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CONFERENCE ABSTRACTS

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COMPREHENSIVE EVALUATION OF BORDER POLICING TECHNOLOGIES – THE EVALUATION AND DATA ANALYSIS METHODOLOGY OF THE BORDER POLICING INNOVATION PROGRAM

József Balla – Károly Szabó

This study presents the evaluation and data analysis methodology applied within the Border Policing Innovation Program (HIP), designed to ensure the consistent, vendor-independent, and scientifically grounded assessment of technologies intended for border policing applications. The methodology is based on a mixed-methods research approach that integrates quantitative performance measurements with qualitative user and expert assessments. The evaluation process begins with the identification of operational and professional requirements, which provide the basis for defining the assessment criteria and developing the testing protocol. Quantitative evaluation focuses on the structured comparison of technical parameters and the measurement of functional performance. Qualitative evaluation places particular emphasis on end-user importance and satisfaction questionnaires, as well as on the structured analysis of expert and operational experience. The integrated analysis of multiple data sources enables the identification of relationships between objectively measurable performance, user experience, and operational requirements. Predefined protocols, standardised data collection, documented testing conditions, and methodological triangulation are employed to enhance objectivity, comparability, and reproducibility. The purpose of the HIP methodology is not to rank the technologies under assessment, but to establish a structured evidence base that supports the evaluation of their suitability for law enforcement applications and contributes to evidence-based professional decision-making.

Keywords: Border Policing Innovation Program, technology assessment, data analysis, quantitative evaluation, qualitative evaluation, mixed-methods research, law enforcement innovation

WHAT CAN WE LEARN FROM THE PORTUGUESE MODEL? PRACTICAL IMPLEMENTATION OF DECRIMINALIZATION OF PERSONAL DRUG USE AND HARM REDUCTION IN CONTEMPORARY POLICING

Gábor Bélai

Portugal's 2001 drug-policy reform shifted the response to personal drug use and possession from criminal justice to an administrative and health-oriented framework, while maintaining criminal liability for drug trafficking. This paper examines the institutional logic of the Portuguese model and considers its relevance for drug prevention, law enforcement practice, and territorially differentiated service provision in Hungary. The analysis is based on a critical review of legal documents, European and Portuguese monitoring reports, and scholarly literature on decriminalisation, harm reduction, prevention, and crime geography. The paper argues that Portugal's experience should not be interpreted as the consequence of a single legal measure. Its outcomes are more appropriately linked to the interaction of the dissuasion commissions, treatment and harm-reduction services, social reintegration, and continuous monitoring. The study also highlights territorial inequalities: the availability of health, social, and harm-reduction services may vary considerably between metropolitan and peripheral areas. These differences are relevant for both prevention and policing, because access to support services affects referral possibilities, institutional cooperation, and the practical implementation of a health-oriented approach. The Hungarian comparison indicates that the transferability of the Portuguese model is conditional rather than automatic. Potential lessons include strengthening multidisciplinary cooperation among law enforcement, health-care and social-service actors, improving regional access to prevention and treatment, developing territorially disaggregated data collection, and incorporating health-oriented, stigma-sensitive referral practices into police training. The paper concludes that a sustainable response to drug-related harms requires an evidence-informed institutional framework in which policing is integrated with prevention, treatment, harm reduction, and social reintegration.

Keywords: drug policy, Portugal, decriminalisation, harm reduction, police training

THE CHANGING KNOWLEDGE STRUCTURE OF LAW ENFORCEMENT RESEARCH: EMERGING RESEARCH CLUSTERS AND THEIR IMPLICATIONS FOR LAW ENFORCEMENT EDUCATION

Anita Boros

Law enforcement education is increasingly expected to respond to rapidly changing technological, social, legal, and security challenges. At the same time, the international research landscape of law enforcement is itself undergoing significant transformation. Yet the relationship between the evolving knowledge structure of the field and the future educational and competence requirements of law enforcement professionals remains insufficiently explored. This study (research) maps the contemporary knowledge structure of international law enforcement research through a large-scale bibliometric analysis of scientific publications. Using the R-based Bibliometrix framework, the research applies science mapping and conceptual structure analysis, including keyword co-occurrence networks, thematic mapping, bibliographic coupling, and cluster analysis. The analysis seeks to identify dominant, evolving, and emerging research clusters and to examine changes in their thematic significance over time. Moving beyond the descriptive mapping of scientific production, the study develops a research-to-training translation framework. The framework interprets changes in the international research landscape as potential signals of emerging knowledge, skill, and competence requirements in law enforcement education and training. Particular attention is paid to areas in which new research fronts may challenge traditional curricula or indicate the need for new interdisciplinary and practice-oriented educational approaches. The study is expected to reveal both established and emerging thematic structures of international law enforcement research and to identify potential gaps between scientific knowledge production and its systematic integration into professional education. By translating research developments into educational implications, the study aims to contribute to a more evidence-based, adaptive, and forward-looking approach to the education of future law enforcement professionals.

Keywords: law enforcement research, law enforcement education, bibliometric analysis, science mapping, research trends, competence development

ACADEMIC ETHICS IN THE AGE OF AI – CHANGING THE EDUCATIONAL PARADIGM

Andreea Rurela Cîrciumaru

Is artificial intelligence (AI) the end of originality, or is it one of the most amazing tools we have at our fingertips? Is AI the enemy or the opportunity? Will AI bring forth the end of academic excellence or a much-needed and stringently necessary fundamental change in our educational institutions? While phenomena, processes, and events in nature are the result of necessity, natural laws, and causes, in social life the willed and supposedly free action of people also intervenes. If and how we, as a society, and a global one of that, will be or will not be able to shift the paradigm and reshape our educational system and make the most of the use of this incredible new tool we call AI, while also avoiding its significant potential dangers, is not just a discussion worth having, but a concern for us all.

Keywords: artificial intelligence, accumulated human experience, adult education, originality, linguistic tools, academic ethics

DOMESTIC VIOLENCE IN SERBIA

Dragana Čvorović

Criminal-law standards for combating domestic violence are provided for in a considerable number of international documents that have the character of soft-law mechanisms, as well as in those belonging to hard law, which impose an obligation on state parties to undertake specific steps aimed at improving the normative framework in this area in accordance with the provisions of the relevant international documents. Following contemporary trends in the more effective fight against domestic violence, the Republic of Serbia has ratified significant international documents and reformed the normative framework governing this issue. Accordingly, the question arises as to whether the Republic of Serbia has effectively responded to the challenges posed by contemporary society, whether it has harmonized its normative framework with European standards, and whether the measures undertaken have produced appropriate results in practice. The author will analyze this issue from the following perspectives: first, introductory considerations; second, criminal-law standards for combating domestic violence in the Republic of Serbia; third, the compliance of the normative framework of the Republic of Serbia with European standards for combating domestic violence; fourth, the effectiveness of the actions taken by the competent state authorities in combating domestic violence in the Republic of Serbia; and fifth, concluding considerations.

Keywords: domestic violence, criminal-law standards, Law on the Prevention of Domestic Violence, effectiveness

EXTRAORDINARY PENITENTIARIES WORLDWIDE AND THE SMART PRISON OF CSENGER

Orsolya Czenczer – Gabriella Ürmösné Simon

Very few people would presume that, besides the average penal institutions, there are several diverse types of prisons which do not resemble the familiar ones to which we are accustomed. These unfamiliar, odd or stunning institutions may differ in many aspects from the average ones, in the attributes of their location, structure, incarceration, catering, the rights of the inmates, rigor, discipline, amenities, leisure facilities, daily routine, the relationship between the convict and the prison warden. We have depicted those penal institutions worldwide, which are peculiar in the aforementioned aspects. Some of these institutions are floating in the sea, located either in a stone- or a sand desert, among tents or the Tuscan archipelagos, in the vicinity of the Monacan palace of the Duke, or in the heart of Siberia. We present eco-, family-friendly, 'five-star-', village- and 'summer camp-like' prisons. Penal institutions with dancing inmates, or convicts who generate the current by riding a bike, are also a reality. The digitally based smart prison of Csenger, with its AI-promoted supervision, is revealed in our presentation. The objective of our presentation is to illustrate such institutions, which differ from the average ones. We hypothesize that the political structure of a certain country has a significant influence on its prisons, and advancing technology – such as the rise of artificial intelligence – will also have an impact on prisons. In our research, we used prescriptive and comparative methods as well.

Keywords: smart prison, AI, discipline, eco prison, leisure facilities

BRIDGING THEORY AND PRACTICE: THE ROLE OF LEGAL CLINICAL EDUCATION IN ENHANCING THE PRACTICAL COMPETENCIES OF LAW ENFORCEMENT STUDENTS IN UZBEKISTAN

Muzaffar Dostqoriev

This paper examines the comprehensive enhancement of law enforcement students' practical competencies through the integration of institutionalized legal clinical education, focusing on the newly established Legal Clinic at the Law Enforcement Academy of the Republic of Uzbekistan. Developed in accordance with the strategic mandates of Presidential Decree No. PD-257 dated November 28, 2022, this innovative clinic serves as a vital experiential learning platform within the framework of modern police science. Under the active mentorship and close supervision of experienced faculty professors, students and trainees engage directly in public-facing legal consultations, managing authentic cases currently pending before national courts and investigative bodies. The study provides an empirical evaluation of the profound impact this immersive pedagogical model exerts on professional capacity building. By actively analyzing complex real-world disputes and independently drafting highly regulated procedural documents, future officers transition seamlessly from passive theory to frontline reality. The research underscores that this clinical approach systematically fosters deep professional development far beyond technical legal drafting and analytical methodology. Most notably, it significantly sharpens interpersonal communication skills with diverse citizens, instills rigorous compliance with code-of-conduct regulations, and reinforces professional ethics. Ultimately, this comprehensive training model inculcates an advanced level of problem-solving proficiency, a deep commitment to human rights, and a profound sense of institutional responsibility for every critical decision made, presenting a highly scalable framework for 21st-century global police education.

Keywords: police training, experiential learning, legal clinical education, Law Enforcement Academy of Uzbekistan, decree PD-257; practical competencies, procedural drafting, professional ethics, frontline policing

HUMAN RIGHTS-BASED APPROACHES TO POLICE TRAINING IN THE 21ST CENTURY: CONTEMPORARY CHALLENGES AND FUTURE PERSPECTIVES

Alisher Izbasarovich Esemuratov

The rapid transformation of contemporary society, driven by globalization, digitalization, migration, and evolving security threats, has significantly reshaped the role of police institutions worldwide. Police officers are increasingly expected not only to maintain public order and combat crime but also to protect fundamental human rights while operating in complex multicultural environments. These developments require modern police education to adapt continuously to emerging legal, ethical, and technological challenges. This paper explores the evolution of police science in the twenty-first century, emphasizing the growing importance of integrating international human rights standards into police education and professional practice. Particular attention is devoted to the influence of international legal instruments, including the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the United Nations Code of Conduct for Law Enforcement Officials, and the Basic Principles on the Use of Force and Firearms by Law Enforcement Officials. The study examines how police training institutions can strengthen professional competencies through interdisciplinary education, ethical decision-making, digital literacy, and community-oriented policing strategies. Furthermore, it analyzes the impact of migration, transnational crime, cybercrime, and artificial intelligence on the changing responsibilities of law enforcement agencies. Using comparative legal analysis and international best practices, the paper evaluates police education models implemented in European countries and discusses their relevance for Uzbekistan's ongoing reforms in law enforcement education. Special consideration is given to competency-based learning, scenario-based exercises, and international academic cooperation. The paper concludes that police science must evolve beyond traditional crime-control paradigms by embracing human rights, accountability, transparency, and evidence-based policing. Modern police education should prepare future officers to address increasingly complex security environments while maintaining public trust and safeguarding individual freedoms. Continuous professional development, international cooperation, and innovative educational methodologies are identified as key factors for building resilient, professional, and democratic law enforcement institutions in the twenty-first century.

Keywords: human rights, law enforcement education, police training, artificial intelligence, Uzbekistan

ELDERLY INMATES AND REINTEGRATION CUSTODY: THE POSSIBILITIES OF A GERONTOLOGICAL APPROACH IN CORRECTIONS

Judit Forgács – Róbert Bogotyán – Sós Gábor

The aging prison population has become an increasingly visible challenge for correctional systems today. According to domestic statistical data, the number of inmates over the age of 60 doubled between 2015 and 2025, while the total inmate population showed a much more moderate increase during the same period. This demographic pressure indicates that the situation of elderly inmates is no longer a marginal issue but a structural problem affecting the functioning of detention, security, health and social care, and reintegration alike. Our presentation first examines the specific needs profile of inmates over 60. This group differs from younger inmates not only in chronological age but also in health status, psychological vulnerability, social relationships, and reintegration prospects. Accelerated aging, chronic illness, functional decline, isolation, and weakening family ties can all affect institutional adaptation and preparation for release. At this age, reintegration often means not labor market re-entry but stabilization in housing, family, health, and daily living. We then present the limitations of the current Hungarian responses. Units for elderly inmates and institutional solutions providing chronic care are important, and home care custody offers a humane alternative in cases of severe care needs. However, these responses are either predominantly institution-based or open possibilities only for inmates requiring long-term nursing care. Building on this, we examine whether the existing legal institution of reintegration custody could be further developed from a gerontological perspective. Since reintegration custody is already secured through electronic monitoring and represents a controlled transition between the closed institution and the social environment, it can serve as a suitable starting point for developing a specialized model. Our proposal suggests that a special form of reintegration custody could be considered for low-risk inmates over 60, based on individual risk assessment, controlled family reception, electronic monitoring, probation officer supervision, and a health and social reintegration plan. The topic is also relevant to the training of correctional officers, as it highlights new professional competencies in gerontological risk assessment, electronic monitoring, and family-based reintegration.

Keywords: aging prison population, elderly inmates, reintegration custody, electronic monitoring, gerontological risk assessment

POLICE AND EFFECTIVE DEALING WITH FALSE BOMB REPORTS IN SCHOOLS

Tatjana Gerginova

The subject of research in the paper is the role of the police in effectively dealing with false reports of bombs placed in schools. In the introductory part of the paper, the author analyzes the role of the police in dealing with modern hybrid threats (early detection and threat assessment; fighting cybercrime; tackling disinformation and foreign influence; protecting critical infrastructure; international police cooperation). In the final part of the paper, the author concludes that false bomb reports in schools (which constitute criminal acts) are an instrument of hybrid action aimed at creating fear, disrupting public order, and burdening the security system. Today, the police use an integrated approach to deal with hybrid threats (this approach is essential for strengthening the state's resilience). In addition to operational action, the police also have a preventive role. They organize training and exercises, develop protocols for coordination with educational institutions, health institutions, and other public institutions, as well as programs to raise public awareness. They inform the public in a timely and accurate manner (this prevents the spread of panic and misinformation). The author analyzes false reports in the paper as part of psychological and information operations within the framework of hybrid action. The content will be created based on the analysis of foreign literature and using electronic content. Methods: When preparing the paper, the author uses general methods, including descriptive, normative, comparative, and content analysis methods.

Keywords: integrated approach, false reports of bombs placed in schools, building resilience

NOT AUTOMATION, BUT INDIVIDUALIZED INSTRUCTION – HOW ARTIFICIAL INTELLIGENCE GIVES POLICE INSTRUCTORS TIME BACK FOR WHAT MATTERS MOST

Kristýna Holubová – Lukáš Hříbňák

The dynamic development of digital technologies and artificial intelligence-based tools is creating new opportunities in the field of professional education and training for law enforcement officers. Current trends do not aim to replace the professional judgement of instructors with technology; rather, they focus on the meaningful integration of modern technologies into educational processes in order to enhance teaching quality, improve the objectivity of assessment, and optimize the use of human resources. Modern technological solutions can assume responsibility for time-consuming routine tasks, thereby creating more space for pedagogical activities, individual student guidance, and the development of practical competencies. At the same time, maintaining human accountability, process transparency, and secure data management remains a fundamental prerequisite for the responsible implementation of such technologies. This paper presents a practical example of innovation recently introduced into the educational process within the Police of the Czech Republic. Specifically, it introduces EVALUZ, an internally developed application designed to support the assessment of training police reports produced by students during basic police training. The system employs artificial intelligence to analyse student outputs against predefined assessment criteria and provides instructors with a transparent and well-reasoned assessment proposal. Final evaluation and grading decisions, however, remain entirely under the control of the instructor, who reviews, verifies, and approves all outcomes. The application contributes to greater consistency and standardisation of assessment while significantly reducing the time required to evaluate large numbers of training reports. By automating routine review activities, instructors can devote more attention to tasks with higher pedagogical value, including individual student support, discussion of scenario-based exercises, provision of targeted feedback, and collaborative examination of complex academic and practical issues. The paper also discusses experiences with the use of aggregated educational data to identify recurring learning deficiencies and to support evidence-based decision-making in the further development of police training programmes. The presented solution therefore illustrates the potential of modern technologies to support police education in a secure, responsible, and pedagogically beneficial manner.

Keywords: police education, innovative educational approaches, pedagogical support, police officer training, AI-based educational technologies

CYBERCRIME INVESTIGATOR TRAINING IN UZBEKISTAN: A COMPETENCY-BASED, PRACTICE-ORIENTED MODEL

Aybek Orazbayevich Khalmuratov

The growing evidential role of data from mobile devices, online platforms, financial systems, and cloud services exposes a mismatch between conventional investigator education and the capabilities required in cybercrime cases. This paper develops a competency-based, practice-oriented training model for cybercrime investigators in Uzbekistan. The study combines doctrinal analysis of national criminal-procedure and digital-evidence rules, comparative review of international guidance, and competency mapping across the investigative process. The analysis yields five interrelated competence domains: legal and procedural decision-making; identification, preservation, acquisition, and documentation of digital evidence; basic digital-forensic and analytical skills; interagency, private-sector, and international cooperation; and ethical, privacy-conscious, rights-respecting conduct. The model distinguishes three progressive levels – awareness, practitioner, and specialist – thereby separating the minimum capabilities required of first responders from the advanced functions of investigators and forensic experts. Its practice-oriented component integrates scenario-based exercises, simulated digital crime scenes, multidisciplinary casework, standard operating checklists, and performance-based assessment. Classroom instruction is connected to supervised practice and structured after-action review. The paper argues that a tiered curriculum can reduce role ambiguity, improve the continuity and integrity of digital evidence, and strengthen cooperation among investigators, prosecutors, forensic specialists, financial institutions, service providers, and foreign counterparts. The model provides a transferable framework for curriculum design, professional certification, institutional cooperation, and future empirical evaluation in jurisdictions facing comparable challenges.

Keywords: first-response protocols, chain of custody, forensic readiness, scenario-based learning, interagency cooperation, professional certification

CHALLENGES OF POLICE HIGHER EDUCATION IN THE 21ST CENTURY

Gábor Kovács

The transformation of the 21st-century security environment presents fundamentally new challenges for police higher education. Digitalization, artificial intelligence, virtual reality, and threats emerging in cyberspace are transforming not only the operations of law enforcement agencies but also the content and methodology of police leadership training. The aim of this study is to demonstrate how police higher education can respond to these challenges by adopting new paradigms. The author reviews the competency requirements for 21st-century police leaders, analyzes the role of technological innovation – particularly artificial intelligence and virtual reality – in education, and presents the development approach of the Faculty of Law Enforcement at the Ludovika University of Public Service. The central finding of the study is that the success of future police higher education will be determined by the integration of scientific rigor, technological innovation, and value-based leadership training. The author outlines a development model that can contribute to the renewal of police higher education by linking leadership competencies, digital transformation, and international cooperation.

Keywords: police higher education, leadership, institutional development, coordination of activities aimed at improving police higher education, challenges and responses facing training

FROM STUDENT PERCEPTIONS TO EVIDENCE-BASED IMPROVEMENT: FIFTEEN YEARS OF EVALUATING POLICE FIELD TRAINING IN SERBIA – A CASE STUDY OF THE UNIVERSITY OF CRIMINAL INVESTIGATION AND POLICE STUDIES

Saša Milojević – Petar Kokić

This paper examines the development of police field-training evaluation at the University of Criminal Investigation and Police Studies in Serbia. It combines a historical-comparative analysis of evaluation studies conducted between 2011 and 2026 with a new institutional evaluation of a ten-day field-training programme attended by 102 first-year criminalistics students in 2026. Ninety-seven students completed an anonymous multidimensional questionnaire, producing a response rate of 95.1%. Earlier studies relied primarily on student attitudes, retrospective self-assessments and, in one case, objective shooting-performance indicators. The 2026 evaluation expanded the focus to preparation, organisation, platoon-level support, instructor performance, safety, physical and psychological workload, individual training modules and perceived professional outcomes. The overall training assessment was highly favourable ($M = 4.50/5$). Firearms training ($M = 4.67$), instructor performance ($M = 4.65$), police tactics ($M = 4.61$) and professional and educational outcomes ($M = 4.60$) received the highest ratings. Police topography received the lowest, though still positive, rating ($M = 3.95$), and 69.1% of respondents identified it as the most demanding module. The analysis identifies stable strengths – practical relevance, instructor engagement, safety culture and professional formation – as well as persistent challenges concerning topography, entry readiness, recovery time and the curricular relocation of field training from the third to the first year of study. A five-level integrated evaluation model is proposed, combining entry conditions, training processes, participant experience, demonstrated performance and longer-term transfer.

Keywords: police education, field training, training evaluation, student perceptions, evidence-based improvement

PERSPECTIVE ON INTERNATIONAL COOPERATION IN THE LIGHT OF DIRECTIVE (EU) 2023/1544

Mihaela Rotaru

In today's world, given the new technologies, we must take into account, on the one hand, the transnational nature of various types of crime, and, on the other hand, the need for harmonized working tools for law enforcement authorities to ensure effective international cooperation in criminal matters. The central focus of this paper is an analysis of the legal provisions currently in force at the international level from the perspective of international cooperation, with an emphasis on the provisions of Directive (EU) 2023/1544 of the European Parliament and of the Council of July 12, 2023, laying down harmonized rules on the designation of designated establishments and the appointment of legal representatives for the purpose of gathering electronic evidence in criminal proceedings, which had a transposition deadline of February 18, 2026. The provisions of Regulation (EU) 2023/1543 of the European Parliament and of the Council of July 12, 2023, on European Production Orders and European Preservation Orders for electronic evidence in criminal proceedings and for the execution of custodial sentences following criminal proceedings will also be considered, as proving the facts is crucial for preventing and combating all types of crime, given that criminal activity has shifted to the virtual realm.

Keywords: international cooperation, criminal proceedings, criminal matters, electronic evidence

EMERGING CRIME TRENDS AS A DETERMINANT OF CHANGES IN THE POLISH POLICE OFFICER EDUCATION SYSTEM

Agata Malasińska-Nagórny – Monika Porwisz

This article presents contemporary crime trends in Poland based on statistics compiled by the Police. Furthermore, it examines the areas of education and training provided to Polish police officers, as well as the methods and tools used in the training process, including modern technologies applied in professional development. Only properly prepared and highly qualified officers are capable of effectively countering contemporary threats to the security of the state and its citizens. Contemporary crime is undergoing profound and dynamic transformations, driven by technological advancements, globalization, and ongoing socio-economic changes. One of the most significant trends is the rapid expansion of cybercrime, which has emerged as a major challenge for law enforcement agencies and national security systems worldwide. Cybercriminals increasingly exploit sophisticated information and communication technologies to conduct ransomware attacks, steal personal and sensitive data, perpetrate online fraud, carry out phishing campaigns, target critical infrastructure, and engage in various forms of financial fraud. An increasingly significant challenge is also posed by the use of artificial intelligence to create highly realistic deepfake materials and sophisticated phishing campaigns. Modern communication technologies and platforms operating within the so-called darknet are exploited by criminal groups involved in activities such as drug trafficking, arms trafficking, human trafficking, and money laundering. The analysis of open-source intelligence (OSINT), the monitoring of online activity, and the application of advanced analytical tools supporting investigative processes are becoming increasingly important in combating contemporary forms of crime. The changing nature of crime requires contemporary police officers to possess not only legal knowledge and tactical skills but also advanced digital competencies. Particular importance is attached to skills related to data analysis, the acquisition and preservation of electronic evidence, the effective use of information technology tools, and the conduct of operational activities in cyberspace.

Keywords: cybercrime, criminal groups, electronic evidence, artificial intelligence, training, police officers

CAN POLICE EDUCATION PRODUCE BETTER OFFICERS: THE CASE FROM ENGLAND AND WALES

Denise Martin

The aim of this paper is to examine the current position of police professionalisation in England and Wales, with specific reference to contradictory pressures that have made attempts to professionalise policing into a mixed and incongruous patchwork of provision. This paper will draw on both existing literature and the author's experience of working within police education delivery and police research to outline some of the challenges that have emerged in trying to establish police higher education routes and to create an environment where evidence-based practice is utilised effectively to embed a positive relationship between police, academia and practice. Despite attempts to re-professionalise the police in recent years (Holdaway, 2018; Martin, 2022), there have been difficulties in defining what it means to be a professional. The tendency in England and Wales has been to adopt a trait-based approach. Driven by the creation of the College of Policing in 2012, it is believed that by creating a police educational framework and promoting the benefits of evidence-based policing, the police would gain the professional status required to enhance its legitimacy. However, seeing the professionalisation of policing as simply enabled by incorporating traits ignores broader influences on professionalisation processes (Martin, 2022). This paper will argue that since there is still little agreement on the benefits of police education and debates about what constitutes evidence-based policing and how it is validated that rather than a clear and logical pathway to police professionalism, what we have seen are both simultaneous attempts to both professionalise and de-professionalise the policing where resistance to education and evidence-based policing are still present. Additionally, the ebb and flow of political and external influences on policing will also be outlined. Recent proposed reforms into policing in England and Wales and the implications for the future of police learning and development will also be outlined.

Keywords: police education, evidence-based policing, police reform, political challenges

THE CONFLICT BETWEEN POLICE AND PEDAGOGICAL ATTITUDES IN POLICE TRAINING

Gábor Mátés

Police training in Hungary is carried out in different types of institutions and organizations. Among them, the law enforcement technical schools in Körmend and Miskolc, as well as the Faculty of Law Enforcement at the Ludovika University of Public Service, have a special role. These institutions combine the characteristics of educational institutions and police organizations. Students are both learners and future law enforcement officers, while school leaders and instructors work both as teachers and law enforcement officers. To strengthen the educational role of these institutions, a pedagogical mindset is needed. At the same time, maintaining their police role requires a police-oriented mindset. This raises an important question: how do these two mindsets interact within these institutions? Is one more dominant than the other, and if so, which one? The aim of my research is to answer these questions. I assume that the police-oriented mindset often conflicts with the pedagogical mindset and may limit its development. I also believe that the current lack of emphasis on pedagogical approaches places police cadets at a disadvantage in terms of both skill development and personal growth. My research describes the main characteristics of these two different mindsets. It also draws attention to the need to move away from a strongly militaristic approach. This need is especially important in police training institutions, as they are educational institutions rather than operational units of the police force. Throughout the history of Hungarian police education, pedagogy has played only a limited role. This may create the impression that it is not necessary. However, I believe that today there is both an opportunity and a professional responsibility to promote change in this area and support a more pedagogically focused approach to police training.

Keywords: law enforcement education, pedagogy, militaristic attitude

COMPARISON OF THE LIMITS OF INTERROGATION TACTICS IN HUNGARY AND THE UNITED STATES OF AMERICA

Bence Mészáros

Interrogation tactics is one of the most important fields of Criminalistics to this day. Despite the fact that newer and newer forensic methods and innovations dominate the development in the science of criminal investigation, it can still be stated that, without oral evidence (suspect confessions, witness statements), crime cases can not be solved or closed successfully in a legal sense. There are substantial differences in the limits of interrogation tactics in Hungarian law compared to the law of the United States of America (USA): reading the Miranda rights to an individual is allowed only in the framework of a formal interrogation, questions containing false statements are banned, and using the false evidence ploy is undoubtedly illegal in Hungary. The latter topic is highly interesting and challenging in light of the possibilities provided by generative artificial intelligence (GenAI) tools, which can create false incriminating evidence (e.g., images, videos) very easily, if the investigators give them the right prompts based on the available data of the given criminal case. In the paper, I examine the current state of the boundaries of interrogation tactics in the USA and compare it to the Hungarian rules, highlighting the common grounds (such as the bluff tactics) and the basic differences, in order to make suggestions to improve Hungarian criminal procedure law in this regard.

Keywords: interrogation tactics, suspect interrogation, bluff tactics, false evidence ploy, Miranda-warning

GENDER-RESPONSIVE POLICING: VAWG POLICE TRAINING MATTERS

Stojanka Mircheva – Rade Rajkovchevski – Zhaklina Prosaroska

This paper highlights the critical role of police training in delivering gender-responsive policing in cases of violence against women and girls (VAWG). It draws attention to the transformative potential of VAWG training in enhancing the police's fundamental duty to protect. Focus is placed on two integral elements of gender-responsive law enforcement: the perceptions and knowledge of police officers. Because the police sit at the gateway of the criminal justice system, their attitudes, knowledge, and practices heavily influence how victim protection is implemented. Accordingly, a primary objective of the VAWG police training program carried out in North Macedonia was to foster gender-responsive policing also by addressing perceptions of gender equality among police officers. Methodologically, this study analyzes the pre- and post-test results from initial VAWG policing training conducted in May and June 2026. The sample includes police officers (N=174), spanning both first-line supervisors and crime investigators across all eight Sectors for Internal Affairs in North Macedonia. The findings reveal that patriarchal values regarding family roles remain overwhelmingly prevalent among personnel, often leading to a misguided 'gender-neutral' approach toward VAWG victims. Most notably, the data uncover striking tendencies to attribute VAWG to substance abuse rather than systemic gender dynamics. Furthermore, the results highlight a critical discrepancy in how officers understand emergency barring orders, both as an immediate safety mechanism and as a binding institutional obligation to protect victims in imminent danger.

Keywords: VAWG police training, gender-responsive policing, perceptions, North Macedonia

INTERNATIONAL CRIMINAL COOPERATION AND THE ROLE OF ELECTRONIC EVIDENCE IN THE DEVELOPMENT OF LAW ENFORCEMENT TRAINING

Ivett Nagy

Digitalization and the rise of cross-border crime are placing new demands on law enforcement agencies and on higher education in law enforcement. The use of electronic evidence in criminal proceedings is becoming increasingly common, as is the application of international criminal cooperation tools, which require specialized legal, IT, and cooperation skills beyond traditional investigative knowledge. All of this justifies an examination of the extent to which law enforcement training is capable of responding to these changes. The aim of this presentation is to demonstrate the role that a fundamental understanding of international criminal cooperation and the handling of electronic evidence can play in higher education and continuing education for law enforcement professionals. The analysis is based primarily on domestic and international literature, European Union legislation, and the professional recommendations of international organizations – particularly Europol and Eurojust. The presentation provides an overview of the most important areas of competence that future law enforcement professionals must develop. These include the basics of identifying and securing digital evidence, knowledge of international cooperation mechanisms, interdisciplinary collaboration, and continuous professional development. The presentation also highlights that modernizing law enforcement training does not solely mean introducing new courses, but also involves teaching existing knowledge of forensic science, criminal procedure law, and information technology in a more coordinated manner. The aim of this study is not to develop a new training model, but to demonstrate how current international challenges justify the development of law enforcement education content and which competencies, when strengthened, can contribute to more effective preparation of future investigators.

Keywords: higher education in law enforcement, international criminal cooperation, electronic evidence, competency development, digital investigation

FROM MIDDLE EASTERN CONFLICTS TO EUROPEAN VULNERABILITY: SECURITY, MIGRATION, RADICALIZATION

Gábor Németh

The armed conflict between Russia and Ukraine has dominated European political discourse and media coverage in recent years. However, this does not mean that peace and stability have emerged in other crisis zones in Europe's neighbourhood, such as the Middle East. The region continues to face security, social, and economic challenges that have contributed for decades to irregular migration towards Europe, human-, arms-, and drug trafficking, as well as the spread of religious radicalism. In Gaza, the military structure of Hamas has been significantly weakened, yet the ideology it represents persists. The future of the Gaza Strip remains an open question. In Syria, the dynamics of the war have fundamentally changed. Hayat Tahrir al-Sham (HTS), previously designated as a terrorist organization by Western states, has evolved into a de facto governing actor. This raises the question of whether a former extremist leader becomes a politician merely by assuming formal administrative authority. In 2025-2026, Iraq experienced a period of relative stability, although its governmental structures remain fragile. The country's security situation has improved in recent years, however, the threat posed by the so-called Islamic State – a violent extremist organization responsible for severe harm and human rights violations – continues to persist at a low level. How can the European Union address security challenges originating from the Middle East? Beyond the strict control of its external borders, is there scope for supporting countries in the region through law enforcement cooperation within an international framework to advance the stabilization process?

Keywords: Middle East conflicts, European security, radicalization, irregular migration, law enforcement cooperation

OUTSIDE OUR LANE, INSIDE THE CONSORTIUM: LESSONS FROM THE CBRNE-FOCUSED HORIZON EUROPE SPARK-UP PROJECT FOR LAW ENFORCEMENT HIGHER EDUCATION

Dániel Rémai

Horizon Europe projects increasingly require universities to contribute beyond their traditional disciplinary and organisational boundaries. This presentation reflects on the experience of the Faculty of Law Enforcement of the Ludovika University of Public Service (LUPS) as a partner in the CBRNE-focused Horizon Europe SPARK-UP project, whose scientific and technical core lies partly outside the university's conventional law enforcement and security education portfolio. Using SPARK-UP as a practice-based case study, the paper examines how a law enforcement faculty can create meaningful institutional value in a consortium where it is not the primary technical expert. The analysis focuses on four dimensions: identifying a credible institutional niche; translating technical project content into relevant educational and professional outcomes; mobilising students and staff across organisational boundaries; and managing the administrative, communication and expectation gaps that often arise in interdisciplinary cooperation. The presentation argues that successful participation does not depend on replicating the expertise of technical partners. Its added value lies in connecting specialist knowledge to training, practitioner needs, institutional networks and long-term capacity development. At the same time, participation in a project situated partly outside the institution's established disciplinary profile exposes structural challenges, including unclear role definitions, uneven internal ownership, limited administrative flexibility and difficulties in embedding project outputs into existing curricula and career-development pathways. Based on these lessons, the presentation proposes a practical framework for future LUPS participation in cross-sectoral Horizon Europe consortia. The framework highlights early role clarification, internal stakeholder mapping, realistic resource planning, educational integration and continuous translation between scientific, operational and institutional perspectives. These principles may also support other security and law enforcement higher education institutions seeking to turn 'outside-the-field' project participation into sustainable organisational learning.

Keywords: Horizon Europe, law enforcement higher education, SPARK-UP, interdisciplinary cooperation, institutional learning, CBRNE training

THE DEVELOPMENT, APPLICATION AREAS, AND USABILITY OF PHOTOGRAMMETRY IN VIRTUAL REALITY

András Rucska

Over the past one and a half centuries, photogrammetry has evolved from an analog, opto-mechanical procedure into a digital, automated, and AI-supported 3D reconstruction technology. At its core, the method enables the three-dimensional determination of the geometric and visual characteristics of objects, scenes, and environments based on images taken from multiple viewpoints. Through Structure-from-Motion and Multi-View Stereo workflows, photogrammetry has become a widely used, cost-effective, and flexible geospatial tool. This presentation reviews the main stages in the development of photogrammetry and presents its most important fields of application in mapping, geodesy, environmental monitoring, structural diagnostics, cultural heritage preservation, forensics, and medical-biomechanical investigations. Special emphasis is placed on the contactless and detailed documentation of crime scenes, which enables the subsequent precise analysis of traces, objects, and spatial relationships, as well as the evidential use of 3D models. Another central focus of the research is the relationship between photogrammetry and virtual reality. The visualization of 3D models in virtual reality (VR) environments opens up new opportunities for demonstration, training, expert analysis, and decision support. At the same time, VR-compatible use places significant optimization demands on model geometry, texturing, and performance requirements. Finally, the presentation highlights that the integration of sensor fusion, artificial intelligence, and XR technologies will further increase the importance of photogrammetry in digital spatial information management and future professional applications.

Keywords: photogrammetry, 3D reconstruction, virtual reality, forensics, artificial intelligence

CUSTOMS INTEGRATION AND DIGITALIZATION: REGULATORY CHANGES FOR SMALL PACKAGES FROM THIRD COUNTRIES IN THE EUROPEAN UNION

László Suba

The global explosion of e-commerce has fundamentally transformed international trade processes and logistics networks. The spectacular expansion of turnover causes a competitive disadvantage for European traders, as the import of small packages is practically nothing more than the import of huge quantities of goods divided into small, duty-free parts. The aim of the study is to comprehensively analyze the changes in customs procedures for small packages from third countries to the European Union (EU), as well as their international market and logistical impacts. The study is based on qualitative document analysis, an examination of relevant EU legislation – in particular Council Regulation (EU) 2026/382 – and a synthesis of statistical data sets on the movement of goods. Following the abolition of the previous value-added tax (VAT) exemption of under €22, the €150 customs duty exemption threshold has also been abolished in the EU. From 1 July, 2026, a temporary fixed duty of €3 per item category will be charged on products sold under the Import One Stop Shop (IOSS) system under €150. This measure will be directly integrated into the invoicing processes of international e-commerce platforms. Logistics service providers and customs authorities will have to deal with the huge number of parcels under increased data reporting and automation pressure. This temporary, simplified customs regime paves the way for a long-term, comprehensive EU customs reform that will put the legal and financial responsibilities of digital platforms on a completely new footing with the help of a central EU data network. Summary: The tightening customs environment effectively reduces the competitive disadvantage of EU traders. At the same time, it forces logistics players and international supply chains to radically digitize customs clearance processes and increase data integration.

Keywords: e-commerce, customs reform, 3 euro customs, logistics, Import One Stop Shop (IOSS)

TRAINING THE FUTURE POLICE OFFICER: INTERNATIONAL COOPERATION, ARTIFICIAL INTELLIGENCE AND CAPACITY BUILDING FOR THE NEXT GENERATION OF LAW ENFORCEMENT

Gökhan Varan

The rapid advancement of artificial intelligence (AI), digital transformation, and increasingly sophisticated transnational cybercrime are reshaping the operational environment for law enforcement. While criminal networks exploit emerging technologies across borders, police education remains largely organized within national frameworks, widening the gap between evolving cyber threats and institutional preparedness. This paper argues that preparing future police officers requires not only integrating new technologies into training but also transforming police education through international cooperation. Beyond supporting cross-border investigations, international collaboration should promote knowledge sharing, joint curricula, faculty mobility, collaborative research, and institutional learning. The study examines educational and capacity-building initiatives in cyber threat intelligence led by INTERPOL, the Council of Europe's GLACY+ Program, CEPOL, Europol, and public-private partnerships. These initiatives demonstrate how international cooperation can strengthen institutional resilience and enhance law enforcement's capacity to combat AI-enabled cybercrime. Particular emphasis is placed on integrating AI literacy, cyber threat intelligence, digital forensics, open-source intelligence, and cognitive security into modern police education. The paper also analyzes key barriers to effective international cooperation, including differences in legal frameworks, unequal institutional resources, shortages of qualified instructors, and the rapid pace of technological change. To address these challenges, it proposes a multidimensional capacity-building framework that includes international faculty exchanges, joint simulation exercises, shared digital learning platforms, and structured public-private partnerships. It concludes that internationally connected learning ecosystems are essential to developing resilient, adaptable, and future-oriented police institutions capable of addressing the complex security challenges of the AI era.

Keywords: police education, law enforcement training, international cooperation, capacity building, artificial intelligence, cybercrime, police academies

NEGLIGENCE AND CORRUPTION BEHIND DISASTERS? – A CRIMINOLOGICAL ANALYSIS OF PREVENTABLE MASS TRAGEDIES

Zsigmond Csaba

The aim of this study is to analyze the background and circumstances of mass tragedies caused by fires in entertainment venues, with a focus on the extent to which human negligence, organizational failures, and corruption-related violations may have contributed to the occurrence of these tragic events. This study examines five entertainment venue fires documented at the international level, based on publicly available press sources and related academic literature. The analysis evaluates licensing, inspection, and operational practices from legal and criminological perspectives, with particular emphasis on the issue of preventability. A common feature of the cases analyzed is that, in the majority of these tragedies, it was not the absence of applicable regulations but rather their disregard, along with the inadequate functioning of oversight mechanisms, that contributed to the mass loss of life. Once the ‘flashover’ phenomenon occurred in an enclosed space, it became practically impossible to contain the situation, underscoring the paramount importance of prevention. This study may help ensure that mass tragedies at entertainment venues are viewed not as isolated accidents, but as preventable, recurring risk patterns in the context of law enforcement and public safety policy.

Keywords: criminology, law enforcement, public safety, corruption, regulatory compliance, mass casualty incidents



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