
TRAINING OF TRAINERS WITHIN THE EU TWINNING PROJECT AIMED AT CAPACITY BUILDING OF POLICE ORGANIZATION IN CROATIA IN THE FIELD OF SCHENGEN COOPERATION

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Abstract. This publication concerns presentation of outcomes of the Training of Trainers (hereinafter referred to as “the ToT”) conducted during the implementation of the Twinning Light Project “Setting up the SIRENE Office: Strengthening capacities of SIRENE operators and end users of the Schengen Information System II (CRO SIRENE)” funded by the European Union (hereinafter referred to as “the EU”). This international assistance and support project is being implemented by the Lithuanian Criminal Police Bureau in cooperation with the Ministry of the Interior of the Republic of Croatia (the Beneficiary Country institution). The overall objective of this project is the assumption of full and active role in international police cooperation at the EU level and in the Schengen Area. The purpose of this project is an active and operational Croatian Supplementary Information Request at National Entry (hereinafter referred to as the SIRENE) Office and other parts of the International Police Cooperation Service involved in Schengen activities.

This research is aimed at making readers familiar with the system and integral parts of qualification improvement procedure of police employees. The main target of the research is the analysis and presentation of the ToT system which enables sustainable improvement of knowledge of employees of a public administration body. The authors propose systematic approach towards the understating of the ToT, namely, it should comprise subject-matter training, andragogical training, comparison of working practice in other EU Member States, practicing training skills and using specific tailor-made methodological tools.

The publication consists of two major parts. The first part presents the training scheme within the Twinning Project, whereas the second part concerns the ToT structure and content.

Keywords: Schengen Area, Second Generation Schengen Information System (SIS II), Supplementary Information Request at National Entry (SIRENE), Training of Trainers (ToT),

instructor.

INTRODUCTION

Relevance of the research. The implementation of the key priorities of the EU Internal Security Strategy¹ is fully dependent on the qualification and skills of law enforcement officials. It is only the development of their competence by consistent, reliable and diverse methods that could ensure preparation of a professional officer and his or her operation in his or her homeland as well as in the context of international cooperation.

One of the aims of the European Union as the transnational organization is the cohesion and sustainable development of all its Member States and the adjacent countries. With reference to that various technical, financial and legal instruments are used to alleviate differences of legal requirements and performance of public institutions. The EU Twinning Programme which is dedicated for institutional cooperation between public administrations of the EU Member States and of beneficiary or partner countries is one of such tools. Twinning projects bring public sector expertise from EU Member States and beneficiary countries together aiming to achieve specific mandatory operational results through peer to peer activities². The beneficiary countries are divided into the states which seek access or are newly accepted EU Member States (one of these is the Republic of Croatia) and the states which form the EU neighbourhood but do not have any special EU candidate country status at the current stage.

The EU Twinning projects are launched when the beneficiary country publishes the call for proposals in cooperation with the EU Commission and the EU Member State administrations provide their proposals for support. After the selection procedure, the EU Member State administration assigned start project activities together with the relevant beneficiary country administration. These projects usually last from 6 months to more than 2 years and involve such activities as workshops, seminars, development of legal acts, handbooks or other outcomes, training events, etc.

Information exchange and instruments relevant to the field of international cooperation are a continuous topic on the EU agenda. The EU Internal Security Strategy supports the idea that the “efficient law enforcement in the EU is facilitated through information exchange”³.

¹ Conclusions of the Council on the Renewed European Union Internal Security Strategy 2015-2020 (10 June 2015, 9798/15).

² European Neighbourhood Policy and Enlargement Negotiations. Twinning. [viewed on 13/10/2016] Online access: http://ec.europa.eu/enlargement/tenders/twinning/index_en.htm.

³ Communication from the Commission to the European Parliament and the Council “The EU Internal Security Strategy in Action: Five steps towards a more secure Europe” (22.11.2010, COM/2010/0673 final), Section 1.

Based on that, the European Information Exchange Model (EIXM)⁴ was adopted in 2012 which was oriented at the increase of efficiency and improvement of the application of existing cooperation instruments, including the SIS II, through training. With regard to that, the Lithuanian Police, as a public administration body of the Republic of Lithuania, was selected to be an assistance provider in two EU Twinning projects in the area of information exchange through the Second Generation Schengen Information System (hereinafter referred to as SIS II) and in two other EU Twinning projects in the field of the fight against organized crime and corruption as well as forensic science until July 2016⁵.

Novelty of the research. The following different questions of international police cooperation were considered in foreign analyses: harmonisation of data protection⁶, where the essential question was: “How much harmonisation is necessary to achieve a high level of protection in new political and legal framework as it has been established by the Treaty of Lisbon?”⁷; peculiarities of police cooperation⁸; trust in the exchange of police information⁹ as well as cooperation under functional expectations¹⁰. While analyzing the topic presented by the authors at the scientific level, the novelty of the research is emphasized along with the introduction of the possibilities for the strengthening of competence of police officers in the course of the implementation of the EU Twinning Project and one of its activities, namely, Train the Trainers concept.

⁴ Communication to the Council and the European Parliament on the European Information Exchange Model (EIXM) (7.12.2012, COM(2012) 735 final), Section 1.

⁵ HR/2011/IB/JH/01 TWL “Preparation for the Implementation and Usage of the Schengen Information System (SIS) /SIRENE and European Arrest Warrant (EAW)“.

HR 14 IB JH 01 TWL “Setting up the SIRENE Office: Strengthening capacities of SIRENE operators and end users of the Schengen Information System II (CRO SIRENE)“.

HR 12 IPA JH 01 16 TWL “Enhancing administrative and operative capacities of the National Police Office for Suppression of Corruption and Organized Crime (CRO NPOCOC)“.

HR 13 PNPP JH 02 16 “Strengthening capacities of the Ministry of the Interior to implement the automated exchange of DNA and dactyloscopic data (CRO DNA/DKT)“.

⁶ Schaar P., Behn K. Conflicts between data protection harmonisation and a high level of protection: shortcomings of the European Commission’s proposal for a Police and Justice Directive. *Police Cooperation in the European Union under the Treaty of Lisbon*. 2015, ISBN print: 978-3-8487-0843-7, ISBN online: 978-3-8452-5028-1. P. 217-222.

⁷ Ibid. P. 217.

⁸ Thomas T. *International Policing*. Chapter Policing Sexual Offences and Sex Offenders. Part of the series Palgrave Studies in Risk, Crime and Society. Leeds Beckett University, Leeds, UK. DOI: 10.1057/978-1-137-53239-8_5. 2016. P. 57-70.

⁹ Aden H. The role of trust in the exchange of police information in the European multilevel system. Comparing the Democratic Governance of Police Intelligence – New Models of Police Intelligence. *New Models of Participation and Expertise in the United States and Europe*. Edited by Delpeuch T., Ross J. E. 2016. P. 322-347.

¹⁰ Loik R., Hamalainen H., Veebel V. Internal Security Cooperation under Functional Expectations: Initial Law Enforcement Europeanization-Case of Finland and Estonia. *Romanian Journal of European Affairs*. Vol. 16. No. 1. 2016. P. 5-23.

In this publication we will analyse only one of the new projects – HR 14 IB JH 01 TWL “Setting up the SIRENE Office: Strengthening capacities of SIRENE operators and end users of the Schengen Information System II (CRO SIRENE)” (hereinafter referred to as “the Project”), which will be implemented from June 2016 until March 2017. The overall objective of the Project is the assumption of full and active role by the Ministry of the Interior of the Republic of Croatia in the international police cooperation at the EU level and in the Schengen Area. The purpose of this Project is an active and operational Croatian SIRENE Office and other parts of the International Police Cooperation Service (hereinafter referred to as “the IPCS”) involved in Schengen activities. Three results are foreseen within the Project: enhancement of competence and practical skills of SIS II end users through practical training, enhancement of competence and practical skills of SIRENE operators through practical training and training of trainers as well as preparation of methodological guidelines for future trainers. As it could be seen from the brief introductory facts about the Project, it is oriented at the long-lasting and sustainable impact on the Croatian Police organization through raising competences of its employees in applying Schengen cooperation instruments, mainly the SIS II. This is planned to be achieved by the improvement of skills of IPCS officers of Croatia and their preparation to be future trainers which by its own will enable wider spread of knowledge to other employees of the police institution.

In this publication the qualification improvement process of police employees by the concept of Training of Trainers (ToT) as a main pillar of the Project will be analysed. As it will be observed further in the analysis, the ToT system enables sustainable improvement of knowledge of employees of a public administration body. Furthermore, the authors propose systematic approach towards understating of ToT – it should consist of subject-matter training, andragogical training, comparison of working practice in other EU Member States, practicing training skills and using specific tailor-made methodological tools. In this regard practical trainings were conducted for more than 20 IPCS officers (SIRENE operators) and the andragogy-oriented ToT sessions were organized for 15 IPCS officers (SIRENE staff members) in the course of the Project. Besides that, some officers of the IPCS who were prepared as future trainers were on a study visit to Poland and Lithuania where they observed working practice of national SIRENE units. Moreover, IPCS officers in this Project will be further tasked to assist Lithuanian experts during practical training for SIS II end users – other employees of the Croatian Police. This will be achieved while observing Lithuanian experts, actively participating in discussions and delivering lectures to the SIS II end users under the supervision

of Lithuanian experts. This will facilitate not only the transfer of the Lithuanian expertise but also support the Croatian officers in gaining practical skills to deliver training for the members of the national law enforcement community. The last conceptual part of the ToT structure will be the development and use of specific methodological guidelines on teaching methods, standards and organizational aspects necessary for successful training of others in the area of SIS/SIRENE.

Subject of the research is focused on the outcome of the ToT conducted during the implementation of the Twinning Light Project “Setting up the SIRENE Office: Strengthening capacities of SIRENE operators and end users of the Schengen Information System II (CRO SIRENE)” funded by the European Union.

The goal of the research is to present peculiarities of the form and content of the ToT conducted during the implementation of the Twinning Light Project “Setting up the SIRENE Office: Strengthening capacities of SIRENE operators and end users of the Schengen Information System II (CRO SIRENE) funded by the European Union “.

Two objectives have been set: To present the organizational issues of the training; To analyse the peculiarities of the content of training in order to reach the quality and share the best practice.

Methods of the research. In this publication the following academic and empirical research methods have been used: descriptive-comparative, analytical-critical, content and non-fiction analysis methods and an interview. The fundamental aspects of the organizational issues and peculiarities of the content of training were analysed by practising descriptive-comparative and comparative methods. The content of the leading EU strategic documents which reflect the EU provisions was described and analysed using the methods of content and non-fiction analysis. The content of training has been analysed by the means of the analytical-critical method.

TRAINING ACTIVITIES IN THE PROJECT

Three types of training for the Croatian MoI employees were planned within the project:

- SIRENE operator training;
- ToT training;
- SIS II end user training.

SIRENE operator training

The first type of training, i.e. SIRENE operator training, was dedicated to develop competence of IPCS employees involved in the implementation and usage of the SIS II through the newly developed Croatian MoI information system and the IPCS workflow management system. The following objectives were set for the delivery of the training program to SIRENE operators:

- Understanding of SIS II data categories and functionalities;
- Understanding of SIRENE procedures and use of SIRENE forms;
- Data protection and data security requirements;
- Ability to apply alert management procedures, hit and other relevant procedures practically.

Training sessions which last for 2,5 days were organized for over 20 participants (IPCS employees). Special expert attention was given to the fact that some SIRENE staff members have been newly employed and the rest already have basic knowledge on the use of SIS II. The trainings were held in the English language. The content was presented to 2 groups, each of them was given 2,5 days' time (20 academic hours) for it. 30 percent of the time was dedicated for theory-related topics, and 70 percent – for practicing to use and apply SIS II related tools and procedures. The training material, including Power Point slides, a set of practical exercises as well as extracts from national procedures, schemes and algorithms as well as best practice examples were presented to the trainees. In cooperation with the beneficiary institution at the end of each training session, assessment sheets were delivered to trainees to receive their feedback. To sum up, the practical training for 20 SIRENE operators conducted and raising of general competence of the SIRENE operators in the area of SIS II application make up the direct outcome of the activity.

ToT training

The second type of training. The ToT training sessions were organized on the basis of an updated training programme and related training materials as well as exercises for the ToT¹¹ – IPCS employees were involved in the implementation and usage of the SIS II. The trained IPCS staff member will be designated to provide training to other Croatian Police employees. In this

¹¹ The training curriculum and training materials were prepared within HR/2011/IB/JH/01 TWL “Preparation for the Implementation and Usage of the Schengen Information System (SIS) /SIRENE and European Arrest Warrant (EAW)” which was implemented in 2014/2015.

regard the following objectives were set for the presentation of the training programme for the ToT:

- Development of practical training skills for future trainers in order to be able to train other HR MoI officers and share experience on presentation techniques, maintenance of constructive group discussions, application of various training forms and designing of exercises;
- Understanding of SIRENE procedures and use of SIRENE forms;
- Ability to practically apply alert management procedures, hit and other relevant procedures;

The experts paid special attention to the fact that some of SIRENE staff members already have basic knowledge on the ToT (i.e. received training in previous EU Twinning Light project in cooperation with the Lithuanian Police¹²). The training was also delivered in the English language. The delivery of the content was conducted within 3 training sessions (3 groups in total), 1 day (8 academic hours) for each. 30 percent of the time was designated for theory-related topics, and 70 percent – for practical tasks.

The experts focused on the development of didactic capabilities of the ToT participants, which was conducted by providing specific theoretical lectures combining them with extensive practical assignments.

At the end of each training session advanced assessment sheets were handed out to trainees for their feedback. This was supported by oral interviews of the trainees. Direct outcomes of the activity make up the conduct of training for 15 SIRENE trainers in the area of SIS II and enhancement of general competence of the SIRENE trainers in the area of the application of didactic training methodologies (see figure 2).

SIS II end user training

The last type of training is the training for Croatian Police employees – end users of the SIS II. The target group is officers from border police, uniformed police (command and communication centres at police stations and directorates), criminal police and administrative units dealing with aliens, vehicle registration and ID document issuance who will be SIS II end-users. The plan is to train no less than 200 officers in different Croatian cities (Dubrovnik, Split, Zadar, Rijeka, Karlovac, Zagreb, Varaždin, Bjelovar, Osijek, Slavonski Brod) during the

¹² HR/2011/IB/JH/01 TWL „Preparation for the Implementation and Usage of the Schengen Information System (SIS) /SIRENE and European Arrest Warrant (EAW)“ was implemented in 2014/2015.

training sessions consisting of 25 working days. The trainings will be delivered by the experts of the Lithuanian Police competent in the field of the implementation and application of Schengen cooperation instruments. The curriculum of this training aims at the development and maintenance of understanding as well as practical knowledge needed for the officers of different Croatian Police directorates who are to be SIS II end-users in Croatia.

The following objectives are set for this training:

- Understanding of the structure, main categories and functions of the SIS II;
- Acquaintance with data protection and data security requirements;
- Ability to apply the SIS II in practice, especially hit procedures.

Having followed the training sessions, the Croatian Police officers will:

- Have the understanding of the structure, main data categories and functions of the SIS II and the role of SIRENE office;
- Be acquainted with data protection and data security requirements in the application of the SIS II;
- Be able to apply the SIS II in practice, especially hit procedures.

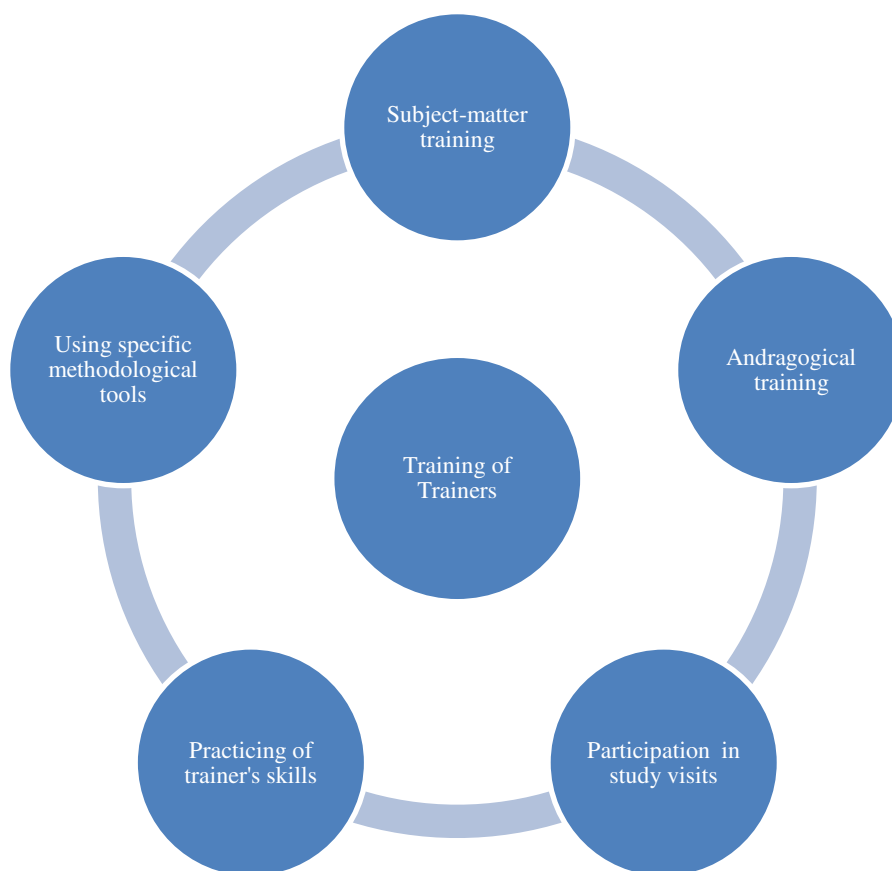


Figure 1. The systematic approach towards the ToT

This scheme presents the systematic approach towards ToT understanding – it should consist of subject-matter training, andragogical training, comparison of working practices in other EU Member States, practicing training skills and using specific methodological tools (see figure 1).

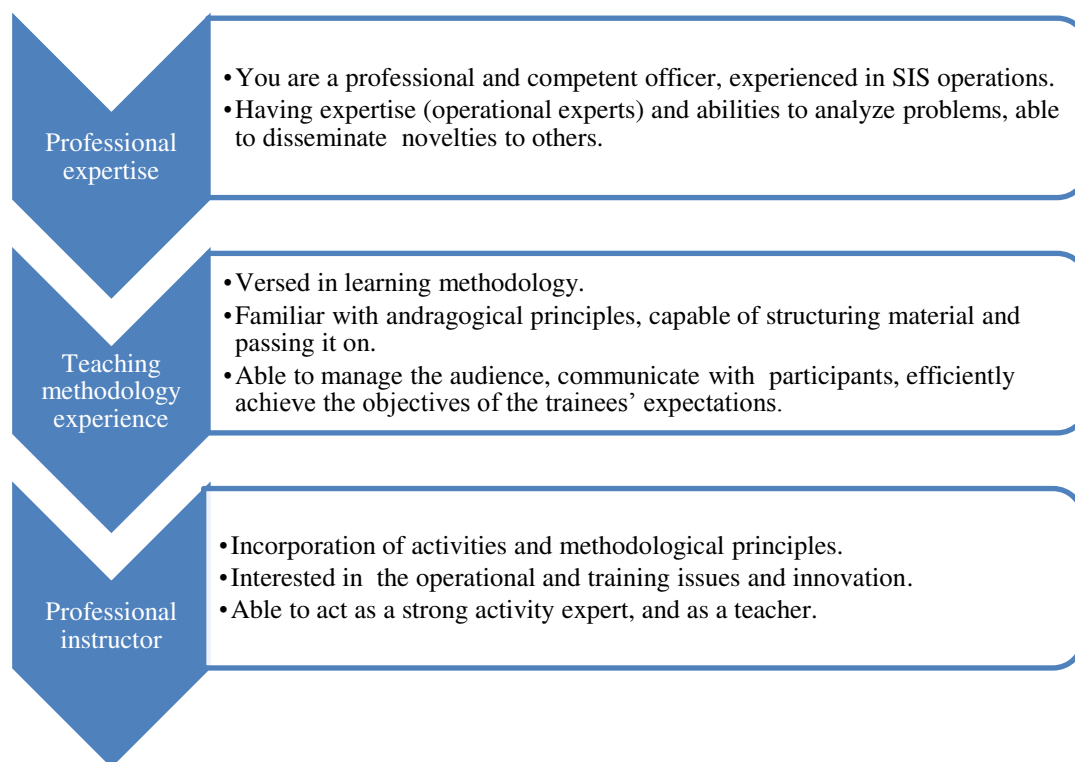


Figure 2. Essential stages of the professional instructor competence formed

The training will be delivered in the English language – professional interpretation will be ensured. The content will be presented to 2 groups, 1 day (8 academic hours) for each of them in each destination city. 30 percent of the time will be dedicated to theory-related topics, and 70 percent – to practical tasks. For this training activity the experts will prepare training material which should consist of Power Point slides, practical exercises, extracts from national procedures, schemes, algorithms and best practice examples. The main organizational aspect predetermining this type of training, is related to the use of computer classes and direct access to test and operational environment of the Croatian MoI information systems. Assessment sheets will be spread among the trainees to receive their feedback after each training session. Practical training for more than 200 SIS II end users in the police directorates in Zagreb and regional centres will be conducted and general competence of the employees the Croatian Police on the use of SIS II will be increased which will constitute the direct outcome of the activity.

PECULIARITIES OF THE TRAINING “TRAINING OF TRAINERS”: ORGANIZATIONAL ISSUES, TRAINING PROCEDURES AND SUCCESSFUL IMPLEMENTATION

The concept of the ToT has already been applied in the training system within the Lithuanian Police for several years. Along with the application of this instrument national police officers were trained in a variety of different techniques ranging from comparatively benign pre-interrogation strategies (e.g. preparation of reports, observation of body language or speech patterns) to more psychologically coercive techniques (e.g. blaming the victim, discouraging denials)¹³; different methods of training are implemented during the training¹⁴.

The central activity for the development of ToT skills within the Project was under the title “Conducting Training of Trainers (ToT) for at least 10 SIRENE staff members in the area of SIS II“. The training was organized on the basis of the updated Training need analysis (TNA) report for ToT and the reviewed training programme for ToT¹⁵. Furthermore, the programme for the SIRENE operators as well as the feedback from the participants of this training was taken into consideration when updating the ToT programme and materials. The ToT course was organized in Zagreb on 3-7 October 2016 for 3 groups of SIRENE staff members (15 participants in total) in the field of SIS II. The training was run by 3 experts (two from Lithuania and one from Poland – all police officers).

An adequate choice of teaching methods by the experts and efficient implementation and management of those methods were employed in order to allow ToT participants to take part in a whole range of activities – listening, looking, talking and performing – all that is to facilitate their learning. Special focus was made on the development of didactic capabilities of the ToT participants, which was conducted while giving specific theoretical lectures and combining this method with extensive individual assignments¹⁶. Trainees had to perform role-play tasks in

¹³ Cleary, Hayley M. D. Warner, Todd C. Police training in interviewing and interrogation methods: A comparison of techniques used with adult and juvenile suspects. *Law and Human Behavior*, Vol 40(3), Jun 2016. P. 270-284.

¹⁴ McHaney R., George J. F., Gupta M. An Exploration of Deception Detection: Are Groups More Effective Than Individuals? *Communication Research*. 1–19. 2015. Reprints and permissions: sagepub.com/journals-Permissions.nav. DOI: 10.1177/0093650215607627.

¹⁵ The TNA and the training program together with training materials were prepared during the run of the preceding project HR/2011/IB/JH/01 TWL „Preparation for the Implementation and Usage of the Schengen Information System (SIS) /SIRENE and European Arrest Warrant (EAW)“ in 2014-2015.

¹⁶ Training program was developed as being based on recommendations of both classic and modern andragogy sources. For more information see: *Learning Strategies and Learning Styles*. Edited by Schmeck R. R. Southern Illinois University. 1988. Also see: Sarli L. The need to train trainers. *Acta Biomed for Health Professions*. Vol. 87, S. 2. 2016. P 5-6. Also see: Yuk-Kwan Ng R., Yee-Shun Lam R. Train-the-Trainer: A Study of the Professional Skill Competencies and Psychological Qualities of Teacher Trainer. *International Journal of Learning and Teaching* Vol. 1, No. 1, June 2015. P. 38-41.

order to strengthen their skills and prove their abilities to act as trainers as well as give presentations to the audience. In cooperation with the beneficiary country representatives, advanced assessment sheets/participant feedback on ToT training were used at the end of the training. This was also supported by an oral interview of the trainees. Having regard to the prepared training programme and the aspects of the target group, the training material was developed. It includes Power Point slides, practical exercises and best practice examples.

The formation of target groups considering an optimal number of participants in each group allowed to apply various training methods in a complex manner in each training session, namely, not only to deliver theoretical information but also to apply practical methods such as individual practical assignments, work in pairs or small groups and role-play under prepared scenarios.

Awareness of future trainers was enhanced in the following fields:

- Structuration of the in-service training process;
- Clarification of trainer functions and needed qualification;
- Methodologies and useful practically tested tactics;
- Control of audience;
- Preparation and provision of training material;
- Balancing theoretical and practical parts;
- Giving exercises and case studies;
- Receiving feedback;
- Testing.

Furthermore, due to the fact that the methodology on the preparation of a professional instructor could determine the results of his or her activities in the future, special attention was paid to the motivation of the participants during the training (see figure 3).

In the course of the preparation and raising of andragogic and psychologic competences of the Croatian police officers, the main goal could be established – to shape andragogical and psychological background for instructors which could provide training to other officers in the future.

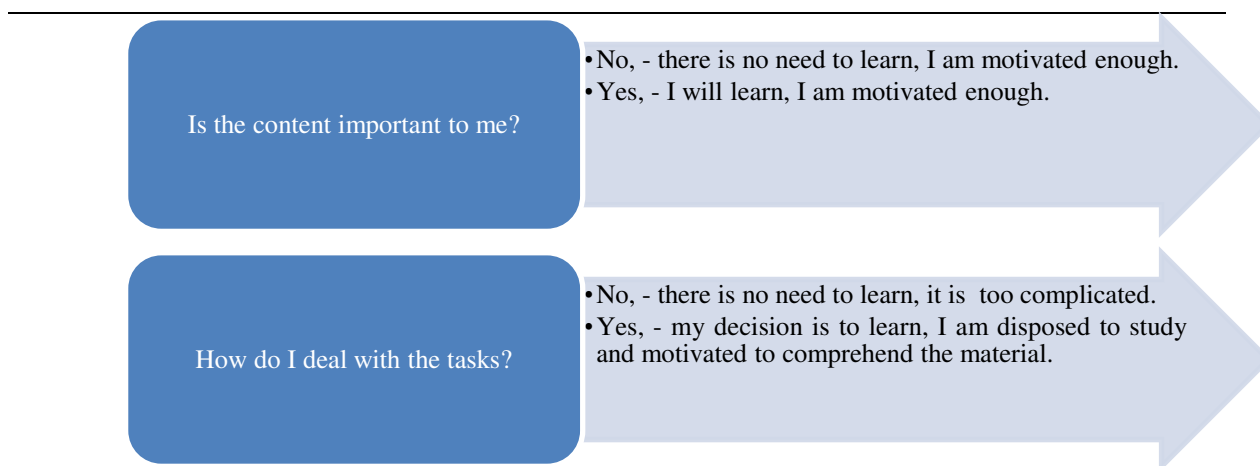


Figure 3. Role of motivation system in view of the participants in the training

To prepare future instructors, the aim is to transfer best Lithuanian practice and help assume the rules on adult training in view of efficient preparation for trainings and their arrangement/presentation of training material as well as to introduce efficient practical training methods into the trainings which would be valuable in strengthening trainee practical skills.

The ToT training session consisted of two interrelated and consistently complementary parts – theoretical and practical. The theoretical part was dedicated to the presentation of the main adult training principles, training structure and analysis of separate structural parts. Taking the peculiarities of the target group into consideration, it was also sought to present the main mistakes and shortcomings possible which are frequently faced by the instructors while organizing and implementing trainings.

Theoretical Part of the ToT consisted of the basics of training methodology and included the following (see figure 4):

- The core concept of the learning course. Aims and purposes.
- Introduction to andragogy. Andragogical concept and origin. Approaches.
- Adult learning goals. Motivation. Psychological aspects.
- The structure of training organization. Interrelation.
- Basic pre-training principles.
- Special features of trainings.
- Methods of knowledge consolidation.
- Recapping. Assessment. Feedback. Essence and meaning.

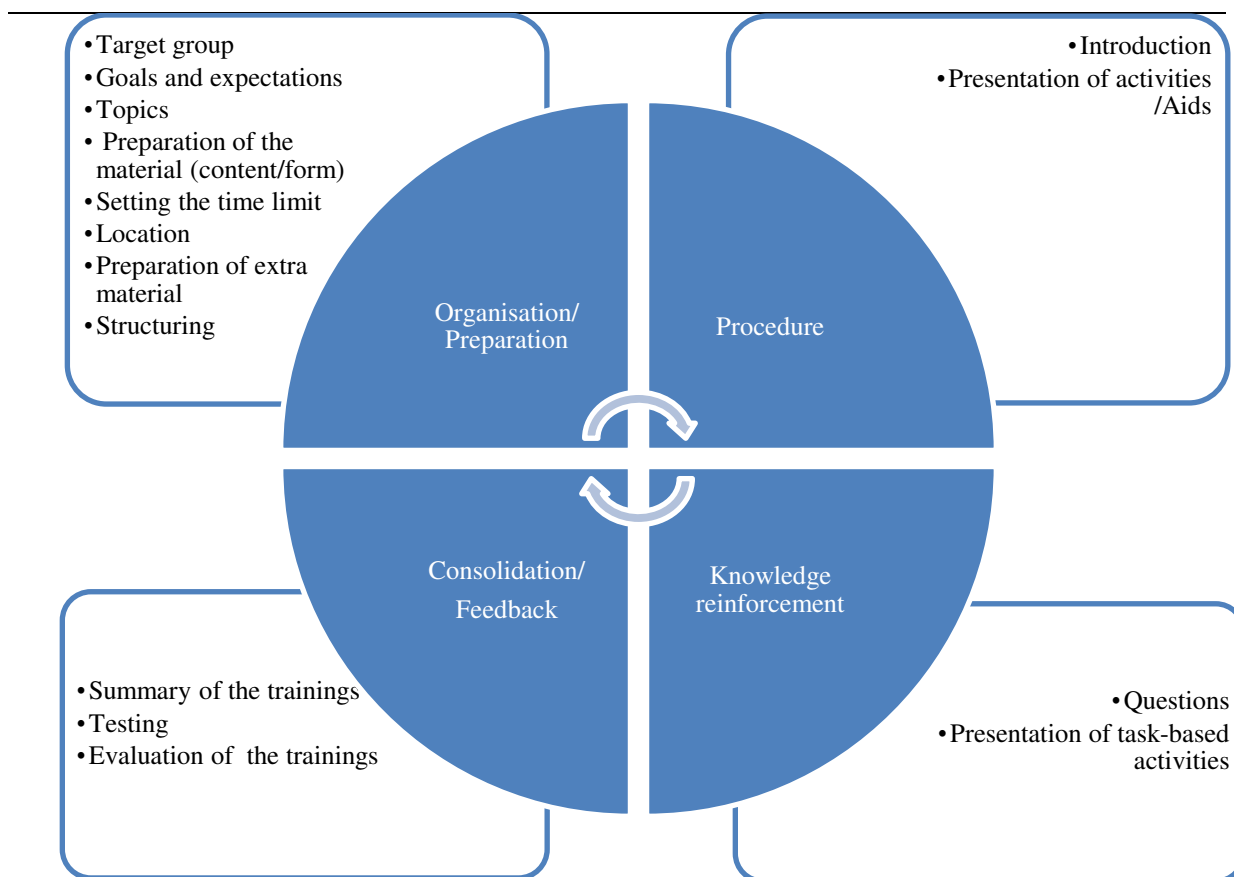


Figure 4. Presentation of training structural units

The practical part of training was dedicated to check how well the training material was assimilated. Therefore, such exercises as group assignments and discussions allowed to evaluate how future trainers are capable of applying certain theoretical parts of the training material. The role-play method was employed to form and consolidate practical skills which is the main field of the practical part of the ToT.

The main aim of the practical part was to receive coaching and mentoring in training as well as enriching the methodological palette of teaching in practice. In the course of the practical training two objectives were set:

- Implementation of the methodological palette of teaching along with the role play: presentation of the organizational issues of training as well as introduction of training and relevance of practical activities of SIS II;
- Assessment of the role play: giving a pointed assessment on the presentation of the other group according to strictly identified criteria.

The following training methods were implemented: working in three groups analysing the information, oral presentation of the speaker with supplements or comments, discussions in

groups and cross- group discussions, commenting on the subject, expressing critical thinking as well as summary and assessment (see table 1). Role playing was conducted according to following aspects:

- Three groups participate in the training (5+5+5);
- At least 4 speakers from each group;
- The teacher moderates the role play.

Practical exercise applying the role play method takes approx. 3-4 academic hours (45-50 minutes for preparation; 60-65 minutes for the role play; 20 minutes for evaluation).

Table 1. Sample of practical training structure

Stages	What we are going to do	Duration	Training methods
Preparation I	Preparation for the training (including organizational questions)	20-25 min.	Working in groups Discussions No speakers
Preparation II	Preparation for the introduction (content) of training	20-25 min.	Working in groups Discussions No speakers
Role play part I	Role play of the presentation of the training (including organizational questions)	5-7 min. for each group	One person in charge from each group gives an overview, other participants add comments, ask questions
Role play part II	Role play of the introductory part of the training	5-7 min. for each group	One person in charge from each group gives an overview (<u>not the one as in part I</u>), other participants add comments, ask questions
Role play part III	Role play of the presentation of the background issues and the relevance of the SIS II	5-7 min. for each group	One person in charge from each group gives an overview (<u>not the one as in part II</u>), other participants add comments, ask questions
Evaluation	The assessment of the role play	5 min. for each group 10 min. for the final evaluation of the role play	One person in charge from each group gives an overview (<u>not the one as in part III</u>), other participants add comments, ask questions

In order to implement efficient training by using the role play method major attention was paid to the preparation phase (see table 1). In this regard the algorithm of questions for the Preparation I was presented:

- To identify the main aim of training;
- To identify a few relevant objectives of training;
- To identify the target group (who are going to participate in the training, why (reason), experience, age, position, other peculiarities of selection, etc.);

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- To prefigure the number of groups and the total number of participants as well as the number of participants in each group (please substantiate);
 - To think of the location for the trainings;
 - To prepare information on the technical equipment necessary for the trainings (e.g., a computer class);
 - To set the time limit (identify the duration of trainings) (please add comments);
 - To prepare the main topics for training (training content) (please substantiate);
 - To choose methods of training;
 - To attribute the correlation between the target group and the topics (training content);
 - To identify the ratio (proportion) between theoretical and practical parts (please substantiate);
 - To attribute the correlation between the target group and theoretical/practical parts;
 - To describe the proposed schedule of training (involving time, topics, training methods);
- In the phase of Preparation II the algorithm of the questions was presented (see table 1):
- *As far as the introduction of the training is concerned, the trainer is flexible about the following options:*
 - To introduce yourself as a lecturer;
 - To introduce the participants;
 - To explain the peculiarities of training;
 - To make an overview of the main content of training;
 - To ask the participants about their expectations;
 - To explain the peculiarities of the organizational questions;
 - To deliver the main aim of training, etc.
 - *As far as the introduction of the relevance of SIS II is concerned, the trainer is flexible about the following options:*
 - To stress the background of SIS II;
 - To identify the relevance of SIS II;
 - To stress the main problems of activity (practice);
 - To give the solutions solving the problems in practice;
 - To explain the current situation in practice with SIS II;
 - To explain the peculiarities and the role of law enforcement institutions after the hit;

- To stress the cooperation among law enforcement agencies in fighting against crime and implementation of prevention measures (e.g., situation in international cooperation);
- To give relevant examples in SIS II implementation in practice;
- To make parallels between the practice in real life and the trainings you are going to organize.

Table 2. Example of a table made based on practical exercise evaluation criteria

Criteria	Marks (grades)		
	I group	II group	III group
Duration of presentation	✓	✓	✓
Level of the general comprehensive presentation	✓	✓	✓
Level of the presentation of training methods	✓	✓	✓
Level of the presentation of topics	✓	✓	✓
Level of the presentation of schedule	✓	✓	✓
Level of the communication with participants	✓	✓	✓
Level of audience management	✓	✓	✓
Level of active involvement of participants	✓	✓	✓
Level of presentation of organizational issues of training	✓	✓	✓
Total assessment of activity (preparation + role play)	✓	✓	✓

During the evaluation stage each group of the participants could evaluate each other with reference to the criteria. The marks strictly identified were presented for the assessment: 5 points are to be given for the most successful presentation, 4 points – for a less successful presentation, 3 points – for even less successful than the previous one, 2 points and 1 point – for an unsuccessful presentation or a failure. The following criteria for the assessment have been provided (see table 2):

- Duration of the presentation;
- Level of general comprehensiveness of the presentation;
- Level of the introduction of the aim and objectives, target group;
- Level of presentation on training methods;
- Level of presentation of topics;
- Level of schedule presentation;
- Level of communication with participants;

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- Level of audience management;
 - Level of active participation of participants.

CONCLUSIONS

Systematic approach towards the perception that the ToT is essential for its sustainability and long lasting impact – this concept of training should consist of subject-matter training, andragogical training, comparison of working practice in other EU Member States, practicing training skills and using specific tailor-made methodological tools.

Having in mind that the methodology of the preparation of a professional instructor could determine the results of his or her activities in the future, special attention should be paid to the motivation of the participants during the training.

During the ToT, peculiarities of each target group should be taken into consideration – in this regard the main possible mistakes and shortcomings, which are frequently faced by instructors while organizing and conducting trainings are necessary to be acquainted with.

Seeking to organize and conduct efficient training activity, the instructors prepared should apply various training methods in a complex manner, i.e. not only to deliver theoretical information but also to apply practical methods as individual practical assignments, work in pairs or small groups and role play under prepared scenarios.

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INSTRUKTORIŲ MOKYMAS ĮGYVENDINANT ES DVYNIŲ PROJEKTĄ, SKIRTĄ DIDINTI KROATIJOS POLICIJOS GEBĖJIMUS BENDRADARBIAVIMO PAGAL ŠENGENO TEISYNĄ SRITYJE

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Lietuvos kriminalinės policijos biuras

S a n t r a u k a

Vidaus saugumo strategijoje numatytoms prioritetinėms veiklos kryptims realizuoti labai svarbi policijos pareigūnų kompetencija. Tik nuoseklus, patikimais ir įvairiais mokymo būdais grįstas kompetencijos tobulinimas gali užtikrinti profesionalaus pareigūno parengtį ir darbą tiek šalyje, tiek ir tarptautinio bendradarbiavimo kontekste. Taikytinų mokymo metodų įvairovė leidžia suformuoti šiuolaikiško pareigūno kompleksinę kompetenciją, apjungiančią ne tik teorinių žinių bagažą, bet ir praktinių gebėjimų visumą.

Šis straipsnis skirtas pristatyti instruktorių mokymo veiklas, kurios buvo vykdytos ir vykdomos įgyvendinant Europos Sąjungos lėšomis finansuojamą Dvynių programos projektą „SIRENE nacionalinio padalinio įsteigimas: SIRENE operatorių ir SIS II galutinių naudotojų gebėjimų stiprinimas (CRO SIRENE)“. Šis paramos teikimo projektą Lietuvos kriminalinės policijos biuras įgyvendina bendradarbiaudamas su naudos gavėja – Kroatijos Respublikos vidaus reikalų ministerija.

Projekto tikslas yra aktyvi ir veiksminga Kroatijos policijos veikla vykdant tarptautinį bendradarbiavimą ES lygiu ir ypač Šengeno erdvėje. Tuo siekiama patobulinti Kroatijos policijos nacionalinio SIRENE padalinio veiklą ir integraciją su kitomis Kroatijos VRM Tarptautinio bendradarbiavimo tarnybos veiklos sritimis įgyvendinant Šengeno teisyno reikalavimus.

Šiuo tyrimu buvo siekiama išanalizuoti ir skaitytojams pristatyti policijos sistemos darbuotojų kvalifikacijos kėlimo proceso integralias dalis. Pagrindinis tyrimo tikslas buvo išanalizuoti instruktorių mokymų (anglų k. vadinamų Training of Trainers arba sutrumpintai ToT) sistemą, kuri įgalina siekti darnaus viešojo administravimo subjekto darbuotojų žinių didinimo. Straipsnyje pristatomi Projekte organizuoti praktiniai mokymai SIRENE padalinio operatoriams, SIRENE padalinio instruktoriams ir SIS II galutiniams naudotojams. Didžiausias dėmesys skiriamas instruktorių mokymo veikloms, jų formai ir turiniui.

Autoriai siūlo sisteminių požiūrį suvokiant instruktorių mokymų institutą – jis turėtų susidėti iš profesinio dalyko žinių gilinimo, andragogikos (suaugusiųjų mokymo) metodų, darbo praktikos kitose ES valstybėse narėse palyginimo, mokymo įgūdžių praktinio taikymo ir specialių konkrečioms mokymams skirtų metodinių priemonių ir mokymo medžiagų, kurios būtų naudojamos savarankiškai organizuojant ir vykdant mokymus, sukūrimo. Manytina, kad toks integralaus instruktorių mokymo pateikimo įgyvendinimas leistų pasiekti ilgalaikių rezultatų vystant ir palaikant žinybinių mokymų sistemą organizacijoje.

Pagrindinės sąvokos: Šengeno erdvė, Antros kartos Šengeno informacinė sistema (SIS II), SIRENE padalinys, mokymas mokytojams, instruktorius.

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