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NATIONAL CONVENTION FOR EUROPEAN INTEGRATION

WORKING GROUP ON CHAPTER 24: Justice, Freedom and Security

Strengthening Law Enforcement Capacities through Police Education and International Cooperation: The Role of the Security Academy in the European Integration Process

07 April 2026, 11:00 – 13:00

Scientific Research, Academic Development and Technological Challenges

- Based on Slovak practice, a comprehensive **combination of theory and practice** is recommended at all levels of study (Bachelor's, Master's and Doctoral studies), as well as in continuous professional learning after graduation. Graduates should be equipped with both theoretical knowledge and practical skills to design and implement effective measures in the fields of security and law enforcement. They should be able to assess security environments, manage risks and respond to emergency situations.
- It is recommended to strengthen the **human rights component and knowledge of European Union legislation** within the training programmes and curricula of the Security Academy, in the framework of Chapters 23 and 24 of the EU accession negotiations. This includes increased focus on European standards for investigative procedures, safeguarding fundamental rights, protecting vulnerable groups, and upholding the rule of law in the performance of duties by law enforcement authorities, in line with the EU acquis.
- **Foreign language learning**, particularly English, should be considered a priority and further reinforced. In this regard, the Police Academy in Slovakia has a dedicated foreign languages department providing English-language instruction focused on professional communication in policing and public administration.
- **Scientific research** should be prioritised within the Academy as part of the modernisation of practices and techniques. Greater cooperation with academics, researchers and experts from various fields is required in order to address needs and challenges in the security sector. In Albania's case, the focus should also

This Working Group session on Chapter 24 is organised within the framework of the project "Building Partnership from the Ground Up: Empowering CSOs for the EU Accession Process", with the financial support of the European Union – Civil Society Facility IPA 2021, implemented by the European Movement in Albania in cooperation with the Academy for European Integration and Negotiations (AIEN), the Slovak Foreign Policy Association (SFPA) and the Centre for Transparency and Freedom of Information (CTFI).



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include the European integration process and accession negotiations, as well as cooperation with EU agencies and regional partners. Research should generate practical and applicable outcomes for policing and security work.

- The **internationalisation of Albania's Security Academy** is essential, with international cooperation playing a key role in improving the quality of education and research. Cooperation with CEPOL, as well as involvement in SOCTA and EMPACT, contributes to updating curricula, developing analytical thinking, and strengthening the link between theory and practice.
- Increased participation of the Security Academy in **European Union programmes** and instruments such as Erasmus+, Horizon Europe and other academic and research cooperation initiatives is recommended. Currently, limited participation in these programmes restricts opportunities for exchange of experience, staff development and curriculum modernisation. Participation in such schemes would directly contribute to strengthening professional capacities, internationalising the institution and aligning it with EU standards in the field of police education and security.
- **Greater use of technological opportunities and e-learning tools** is also important. Training platforms offer online courses, knowledge exchange, access to study materials and the standardisation of training at European level, thereby modernising the learning process.
- **Artificial intelligence** presents challenges for higher education and scientific research. In order to minimise risks arising from the use of AI, while also enabling its appropriate use, several measures may be introduced. Based on Slovak experience, these measures include:
 - guidelines on the use of artificial intelligence for students and academic staff;
 - mandatory training for students and academic staff on the ethical and appropriate use of AI;
 - alternative assessment methods (practical work, internships, tests etc).



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Training and Capacity Building

- **Continuous training** is an important element in strengthening and improving the capacities of police officers already in service. A practice derived from Slovak experience recommends that such training **should be mandatory** for staff, based on profiling and identified needs, ensuring that they remain continuously updated with the required knowledge
- Priority training areas should relate to the **latest developments** in technology and cybersecurity, human rights with a focus on children and vulnerable groups, as well as dedicated courses for different professional profiles, including specialised police studies, police management training, police attaché courses, non-verbal communication courses, and specialised anti-corruption investigation training.
- An incentive for increasing the professionalism of students and police officers is **their certification and authorisation** in specific areas, such as alcohol/drug testing, speed control and the use of specific firearms.
- Strengthening capacities and skills in the field of technology is of particular importance due to growing cyber risks and the development of artificial intelligence, which require rapid and effective responses. These trainings should be delivered **with the involvement of experts** from EU Member States, as well as specialists from relevant fields.