

FLETC Journal

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FEDERAL LAW ENFORCEMENT TRAINING CENTERS

★ ARTESIA ★ CHARLESTON ★ CHELTENHAM ★ GLYNCO ★

SPECIAL INTERNATIONAL ISSUE



Foreword



I am pleased to introduce this edition of the FLETC Journal, which offers a collection of articles that focus on law enforcement training in the international arena. Threats such as terrorism, human trafficking, cybercrime, violent extremism, and new pandemic diseases transcend our domestic borders. Thus, DHS must work internationally to maintain both our physical and economic security. As Assistant Secretary for DHS overseeing international engagement, I recognize the critical nexus between the Department's overseas mission and the training expertise FLETC has to offer.

In April 2013, President Obama signed Presidential Policy Directive (PPD) 23, which aims to strengthen the ability of the United States to help allies and partner nations build their own security capacities, consistent with the principles of good governance and rule of law. As DHS works with other federal agencies to achieve the goals of PPD-23, it can help partner nations build sustainable capacity to address common security challenges and promote partner support for U.S. interests, thus effectively expanding the national security of the United States. As the Nation's largest law enforcement training organization, FLETC is uniquely positioned to support the Department's international capacity-building efforts by offering expertise in training academy operations, training delivery, curriculum development, and integrating technology to enhance training. In these ways, DHS can help international partners create sustainable physical infrastructure and training curricula to facilitate their own high quality law enforcement training and ongoing professional development.

This edition of the FLETC Journal provides a snapshot of the important work already occurring in support of building law enforcement capacity for the U.S. Government's international partners. It also offers a helpful framework for how FLETC will serve the Department's interests going forward as it works across the Federal Government to advance the security interests of the United States.

Alan D. Bersin

Alan D. Bersin
Assistant Secretary and
Chief Diplomatic Officer
Office of Policy



Leadership Reflections on FLETC's Role in International Law Enforcement Training and Capacity-Building

8 From its earliest days four decades ago, FLETC's reach has extended beyond the United States. In coordination with the Department of State, FLETC has always had the authority to train international law enforcement officers, with other countries sending personnel to attend FLETC training programs.



16

International Law Enforcement Academy - Gaborone

My assignment as the Director of the International Law Enforcement Academy in Botswana was the most rewarding assignment I have ever had in my 42 years in law enforcement. - **J.O. Smith**

International Law Enforcement Academy - Bangkok

Through a wide range of cooperative initiatives, the United States and Thailand work together to improve the capacity of law enforcement and strengthen criminal justice institutions in the region. The ILEA - Bangkok exemplifies this cooperative effort.



21

VOICES FROM THE FIELD: AN INTERNATIONAL PERSPECTIVE

Rivaled by none, FLETC sits at the pinnacle of professional law enforcement training. Sitting on the cutting edge of law enforcement training in the United States, FLETC brings to bear world class law enforcement training experts and contemporary curricula to address an extremely wide range of training needs. Working together, the Department of Justice's International Criminal Investigative Training Assistance Program and FLETC are able to provide the finest the United States has to offer in the way of law enforcement training and technical assistance designed to build long term sustainable law enforcement capacity.

- **Assistant Director Gary L. Barr**
ICITAP, U.S. Department of Justice

36

2 Foreword

5 Reflections on Leadership

13 What International Criminal Investigative Training Assistance Program (ICITAP) Means to FLETC

ICITAP draws on the talent of many agencies and then works with foreign governments to develop professional and transparent law enforcement institutions.

24 FLETC's Role in Training International Embassy Staff on Human Trafficking

It has been determined that most human trafficking victims enter the United States legally on some type of Visa.

27 International Exchange Programs

By sharing ideas and experiences with our international peers, FLETC is able to improve the quality of the training programs we deliver to our partners at home and abroad.

31 Adaptive Training for International Law Enforcement

The barriers of police work in third-world countries are unimaginable to the western mind.

44 International Presence at FLETC Enhanced by HSI

U.S. Immigration and Customs Enforcement (ICE) - Homeland Security Investigations (HSI) maintains a significant international presence, with offices worldwide.

48 FLETC Intern Program

Twice each year FLETC selects a small group of dedicated university students for a 12-week immersive program.

53 Remember the First Amendment - So Smile...You may be on Candid Camera!

The right to make audio visual recordings of public officials is highest in public forums.

Director
Connie L. Patrick

Editorial Team



Front Row (L-R): *Alicia Gregory, Jen Tocco, Susan Thornton*
Second Row: *Carl Milazzo, Preston Farley, Dominick Braccio*
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FLETC



FAST FACTS

FLETC Domestic Training Sites:

- Artesia, New Mexico
- Charleston, South Carolina
- Cheltenham, Maryland
- Glynco, Georgia
- LA Port, California

Export Locations:

State and Local Law Enforcement

- Nationwide

International Law Enforcement Academies:

Academic, Operational and Program Support

- Bangkok, Thailand
- Budapest, Hungary
- Gaborone, Botswana
- San Salvador, El Salvador
- Roswell, New Mexico

International Training and Capacity Building Programs:

- Delivered Worldwide

Consolidation: Consolidation of law enforcement training permits the Federal Government to emphasize training excellence and cost-effectiveness. Professional instruction and practical application provide students with the skills and knowledge to meet the demanding challenges of a federal law enforcement career. They learn not only the responsibilities of a law enforcement officer, but through interaction with students from many other agencies, also become acquainted with the missions and duties of their colleagues. This interaction provides the foundation for a more cooperative federal law enforcement effort.

Integrated Instructional Staff: FLETC has assembled the finest professionals to serve on its faculty and staff. Approximately 50 percent of the instructors are permanent FLETC employees. The remaining instructional staff are federal officers and investigators on assignment from their parent organizations or recently retired from the field. The mix provides a balance of instructional experience and fresh insight.



Chief Ariana Roddini's Reflections on Leadership

Ariana Roddini serves as chief of the Leadership and International Training Division. She was named a YMCA Tribute To Women honoree in 2014 for her leadership at FLETC and within the community.



Q. Why do you think international engagements are important to the FLETC mission?

While FLETC's first mandate will always be training federal law enforcement, we recognize the interconnectivity between our mission and the goals of domestic and foreign law enforcement. Leadership training and capacity building are two areas in which we can actively engage with the international law enforcement community. The transnational nature of the criminal forces we face and the threat they pose to our society require that we work closely together. We must engage in the best practices available, train using the newest methodologies and technologies available, and develop and review strategic plans in order to adjust to evolving demands.

Q. How does the leadership training your division provides in the international arena support the DHS mission and the US Government interests?

The Department of Homeland Security's international blueprint calls for building and improving existing international partnerships to better identify vulnerabilities and work with those partners to understand, investigate, and interdict threats or hazards at the earliest possible point — ideally before they emerge as direct threats to the homeland, reach U.S. shores, or disrupt the critical networks on which the United States depends. Our ability to effectively network through robust partnerships and operational integration — within DHS, across the

Reflections on Leadership

enterprise, and with our international partners — is critical to our mission success. FLETC's leadership training in the international arena directly supports this overarching DHS effort and provides leaders in those international organizations with the tools and resources to become more effective and collaborative leaders. This training transcends the operational nature of those organizations and fosters collaboration from all sections of the law enforcement community.

FLETC's Women in Law Enforcement Leadership Training Program exemplifies how training supports the DHS mission and U.S. Government interests abroad. This program has been delivered at FLETC in Glynco, Ga., and at the International Law Enforcement Academies in Bangkok, Thailand; Budapest, Hungary; Lima, Peru; Gaborone, Botswana; and San Salvador, El Salvador. The wide spectrum of individuals reached through this program advances the rights of women across the globe and develops future leaders who will strengthen international security. Thirty-five high ranking women police officials, prosecutors and judges from Antigua, Barbuda, Bahamas, Belize, Jamaica, Trinidad and Tobago, and El Salvador attending a recent program in El Salvador received training related to leadership concepts, communication styles, emotional intelligence, work-life harmony, and situational leadership. An additional highlight of the training was an opportunity for the participants to interact and engage in conversations with 35 students from a local middle school, discussing such topics as life choices and the importance of education. One of the young girls stated, "I am honored and excited to be with such a large group of women law enforcement officers. I never thought this opportunity would happen to me."

Q. How do you see the leadership training offered by FLETC changing in the future to meet the emerging needs of the Partner Organizations?

One of the biggest challenges we face in providing leadership training is the students' ability to practice the leadership concepts, techniques, and tools learned in the classroom setting. This past year I challenged the instructional staff of the Leadership Institute to identify alternative methodologies and practical application opportunities for those who attend our leadership training programs. The Leadership in a Crisis Training Program, which we recently piloted, is the result. This program fully integrates the practical application of leadership concepts in a scenario-based training environment. Using a simulated environment, the leadership program places leaders real-time in an emergent incident. It not only allows them to practice leadership concepts such as communication, critical thinking, and decision making, it requires them to articulate their reasoning for their decisions. With this new training environment and technology to practice leadership skills, the instructional staff of the Leadership Institute has identified several additional applications within the leadership training we currently conduct. I am eager to see how the practical application of leadership skills will enhance the learning and future use of the concepts we teach in our programs.



Q. Do you have a favorite leadership quote?

“Leadership and learning are indispensable to each other.”

John F. Kennedy

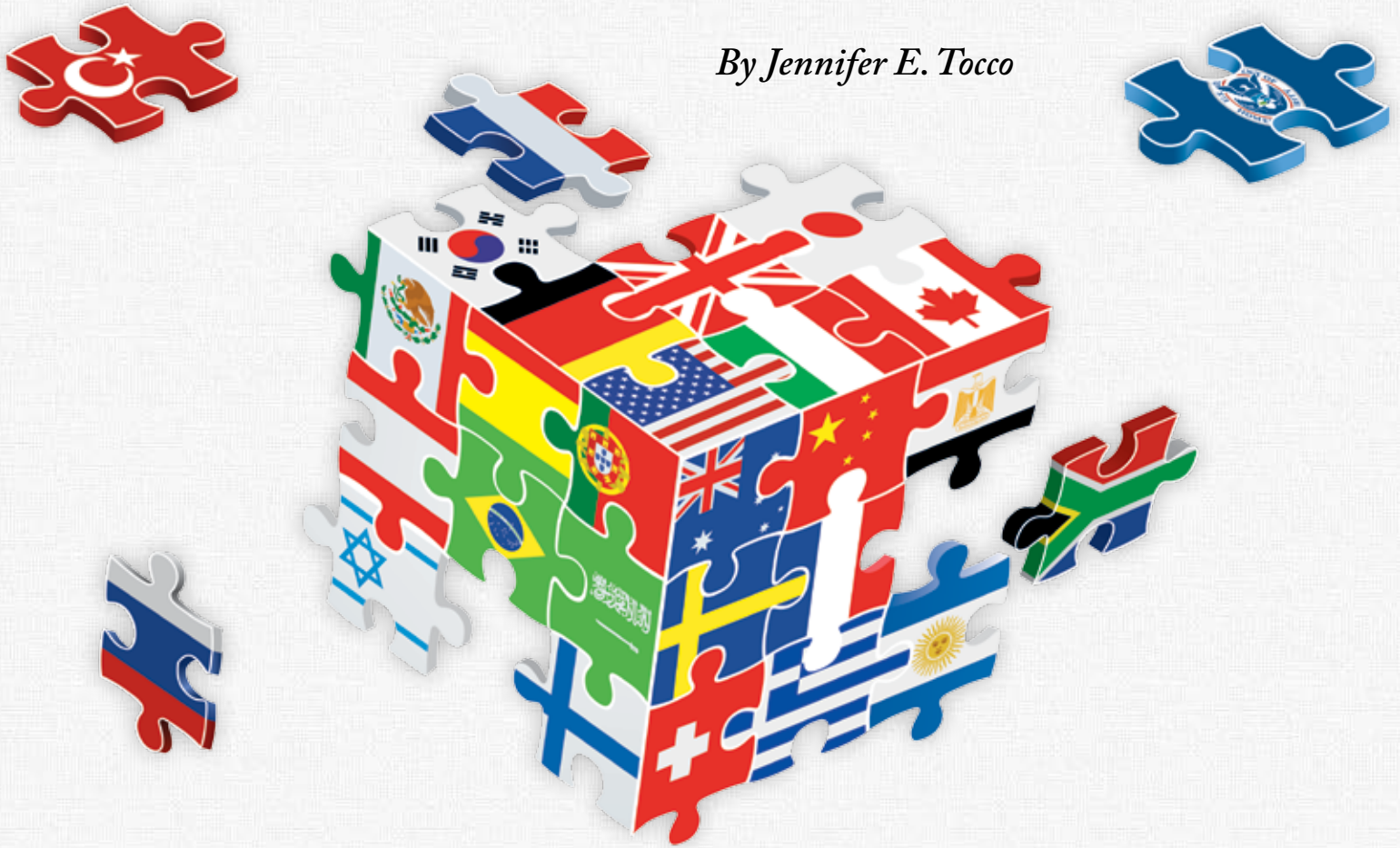
This quote holds true for me personally and for the entire staff of the Leadership Institute and it reflects the passion we have for the development and delivery of leadership training. The individuals we often think of as “great” leaders continuously strive to learn and adapt to the changing environment around them. For me this quote is also about committing to personal growth and an increased consciousness, with a focus on raising my awareness of how new knowledge and information impacts decisions on a daily basis. It is more about developing new insights and perspectives, than on learning new subject matters. In my opinion, when leaders lose their desire to learn, they are less willing to recognize that those around them have ideas and opinions that deserve their attention and consideration.

Q. Can you name a moment or person that has had a tremendous impact on you as a leader?

I remember very early in my federal law enforcement career a supervisor allowed me to make mistakes and used each “failure” as an opportunity to show me success and how to learn from it. On one occasion when I apologized for making a mistake, he told me how he was proud of the fact that I made a decision. He stressed that success and great accomplishments only occur when we do something and that I needed to recognize that in doing, I will also make mistakes. He taught me it is how we handle our failures and move on from them that allows for leadership development. My goal is to provide those around me with opportunities, give them the resources they need, allow them to have success, and not be afraid to make a mistake. Most importantly I hope to create an environment where people can learn from their mistakes, handle these with grace and pride, and see how they can go on to accomplish great things.

Leadership Reflections on FLETC's Role in International Law Enforcement Training and Capacity-Building

By Jennifer E. Tocco



I recently had an opportunity to sit down with FLETC Director Connie Patrick and Assistant Director (AD) Dominick Braccio to discuss FLETC's involvement in international law enforcement training. Having led FLETC through enormous growth and change over the past 13 years, Director Patrick has seen progression in FLETC's international training mission and has shaped its direction for years to come. AD Dominick Braccio came to FLETC seven years ago with significant experience in the U.S. Drug Enforcement Administration's overseas mission, including having been responsible for all of that agency's international training and spending three years overseas. As the Assistant Director overseeing FLETC's international training activities, AD Braccio's experience has been critical to the maturation of FLETC's role on the international stage. This article highlights Director Patrick's and AD Braccio's perspectives on the evolution of FLETC's international role over the past few decades and their personal observations on its impacts and future potential.



From its earliest days four decades ago, FLETC's reach has extended beyond the United States. In coordination with the Department of State, FLETC has always had the authority to train international law enforcement officers, with other countries sending personnel to attend FLETC training programs when space was available since its inception. In the mid-1980s, FLETC added more structure to its international mission when it introduced antiterrorism training to improve the capabilities of civil authorities in other countries to contend with the expansion of international terrorism. Seven nations sent students in the first year FLETC offered this training.

By the 1990s, FLETC training experts were exchanging best practices with their counterparts in countries such as Canada, Scotland, and Great Britain. When then-President Bill Clinton called for the establishment of a network of International Law Enforcement Academies (ILEA) in the mid-

1990s, FLETC provided expertise in law enforcement academy stand-up activities, specifically in areas such as logistics, engineering, curriculum development, and training management.

The events of September 11, 2001, ushered in a period of increased interconnectedness among law enforcement agencies. The subsequent creation of the Department of Homeland Security (DHS) a year later spearheaded a closer focus on the significant role of international partnerships in the U.S. Government's homeland security mission. Cooperation among nations has become an essential component of effective law enforcement operations, with more and more crimes transcending physical borders. Law enforcement operational priorities, such as interdicting arms or drug shipments, breaking up human trafficking operations, and penetrating or dismantling terrorist cells require unprecedented international cooperation. Recognizing the necessary nexus of operations to training, FLETC



From left – Jimmy Palmer, FLETC Senior Instructor; AD Dominick Braccio; Director Connie Patrick; and Michael Perkins, former Director, ILEA San Salvador.



has significantly strengthened its international training and capacity-building capabilities over the past decade.

The current landscape of FLETC's international training is four-fold. First, FLETC provides regular, ongoing training in both core and specialized programs, including all leadership training, at the ILEAs in Thailand, Hungary, El Salvador, and Botswana, and has personnel assigned as the Director of ILEA Botswana and the Deputy Director of ILEA Thailand. FLETC looks forward to taking on a leadership role at the ILEA-Roswell, located in New Mexico, this spring. This particular ILEA will focus on leadership training for international partners at the strategic and policy levels. FLETC also provides support for the West Africa Regional Training Center in Ghana. Second, FLETC exports specialized training programs

and provides technical assistance outside the United States on a reimbursable basis. Third, international law enforcement officers can attend FLETC training programs at its four domestic training sites. Fourth, FLETC exchanges best practices and subject matter expertise, and participates in research with international partners, which help it remain on the forefront of law enforcement training.

FLETC closely coordinates its international training and capacity-building activities with the DHS Office of Policy, which oversees the Department's work in international affairs. This relationship ensures FLETC's activities are in concert with and support DHS's strategic priorities in the international arena. For example, in 2012 FLETC worked closely with DHS headquarters and other components to develop and begin delivering DHS International Pre-Deployment Training, which is required for all DHS personnel who will be working in a foreign country out of a U.S. Embassy or Post for more than 30 days.

Director Patrick and AD Braccio emphasized the importance of DHS's recent partnership with the Department of Justice's (DOJ) International Criminal Investigative Training Assistance Program, through which FLETC has embedded a staff member at DOJ to help harmonize international training efforts between the two departments. This collaborative arrangement will be a key to FLETC successfully contributing to implementation of Presidential Policy Directive 23 (Security Sector Assistance), which President Obama signed in April 2013. This directive calls for improved interdepartmental collaboration in the delivery of Security Sector Assistance programs, to help strengthen the ability of the United States to assist allies and partner nations in building their own security capacities.

Director Patrick and AD Braccio discussed at length the many mutual benefits associated with FLETC's involvement on the international stage. Over the past 40 years, FLETC has created an infrastructure through which it is able to support its federal Partner



ILEA-Gaborone students applying field forensic techniques for fingerprint retrieval.



Organizations' international missions. Through training and capacity-building activities, AD Braccio explained that FLETC assists with establishing the rule of law and associated stability in post-conflict regions. In developing countries, FLETC conducts needs assessments specific to each nation's laws, in order to provide training and assistance that will be most beneficial. The types of training and assistance countries need differ from region to region. For example, AD Braccio observed that FLETC's African partners have needed assistance with combatting wildlife crimes, and therefore, FLETC has provided training in crime scene investigation. On the other hand, South American partners have demonstrated a need for training in fighting crimes such as gang-related activities and human trafficking. Director Patrick observed that these differences illuminate the criticality of partnering with DOJ, the Department of State, the Department of Defense, and others, because "one agency cannot do it all."

Throughout our conversation, Director Patrick and AD Braccio reflected on many instances in which FLETC was able to significantly impact other nations' law enforcement capabilities. Several years ago, the Ukraine requested assistance with a five-year capacity-building project to develop its law enforcement academy, including both the physical plant and curriculum. Director Patrick noted that FLETC was able to help the Ukrainian Border Guard Service "professionalize" its police force by assisting with implementation of the Instructional Systems

Design process FLETC follows. AD Braccio reflected on how FLETC's partnership with the Los Angeles Port, including establishing a training presence at the Maritime Law Enforcement Training Center, has created an avenue for countries to look to FLETC for assistance with securing their waterways. For example, two German law enforcement officers recently received training at FLETC-Charleston as part of an international instructor exchange program. Specifically, they participated in the Naval Criminal Investigative Service Maritime Liaison Agent Training Program and the FLETC Maritime Tactical Operations Training Program, and shared best practices in water police

operations and the use of special maritime tactics. AD Braccio observed that law enforcement organizations in Indonesia, the Philippines, and Thailand are interested in doing the same with FLETC.

An integral part of capacity-building is developing future leaders. The leadership training

FLETC provides at the ILEAs provided the impetus for the Women in Law Enforcement Leadership Training Program, which has become one of FLETC's most impactful internationally-delivered programs. During a leadership training session in 2009, Claudia Muntenau, a law enforcement coordinator at the U.S. Embassy in Bucharest, Romania, had the initial idea to design a leadership course specifically for women in law enforcement. She talked with AD Braccio about how Romania had not sent any female participants through the existing train-the-trainer leadership program, despite the fact that female officers constituted



Director Connie Patrick with Executive Panel at ILEA Bangkok.



approximately 11 percent of that country's law enforcement personnel. Thus, FLETC and Muntenau worked together to develop a leadership program that covers issues pertinent to females in law enforcement. Director Patrick attended the first Women in Law Enforcement Leadership Training Program, which FLETC delivered in Bangkok. She observed the bonds the participants formed with one another, noting, "It was empowering. . . We are building capacity by building leaders."

Director Patrick and AD Braccio observed the reciprocal nature of FLETC's international mission, noting that FLETC has gained as much as it has given. The Director pointed out how FLETC training has improved through the exchange of subject matter expertise in key topics such as intelligence, leadership, and active shooter. The Royal Canadian Mounted Police influenced FLETC to begin focusing on the principles of adult learning. Exchanging best practices with Singapore taught FLETC about the progressive use of simulations in law enforcement training. Post-9/11, as FLETC Partner Organization personnel returned from Iraq and Afghanistan, they brought back knowledge of counterterrorism and improvised explosive devices, which fed into FLETC's evolving curriculum. Moreover, AD Braccio noted how international partners have influenced FLETC's law enforcement training research. For example, in 2011, FLETC and INTERPOL co-hosted a two-day technology research exercise that focused on advancements in training technology and specifically explored how criminals leverage cyber-technology to expand underworld operations.

Capacity was a key word both Director Patrick and AD Braccio used when describing the future of FLETC's international training mission. Beyond delivering training, Director Patrick pointed to the value of helping international partners create sustainable physical infrastructure and curricula to enable nations to engage in their own high quality law enforcement training and ongoing professional development. AD Braccio spoke about FLETC's

ability to share expertise in running a training academy, developing training curricula, and using the latest technologies to enhance training. FLETC's capacity-building efforts will take on new forms in the coming years, such as leveraging INTERPOL's translation services to make FLETC's Online Campus available to an international audience. What will remain the same is FLETC's role in fostering international cooperation, forging partnerships, and promoting the rule of law in ways that transcend physical borders and cultural barriers. As FLETC works with DHS, DOJ, the Department of State, and Department of Defense to implement Presidential Policy Directive 23, the focus will be on empowering partners to develop and fortify their own law enforcement training institutions.



Jennifer Tocco began her civil service career in 2008, and currently serves as a management and program analyst in the Director's Office. She previously held positions in the Office of State and Local Training and the Rural Policing Institute. Prior to moving to Georgia, Ms. Tocco worked in the nonprofit and academic sectors.

While completing her graduate studies, Tocco served as a research fellow at the Rutgers Graduate School of Education's Center for Educational Policy Analysis. She holds a Bachelor of Arts with a double major in political science and history from Drew University, a Master of Education degree with a focus on educational policy and qualitative research methods from Rutgers University, and a Master of Public Administration degree from Valdosta State University. She also completed all doctoral coursework in educational policy while at Rutgers.

What International Criminal Investigative Training Assistance Program (ICITAP) Means to FLETC

By James Schield





Students receiving civil disturbance training in Pakistan.

FLETC has recently detailed a staff member to the International Criminal Investigative Training Assistance Program (ICITAP), which is situated within the U.S. Department of Justice's Criminal Division. ICITAP draws on the talent of many agencies and then works with foreign governments to develop professional and transparent law enforcement institutions that protect human rights, combat corruption, and reduce the threat of transnational crime and terrorism. ICITAP provides foreign assistance that supports both national security and foreign policy objectives, and training is part of that mission.



The International Criminal Investigative Training Assistance Program (ICITAP) supports both national security and foreign policy objectives. ICITAP partnered with the United States Pacific Command and other entities to develop the Indonesia National Police Special Boat Unit.

Through this new partnership, FLETC contributes expertise in adult learning methodologies, instructor development, curriculum review, and training logistics. FLETC is also in a unique position to reach out to its partner organizations for assistance and talent in support of ICITAP's goals. Through ICITAP, FLETC is now involved in supporting Presidential Policy Directive 23 (Security Sector Assistance), which aims to strengthen the ability of the United States to help allies and partner nations build their own security capacity, consistent with the principles of good governance and rule of law. The United States has long recognized that the diversity and complexity of the threats to our national interest require a collaborative approach, both within the United States Government and among our allies.

Snapshot of ICITAP History

- From 1986 to 2011, it helped develop more professional law enforcement in several Latin America countries.
- Remember the over-throw of Panama's dictator, Manuel Noriega? After Operation Justice Cause, ICITAP helped transform Panama's military police force into civilian-led police.
- Starting in 1991, ICITAP began assistance in Colombia. It continues to be a partner in the "Plan Colombia Justice Sector Reform Program" as Colombia moves to an adversarial justice system.
- After El Salvador's civil war formally ended in 1992, ICITAP helped establish the National Civilian Police and the National Public Security Academy.
- Two days after Operation Restore Democracy in 1994, ICITAP put "boots on the ground" to begin a five-year plan to develop a civilian police force in Haiti.
- ICITAP supported the United Nations to establish a police force in Bosnia and Herzegovina after the Dayton Peace Accords were formally signed in 1995.
- In 1997, it began assisting the police in the newly independent states of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan, and in the following year Moldova and the Ukraine.



A major goal of ICITAP is to develop professional and transparent law enforcement institutions that protect human rights. This student is in Bogota, Columbia, participating in the Forensic Anthropology Program. It is sometimes called, "The Dig School."

- In 2000, it spearheaded the Police Assistance Program for the Indonesia National Police. The program expanded over the years to focus on building Indonesia's capability to combat transnational crime.
- In 2003, it was the first civilian law enforcement organization in Iraq after Operation Iraqi Freedom began.
- And starting in 2009, ICITAP supported Afghanistan's national police in counter narcotics, detention, and corrections operations.



James Schield is a senior advisor for FLETC assigned to Washington Operations. In this position, created in 2014, Schield is responsible for promoting information exchange and collaboration between DOJ and DHS on overseas capacity building projects under the provisions of the President Policy Directive on Security Sector Assistance (PPD-23). The role also requires close coordination with DHS Office of Policy and the law enforcement components involved in international activity. Schield comes to FLETC after 28 years with the U.S. Marshals Service and began his law enforcement career as a deputy sheriff in 1977.

INTERNATIONAL LAW ENFORCEMENT GABON



ATIONAL MENT ACADEMY RONE

J.O. Smith





My assignment as the Director of the International Law Enforcement Academy (ILEA) in Botswana was the most rewarding assignment of my 42-year law enforcement career. In November 2009, my wife Marilyn and I packed up our home and moved from Glynco, Georgia, to Gaborone, Botswana, a total of 8,018 miles.

After 20 hours of coach airplane travel, Gaborone welcomed us with temperatures in the high 80s with no humidity, constant dust, and livestock roaming the streets. I quickly realized we were in Africa and knew we had to adapt. I also realized that the conveniences, technology, and resources we were accustomed to back in the States were thousands of miles away, along with our families and friends. Nevertheless, during our first nights in Gabs, as we sat outside smelling the aroma of the many fruit trees in our yard and looking up at the countless stars, I knew we were going to love this place.

My first 42-kilometer drive to the ILEA-Gaborone was filled with nervousness in anticipation of the new position, and because I was driving on the wrong side of the road (to me) with a steering wheel on the passenger's

side of the car. I made it there safely that day. Somehow, I managed to drive safely for five years through a steady stream of cows, baboons, donkeys, and other freely roaming animals.

The ILEA-Gaborone and the U.S. Embassy were both great places to work, and the staff was receptive to both Marilyn and me. We learned where to shop and eat, and more importantly, the exchange rate between U.S. and African currency. After six weeks, our household goods arrived and I anxiously set up my computer equipment. When I plugged it in, I heard a loud boom and saw smoke coming from my now fried computer. It was a tough way to learn that the electrical appliances we brought over with us did not survive, when plugged into Africa's 220-volt sockets.

I quickly immersed myself into the local community playing golf, going to church, and riding my Harley – the only one in town. It often caught the eyes of the local folks, and they asked many questions about it. How much did it cost? How fast does it go? Do you want to sell it? Marilyn also quickly adapted and found many new friends and volunteered at several orphanages.



The main entrance to the beautiful International Law Enforcement Academy in Gaborone, Botswana.



J.O. and Marilyn Smith

Life in Gabs was slow, but there was always some place to go – movie theaters, malls, and even a few fast food restaurants. The U.S. Embassy often sponsored events. We went on safaris to see Africa’s Big Five – lions, leopards, elephants, buffalos, and rhinoceroses.

We settled into our new home and I began to concentrate on the work at the ILEA-Gaborone. Getting to know many of the students opened my eyes to the countless advantages we, here in America, take for granted every day in our efforts to combat crime.

While many law enforcement agencies in the United States believe they are not well funded, some African police departments suffer levels of severe and chronic underfunding that are unimaginable to their American counterparts. They may lack radios, ammunition, computers, weapons, technology, and training that many in the United States consider fundamental. For example, wildlife officials in some countries are only given three bullets to prevent poaching, while the poachers have AK47s and night-vision equipment.

In addition to the lack of funding and equipment, some African countries do not have the asset forfeiture, corruption, money laundering, and banking laws and regulations that we are accustomed to here in the United States. While many in African law enforcement recognize the need for these, the political will to put them into place is absent. Enactment of the necessary laws would cause legal and financial

suffering to those who benefit from the lack of regulations.

The scarcity of funding, training, and legal structures creates tremendous obstacles that African police forces must overcome. While operating to the best of their abilities, without the basics that officers in America routinely receive, some African police departments lose the trust of their citizens.

The ILEA-Gaborone plays a crucial role in helping to change this mindset and in supporting the African police. By providing a standardized core curriculum of management and technical instruction to African police officers and leaders, the ILEA-Gaborone enhances their ability to effectively cooperate against the principal transnational criminal trends in Africa – illicit drug trafficking, financial crimes, terrorism, and alien smuggling. One of the greatest strengths of the ILEA program in Gaborone is the motivation of its students – the participants really want to learn from us.

While the ILEA-Gaborone is making progress, there are areas where we can do a better job. Our training content has to be relevant and appropriate to Africa and taught in a way that is relevant and appropriate to African



J.O. Smith with local students.



students. Training in basic law enforcement skills such as use of force, crime scene investigation, interviewing, evidence collection and handling, and emerging computer and other technologies is lacking in many countries. We have participants who have never sat in front of a computer, lifted a fingerprint, or carried a weapon. (Imagine working as a police officer without a weapon or a radio to call for help!) The training content must be adapted to meet these students where they are and reflect the tools and resources they will have when they go back to their departments.

American instructors who wish to teach at the ILEA-Gaborone must also be willing to adapt their typical instructional techniques. U.S. instructors may forget or do not know that African students use the metric system, may not know America's favorite cartoon characters, and may not understand us because of our accents. Cultural barriers may exist as well. African students may have had experiences with different types of government and with values and customs that go back hundreds of years. Additionally, in Africa, traditional values

and customs that go back hundreds of years are still in practice today. The law enforcement landscape can also be different from that in the United States. For example, use of force policies differ from country to country.

Despite the obstacles, my tenure as the ILEA-Gaborone was extremely rewarding personally and professionally. I met over 4,000 new friends and colleagues who graduated from programs. When I arrived, the ILEA-Gaborone offered 10 courses a year to 27 countries. It now offers 26 courses to 34 countries.

Scottish author William Barclay said, "There are two great days in a person's life – the day we are born and the day we discover why." I realize I was born to teach, and in the past five years I did this every day. I know we made a difference on the continent, which makes a difference around the world as we combat transnational crime. I also know Africa is safer now more so than it was before I arrived because our ILEA graduates are back in the field using the techniques we taught them.

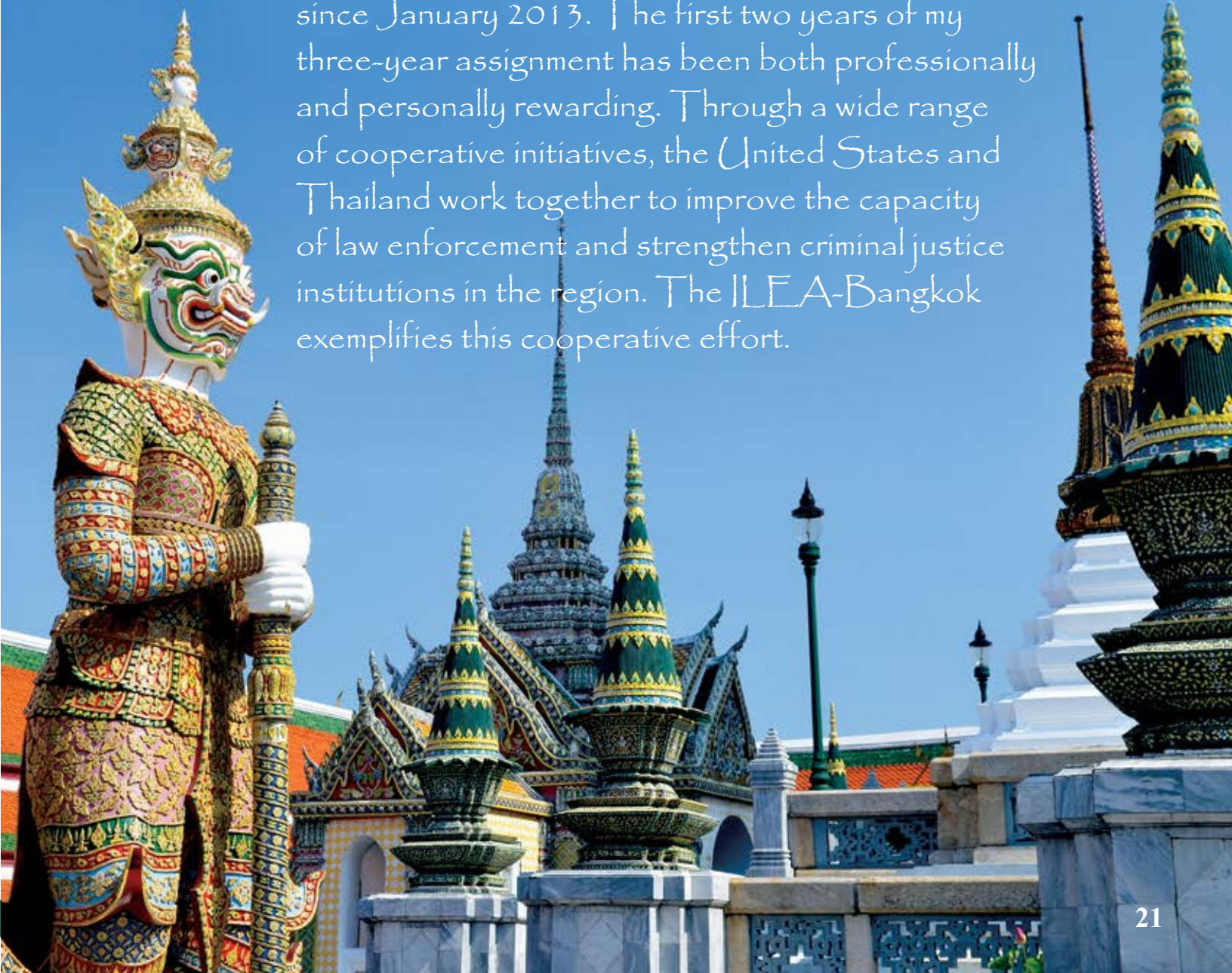


J.O. Smith, a Washington, D.C. native and graduate of Livingstone College, has 42 years of successful law enforcement and management experience. He worked for the United States Park Police in patrol, undercover, CSI, investigations, hostage negotiations, SWAT, and in supervision. He also served seven years on the Secretary of the Interior's protective detail. After 28 years, J.O. retired and accepted a position at FLETC. He was later promoted to branch chief and eventually to chief for the Forensics and Investigative Technologies Division. In 2008, he became the Driver and Marine Division Chief. J.O. recently completed 5 years as the director at the ILEA in Gaborone, Botswana, and is currently serving as chief of the Physical Techniques Division for FLETC.

INTERNATIONAL LAW ENFORCEMENT ACADEMY BANGKOK

Dan McAlister

I have had the distinct privilege of representing FLETC as a deputy director at the International Law Enforcement Academy (ILEA) in Bangkok since January 2013. The first two years of my three-year assignment has been both professionally and personally rewarding. Through a wide range of cooperative initiatives, the United States and Thailand work together to improve the capacity of law enforcement and strengthen criminal justice institutions in the region. The ILEA-Bangkok exemplifies this cooperative effort.





ILEA-Bangkok, stood up in 1999, has provided specialized training to nearly 17,000 law enforcement officers, crime scene technicians, prosecutors, legislators, and judges from 11 countries in addition to Hong Kong and Macau Special Administrative Regions. Recently, Burma began sending students and its involvement helps to further relationships in the region.

The leadership at the ILEA-Bangkok reflects the international cooperation necessary to thwart transnational crime. In addition to myself, an executive director, who is a General from the Royal Thai Police, leads the ILEA, along with a program director from the U.S. Drug Enforcement Administration, and a second deputy director from the U.S. Diplomatic Security Service. The remaining staff is made up of Royal Thai Police officers, Thai civilians, and Foreign Service Nationals.

From the start, FLETC has been a valuable partner for ILEA-Bangkok. FLETC is a permanent partner in the Department of State's Bureau of International Narcotics and Law Enforcement Affairs' Interagency Steering Group, which has functional oversight of all ILEAs. FLETC also provides instructors for ILEA-Bangkok's core and specialty programs and recruits,

staffs, and funds the ILEA-Bangkok deputy director position. FLETC's strategic, operational, and financial support of the ILEA-Bangkok demonstrates FLETC's commitment to world class law enforcement training across the globe.

The ILEA-Bangkok conducts about 40 training courses throughout the year. The majority of the courses are one or two weeks in duration. ILEA-Bangkok offers courses similar to those at FLETC, as well as those specific to the region, including one focused on infiltrating Southeast Asian gangs, for example. Various U.S. federal law enforcement agencies, including the U.S. Secret Service; the Federal Bureau of Investigation; the Bureau of Alcohol, Tobacco, Firearms, and Explosives; Customs and Border Protection; the Drug Enforcement Administration; and the Internal Revenue Service; in addition to the FLETC, administer and instruct the courses. While these professionals come from many agencies, they share a common goal – building capacity within the region by providing some of the finest law enforcement training available anywhere in the world.

One of the biggest challenges to effectively training law enforcement officers at any ILEA is the language barrier. To overcome this obstacle, the ILEA-Bangkok



Class group photograph of ILEA-Bangkok students.



has a highly qualified and dedicated staff of interpreters for the following languages: Bahasa Indonesia, Mandarin Chinese, Cambodian, Burmese, Thai, and Vietnamese.

I am constantly amazed that participants from many countries seamlessly complete day-to-day classroom training activities together. This is due to the tremendous professionalism of the interpreters. Even though I do not speak the various languages, I nevertheless enjoy sitting in class and listening through the headphones to the work of the interpreters. One can only imagine how tedious it is to do simultaneous translations, but the interpreters' voices and body language convey how much they enjoy their work.

In addition to training, the ILEA-Bangkok participants are afforded the opportunity to develop friendships and build networks with their law enforcement counterparts from other countries within the region. One of the most gratifying experiences of my position is observing this bonding. Beginning with the first day Walk-Rally icebreaker and continuing through classroom exercises and after-hours activities, I see friendships develop among the participants. After a short time at the ILEA-Bangkok, the participants realize that as law enforcement officers, their interests and concerns are universally shared, regardless of where they work and live.

The individual human relationships established here forge bonds of true cooperation, not encumbered by the diversity of language or other societal differences. I hope that these personal relationships will endure for many years to come, and will, in turn, make significant contributions to the ongoing and increasingly complex efforts to police transnational crime.

The ILEA-Bangkok also maintains a Facebook page as a resource for the alumni to stay in touch with one another and receive current information about the ILEA. Alumni often share information about successful arrests and prosecutions that occur as a result of techniques and skills they were taught in class. These events are encouraging and confirm to the instructors and the ILEA staff the value of their hard work.

On a personal note, my wife and I enjoy traveling around the region and experiencing the food and culture. It is remarkable to see temples that were built many centuries ago still standing and being revered by the people. However, living and working in one of the world's largest cities does present its challenges, not the least of which is driving in rush-hour traffic. Dodging the street vendors, motor scooters, tuk tuks (or motorized rickshaws), and other assorted roadway obstacles always makes for an interesting commute. Regardless, I love living in a city that is teeming with life and constant change.

Working at the ILEA and living in Bangkok has been one of the highlights of my 38-year government career. Thailand is known as the "Land of Smiles," and I have developed affection for the Thai people and their culture. Their kindness, thoughtfulness and patience have been an inspiration that will remain with me throughout the rest of my life.

Daniel McAlister began his career with FLETC in 2002. Prior to his detail as the deputy director of ILEA-Bangkok, he served in the Inspection and Compliance and the Leadership and International Capacity Building divisions. He began his law enforcement career in 1976 as a special agent with the United States Secret Service, where he served in various field offices and with several presidential protections. He received a bachelor of science degree from Sacramento State College and a juris doctor degree from Lincoln University of Law. He is married with one son.



FLETC'S ROLE INTERNATIONAL ON HUMAN

Whether in the Far East, West Africa, Western Europe, or the Caribbean, scores of human trafficking victims are enslaved throughout the world. In 2010, the Department of Homeland Security (DHS) launched the Blue Campaign to bring together 22 government agencies to address this heinous crime and provide outreach, education, and training about human trafficking. FLETC has engaged in the training since the beginning, producing training products and assisting other federal agencies with their human trafficking training.

The White House takes human trafficking very seriously and directs all federal agencies to work together to leverage each other's resources and avoid duplicating efforts. To that end, DHS Secretary Jeh Johnson sits on the President's Interagency Task Force, which is focused on combating human trafficking. At the task force, the President's Cabinet members, including Secretary Johnson, provide input on each federal agency's efforts in this area.

In 2014, FLETC and representatives from U.S. Immigrations and Customs Enforcement, Federal Bureau of Investigation, and Department of State began meeting to decide how to expand the human trafficking training to workers in U.S. embassies, after it was determined that most human trafficking victims enter the United States legally on some type of Visa. The determination was made based on actual cases in which ICE identified that more than half of foreign victims of human trafficking entered the US legally on a Visa.

The group decided that the best method to satisfy Congress's emphasis on outreach and training efforts and to meet the White House mandate would be a multi-phased approach. First, train embassy staff; second, provide law enforcement officers, who are already meeting regularly in working groups, with materials to conduct in-country training; and third, form integrated, meaningful partnerships and share information between law enforcement working groups and law enforcement from host countries.

The State Department selected 10 U.S. Embassies to pilot phase one of the training, which consists of three separate training modules: Baseline (general overview, open to all Embassy staff), Focused (open to Consular Officers, and procurement and human resources personnel), and Law Enforcement Working Group (each embassy's law enforcement working group). This phase is designed to not only bring awareness of human trafficking to U.S. citizens working in embassies, but also to provide concrete tools to assist those consular officers who interact directly with foreign nationals requesting U.S. Visas.



E IN TRAINING EMBASSY STAFF TRAFFICKING

Scott Santoro

The training sessions begin with the instructor defining the crime of human trafficking. The class receives information about how traffickers use force, fraud, and coercion to compel their victims to work for little or no wages or to commit acts of commercial sex. Students then spend time specifically focusing on human trafficking within each country hosting the training. The instructor shares information gathered by the State Department with the class, including types of human trafficking and trends within each country. After that, the training uses FLETC-produced videos and curriculum to explain the signs and indicators of human trafficking and how participants may spot those signs both at work and while living their lives. The training concludes with a call for action to report any signs of human trafficking to their supervisors or to call the ICE tip line.

FLETC has contributed to training at U.S. Embassies in Cambodia, the Philippines, Togo (West Africa), Hong Kong, Portugal, and the Dominican Republic. Upcoming trainings scheduled during FY 2015 include U.S. Embassies in the countries of Georgia and Mexico. More than 3,000 individuals have received training in these sessions. All have seen FLETC-produced human trafficking-related products and leave the training with awareness about this crime. Some of the best audiences have been the Embassy guard staff. These



Scott Santoro defines the crime of human trafficking to embassy staff at the United States Embassy in Lomé, Togo.



are local law enforcement, vetted by the Embassy, who are taught to look for signs and indicators of human trafficking. Another important category of students are consular officers, who receive a “focused” training, so they can spot potential signs of trafficking in labor contracts and in behaviors of foreigners who apply for U.S. Visas.

U.S. Embassies employ U.S. citizens as consular officers. When an applicant from a foreign country requests both non-immigrant and immigrant visas to enter the U.S., a consular officer must interview them. These officers adjudicate visa applications and are trained to detect Visa fraud. This training provides tools such as which types of questions to ask the applicants. These questions are designed to provide both the officer and the applicant the ways to determine whether the worker has a legitimate employer. Finally, each consular officer is required to hand out a brochure, produced by the Department of State, that provides foreign nationals information about their rights and how to contact authorities within the U.S. if they believe they are in slave-like conditions. According to the National Human Trafficking Resource Center, funded by the Department of Health and Human Services, 14 percent of all incoming calls during 2013 referenced that pamphlet.

Students on five continents have viewed FLETC produced human trafficking training products. FLETC looks forward to continuing its commitment to the Blue Campaign in support of the Department’s prioritization to combat the crime.



Scott Santoro is the Blue Campaign Training Advisor. He manages training programs for the U.S. Department of Homeland Security’s Blue Campaign. These programs include training federal, state and local law enforcement about human trafficking, drug endangered children and unaccompanied children illegally crossing the U.S. Border.

Prior to coming to FLETC, Scott was a prosecuting attorney for more than 15 years, working in the Seattle area. In addition, Scott has over 18 years of law enforcement training experience.

Notable projects Scott led include: a computer-based training program for state, local, tribal and campus officers to identify indicators of human trafficking; a second web-based course to train DHS personnel about human trafficking; an advanced human trafficking course for federal agents and prosecutors and training for ICE Field Office Juvenile Coordinators. Scott produced two roll-call training videos that provide law enforcement information about how learning about immigration relief for victims of crime provides a benefit to law enforcement. Recently, Scott has trained foreign law enforcement about human trafficking in six countries including Cambodia, Thailand and Portugal.

INTERNATIONAL EXCHANGE PROGRAMS

By Ed Hobson

Our commitment to protecting the homeland reaches far beyond our nation's boundaries. In this spirit, the Federal Law Enforcement Training Centers (FLETC) has established important international instructor exchange programs in Australia and Germany. By sharing ideas and experiences with our international peers, FLETC is able to improve the quality of the training programs we deliver to our partners at home and abroad.

AUSTRALIAN INSTITUTE OF POLICE MANAGEMENT

Each year a senior manager from FLETC serves as a Visiting Fellow with the Australian Institute of Police Management (AIPM). AIPM provides leadership, management and

executive development programs for police and public safety agencies in Australia, New Zealand, and other nations across the Pacific region. The Visiting Fellows assist in delivering academic programs by serving as facilitators, assessors, and mentors. Visiting Fellows come from police and fire agencies across Australia and around the world and bring a diversity of experience, opinion, and organizational culture that adds an important dimension to the AIPM students' experiences.

Originally established in 1960 as the Australian Police College, AIPM sits atop a seaside cliff surrounded by Sydney Harbor National Park. The campus consists of two dormitories, a handful of cottages, staff offices, a library, meeting rooms, and the dining room and



AIPM Sign: The entrance to the Australian Institute of Police Management. Each year a FLETC senior manager serves as a "Visiting Fellow" in the Graduate Diploma of Executive Leadership program. A Visiting Fellow is a scholar who visits another university to help enrich its educational program.



AIPM Coast: The Australian Institute of Police Management sits on the scenic seaside coast north of Sydney and is surrounded by the Sydney National Park.



lounge. Several of the buildings are historical structures that date back to the early 1900s. The intimate and somewhat isolated setting encourages professional development and study without distractions.

AIPM's university-accredited Graduate Diploma of Executive Leadership targets senior police and fire officials who are preparing to advance into the executive ranks. It combines distance learning and independent research with an intensive two-week residential program. There are no formal classes or tests; rather, the students explore leadership concepts through a variety of presentations and discussions. Students visit with senior leaders in private industry and work with a professional actor to improve their poise, presence, and projection.

The Commissioners Forum gives participants the rare opportunity to spend time in discussions with the chief executives of the police and fire agencies of Australia and New Zealand. Participants often walk away with a newfound appreciation for the challenges faced by the executive leadership and an awareness of how they can better prepare themselves for advancement within their agencies.



AIPM Actor Class: Students in the Graduate Diploma of Executive Leadership program visit a local theatre group where noted Australian actor Peter Fisher provides some skill-building in poise, presence, and projecting ideas clearly.

Serving as a Visiting Fellow is a major departure from the traditional instructor role at the FLETC. A cornerstone of the AIPM approach is the "Case-in-Point" model of experiential learning which was developed by Ronald Heifetz and Marty Linsky at Harvard University's John F. Kennedy School of Government. It uses the actions and behaviors of the participants and the group as the key teaching points. Through probing and engaging questions, the AIPM staff and Visiting Fellows challenge the participants' thinking and decision-making. They guide the students through a reflection of their leadership experiences and a self-assessment of their personal behaviors. Most participants approach the experience very seriously, and it is common to find them working late into the night and through the weekend. The Visiting Fellows put in just as many late nights, as they must grade and return papers in 24 hours or less.

It's not all nose-to-the-grindstone, however. In the evenings the students and Visiting Fellows gather in the lounge for the "Nine O'clock Club," a time to relax and, as cops everywhere do, share experiences. For the



AIPM Director: The Australian Institute's Director of Education Services, Phil Shepard, addresses a class in the Graduate Diploma of Executive Leadership program.



Visiting Fellow from FLETC, it's a chance to give the participants a glimpse into what policing in the United States is like and it reinforces our common bond of commitment to public service.

The FLETC-AIPM exchange was the brainchild of Assistant Director Dominick Braccio who worked with AIPM while he was with the Drug Enforcement Administration. Deputy Assistant Director Carl Milazzo served as a Visiting Fellow in 2013 and was struck by the similarity in challenges law enforcement faces around the world, despite differences in systems and societies.

The AIPM's Director of Academic Programs, Phil Shepard, spent two weeks with FLETC's Leadership Institute in 2012. In addition to serving as a guest instructor in a FLETC leadership program, Mr. Shepard worked with FLETC staff, sharing best practices and collaborating on new ways to provide students with the very best educational experience.

Executive Director of AIPM Mr. Warwick Jones greatly values the partnership, which he feels has provided the AIPM students the opportunity to learn from some of America's finest officers and instructors. As Jones noted, "The quality of our programs has been significantly improved as a result of the observations, insights, and knowledge that each of the exchange officers have brought."



RHINELAND-PFALZ

The exchange program with German State of Rhineland-Pfalz grew out of discussions during the 2010 Public Safety Leadership Development Consortium. In 2012, FLETC instructors Kirt Rothe, Thomas Crabill, Glenn Guy, and David Udulutch collaborated with staff from the Rhineland-Pfalz Police Academy on active shooter response training. The Academy reciprocated later that year by sending Superintendent Manuel Wehrman to FLETC, where he served as a guest lecturer in the Law Enforcement Supervisors Leadership Training Program.

In 2013, Rhineland Pfalz sent instructors to Glynco to observe training in firearms, tactics, and driving. Later that year, FLETC Branch Chief Mike Evans and Senior Instructor Will Absher headed to Germany to share best practices in collision avoidance and water police operations.



FLETC Charleston: Captains Steffen Lubke and Stefan Labonte from the Rhineland-Pfalz Police Academy went to FLETC Charleston to discuss special maritime law enforcement tactics. They are climbing the ladder during a tactical boarding exercise.



From left to right are Mr. Rüdiger Nagel, FLETC Director Connie Patrick, and Jochen Bäcker. Mr. Nagel and Mr. Bäcker are law enforcement investigators from the Rhineland-Pfalz. They observed training in the Technical Operations Division's Wireless Tools for Analysis and Geo-Locating Training Program (WTAG).

In early 2014, two officers from Rhineland-Pfalz traveled to FLETC-Charleston to train on maritime law enforcement tactics. Captains Steffen Lubke and Stefan Labonte collaborated with their American counterparts on vessel boarding, clearing large commercial vessels, and water survival.

Most recently, two investigators from Rhineland-Pfalz spent a week with FLETC's Technical Operations Division. Mr. Jochen Bäcker, head of the Cybercrime Department, and Cybercrime Detective Rüdiger Nagel observed FLETC's Wireless Tools for Analysis and Geo-Locating program in the classroom and in the field.

The high quality of the FLETC staff, programs, and facilities impressed both Both Bäcker and Nagel. According to Nagel, their agency turns to the computer industry for most of their specialized training, which is cutting-edge, but very costly.

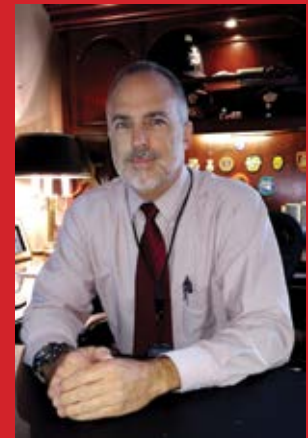
Bäcker noted the comprehensiveness of FLETC's cybercrime training. Students leave

the FLETC program with all of the skills and equipment they need to conduct effective cybercrime investigations upon return to their agency.

As Bäcker described it, cybercrime training in Germany typically occurs in phases. After receiving classroom training, investigators still need to acquire all of the necessary skills and technical equipment in order to put what they learned to use.

While these exchange programs represent a significant commitment in money and manpower, the return on that investment is far-reaching. In addition to the direct benefit that comes from improving training, the exchange programs forge lasting relationships among the individuals and the agencies based on mutual respect and shared experience.

Edward C. Hobson is the Chief of the Leadership Institute at FLETC/Glynco and served as a Visiting Fellow at the Australian Institute of Police Management in October 2014. He began his police career in the U.S. Air Force in 1983, then joined the Orlando Police Department in 1990 and spent 11 years as head of the forensic services section. In 2002 he became a Regional Safety and Security Officer for the U.S. Peace Corps and was based in Uganda, Kenya and Washington, DC before being appointed as the Associate Director for Safety and Security for the Peace Corps in 2009.





Adaptive Training for International Law Enforcement

Michael Hullihan

It has been said the art of teaching is the art of assisting others in discovery. Nowhere does an instructor find more satisfaction than in assisting people of other cultures in their discovery. Teaching itself is an art; the art of conveying concepts to a wide audience who will interpret your delivery in many ways through their own culture, language, education, and prior knowledge.

In addition to understanding the challenges foreign law enforcement officers face on a daily basis, FLETC instructors teaching overseas must also be prepared for language complications, culturally different standards of justice, limited training resources, and executing training at unconventional training sites. They need to adapt and overcome a variety of impediments using targeted solutions when delivering training to foreign law enforcement officers.

The barriers of police work in third-world countries are unimaginable to the western mind. They often face remote and sometimes hostile environments, uniquely localized criminal issues, corrupt government officials, limited resources and funding, and a lack of advanced law enforcement concepts. In light of these circumstances, the training provided by FLETC instructors at the International Law Enforcement Academies (ILEA) is absolutely critical. Exporting FLETC training to these locations, while undeniably important, brings with it unique considerations to anticipate and accommodate.



Communication

Communication is the first key to successful adaptive training. Nelson Mandela once said, “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” English is a relative term to those who use it as a second or third form of communication. Just as our dialects and lexicon differ around the continental U.S., differences exist throughout English-speaking populations on other continents. An enormous amount of substance gets lost in translation if instructors are not aware of the language differences.

I discovered this obstacle while teaching at the ILEA-Gaborone in Botswana, Africa. As I was providing instruction on latent fingerprints, I referred to a glass water pitcher nearby as an example of a good surface for recovering latent



Senior Instructor Michael Hulliban discusses visual searches.

prints. As soon as I used the term “pitcher,” I noticed confusion manifest on the faces of my students. After much discussion, I realized that “pitcher” did not mean the same thing to my audience as it did to me. They informed me they understood me to be using a “water jug.” Once I used this term, they were able to follow my instruction. Anticipating that this confusion might occur again, the students and I started a list of terms which served as a legend to track words that did not immediately translate. The participants agreed to notify me if I used a word they did not understand, or that was spelled differently, and I agreed to list it and the appropriate replacement term that would make sense to my audience. On one side was the U.S. English version/spelling of the term and on the other side was the African English version/spelling of the same term. Basic Western terms and spellings like “flashlight,” “tire,” and “fiber” were quickly identified and added to the opposing column of their terms “torchlight,” “tyre,” and “fibre.” By the end of the week, not only was the list full, but also had evolved into a class challenge among the participants to add to the list.

Interestingly, the list accomplished unintended but very successful purposes. It gave the participants, who themselves come from very different countries and cultures across the African continent, the opportunity to identify with each other and promote

<u>NO !! (US)</u>	<u>YES !!</u>
Tire	Tyre
Imperial (feet)	Metric (Meter)
Partner	Colleague
Flashlight	Torch light
Line	Queue
Pitcher	Water Jug
Fiber	Fibre
Color	Colour
Offense	Offence

US terms are in the left hand column with the corresponding African terms in the right hand column.



their own cultures in a curriculum that they view as geared mostly towards a western audience. Many of the participants came from countries that are hostile toward each other. The list provided a means for them to collaborate with one another, sharing the one thing they all have in common – language. Also, it assisted in identifying gaps in our presentations and materials where some information would otherwise have been lost in the delivery. The students ended up even more engaged in the lesson, as they eagerly awaited each slide in the presentation to see what they would catch, and what could be added to the list. Though it started as a joke, the list became an engaging activity among the participants, and established an unprecedented level of rapport within the class.

Adaptive Training Techniques

In addition to the communication challenges encountered when teaching international students, FLETC instructors must also modify training to deal with different types of equipment, supplies and resources. Third world countries often lack funding to purchase and deploy even basic law enforcement equipment or forensic supplies to accomplish their mission in the field, let alone in a training



ILEA-Gaborone students applying field forensic techniques for fingerprint retrieval.



Senior Instructor Michael Hullihan demonstrates how to use super glue fuming in the field to preserve latent fingerprints on evidence.

environment. It can be especially frustrating to learn how to perform valuable techniques, but upon graduation from these programs, be unable to utilize this newfound knowledge due to a lack of necessary resources. Standard FLETC forensic training therefore has to be modified and adapted to meet the needs and conditions of fellow foreign investigators.

Generating unconventional and adaptive solutions to unique problems originates from the experience of those facing similar issues. Land management officers frequently work in isolated locations and have to depend on the limited resources they have on-hand to work crime scenes. A similar situation exists in executing battlefield forensic exploitations.



Left: Traditional latent print lifting tape and a latent lift backer card. Right: Overlapped scotch tape and an index card.

While in Iraq, my fellow soldiers and I developed expedient ways to carry and deploy minimal equipment while collecting the maximum amount of evidence. Combat exploitations involve working crime scenes under extremely hostile conditions, having limited time on target, with limited resources. These conditions are similar to those FLETC foreign partners work in. The expedient skills and resourceful techniques necessary in both the isolation of land management efforts and hostile combat environments transition well into the forensic curriculum taught to foreign colleagues. While we provide instruction to our ILEA audiences using FLETC's equipment, we also make concerted efforts to research the types of materials that are readily available in their specific environment, and demonstrate how they, too, can improvise with these materials and still accomplish their collection efforts.

One critical forensic technique employed by investigators is cyanoacrylate ester fuming, or more commonly known as "super glue" fuming. Super glue fuming is a critical process in the preservation of latent prints present on non-porous items of evidence. Super glue seeks out and polymerizes water, taking the form of the ridges in a white protective shell. Latent prints are 98 to 99 percent water, making this process an optimal method for preservation. Traditionally, the process involves

heating a small amount of super glue placed inside a chamber containing the item of evidence. The heating element, usually a small mug warmer, requires electricity. The requirement of electricity to conduct the thermal process of super glue fuming clearly is not conducive for investigators working in remote locations. In FLETC's Land Management Police Training Program, the Forensics and Special Investigative Skills Branch teaches a chemical method of superglue fuming, targeted specifically to overcome the remote conditions imposed on Land Management Officers. The chemical method involves soaking standard cotton balls in a solution of baking soda and water, allowing them to air dry and then storing them in a plastic zip-lock bag. When the cotton ball comes into contact with super glue, a chemical reaction occurs causing it to fume, thereby circumventing the need for a separate heat source. A portable chamber can be made out of anything that contains fumes, like a simple brown paper evidence bag. Using this method, items can be fumed in the field, preserving latent print evidence for transfer to the lab.

FLETC teaches the cotton ball method in the ILEA-Gaborone forensic training and it is popular among the participants. The students receive training on the hot plate method earlier in the course from other organizations. They frequently comment on the limitations of the hot plate method due to the need



Class group photograph of ILEA-Gaborone students.



for electricity. We also teach them to use items available in and around any trash dump such as sticks to suspend the evidence, bags and boxes for fuming chambers, and bottle caps and tin cans to hold the cotton balls during the reaction. Because the cotton ball method is portable and can be conducted using readily available materials, it is far more conducive for African investigators who often work in isolated locations like Land Management Officers. Field expedient methods for crime scene processing are much more adaptable to the kinds of environments many international investigators face.

This effort to identify innovative solutions to overcome limited resources extends throughout the training program. Fortunately, most of the crime scene equipment and forensic resources FLETC uses can easily be replaced with common household items that ILEA attendees can purchase in most stores at low cost. Latent print lift tape can be replaced with scotch tape or packing tape. Average index cards are perfectly acceptable latent print backer cards. Ink toner from old cartridges or baby powder can be used for latent print development powder. Child's Play-Doh and Silly Putty can be used to cast impressions such as tool marks.

Evidence markers can be replaced with an index card or a simple sheet of paper folded into a tent. Most first aid kits have several items that can be used as a makeshift sexual assault and biological evidence collection kit. These adaptations in our forensic training ensure a much more relevant, realistic and therefore valuable training experience for our African law enforcement counterparts.

One of the most gratifying aspects of occupying an instructor position at FLETC is the significant impact our instruction has on countless individuals. The techniques we teach are used to remove dangerous people from the streets, prevent them from harming untold others or exonerate those who have done no wrong. As rewarding as our stateside instructional mission is, nothing compares to the feeling of imparting knowledge to international counterparts. Nowhere have I seen our training mission more needed or appreciated; therefore, it behooves us to take the extra time to educate ourselves on the unique setting, circumstances, and resources of our ILEA students. Only then can we be the most effective facilitators of our international law enforcement students' continuing process of education and discovery.

Michael Hullihan is the Senior Instructor and Class Coordinator for the photography programs in the Forensics and Special Investigative Skills Branch, Investigative Operations Division. He participates in teaching crime scene and forensics at the ILEA-Gaborone for both the African Law Enforcement Leadership Development (LELD) and Sex Crimes courses. Michael served three years as a Forensic Intelligence Analyst with the Army National Ground Intelligence Center (NGIC) assigned to the Combined Explosives eXploitation Cell (CEXC) in Baghdad, Iraq, where he worked as Latent Print Examiner and as Forensics Lab Director. Michael served 10 years as a Criminal Investigator and Forensic Examiner with the Glynn County Police Department. He holds an Associate of Science Degree in Criminal Justice from the College of Coastal Georgia and Advanced Law Enforcement and Forensic Identification certifications through the Georgia P.O.S.T. Council.





VOICES FROM THE FIELD: AN



Every day, the news around the world features criminals and extremists who cross international borders to conduct terrorist acts, human smuggling, arms and drug trafficking, cyber-crimes and many other unlawful activities. These criminals and terrorists ignore international boundaries, just as they do the laws and tenets of basic human dignity, resulting in diminishing global safety and security. As a result, law enforcement organizations worldwide face common challenges when disrupting and defeating these transnational threats and maintaining peace.

As you will see in the following article, interagency collaboration is an essential practice. Police have become dynamically adept and agile at forging partnerships to combat new and emerging threats. These practices start in training with diverse instructors having different backgrounds, experiences, and subject matter expertise to maximize learning. Exchanging information, strategies and lessons learned, as well as experts and research, serves to reduce duplication of effort and facilitate consistency and professionalism across the law enforcement community. When we build global law enforcement capacity, we foil international criminal and terrorist plots, weaken organized crime syndicates and keep fugitives from escaping from one jurisdiction to another.

Training in partnership with other nations has additional benefits as noted by the following article's contributors. Professional relationships and networks established through cooperative international training are built on a shared desire to fight crime and violence. These relationships and networks result in significant international operational collaboration as officers return to their agencies and face common international threats.

When international law enforcement and the entire security sector come together in an all-inclusive effort to work in concert, learn from one another and capitalize on each other's strengths, the fight against transnational crime is effective and successful.

On behalf of the FLETC, we thank the panel members who generously contributed their time and expertise to this article, as well as all those in law enforcement, both domestically and internationally, who are dedicated to maintaining peace, safety and the rule of law for the citizens of our homeland and the world.

Dominick Braccio

Dominick Braccio
Assistant Director, RITD



INTERNATIONAL PERSPECTIVE

As part of this issue's international focus, we asked three questions to individuals with knowledge and expertise in international law enforcement training. The questions were simple, but the answers we received are diverse and enlightening.

MEET THE PANEL:



Gary L. Barr
*Assistant Director
U.S. Department of Justice
International Criminal Investigative
Training Assistance Program*



Dr. Curtis Clarke
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Q1: *Why do you think it is important to collaborate with other nations on international law enforcement training?*



Mr. King: There are mutual benefits to having robust international law enforcement relationships. Relationships are built on trust over time, through concerted efforts. The pillars of enduring trust are established by sharing information on mutual threats, conducting joint investigations where permissible, and sharing best practices through training and capacity building where warranted. The first two elements - sharing information and working in concert - can only be enabled by the latter; that is, having a capable partner who is able to manage the information and leverage it to investigate and prosecute bad actors.

International law enforcement training is the keystone from which all else flows on this continuum of international partnerships. Thoroughly exploring how to maximize our international partnerships and establish a global approach to better mitigate risks across the homeland security enterprise positions DHS and our international partners to collaboratively and more effectively address evolving challenges in an increasingly interdependent environment.



Mr. Barr: The Justice Department has long realized that the peace and security of the United States, at home and abroad, is enhanced by the development of professional foreign law enforcement partners. Through the delivery of a combination of technical assistance, training and mentoring, we are able to better equip these organizations to combat the problems of transnational organized crime, terrorism, and corruption. While the main focus is to build institutional capacity, there is significant emphasis on human rights and the rule of law... Most importantly, these partnerships help the United States to protect the homeland and prevent the propagation of criminal activities and terrorist attacks within our country. Simply stated, if we can help build the capacity and capabilities of our foreign partner to address the problem in their own country, we lessen the chance of having to deal with the problem in the United States.



Mr. Jones: International collaboration on law enforcement training has always been of value, due to the development of relationships and the exchanging of ideas. I would argue, however, since 2001 it has changed from being a “nice to do” activity to an absolute necessity. It is an absolute necessity due to the ever evolving nature of the threats that we collectively face such as terrorism, the opportunities that criminals can exploit through the use of the cyberspace, and the increasing connectedness of our global society. So contemporary collaboration for international law enforcement training must not only deliver relationships of trust in the global law enforcement community and facilitate exchange of ideas, it must also provide opportunities for deeper collaborative thinking and innovation on approaches to collective international law enforcement.



Dr. Wirrer: When it comes to training, in general a diverse instructor team with different professional backgrounds, with different experiences of life, has better chances to create learning opportunities for students, who as well have various backgrounds, learning needs and learning styles and thus different requirements. Besides, the respect for different backgrounds, approaches and teaching methods among the instructor team can work as a role model for students, preparing them for effective police work.

This applies particularly in cases when the students come from various countries. An international network of educational institutes facilitates the integration of co-trainers who have at least some experience with the student’s cultural and organizational backgrounds. Together with participative teaching methods, encouraging and empowering the students to a certain level of ownership regarding their learning process and allowing them to build up on their previous experience, this can facilitate the transfer of learning results to their organization and the implementation in their social environment “at home”.



Q2: *What tangible benefits resulted from working together with FLETC?*



Mr. Sheehan: FLETC's consultations to INTERPOL were crucial for the initial conceptualization and subsequent activities of the INTERPOL Group of Experts on Police Training (IGEPT). Within its role as a foundational member, FLETC further contributed as a member of the editorial board for the working group's International Police Training Journal. In addition, FLETC Director Connie Patrick was elected to lead the working group as its Chair at the third IGEPT meeting in Antalya, Turkey, in December 2011. We should also highlight FLETC's participation in the annual CEPOL Police Science and Research conferences in 2013 and 2014 during which they also represented the interests of IGEPT.



Dr. Clarke: The exposure to FLETC has also influenced structural and organizational models for institutional planning, operations and administration. Access obtained through site visits and ongoing collaboration have had a tangible impact on the manner in which we have framed our training environments, staffing, costing models and student services. The knowledge gleaned from our ongoing partnership with FLETC has been influential both organizationally and personally. FLETC's commitment to innovative training, public safety and the professionalism of law enforcement has been inspirational.



Mr. Krätzig: There have been many benefits with working with the FLETC; however, will focus on a couple of initiatives that are significant.

1. The 4 x 4 track. The RCMP polices most of Canada, and while this nation is vast in size, our population is small at about 35 million people, and much of the patrol area is rural, or rugged country. The vehicle of choice for these areas are 4 x 4 vehicles and other large SUV's, yet driver training for these commonly used vehicles was



left to each Division to complete. Following a visit to the FLETC in Glynco Georgia, the 4 x 4 track was observed in use. After several discussions, a decision was made by the RCMP to construct a 4 x 4 training area at Depot, but instead of building a track and program from scratch, we decided to approach our friends at the FLETC, and through our MOU were able to use their blue prints and course training material to design a program of our cadets. Construction of the track is slated to begin in the spring of 2015, and is based on the FLETC design.

2. Simulation training has been another key area of collaboration, especially in the area of pistol training. Both agencies had a desire to incorporate simulated laser-based pistol training into their respective firearms training programs; however, there was no scientific evidence to support the decision to migrate some live-fire training into the synthetic environment. Over the course of 4 years, both organizations conducted research with novice shooter (police students/cadets), and the result was evidence that this type of training not only works, but is nominally better than live-fire training. Both organizations conducted research independently; however, when the projects concluded it was found that the results from both organizations were similar. This is particularly important when trying to introduce a new way of training to partner agencies, as well as in-house. It is one thing to conduct your own research, and tell people that something works, but when another large organization can provide corroborating evidence, then changing minds and changing conventional training, to the unconventional, is less onerous. As a result of the research conducted over the past four years, coupled with the supporting evidence from the FLETC, the RCMP is now in the middle of re-designing their firearms program to include training cadets in a simulated range environment.



Mr. Jones: The Australian law enforcement community and the Australian Institute of Police Management (AIPM) greatly respect the work of FLETC as a leader in the delivery of law enforcement training internationally. In particular the AIPM has benefited directly from the exchange of high quality teaching staff from FLETC. These exchange offices have participated in some of our senior programs, as mentors for the Australian officers. Their knowledge and wisdom has helped



to shape a new generation of Australian law enforcement officers. More widely the AIPM has benefited from the experience and learnings that we have gained from reciprocal visits and the ongoing dialogue between FLETC and the AIPM. The international leadership that Director Connie Patrick has shown in bringing together many different law enforcement training agencies has been of immense value to the international law enforcement community.

Q3: *How has your office's collaboration on training expanded or changed over the past two decades?*



Mr. Krätzig: A noticeable change has occurred over the past 6-10 years. While there has been much co-operation between the two training academies, much of the discussions occurred at the higher management level. Even though this is critical to moving program change forward, there has been a greater involvement working with Branch Chiefs, Unit Heads, trainers and facilitators as they are on the front-lines with our students/cadets and can provide valuable feedback and insight as to the validity of training. Today our relationship

is stronger than it ever has been, and the ease in which each agency can request information from one another is an example of how two agencies can work together towards a common goal



Dr. Wirrer: The collaboration between the FLETC and the Rhineland-Palatinate Ministry of the Interior, for Sports and Infrastructure and the Rhineland Palatinate State Police has its roots in the Public Safety Leadership Development Consortium (PSLDC), an association committed to improve the preparation of police leaders for future challenges.

The first step took place in the framework of this PSLDC - the exchange of trainers in leadership trainings: A Rhineland-Palatinate leadership trainer was invited to the team who designed a new FLETC leadership program, targeting female “high potentials” in law enforcement in Eastern Europe. But soon the collaboration emancipated from the PSLDC and became a bilateral partnership, comprising mutual study visits, internships and exchanges of experience.



Mr. Sheehan: The rapid worldwide expansion of internet access in the last 20 years is one major technological breakthrough which has profoundly changed peoples' lives, revolutionizing the ways they communicate and exchange information both professionally and privately. But this development – in addition to other forms of technological innovation – has also given criminals additional tools and opportunities with which they can organize and conduct operations and new forms of crime itself, cybercrime in particular.

In this regard, the decision to construct the INTERPOL Global Complex for Innovation in Singapore represents a shift in the thinking of the organization in order to better address these new threats, and our capacity building initiatives are also evolving accordingly with the aim to better enable police forces worldwide to more thoroughly and effectively adapt to ever-evolving criminal modus operandi. As criminals innovate, so must law enforcement.

The digital revolution allowed us to evolve and expand our activities in other ways as well. In 2009 INTERPOL established the INTERPOL Global Learning Center (IGLC), which is a web-based e-learning portal providing authorized users access to a comprehensive range of online learning products. IGLC has expanded its access outside of INTERPOL to our National Center Bureaus (NCBs) and other partner agencies in order to increase access and reach of our online modules to as many law enforcement professionals as possible.





INTERNATIONAL PRESENCE A

As the largest investigative arm of the Department of Homeland Security, U.S. Immigration and Customs Enforcement's (ICE) Homeland Security Investigations (HSI) maintains a significant international presence, with offices in 48 countries worldwide.

In the fight against increasingly sophisticated transnational criminal organizations, cooperative relationships between law enforcement agencies from different nations are critical. To foster these relationships, HSI has worked closely with the Federal Law Enforcement Training Centers (FLETC) to develop aggressive training programs that have graduated nearly 600 law enforcement students representing 11 nations.

The International Taskforce Agent Training Program (ITAT) and the Mexican Criminal Investigator Training Program (MEXCIT) have laid the foundations for enduring partnerships with our critical law enforcement allies for generations to come.

“Our goal is to take a group of law enforcement officers who have never typically worked together and train them in the concept of operation as a unit,” said Hector Bencomo, section chief at the ICE Academy's Training Division. “Our main message is Team Work.”

HSI instructors deliver a tailored curriculum developed to strengthen the students' ability to conduct criminal investigations over a three-week period. ITAT classes cover investigation and interview techniques, evidence processing and warrant execution. The students are also exposed to physical training, defensive tactics and weapons practice.

“Each class requires approximately nine instructors, and all instructors are required to speak the Spanish language since a majority of the countries we train are Spanish speaking,” said Bencomo. “All instructors are current HSI special agents and are certified in the field they instruct. For example, those teaching Defensive Tactics need to have acquired instructor certification from FLETC and/or the ICE Office of Firearms and Tactical Programs.”

ITAT graduates become part of an international law enforcement community that facilitates information sharing and the bilateral investigation of transnational criminal organizations involved in a variety of crimes, including weapons and narcotic trafficking, human smuggling and trafficking, money laundering, cybercrimes, and more. To date, HSI has conducted a total of 31 ITAT classes, graduating 516 students.





T FLETC ENHANCED BY HSI

By Vincent Picard

“The program has evolved with time, to include additional blocks of instruction,” said Bencomo. “In 2014, we added a block of instruction on vehicle stops. We have also enhanced our real-world training scenario with upgrades on our continuing case scenario and incorporated the use of the Danis City Venue and the Intermodal training site.”

The ITAT program is primarily used to train members of Transnational Criminal Investigative Units (TCIU). The purpose of the TCIU program is to enhance cooperation between HSI and host governments in order to identify, disrupt, and dismantle transnational criminal organizations that threaten regional stability and pose a significant threat to the public and national security of the United States.

In 2002 HSI created the agency’s first vetted partner unit in Colombia, a Bogota-based unit that comprises 38 Colombian National Police officers focused on money laundering investigations. From this beginning, HSI subsequently established the TCIU program in September 2011, which now boasts eight operational units in Colombia, El Salvador, Honduras, Panama, Dominican Republic, Guatemala, Jamaica, and Spain. In addition to students from established TCIU programs, ITAT has also graduated law enforcement officers from Afghanistan and Ecuador.

The results speak for themselves. In fiscal year 2014, ITAT graduates working in conjunction with HSI attaché offices made 466 criminal arrests and seized more than \$13 million, nearly 30,000 pounds of cocaine, 15 weapons and 27 vehicles. Significant seizures included more than 15,000 pounds of cocaine in Colombia and more than \$1.1 million in bundled U.S. currency in Dominican Republic. The arrest of a human trafficking organization’s ring leader in Guatemala was also notable.

Bencomo noted that HSI wants to expand the TCIU program into Jordan and the Philippines in the near future, while the Bahamas, Thailand and Pakistan are also being considered for future membership.

The Mexican Criminal Investigator Training Program (MEXCIT) was established in 2009 under a joint agreement between DHS and the Government of Mexico to assist that





A Colombian student practices safely covering a stopped vehicle June 12, 2014, as part of the International Taskforce Agent Training.



Panamanian law enforcement officers practice techniques to correctly process and preserve evidence May 8, 2014, International Taskforce Agent Training.



Honduran law enforcement officers practice techniques to safely take suspects into custody during International Taskforce Agent Training at FLETC in Glynco, Georgia.

nation in creating a new investigative section for its customs agency. The program demonstrates HSI's commitment to partner with Mexico in confronting drug cartels and other criminal organizations whose actions undermine public safety, erode the rule of law and threaten the national security of the United States, Mexico and the world at large.

“In the last several years, we have seen a greater level of security cooperation between the United States and Mexico than at any point in our histories,” said Bencomo. “The intensive training we provide to MEXCIT students at FLETC is paying dividends on both sides of the border.”

During the training Mexican customs officers acquire the tools necessary to participate in on-the-job-training, or “shadow training”, with HSI special agents assigned to offices along the Southwest Border for a two-week period.

Former Mexican graduates are also currently embedded in HSI offices along the Southwest Border and Los Angeles working commercial fraud cases. This provides an opportunity for them to gain first-hand experience in responding to the types of violations they will encounter in the field, including engaging in information exchange with their U.S. counterparts, coordinating investigations and enforcement actions with other law enforcement authorities, building investigative leads, and initiating cases. They submit written requests for information on potential targets, conduct audits, observe interviews, and participate in enforcement actions that target brokers, importers, exporters or manufacturers. This has provided an opportunity to foster strong working relationships between the Mexico customs officers and their HSI counterparts.

More than 70 Mexican students have completed one of the program's three training courses. MEXCIT provides 10 weeks of training that entails hundreds of hours of classroom instruction on criminal investigation techniques, defensive tactics, firearms instruction, entry training, scenario-based training and specialty labs.



“A large block of curriculum is dedicated to officer safety, internal controls and anti-corruption,” Bencomo said. “It energizes the instructors teaching the classes because the students are so enthusiastic and raise so many questions.”

The final MEXCIT course will take place in 2015 in Queretaro, Mexico. The course will be presented as in the past, just in a different venue and using a “train the trainer” concept where former MEXCIT students will shadow HSI instructors and learn to conduct future training sessions.

Transnational criminal organizations are always evolving, becoming more sophisticated and extending their reach. In effect, law enforcement entities must do the same. Global law enforcement partnerships and international training programs like ITAT and MEXCIT give HSI and its partners the tools to combat such criminal organizations. The world’s a big place, but with enhanced training and cooperation, criminal organizations no longer have a place to hide.



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in Georgia and the Carolinas and supervises public affairs officers in Miami, Tampa and New Orleans. Vincent resides with his family in Georgia, where his daughter attends high school and his wife teaches French.



El Salvadoran students practice submission holds during the International Taskforce Agent Training Program Oct. 24, 2014.



Mexican Criminal Investigator Training Program students practice making arrests during the undercover operations portion of their training March 19, 2014.



As part of the International Taskforce Agent Training curriculum, students from Spain practice safely taking a dangerous suspect into custody July 28, 2014.



FLETC Intern

FLETC is a busy place. A casual observer could get lost in a sea of blue shirts worn by students, broken up occasionally by flashes of khaki worn by instructors. On rare occasions, however, a flash of bright kelly green can be glimpsed in the crowd. These shirts indicate not a new class of recruits, but participants in a program both independent of training and integrally linked to it; these are the students of the FLETC College Intern Program. Founded in the 1970s, the intern program has provided invaluable opportunities to over 300 college and university students, and applicants annually battle to secure one of these coveted positions.

Twice each year FLETC selects a small group of dedicated university students for a 12-week immersive program. Coming from all over the United States, each student brings to the program a unique set of skills and experiences, but all share the same passion for the law enforcement field. Every intern in the program is motivated by their own life experiences.

One intern, Rebecca DeMello, explained “An experience which ignited the spark inside me,

causing me to pursue a law enforcement career with increased fervor... was being present at the Boston Marathon Bombings in April 2013... living through that week in a sullen, fearful city, from Patriot’s Day until the pursuit and capture on Friday... [Then] witnessing Boston rejoice and grow stronger,” truly motivated her



From left: Emily Savage, A’Shanti Weathers, Emma Coombs, Nathaniel Hall, Kristen Brandt, Rebecca DeMello, and Chris McIvor observe Driver and Marine Division training.



Intern Program

Emily Savage

to work for a law enforcement career. Following her time at FLETC, DeMello is pursuing an advanced degree in Criminal Justice and Forensic Criminology from the University of Massachusetts, Lowell.

Though important, enthusiasm for law enforcement is not the only component taken into account when FLETC vets a student for the program. In order to be selected as an intern, a student must display academic aptitude, motivation, and stellar extracurricular activities. Instructor Scott Wright, who currently oversees the FLETC Intern Program, says when selecting interns he seeks out “decency, humanity, and competence, along with a burning desire to be in federal law enforcement. Intelligence and writing ability are also critical.” The application period for the program is open for two weeks annually, so prospective students must be vigilant if they wish to apply.

After students submit their applications, they must, like any other prospective government employee, wait with baited breath to see if they are selected.

“The application period was very long! I didn’t hear back from anyone until April. I was a nervous wreck waiting for a response,” remarked A’Shanti Weathers, a student at Mississippi Valley State University, working towards an undergraduate degree in Criminal Justice. The vetting process is intricate and lengthy, as the intern coordinator must work with each division to ensure the candidates will be a good fit.

“I select the most competitive and qualified based on the overall GPAs and extracurricular activities, along with career and life experience,” said Wright, speaking to the complex selection process. “I strive to make sure our pool of interns is intelligent, capable and diverse. But that is just the first step. I invite the training divisions to come and look through the top applications to choose who might be the best fit for them based on their area of emphasis.”

Once divisions and the coordinator come to a consensus on a candidate, they notify the lucky candidates. As soon as they accept the intern position, their lives become a whirlwind of security clearances and frantic packing, as they



Instructors Ken Tassie and Bryan Feeney illustrate a use of force technique to the intern group, using intern Rebecca DeMello as an example of an officer under attack.

may not get much advance notice prior to the arrival date. The most recent crop of interns had just a few weeks to get organized!

Arrival at FLETC can be formidable. Interns are housed on campus dormitories, living among students, eating with them, and participating in classes alongside them. Interns, however, do not observe training and classes full time. Each intern is assigned to a specific division within FLETC, under the tutelage of a mentor. Interns are usually allotted a project within their division, and are expected to dedicate half their time to tackling it, with the other half spent observing classes that interest them. In the past, interns have been placed in the Physical Techniques, Counterterrorism, and the Technical Operations divisions, to name a few. Occasionally, interns may set up activities with divisions outside their own, allowing the group to build skills, work with new instructors, and learn new law enforcement techniques. During

the summer program, interns were lucky enough to observe advanced forensic technique classes, participate in marine programs, and test their skills against each other in a use-of-force lab.

Interns are placed in a division based on their experiences and interests. Each division is different, placing value on different skillsets. This may include military experience, degrees pursued, language skills, or prior work experience. While interns may not be assigned to the precise field they specify in their application, FLETC does its best to ensure a good fit is made between intern and division. This year has seen interns assigned to Behavioral Science, Firearms, Enforcement Operations, Leadership and International Training, Investigative Operations, and Driver and Marine Divisions and the Office of the Inspector General Academy.

Both in their divisions and in the classroom, mentors strongly encourage interns to step out

of their traditional college student roles, and seek professional and educational networking opportunities. Whether organizing to meet with representatives from a specific agency or making connections with current recruits, interns receive a rare opportunity to market their personal brands in circumstances primed to foster networking connections. Mentors, too, are valuable resources for interns to connect with, providing guidance and advice as well as sharing their own past experiences. Frank Berrios, former branch chief and current director of the International Law Enforcement Academy in Botswana, spoke about the responsibilities mentors face. “To me being a mentor is about helping shape the future of our government.



Emily Savage (green hat) and Rebecca DeMello (red hat) execute use of force maneuvers on their fellow interns.

Being a mentor is about demonstrating the right skills, knowledge and abilities to be the best employee you can be. If the intern wants to be part of our government, it’s important that mentors set the tone. We may be the very first government employee an intern has interacted with. As such, we have a duty and responsibility to set the example, model the way, and encourage these folks to walk the narrow road of being effective and future leaders.”

Bringing to FLETC their unique gifts and abilities, interns contribute in their own ways to the mission, furthering the ability of the center to continue its invaluable programs. Participants in the intern program have assisted with scenario enhancement, advanced training development, and resource management, ensuring the day-to-day operations go as smoothly as possible while also planning and preparing for future challenges. Each intern contributes something different to FLETC.

“I was a U.S. Marine Infantryman for four years with two combat deployments,” said Nate Hall, an intern from Framingham State University, assigned to the Firearms Division.



Instructor Ken Tassie illustrates a use of force technique to intern Kristen Brandt and the intern group.

“I was able to bring my leadership abilities, communication skills, prior knowledge, and team work experience to the group.”

The intern program offers not only short-term benefits to both intern and institution, but also offers a glimpse into the future of law enforcement. Men and women who complete the intern program often seek to return as full-fledged students, coming back to FLETC to take the classes they once observed, this time completing the training program to begin their careers as members of federal law enforcement. One such former intern is Nicole Capps, who went through the intern program in 2012, and is now employed with the State of Texas Child Protective Services as an investigations supervisor.

“My time at FLETC definitely helped my career. I have revamped my resume and have a good line of sight on a special agent position right now. In addition, in my current career field, the investigations aspect of training at FLETC helped me further engage my clients and elicit information from them in serious physical abuse and neglect case,” she said.

As FLETC has evolved, so has the college intern program, but some things don't

change. Students who are driven, passionate, and looking to make a difference in the law enforcement community have pursued internship opportunities at FLETC for over 30 years, and continue to do so into the present day. Each new intern brought under the FLETC umbrella makes a tangible impact on the future of law enforcement, whether through their work in the intern program, or later, as they launch their careers in law enforcement. Berrios puts it best, “What we do at FLETC is vitally important for the safety and security of the United States, our Constitution, and the people we serve every day. Having interns as part of that charge, it is clear to me that their eagerness to learn about what we do and how we do it can be critically important.” The presence of university students at FLETC brings diversity, fresh perspectives, and of course, bright green shirts.



Emily Savage is a student at Chaminade University of Honolulu, pursuing dual undergraduate degrees in Criminal Justice and International Relations. A dual citizen, she first became interested in Criminal Justice when she moved back to the U.S. from the United Kingdom. She is keenly interested in the growing transnational nature of crime, and plans to seek a graduate degree in Criminal Justice with a focus in Homeland Security Studies. Savage hopes to pursue a position in federal law enforcement, focusing on agencies with international reach and impact.



FLETC employees demonstrate public photographing of an arrest.

REMEMBER THE FIRST AMENDMENT – SO SMILE... YOU MAY BE ON CANDID CAMERA!

BY TIM MILLER

The Candid Camera television program began with a little jingle, “When the least expected, you’re elected, you’re the star today . . .” The program caught ordinary people on camera in some of life’s less than ordinary, embarrassing situations. Candid Camera was funny, and the actors and actresses who starred in the popular television show seemed to take it in good fun. The same has not always been true for police officers caught on camera by private citizens. Officers have seized recording devices and even arrested the people using them. But the officers’ embarrassment was not so much being caught on the camera; it was facing subsequent lawsuits for civil rights violations.¹

To start, the First Amendment provides that Congress shall make no law abridging the freedom of speech or of the press.² Freedom of expression prohibits the government from limiting the pot of information from which the public may draw. And anyone – a professional journalist or a citizen journalist with no training – may add to the pot.³ Notably, bystanders recorded the assassination of President John F. Kennedy and the beating of Rodney King. More and more, scenes on the evening news are coming from people with a ready cell phone or digital camera who just happened to be there.

REMEMBER THE FIRST AMENDMENT – SO SMILE...YOU MAY BE ON CANDID CAMERA!

The right to make audio visual recordings of public officials is highest in public forums. Public forums are places like city streets, sidewalks, and parks – places where the people have traditionally exercised First Amendment freedoms.⁴ The right could be described this way: The people have a qualified right to openly record police officers performing their duties in public forums when the officers are speaking at a volume audible to the unassisted ear. One example might be recording a police officer making an arrest in a public park. Another example might be filming a traffic stop from a sidewalk.⁵

If someone is in a public forum, the individual probably has a right to record the sights and sounds around. That right would include a citizen standing on a public sidewalk and photographing the exterior of a government building. As a result, an officer who seizes the recording device of a person filming the exterior of a federal courthouse may face the same predicament as another officer who seizes the recording device of someone filming the officer.⁶

But I don't like it . . . No doubt, the officers involved in these lawsuits did not like it, either. Bystanders videotaping a traffic stop or arrest may be distracting. After the bombing of the Alfred P. Murrah Federal Building in Oklahoma City in

April 1995 and other terrorist attacks, someone standing on a sidewalk and photographing the bland exterior of a public building may seem suspicious. Still, this is what separates the United States from police states. Our system of government expects law enforcement officers to endure significant burdens caused by citizens exercising their First Amendment rights. Even provocative and challenging speech, along with videotaping, falls within the protection of the First Amendment. Name calling, questioning an officer's authority, or telling the officer, "You'll be on the evening news" – that all goes with the job.⁷

But there must be exceptions . . . Obviously there are exceptions. An order to stop recording can be constitutionally imposed when an officer can reasonably conclude that the filming is subject to a reasonable time, place, or manner restriction. Reasonable? For one, an officer may have a reasonable expectation of privacy in what is being said. The federal wiretap statute, for example, would prohibit someone from using a sensitive audio recording device, like a parabolic microphone, to eavesdrop on the conversation of an officer and witness after the two separated themselves from the crowd and made other reasonable efforts to keep their conversation private.⁸

¹SEE FEDERAL PROTECTIVE SERVICE INFORMATION BULLETIN CITED PREVIOUSLY FOR GUIDANCE FOR FEDERAL PROTECTIVE SERVICE OFFICERS ENCOUNTERING INDIVIDUALS TAKING PHOTOGRAPHS OF THE CONSTITUTIONAL TORT CLAIMS MAY BE BROUGHT AGAINST A LAW ENFORCEMENT OFFICER UNDER TWO SEPARATE, BUT RELATED, BASES. TITLE 42 U.S.C. § 1983 ALLOWS PLAINTIFFS TO SUE PUBLIC OFFICIALS ACTING UNDER COLOR OF STATE [LOCAL, TERRITORIAL, OR DISTRICT OF COLUMBIA] LAW. SECTION 1983 WAS ENACTED IN APRIL 1871 IN THE WAKE OF THE AMERICAN CIVIL WAR AS PART OF THE CIVIL RIGHTS ACT OF THAT ERA. NOTICEABLY ABSENT WAS ANY MENTION OF FEDERAL OFFICIALS – ACTING UNDER COLOR OF FEDERAL LAW. FEDERAL OFFICIALS REMAINED IMMUNE FROM SUIT UNDER SECTION 1983 UNTIL JUNE 1971. JUST A COUPLE OF MONTHS AFTER SECTION 1983'S 100TH ANNIVERSARY, THE SUPREME COURT DECIDED *BIVENS v. SIX UNKNOWN FEDERAL NARCOTICS AGENTS*, 403 U.S. 388 (1971). IN *BIVENS*, THE COURT CREATED AN ANALOGY TO SECTION 1983. THE SO CALLED *BIVENS' ANALOGY* ALLOWS PLAINTIFFS TO SUE FEDERAL OFFICIALS, ACTING UNDER COLOR OF FEDERAL LAW, FOR CERTAIN CONSTITUTIONAL VIOLATIONS.

²THE FIRST AMENDMENT PROVIDES IN PART THAT "CONGRESS SHALL MAKE NO LAW . . . ABRIDGING THE FREEDOM OF SPEECH, OR THE PRESS. . ." TITLE 42 U.S.C. § 1983 IS AUTHORITY TO SUE STATE AND LOCAL OFFICERS FOR FIRST AMENDMENT VIOLATIONS. SEE FOR EXAMPLE *GERICKE v. BEGIN*, 753 F.3d 1 (1st Cir. 2014)(CITY POLICE OFFICERS WERE SUED UNDER SECTION 1983 AFTER THE PLAINTIFF WAS ARRESTED FOR ATTEMPTING TO MAKE AN AUDIO VISUAL RECORDING OF A TRAFFIC STOP) AND *GLIK v. CUNNIFFE*, 655 F.3d 78 (1st Cir. 2011) (CITY POLICE OFFICERS WERE SIMILARLY SUED AFTER THE PLAINTIFF WAS ARRESTED FOR RECORDING AN OFFICER EFFECTING AN ARREST IN A PUBLIC PARK.) THE SUPREME COURT HAS ASSUMED, WITHOUT DECIDING, THAT THE *BIVENS* ANALOGY ALLOWS FIRST AMENDMENT CLAIMS AGAINST FEDERAL OFFICERS. SEE *WOOD v. MOSS*, 134 S. Ct. 2056, 2066 (2014).

³THE FIRST AMENDMENT EXTENDS FURTHER THAN THE TEXT'S PROSCRIPTION ON LAWS ABRIDGING THE FREEDOM OF SPEECH, OR OF THE PRESS, AND ENCOMPASSES A RANGE OF CONDUCT RELATED TO THE GATHERING AND DISSEMINATION OF INFORMATION. SEE *GERICKE*, 753 F.3d at 7 (THE CONSTITUTION PROTECTS THE RIGHT OF INDIVIDUALS TO VIDEOTAPE POLICE OFFICERS PERFORMING THEIR DUTIES IN PUBLIC); *ACLU v. ALVAREZ*, 679 F.3d 583, 595 (7th Cir. 2012)(AUDIO AND AUDIO VISUAL RECORDINGS ARE MEDIA OF EXPRESSION COMMONLY USED FOR THE PRESERVATION AND DISSEMINATION OF INFORMATION AND ARE INCLUDED WITHIN THE FREE SPEECH AND FREE PRESS GUARANTY); AND, *GLIK*, 655 F.3d at 82.

⁴SEE *MCCULLEN v. COAKLEY*, 134 S. Ct. 2518 (2014)(OTHER CITATIONS OMITTED).

⁵SEE *GERICKE*, 753 F.3d 1; *GLIK*, 655 F.3d 78; AND *ACLU*, 679 F.3d 583.

Even an open recording may be subject to a reasonable restriction. Since officers can control occupants' movements during a traffic stop, ordering a passenger to get back in the car may be reasonable despite the passenger's objection, "I can't put you on the evening news from back there." Some traffic stops, particularly when the detained individual is armed, might justify a safety measure – for example, a command that bystanders disperse. And a preexisting statute, ordinance, or other published restriction may limit where someone can record. Imagine a curious onlooker who illegally parks his car beside the road and starts filming.⁹

And the person photographing the federal building . . . ? Obviously, a police officer has the same rights as a private citizen. The officer can approach and ask questions, just like anyone else. The officer can also make a temporary, investigative seizure that is reasonable under the Fourth Amendment if the officer can articulate facts that criminal activity is afoot. Even more intrusive measures can be taken with probable cause. Police may arrest a suspect or obtain a warrant to search the recording device.¹⁰

Quite simply, it is reasonableness that separates law enforcement in the United States from law

enforcement in police states. And reasonableness always depends on the officer's ability to articulate facts that justify the measures taken. Absent those facts, all the officer can do is smile for the camera.



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⁶SEE FOR EXAMPLE, *FEDERAL PROTECTIVE SERVICE INFORMATION BULLETIN* (REPORT NUMBER HQ-IB-012-2010) DATED AUGUST 2, 2010 CONSTRUING 41 C.F.R. § 102-74.420 NOT TO PROHIBIT INDIVIDUALS FROM PHOTOGRAPHING THE EXTERIOR OF FEDERAL BUILDINGS FROM PUBLICLY ACCESSIBLE PLACES. THIS ARTICLE FOCUSES ON RECORDINGS MADE ON TRADITIONAL PUBLIC FORUMS, NOT THOSE MADE ON GOVERNMENT PROPERTY. GOVERNMENT INSTALLATIONS AND OTHER PROPERTY THAT ARE NOT BY TRADITION OR DESIGNATION FORUMS FOR PUBLIC COMMUNICATION ARE NONPUBLIC FORUMS, AND THE GOVERNMENT CAN REGULATE SPEECH, SO LONG AS THE REGULATION IS REASONABLE AND NOT AN EFFORT TO SUPPRESS EXPRESSION MERELY BECAUSE PUBLIC OFFICIALS OPPOSE THE SPEAKERS' VIEWS. SEE FOR EXAMPLE *GREER v. SPOCK*, 424 U.S. 828 (1976)(A MILITARY INSTALLATION IS A NONPUBLIC FORUM).

⁷SEE *GERICKE*, 753 F.3D AT 8 (A RIGHT TO FILM POLICE ACTIVITY CARRIED OUT IN PUBLIC, INCLUDING A TRAFFIC STOP, REMAINS UNFETTERED UNLESS A REASONABLE RESTRICTION IS IMPOSED OR IN PLACE)(CITATIONS OMITTED).

⁸THE FEDERAL GOVERNMENT AND NEARLY ALL STATES HAVE STATUTES ADDRESSING WIRETAPPING AND EAVESDROPPING PROTECTING CONVERSATIONAL PRIVACY. SEE FOR EXAMPLE THE OMNIBUS CRIME CONTROL AND SAFE STREETS ACT OF 1968, 18 U.S.C. §§ 2510-2520 (2006).

⁹SEE *GERICKE*, 753 F.3D AT 8 (DISCUSSING SOME REASONABLE TIME, PLACE, OR MANNER RESTRICTIONS FOR TRAFFIC STOPS).

¹⁰SEE *FEDERAL PROTECTIVE SERVICE INFORMATION BULLETIN* CITED PREVIOUSLY FOR GUIDANCE FOR FEDERAL PROTECTIVE SERVICE OFFICERS ENCOUNTERING INDIVIDUALS TAKING PHOTOGRAPHS OF THE EXTERIOR OF FEDERAL BUILDINGS.



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