Challenges of E-learning for the French Police Nationale

By Cédric CARRÉ

EUROPEAN UNION AGENCY FOR LAW ENFORCEMENT TRAINING

Table of Contents

I. THE CONTEXT

II. ADAPTING TO THE PANDEMIC

III. THE CONSEQUENCES OF THE NEW STRATEGY

IV. PERSPECTIVES

I. THE CONTEXT

EUROPEAN UNION AGENCY FOR LAW ENFORCEMENT TRAINING

BEFORE COVID

➢ In-person training dominant

➢ Monolithic teaching (teaching the "old ways")

➢ E-learning is a technological gizmo

➢ Little interest from students (fewer than 10% of officers connected to the LMS platform, only 3% with a certificate)

➢ Little interest from trainers: only 30 online training modules in 2019

CEPOL

COVID 2020 and its aftermath

➢ **Challenges for trainers:**

- Use of technology

- Use of Tools and platform

- Lack of learner motivation

- Creation of multi-generation courses

- Finding the right authoring tool

CEPOL

COVID 2020 and the challenges faced by the Police

➢ **Challenges for trainees:**

- Equipment

- Familiarity with digital tools

- Lack of in-person training

- Lack of motivation

CEPOL

II.
ADAPTING TO THE PANDEMIC

EUROPEAN UNION AGENCY FOR LAW ENFORCEMENT TRAINING

The early months of the pandemic

- ➤ Difficulty to adapt to the new status quo

- ➤ Lecture-like lessons at first: not interactive or motivating

- ➤ Need to think "out of the box"

- ➤ Need to find a new way of implementing operational courses

- ➤ Need to find the funds (dedicated budget)

CEPOL

Adopting a whole new strategy

➤ Hiring teaching experts amongst civilians:

   - Trainers

   - Teachers

   - E-learning experts

➤ Hiring IT specialists

➤ Developing e-learning platforms and finding new digital resources

➤ Purchasing new material for trainers and later trainees

III.
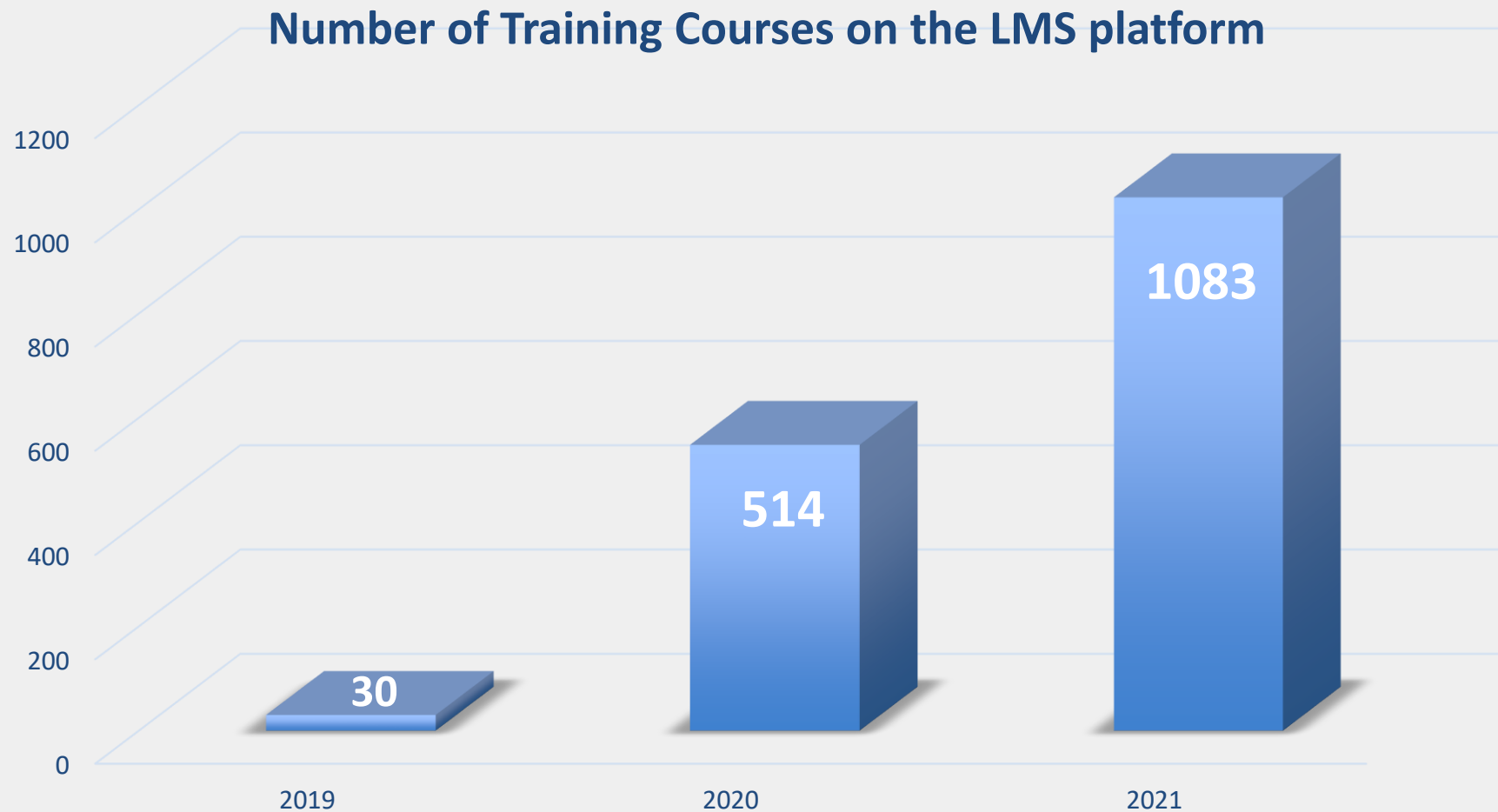# THE CONSEQUENCES OF THE NEW STRATEGY

Advantages of the new strategy

➢ New perception of teaching (less linear more interactive, student-centred)

➢ Innovative authoring tools enabling that interactivity

➢ Capacity to create material for operational courses

➢ More incentive for trainees to follow online courses

CEPOL

The example of English language courses

➢ New trainers from the national French education sharing their **experience** and **knowledge** of the CEFRL and curriculum building

➢ **Use of new tools**: voice recognition software, game-based applications, serious games and multiple authoring tools

➢ **More interactivity** in ESP modules for operational needs (border control, security, intelligence, cooperation, etc.)

➢ online modules X10, number of trainees X100 in two years

➢ **Learners feedback** highlighting interactivity and fun

CEPOL

General effects of the strategy

Number of Training Courses on the LMS platform

Bar chart showing the number of training courses on the LMS platform: 2019 = 30, 2020 = 514, 2021 = 1083.

General effects of the strategy

Number of Certifications on the LMS platform
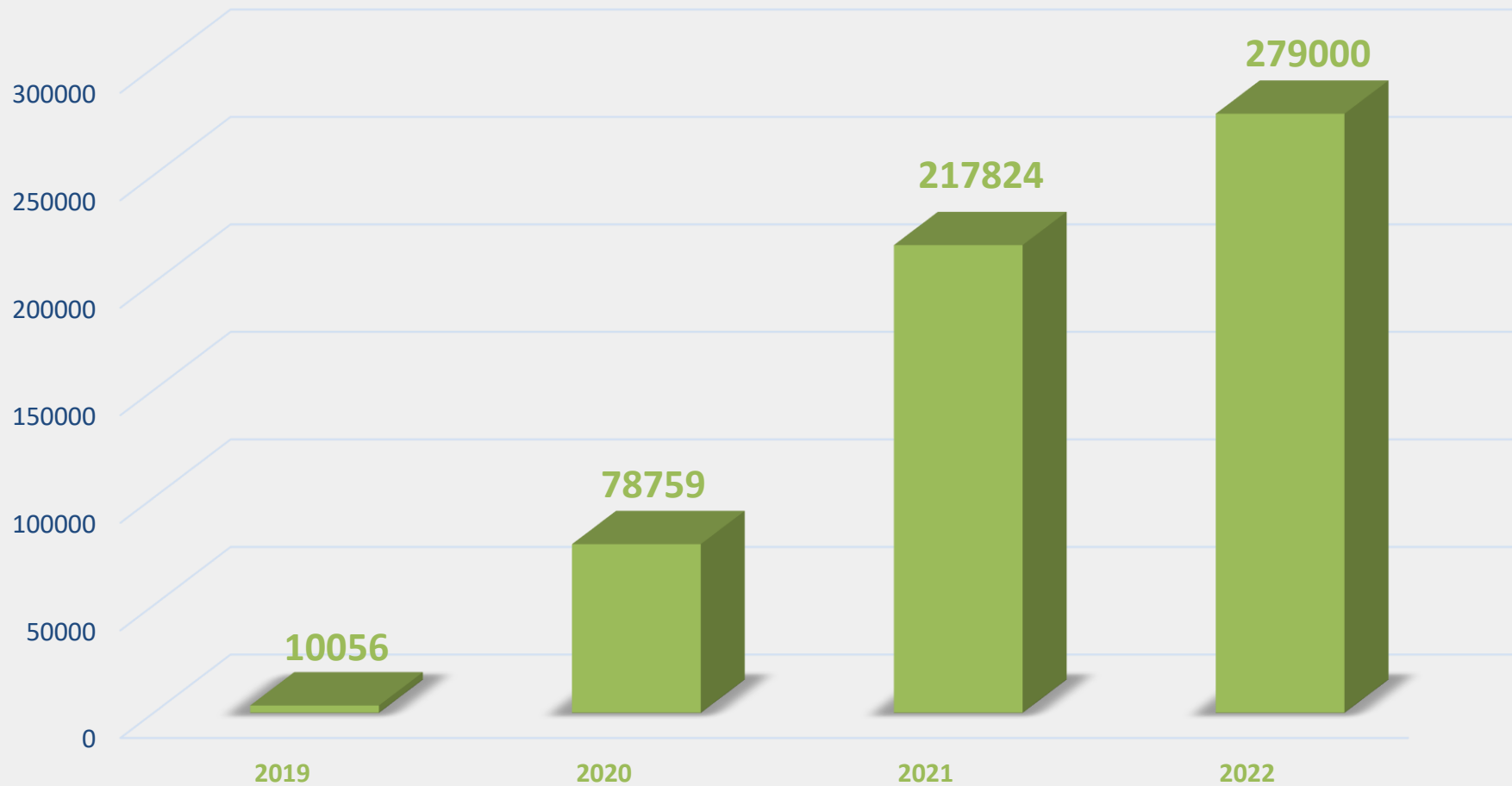
Year	Certifications
2019	10056
2020	78759
2021	217824
2022	279000

CEPOL

IV.
PERSPECTIVES

After the pandemic: Perspectives

- ➢ Online modules very popular despite return to in-person training

- ➢ Use of E-learning indisputable

- ➢ Blended Learning becoming the new norm

- ➢ More development in the future with new technologies:

    - holograms for remote training or hybrid learning

    - use of Virtual Reality headsets for operational simulation

    - a wider use of the AI

CEPOL

" *A single feat of daring can alter the whole conception of what is possible.* "

[Graham Greene](#)

CEPOL

Thank you for your attention!

European Union Agency for Law Enforcement Training
Offices: H-1066 Budapest, Ó utca 27., Hungary • Correspondence: H-1903 Budapest, Pf. 314, Hungary
Telephone: +36 1 803 8030 • Fax: +36 1 803 8032 • E-mail: info@cepol.europa.eu • www.cepol.europa.eu

CEPOL