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NADA PAVŠER

MESSAGES FOR POLICE FORCES – MODULES ON ENVIRONMENTAL SUSTAINABILITY AND AWARENESS GEARED TO EUROPEAN POLICE FORCES

The Slovenian government long term strategy involves the strategy of conservation of the environment and nature with the Slovenian regulations and legislation based on the balance between development and environmental needs. From production to consumption, human activity causes pollution or certain strains on the environment by releasing and discharging substances, noise and light into the environment. Huge environmental problems have been caused by the consumption needs of human beings that live or want to live in a country that can satisfy their needs. As a result, air, soil and water quality, and the quality of everything which derives from them, are under threat.

Environmental problems must be dealt with in collaboration with all those responsible for their occurrence and removal. The purpose of police training is to enable the police to carry out high-quality prevention and law enforcement work.

Slovenia has adopted the National Environmental Protection Programme (NEPP), published in the Official Gazette of the Republic of Slovenia (Ur. l. RS, 83/99) and they are supplementing this year when we became a member of EU. Slovenia is fortunate to be one of those countries in transition where the environmental consequences of the former socialist-style economy are less pronounced. Nevertheless, the rapid and, in terms of environmental impact, uncontrolled industrialisation and urbanisation of the first few decades following the Second World War severely degraded nearly all elements of the environment. This article aims to identify the essential knowledge of natural sciences required by police and other state and local authorities engaged in environmental protection. It includes a presentation of the prospects of education and training for sustainable development within the framework of Slovenia's sustainable development strategy. It provides an overview of environmental training as a basis of environmental protection policy both nationally as well as in Europe; the role of formal education/training programs together with less formal types of basic and advanced training for continual on-going development.

The comprehension of the basic principles of natural sciences together with the application of new methods and techniques can be successfully utilised in a more effective prevention and detection of environmental criminal acts.

INTRODUCTION

My paper presentation is the culmination of my many years interest and occupation in environmental education and training, as well as the medium in which to find solutions to the many unanswered questions. Results from the research can then be applied to improve environmental education and training of police, criminal investigators and local authorities.

As national co-ordinator for the international ECO-schools program I am also familiar with environmental problems both in Slovenia and abroad. The lack of environmental awareness in Slovenia only improved when a specific program for environmental education was introduced in the reform of the educational system in 1996.

On joining the Ministry of the Interior in the same year I realised the lack of environmental education in formal education, as well as training, for police and especially criminal investigators involved in organised crime, where environmental crime is a prime concern. Investigating and proving environmental criminal acts involves not only highly developed detective skills but also an acute awareness of environmental problems, and how to determine an environmental criminal act has actually been committed.

The environment is often taken for granted. As a result, many people have difficulty when asked to explain or define exactly what it means. The term "environment" has a wide meaning - in addition to water, soil and air, it also includes nature, landscape, cultural and archaeological monuments, other assets, natural resources and organisms (humans, plants and animals). A healthy living environment is the basic requirement for healthy living and survival, regardless of whether it is inhabited by humans, animals, plants or indeed none of these. Basically the environment, when viewed in total contains a range of natural, biological, physical, man-made cultural and economic systems. This definition serves to highlight a very anthropocentric view of the environment Leal Fihlo in O'Loan (1996).

A DEFINITION OF ENVIRONMENTAL CRIME

We adopt the following definition: "An environmental crime is an unauthorized act or omission that violates the law and is therefore subject to criminal prosecution and criminal sanction. This offence harms or endangers people's physical safety or health as well as the environment itself. It serves the interests of either organisations -typically corporations - or individuals. This definition stresses three features of environmental crime.

First, environmental crime violates existing environmental laws. Environmental crime, in other words, is the creation of environmental crime.

Second, environmental crime has two real victims – people and the environment - whereas the victims of street crime are usually people. An environmental crime, in contrast, typically has many victims - sometimes the population of an entire region. Their victimization may also be gradual and silent, going undetected for years. The environment that is a victim is often public property or resources on which there is no private claim, but in the long term it becomes a silent killer.

Third, although corporations are the chief environmental offenders, other organisations (e.g., criminal combines or government agencies) as well as individuals can also commit environmental crimes. For example, organized crime has infiltrated the waste disposal industry and illegally dumped hazardous contaminants. Individuals have contributed to the destruction of protected forests and wildlife" (Sity 2000: 3-4).

ORGANISED ENVIRONMENTAL CRIME IN THE EU MEMBER STATES

The last report Organised Environmental Crime in the 15 EU Member States provides

- a research of cases of organised environmental crime in the EU Member States,
- an analyses of the legal environment concerning organised environmental crime in France, Germany, Italy, Spain and the UK,
- a review of the enforcement structures concerning organised environmental crime in France, Germany, Italy, Spain and the UK, as well as proposals on combating this crime segment.

Sectors requested by the European Commission were:

- illegal commercial trade in endangered species and their products;

- illegal pollution, dumping and storage of waste, including transfrontier shipment of hazardous waste;
- illegal commercial trade in ozone depleting substances;
- illegal dumping and shipment of radioactive waste and potentially radioactive material;
- illegal logging and illegal trade in wood and
- illegal fishing.

ORGANISED ENVIRONMENTAL CRIME IN THE EU MEMBER STATES

Some of the key factors leading to this assumption are:

Significance of organised environmental crime: in some countries (e.g. Ireland, France) the awareness of organised environmental crime is low with resulting low profiled enforcement structures compared to other crime sectors.

Market situation and complexity: market awareness (demand, players, profit margins, trade routes) of the enforcement authorities for the researched segments is low. Most notably is the lack of accurate and up-to-date information/data which – in turn – is vital for the problem conscience and assigned significance of this crime sector.

Non reliable data and greatly varying data: data available from relevant organisations (e.g. OECD, UNEP, FAO) shows that environmental crime plays a larger role as indicated by the researched cases. Unfortunately the number of data sources is insufficient (often recitation of the same sources), varying to far or the available data is simply outdated.

Statistical problems: environmental crime cases in which corporations are involved are often listed under the category economic crime. A comparison of different national statistics is thus often impossible due to the problems to filter out cases of environmental crime. E.g. in Germany the statutory offence that provides the most severe sanction is entered into the registry. If environmental offending comes together with typical elements of economic or organised crime then the environmental offence will not be registered even if the conviction itself is based or partly based upon the environmental provision.

Expert knowledge: a high level of expertise is required for enforcement authorities, prosecutors and judges in some sectors, e.g. identification of ozone depleting substances or species protected by the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES). Without this expertise the importance of a case can not be determined with the resulting risk that the case is not correctly determined as organised environmental crime.

Resources: complexity of the cases and the generally high degree of organisation of the criminals requires a high level of time, financial and staff resources. Especially by police bodies and public prosecutors the lack of resources in all three areas was named as vital problem. Commonly mentioned problem in many cases was also the lack of technical equipment.

Corporate Crime: app. 73% of the researched cases show involvement of corporations or corporate-like structures.

Co-operation: app. 71% of the researched cases are cross-border crime. Both inner-EU and international co-operation was found insufficient in almost all interviews. A lack of co-operation can lead to aggravation and procrastination of investigations/ preliminary proceedings.

Administrative performance: is determined by negotiations of the environmental administrations with affected corporations. Thus violations of environmental regulations are often not reaching the investigative level ("gatekeeper" function of environmental administrative bodies to the criminal justice system).

Significant differences of the sanctioning practise in the Member States: in cases of low penalties available investigation resources are limited. This raises the attractiveness for criminals to move to other countries with lower sanctions. For example Belgium law foresees a maximum penalty of three month imprisonment for illegal trade in endangered species (CITES violation) compared to the Netherlands with a maximum sentence of 6 years.

Penalties determine investigation methods: Generally penalties for environmental crime are relatively low. In some Member States this especially affects the ability of the enforcement authorities to use appropriate investigative techniques e.g. in Belgium imprisonment on remand exceeding 5 days requires a maximum penalty of minimum 1 year imprisonment in order to work out the case properly but the maximum penalty for illegal trade in endangered species foresees only a three month imprisonment. In Italy most of the environmental offences are considered as misdemeanours. Due to this the enforcement authorities are not allowed to apply modern investigation techniques which are necessary to investigate in organised crime cases. Further they are sometimes not in a position to order the arrest of the defendants.

Crime reporting: Environmental crime is mostly victimless. This leads to a lack of crime reporting and evidence provided regularly in the area of traditional result crimes (robbery, prostitution, murder etc.) by victims or witnesses.

Missing legal links: Explicit links between environmental criminal law and organized crime legislation are until now virtually non-existent. Currently environmental Only in some legal systems exist explicit links between environmental criminal law and organised crime legislation. E.g. in 1997 the Italian legislator introduced the offence of organisation of illicit trafficking in waste to the Penal Code. In 1999 Spain modified the Criminal Procedure Code linking organised crime with the offences of trafficking in endangered flora and fauna species and trafficking with nuclear and radioactive material.

Organised environmental crime in the EU Member States Page IV crimes in most European countries cannot be investigated and prosecuted as organized crimes.

Definition organised crime: no common definition of organised crime exists. In some cases even within one country different working definitions are used. Classification as organised crime is thus made more difficult for cases in context of the study.

Handling of organised crime cases: Some cases do not fall under the statistics as organised crime cases. This is due to the fact that when faced with a large organised crime complex, the Public Prosecutor e.g. in Germany tends to subdivide the procedure into several smaller court proceedings, in order to avoid extremely complex court cases. Off the record some of the interviewees also mentioned that OC-cases are rarely treated as such in court, as it is extremely demanding to prove this background, particularly if the required investigation resources are not available. The OC connection could be dropped in order to achieve at least a sentence for the environmental crime (without the OC-aspect).

General availability of information: not all central institutions responded to the request for information in context of this study. The resulting blank suggests the existence of further cases which could not be included in this study.

Enforcement: no exclusive competence on organised environmental crime exists in the five Member States that were analysed concerning enforcement structures for this segment, despite as a by-product in the field of economic crime.⁴ For the "classical" OC sector, in contrary, several specialised units exist. However, due to the rising awareness on environmental crime several new initiatives exist in some Member States: a specialised environmental unit was created with the Austrian Federal Bureau of Criminal Investigation (BKA-Umwelteinheit) in 2002, in Belgium new enforcement structures for environmental crime are currently under implementation, Sweden since 2000 disposes of an environmental crime division based within the Office of the

Prosecutor-General. Comparable developments can be observed on the international level (e.g. mandate on environmental organised crime for Europol). This leads to the assumption that environmental crime is not a subject, which has been thoroughly investigated so far.

3rd country issues: in some sectors, e.g. illegal ship wrecking in the waste segment, illegal logging and illegal trade in wood and illegal fishing, illegal activities are conducted from or via 3rd countries. Such organised illegal activities do not fall under the definitions of this study and were therefore not included in the case database. As the case descriptions in this study, e.g. organised crime waste cases, demonstrate, those cases often bear a high risk potential concerning direct environmental damage as well as long term and consequential damage for humans and the environment. At the same time economic damage is generated (e.g. necessary decontamination, shortening of resources). On the other hand the involved criminal organisations achieve high profit margins respectively high cost savings (e.g. avoidance of costs for regular deposition). The above listed problem areas are counteracted with – amongst others – the following proposals:

MONITORING AND INTELLIGENCE

Valid and reliable intelligence covering specific illicit markets with focus on demand and supply sides using comparable tools in terms of illicit market assessments. The regulatory and legal frameworks on national and international levels have to be covered as well to monitor and compare effects and to identify loopholes and implementation deficits. Using criminal profiling, risk analysis, operational intelligence etc. demand a systematic cooperation between the enforcement bodies. Data collection and intelligence should be done through standardized system by national centres of criminal investigation and Europol as the central role player on European level. The knowledge gained should be used to transformation into workable law enforcement strategies.

HARMONIZATION OF ENVIRONMENTAL CRIMINAL LAW AND INTEGRATION OF ENVIRONMENTAL CRIMINAL LAW INTO ORGANIZED CRIME LEGISLATION

- Harmonization of penalty ranges
- integration of environmental crime into the conventional organized crime legislation
- common understanding of organised crime
- money laundering offence statutes should be harmonized and include as predicate offences environmental crimes that are carried out for profits
- Harmonization policy should address forfeiture and confiscation
- General introduction of corporate liability
- Integration of environmental criminal law and organized crime legislation in the field of criminal investigation and criminal procedure in order to generally have the possibility to use new investigative techniques (surveillance of telecommunication, undercover agents etc.) Similar approaches for the specialisation on environmental organised crime in the various subsystems of criminal justice respectively links between traditional organized crime units and units that specialize on economic and organised crime.

Establishment of a system of liaison officers which could be established in administrative bodies and law enforcement agencies to efficiently organize cooperation on national and international level. Harmonization of environmental administrative laws and methods including the development of administrative monitoring and disciplining instruments (e.g. Blacklisting and staff rotation) as an answer to corruption and other

problems of close cooperation between environmental authorities and their industrial clients.

Developing methods to identify precisely the origins of species, timber and waste in order to conceal the origin through false declarations etc. This must be backed up by developing technical methods to monitor illegal fishing and timber logging" (Fröhlich: 2003).

POLICE FORCE TASKS IN THE FIELD OF COOPERATION WITH THE INSPECTORATES AND THE CIVIL PROTECTION, DISASTER RELIEF AND ASSISTANCE FORCES IN SLOVENIA ARE AS FOLLOWS:

Protection and relief tasks are carried out by the inspectors authorized to control the implementation of individual regulations. Control over interventions in the natural or other environment and the resulting damage to the environment is in the competence of the Inspectorate of the Republic of Slovenia for the Environment and Physical Planning, while the control over discharges into the environment which represent danger for life and health of people and animals – particularly if any such consequences have already occurred - is in the competence of the health Inspectorate.

All inspectors are authorized to order certain measures. If they justifiably expect to encounter threats or obstruction in the course of their legal work, inspectors are entitled to call for police assistance.

In addition to inspectors, the police force cooperates in complex controls of the implementation and violations of the regulations which the police force is authorized to control, when such cooperation is necessary for a comprehensive solution of certain security problems in hazardous substances and other environmental problems.

In interventions at environmental crime and the elimination of their consequences, the police force first, in addition to its original tasks, provides disaster relief to people. In order to secure safe undertaking of civil protection, the police forces and other staff need more knowledge about environmental problem in general.

This article aims to identify the essential knowledge of natural sciences required by police and other state and local authorities engaged in environmental protection. It includes a presentation of the prospects of education and training for sustainable development within the framework of Slovenia's sustainable development strategy.

The comprehension of the basic principles of natural sciences together with the application of new methods and techniques can be successfully utilised in a more effective prevention and detection of environmental criminal acts. A development of expertise in the area of natural sciences is necessary to support the harmonisation of EU environmental protection legislation.

Environmental problems must be dealt with in collaboration with all those responsible for their occurrence and removal.

The purpose of police training is to enable the police to carry out high-quality prevention and law enforcement work.

- Slovenia has adopted the National Environmental Protection Programme (NEPP), published in the Official Gazette of the Republic of Slovenia (Ur. l. RS, 83/99). This year as a member EU we are supplementing according to the EU legislations. The NEPP aims to contribute towards the strengthening of those institutions whose

priority is to ensure an appropriate level of environmental protection, thus enacting the principles of sustainable development in the process of transition to a modern country. The NEPP is the basic programming document on environmental protection in Slovenia.

Parallel to a process of democratisation and introduction of the concept of human rights protection and the rule of law, the existing state institutions of coercive regulation of social relations must be upgraded in the field of ecology as well. Internationally, the European Union must increase pressure on national governments' political agendas to enhance implementation of environmental legislation and the measures to reduce the number of violations through gradual approximation of laws.

METHODS

The relationship between police forces, states prosecutors and judges and their methods in discovering and investigating criminal acts is vastly different in European countries. This is even more so in investigating environmental crime as is educating environmental investigators which is a new branch of crime investigation. What is more important is to identify common procedure and ways to identify organised environmental crime in new EU member states.

With increased scientific knowledge environmental investigation procedures are becoming more and more complicated. There are fewer simple effective ways of prevention and continually more complex methods of solving these crimes are required. If scientific knowledge had been used correctly in environmental crime investigations in the past there would now be less environmental pollution. There is no balance between funding given to developing new consumer products and a better way of life and funding provided for protection of the environment and new preventative methods.

Through enhanced public awareness over the last few years the general public are becoming more interested in ways to protect the environment and urban development. The introduction of the Eco-school program has played an important role in enhancing this public awareness. Increased pressure through the media, non-governmental organisations, human rights organisations is placed on police forces to take prompt action.

This pressure is sometimes not realistic. We cannot expect to find instant solutions to environmental problems which have built up over years. Amongst these are the problems of direct discharges of untreated sewerage into rivers, streams, and the sea; illegal dumping, illegal mining of minerals, etc. On the other hand this public interest is welcome. It encourages us to improve our environmental legislation and applications in our every day life, and forces the government to give precedence to these problems. If the government does not give precedence to these problems they will only multiply and become worse.

Enhanced awareness of these environmental problems and appropriate environmental education and training in schools, universities, government and police forces, is the key to improved preventative measures and effective methods of investigating and discovering environmental crime.

Therefore better structured training needs analysis should be performed which should provide results concerning immediate identification of training for different categories and levels of police force and later on serve as a basis for development of continuous

training programmes. The analysis should also be the basis for preparation of general training programmes and modules, which could immediately contribute to better, more efficient and effective performance. It has to be stressed that training is an on-going process which has to be evaluated in all its stages. Special attention should be devoted to the evaluation of training effectiveness.

The proposed research program was address five objectives:

1. To develop and implement a systematic overall environmental training needs assessment for the Slovene police organization.
2. To determine current knowledge, attitudes, and practices of crime investigators and police personnel, using a questionnaire administered to a representative sample of the personnel.
3. To develop training modules within the overall framework of an environmental protection education program for the Slovene police organization.
4. To pilot test the training modules on a representative group of personnel.
5. To prepare and conduct a comprehensive evaluation plan for the proposed environmental protection training modules.

The result of our research program can contribute to the progress in solving common environmental problems in order to better understand the roles and cooperation between the public, lawyers, judges, inspectors, and the police force related to the protection and enhancement of the environment in Slovenia. Our research activity will encourage the police force to become aware of environmental problems in Slovenia and the European Union and to play a role in preventing environmental depreciation in this region.

The police are usually the first to come into contact with an environmental crime or offence. Specific secondary education for police cadets has been terminated and now police recruit educated adults who have already completed secondary education to "matura" level or final exams. The education program for these recruits is either at the Police Academy or the Faculty for Police and Security Studies. In reviewing these programs I concluded that environmental education was included as part of other subjects and no specific education in this area was provided. These environmental educational programs were included in the following subjects: Criminal Law, Law of Petty Offence, Criminality's at both the Police Academy and the Faculty for Police and Security Studies. Contents on ensuring a safe and healthy work place are included in programs for police officers under the subject of general tasks for police (MNZ RS 2000:147)A few hours on environmental problems are included in training programs for crime investigators.

Is this amount of environmental training enough? In view of the increasing number of environmental problems and environmental crime we can conclude that this will not be enough.

Our basis for this research was that we were unable to find any previous research into environmental crime, or training and evaluation for efficient investigation of environmental crime. We were only able to find reports and data on international environmental crime and environmental crime within the EU and Slovenia.

The first part of the research is to identify the needs of environmental knowledge in police stations for personnel who work in the local regions. This first part was completed in 2002 in 57 police stations in Slovenia. The members of the police force were asked to complete two questionnaires. The first questionnaire was a needs

analysis to identify was there a need for environmental education. The second questionnaire was a diagnostic test of environmental knowledge.

The second part of the research was with students at the Faculty of Police and Security Studies who are recruits for crime investigators and other senior positions in the police force.

Diagnostical tests were presented at the start of their education and on completion of their education. Based on this knowledge we prepared a module for environmental education and a manual for use in educational and training programs. Our manual titled Water Pollution was based on the idea of a manual prepared by Altmeir, P., Baumgartner, Dawo, A.,(2001), which was used in the State Board of Criminal Investigation, Wiesbaden, Germany.

Further training was carried out with a small group of students who were particularly interested in environmental problems. At the end of this training we tested that level of environmental knowledge using the same diagnostical test used before the training. Using this method we were able to identify educational methods and their effectiveness in enhancing environmental awareness which is necessary in the prevention, investigation and detection of environmental crime.

The survey confirmed the need for a systematic basic and advanced training of the police and criminal investigators in order to accumulate sufficient knowledge to allow a better understanding and detection of environmental violations.

In the second part of the research we used diagnostic tests (Sagadin, 1993: 31) to examine and compare basic knowledge on protection and pollution of Slovene waters as an important element of sustainable development. Our goal was to find out how much knowledge students of the Faculty for Police and Security have, despite the fact there is no special subject or field dedicated to environmental protection at the faculty. The sample included 202 students in the first, second and third year of study.

The second sample included 19 students who were willing to take part in additional training and education.

For the purposes of the research we constructed a special questionnaire, which require one hours of students time to complete. The survey was carried out in September 2003 at the Faculty for Police and Security, at the time this was still the High school for Police and Security.

When following global goals of environmental knowledge we considered:

- a) Emotional motivating goals
Students in direct contact with the question about the natural environment realize its value, vulnerability; they develop the sense for beauty in the environment, admiration, respect and wish to preserve environmental values.
- b) Cognitive goals include: knowledge, understanding, usage, solving problems and development of views and values. Based on cognitive goals we established a hypothesis.

For the construction of the questionnaire we used Bloomžs Taxonomy for the cognitive domain (Bloom, 1970; Zorman, 1974).

RESULTS AND INTERPRETATION

First we looked at the respondents' age. The respondents were 19 to 22 years old. **In the first phase we compared knowledge of all previously listed categories in accordance with Bloom's Taxonomy for the cognitive domain amongst students in the first, second and third year of study. The research tried to establish how these categories change with years of study and how they affect the integrity of reflection according to theories of pedagogical research. We tested 202 students in all three years of study with the questionnaire. In the first year of study 81 students took part in the test, in the second year 53 students, in the third year 69 students.**

Case:

Difference between classes within question 4

- 4. Our planet is undergoing rapid change. It has an ever-increasing number of people; there are 80 million additional people every year. Excessive use of natural resources and industrial production has a negative effect on health. It also has an impact on air, water, soil, vegetation and animal life. Which words do we use to describe the improper attitude of contemporary humanity to nature and the environment? (Select one).**

- | | |
|---------------------------------|---|
| 1. uneven distribution of goods | 4. natural and environmental pollution |
| 2. waste accumulation | 5. ineffectiveness of the Greenpeace movement |
| 3. globalization process | 6. ineffectiveness of the police |

Study year		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	first year	61	30,2	30,2	30,2
	second year	53	26,2	26,2	56,4
	third year	69	34,2	34,2	90,6
	third year - motivated group	19	9,4	9,4	100,0
	Total	202	100,0	100,0	

Question 4 * Study year Crosstabulation						
			Study year			Total
			first year	second year	third year	
Question 4	globalization process	Count	4	3	6	13
		% within Quest.4	30,8%	23,1%	46,2%	100,0%
		% within Study year	8,5%	6,0%	9,8%	8,2%
		% of Total	2,5%	1,9%	3,8%	8,2%
	natural and environmental pollution	Count	43	47	55	145
		% within ODN_4	29,7%	32,4%	37,9%	100,0%
		% within Study year	91,5%	94,0%	90,2%	91,8%
Total		% of Total	27,2%	29,7%	34,8%	91,8%
Total		Count	47	50	61	158
		% within ODN_4	29,7%	31,6%	38,6%	100,0%
		% within Study year	100,0%	100,0%	100,0%	100,0%
		% of Total	29,7%	31,6%	38,6%	100,0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	,543(a)	2	,762
Likelihood Ratio	,563	2	,755
Linear-by-Linear Association	,089	1	,766
N of Valid Cases	158		

a 2 cells (33,3%) have expected count less than 5. The minimum expected count is 3,87.

According to the tabular data and results of answers to the question we can establish that the number of correct answers (natural and environmental pollution) consistently grew in the first and second year, in the third year of study the % dropped on account of the answer on globalisation. The question is harmonized with the understanding according to Bloomz's Taxonomy for the cognitive domain in the first and second year of study. In the third year of study the understanding of globalisation is too generalised. There is an opinion that globalisation is responsible for the state of the environment, to a large extent created by inaccurate information in the media. This question was left out of the education goals for the additional training on purpose and notwithstanding it appears the students understood the process of globalisation.

In the second phase of the research we compared the results of testing between third year students and the group of students who volunteered for additional training. This additional training took place out of regular classes. As a teaching aid we used a LCD projector for the presentations in the programme Power Point. We used Power Point to present basic water topics that proved to be the most important topics in the additional environmental training for the protection, investigation and detection of environmental crime in the field of water pollution. Based on the first research conducted amongst Heads of police stations and the first test of first to third year students of the Faculty for Police and Security we prepared a manual for training students. The manual is, beside literature suggested for individual training, intended for further education.

We can notice that after the training a higher percentage of students chose the correct answer. With the questions we tried to develop views and values that means positive and informed opinions about protection and preservation of nature specially to protect water pollution based on discussions and experience.

CONCLUSION

The survey conducted among Slovene police officers confirmed the need for a systematic basic and advanced training of the police and criminal investigators in order to accumulate sufficient knowledge to allow a better understanding and detection of environmental violations.

Through second research among students, we have aimed to discover which basic level of knowledge needs to be supplemented to enable efficient solutions to environmental problems, especially as regards water and air pollution. It is important to ascertain which tasks are combined in individual work and what knowledge, skills and abilities are needed for effective investigation of the problems in that field. In this step we have tried to identify the key knowledge on which quality and efficiency of the assignment realization depends. This holistic process includes knowledge of environmental issues in Slovenia on topics like water pollution and air pollution. Simultaneously, it establishes which knowledge, skills and abilities can be obtained or improved by training in these two fields.

Additional training is appropriate when the existing effect is lower than expected or required as a result of a lack of knowledge. Determining the gap between initial and final knowledge includes comparing the existing results to standards and in this way the justification of training is determined. Once the required knowledge, skills and abilities needed for implementing set assignments in investigating and determining environmental offences and environmental crime are identified, it is possible to determine and improve the knowledge, skills and abilities that the target group has not yet acquired.

The basis upon which we made this research conclusion is generally related to information we collected. This information was based on questions that we gave to the participants. The result of one of these was:

- a systematic procedure for measuring a basic standard of a participant's environmental knowledge in order to evaluate that knowledge for better judgement and detection of environmental crime.
- initially, assessment is the provision of information (generally through testing) whereas evaluation involves the making of judgements based on the environmental scientific information that has been collected.

With assessment we collected information about how much the participants and students know. Evaluation involved using the information to form judgements, which in turn are to be used in decision-making.

The three concepts we outlined were: Information with facts about participants and environmental knowledge and understanding and actions of resource obligations we collected. Interpreting the facts and all information helped to determine present conditions or predict future performance.

Initially, we assessed the entry knowledge of participants and students and made an assessment to see how well they achieved the objectives after training took place. We identified present situations in curriculum for police and students, specifically how many topics of environmental problems were included.

We identified students' motivation regarding environmental problems.

We found out participants' readiness to learn new topics.

We involved the use of different kinds of instruments for achievement testing.

We were especially pleased when we estimated results of the survey and additional training including using the manual to improve basic knowledge of water, so the students became more aware of environmental problems. Quite a few students wanted to take part in the international and Slovenian programme Eco-schools and 5 students expressed their desire to work on a thesis dealing with environmental crime. This proves that with the research and training we achieved emotional motivating goals described in the research hypothesis. Students in direct contact with the question about the natural environment realized its value and vulnerability; they developed the sense for beauty in the environment, admiration, respect and the wish to preserve environmental values.

Thus profiling attempts provided students and the police with information about causes of environmental problems and achievements in all possible areas of environmental crime.

There were some basic principles that we followed while profiling. It was a strategy which allowed students to reflect on their success and failures, taking responsibility for their own learning, development and assessment.

Systematic basic and advanced training should be introduced in order to obtain knowledge and raise awareness in the area of environmental protection. The organised formal and non-formal education/training of the police, criminal investigators, prosecutors and investigation judges should be expanded to include the components of the 6th European Commission action plan "Our Future our Choice".

The experience and expertise the police force has in prevention, detection and investigation of crime can be very useful in creating and developing a unified national program of implementing the state-legal environmental protection tasks in practice. The first step in this demanding process is the training of the police force and other relevant state personnel. Such training must be based on:

1. knowledge of the problems caused and dangers posed by the environmental pollution and endangering of nature;
2. further elaboration of knowledge on the European value standards in the area of environmental and nature protection; and
3. transfer of the acquired knowledge into practice in order to enhance efficiency of the public administration in prevention, detection and investigation of the ecological crime.

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