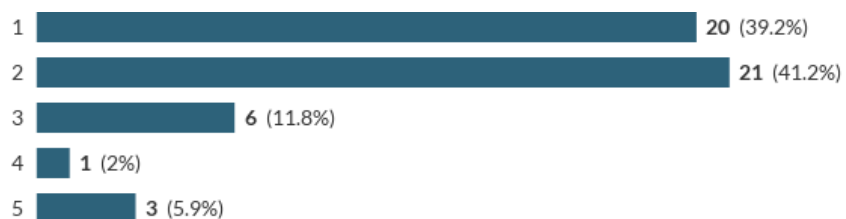


Figure 16: Q15 survey on overall stakeholder satisfaction

Source: survey

This high level of satisfaction was borne out by the stakeholder interviews with those from MS who reported very positive reviews of CEPOL, and that the Agency provides appropriate, timely and efficient training programmes that supplement other provisions.

2.1.4 Summary and conclusions

The assessment shows that CEPOL engages with a wide range of stakeholders. This is a very heterogeneous group consisting of public institutions, academia, non-governmental organisations, network organisations, all working on different aspects related to law enforcement. The stakeholders represent different regional interests, different thematic interests, and implement different types of activities. This assessment shows for example how some organisations play a more policy-strategic role on law enforcement, while others engage in training and/or research, or provide operational management support. Even within certain organisations these roles could vary between units / departments. In addition, the stakeholders play different roles in relation to CEPOL with some forming part of the Agency's governance arrangement, others providing external expertise in support of CEPOL activities, and others partnering with the Agency in specific multi-annual projects.

Despite the heterogeneous nature of CEPOL's stakeholder group, this survey found that stakeholders are generally familiar with CEPOL's mission, vision and values. In addition, stakeholders also confirmed the importance of the European dimension of law enforcement training, thus confirming the relevance of CEPOL's services. Further:

- **National and European stakeholders** confirmed in this study that they expect firstly that CEPOL provides input on law enforcement challenges that are inherently transnational or reflecting EU priorities. EU institutions point specifically to the relevance of CEPOL in supporting thematic priorities identified in the EU policy cycle, such as cybercrime; human and drug trafficking³³; and facilitation of illegal immigration into the EU. A second relevant point made by national stakeholders is their interest in matters where there is no available expertise at the domestic level. This relates mostly to emerging areas of knowledge, technological or scientific innovation. The capacity of CEPOL to access, in quick time, high-level expertise on cutting-edge challenges was valued by national stakeholders who reported that such contacts would be difficult to engineer at the member state level.
- **EU Agencies** point to the complementarity of CEPOL's services in providing access to: staff expertise on training methodologies; the Agency's network in the law enforcement community; the Agency's learning management system; to financial means.
- **European professional networks** emphasize the interest in access to CEPOL's training platform; and its network of law enforcement actors. Despite that activities can overlap with those of the networks, a particular advantage for CEPOL is access to their membership, which can include part of the wider judicial community such as prosecutors and judges. Secondly, as for the thematic expertise, the networks cover topics that overlap with those familiar to CEPOL (i.e. counter-terrorism, cybercrime, etc.) but are perceived as deepening the knowledge provision on these issues.
- **International organization emphasize:** 1) the relevance of having CEPOL as an EU partner; the importance of having access to expertise on policing for their respective missions in countries

³³ Feedback from CEPOL confirms that the actual use (modules & number/attendance webinars) for cybercrime is a priority. Drugs/THB falls somewhat behind.

across the globe as well as in countries in the EU's neighborhood. Emphasis is placed on access to trainers but also e-learning activities are suggested as a possible area in which collaboration can be deepened.

The survey identified highly positive feedback in relation to the extent to which CEPOL is perceived to contribute to European police cooperation. Also when asked about the extent to which CEPOL meets the needs of respective organisations, stakeholders also responded positively. CEPOL is also believed to add value to the training and development of MS. As for the positive value of e-learning opportunities, this survey did identify a tension with the lack of opportunity to develop trust and personal networks (which research suggests is vital to developing transnational cooperation), as is offered by residential programmes. This was not a problem to which any solution was identified and CEPOL were not held responsible for the trade-off between accessibility and networking opportunities.

In terms of intensity and quality of the interaction between CEPOL and stakeholders, this study finds that there is a considerable level of contact and collaboration and that the interaction is considered valuable. The majority of survey respondents confirmed sufficient interaction; however also warning signals were identified in relation to the number of requests received for input not related to the core cooperation activities. Further, stakeholders identified several reasons why at times interaction with CEPOL is limited: 1) stakeholders have limited capacity to contribute in CEPOL's training activities (mainly a time and human capacity issue); 2) stakeholders have a narrow thematic scope; 3) stakeholders have in-house training capacity.

CEPOL is perceived to be responsive to demands of stakeholders. In fact, stakeholders positively rated the delivery by CEPOL of its "flagship" service categories (i.e. residential services, e-learning services; exchange programme). Although positive, the collected feedback suggests less awareness on CEPOL's European Joint Master Programme. A breakdown of these services shows that stakeholders are positive but show higher numbers of not applicable or no knowledge on specific services (i.e. European Police Science and Research Bulletin, E-library, the Annual CEPOL research and science conference, channel for sharing good practice across MS).

2.2 Uptake of CEPOL's e-learning services

The CEPOL Founding Regulation sets out CEPOL's tasks in Article 4.³⁴ It states that CEPOL “*shall support, develop, implement and coordinate training activities and learning products which include: a) courses, seminars, conferences, as well as web-based, e-learning and other innovative and advanced training activities*”. The same article also refers to the possibility of CEPOL's training activities and learning products to be supported, enhanced and completed by the operation of an electronic network.

Article 6 of the Founding Regulation tasks the CEPOL national units with the promotion of the use of CEPOL's electronic network for the training of law enforcement officials.³⁵

The electronic network derived from CEPOL's mandate is the so-called e-NET. This platform is the entry point to the Agency's online learning services. Access is granted to registered users as authorised by the respective CNU, NCPs and OCPs. These are:

- law enforcement officers and educators from EU MS and eligible partner countries and organisations;
- scholars or researchers from universities or research institutes engaged in studies on law enforcement matters;
- staff of partner European institutions and agencies.

The e-Net provides four services³⁶: Learning Management System (LMS); E-Library; E-Journals; Material from the CEPOL Research and Science Conferences. E-Net's homepage breaks down the four services in eleven products. The LMS represents the most products and includes: courses, seminars and conferences; webinars; online courses; webinar series; online learning modules; CEPOL Exchange Programme; European Joint Master Programme; Platforms for Communities; Educators Support, Virtual Training Centre on IPR.

2.2.1 E-learning expectations and satisfaction

The stakeholder engagement survey asked respondents about their expectations³⁷ from e-learning provisions. As the figure below clearly indicates, respondents identified that the opportunity to develop their professional knowledge, skills and abilities, and to learn from the expertise from others were identified as the primary expectations of the CEPOL e-learning provision. This reflects a key theme emerging from interviews, that these provisions were effective in terms of getting cutting-edge knowledge to law enforcement staff. Interestingly, participation was also valued in terms of boosting confidence within the workplace but not in terms of formal career development or strengthening CVs.

³⁴ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32015R2219>

³⁵ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32015R2219>

³⁶ This study links services to the IT-systems. Feedback from CEPOL suggests that this is approached differently on the functional level where e-Net services follow the product line that CEPOL offers

³⁷ The part of the survey dealing with e-learning expectations and use has been developed on the basis of the Kirkpatrick model for surveys. As a result the answer options are formulated in a way that respondents would be more likely to respond on the basis of personal experience and assessment, More institutional view points were collected in the general part of the survey. Results of this have been presented in chapter 2.1.

Q16 Which of the following describes better what you expect from CEPOL e-learning provisions (select one or more options)?

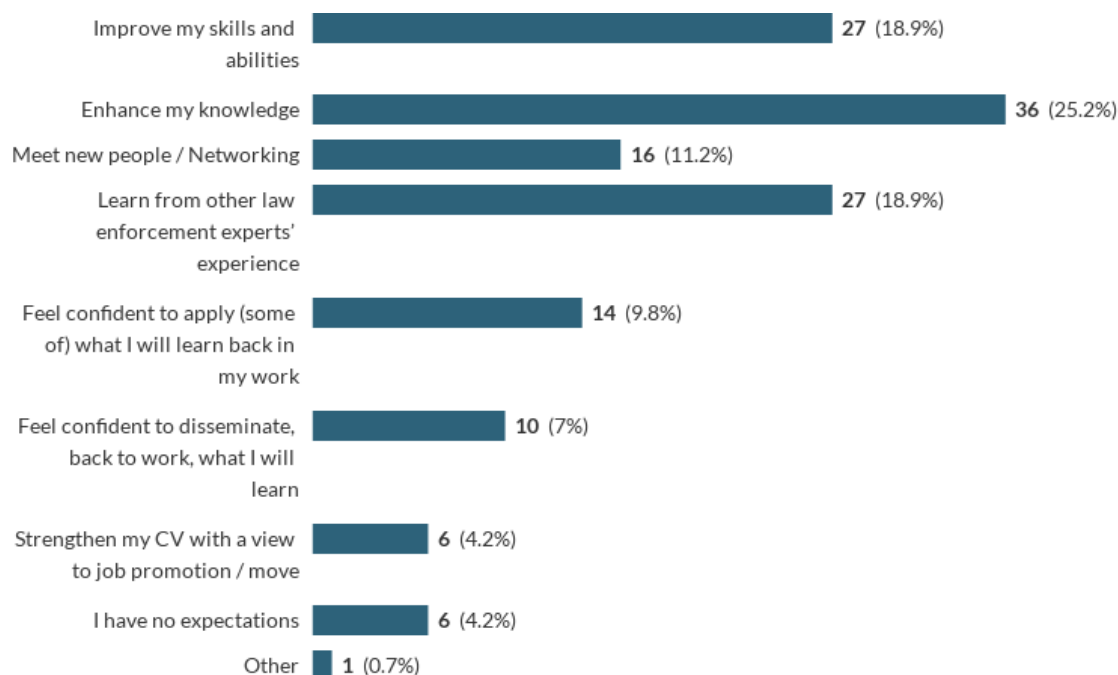


Figure 17: Q16 survey on e-learning expectations

[Other = 'Improving collaboration between law enforcement and judiciary']

Source: survey

In order to better understand whether e-learning provisions meet the expectations of stakeholders, the survey looked at levels of satisfaction.

It was designed to consider the extent to which CEPOL e-learning services were effective in terms of accessibility: both technically and in relation to navigating the online portal. The table below indicates that there was strong agreement that the systems were technically accessible in terms of registration and support from CEPOL staff. While only a minority reported dissatisfaction in terms of navigating content or finding the environment helpful to learning, the scores were less positive in this regard (23.5%, for example, disagreed with the system allowing easy navigation). This suggests that gaining access in formal terms is regarded as more straightforward than navigating through the forms of content provided.

The material contained (rather than the overall e-learning environment) was largely regarded as satisfactory. A majority strongly agreed or agreed that the material provided for participating in e-learning services was effective. Such material refers for example to the documentation made available through the e-NET in order for participants to partake in courses and seminars. 47% gave the same scores when asked if the material proved useful 'at a later stage'. This is a relevant finding because it suggests that the material provided allows users to "bring this home" and use in their work.

Table 9: Q19 survey on stakeholder satisfaction with e-learning

Q19 To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable / no experience
Registering on the CEPOL e-Net system is sufficiently straightforward	49.0 (N=25)	21.6 (N=11)	11.8 (N=6)	5.9 (N=3)	2.0 (N=1)	9.8 (N=5)
CEPOL staff provides sufficient support in order to be able to use the CEPOL e-Net system	49.0 (N=25)	29.4 (N=15)	5.9 (N=3)	2.0 (N=1)	3.9 (N=2)	9.8 (N=5)
The CEPOL e-Net system is structured in a way that allows for easy navigation through content	17.6 (N=9)	33.3 (N=17)	23.5 (N=12)	9.8 (N=5)	3.9 (N=3)	11.8 (N=6)
The CEPOL e-learning environment (visual support, language support, time for courses) helped me to learn	19.6 (N=10)	25.5 (N=13)	19.6 (N=10)	2.0 (N=1)	3.9 (N=2)	29.4 (N=15)
Material provided through the e-NET system is effective during participation in e-learning activities	21.6 (N=11)	33.3 (N=17)	11.8 (N=6)	3.9 (N=2)	3.9 (N=2)	25.5 (N=13)
Material provided through the e-NET system is useful for me at a later stage	23.5 (N=12)	23.5 (N=12)	19.6 (N=10)	7.8 (N=4)	3.9 (N=2)	21.6 (N=11)
Material provided through the e-NET system is appropriate for my skill level	21.6 (N=11)	33.3 (N=17)	11.8 (N=6)	5.9 (N=3)	3.9 (N=2)	23.5 (N=12)

Source: survey

Question 20 asked for further perspectives on the effectiveness of the delivery mechanisms and the relevance of CEPOL e-learning provisions. Overall, as in relation to previous questions, this set of responses found a high degree of satisfaction with delivery and the relevance of the sessions delivered via e-learning. It was identified in some of the interviews with key stakeholders that an attraction of e-learning is that it allows timely development of knowledge and skills but without the cost and resource commitments associated with staff attending residential programmes, and the convenience of provisions is evident in many of the elements covered in Question 20. The length of training was found to be adequate to some extent (i.e. strongly agree or agree) by 60% of respondents; only 6% giving the mirror scores (i.e. disagree or strongly disagree).

Trainers and speakers were highly rated too: more than 50% strongly agreed or agree with the adequacy of the knowledge, presentation and delivery and responsiveness of those running e-learning events. In terms of curricula and content, a good level of satisfaction also emerges: the content of programmes were seen by most to be communicated effectively.

Furthermore, respondents reported high levels of satisfaction in terms of finding learning content useful 'back at work', and that it meets the personal learning objectives, and improves knowledge, ability and skills. Given that these were previously identified as the key expectations of CEPOL e-learning provisions then this set of findings suggests positive outcomes. Similar themes emerge in relation to discussed below.

CEPOL appoints knowledgeable and effective speakers/trainers, and it is clear from interviews that enabling officers to access leading practitioners and experts is a considerable attraction of the e-learning model. All these factors were rated positively (i.e. strongly agree or agree) by more than 50% of respondents. As well as helping to develop the personal development of staff undertaking programmes with CEPOL via e-learning, respondents responded positively in terms of communicating with organizations as they communicate training opportunities and – in the other direction – develop understanding of national and other partner agencies. 62% of respondents reported positively (i.e. strongly agree or agree) that CEPOL addresses topics that are the main issues on the European dimension of law enforcement.

Table 10: Q20 on stakeholder satisfaction with e-learning

Q20 To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable / no experience
The length of the e-training activities is adequate	18.0 (N=9)	42.0 (N=21)	10.0 (N=5)	4.0 (N=2)	2.0 (N=1)	24.0 (N=12)
The speakers/trainers used for the e-learning activities are knowledgeable on the themes presented	26.5 (N=13)	32.7 (N=16)	10.2 (N=5)	6.1 (N=3)	2.0 (N=1)	22.4 (N=11)
The speakers/trainers used for the e-learning activities present and deliver sessions effectively	26.5 (N=13)	28.6 (N=14)	12.2 (N=6)	6.1 (N=3)	2.0 (N=1)	2.0 (N=12)
The speakers/trainers used for the e-learning activities are accessible and responsive to participants' questions	22.0 (N=11)	28.0 (N=14)	18.0 (N=9)	6.0 (N=3)	2.0 (N=1)	24.0 (N=12)
CEPOL effectively communicates with my organization about e-learning opportunities	28.0 (N=14)	26.0 (N=13)	14.0 (N=7)	12.0 (N=6)	2.0 (N=1)	18.0 (N=9)
CEPOL consults effectively with my organization to understand our e-learning training needs	18.0 (N=9)	24.0 (N=12)	28.0 (N=14)	8.0 (N=4)	2.0 (N=1)	20.0 (N=10)
The topics addressed in the e-learning activities provide a good overview of the main issues on the European dimension of law enforcement	26.0 (N=13)	36.0 (N=18)	12.0 (N=6)	4.0 (N=2)	2.0 (N=1)	20.0 (N=10)
Case studies and presentations on the European dimension of law enforcement stimulate discussion among participants	26.0 (N=13)	28.0 (N=14)	4.0 (N=2)	4.0 (N=2)	4.0 (N=2)	34.0 (N=17)

Source: survey

Question 21 focused more closely on individuals' personal experiences of CEPOL e-learning provisions, which might explain why between 20 and 30 per cent of respondents stated that these questions were not applicable or that they had no experience of these matters. E-learning was positively rated, with

only a minority responding negatively (i.e. disagree or strongly disagree). Learning was regarded as personally useful 'back at work' by 46 per cent (i.e. strongly agree or agree), and 36 per cent gave similar scores in relation to applying CEPOL learning on the job. Knowledge and skills on European dimensions of law enforcement were agreed to be improved. 52 per cent and 56 per cent respectively strongly agreed or agreed in relation to e-learning materials to be organized effectively and objectives being clearly articulated.

Table 11: Q21 on stakeholder satisfaction with e-learning

Q21 To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable / no experience
My learning from the e-learning services of CEPOL are useful once I am back at work	22.0 (N=11)	24.0 (N=12)	22.0 (N=11)	4.0 (N=2)	2.0 (N=1)	26.0 (N=13)
My personal learning objectives from the e-services have been achieved	22.0 (N=11)	22.0 (N=11)	20.0 (N=10)	4.0 (N=2)	2.0 (N=1)	30.0 (N=15)
My ability/skills on the European dimension of law enforcement have improved	28.0 (N=14)	20.0 (N=10)	18.0 (N=9)	8.0 (N=4)	4.0 (N=2)	22.0 (N=11)
My knowledge on the European dimension of law enforcement has improved	32.0 (N=16)	28.0 (N=14)	6.0 (N=3)	8.0 (N=4)	4.0 (N=2)	22.0 (N=11)
I have applied on my job what I have learned from CEPOL e-learning services	20.0 (N=10)	16.0 (N=8)	18.0 (N=9)	10.0 (N=5)	4.0 (N=2)	32.0 (N=16)
E-learning materials are organized effectively within the CEPOL e-net environment	20.0 (N=10)	32.0 (N=16)	14.0 (N=7)	10.0 (N=5)	4.0 (N=2)	20.0 (N=10)
E-learning objectives are clearly articulated by CEPOL	30.0 (N=15)	26.0 (N=13)	12.0 (N=6)	6.0 (N=3)	4.0 (N=2)	22.0 (N=11)

Source: survey

2.2.2 Breakdown of e-learning services

2.2.2.1 Webinars

High levels of satisfaction were reported in terms of the webinars. Particularly in the case of webinars, these results were consistent with findings from the interviews in which it was frequently noted that the webinars combined accessibility, expertise and timeliness very effectively.

Table 12: Q18 survey on stakeholder satisfaction LMS services

Q18 Please outline your view of the following forms of e-learning provided by CEPOL?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Not applicable
Webinars	35.7 (N=15)	40.5 (N=17)	11.9 (N=5)	4.8 (N=2)	2.4 (N=1)	4.8 (N=2)

Source: survey

CEPOL uses GoToWebinar as third-party provider to host and make webinars available to users. This system operates outside of the e-Net. The e-Net serves as promotion point and repository of the recorded webinars. Since 2011, CEPOL each year increased the number of webinars. In 2015, e-Net counted roughly 2000 registered webinar participants. Currently, there are 7336 participants. Between January and July 2018, webinar resources were used 3365 times. The annual archive documents published on the CEPOL website provide an insight into the webinars organised, the topics addressed, target groups and organisers. These archives show progress in the way in which CEPOL presents information related to the webinars. For example, in 2012 and 2013 CEPOL provides details on the webinar services in combination with all other courses, seminars and conferences organised³⁸. In 2014, CEPOL separated the reporting on webinar activity and explicitly started taking stock among its stakeholders on preferred topics for the services.³⁹ Stakeholders were also asked whether they would be willing to organise and provide experts for the webinars. This approach was repeated in subsequent years in so-called webinar needs analyses.

³⁸ <https://www.cepola.europa.eu/sites/default/files/2012-activities.pdf> and <https://www.cepola.europa.eu/sites/default/files/2013-activities.pdf>

³⁹ <https://www.cepola.europa.eu/sites/default/files/2014-activities.pdf>

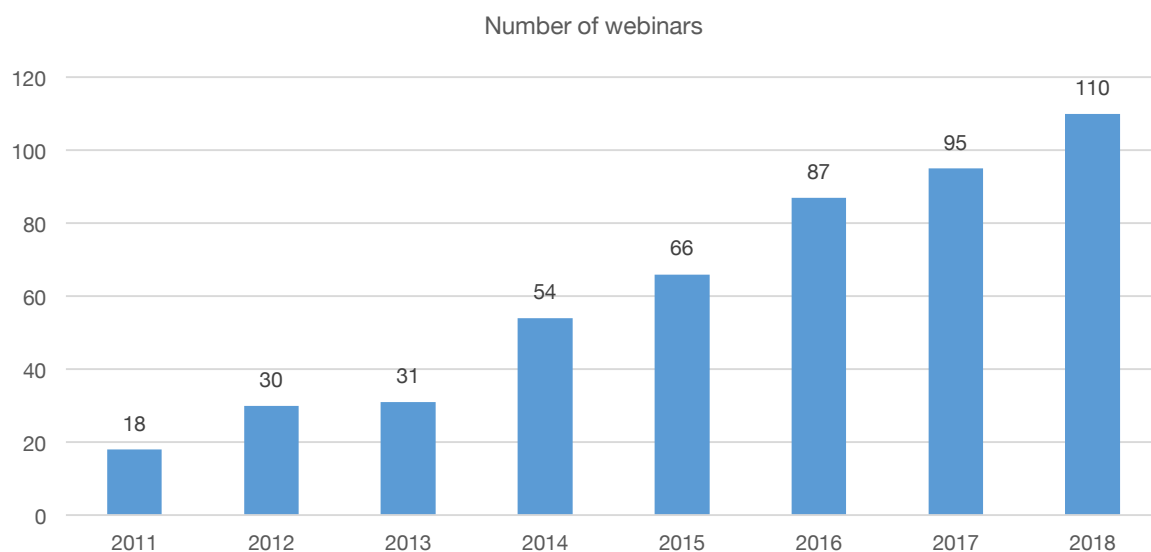


Figure 18: Number of Webinars 2011-2018

Source: data from the CEPOL annual reports

[2018 corresponds to 38 implemented webinars and 71 scheduled as of 1 June 2017]

Source: survey

When taking a closer look at the organisers of the webinars it shows that fast majority are by CEPOL. Between 2013 and 2016, out of 207 webinars a total of 153 (74%) are organised by CEPOL. Only three webinars were organised by institutional partners, two of which by Europol and one by PCC SEE. The rest were organised by countries, mostly EU MS. It is noticeable that more than one out of three of the webinars organised by countries between 2013 and 2016 are by Greece (16/35%). Other active countries are FR (7/15%), IT and DE (respectively 4/9%). Only 12 out of the 28 EU MS organised webinars.

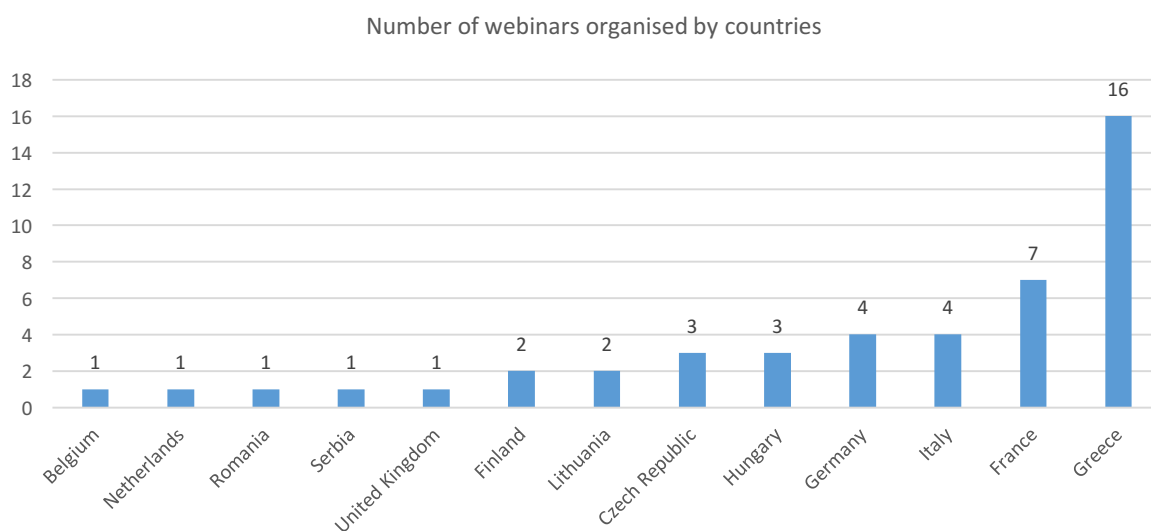


Figure 19: Number of webinars organised by countries

Source: data from the CEPOL Annual archive 2012-2016

When taking a closer look at the proposers of webinars, the data shows more diversity in terms of engagement. Again, also here there is a key role for CEPOL proposing webinars by itself or in collaboration with another stakeholder. However, webinars are proposed through the European Multidisciplinary Platform Against Criminal Threats (EMPACT), a working method / platform coordinated by Europol. Prior to 2015 there is not information available on who proposed seminars. However, between 2015 and 2016, out of 141 webinars a total of 29 (21%) were proposed by EMPACT. It is noticeable that the EU's Fundamental Rights Agency is the second biggest with 19 (13%) webinars proposed. Also the European Commission and CEPOL itself have proposed a good number of webinars (respectively 8/6%). Noticeable is that more than half of the proposed webinars come from institutional partners (78/55%) which suggests that the webinar needs assessment by CEPOL reflects its institutional landscape.



Figure 20: Number of Webinars proposed by partners

Source: data from the CEPOL Annual archive 2015-2016

When looking specifically at the countries it shows that again most of the webinars proposed by countries come from Greece (11/15%), followed by Romania (8/11%). It is noticeable that the number of countries proposing webinars is bigger than the number of countries organising webinars. This suggests there is a need for these services while at the same time lack of willingness or capacity to organise them. This was reinforced by the interviews with Member State police training agencies who all noted that webinars provided opportunities that otherwise would be unavailable to them.

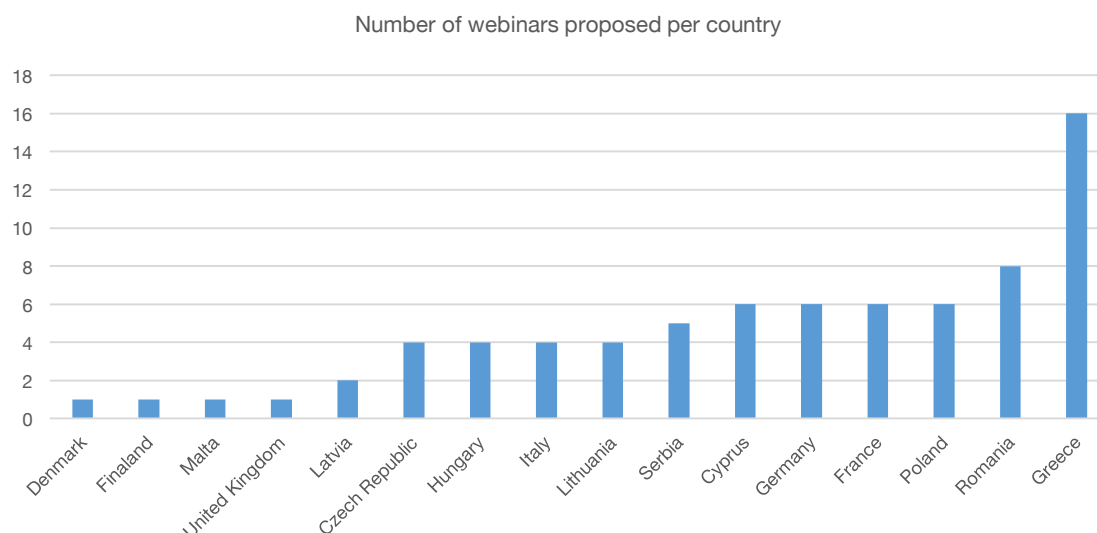


Figure 21: Number of Webinars proposed per country

Source: data from the CEPOL Annual archive 2015-2016

Data provided by CEPOL on webinar participation between January and July 2018 shows that attendance is higher for the same countries that are more frequently involved with webinar proposals and organisation.

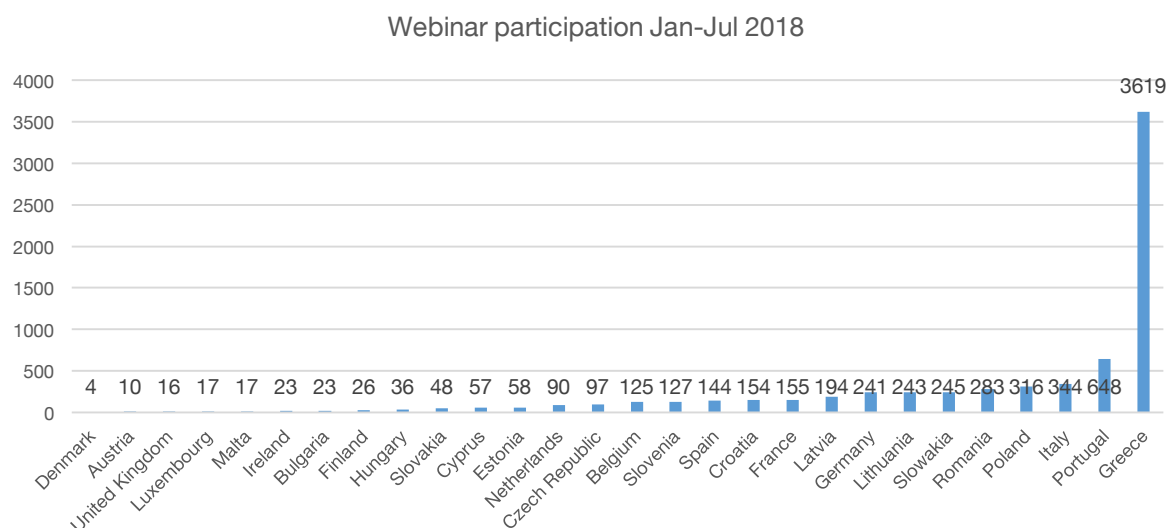


Figure 22: Participation in Webinars Jan-Jul 2018 EU MS

Source: data from CEPOL

In terms of third countries, the data shows that most country participants come from Serbia, Kosovo and Switzerland. As for the institutional partners, most participated from Europol, Interpol. It is noticeable that a variety of stakeholders participated in the webinars that have not been involved in the organisation of webinars over the past years.

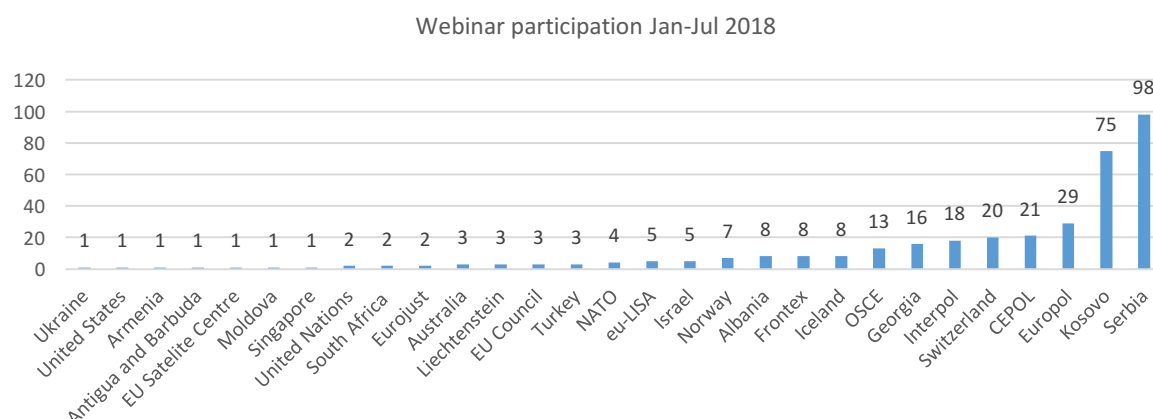


Figure 23: Participation in Webinars Jan-Jul 2018 others

Source: data from CEPOL

2.2.2.2 Courses, seminars and conferences

The E-Net provides online support to CEPOL residential activities. This includes resources from several years. For example, in 2017 eight residential activity categories were listed, each corresponding to different courses. Most courses were organised in the category 'Specific areas and instruments', followed by 'Serious crime and counter-terrorism' (see Figure 23 below). To illustrate, the former includes 22 different courses from which common themes can be identified. For example, close to ten courses deal with intelligence gathering and analysis⁴⁰. Other themes are those concerning financial crime⁴¹, as well as Joint Investigation Teams (JITs)⁴². Courses are also repeated in 2018. This is the case for example with the courses dealing with JITs, but also on witness protection.

⁴⁰ For example: 103/2017 Open Sources Intelligence - Capacity Building and Techniques; 68/2017 Intelligence Led Policing (ILP) - Intelligence cycle; 69/2017 Open sources intelligence; 70/2017 Strategic intelligence analysis; 71/2017 Operational intelligence analysis; 73/2017 Passenger Name Record (PNR) information analysis – Train the trainers; 75/2018 Open source intelligence (OSINT) and IT solutions; 76/2018 Strategic Intelligence Analysis; 77/2017 Financial intelligence and analysis of financial data.

⁴¹ For example: 74/2017 Financial investigations; 75/2017 Money laundering; 76/2017 Asset recovery.

⁴² For example: 85/2017 Joint Investigation Team – Implementation (with EJTN and Eurojust); 86/2017 Joint Investigation Team – Leadership (with EJTN and Eurojust); 87/2017 Joint Investigation Team - Western Balkans (with EJTN and Eurojust).

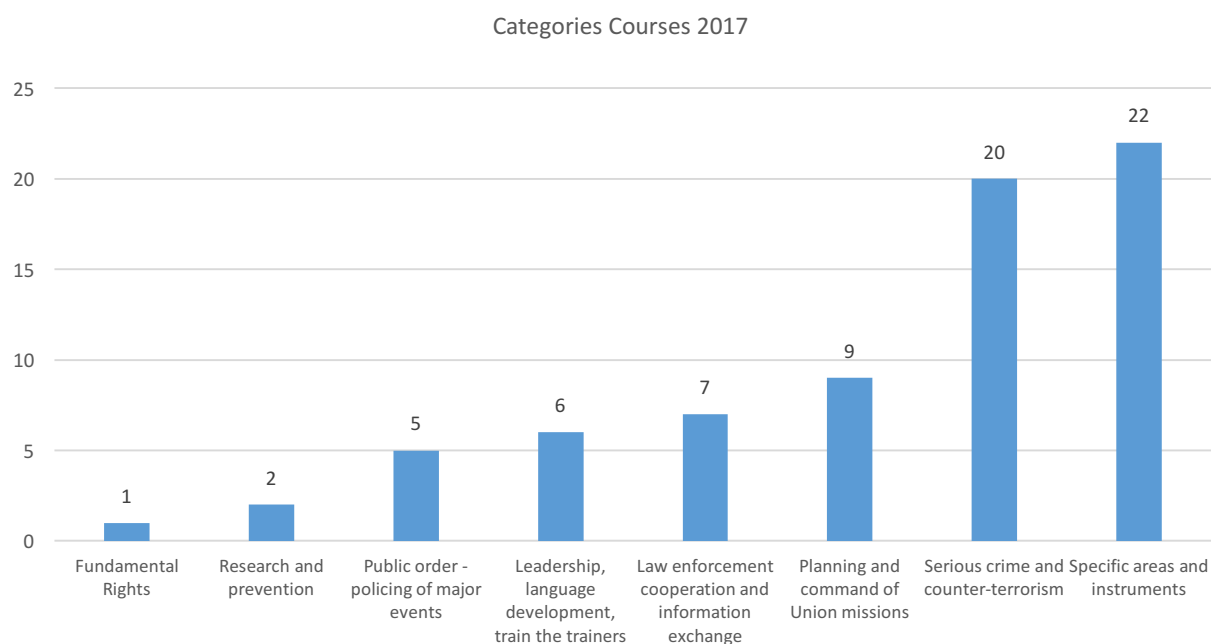


Figure 24: Categories Courses 2017

Source: E-Net Courses 2017

Through E-Net, CEPOL allows those eligible for enrolment to access relevant material for the courses. Interview feedback from stakeholders suggests that this is useful in order to allow participants to prepare before attending the courses. This should ensure that participants come to the course with a certain level of understanding. This is important for two reasons: 1) CEPOL has little influence over who is attending the course and ensures this way participants can come to the training with some prior knowledge; 2) it is suggested that this could also help participants that suffer language barriers to familiarize themselves with law enforcement terminology in English. From the survey and interview feedback it was difficult to establish to which extent stakeholders actually prepared for courses beforehand. It was mentioned during interviews that participants likely do not have a lot of time to prepare before participating in courses. No comments were made on the accessibility of the course material on e-Net.

2.2.2.3 Online courses and online working learning modules

High levels of satisfaction were reported in terms of the online courses and modules.

Table 13: Q18 survey on stakeholder satisfaction LMS services

Q18 Please outline your view of the following forms of e-learning provided by CEPOL?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Not applicable
Online courses	15.0 (N=6)	30.0 (N=12)	12.5 (N=5)	7.5 (N=3)	0.0 (N=0)	35.0 (N=14)

Online learning modules	17.1 (N=7)	31.7 (N=13)	14.6 (N=6)	4.9 (N=2)	2.4 (N=1)	29.3 (N=12)
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Source: data from CEPOL

E-Net lists a total of nine online courses for 2017 and 2018 (see table 14 below).

Table 14: 2017 Online courses

Online courses 2017/2018	
09/2017	Financial and THB investigations
2.2.2.3.1.1.1	10/2017/onl Counterfeit goods
11/2017	onl Excise fraud
12/2017	onl Missing Trader Intra Community fraud (MTIC)
13/2017	onl Fighting drug crime - strategic analysis
32/2017	onl Investigating and Preventing Corruption
84/2017	onl Social Media advanced - Implications in law enforcement
97/2017	onl Police English Language (PEL) online course
2.2.2.3.1.1.2	02/2018/onl Excise fraud

Source: E-Net Online Courses 2017-2018

As for Online Learning Modules, E-Net includes a total of 34. 21 of these are official⁴³ CEPOL modules, 6 are additional⁴⁴ CEPOL modules and 7 are Third Party modules. The topics are often EU oriented dealing with policies such as Schengen, Prüm decision, the Lisbon Treaty, and the EU policy cycle. More EU law enforcement thematic areas include priority areas such as cybercrime, the Darknet, THB, firearms and illegal migration. Some examples of Third Party modules are those dealing with Europol, as well as various modules by DCAF/PCC SEE.

The online courses and online modules are rated positively in the survey (see above), however a significant number of respondents indicate that they have no experience with this. Also from the interviews there was little feedback from stakeholders that actually participated in online courses or completed the online modules. Nonetheless, stakeholders did promote the fact that as opposed to webinars, the online courses allow for more opportunities to engage with colleagues given these run over longer periods of time. As for the online modules, the authors note that an important piece of information is provided which is the time it takes to complete these. This should help stakeholders plan their learning activity.

2.2.2.4 CEPOL Exchange Programme, Platforms for communities, Educators support

E-Net provides supporting platforms for CEPOL Exchange Programmes (CEP). This service targets an important number of stakeholders, namely those participating in CEP which ranged in number of members from 292 in 2011 to 492 in 2016, 612 in 2017 and 485 in 2018. CEPOL provides through the e-NET resources such as application forms, activity plans, travel request documentation and narrative report templates. The platform also includes the CEP Guide. In 2017, between January and July this was used 137 times and in 2018 176 times.

⁴³ Meaning approved by the CEPOL Management Board.

⁴⁴ Meaning added by CEPOL staff.

Further, e-Net includes 10 individual platforms for communities and hosts 5 subcategories which each include a series of platforms. The service provided by CEPOL allows stakeholders to use e-NET and launch communication platforms on an ad hoc basis. For example, the platform help facilitate efficient communication between project partners of Horizon 2020 projects.

Finally, the educators support platform support all educators involved in the LMS, webinars, online modules as well as general educational aspects regarding adult learning and training for police and law enforcement officers. Access to the platform is free for all e-Net users. An important component of the platform are webinars for educators. It provides webinar guidelines, templates and more practical resources on how to deal with technical difficulties. Another important feature is the inclusion of all resources for educators on the common curricula. The educators platform includes 1431 members and was used between January and July 2018 462 times.

2.2.2.5 R&S conferences

E-Net presents a static page with information on the CEPOL European Police Research & Science Conferences from 2003 until present. Between 2003 and 2012 this information is limited to a brief summary report of the conference informing users about the programme and speakers. Starting 2013 the information becomes more complete with the inclusion of audio-visual recordings of presentations as well as presentation material and papers presented. CEPOL shows that with time, the information presented on e-Net concerning the R&S conferences becomes more complete allowing users to access and consult material post-date. On this basis, this study concludes that the Agency makes good use of its mandate to support, enhance and complete the product through the use of the electronic network.

The survey suggests very low levels of dissatisfaction (i.e. scored 4 or 5) with e-learning services on R&S conferences, although there are considerable numbers of respondents who stated that they had no knowledge of the provision⁴⁵. Interview feedback did not clarify why this is the case. However, given the fact that the R&S conferences section on e-NET is a static page, it is likely that users mainly visit this page around the time of the actual conference and that this influences the familiarity of the service.

Table 15: Q18 survey on stakeholder satisfaction R&S conferences

Q18 Please outline your view of the following forms of e-learning provided by CEPOL?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Not applicable
R&S conferences	12.5 (N=5)	32.5 (N=13)	12.5 (N=5)	7.5 (N=3)	0.0 (N=0)	35.0 (N=14)

Source: survey

2.2.2.6 E-Library

The survey indicates low levels of satisfaction with the e-library services.

⁴⁵ Note that this refers to e-learning thus referring to the support CEPOL provides through the e-NET to R&S conferences. This does not refer to the actual participation in conferences.

Table 16: Q18 survey on stakeholder satisfaction e-Library

Q18 Please outline your view of the following forms of e-learning provided by CEPOL?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Not applicable
e-library	12.5 (N=5)	17.5 (N=7)	12.5 (N=5)	22.5 (N=9)	2.5 (N=1)	32.5 (N=13)

Source: survey

E-Net presents with the e-Library a repository where users can share research outcomes, projects or thesis in support of police learning and to promote a European approach to police science. The e-Library's home page presents a snapshot of recently added material. In addition, users are offered quick access to a series of so-called "communities" which correspond to administrative entities such as school departments, research centres, etc. in countries.

Users can quite easily browse through publications using also a simple or more advanced search function. A useful addition to the e-Library is the possibility for users to create a personal page, "my e-library", which allows for the submission and editing, reviewing and checking of submitted material.

An important feature of CEPOL's e-library is that it transcends language barriers by offering material in native languages⁴⁶. It has been set up as an European repository for European police / law enforcement officers. Data shows that bigger EU languages represent more publications in the e-library (see figure 25 below). English documents are most represented which can be explained by the common use of the English language for international research output as well as the fact that English ranks first in the top five of most commonly spoken foreign languages in the EU.⁴⁷ The runner ups most common foreign languages spoken are French, German and Spanish. The latter arguably is somewhat underrepresented in the material available on CEPOL's e-library. A noticeable absentee from the top five most commonly spoken foreign language in the e-library is Russian. In addition, the data also shows that some EU official languages are absent all together, such as Maltese, Croatian and Estonian. In addition to a possible language issues, there are also other possible reasons for this: 1) a country might not produce EU relevant research or knowledge material in their native language; 2) a country may not actively engage with the e-Library project.

⁴⁶ Note that all entries in other languages than English need to come with a translation of the title and an abstract in English.

⁴⁷ http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs_386_en.pdf

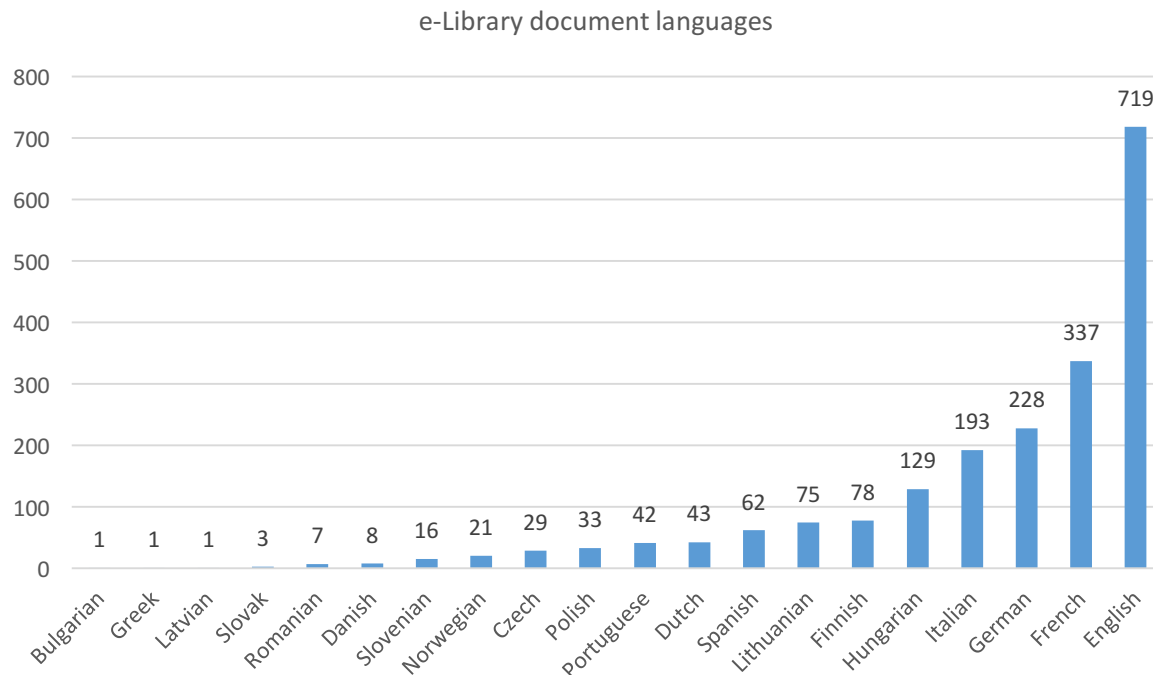


Figure 25: e-Library document languages

Source: own elaboration from e-library data

Another interesting aspect of the e-library is the large number of different topics available to users. This includes more than 850 different topics. It has to be noted however that almost 90 per cent of these topics consist of one and five items. Also, although comprehensive in number, the list contains different inconsistencies (i.e. listing drugs trafficking and trafficking in drugs as two separate topics) as well as grammatical errors which could have affect on 'searchability'. It is noted however that these inconsistencies can be dealt with quite easily.

When looking at the top-10 topics with most items it is noticeable that this includes a series of topics prioritised in EU collaboration such as terrorism and organised crime. Beyond this, also other priorities such as human trafficking, corruption, migration and cybercrime list high on the topic ranking. For example, the e-library contains 28 items on corruption and 29 on police corruption. But also other priorities would rank higher if taking into account affiliated topics such as border issues. The list also contains a series of related topics, such as: border policing; cross-border policing; EU-border policing; cross-border cooperation; and border control. The same can be said about cyber-related issues which includes: cybercrime, cyber terrorism; Internet; internet crime. Also drug-related topics include a wide variety such as: drugs trafficking; drug testing; drug prevention; drug policy; drug culture; drug use; drug abuse; drug control; illegal drugs; and synthetic drugs. The topic of migration is arguably underrepresented in the list. This category includes topics such as: immigration; illegal immigration; migration and migration flows. One possible explanation for this underrepresentation could be the limited mandate of the Agency on migration issues. This responsibility might be placed instead with other JHA Agencies, such as Frontex. In fact, the 2016 JHA Training Matrix Report emphasises the substantial increase of Frontex' training activities from 50 in 2015 to 145 in 2016.

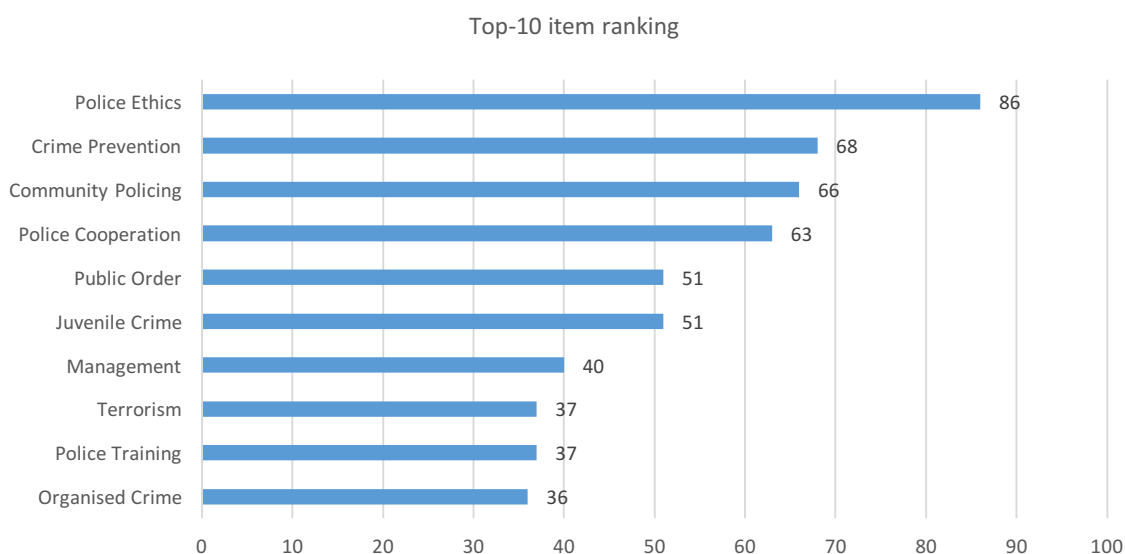


Figure 26: Top-10 item ranking for the e-Library

Source: data from e-library data

2.2.2.7 *e-journals and e-books*

The online access to e-books and journals allows users to consult commercially published, high-quality content from a variety of international journals as well as online-books. CEPOL offers two gateways to content. One provides access to a specific CEPOL collection of subscribed e-journal titles. The other gateway allows access to the EBSCO Discovery Service portal which includes full-text ebooks and abstracts of more than 500 journals.

Concerning the former. A search portal allows users to access to 17 e-journals from professional publishing houses such as Taylor & Francis, SAGE publications, Oxford University Press and Springer Science + Business Media. The portal allows access to a number of e-journals through the EBSCO Discovery Service portal⁴⁸.

Concerning the latter. The EBSCO Discovery Service portal can easily be accessed through the search bar embedded on the home page of the e-journals and e-books CEPOL site. This brings users to the EBSCO Discovery Service for CEPOL. Here users can access (millions of) sources such as book, e-books, academic journals, magazines, reviews, reports, conference materials and news from dozens of publishers. Publications can be found in multiple languages, mostly English, followed by several other EU languages such as Dutch, German, French and Spanish. Noticeable is that the EBSCO Discovery Service portal also provides access to documentation in important third country languages, such as Russian, Arabic and Turkish.

⁴⁸ The ejournals are: European Journal of Police Studies; International Journal of Electronic Security and Digital Forensics; Journal of Human Trafficking; Journal of Police and Criminal Psychology; Journal of Policing, Intelligence and Counter Terrorism; Studies in Conflict and Terrorism; Trends in Organised Crime; Crime Science; European Journal of Crime, Criminal Law and Criminal Justice; European Journal of Criminology; European Journal on Criminal Policy and Research; International Journal of Police Science & Management; Police Journal: Theory, Practice and Principles; Police Practice and Research; Police Quarterly; Policing & Society; Policing: A Journal of Policy and Practice.

2.2.2.8 Virtual Training Centre on Intellectual Property Rights

The survey shows very high levels of respondents who stated that they had no knowledge of the provision of the Virtual Training Centre on Intellectual Property Rights. The main reason for this is the limited target groups of this service as opposed to the wider stakeholder group working with CEPOL.

Table 17: Q18 survey on stakeholder satisfaction VTCIPR

Q18 Please outline your view of the following forms of e-learning provided by CEPOL?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Not applicable
Virtual Training Centre on Intellectual Property Rights	7.5 (N=3)	7.5 (N=3)	12.5 (N=5)	5.0 (N=2)	0.0 (N=0)	67.5 (N=27)

Source: survey

The VTC on IRP is a platform that offers learning content and other material related to enforcement of intellectual property rights. The platform has been created and is maintained by CEPOL and the European Union Intellectual Property Office. It requires regular updating and maintenance.

2.2.3 Summary and Conclusions

This study shows that the main expectations from e-learning lie in the opportunity to develop professional knowledge, skills and abilities, and to learn from the expertise from others. Feedback collected from stakeholders pointed also to the value of boosting confidence within the workplace but less so in terms of formal career development or strengthening CVs. The delivery of e-learning services is perceived highly satisfactory in general. Feedback suggested that it allows timely development of knowledge and skills, without the cost and resource commitments associated with staff attending residential programmes. In terms of effectiveness of e-learning, this study finds that in particular stakeholders think that their ability/skills as well as knowledge on the European dimension of law enforcement have improved. From a sustainability point of view, the respondents confirmed that they apply what they have learned to their jobs. Further:

- In terms of accessibility, the study finds that most stakeholders do not consider technical access an obstacle and that CEPOL provides good support in order to enter e-Net. Stakeholders find navigation through the content slightly more difficult.
- The material provided through e-Net is considered useful and stakeholders also confirm this material is proven useful in the work environment.
- Speakers and trainers used for e-learning activities are positively rated and are overall considered accessible and responsive to participants' questions. Also case studies and presentations on the European dimension of law enforcement are seen to stimulate discussions among participants in e-learning.
- CEPOL communicates effectively with stakeholders on e-learning offers and organizational needs. Topics addressed in e-learning activities are overall considered aligned with the European dimension of law enforcement.

A breakdown of the different e-learning products delivered by CEPOL shows that the **webinars** are its “flagship” e-learning product in terms of use as well as satisfaction levels. The Agency increased the number of webinars since 2011 and plan to continue this course for 2018. 3 out of 4 webinars are organised by CEPOL, which suggest room to promote also the initiation by other stakeholders. Particular emphasis could be placed on ensuring that all EU MS contribute to this. Identified strengths of webinars are: 1) the possibility to access webinar recordings whenever possible; 2) the short time needed for participating in a webinar; 3) the fast access to up-to-date information on new trends and developments in law enforcement. One identified weakness of webinars is the lack of opportunity to interact with trainers and participants. This is an important weakness given that stakeholders think it is important to build trust in order to facilitate cross-border cooperation in law enforcement. Providing for trust-building opportunities is more prevalent in other e-learning products developed by CEPOL such as online courses and online modules. These are longer in time and allow for interaction with colleagues and importantly trainers. The longer time needed for participating in these products immediately also poses a challenge due to limited time availability.

Another important role of the e-NET is its supporting function to residential activities by providing access to resources for participants of courses, seminars and conferences. This is important for two reasons: 1) it ensures that participants can come to the training with some prior knowledge; 2) it could help stakeholders that have trouble with the English vocabulary. The study however could not establish to which extent stakeholders actually prepared for courses beforehand. One particular obstacle that has been highlighted is that participants likely do not have a lot of time to do so.

CEPOL’s e-Library provides access to a database set up and managed by CEPOL consisting of resources submitted by its users. This includes a vast amount of material covering a wide variety of topics. It is unclear from this study where the boundaries of this database are. For example, do specific topics fall out of the scope of the database and to which extent is the content of the resources monitored? Another potential weakness is the fact that users are overwhelmed by the large amount of documents. Nonetheless, despite the vast amount of information presented, the search functions does allow users to navigate easily through the database and select the information of relevance to them. A particular challenge identified by CEPOL is the lack of financial resources to allow for a thorough revision. A particular strength of the e-library database is the access to publications in different languages. One reservation is the lack of absence of documents of some of the EU languages as well as commonly spoken languages in the EU (such as Russian). This could limit the usability of the tool. Also, given the work of CEPOL in third countries, there might be an interest to include research in other commonly spoken languages such as Arabic. A potential added value of the tools is that CEPOL allows partners to access research databases that can be expensive for smaller organisations. However, wider developments in the academic sector are promoting the availability of research publications via ‘open access’ arrangements that increasingly mean that work is less likely to be ‘hidden’ behind license or software blocks. With this development the added value that CEPOL offers to the law enforcement community through these facilities could taper off.

A more general concern is that across the e-Net, CEPOL has made available course material and research resources through different products, which sometimes are operated through different IT systems. This poses challenges in terms of being able as a user to browse efficiently through all the available information. CEPOL has managed to tackle this issue by working on a good user interface. Also, the LMS offers search capabilities for courses and for forum entries. Further, the e-Library and the e-book and journals service tools together include three different search engines. It is understood that the three engines allow access to different databases, each mostly containing unique content.

The “scattered” search functions of e-NET arguable are from a user point of view not very efficient. In addition, it is unclear to which extent information in the databases overlaps.

Finally, this study finds that when speaking to stakeholders they do not make a specific distinction between different product lines, for example between the “e-Library” and the “e-books and journals” services or between the “Courses, seminars and conferences” and “R&S conferences” products. Also, stakeholders have limited view on whether their colleagues use the tools. This is particularly the case in public institutions.

2.3 CEPOL engagement with the law enforcement sector

This section of the report addresses the extent to which CEPOL is effectively engaging with the law enforcement sector in MS. This is of particular importance since CEPOL’s mandate has been extended from beyond the police to include other agencies that are more widely involved in law enforcement activities.

CEPOL’s new legal mandate that has entered into force on 1 July 2016 expands the Agency’s activities to law enforcement officials of all ranks, as well as customs officers and other authorities dealing with cross-border crime. The Regulation defines law enforcement officials as ‘staff of police, customs and other relevant services, as defined by Member States, that are responsible for, and staff of Union bodies that have tasks relating to, the following:

- (a) the prevention of and fight against serious crime affecting two or more Member States, terrorism and forms of crime that affect a common interest covered by a Union police; or
- (b) crisis management and public order, in particular international policing of major events’⁴⁹

The change in mandate resulted in the Agency having to reach out to a wider stakeholder group beyond the “traditional” law enforcement community, the police. The main focus in this respect was placed on the members of the judiciary system on the national level.

The way in which CEPOL interacts with these stakeholders is through CNUs. The Regulations says that each MS has to establish or designate a national unit that can be liaison body with CEPOL within its network of national training institutes for law enforcement officials in the EU. The CNUs have a series of tasks:

- (a) *‘supply CEPOL with the information necessary for it to carry out its tasks;*
- (b) *contribute to CEPOL’s effective communication and cooperation with all relevant training institutes, including relevant research institutes in the Member States;*
- (c) *contribute to and promote CEPOL’s work programmes, annual calendars and website;*
- (d) *respond to CEPOL’s requests for information and advice;*
- (e) *organise and coordinate appropriate nominations of participants and experts for activities at the national level in a timely and transparent manner;*
- (f) *coordinate the implementation of activities and meetings within their Member State;*

⁴⁹ <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32015R2219&from=EN>

(g) *provide support in the establishment and implementation of exchange programmes for law enforcement officials;*

(h) *promote the use of CEPOL's electronic network for the training of law enforcement officials.*⁵⁰

Arguably, tasks (e), (f), and (h) are considered important for engagement with stakeholders beyond traditional law enforcement. CEPOL relies on the ability and capability of CNU's to identify and mobilise experts and participants for training activities. The way in which CNU's organise this is not defined in the Regulation. It states that: *'each Member State shall determine the organisation and the staff of its national unit in accordance with its national law and resources'*.

2.3.1 Profile CEPOL in wider law enforcement community

The first set of survey questions in this section asked respondents about the profile of CEPOL in the wider sector, the suitability of the content of programmes, and the capacity of CNU's to engage cross-sector. These questions broadly align to CEPOL's core promise, which states that; "With CEPOL, professionals can grow both their knowledge and networks."

Table 18 below, presents the data on each of the sub-questions. The strongest correlation was the number of respondent (72%) who identified that CEPOL's objectives align with the needs of the wider law enforcement community in their home country, (46% strongly agree, 26% agree and only 6% strongly disagrees). 70% strongly agrees, or agrees that CEPOL effectively supports the efforts of MS to involve the wider law enforcement sector in training services. This aligns to CEPOL's quality management statement, in which it states that; "CEPOL aims at consistently providing products and services that meet stakeholder expectations and the applicable regulatory requirements."

In addition, over half the respondents (56%) strongly agree/ agree that CEPOL has a strong profile across law enforcement in their country (with 14% stating not applicable); and 54% agreeing (or strongly agreeing) that content of the programmes reflects the needs of the law enforcement in their country (16% reporting not applicable). This is a positive incitement of the work of CEPOL. These figures equate 65% (agree that CEPOL has a strong profile across their country), 64.2% (the content of the CEPOL programmes meet the needs of my country) agreeing that work of CEPOL has value in their country if those that have stated 'not applicable' are removed from the response rate. Ensuring that they are recognised as adding value is crucial in this process. 80% of respondents strongly agree/ agree that their CNU is able to effectively reach out on CEPOL training services to the law enforcement sector in their country (20% of those who replied answered that this question was not applicable). When reflecting on the resources required to support the CNU's, 22% responded that the question was not applicable, but those who responded, 46% strongly agreed and 18% disagreed. It is clear from the survey that resources is a contentious issue for stakeholders.

Table 18: Q22 on wider law enforcement engagement

To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	not applicable/no experience

⁵⁰ <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32015R2219&from=EN>

CEPOL has a strong profile across the law enforcement sector in my country	26.0 (N=13)	30.0 (N=15)	20.0 (N=10)	6.0 (N=3)	4.0 (N=2)	14.0 (N=7)
The content of CEPOL programmes properly reflects the needs of the law enforcement sector in my country	22.0 (N=11)	32.0 (N=16)	22.0 (N=11)	4.0 (N=2)	4.0 (N=2)	16.0 (N=8)
CEPOL continues to provide training services oriented to police	46.0 (N=23)	26.0 (N=13)	8.0 (N=4)	6.0 (N=3)	6.0 (N=3)	8.0 (N=4)
CEPOL effectively supports our effort to involve the wider law enforcement sector in training services	38.0 (N=19)	32.0 (N=16)	12.0 (N=6)	2.0 (N=1)	4.0 (N=2)	12.0 (N=6)
My CEPOL National Unit is able to effectively reach out to the law enforcement sector in my country on CEPOL training services	44.9 (N=22)	18.4 (N=9)	10.2 (N=5)	2.0 (N=1)	4.1 (N=2)	20.4 (N=10)
My CEPOL National Unit is well-resourced (i.e. human resources)	24.0 (N=12)	22.0 (N=11)	14.0 (N=7)	8.0 (N=4)	10.0 (N=5)	22.0 (N=11)

Source: survey

These, generally positive, survey results reflected findings from interviews with staff engaged in police training in MS. There was strong unanimity that CNUs were effective in terms of engaging across the sector, with reports that networking activities had been undertaken at the time that CEPOL's mandate extended to ensure that agencies beyond the police were aware of CEPOL and that their training needs were included in the regular assessment of needs. One interviewee reported that they had established a coordinating committee involving stakeholders from non-police law enforcement agencies. Interviewees reported that they had established strong personal connections with colleagues in non-police law enforcement organisations and that communication was effective. Another interviewee explained how in response to the change in mandate the CNU was disconnected from the police academy and introduced under the police headquarter. By chance, those interviewed happened to be from smaller MS with single police services and it was noted by several that the success that they had enjoyed in developing these relationships might prove more difficult in MS that were larger and that had multilateral police arrangements. It was also noted that many of the non-police law enforcement agencies had alternative pre-existing training provisions and might not have the same level of requirements for input from CEPOL.

2.3.2 e-Learning and the wider law enforcement community

The following questions, presented in table 19, relate to the 'processes' which support engagement with CEPOL activities. CEPOL, as part of their ambition 'Educate, Innovate, Motivate' (the CEPOL Motto) state that:

"CEPOL intends to provide to a variety of stakeholder groups with high quality training and learning opportunities, and is continuously learning from international good practices"

Many of the questions in this section are centred around the e-learning environment, of which 50% of the respondents recognised that contact points effectively communicates with their organization

about e-learning opportunities; and with 60% of respondents strongly agreeing/ agreeing that the e-learning provision complements CEPOL residential activities and exchange programmes. Where some area of challenge appear is the extent to which domestic police and law enforcement agencies place value on e-learning.

60% of respondents strongly agree, or agree that the e-Net system is compatible with systems in their organisation; that staff have enough access to computer workstations, and that staff have enough time to participate in CEPOL e-learning programmes. However only 45% felt that the E-learning is a valued form of professional development in their organisation, and only 36% that CEPOL e-learning provisions complement their national learning activities. Only 12% of participants stated that they agree or strongly agree that their organization prefers e-learning opportunities from providers other than CEPOL. These results suggest there is a recognisable value to the work of CEPOL E-Net training provision, however there are cultural barriers in engaging operation staff with online training provision, when time and access to facilities are not a barrier. Another barrier in this context is that only 50% of the respondents felt that their colleagues had sufficient English-language capacity in order to participate in CEPOL e-learning. This also limits engagement in cross-border police cooperation, which is often conducted in the English language⁵¹, and so there are operational as well as training imperatives to address this matter.

Interviewees helped understand and interpret some of the results in table 19. It was reported by all that staff are able to access e-learning provisions in technical and logistical terms. In terms of allocation of time and resources it was agreed by all that e-learning provisions provided an effective and efficient means of accessing timely state-of-the-art training. It was widely noted that webinars were easily accessed and did not require long-term planning, budgeting or participant selection and so were seen to be flexible models for police agencies facing resource and time-constraints. The downside of this, however, was that remote participation in e-learning webinars, and similar, did not provide opportunities to network with colleagues, and build relationships of trust and cooperation, associated with face-to-face residential training. The 2013 European Commission Communication on the development of a European Law Enforcement Training Programmes⁵² noted that an important component is 'the development of a common law enforcement culture as a means of enhancing mutual trust and cooperation', and this is more difficult to achieve via e-learning provision. This was described by one interviewee as the 'grease in the machine of European police cooperation'. One interviewee argued that CNU's and national police did not effectively value e-learning opportunities but that this was a problem caused at the level of the MS, not CEPOL. There were concerns about the capacity of officers to participate in programmes delivered in English, although it was noted by one that those who lacked confidence or ability in English found that they could participate passively in webinars and develop their skills such that they subsequently felt able to take part in subsequent events. Interviewees were highly satisfied in terms of CEPOL communication and consultation and that training needs analysis was conducted in a meaningful way. One interviewee was concerned that there was sometimes a lack of capacity to developed training that was useful to only a minority of MS. That only one place at the decision-making table was allocated to each country could lead to a problem of majoritarianism, which meant that regional or sectional interests could not always be addressed.

⁵¹ European Commission Communication (2013) *Establishing a European Law Enforcement Training Scheme*, COM 2013/172.

⁵² European Commission Communication (2013) *Establishing a European Law Enforcement Training Scheme*, COM 2013/172.

Table 19: Q23 on e-learning coherence on the national / organisational level

Q23: To what extent do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	not applicable/no experience
The CEPOL e-Net system is compatible with the systems in my organization (i.e. allowing access to the e-net website)	34.0 (N=17)	26.0 (N=13)	12.0 (N=6)	10.0 (N=5)	4.0 (N=2)	14.0 (N=7)
Staff in my organization have access to sufficient computer workstations to participate in CEPOL e-learning	36.0 (N=18)	24.0 (N=12)	16.0 (N=8)	2.0 (N=1)	14.0 (N=7)	8.0 (N=4)
Staff in my organization are allocated sufficient work-time to participate in CEPOL e-learning	18.4 (N=9)	26.5 (N=13)	20.4 (N=10)	8.2 (N=4)	10.2 (N=5)	16.3 (N=8)
Staff in my organization has sufficient English-language capacity in order to participate in CEPOL e-learning	28.0 (N=14)	22.0 (N=11)	18.0 (N=9)	14.0 (N=7)	12.0 (N=6)	6.0 (N=3)
E-learning is a valued form of professional development in my organisation	16.3 (N=8)	28.6 (N=14)	20.4 (N=10)	8.2 (N=4)	12.2 (N=6)	14.3 (N=7)
My organization prefers e-learning opportunities from providers other than CEPOL	6.0 (N=3)	6.0 (N=3)	18.0 (N=9)	18.0 (N=9)	26.0 (N=13)	26.0 (N=13)
CEPOL e-learning provisions complement our national learning activities	16.3 (N=8)	20.4 (N=10)	22.0 (N=11)	6.1 (N=3)	8.2 (N=4)	26.5 (N=13)
CEPOL e-learning provisions complement CEPOL residential activities and exchange programme	32.0 (N=16)	28.0 (N=14)	12.0 (N=6)	8.0 (N=4)	2.0 (N=1)	18.0 (N=9)
The CEPOL National Unit effectively communicates with my organization about e-learning opportunities	40.0 (N=20)	10.0 (N=5)	12.0 (N=6)	0.0 (N=0)	14.0 (N=7)	24.0 (N=12)

Source: survey

Figure 27 highlights that 66% of respondents stated to a very large, or large extent CEPOLs e-learning provision met the needs of their organisations, with less than 5% stating that it did not meet their expectations.

Q 24: Overall, to what extent do CEPOLs e-learning provisions meet the needs of your organisation (1=to a very large extent; 5=to no extent)?

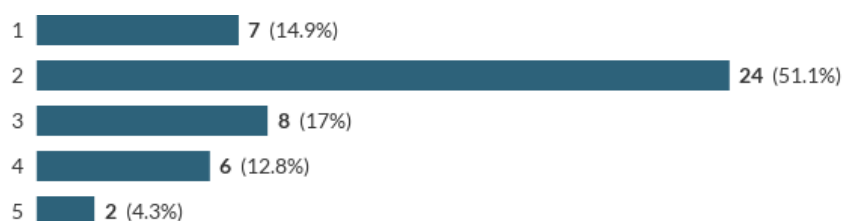


Figure 27: Q24 on e-learning effectiveness

Source: survey

Table 20 below categorises the qualitative comments which supported the participant's responses into three categories:

1. The strengths of CEPOL in supporting their organisation using e-learning tools;
2. Reflections on their interactions with CEPOL in relation to e-learning;
3. Challenges that would need to be overcome to strengthen the e-learning component of their relationship with CEPOL.

Strengths: participants noted that the eLearning provision was valuable in terms of the knowledge and skills development it supported; that it coalesced well with existing in-country provision, and also allowed participants to support other domestic based organisations in relation to the themes and topics covered. There was also some recognition that as the needs of the individual organisations had changed and developed, CEPOL had grown and strengthened their eLearning provision, which had been beneficial.

Reflections: there was a clear message that participants recognised that CEPOL could not meet all the e-learning requirements of all countries and all law enforcement and police partners; that CEPOL provision should supplement national provision rather than be the only source of training material. Another theme which was evident in the responses, was that while e-learning was often convenient and cheaper it did not support the networking opportunities, and that organisations themselves should be more proactive in suggesting the themes and focus of the e-learning provision to ensure an appropriate focus and fit. The latter is most prevalent for webinars.

Challenges: as in question 23, areas of challenge are largely focused on: 1) limited English language skills by some police and law enforcement areas; 2) well-developed national e-learning provision; 3) e-learning is not well developed as a mechanism within some countries (in relation to police and law and enforcement). None of these are a direct reflection on CEPOL, and their activities rather the national infrastructures and their ability to support e-learning. In relation to the specific activity of CEPOL observations were around the extent to which it responded to feedback (in relation to focus and themes), and that there was often greater value in other areas of CEPOLs work; for example, residential activity allowed you to be more immersed in the learning activity.

Table 20: Qualitative Comments on the Role of CEPOL in E-Learning

Strengths	Reflections	Challenges
Improve knowledge and skills	Some of the e-learning courses/webinars are very	My organization prefers e-learning opportunities from providers other

<p>Our training needs are met by CEPOL offer</p> <p>Good support provided.</p> <p>CEPOL e learning provisions meet our needs in a very large extent during the last few years.</p> <p>Thanks to excellent personal communication</p> <p>I strongly agree, because we participate in e-learning, exchange programmes, courses, CEPOL master programme.</p> <p>CEPOL supports training needs of my organisation at a large extent through the maintaining the links with our own e-learning platform.</p> <p>Highly value CEPOL activities and services</p> <p>Satisfied</p> <p>CEPOL e learning provisions meet our needs in a very large extent during the last few years.</p> <p>Representing the Network of Special Forces e-learning is on the part of each MS as well on each participant. We are supporting as a facilitator the Personal Exchange Programmes as well different training activities in EU-MS in cooperation with CEPOL</p> <p>We usually collaborate as to organize joint webinars and give access to EJTN participants to the E-net tools for specific seminars</p> <p>the needs of our organisation are in constant change and i thing in a great extent CEPOL is covering our e-learning training needs</p> <p>E-learning is very useful and goes very well with other activities together.</p>	<p>practical and meet the needs of our staff but others not.</p> <p>All in all, CEPOL provisions are well focused and well designed. Some particular national interests are not met, but this is a minor disadvantage.</p> <p>eLearning has a wider reach and is cheaper</p> <p>My organization could be more active in providing CEPOL with information about needs and requests for subjects</p> <p>CEPOL e-learning, will be always a complementary tool to our national learning programme</p> <p>Most courses are relevant but others not so much.</p>	<p>than CEPOL (EU Commission, Coursera, LinkedIn).</p> <p>Our organisation have our own very good National e-learning products and CEPOL e-learning provisions have only supporting role</p> <p>eLearning is not well developed yet in my country</p> <p>E-learning methods are still used not so often as they could be, due to the lack of time during service. When participant take part in residential activity he/she can only be focused on learning.</p> <p>We have nationally produced material covering the same aspects that are used (in national Language) some of which also gives ECTS.</p> <p>the problem is the language, majority staff of the police system, do not speak English</p> <p>The maximum effect cannot be reached because of limited ENG skills of my staff</p> <p>the e learning activities save the resources for travelling thus lack closer personal training attitudes and possibilities of more in depth exchange of knowledge</p> <p>Until now there was only one e-learning course about the needs of my organisation</p> <p>As a staff organization, we don't have contact or have known CEPOL before. We just know that recently there was a course directed to senior officers. It would be of the utmost importance that this type of formation would be accessible to all ranks, mostly because GNR formation is very military based and with very few police concepts.</p> <p>The core business of my organisation is totally different than current CEPOL e-learning offer.</p>
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		<p>The are proposals put forward topics for webinars, which are never delivered</p> <p>There is no systematically and/or structural Evaluation/Feedback on the national Level in order to answering this question in place</p>
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Source: survey

Table 21 below shows results in response that asked participants to reflect on any gaps in the current learning offer from CEPOL. The feedback has been divided into two categories thematic issues that could be fed into the current e-learning offer, and secondly reflections on the current offer.

Thematic: very few areas where identified as being ‘gaps’ in the current provision and more framed in a way in which they could enhance current eLearning programmes. Only three areas where identifies: 1) project design; 2) latest development in EU law enforcement; 3) greater focus towards preventative activity.

Reflections: some concern was expressed that there is too much focus on e-learning, and possibly that not all of the infrastructure is of the quality you would expect; greater support for in country trainers and educators; and also that for some, given the nature of activity they are involved in, engaging in e-learning may not be possible, nor appropriate. Many of the reflections were complementary of the quality and nature of the current offer; that it is regularly updated and is valuable for the wider police and law enforcement community.

Table 21: Gaps in the CEPOL learning offer

Thematic	Reflections
1) project design 2) the latest developments of EU law enforcement 3) more focus should be directed towards prevention of the different topics	<p>Last years CEPOL pay more and more attention to e-learning products, but other CEPOL IT services stay in the stone age. That particular survey will do the same: approximately 70 per cent-80 per cent of survey questions touch e-learning and nothing else what could be important from communication and reducing of paper work between stakeholders,</p> <p>Would like to see more support for the trainers/educators in my country.</p> <p>Newsletter about the up-coming activities</p> <p>CEPOL offer doesn't cover the profile of my duties/responsibilities.</p> <p>we have learned that e learning is a good alternative for residential activities</p> <p>E-learning services are updated continuously and provides new useful information in every activity</p> <p>I am working in a very complex and sensitive field, that e-learning is not the only appropriate media for training.</p>

Source: survey

The overarching mission of CEPOL is to ‘*make Europe a safer place through law enforcement training and learning*’. To support this aspiration, the application of the knowledge and skills acquired through the e-learning services needs to occur. Question 27 asked participants to identify barriers which may

prevent this from occurring, the responses have been divided into those that have a national focus, and those that relate to operationalisation of CEPOL.

National focus: feedback focused around issues of staffing; specifically, the number of personnel available and also the importance of senior managers leading by example and also supporting a cultural shift in terms of valuing training. Aligned to this was the importance in that when staff were redeployed that their previous training was valued, and any commitments to further study honoured. There was also concern raised that there does not appear to be a national strategy for some partners, in relation to learning and staff development.

CEPOL: some useful suggestions were made as to how CEPOL could further enhance its offer. These include: 1) considering a system in place where passing units was required in order to be able to progress further with the online offer; 2) consideration that not all provision should be in English; 3) and that CEPOL provision could be mapped more towards the national training programmes. This would reduce duplication and support career development, enhancement.

Table 22: Q24 on respondent's recommendations

Q27 Please indicate what might help you to overcome barriers preventing you from applying what you have learned from CEPOL e-learning services ...

National	CEPOL
<p>more personnel</p> <p>Senior Managers participating in respective seminars or courses / change management courses in example</p> <p>National strategy or lack of it</p> <p>The problem is national and not related to CEPOL and it's mainly with the transfer to another department within the police where my expertise and knowledge is irrelevant.</p>	<p>if the successful passing the e-learning is part of provision system</p> <p>working conditions to improve, everybody, who wants to apply to e-learning system, should know the English language, in our conditions it is difficult</p> <p>Greater impact of the CEPOL educational offer on national trainings systems/programmes.</p>

Source: survey

2.3.3 Summary and conclusions

Survey and interview respondents provide a very positive perspective on the role of CEPOL in developing training opportunities for the law enforcement community of Europe. It is apparent that CEPOL offers a programme of activity that meets expectations in terms of providing training on matters of significance in terms of EU priorities and cross-border activities, in particular. A large majority of respondent (72%) identified that CEPOL's objectives align with the needs of the wider law enforcement community in their home country, suggesting that there has been an effective response to the change in mandate requiring CEPOL to address the law enforcement sector. The management of relations with stakeholders is understood to be effective and stakeholders felt properly consulted in terms of training needs analysis and the communication of training opportunities, although there was some concern that decision-making processes sometimes mean that sectional or minority interests are overlooked.

E-learning provisions have expanded in recent years and are highly valued by stakeholders, albeit to different levels. Respondents noted that the systems offered are accessible and that staff generally have the resources required to use them. In general terms e-learning (and webinars and online

modules in particular) are highly-valued as opportunities to undertake training on emerging issues that is delivered by leading experts. Smaller MS are likely to benefit more and it seems that they have greater uptake and provide less content than larger countries. The format of the sessions means that staff can undertake training in a cost-effective manner, relative to residential programmes, although this might be at the expense of the networking opportunities associated with residential programmes. There was a concern that e-learning was not sufficiently valued within police organisations, in relation to career advancement, for example, but it was recognised that this was not something CEPOL is responsible for. However, suggestions were made as to how CEPOL could further enhance its offer and help overcome this cultural barrier. These include: 1) considering a system in place where passing units was required in order to be able to progress further with the online offer; 2) consideration that not all provision should be in English; 3) and that CEPOL provision could be mapped more towards the national training programmes.

In terms of engagement with the law enforcement sector there was strong satisfaction that CEPOL objectives aligned with the wider community of agencies and that cross-sector engagement is supported by the Agency, and that CNUs are effective in this. While there is a perception that CNUs face more difficult tasks in larger countries, or those with more complex law enforcement arrangements, this was not borne out in the survey data. It was regarded that CEPOL has a strong profile across law enforcement and that the content of programmes meets wider needs. E-learning provisions were seen to be valuable among the law enforcement sector.

3 Conclusions and recommendations

On the basis of three main research questions, this study set out to better understand how CEPOL engages with stakeholders, what are the expectations of these stakeholders and to which extent does CEPOL meet these expectations. The following chapter presents the main conclusions and recommendations.

1. How and to what extent does CEPOL's work address the needs and expectations of its stakeholders? How can this be improved?

A series of mapped needs were identified through the study. The following table presents an overview of these needs and indicates the relevance of each identified need per stakeholder category.

Table 23: Summary mapped needs and relevance per stakeholder

Mapped needs	National stakeholders	EU Agencies and EU Institutions	European professional networks	International organisations
To provide input on law enforcement challenges that are inherently transnational or reflecting EU priorities	✓	✓	✓	✓
To provide Member States with clear CEPOL programmes	✓			
To provide access to CEPOL staff expertise (i.e. on training methodologies)	✓	✓	✓	✓
To provide mutual access to the respective stakeholder networks in the law enforcement community	✓	✓	✓	✓
To provide access to the Agency's learning management system / training platform		✓	✓	✓
To open up (financial) resources for training / research	✓	✓	✓	
To allow CEPOL to deepen knowledge provision on thematic topics of interest		✓	✓	
To provide input on matters where there is no available expertise on the domestic level	✓			

Source: own elaboration

Further, the study shows that CEPOL engages with a wide range of stakeholders. Despite the heterogeneous nature of the group, stakeholders are generally familiar with CEPOL's mission, vision and values. The survey identified highly positive feedback in relation to the extent to which CEPOL is perceived to contribute to European police cooperation, as well as to the training and development of MS. As for the positive value of e-learning opportunities, this survey identified a trade-off between accessibility of e-learning service and networking opportunities of residential programmes.

This study also finds that there is a considerable level of contact and collaboration and that the interaction is considered valuable. Potential risks are that CEPOL overloads stakeholder with requests for input not related to the core cooperation activities. Obstacles to interaction with stakeholders are: 1) limited capacity of stakeholders to contribute in CEPOL's training activities (mainly a time and human capacity issue); 2) narrow thematic scope of stakeholders; 3) already existing training capacity with the stakeholder organisation.

Finally, stakeholders positively rate the delivery by CEPOL of its "flagship" service categories (i.e. residential services, e-learning services; exchange programme). Feedback suggests less awareness on CEPOL's European Joint Master Programme. A breakdown of these services shows that stakeholders are positive but show higher numbers of not applicable or no knowledge on specific services (i.e. European Police Science and Research Bulletin, E-library, the Annual CEPOL research and science conference, channel for sharing good practice across MS).

2. What is the uptake of CEPOL's e-learning services and how can this be improved?

The main expectations from e-learning are: 1) the opportunity to develop professional knowledge, skills and abilities; 2) to learn from the expertise from others; 3) the value of boosting confidence within the workplace.

The delivery of e-learning services is perceived highly satisfactory and feedback suggested that it allows timely development of knowledge and skills (particularly on the European dimension of law enforcement), without the cost and resource commitments associated with staff attending residential programmes. Key strengths of the e-learning environment are: 1) the support provided by CEPOL to access the platforms; 2) the quality and usefulness of supporting material on e-Net; 3) the quality and accessibility of trainers and speakers used; 4) and the effective communication of CEPOL on learning opportunities. Identified difficulty in the e-learning environment is navigation through the e-Net.

Further on e-learning products:

- **Webinars** are CEPOL's "flagship" e-learning product in terms of use as well as satisfaction levels. Identified strengths of webinars are: 1) the possibility to access webinar recordings at any time; 2) the short time needed for participating in a webinar; 3) the fast access to up-to-date information on new trends and developments in law enforcement. One identified weakness of webinars is the lack of opportunity to interact with trainers and participants.
- Providing for trust-building opportunities is more prevalent in e-learning products developed by CEPOL such as **online courses and online modules**. These are longer in time and allow for interaction with colleagues and importantly trainers.
- e-NET's supporting function to residential activities by providing access to resources for participants of **courses, seminars and conferences** is important for two reasons: 1) it ensures that participants can come to the training prepared; 2) it could help stakeholders that suffer language barriers. It is however unclear to which extent stakeholders actually make use of these resources.
- The **e-Library and e-books and journals** products include a vast amount of material covering a wide variety of topics. The main weaknesses of these products are: 1) the lack of clarity on the scope of the database and the extent to which its the content is monitored (in particular for the e-library); 2) the possibility that users are overwhelmed by the large amount of documents; 3) CEPOL use of different IT systems to make course material and research resources available which poses challenges in terms of being able as a user to browse

efficiently through all the available information. Strengths of products are: 1) the relatively simple search portals⁵³; 2) the access to publications in different languages. A potential added value of the tools is that CEPOL allows partners to access research databases that can be expensive for smaller organizations.

- Finally, this study finds that stakeholders do not make a clear distinction between different product lines, for example between the “e-Library” and the “e-books and journals” services or between the “Courses, seminars and conferences” and “R&S conferences” products. Also, stakeholders have limited view on whether their colleagues use the tools. This is particularly the case in public institutions.

3. To what extent is CEPOL able to align its stakeholder engagement with the changes in its mandate?

This study has shown that stakeholders positively rate the role of CEPOL in developing training opportunities for the law enforcement community of Europe. The management of relations with stakeholders is understood to be effective and stakeholders felt properly consulted in terms of training needs analysis and the communication of training opportunities, although there was some concern that decision-making processes sometimes mean that sectional or minority interests are overlooked. The way in which MS respond to the change in CEPOL’s mandate differs which has effect on the extent to which CEPOL can reach out with its activities to the wider law enforcement community. As a result, a one-size-fits all approach towards engagement with contact points is not possible. This is likely also the reason why CEPOL experiences different levels of engagement in its activities. The idea that this would be different for e-learning activities due to its “open nature” has proven wrong. The overall user base of e-learning activities has grown, however the participation varies between countries, types of stakeholders, and types of products.

Several considerations can be made: 1) the number of users seems to be linked to the involvement of the respective country in the development of the e-learning service and does not trigger automatically more users from other countries; 2) time available to stakeholders is limited which seems to have big impact on participation; 3) language barriers are mentioned by stakeholders but do not seem to be the decisive factor for not participating in e-learning activities; 4) participation in CEPOL e-learning activities is affected by existing training activities within the stakeholder organisations; 5) promotion of e-learning activities are often channelled through contact points who use their own criteria for deciding on whether to inform their network on upcoming activities; 6) potential users might experience technical access difficulties but this seems to contradict findings on good accessibility and good CEPOL support to enter e-Net.

These considerations cause for a difficult scenario in which CEPOL needs to find ways to effectively promote the use of e-learning activities. The fact that in general terms e-learning (and webinars and online courses and modules in particular) are highly-valued as opportunities to undertake training, does not mean that there should not be boundaries to its development and use. The “growing pains” that come with the increase of e-learning activities is also picked up by stakeholders that argue a potential trade-off with residential activities which are also valued in terms of trust-building exercises. Arguably, the Agency at this stage could consolidate its e-learning activities by placing a cap on its offer or prioritising offer, optimising its delivery systems, and promoting its use. In order to do so,

⁵³ This is an important improvement given that this was mentioned as a weakness in the study conducted by the Institute of Educational Technology of the Open University in 2016 for CEPOL.

more in-depth analysis is needed of the individual e-learning products, allowing for more in-depth analysis of the technical development of the products as well as better understanding how stakeholders use and experience each individual product. Further and on this basis, this study recommends the following:

Recommendations related to a cap on the e-learning offer or a prioritisation of the offer by CEPOL:

1. **For CEPOL** - Narrow down the scope on e-learning thematic areas linked to law enforcement and the EU policy cycle.
 - a. **For contact points** - Map stakeholder needs within this framework
2. **For CEPOL** - Prioritize e-learning focusing on emerging areas of knowledge, technological or scientific innovation
 - a. **For contact points** - Map areas that are not catered by activities on the domestic level or by partners
3. **For CEPOL** - Consider creating quotas for stakeholders (i.e. EU MS or framework partners) in terms of creating e-learning content.
 - a. For example, for Webinars, set a maximum number of webinars that stakeholders can propose and organize.
 - b. For example, for online courses and modules, set a total time limit for courses.
4. **For CEPOL** - To increase engagement of stakeholders in proposing webinars, online courses, etc. consider introducing proxies in which a stakeholder can delegate their proposal right to someone else. This can also help promoting the use of e-learning (see recommendations below).
5. **For contact points** – Consider setting up regional or thematic groups on e-learning proposing and development.

Recommendations related to optimising e-learning delivery system:

1. **For CEPOL** - Consider clustering the e-learning products in line with use instead of IT systems. For example:
 - a. Online learning through: a) webinars; b) online courses; c) online modules; d) Virtual training Centre on Intellectual Property Rights
 - b. Supporting documentation for: a) CEPOL residential courses, seminars and conferences; b) R&S conference.
 - c. Research material through: a) e-Library; b) e-books and journals.
 - d. Discussion fora: a) Platforms for communities; b) educators support.
2. **For CEPOL** – Consider developing a strategy on replacing paid access to e-books and journal with ‘open source’ alternatives.
3. **For CEPOL** – Consider integrating the e-learning platform with those of other international or European institutions, i.e. UNODC, Frontex, etc.

4. **For CEPOL** – Reduce the number of resources available on the e-Net by archiving material.

Recommendations related to promoting e-learning use:

1. **For CEPOL** - Prioritize the mobilization of contact points as channels to promote e-learning.
2. **For CEPOL** - Make use of existing networks with members from the wider law enforcement community. For example, target stakeholder through European professional networks and EU agencies, i.e. judges and prosecutors through Eurojust, border guards through Frontex, etc.
3. **For CEPOL** - to have a strong European presence and to ensure that it adds value, each Member State needs clear CEPOL programmes.
4. **For CEPOL** - For outreach on e-learning activities, distinguish between type of stakeholders (i.e. those types used in this study).
5. **For CEPOL** – Use CEPOL communication unit to create a e-learning communication strategy and operational plan.
6. **For contact points** – Promote the use of CEPOL e-learning services by domestic trainers.
7. **For contact points** - In order to counter staff turnover within stakeholder organisations and time limitations of staff, promote the concept of a contact point as a group instead of a single person.
8. **For contact points** – collect data from CEPOL on a periodic basis on use of CEPOL e-learning on the domestic level.
9. **For CEPOL** – Prioritise e-learning services in English given that this has the widest reach. Consider making co-funding available for translation on the national level.
10. **For contact points** – Consider translating CEPOL material in native languages.

Annex A – List of consulted documentation

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Annex B - Participant information sheets

Participant Information Sheet: Online Survey

CEPOL Stakeholder Survey 2018

Blomeyer & Sanz and Northumbria University

CEPOL aims at consistently providing products and services that meet stakeholder expectations and the applicable regulatory requirements. CEPOL intends to provide to a variety of stakeholder groups high quality training and learning opportunities, and is continuously learning from international good practices. Following a recommendation in a review of the first five years of CEPOL, stakeholder surveys have been introduced to ensure that the services effectively meet the needs and expectations of stakeholders.

Blomeyer & Sanz and Northumbria University have been asked to deliver the stakeholder survey for 2018. The purpose of the assignment is to understand four key aims:

1. How CEPOL engages with stakeholders and recommendations for improvements
2. The expectations of CEPOL's stakeholders and recommendations on how best CEPOL can manage these expectations
3. How well-informed CEPOL's stakeholders are about CEPOL's work and recommendations on how best to keep them informed
4. Why some Member States engage better with CEPOL than others and recommendations on how to improve this engagement

You have been identified as an appropriate person to contact in your professional capacity at one of CEPOL key partner organisations. We would like to ask you a series of questions relating to these four aims. The online survey will last for approximately 30 minutes. You will not be asked for any personal information that might identify you and your anonymity is guaranteed. The purpose and practice of the survey have been approved by the Research Ethics Committee of Northumbria University. We hope that you will complete the survey but you are free not to answer particular questions and may cease participation at any stage. In an anonymised form data from the survey will be used to complete a feedback report for CEPOL.

Should you wish to discuss the project further, or to ask questions once you have participated, then please contact Professor Michael Rowe, the principal investigator, at michael.rowe@northumbria.ac.uk.

Participant Information Sheet: Phone Interview

CEPOL Stakeholder Survey 2018

Blomeyer & Sanz and Northumbria University

CEPOL aims at consistently providing products and services that meet stakeholder expectations and the applicable regulatory requirements. CEPOL intends to provide to a variety of stakeholder groups high quality training and learning opportunities, and is continuously learning from international good practices. Following a recommendation in a review of the first five years of CEPOL, stakeholder surveys have been introduced to ensure that the services effectively meet the needs and expectations of stakeholders.

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1. How CEPOL engages with stakeholders and recommendations for improvements
2. The expectations of CEPOL's stakeholders and recommendations on how best CEPOL can manage these expectations
3. How well-informed CEPOL's stakeholders are about CEPOL's work and recommendations on how best to keep them informed
4. Why some Member States engage better with CEPOL than others and recommendations on how to improve this engagement

You have been identified as an appropriate person to contact in your professional capacity at one of CEPOL key partner organisations. We would like to ask you a series of questions relating to these four aims. The phone interview will last for approximately 30 minutes. For the purposes of data analysis the interview will be recorded and transcribed. You will not be asked for any personal information that might identify you and your anonymity is guaranteed. The purpose and practice of the survey have been approved by the Research Ethics Committee of Northumbria University. We hope that you will complete the survey but you are free not to answer particular questions and may cease participation at any stage. In an anonymised form data from the survey will be used to complete a feedback report for CEPOL. Should you wish to discuss the project further, or to ask questions once you have participated, then please contact Professor Michael Rowe, the principal investigator, at michael.rowe@northumbria.ac.uk.

CEPOL stakeholder survey (copy 2)

European College for Law Enforcement Training (CEPOL) Stakeholder Survey

Welcome and introduction

CEPOL aims at consistently providing products and services that meet stakeholder expectations and the applicable regulatory requirements. CEPOL intends to provide to a variety of stakeholder groups high quality training and learning opportunities, and is continuously learning from international good practices. Following a recommendation in a review of the first five years of CEPOL, stakeholder surveys have been introduced to ensure that the services effectively meet the needs and expectations of stakeholders.

Blomeyer & Sarz and Northumbria University have been asked to deliver the stakeholder survey for 2018. The purpose of the assignment is to understand four key aims:

1. How CEPOL engages with stakeholders and recommendations for improvements
2. The expectations of CEPOL's stakeholders and recommendations on how best CEPOL can manage these expectations
3. How well-informed CEPOL's stakeholders are about CEPOL's work and recommendations on how best to keep them informed
4. Why some Member States engage better with CEPOL than others and recommendations on how to improve this engagement

You have been identified as an appropriate person to contact in your professional capacity at one of CEPOL's key partner organisations. We would like to ask you a series of questions relating to these four aims. The online survey will last for approximately 30 minutes. You will not be asked for any personal information that might identify you and your anonymity is guaranteed. [\[1\]](#) [\[2\]](#) The purpose and practice of the survey have been approved by the Research Ethics Committee of Northumbria University. We hope that you will complete the survey but you are free not to answer particular questions and may cease participation at any stage. In an anonymised form data from the survey will be used to complete a feedback

report for CEPOL.

Should you wish to discuss the project further, or to ask questions once you have participated, then please contact Professor Michael Rowe, the principal investigator, at michael.rowe@northumbria.ac.uk. Should you wish to contact someone at CEPOL, please contact Mr Peter Stauber (peter.stauber@cepol.europa.eu), Policy Officer.

Welcome and introduction

I confirm that I have read the details contained on the previous page and consent to participate in this survey * *Required*

☐ Yes

☐ No

Preliminary questions

How long have you been working in law enforcement training?

☐ ≤ 1 year

☐ ≥ 1 year - ≤ 3 years

☐ ≥ 3 year - ≤ 10 years

☐ ≥ 10 years

How important to your organisation is the European dimension of law enforcement training (1=very important; 5=very unimportant)? *Optional*

Please don't select more than 1 answer(s) per row.

Please select exactly 1 answer(s).

Please don't select more than 1 answer(s) in any single column.

	1	2	3	4	5
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How long have you collaborated with CEPOL?

☐ ≤ 1 year

☐ ≥ 1 year - ≤ 3 years

☐ ≥ 3 year - ≤ 10 years

☐ ≥ 10 years

How frequently do you contact/collaborate with CEPOL in your work?

☐ several times each week

☐ once a week

☐ every month

☐ every six months

☐ annually

☐ less frequently

CEPOLs Mission, Values & Vision

How familiar are you with CEPOL's mission, vision and values (1=very familiar; 5=very unfamiliar)?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CEPOL's mission is to contribute to European police cooperation through learning. To what extent do you think CEPOL does contribute to European police cooperation (1=to a very large extent; 5= to a very small extent)?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CEPOL and needs of police

To what extent does CEPOL meet the needs of your organisation (1=to a very large extent, 5=to no extent)?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do CEPOL's services add value to the training and development provided in your Member State (1=to a very large extent, 5=to no extent)?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you agree that CEPOL responds effectively to your organisation's priorities? (1=strongly agree; 5=strongly disagree)?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your engagement with CEPOL

To what extent does CEPOL engage with your organisation as frequently as you require (1=to a very large extent, 5=to no extent)?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied are you with CEPOL's services in relation to ... (1= very satisfied; 5= very dissatisfied) * Required

Please don't select more than 1 answer(s) per row.

Please select at least 4 answer(s).

	1	2	3	4	5	not applicable/no experience
Residential programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-learning services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exchange programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
European Joint Masters Programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied are you with CEPOL's services in relation to ... (1= very satisfied; 5= very dissatisfied)

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	not applicable/no experience
European Police Science and Research Bulletin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The annual CEPOL Research and Science Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
as a channel for sharing good practice across member states?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how satisfied are you with the services provided by CEPOL (1=very satisfied; 5=very dissatisfied)?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CEPOL e-learning provisions

Which of the following describes better what you expect from CEPOL e-learning provisions (select one or more options) *Optional*

☐ Improve my skills and abilities

☐ Enhance my knowledge

☐ Meet new people / Networking

☐ Learn from other law enforcement experts' experience

☐ Feel confident to apply (some of) what I will learn back in my work

☐ Feel confident to disseminate, back to work, what I will learn

☐ Strengthen my CV with a view to job promotion / move

☐ I have no expectations

☐ Other

If you selected Other, please specify: *Optional*

Have you reviewed or used any of CEPOL's e-learning products or services?

- ☐ Yes
- ☐ No

Please outline your view of the following forms of e-learning provided by CEPOL. (1= very satisfied; 5= very dissatisfied; not applicable/no experience)

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	not applicable/no experience
Webinars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online learning modules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e-library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research & Science conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virtual Training Centre on Intellectual Property Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements? (1= strongly agree; 5= strongly disagree; not applicable/no experience)

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	Not applicable/no experience
Registering on the CEPOL e-Net system is sufficiently straightforward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEPOL staff provides sufficient support in order to be able to use the CEPOL e-Net system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The CEPOL e-Net system is structured in a way that allows for easy navigation through content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The CEPOL e-learning environment (visual support, language support, time for courses) helped me to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Material provided through the e-NET system is effective during participation in e-learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Material provided through the e-NET system is useful for me at a later stage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Material provided through the e-NET system is appropriate for my skill level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements? (1= strongly agree; 5= strongly disagree; not applicable/no experience)						
Please don't select more than 1 answer(s) per row.						
The length of the e-training activities is adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave this row blank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speakers/trainers used for the e-learning activities are knowledgeable on the themes presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speakers/trainers used for the e-learning activities present and deliver sessions effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speakers/trainers used for the e-learning activities are accessible and responsive to participants' questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CEPOL effectively communicates with my organization about e-learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEPOL consults effectively with my organization to understand our e-learning training needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topics addressed in the e-learning activities provide a good overview of the main issues on the European dimension of law enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case studies and presentations on the European dimension of law enforcement stimulate discussion among participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements? (1= strongly agree; 5= strongly disagree; not applicable/no experience)						
Please don't select more than 1 answer(s) per row.						
My learning from the e-learning services of CEPOL are useful once I am back at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My personal learning objectives from the e-services have been achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability/skills on the European dimension of law enforcement have improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My knowledge on the European dimension of law enforcement has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have applied on my job what I have learned from CEPOL e-learning services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-learning materials are organized effectively within the CEPOL e-net environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-learning objectives are clearly articulated by CEPOL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CEPOL engagement with the law enforcement sector						
To what extent do you agree with the following statements? (1= strongly agree; 5= strongly disagree; not applicable/no experience)						
Please don't select more than 1 answer(s) per row.						
CEPOL has a strong profile across the law enforcement sector in my country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content of CEPOL programmes properly reflects the needs of the law enforcement sector in my country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEPOL continues to provide training services oriented to police.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CEPOL effectively supports our effort to involve the wider law enforcement sector in training services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My CEPOL National Unit is able to effectively reach out to the law enforcement sector in my country on CEPOL training services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My CEPOL National Unit is well-resourced (i.e. human resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements? (1= strongly agree; 5= strongly disagree; not applicable/no experience)

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	Not applicable/no experience
The CEPOL e-Net system is compatible with the systems in my organization (i.e. allowing access to the e-net website)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff in my organization have access to sufficient computer workstations to participate in CEPOL e-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff in my organization are allocated sufficient work-time to participate in CEPOL e-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Staff in my organization has sufficient English-language capacity in order to participate in CEPOL e-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave this row blank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-learning is a valued form of professional development in my organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization prefers e-learning opportunities from providers other than CEPOL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEPOL e-learning provisions complement our national learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CEPOL e-learning provisions complement CEPOL residential activities and exchange programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The CEPOL National Unit effectively communicates with my organization about e-learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, to what extent do CEPOL's e-learning provisions meet the needs of your organisation (1=to a very large extent; 5=to no extent)?

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your rating ...

Please indicate what you have not learned that you need to and / or expect to learn from CEPOL e-learning services ...

Please indicate what might help you to overcome barriers preventing you from applying what you have learned from CEPOL e-learning services ...

Thank you

We are sorry that you do not wish to complete the survey. If you have any questions about this study please contact michael.owe@northumbria.ac.uk

Thank you

Thank you for completing the survey, your responses will help us to understand stakeholder perspectives on the European Law Enforcement Training College.

We would like to follow-up this survey with phone interviews with a small number of participants. If you would like to be included please contact

michael.rowe@northumbria.ac.uk

Annex D - Phone Interview questions

CEPOL stakeholder survey 2018

Phone Interview Schedule

Preliminary questions

1. What is your role within police training [press for length of service and nature of organisation, as well as individual role]
2. What do you understand the role of CEPOL to be?
3. What are your expectations of CEPOL?
4. Does CEPOL meet your expectations? [press for details]

Your engagement with CEPOL

5. How often do you use the services of CEPOL? [press for approximate frequency]
6. Are some of the services of more value than others? If so which are of more value and which of less value?
7. Does CEPOL use the most appropriate mechanism for engaging with you and other colleagues from your organisation? [press for details]
8. Are there other mechanisms for engagement that could be adopted? [press for details]
9. Do you find CEPOL to be well organised in terms of how often it engages with your organisation and who it engages with? [press for details]
10. How valuable is CEPOLs' training and development activity? [press for details]

CEPOL e-learning provisions

11. Do you use e-learning services of CEPOL? If no, why not?
12. What do you expect from e-learning services? To what extent are the expectations met?
13. What is the impact of the e-learning services on your organisation? Which factors contribute to the impact or lack thereof?
14. How can CEPOL better address your needs in order to increase the potential impact of e-learning services on your organisation?

CEPOL engagement with the law enforcement sector

15. Can you describe how you organise the relations with CEPOL?
16. How do you connect the outcome of these relations to the wider law enforcement sector in your country?
17. How would you rate the quality of the interaction with the wider law enforcement sector in your country on this?
18. Do you believe CEPOL supports domestic policing in the Member States? [press for details]
19. Do you feel you have the ability to impact on CEPOL's agenda and delivery mechanism? [press for details]

Annex E - List of stakeholders

Main category	Title	First name	Last name	Organisation	Interview date
European stakeholders	Ms	Christiane	Hoehn	European Council Office of the EU Counter-Terrorism Coordinator	10/04/18
European stakeholders	Mr	Dirk	Dubois	European External Action Service European Security and Defence College (ESDC)	11/04/18
European stakeholders	Mr	Giuseppe	Bellisario	Frontex	11/04/18
National stakeholders	Mr	Kimmo	Himberg	Police University College of Finland	11/04/18
European stakeholders	Mr	Giorgio	Porzio	European External Action Service	12/04/18
European stakeholders	Ms	Crista	Huisman	European External Action Service	12/04/18
European stakeholders	Ms	Hanneke	Brouwer	European External Action Service	12/04/18
European stakeholders	Ms	Aydan	Iyigüngör	European Union Agency for Fundamental Rights (FRA)	13/04/18
European stakeholders	Ms	Febe	Liagre	European Crime Prevention Network (EUCPN)	16/04/18
European stakeholders	Mr	Üllar	Lanno	Estonian Forensic Science Institute	16/04/18
European stakeholders	Ms	Muriel	Van der Klooster	Eurojust	17/04/18
European stakeholders	Mr	Vincent	Jamin	Eurojust	17/04/18
European stakeholders	Mr	Andrew	Cunningham	European Monitoring Centre for Drugs and Drug Addiction (EMCDDA)	17/04/18
European stakeholders	Ms	Alina	Secieru	European Judicial Training Network (EJTN)	17/04/18
International stakeholders	Mr	Tofik	Murshudlu	UNODC	19/04/18
European stakeholders	Mr	Gerald	Roskogler	Europol	20/04/18

International stakeholders	Mr	Arnar	Jensson	OSCE	24/04/18
European stakeholders	Mr	Valerio Papajorgji	Papajorgji	European Union Intellectual Property Office (EUIPO)	03/05/18
European stakeholders	Mr	Zarko	Pasic	EU-Lisa	16/05/18
National stakeholders	Ms	Sandra	Wijkhuijs	Police Academy of the Netherlands	18/05/18
National stakeholders	Mr	Stanislav	Straka	Academy of the Police Force in Bratislava	12/04/18
National stakeholders	Ms	Irmina	Golebiewska	National Police Headquarters Poland	23/04/18
National stakeholders	Ms	Karolina	Vaiciene	Lithuania	15/05/18

Addendum interviews national stakeholders

In follow-up of the initial data collection efforts, an additional interview request was made to a group of 39 national stakeholders. The data collection round was launched on 9 August 2018 and ended on 14 September 2018. Stakeholders received an invitation email by CEPOL and the evaluators, and were subsequently repeatedly reminded by email. A total of 14 stakeholders were consulted. This resulted in feedback from 13 countries (Bulgaria, Croatia, Czech Republic, Estonia, Finland, Germany, Greece, Hungary, Kosovo, Latvia, Malta, Moldova, Sweden) and 1 international organisation (PCC SEE).



Stakeholders were sent in advance a list of interview questions (see Participant Information Sheet: Phone Interview). Four sets of questions addressed: general understanding and experience of CEPOL; engagement with CEPOL services; satisfaction of e-learning activities, and; communication with the wider law enforcement network. There was considerable consensus among the respondents and so key themes are presented in relation to the four broad areas.

General understanding and experience of CEPOL

There was considerable consensus in understanding of CEPOL's mandate. All respondents noted, unsurprisingly, that the training and education around law enforcement were the core work. Some respondents noted other functions too: CEPOL should facilitate networking among the law enforcement community, should develop technological provisions to support learning and education, and should promote a common framework for human rights-based policing. One interviewee specifically emphasised the expectation of receiving first-class training in cutting-edge areas of law enforcement, specifically of interest for smaller countries. Another interviewee described the way in which the role of CEPOL was shaped in line with EU efforts to harmonise policing. This person also emphasised the difficulty for CEPOL to operate along-side strong Agencies that provide learning services such as Frontex and Europol. Nonetheless, according to the interviewee, CEPOL over time effectively adjusted to this role and professionalised. A specific area of improvement would be

standard-setting for qualification of trainers used by CEPOL. In broad terms, respondents were satisfied with CEPOL's services.

Engagement with CEPOL services

In terms of engagement with CEPOL, interviewees tended to report that they had (nearly) daily contact, in various formats (via email or phone, or through e-learning platforms). No provisions from CEPOL were identified as ineffective or irrelevant, but some areas were identified as particularly valuable. Residential and exchange programmes were seen as important in terms of developing networks. Two interviewees requested that CEPOL might do more to assist non-EU participants to secure visas and related documents to assist travel to residential activities, and one noted that more funding from CEPOL would facilitate greater participation. In line with the overall survey findings, the interviewees from the second round emphasised the value of e-learning activities, which allows for some form of daily contact between national staff and the Agency's staff or products and services.

On the whole, the view of one interviewee summed up the positive review of provisions: CEPOL '*is one of the most important EU mechanisms / instruments in the fight against organized crime, terrorism and other crimes against humanity. Besides the possibility of exchanging experience, in the events organized by the CEPOL, the participants can discuss and find solutions to the problems related to the security of the European Union*'.

Satisfaction of e-learning activities

The online environment was seen as less user-friendly than might be hoped for, mainly due to difficulties to navigate through the large number of resources. Relatedly, the advertising and communication of online opportunities were seen as areas where more could be done via CNUs. One interviewee emphasised the relevance of outreach on these activities through the CNU in order to be able to reach both police and wider law enforcement.

Interviewees reported that they did use e-learning provisions and many noted benefits in terms of cost-effectiveness (especially in geographically challenging countries, e.g. Greece), 24/7 availability of materials, access to journals (which are then used further in police education programmes), and that these provisions fit the wider learning experiences of students. Some concerns were raised in terms of a lack of English language skill being a barrier to participation and, from one interviewee, that poor internet connections was a problem causing video to be of low quality at times. The difficulty was noted of police staff being able to link through security settings in order to access materials.

Communication with the wider law enforcement network

The extent to which CEPOL and the CNUs were effective in communicating across the whole network of law enforcement agencies varied. Several interviewees gave descriptive accounts of how communication was facilitated, without commenting on the effectiveness of such efforts. Others suggested that it was generally working well. Three interviewees reported that it was 'improving' or 'still developing' (implying it has been less than hoped), or that it was 'average'. Some of this was explained by the relatively recent expansion in mandate, but one noted that it was due to a lack of staff resource at CNU and another due to perceived lack of staff at CEPOL.

One interviewee described that in order to promote the use of e-learning services, the CNU had translated material in their native language and presented the service in person at the different

locations of law enforcement agencies. In response to these presentations, the CNU would then ask these authorities to open up intranet platforms for CEPOL. According to the interviewee, a strong selling point to convince authorities to open up is the possibility to influence the webinar agenda of the Agency.

All, except one, reported that they had an appropriate opportunity to influence CEPOL's agenda.

Main category	Title	First name	Last name	Organisation	Interview date
International stakeholders	Mr	Thomas	Herko	PCC SEE	29/08/2018
National stakeholders	Ms	Victoria	Jitari	Police Academy Moldova	21/08/18
National stakeholders	Mr	Simo	Mihov	Police Faculty, Academy of the Mol in Bulgaria	14/09/2018
National stakeholders	Ms	Anni	Kinnunen	Police University College in Finland	14/09/2018
National stakeholders	Mr	Guido	Kattert	German Police University	13/09/2018
National stakeholders	Ms	Danijela	Petkovic	Ministry of Interior, General Police Directorate, Police Academy in Croatia	12/09/2018
National stakeholders	Mr	Mario	Spiteri	Malta Police Force	13/09/2018
National stakeholders	Mr	Ulf	Sydorf	Swedish Police Authority	13/09/2018
National stakeholders	Mr	Elmar	Nurmela	Estonian Academy of Security Sciences	07/09/2018
National stakeholders	Ms	Avni	Istrefi	Kosovo Academy for Public Safety	20/08/2018
National stakeholders	Mr	Gatis	Švika	State Police of Latvia	13/08/2018
National stakeholders	Mr	Emese	Horváczy	International Training Centre in Hungary	07/09/2018
National stakeholders	Mr	Demitrios	Krieris	Hellenic CEPOL Unit	28/08/2018
National stakeholders	Ms	Petra	Jirku	Ministry of Interior Czech Republic	14/09/2018