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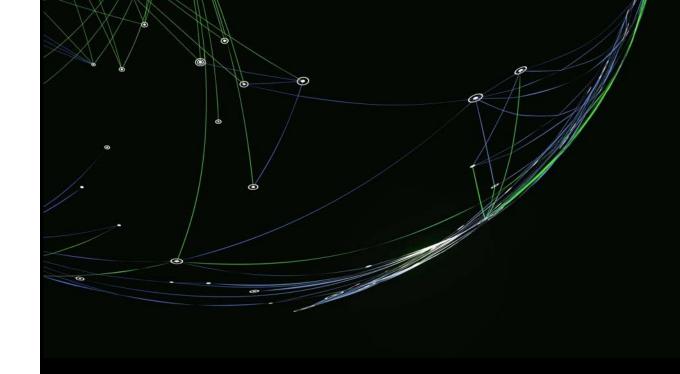
University of Nevada, Las Vegas

ASSESSING INTERNATIONA L POLICE TRAINING

Workshop #2

May 24, 2021

The National Academies of SCIENCES • ENGINEERING • MEDICINE



Committee on Law and Justice

Evidence to Advance Reform in the Global Security and Justice Sectors:

A Workshop-based Consensus Study Series



What are the core knowledge and skills needed for police to promote the rule of law and protect the population?

What is known about mechanisms (e.g., basic and continuing education or other capacity building programs) for developing the core skills needed for police to promote the rule of law and protect the population?

PURPOSE OF POLICE TRAINING

PURPOSE

core knowledge and develop skills needed to promote the rule of law and protect the population

GOALS



Be evidence based



Do no harm



Support problem solving



Promote good discretion

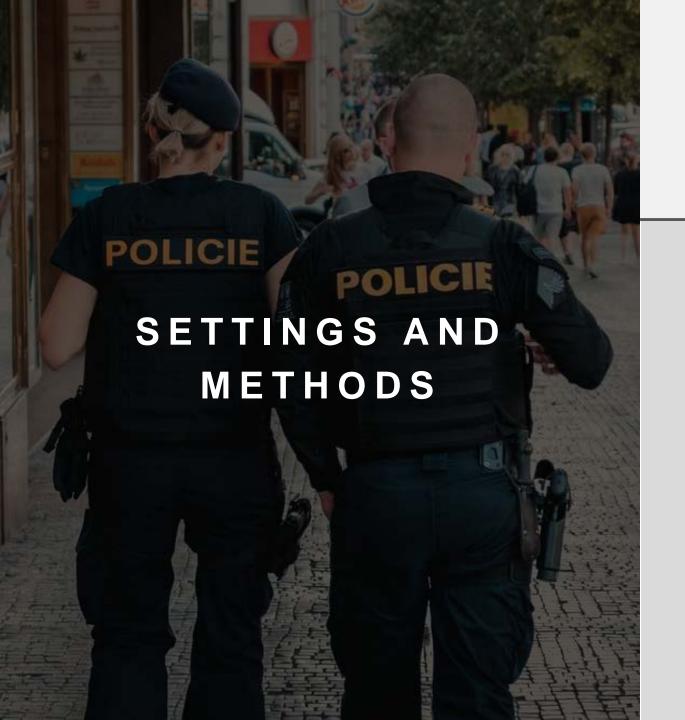
POLICE TRAINING OVERVIEW



No international standards

- Operations
- Weapons/Defensive Tactics
- Legal
- Self-improvement

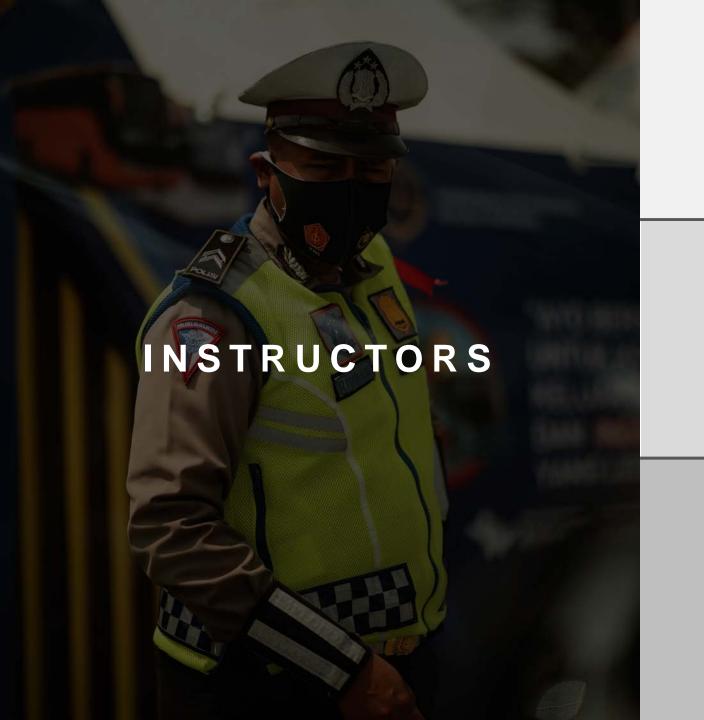
Curriculum drivers



Controlled (classroom) and Experiential (field)

Authoritarian/Paramilitary versus Adult Learning Models

- Andragogy (~25%)
- Problem Based Learning (~15%)
- Cognitive Load Theory



Trust and legitimacy

Teaching narratives

Religious, ideological, cultural, and identity barriers

POLICE TRAINING EVALUATIONS

Assessment of training programs

Knowledge/skill decay

Recruit versus in-service training



Quantitative/Qualitative/ Mixed Methods

Methodological rigor

Procedural justice Implicit bias De-escalation/Social interaction Workplace diversity attitudes



Training can change targeted police behaviors, justice-related outcomes, and police-public interactions

Unanticipated outcomes

Situational factors

- Implementation failure
- Trainer selection/performance





Geographic and size biases



CONCLUSIONS AND RECOMMENDATIONS

- Prevention is possible.
- All trainings are not equal.
- Training necessitates evaluation.

CONCLUSIONS AND RECOMMENDATIONS