

**POLICE COLLEGE AND SECONDARY POLICE SCHOOL
OF THE MINISTRY OF THE INTERIOR IN HOLEŠOV**



THE CONFERENCE PROCEEDINGS

International conference

NEW TRENDS IN TRAINING OF POLICE OFFICERS



22 October 2014 in Holešov

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Introduction

Dear colleagues,

You have in your hands the proceedings of the international conference on "NEW TRENDS IN THE TRAINING OF POLICE OFFICERS" which was held on October 22, 2014 at the Police College and Secondary Police School of the Ministry of Interior in Holešov. At this event followed subsequently the ceremonial opening of the "Hall of Traditions". All of the events were for me personally and for the whole school of great significance and they took place on the public holiday that celebrates the day of independence from the Czechoslovak state.

The school management and organization team was pleased with the interest of this conference from the Ministry of Interior, Police Headquarters, Ministry of Defence and Military Police. The school management appreciated the proactive approach and participation by international police schools and educational institutions from Slovakia, Poland, Germany and Romania.

The outcome of the conference is a collection containing all the contributions, including those which could not be presented because of time. Entries had to be adjusted graphically or translated and to keep the international character of the conference it has been published in English. We put together this collection as soon as possible after the conference so that it is still current.

We very much appreciate all the contributions and your personal participation, which have contributed to this high level event. We hope that the international conference will contribute to a higher quality of educational processes and not just at police schools and lead to the development of our cooperation in the future.

Chief Counsellor Col. Ing. Jan Dvořák
*director of the Police College and Secondary Police
School of the Ministry of Interior in Holešov*

Ensuring an adequate level of training in graduates of the Police School in Katowice

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Methodology and Organisation (PL)

Abstract

The paper discusses the process of selection, adaptation, in-service training and evaluation of police teaching staff at the Police School in Katowice implemented with a view to ensuring optimum training quality. The authors first highlight the formal requirements to be met by police officers who seek to continue their service in teaching positions offered in the police training system. Subsequently, they focus on the selection and in-service training of police teaching staff at the Police School in Katowice. Besides analysing the recruitment process, the article looks at teaching internships and in-service training (including professional placements), as well as the evaluation system applicable to police teaching staff.

Key words

teacher, recruitment, teaching internship, observation and control procedure, in-service training, professional placements

An essential condition for ensuring adequate levels of training in police school graduates in the Polish Police Force is the effective selection of officers from territorial units, who are willing to serve as instructors in a training unit, in order to guarantee their utmost professionalism grounded in expert knowledge and skills. Moreover, an aspiring police lecturer should possess the necessary aptitude for this type of work (an educational background in pedagogy is preferred) and demonstrate the appropriate ethical and moral attitude. On the one hand a police instructor should be a role model for training participants, i.e. police officers only starting their service, and on the other hand they need to possess a range of essential competences such as problem solving and discussion moderation skills, which are especially vital when training experienced police officers with a track record of several years on the force.

Therefore, the recruitment process for police school faculty members is of paramount importance and must not only meet the needs of particular training units, but also those of the entire police force.

1 Legal regulations

The requirements concerning the educational background, professional competences and length of service of Polish police officers have been set forth in the *Ordinance of the Minister of the Interior and Administration on the requirements concerning the educational background, professional competences and length of service for police officers holding the position of commandant and other positions, as well as the terms of their appointment to higher-ranking positions* of 19 June 2007.

The following chart sets forth the formal conditions to be met by candidates for a teaching position at the School:

| No. | Position | Education | Professional qualifications | Length of service (years) |
|-----|-----------------|---|-----------------------------|---------------------------|
| 1. | Senior Lecturer | Higher education with a master's degree or equivalent | Advanced** | 5 |
| 2. | Lecturer | Higher education with a master's degree or equivalent | Advanced | 4 |
| | | Advanced | Basic* | 5 |
| 3. | Junior Lecturer | Advanced | Basic | 5 |
| | | Secondary education | Basic | 15 |
| 4. | Instructor | Secondary education | Basic | 3 |

*A police officer acquires basic professional qualifications upon the completion of their basic professional training.

**A police officer acquires advanced professional qualifications upon the completion of a higher professional education programme at the Police Academy in Szczytno or of vocational training for university and college graduates required to attain the most junior police rank in the junior officer corps.

2 Candidate recruitment for teaching positions at the Police School in Katowice

The selection of teaching staff members consists in attracting candidates from territorial police units and subjecting them to a qualification procedure with a view to selecting the best candidates among the practising applicants.

The stages of the recruitment procedure, a description of the position and the requirements, as well as the necessary documents and information on how to apply is available on the School's website.

Applicants are assessed by a designated committee in a recruitment procedure consisting of the following stages:

- 1) initial review of applications submitted;
- 2) general interview;
- 3) invitation for the candidate to conduct a class for students (a demonstration lesson);
- 4) interview with the Deputy Commandant of the School responsible for teaching;
- 5) final decision of the School Commandant.

The candidates are evaluated at stages 1, 2 and 3. The general results of the aforementioned selection stages and the decisions made during the procedure are recorded in the *Police School in Katowice Lecturer Candidate Form*.

At the preliminary application review stage, the human resources department examines the compliance of the submitted documents and the candidate's qualifications with the applicable requirements. Moreover, this stage of the procedure also involves a preliminary verification of the candidate's suitability for the position.

The interview is conducted by a board composed of the head of the unit responsible for human resources, the head of the relevant teaching and education unit and a psychologist. The aim of the interview is to assess the candidate's suitability for a teaching position at the School.

During the demonstration lesson, a board composed of the head of the relevant teaching and education unit, the head of the relevant training methodology and organisation unit and a psychologist evaluates the candidate's aptitude for a teaching position. Following the demonstration lesson, the candidate is informed by each board member of the results of their evaluation.

During the interview with the Deputy Commandant of the School responsible for teaching, the candidate is informed of the results of all the stages of the selection procedure and of the proposed decision with regard to their application.

At the final stage of the procedure the School Commandant makes a decision to transfer the candidate to a teaching position or a police position other than a teaching position to continue working at the School or to include the candidate on the reserve faculty list.

3 Teaching internship

The objective of the teaching internship is to plan, organise and prepare recently recruited police training staff to perform their duties independently within the framework of the training and education process. The direct supervisor of the trainee lecturer is responsible for the organisation and execution of the traineeship. The internship starts upon the acceptance of the trainee to work at the School in a teaching position. The internship may not be shorter than 6 months or longer than 12 months. In certain justified cases, upon the request of the direct supervisor of the trainee lecturer or of the head of the unit appropriate for training methodology and organisation, the Deputy School Commandant responsible for teaching may extend or reduce the duration of the internship. Upon the commencement of the internship, the supervisor of the trainee lecturer appoints a teaching tutor for them. The internship is based on an individual teaching internship programme developed by the direct supervisor of the trainee lecturer in coordination with the head of the unit in charge of training methodology and organisation.

Tasks performed during the internship should enable the trainee lecturer to develop independent teaching skills in line with teaching principles and methodological requirements. The trainee lecturer should not independently

conduct student examinations during the internship. The teaching internship ends with an in-class observation visit to verify and evaluate the trainee lecturer's skills.

4 In-class observation and control procedure

The main objective of the in-class observation and control procedure is to ensure high quality in the teaching process, its content, methodology and organisation, as well as to draw conclusions for the future. The aforementioned goal is achieved by means of the following forms of supervision:

- in-class observation for control and evaluation purposes,
- in-class observation for advisory and skill-enhancement purposes,
- class inspections.

In-class observation for control and evaluation purposes is intended to obtain information on the level of teaching performance in order to ensure the appropriate quality of the instruction process. This is possible thanks to a joint analysis and evaluation of the class, an assessment of the substantive and didactic preparation of the lecturer, and drawing conclusions for the future.

The objective of in-class observation for advisory and skill-enhancement purposes is to obtain information on the level of the teaching skills of the observed police lecturer and to draw relevant conclusions for the future.

The inspection activities are aimed at ensuring the correct delivery of classes by verifying their compliance with the formal and organisational requirements of the teaching process.

5 In-service training

The aim of in-service training is to equip police officers and staff members with the knowledge and professional skills required in the context of evolving legal regulations, law enforcement technology and equipment, and tactics and operational techniques, as well as work management and organisation methods. It is also intended to broaden and consolidate the faculty's professional knowledge and skills and, if necessary, to improve their fitness and firearm proficiency.

In-service training activities are organised centrally, locally or on an external basis. All police officers and staff members take part in local in-service training programmes. In-service training includes two types of activities:

- compulsory, i.e. indispensable to assume and perform tasks in a particular position,
- voluntary, i.e. facilitating competence enhancement.

6 Professional placements

Professional placements of police training staff aim, in particular, to enhance their skills and familiarise them with new trends in criminal activity, as well as their prevention and combating strategies. This solution enables theory and practice to be merged in the police training process. Professional placements are available to police teaching staff – police officers who have held a teaching position at the school for more than three years. A single professional placement should last for at least 20 days. It is recommended that the professional placement last 40 days of service in four-year cycles.

Summary

The above key aspects of recruitment, adaptation, in-service training and evaluation of police teaching staff at the Police School in Katowice have been enshrined in systemic procedures. The solutions adopted provide for a clear and systemic process of selection and professional development for police teaching staff, at the same time contributing to a high standard of competence in the graduates of the Police School in Katowice.

Literature and other sources

- 1) Polish Police Act of 6 April 1990 (Journal of Laws of 2011 no. 287, item 1687, consolidated text, as amended)
- 2) *Ordinance of the Minister of the Interior and Administration on the requirements concerning the educational background, professional competences and length of service for police officers holding the position of Chief Constable and other positions, as well as the terms of their appointment to higher-ranking positions of 19 June 2007* (Journal of Laws of 2007 no. 123, item 857, as amended).

Courses of Further Education for Members of the Police Force Carried out by the Secondary Special School of the Police Force Košice

Lt. Col. PaedDr. Lucia VARGOVÁ – *Police school Košice, director of police school (SK)*

Col. Mgr. Václav VAŠKO – *Police school Košice, deputy for education (SK)*

Abstract

The aim is to present kinds and forms of further education for police officers that have been carried out by the Secondary Special School of the Police Force Košice since 2011 up to now. In the article we shall itemize the title, the guarantor, the target group, and the aims of courses as well as highlight the course specifications – retraining, innovative, enhancement, specialised, complementary, language and police management education courses. Our aim is also to document international cooperation and interoperation with bodies of the Police Force in preparing and carrying out courses.

Key words

education course, education project, further education, member of the Police Force

Introduction

The Secondary Special School of the Police Force Košice provides education to secondary school graduates police officers in basic police training and police specialised police training. Since 2011 the school has been focusing mainly on creating educational projects on the basis of requirements and current needs of police departments and the implementation of training courses. These courses are approved by the Section of Personal and Social Activities of the Ministry of the Interior of the Slovak Republic and since 1 January 2012 they have also been accredited by Accreditation Commission for Police Education of the Ministry of the Interior of the Slovak Republic.

Title: **Qualifying Specialized Course for Criminal Technicians**

Type: Specialized course

Guarantor: Secondary Special School of the Police Force Košice,
Institute of Forensic Science

Target group: Members of the Police Force of the Slovak Republic - criminal technicians who perform forensic and technical activities

Objective: Acquisition of specialized professional competence for the performance of criminal technicians with the focus on the acquisition of new knowledge, skills and habits in terms of performance forensic and technical activities.

Note: The course is organized in a combined form of training. It lasts 13 weeks (324 lessons). The maximum number of participants is 14. There are two parts of the course: The first part is 50 lessons' e-learning and the participants go through this part within their working hours at their own departments. Only those participants who manage to pass the entrance test, which assesses their knowledge they have gained during the e-learning part, can enrol in the second part of the course. The second part of the course is 40% theoretical and 60% practical. The practical part consists of 50 lessons, many of them are taught by criminal experts from the Institute of Forensic Science. The study is completed with a final examination in front of an examination board. The graduates obtain a "Certificate of Attendance" upon which the Department of Criminal Police of the Presidium of Police Force issues a certificate of competence to perform forensic and technical activities. This course is conducted also for members of Military Police.

This educational project was approved by the Section of Personal and Social Activities of the Ministry of the Interior of the Slovak Republic on 15 July 2011.

Title: **Specialised Enhancement Course for Criminal Technicians**

Type: Specialized course

Guarantor: Secondary Special School of the Police Force Košice,
Institute of Forensic Science

Target group: Members of the police force of the Slovak Republic - criminal technicians who have attended Qualifying Specialized Course for Forensic Technicians and the 5-years' validity of their certificate of competence to perform forensic and technical activities is about to expire.

Objective: Increasing the level of specialized professional competence for the performance of forensic technicians and their knowledge, skills, abilities and habits by introducing new methods, means and procedures in the field of forensic and technical work.

Note: The course is organized as a full-time study course. It lasts 5 days (28 lessons) and the number of participants is 16. The share of practical training in the course represents 86%. The study is completed with a final examination in front of an examination board. The graduates obtain a "Certificate of Attendance" upon which the Department of Criminal Police of the Presidium of Police Force extends the validity of the certificate of competence to perform forensic and technical activities. The validity will then be 5 years upon extension.

This educational project was approved by the Section of Personal and Social Activities of the Ministry Interior of the Slovak Republic on 16 November 2012.

Title: **Specialized Course for Criminal Technicians of the Financial Administration Criminal Office**

Type: Specialized course

Guarantor: Secondary Special School of the Police Force Košice,
Institute of Forensic Science

Target group: Customs officers of the Financial Administration Criminal Office

Objective: Acquiring, *increasing, and deepening* specialized professional knowledge for the performance of forensic technicians on the crime scenes.

Note: The course is organized as a full-time study course. It lasts 2 weeks (68 lessons). The lessons are led by teachers of our school and by criminal experts from the Institute of Forensic Science. The share of practical training in the course represents 59%. The study is completed with a final examination in front of an examination board. The exam consists of two parts: theoretical and practical. The implementation of the course is an example of cooperation and sharing of expertise and experiences in forensic technical activities of members of other armed forces outside the organisational structure of the Police Force.

The educational project was approved by the director of the department of education of personal Institution of Financial Administration and the director of the Secondary Special School of the Police Force Košice on 11 August 2014.

Title: **Specialized Retraining Course in Summary Investigation**

Type: Retraining course

Guarantor: Secondary Special School of the Police Force Košice,
Department of Criminal Police of the Presidium of Police Force

Target group: Members of the police force, assigned police officers who have received specialized police training in other police specialisations than criminal police summary investigation

Objective: Acquisition of new knowledge, skills and habits which were not covered in the curriculum of study programmes the police officer studied in the field of summary investigation, extension of a current service qualification

Note: The course is organized as a full-time study course. It lasts 4 weeks (152 lessons). Emphasis is on practical exercises of searching of crime scene, the practical implementation of all procedural steps of summary investigation under specified scenarios. The share

of practical training in the course represents 84%. The output of the course is a completely processed case file of the set scenario, in the case where the offender is known. The study is completed with a final examination in front of an examination board.

The educational project was approved by the Section of Personal and Social Activities of the Ministry of the Interior of the Slovak Republic on 1 May 2010.

Title: **Specialized Retraining Course of the Traffic Police Service**

Type: Retraining course

Guarantor: Secondary Special School of the Police Force Košice,
Department of Traffic Police of the Presidium of Police Force

Target group: Members of the police force who have received specialized police training in other police service specialisations than traffic police service

Objective: Acquisition of new knowledge, skills and habits needed for traffic police service, extension of a current service qualification.

Note: The course is organized as a full-time study course. It lasts 4 weeks (152 lessons). The share of practical training in the course represents 63%. The lecturers are police officers from county and city traffic police inspectorates. A part of the training takes place in-service. The study is completed with a final examination in front of an examination board.

The educational project was approved by the Section of Personal and Social Activities of the Ministry of the Interior of the Slovak Republic on 17 August 2009.

Title: **Specialized Course of Professional Training for the Applicants for a Licence of Examiners**

Type: Specialised course

Guarantor: Secondary Special School of the Police Force Košice,
Department of Traffic Police of the Presidium of Police Force

Target group: Members of the police force – examiners of driving licence applicants

Objective: Acquisition of special professional competence of members of the police force – examiners of driving licence applicants.

Note: The course is organized as a full-time study course. It lasts 3 weeks (106 lessons). The lecturers who teach at the course are teachers from our school, senior specialists from the Department of Traffic Police of the Presidium of Police Force, and driving schools instructors with driving licence for all vehicle categories. The study is completed with a final examination in front of an examination board.

The educational project was approved by the Section of Personal and Social Activities of the Ministry of the Interior of the Slovak Republic on September.

Title: **Retraining Course for Members of the Police Transferred to Border and Foreigner Police Departments of the Presidium of Police Force**

Type: Retraining course

Guarantor: Secondary Special School of the Police Force Košice,
Bereau of Border and Alien Police of the Presidium of Police Force

Target group: Members of the police force who have received specialized police training in other police service specialisations than border and alien police service

Objective: Acquisition of new knowledge, skills and habits needed for border and alien police service police service, extension of a current service qualification.

Note: The course is organized as a full-time study course. It lasts 3 weeks (152 lessons). The lecturers are police officers from border and alien police service departments of the Presidium of Police Force, a part of the training takes place in-service. The study is completed with a final examination in front of an examination board.

The educational project was approved by the Accreditation Commission for Police Education of the Ministry of the Interior of the Slovak Republic on 16 November 2012.

Title: **Enhancement Course for members of the police “Tactics of Police Interventions against an Armed Offender”**

Type: Enhancement course

Guarantor: Secondary Special School of the Police Force Košice

Target group: Members of the police force working at public order police service and railway police service departments

Objective: Continuous maintenance, restoration, improvement, and completion of knowledge, skills, abilities and habits of policemen necessary for performing police interventions against armed offenders

Note: The course is organized as a full-time study course. It lasts 3 days (24 lessons). The maximum number of participants is 12. There is only practical training and role plays – entering buildings in pairs, in groups of four, with different numbers of offenders and bystanders, and a complex practice of tactical procedures of two-members’ patrols in “AMOK” cases. The implementation of the course is an example of an international cooperation with the Police College and Secondary Police School in Holešov – sister school in Brno in the field of education.

The educational project was approved by the Accreditation Commission for Police Education of the Ministry of the Interior of the Slovak Republic on 17 April November 2013.

Title: **Basic Complementary Course for Members of the Police Serving in Anti-Conflict Team**

Type: Basic complementary course

Guarantor: Secondary Special School of the Police Force Košice,
Department of Public Order Police Service of the Presidium of Police Force

Target group: Members of the police force who will serve in anti-conflict teams

Objective: Acquisition of new knowledge, skills and habits needed for performance in anti-conflict-teams

Note: The course is organized as a full-time study course. It lasts 5 days (38 lessons). The maximum number of participants is 12. The share of practical training in the course represents 63%, with the presence of lecturers from the Police College and Secondary Police School in Holešov – sister school in Brno who have rich experiences with the implementation of this course within the Police of the Czech Republic. The implementation of the course is an example of an international cooperation in the field of education with a direct participation in the course. The course is completed with a guided interview in front of an examination board.

The educational project was approved by the Accreditation Commission for Police Education of the Ministry of the Interior of the Slovak Republic on 24 March 2014.

Title: **Complementary Course for Members of the Police Serving in Romany Community**

Type: Complementary course

Guarantor: Secondary Special School of the Police Force Košice,
Department of Public Order Police Service of the Presidium of Police Force

Target group: Members of police force – specialist officers from the local police departments

Objective: Acquisition of new knowledge, skills and habits which were not covered in the curriculum of study programmes the police officer studied, needed for service in Romany community

Note: The course is organized as a full-time study course. It lasts 5 days (38 lessons). The participants learn about the characteristic features of Romany community, specific crimes committed by members of this community and crimes against the community with tactics of taking police actions in the community and particularities of the service in the Romany community with an emphasis on respect for fundamental human rights and freedom. A significant proportion of the teaching of the course is carried out by senior officers - specialists from

the Department of the Public Order Police Service of the Regional Police Directorate in Prešov, a lecturer from a regional office of the Plenipotentiary of the Slovak Government for Romany Communities and staff of the Department of Crime Prevention of the Office of the Minister of the Interior of the Slovak Republic.

The course is completed with an exam.

The educational project was approved by the Accreditation Commission for Police Education of the Ministry of the Interior of the Slovak Republic on 16 November 2012.

Title: **Enhancement Course for Members of the Police “Detecting and Dealing with Offenses” with amendment No. 1**

Type: Enhancement course

Guarantor: Secondary Special School of the Police Force Košice,
Department of Public Order Police Service of the Presidium of Police Force
Department of Railway Police Service of the Presidium of Police Force

Target group: Members of the police force working at public order and police service and railway police service departments

Objective: Continuous maintenance, restoration, improvement, and completion of knowledge, skills, abilities and habits of policemen necessary for detecting and dealing with offenses

Note: The course is organized as a full-time study course. It lasts 4 days (28 lessons). The lecturers of this course whose presence is seen as a great benefit are the Director of the Department of the Internal Affairs Section of the Public Administration of the Ministry of the Interior and the prosecutor from the Department of Non-Criminal Section of the General Prosecutor's Office of the Slovak Republic. The course is completed with an exam.

The educational project was approved by the Accreditation Commission for Police Education of the Ministry of the Interior of the Slovak Republic on 12 July 2013 and amendment No. 1/2014 from 8 July 2014.

Title: ***English Language Course for Special Operations Unit of the Presidium of Police Force***

Type: Language course

Guarantor: Secondary Special School of the Police Force Košice

Target group: Members of police force from the departments and sections of Special Operations Unit of the Presidium of Police Force

Objective: Increasing the level of language knowledge and skills of members of police needed for their work

Note: The course lasts 10 days (50 lessons) and with regards to the specific needs of the unit, it takes place at the Special Operations Unit of the Presidium of Police Force. The course is completed with an exam.

The educational project was approved by the Section of Personal and Social Activities of the Ministry of the Interior of the Slovak Republic on 16 March 2011.

Title: ***English Language Course for Police Officers and Other Staff of Secondary Special School of the Police Force Košice***

Type: Language course

Guarantor: Secondary Special School of the Police Force Košice

Target group: *Police officers and other staff of Secondary Special School of the Police Force Košice - “false beginners”*

Objective: Increasing the level of language knowledge and skills of members of police needed for their work

Note: The course lasts 10 days (40 lessons) and is completed with an exam. The educational project was approved by the Section of Personal and Social Activities of the Ministry of the Interior of the Slovak Republic on 7 November 2011

Title: ***English Language Course for EUROSUR Operators***
Type: Language course
Guarantor: Secondary Special School of the Police Force Košice
Target group: Members of police force – EUROSUR operators
Objective: Continuous maintenance, restoration, improvement, and completion of foreign language knowledge, skills, and communication and use of specified terminology needed for EUROSUR operations
Note: The course is organized in a combined form of study. It is divided into two two-weeks' blocks (152 lessons). The content of the educational project was prepared in cooperation with the Department for the border police and Frontex Bureau of Border and Alien Police of the Presidium of Police Force. The course is completed with an exam.

At the time this contribution was written the assessment proceedings before approval by the Section of Personal and Social Activities of the Ministry of the Interior of the Slovak Republic were conducted.

Title: ***Police Management Training Course***
Type: police management training course
Guarantor: Secondary Special School of the Police Force Košice,
Target group: members of police force assigned to in managers posts at the basic police departments
Objective: *Increasing the* professional level of managerial skills of police managers' work of police with a particular focus on the acquisition and deepening of knowledge, skills and habits of the social strategy of human resource management.
Note: The course is organized as a full-time study course. It lasts 5 days (38 lessons). The maximum number of participants is 16. The lecturers are teachers from our school in managerial posts, or worked in managerial positions at police departments previously. The course is completed with a guided interview in front of an examination board.

The obligation to attend the course is set in the organisational charts of composition and numbers.

The educational project was approved by the Section of Personal and Social Activities of the Ministry of the Interior of the Slovak Republic on 8 July March 2014.

Title:

- 1 Complementary Course for Police Speed Camera (*RAMER 7CCD-U*) Operators**
- 2 Basic Complementary Course for Police Laser Speed Camera (*MDC LTI 20-20 TruCam*) Operators**
- 3 Basic Complementary Course for Police Laser Speed Camera (*MDC UL LTI 20-20 100 LR*) Operators**
- 4 Complementary Course for Police Radar (*RAMER 10C*) Operators**
- 5 Complementary Course for Police Speed Camera (*MultaRadar CD*) Operators**

Type: complementary courses

Guarantor: Secondary Special School of the Police Force Košice,

Target group: members of the police force working at departments of Traffic and Public Order Police Services, whose duties include checking drivers and vehicles

Objective: *obtaining* new knowledge, skills and habits needed when using transport - security technical devices used for detection and documentation of traffic offenses - RAMER 7CCD-U, MicroDigi-Cam LTI 20-20 TruCam, MicroDigi-Cam LTI 20-20100 LR, RAMER 10C, MultaRadar CD.

Note: The courses are organized as full-time study courses. They last 1 day (8 lessons). The share of practical training in the course represents 60% - measuring the speed of vehicles on the roads. The lecturers are teachers from our school who are certified instructors for measuring the speed of vehicles on the roads. After completing the course, participants are issued with a "Certificate of Attendance", which entitles them to use the speed cameras in accordance with the course.

The educational projects were approved by the Section of Personal and Social Activities of the Ministry of the Interior of the Slovak Republic on 8 July March 2014.

Effectiveness Improvement of Integrated Teaching in the Basic Police Training at the Police Force Secondary Vocational School Pezinok

Lt. Col. JUDr. Rastislav HAJKO, PhD. - deputy manager of the Police Force
Secondary Vocational School in Pezinok (SK)

Abstract

Within the context of increasing seriousness of police work we can also expect even higher demands on police training inevitably reflecting the new knowledge of methodology of teaching. The Police Force Secondary Vocational School Pezinok tries to improve the education by planning integrated teaching in the form of integrated exercises within the frame of selected subjects and complex integrated exercises as well. Their aim is to give the students more complete projection of the police work, especially of solutions to typical police activities.

Key words

Integrated teaching, improving the quality of education, cross-curricular

Basic Police Training for newly accepted policemen is held within the 8 months professional course according to the valid School education programme (č. p.: SPOU-CVP-1-022/2013-PR) at the Police Force Secondary Vocational School in Pezinok (SOŠ PZ Pezinok). The state educational programme defines the basic police training as cross-curricular studies which enable to gain the skills necessary for performing duties of a police officer with the rank of a warrant officer. The aim of the training is to enable the students to gain the basic knowledge, practical skills, habits and abilities necessary for performing the job of a police officer at the police departments. The policemen have to be able to perform the duties on their own, know their duties and power, use the coercive means and perform the police work in accordance with the general law and police acts and police ethics.

The theoretical part of education goes hand in hand with practical exercises and integrated exercises which take place in classrooms and special facilities designed for practising role plays (so called training polygons).

Practical lessons focus on role plays. Students fulfil tasks concerning typical police interventions in restaurants, domestic violence, police interventions against armed offenders and rioters, escorting people, road safety and traffic checks, and tasks connected with preserving the crime scene etc.

In the past the education at the Police Force Secondary Vocational School in Pezinok was not so effective because it was separated into individual subjects and it was too theoretical, which was in accordance with the valid curriculum.

In 1998 the cross-curricular education based on the cooperation of different subjects was introduced and nowadays the integrated school-leaving exam is being implemented. The aim of this exam is to check the graduates' skills and abilities and to verify their actual readiness for fulfilling in-service tasks.

Integrated exercises and complex integrated exercises including the following subjects: Public Order Police Service, Police Training, Ethics and Police Psychology, Criminology, Traffic Police, are performed. The aim of these exercises is to make the educational process more effective. Such complex exercises help students gain a more complex image of police duties and thus help to gradually create more professional and comprehensive training.

Integrated teaching and training at the Police Force Secondary Vocational School in Pezinok is performed by:

- a) integrating topics within the profile subjects and by planning the teachers presence in the selected subjects
- b) performing complex integrated exercises (CIE):
 - CIE nr. 1 (6-lessons exercise at the end of the first part of studies),
 - CIE nr. 2 (6-lessons exercise at the end of the study block called "Using coercive means according to the police force law",
 - CIE nr. 3 (6-lessons exercise at the end of the "Police interventions" block).

The complex integrated exercises mentioned above were introduced in 2012 and their preparations followed these principles:

- methodological principles of: gradual increase of demands, connecting theory and praxis, individual approach, illustration,,
- using the circle training (more workplaces),
- major (school leaving) subjects introduction,
- problem solving subjects introduction (especially role plays),
- students were informed in advance about the aim, structure, meaning, process, progress, and ways of evaluation,
- effort to eliminate improvisation, carefully considered and planned were the topics, range of subjects and the teachers participation, role plays, written materials, expected outcomes, time schedules of the exercises, performance standards, and the ways of evaluation.

The cross-curricular relations among the subjects are significant and they guarantee the optimal coherence as well as the establishing of the subjects.

The complex integrated exercises mentioned above are performed as follows:

1 Basic duties and police procedures practice

It is planned for the 6th week of the course. The major aim is to train students in order to gain the necessary skills and habits for checking a person in accordance with selected parts of the Police Force Act and basic safety rules. Another aim is the integration of the knowledge gained in the subjects of Public Order Police Service, Police Training, Ethics and Police Psychology.

Expected outcome of a lesson

At the end of the lesson each student is able to contact an unknown person (greeting, showing that they belong to the Police Force while following the basic tactical and safety rules, monitoring the nonverbal communication of a person, communication in accordance with the basic rules of police officers' behaviour);

ask for an identity card from an unknown person (communication with a person, profiling of a person, asking appropriate questions);

arrest and escort the person (decide about the arrest or escort of the person, inform the person about it, inform the person about his or her rights, confiscate a weapon and escort the person according to the law); communicate via radio with the operating police officers at the department (profiling, reporting the escort).

2 Application of Police Officer's rights and coercive means in practice

It is planned for the 3rd – 4th month of the course. The main aim of this practice is practicing of the police officer's rights (§§ 17 – 34 Police Force Act) and using selected coercive means (§§ 50, 51, 52, 60 Police Force Act) to gain the necessary habits and skills. Another aim is the integration of the knowledge from the subjects: Public Order Police Service, Ethics and Police Psychology, Physical Training and Law.

Expected outcome of a lesson

At the end of the practice each student is able to make escort a person to the department, to open a flat, expel a person from a shared house, use coercive means in a legal way, communicate on their own via radio communication with the operating police officers at the department (profiling, reporting the escort).

3 Tactics of selected categories of the most common police interventions

It is planned for the 5th – 6th month of the course. The main aim of this practice is practicing police officer's tactics in connection with complex tactics of a police officer (patrol) during performing police interventions with the aim to practice complex tactics of the patrol and to gain the necessary habits and skills of the students. Another aim is the integration of the knowledge of the following subjects: Public Order Police Service, Ethics and Police Psychology, Physical Training and Law.

Expected outcome of a lesson

At the end of the practice each student is able to use the complex tactics according to the law and tactical rules (from the report acceptance, sending a patrol to the scene, operating on the scene, escorting a person to a police department, making reports, handing/releasing a person, other procedures if necessary); choose the correct tactics in accordance with the role-playing, bring and follow the operation rules into practice.

The aim of this contribution was to briefly introduce the way of educating the police officers of the basic police training focused on integrated education at the Police Force Secondary Vocational School in Pezinok. The educational process and its parts are being constantly developed and we try to notice both the advantages and disadvantages of the integrated education. The integrated practice is being continuously evaluated and we correct the mistakes when needed. At the same time we are aware of the fact that the integrated education is not the only way to improve the quality of basic police training and make it more effective. Within the evaluation of the educational process we gain feedback from the police departments and pursuant to the findings we take effective measures to make the education more effective.

New system of education for police teachers and instructors

Col. RNDr. Jiřina HOFMANOVÁ, Ph.D. - *Police Presidium, Department of Education and Training (CZ)*

Annotation

This paper describes a new system of education for police teachers and instructors within the Police of the Czech Republic. The Department of Education and Training of the Police Presidium are preparing a new system of education and physical training.

The aim of this new system of education is to prepare a professional career for teachers and training instructors and to improve the quality and the effectiveness of police education and training. It is connected with educational programs using EU tools for transparency and recognition of qualification certificates as well as with a credit based system of education and language training.

Even foreign countries declared their interest in this way of police education and they want to implement the results of this project in the national system of education.

Key words

police education, credit based system, educational projects

1 Background

Bearing in mind new challenges in the current world bringing more and more requirements concerning education and physical training of police officers we are aware of the necessity of further development of police education and training for teachers and instructors at police schools. Our aim is to improve the key skills and competences of police officers while performing their daily tasks. The main thesis is to make a framework of competences and skills of police officers after finishing a concrete process of learning and training. To reach this goal it is necessary to invest a lot of money into materials and technical support of their

education and training and puts an onus onto the whole system of professional education of teachers and instructors.

Different levels of education and skills not only at various regions of the Czech Republic but in various EU/SCH Member States as well as different levels of physical training belong to the most significant problematic issues preventing more effective cooperation not only at national level but at international level as well.

This is the reason why the Department of Education and Training of the Police Presidium Police of the Czech Republic is creating and developing a new system of education and physical training.

2 Projects

The aim of the project is to create, develop, improve and update the current system of education and physical training of police officers in the Czech Republic in close cooperation with the armed forces of the Czech Republic. A new and up-to-date system of education will form conditions for transparency and mutual recognition of qualification certificates.

The field of complex and systematic modernization of professional education is a very wide area and that is the reason why the Department of Education and Training made a decision to divide this issue into two independent projects. Both projects have the same structure and they meet at some specific points.

The first project is called **“System of education for instructors”** (see Annex I). It is focused on creation of system of qualifications (various levels and specializations of instructors) and educational programs for instructors using EU tools for transparency and recognition of qualifications.

The second project is called **“System of education for teachers at police schools”** (see Annex II) and this project is focused on a modernization of current system of education for police teachers. The current system contains too much theoretical knowledge and our aim is to create a new system which will underline presenting of practical skills and experience to police officers.

3 Aim of the projects

The aim of such an improvement and up-to-date system of police teachers and instructors education is to prepare their professional career and to improve the quality and effectiveness of police education and training. Regular improvement of their professional level will be supported by following measures:

- there will be new credit based qualifications for police officers of various police forces of the police of the Czech Republic. It is connected with improvement of current educational programs
- The development of credit based qualification for instructors, teaches and other staff dealing with education and physical training
- The development of various levels of qualification and specialization. It is connected with educational programs using EU tools for transparency and recognition of qualification certificates – European Qualification Framework, European Credit system for Vocational Education and Training, European Framework for Quality Management, European Quality Assurance Reference Framework Vocational Education and Training and Europass.

Credit based system of education and language training

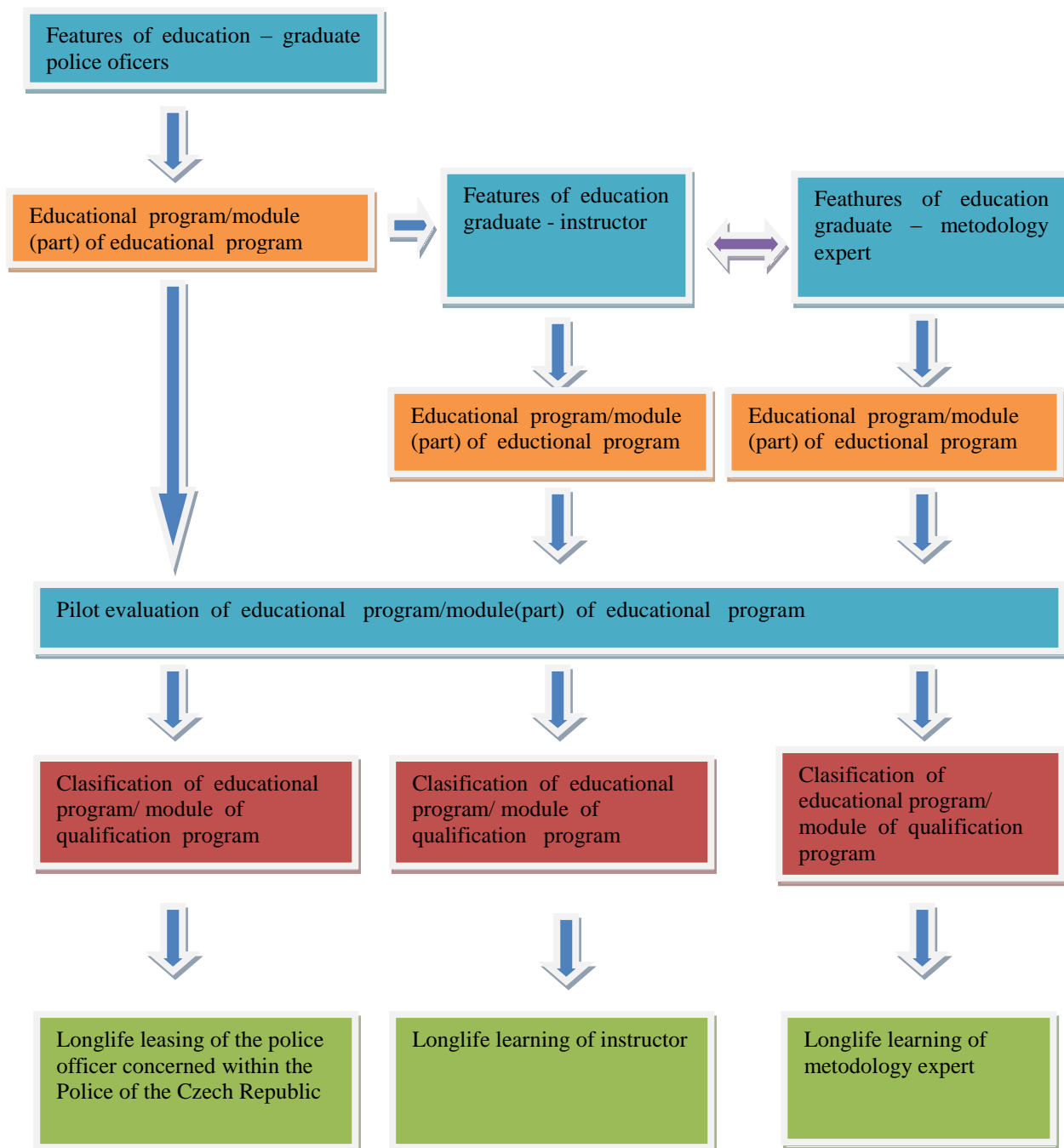
- Improvement of key skills and competence of physical training instructors, teachers and other staff within education and training
- Mutual recognition of qualification certificates among countries participating in the project
- The development of various levels of qualification and specialization enables a professional career and more useful for teachers and instructors within the Police of the Czech Republic
- Makes teachers' and instructors' mobility within professional education and lifelong learning in Europe much easier

Main aims of the projects:

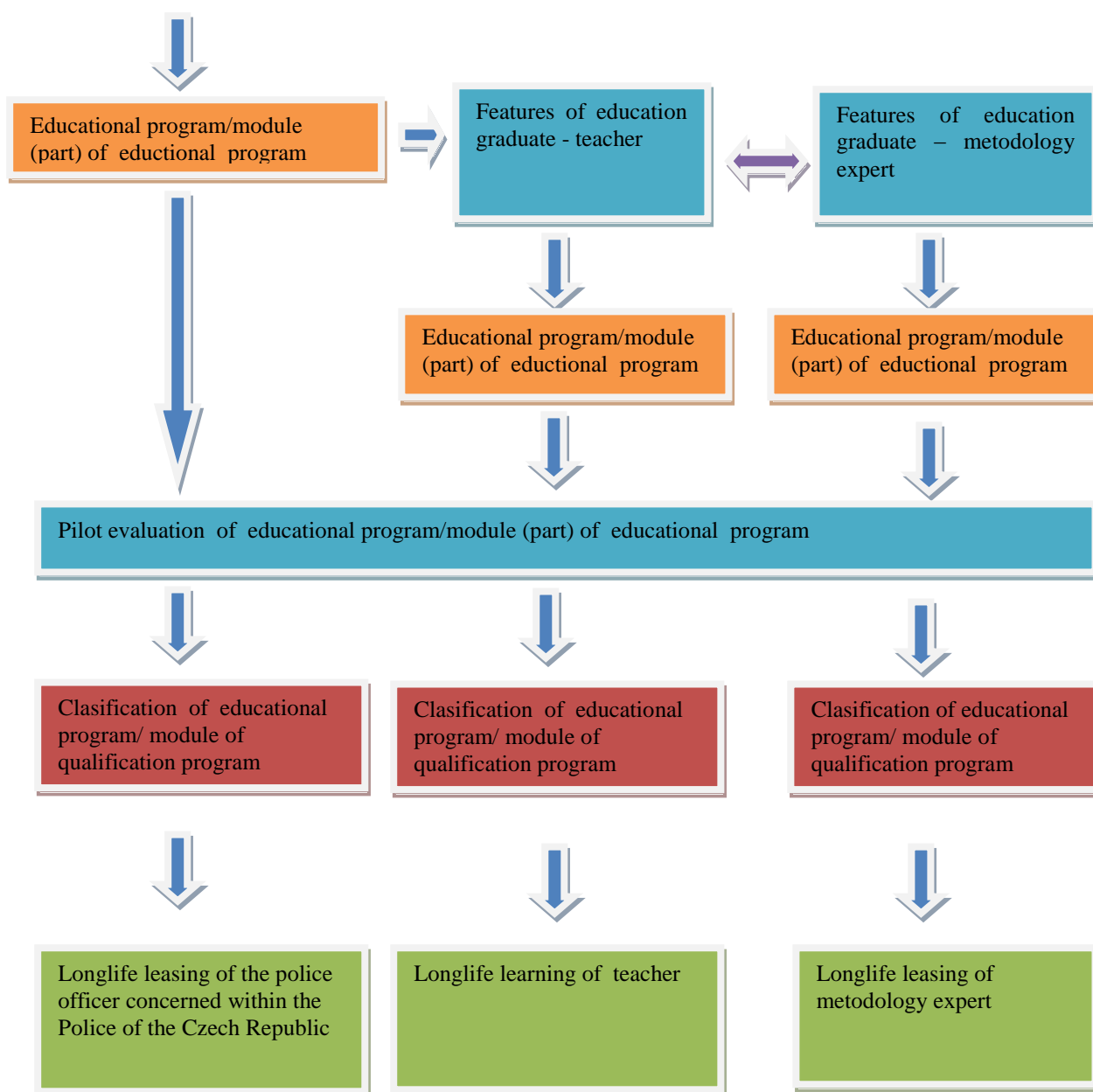
- To improve the quality level and the effectiveness of education within the Police of the Czech Republic, Army of the Czech Republic and Prison Service of the Czech Republic and in participating countries, because teachers and instructors play the most important role within education
- To enhance an international cooperation in the area of education and professional training of instructors, teachers and other staff dealing with education in the framework of cooperation of institutions, program and partner countries and to develop mutual trust.

To enable new methods and processes of professional education being used in other countries, the Department of Education and Training is ready to start a European ERASMUS+ project dealing with this issue. A number of foreign countries such as Lithuania, Romania, the Slovak Republic and others have declared their interest to take part in it and to implement new programs in their system of police education.

Annex I. System of education for instructors



Annex II. System of education for teachers at police schools



Multiculturalism in the Framework of Police Education in the Czech Republic

Lt. Col. Ing. Mgr. Andrea FRYDRYCHOVÁ - *Police Presidium, Department of Education and Training (CZ)*

Abstract

This work focuses on multiculturalism as an unavoidable part of education for Police officers in the Czech Republic. It reflects current situations concerning migration, the increasing number of foreigners and the necessity for an awareness of cultural backgrounds, religion, customs etc for police officers. This awareness can contribute to a more effective way of performing daily tasks of police officers dealing with foreign nationals.

As an example of best practice one of the educational programs focuses on multiculturalism and is described in the second part of this work. It is a tailor made program for police officers of Alien Police Service and it combines theoretical knowledge with practical skills and competences as well as with up – to – date information from liaison officers deployed abroad.

Key words

multicultural education, migration, Alien Police Service



Introduction slide of Power Point presentation on Vietnamese community in the Czech Republic prepared by Police School in Holešov

1 Background

The education of police officers in the Czech Republic is implemented at police schools for vocational training and advanced vocational training in Praha, Holešov and Pardubice and the Police Academy in Prague. There are also a number of specialized police training centers.

The department of Education and Training of the Police Presidium Police of the Czech Republic focuses its efforts on reflexing of current security situation in the Czech Republic and abroad into educational programs and projects at police schools.

One of the current needs within police education is the fact, that there are more and more foreigners staying in the territory of the Czech Republic with residence or work permits. At the same time the Czech Republic is a very popular destination for tourists from all over the world.

Almost all police officers meet foreign nationals during the fulfilling of their daily tasks. It is very important for these police officers to know basic patterns

of a foreigners' behavior, their specific needs resulting from their origin and religion as well as socio-economical backgrounds. This knowledge can help them to prevent misunderstandings and can significantly support better communication.

It is necessary to bear in mind, that migration is a fact, which exists during the whole history of people. It is a common part of general history. Migration means a mechanical movement of people from their places behind the frontiers of their usual place of stay and work¹.

Migration in our times is characterized by increasing number of legal and illegal migrants. Europe is fighting against illegal migration by common politics, particularly dealing with border crossing, visa and asylum politics and residence controls. The original fight against migration was focused on preventing migration nowadays European countries try to use migration because of demographic factors and trends. Political leaders of these countries agree with the fact that legal migration is necessary in some industrial and geographical regions.

2 Multicultural projects within police education

Police officers of the Alien Police Service working at international airports, the Detention Center for foreigners at Bělá Jezová and the Reception Center Zastávka meet foreigners every day. Police officers of the Alien Police Service at Regional Directorates deal with foreigners on an every day basis as well and police officers of Traffic Police, Public Order Police and Criminal Police have rich experience with foreigners too.

The Alien Police Service asked for the creation of a new educational program for police officers dealing with foreigners on an everyday basis. They needed a project focused particularly on the so called multicultural issues. Police managers are aware of the fact that multicultural knowledge can make police work and the performing of daily tasks more effective. It is also necessary to add that officers of the Alien Police Service are most often the first representatives of Czech administration or Czech authorities met by foreigners after their arrival into the territory of the Czech Republic.

¹ Rolný Lacina Globalizace, etika, ekonomika, Boskovice 2001

3 Best practice

A new project was made in close cooperation with Holešov Police School for vocational training and advanced vocational training. This project was focused particularly on multicultural issues. Multiculturalism is defined as cultural diversity of communities within a given society and the policies that promote this diversity². Multicultural education is a very wide issue consisting of many different strategies, approaches and areas. Maybe the right word for this educational project would be interculturalism. Interculturalism is about interaction and communication between different cultures.

The aim of the new project was to create awareness of the so called TOP 10 ethnic minorities and nationalities.³ The TOP 10 was set out on the basis of data and information sent by the Czech Statistical Authority (ČSÚ) and from PULSAR reports published by the European Agency for the Management of External Borders Frontex⁴.

After setting out of the category of the TOP 10 nationalities and minorities, a specific “tailor made” course was created and developed. Participants of the course are acquired with:

- geopolitical background of concerned countries (wars, religious conflicts, hunger),
- their administration (possible corruption in the country can be the reason why people do not trust state authorities and police),
- demographic structure (lower status of girls in Chinese families, sensitive issue of the second child in the family and his/her rights) and its estimated development

² <http://en.wikipedia.org/wiki/Multiculturalism>

³ TOP 10 is not any official title, it means 10 most common nationalities or minorities residing in the territory of the Czech Republic. This title it was implemented from EU legislation and reports published by European Agencies

⁴ Council Regulation (EC) No [2007/2004](#) of 26 October 2004 establishing a European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union

- economic status of the countries (can be considered as one of main migration “push factors”),
- religion (voo-doo rituals used to force particularly Nigerian woman to obey orders),
- level of education of migrants etc.

An added value of this course is the close connection between theoretical knowledge of the above mentioned areas with practical skills and the competences of teachers as well as their excellent knowledge of the international political scene based on the personal knowledge of liaison officers deployed abroad.

To conclude it very briefly – it is a very specific tailor made course designed for police officers dealing with foreigners. The feedback proved it is very well accepted by police officers and their managers from various police services.

Benefits of International Cooperation

Małgorzata ŚWIECZKOWSKA - Police school Luban (PL)

Key words

CCC, Human rights, Teachers' Mobility, Frontex, Self - study tool.

Benefits of International Cooperation

From 2011 Polish Border Guard Centre for Specialised Training in Lubań is one of the Frontex Partnership Academies, and the only one situated in Poland. Apart from main role, which is providing support in training field, many representatives

of the Centre take part actively as project assistants, participants, experts or multipliers in different projects organised under Frontex auspices. This international cooperation gives opportunity to personal and professional development, exchange of experience and knowledge, as well as sharing practice in the field of education and training.

1 Advanced Version of the Language Tool

In 2012 representative of the Centre – BG senior warrant officer Małgorzata Świeczkowska - took part in 6 workshops focused on creation of self-study language tool (DVD - Mid - Level English for Border Guards at Airports) within the scope of language project Advanced Version of the Language Tool. Participants of this project were English language teachers from different border guard training centres and border guards working at air border crossing points from EU member states and Schengen associated countries.

The aim of this tool was to give language knowledge to border guards fulfilling variety of duties at air border crossing points. The programme was continuation of a basic version of this language tool (Self-study tool) Basic English for Border Guards at Airports. Advanced language tool consists of four units: Communicating, Joint operations, Border Checks and Security. Each unit covers different types of exercises: video, audio, gap filling, matching, crossword, etc., and list of abbreviations used in the tool. Unit-oriented vocabulary and phrases sections are

translated to over 20 different languages, which gives possibility to familiarise with different languages apart from native one. Each phrase or vocabulary can be easily found thanks to hint showing its particular unit reference.

The main benefits of this activity are:

- chance to combine specialised knowledge and border experience in the process of tool creation,
- information and experience exchange with teachers and airport practitioners from different countries,
- possibility to update and bring new topic-oriented ideas into native process of teaching,
- cross-check and familiarisation with new professional terminology and expressions.

2 CCC (Common Core Curriculum) – Teachers' Mobility Project

Six representatives of the Centre – BG major Regina Ślabicka, BG captain Daniel Chudek, BG lieutenant Marek Stryjek, BG lieutenant Anna Dobrzańska, BG senior warrant officer Małgorzata Świeczkowska, BG warrant officer Jarosław Nahorski, have participated so far in CCC (Common Core Curriculum) – Teachers' Mobility Project, which covered stay in Partnership Academy and Focal Point of hosting country.

The main benefits of this activity are:

- opportunity to compare and support the process of CCC implementation in border protection services in the EU member states,
- exchange of experience in hosting country,
- use in practice the knowledge and experience gained by teachers attending in mobility and thereby systematic update and improvement of national training processes,
- knowledge improvement in terms of EU Member States cooperation and role of Frontex at EU external borders,
- comparing training standards of border protection services in EU,

- analysis of similarities and differences in the process of training and fulfilling daily activities during duty,
- observation of different controls carried out at border crossing points,
- acquisition of new experience and professional skills,
- extension of knowledge about border guards mobility.

3 Fundamental Rights Training for Border Guards

BG lieutenant Marek Stryjek participated in pilot scheme of Fundamental Rights for Border Guards. The project included also Training and Translation Workshop focused on preparation of handbook referring to respecting human rights, creation of training programme in the field of human rights and conducting trainings on its basis for border guards. The handbook was translated into native languages and prepared for trainers who will carry out trainings.

The main benefits of this activity are:

- chance to compare and exchange good practices and experience connected with dealing with foreigners,
- international discussion on application of different law procedures in particular EU member countries referring to foreigners,
- improvement of EU border guards' awareness in the theme of respecting human rights,
- standardization and unification of human rights trainings for all EU border guards,
- multiplication of the human rights training for border guards on national level in division headquarters and border crossing points.

4 Profile trainings for intelligence gathering experts - Second Line Airport Officers Training Development

Psychologist from Border Guard Centre for Specialised Training in Lubań – BG major Regina Słabicka – took part in number of meetings and workshops headed to preparation of common training programme for second line airport officers from European Border Guard Teams: two curriculum development meetings, Study Visit

to the Charles De Gaulle Airport, External Training Experts' Workshop, Train-the-trainers session, Preparatory meeting for the Pilot training for Second Line Airport Officers Training. Second line specialists – experts and psychologists – representatives from border guard services from many different countries participated in the phase of curriculum development.

The project covered preparation of training sections for second line officers in the field of psychology, social communication, dealing with stress in duty, respecting human rights, recognition of human trafficking victims, contact with passenger and self-control of undesirable emotions and behaviour towards passengers.

The main benefits of this activity are:

- exchanging experience and knowledge with experts from different countries,
- improvement of understanding and awareness in the context of social communication,
- development towards higher level of teacher's work with students in the Training Centre (problems encountered in duty and solutions, assertiveness and dealing with stress in duty and learning process).

Possessed practical border experience, wide specialised knowledge and topic-oriented qualifications allow officers from our Training Centre to cooperate with counterparts from different countries on a high level and so provide chance for further profitable and fruitful cooperation. Since teaching is a very complex and evolving process, international cooperation is an inseparable part of it. Fresh, international view from 'outside' helps to verify our skills, knowledge, experience and leads us to improvement, continuous development and willingness to be better than just yesterday.

Education and Study at the Department of Leadership at the University of Defence

PhDr. Radek MITÁČEK - University of Defence Brno, head of department (CZ)

Abstract

The University of Defense prepares military professionals and other specialists in the field of security and state defense based on needs of the Armed Forces of the Czech Republic, state administration and agreements with democratic states.

Key words

Education, Armed Forces of the Czech Republic, Security

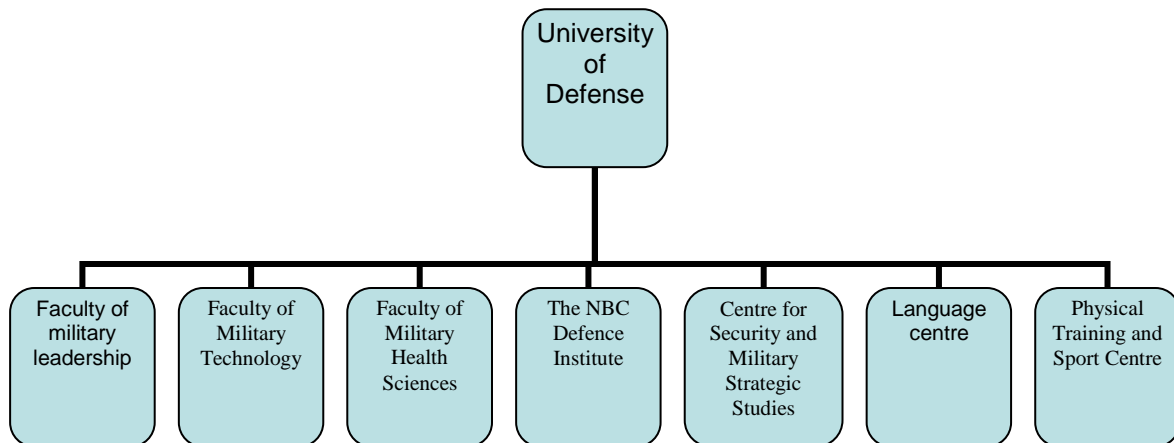
1 History of the University of Defence

At the beginning of the 21st century there was a fundamental transformation of the Czech armed forces. Changes related with the institutional culmination of the process of the Czech State integration into the structures of the West. These changes were reflected in the North Atlantic Treaty Organisation on 12 March 1999 and in the European Union on 1st May 2004. The needs for reforms have stimulated social and technological changes that resulted in a small, but highly qualified and mobile army. Along with the professionalization of the Czech Republic army on 1 January 2005, it was decided to reshape the existing military's higher education.

A law establishing the University of Defence, which had only six paragraphs, founded a new University on 1 September 2004 (Act No. 214/2004 Coll.). It was a fusion of three institutions, the Military University of the Ground Forces in Vyškov, the Military Academy in Brno and the Military Medical Academy of Jan Evangelista Purkyně in Hradec Králové.

This military college in the Czech Republic was the only one that remained. Each of the vanished schools was transformed into one of the faculties. The Faculty of Economics and Management, Faculty of military technology and Faculty of Military Health Sciences have become the faculties of the University. They are based in Brno. The seat of the newly established University of Defence is placed in Brno.

It is a building on Kounicova Street, which is characteristic by its concave shape that received the nickname "roll" in the past. The choice was not a coincidence. Since 1951 there was a Military Technical Academy, "the predecessor" of the Military Academy. Currently, the Chancellor's office of the University of Defence and two of its Faculties (the Ministry of Defence and the Institute of Military history has a registered office at this address.



2 Faculty of Military leadership

On 1st September 2014 the new organizational structure of the University of Defence has taken effect. One of the most significant changes happening at the University of Defence is the transformation of the Faculty of Economics and management into the Faculty of military leadership (FVL).

The transformation of the Faculty of Economics and management is not only a change in its name. On 27th January 2014, the Academic Senate of the Faculty of Economics and management has approved the Dean's proposal to change the name of the faculty and the change in the organizational structure of the departments of the faculty. These changes are then reflected in the amendments of the internal regulations of the faculty and approved by both Academic Senates - the Faculty one and the University Academic Senate. On 31 August, the Department of lifelong learning ceased. Its competences in the field of officers career education was taken over by the Centre for security and military strategic studies the University of Defence. There are also changes in the internal

structure and especially the changes in activities of other departments but these changes are not apparent at first sight.

Organizational structure and function (mission) of all ten departments of the newly conceived FVL primarily reflect the implementation of requirements and guarantees of newly prepared study programmes in connection with the preparation of the current educational strategy of the University of Defence. The structure is set up to be able to guarantee and develop (in the long term) study programmes in the field of management applied to the area of the military, or more broadly understood sphere of defence and security. Emphasis is given in the field of people management in normal and stress situations and management of the organization activities at the basic level up to the middle stage of management in situations of high uncertainty and risk. The Mission of the three departments out of the ten departments of the newly conceived faculty, namely the Department of Econometrics, Department of Economics and the Department of Management is the teaching and development of the “guarantee potential” in the field of general theoretical subjects included in the area of applied management. The new organizational structure of the faculty also creates preconditions to ensure the general military training of university students within the new five-year study programmes.

In this regard, the faculty is responsible especially through the Department of Leadership, the Department of Military Art and Crisis Management Department, for the formation of the general competences of future officers, registered to study not only at FVL, but also at the Faculty of Military Technology. The transformed faculty retains the ability to prepare students – future officers, for military expertise according to the needs and requirements of the Ministry of Defence, respectively, of the General staff of the Czech Republic army. The crucial role is also to be played by the Department of Tactics, Department of Logistics, Department of Fire support and Engineering support. Changes in the organizational structure and the focus of the activities of the Faculty and its workplaces were reflected in the staffing composition of faculty academic staff. During the months of June and July there were more than six dozen competitions to fill the seats of faculty academic staff. Other

competitions for academics are still ongoing and completion is expected to end in the winter semester of the academic year 2014/2015.

The selection procedure influenced two-thirds of the positions of the academic staff. The formal character was not the only change. With the exception of three departments, personnel changes have also been made at the heads of departments. On 1st September 2014 the faculty entered in a new phase of existence, not only with a new name, but also with a partially modified team and at the same time in comparison with the past, it has a wider responsibility for the success of the entire University of Defence in preparing future generations of officers of our Army (Holcner, 2014).

2.1 Subject of studies at Faculty of Military Leadership

Study programme of the FVL “Economics and Management” and branches of study “Military management.” During study, students are gradually placed into individual study modules on the basis of the current requirements of the Ministry of Defence of the Czech Republic; also on the basis of their study results and personal assumptions. The Faculty educates future masters and specialists representing the key staff of the Czech Republic army in selected areas of resource management and information analysis in the defence. Candidates for the full-time military study are accepted into a five-year master's degree programme.

Branch of study: Management and Use of the Armed Forces

| Study modules | Military full-time Master's degree study |
|-------------------------------------|---|
| Mechanised and Tank Units Commander | ✓ |
| Reconnaissance Units Commander | ✓ |
| Engineer Units Commander | ✓ |
| Artillery Units Commander | ✓ |
| Chemical Units Commander | ✓ |
| Military Logistic | ✓ |
| Financial Resources Management | ✓ |
| Human Resources Management | ✓ |
| Information Resources Management | ✓ |

The selection and classification of students to study modules occurs after:

5th term to study the chemical unit commander,

6th term to study the other study modules;

For military study applicants who are soldiers in active service, the faculty offers study in full-time or combined form in the following fields:

Branch of study: National Defence Economics

| Study modules | Military Bachelor's degree study | Military follow-up Master's degree study | |
|---|----------------------------------|--|---|
| Financial Resources management | ✓ | ✓ | ✓ |
| Logistics | ✓ | ✓ | ✓ |
| Economics of Human Resources Management | | ✓ | ✓ |

☐ Full – time study

☐ Combined study

Branch of study: Military management

| Study modules | Military follow-up Master's degree study | |
|-------------------------------------|--|---|
| Mechanised and Tank Units Commander | ✓ | ✓ |
| Reconnaissance Units Commander | ✓ | ✓ |
| Engineer Units Commander | ✓ | ✓ |
| Artillery Units Commander | ✓ | ✓ |
| Information Resources Management | | ✓ |

☐ Full – time study

☐ Combined study

Military candidates for the military Bachelor and Master studies are accepted directly into the study modules. Civil applicants for full-time study and combined form of study are offered to study modules in an economics and management programme. Candidates are accepted into the bachelor study in full-time form and in the master's study as full time students as well as the combined form and are directly filed into study modules:

Branch of study: National Defence Economics

| Study modules | Civil Bachelor's degree study | | Civil follow-up Master's degree study | |
|---|-------------------------------|---|---------------------------------------|---|
| Financial Resources management | ✓ | ✓ | ✓ | ✓ |
| Logistics | ✓ | ✓ | ✓ | ✓ |
| Economics of Human Resources Management | | | ✓ | ✓ |

☐ Full – time study

☐ Combined study

Brunch of study: Security Management

| Study modules | Civil Bachelor's degree study | | Civil follow-up Master's degree study |
|----------------------|-------------------------------|---|---------------------------------------|
| Civil protection | ✓ | ✓ | Security management |
| Security Services | ✓ | | |
| Cybernetics Security | ✓ | | |

☐ Full – time study

☐ Combined study

In civil follow-up Master's degree study with specialization in Security Management is not divided into other study modules and it will be open in both full-time and in the combined form of study.

3 Conclusion

The University of Defence prepares the military professionals and other experts in the sphere of security and defence of the state on the basis of the CZ army needs, furthermore on the needs of state management and contractual obligations with other democratic states. Preparation is carried out on the basis of the latest findings from the military, research and development at national and international levels and its own scientific research. Education at the UO is directed to the wider focus of vocational graduate's profiles that allows their better marketability and career growth in changing military conditions. The versatility of education also creates preconditions for the university graduates to find a good employment in civilian life.

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Use of EU Funds in the Process of Building Lifelong Education of Alien Police Service

Col. Mgr. Ivan FOITL - Police college Holešov, head of department (CZ)

Abstract

I focused on the use of EU funds in the educational process of the Alien Police Service. I solved the selected problem by using the External Borders Fund. I managed to receive in a total volume of 11.299.000 crowns from that fund. The laboratory and modern teaching aids were equipped it.

Keywords

EU fund, educational process, Alien Police Service, laboratory, teaching aids

Introduction

The Police College and Secondary Police School of the Ministry of the Interior in Holešov is the only institution providing systematic education of police officers who work for the Directorate of Alien Police and Alien Police Departments within a Regional Directorates of the Police of the Czech Republic. Due to the complexity of the educational process, both in terms of knowledge and skills and also taking into account the limited financial resources for the purchase of didactic and laboratory technologies, I decided to write this paper to outline the possibilities of benefiting from the EU funds. I would also like to point out to the connection between the educational process of Alien Police Service and modern didactic and technical resources.

1 Framework Programme on Solidarity and Management of Migration Flows

The Framework Programme on Solidarity and Management of Migration Flows for the Period 2007-2013 was designed to strengthen the area of freedom, security and justice of the EU. The framework programme established also financial solidarity mechanisms, eg. External Borders Fund.

General Programme Solidarity and Management of Migration Flows should primarily assist Member States in implementing common asylum and migration policy in accordance with Title IV. of the Treaty of Establishing the European Community, namely:

- activities connected with receiving refugees and displaced persons,
- integrated return management of Member States,
- activities concerning the integration of third country nationals in EU Member States,
- integrated management of the external borders of the European Union.

The authority responsible for the implementation of the above mentioned fund in the Czech Republic was Department for Asylum and Migration Policy of the Ministry of the Interior. On 1 April 2013 there was a change in organizational, and the body who took over was the Section of the International Relations, Strategies and Conceptions of the Ministry of the Interior.

2 External Borders Fund and its Role at the Police College and Secondary Police School of the Ministry of the Interior in Holešov

The External Borders Fund for the period 2007-2013 was established as part of the general programme Solidarity and Management of Migration Flows {SEC(2005) 435} by Decision No. 574/2007/ES of the European Parliament and the Council on 23 May 2007 for certain Member States experiencing or threatened with serious difficulties with respect to their financial stability. The Fund has contributed to ensure a consistent and high-quality external border control and flexible cross-border traffic, and to the development of a common European integrated border management system.

General objectives of the fund:

- effective implementation of common standards on control and surveillance of external borders and visa policy
- effective management of the flow of third-country nationals into the territory of the member states

- Community cooperation in implementing Community law and good practices; mainly implementing Regulations (EC) No 562/2006
- Contributing to the enhancement of the activities organised by the consular and other services of the Member States in third countries as regards the flow of third-country nationals into the territory of the Member States and the cooperation between Member States in this regard.

The fond supported eg. his operational objective:

- Operational objective 1 - strengthening the effectiveness of border control at international airports

General eligible actions in the Member States focused on inter alia:

- specializes training and education of staff of relevant authorities, including language education;

The recipients of financial provisions were police departments of the Police of the Czech Republic, consular sections of embassies, the Ministry of Foreign Affairs, and the Police College and Secondary Police School of the Ministry of the Interior in Holešov. A multiannual program strategy was created to achieve the objectives. Its main intention was to ensure the conditions for improving the protection of external borders (especially international airports). The aim of the strategy was to support the training of police officers of Alien Police Service and to increase the effectiveness of border control on the external borders of Schengen area, establishing and further development of immigration liaison officers activities. There were in total 5 priorities through which the objectives were met. Education was incorporated into the priority number 5 "Supporting the effective application of the Community legislation on external borders and visas, in particular the Schengen Borders Code and the European Code on Visas". The following step was creating annual programmes for each period. After approval the by the European Commission calls for implementation of project applications EBF were announced.

Approved project proposals of the annual program for the period 2007 – 2009 for the Police College and Secondary Police School of the Ministry of the Interior in Holešov from:

| Project registration number | Name of the project | Priority number | Estimated total value of the project | The final amount of the EU contribution paid by the responsible authority |
|------------------------------------|--|------------------------|---|--|
| EBF 2007-01 | Building of special training area for the check-in at the external Schengen border - international airport terminal including its facilities | 5 | 939 440,00 Kč | 626 427,80 CZK |
| EBF 2007-02 | Language classrooms modernization | 5 | 1 003 130,00 Kč | 739 563,51 CZK |
| EBF 2007-03 | Building of classrooms for SIS and VIS education | 5 | 1 523 050,00 Kč | 1 092 132,77 CZK |
| EBF 2008-01 | Building of classrooms for SIS and VIS education | 5 | 1 208 110,00 Kč | 858 282,00 CZK |
| EBF 2008-02 | Provision of progressive didactic equipment for the alien and border police education | 5 | 522 520,00 Kč | 373 206,64 CZK |
| EBF 2008-03 | Provision of laboratory equipment for the travel documents teaching process | 5 | 3 306 310,00 Kč | 2 202 168,06 CZK |
| EBF 2009-03 | Provision of laboratory equipment for the travel documents teaching process | 5 | 3 467 000,00 Kč | 2 583 000,00 CZK |

The above mentioned financial support from the EBF was used in the project period 2008 – 2010, as the money could be always used the following calendar year (eg. EBF money obtained in 2007 was used in 2008, etc.) Side by side with the activities carried out in the project period 2008-2010, there were also tailored educational programmes for basic police training prepared as an order from the Directorate of the Alien Police Service, as well as the system of life-long education of police officers of the Czech Republic. All the educational programmes are in accordance with §§ 19 and 45 of Police Service Act No. 361/2003 Coll. – the qualification and further training, in which the equipment was used. These are the educational programmes:

§ 19 Act No 361 / 2003 Coll.

- 1) Implementation of the Common Core Curriculum for Border Guard Basic Training
- 2) Language Training as a Follow-up Form of Study after Basic Training - English, German, Russian
- 3) Documents Examination I
- 4) Air Borders
- 5) Liaison Officers of the Czech Republic for Migration and Travel Documents
- 6) Department of Documentation and Penal Proceedings
- 7) Multiplier of Travel and Residence Documents for Department for Protection of Constitutional Officials
- 8) Fight against Trafficking in Human Beings

§ 45 of Act No. 361/2003 Coll.

- 1) Documents Examination II
- 2) Air Borders Protection

Equipment of the annual programmes for the period 2007 – 2009

- 1) International airport terminal – border control station, airfield
- 2) Laboratories Laboratories for examining the authenticity and detecting irregularities on altered and counterfeit documents - include video spectral comparators Foster - Freeman VSC 6000, VSC 40 FS, Nikon microscopes
- 3) Didactic equipment – interactive white boards, visualisers, etc.

- 4) Classrooms for work with information systems VIS, SIS, CIS
- 5) Language classrooms

The total volume of financial support from EBF (including the school participation) was **11 299 000 CZK**.

Conclusion

The development of the educational system of the Police College and Secondary Police School of the Ministry of the Interior in Holešov is focused on meeting the priorities of the Common Core Curriculum for Border Guard Basic Training. The aim of the basic police training as well as the lifelong education in our school is to create a modern educational system with teaching strategies related to Alien Police Service issues concerning not only the protection of the external Schengen borders, but also on the interior – mainly in the field of illegal migration. The External Borders Fund played a key role in the possibilities to purchase and subsequent use of laboratory and didactic equipment for various educational activities. The Police College and Secondary Police School of the Ministry of the Interior in Holešov develops training programs in close cooperation with Frontex, Directorate of Alien Police Service, Police Presidium and the Department of Security Research and Education of the Ministry of the Interior. This process ensures interconnection of training programs with the needs of police service work.

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E-learning In the Polish Border Guard

Mjr. SG Artur KUZIOMKO - Police school Koszalin, head of logistical unit (PL)

E-learning In the Polish Border Guard

It is a technique based on distance training using all available electronic media: Internet, intranet, satellite broadcasting, audio tapes / video, interactive TV, data carriers (CD, DVD, USB stick, etc..), etc..

Topics:

- The advantages and disadvantages of e-learning
- E-learning courses
- Moodle platform
- Platform management
- Applied Software
- Supervising of e-learning course
- Operating e-learning course – signing in

1 ADVANTAGES AND DISADVANTAGES OF E-LEARNING

Reduction of costs

Complete elimination of certain costs associated with conducting training in the traditional way, eg.:

- The costs of travel, accommodation and meals, printing of training materials or renting a training facility.
- Also to a large extent reduction of the costs associated with handling and organizing of training (salary for lecturers).

Increased productivity - saving time

- Employees participate in the training and at the same time do not neglect the work.
- Employees may train in the workplace at a time that is most convenient for them, so that the company does not have to worry about replacement

during their absence, and the employee does not lose time to get the training.

- By training through e-learning employees can still perform most of their duties.
- They are available to the employer.

Lack of disorganization of work

- Traditional group training involving the whole department significantly impedes and disorganizes the work, and often results in a loss.
- Training through e-learning solves this problem:
 - employees can participate in training at convenient time, they do not need to do this all at once.

Increase the number of trained persons

- E-learning allows training of large groups, so that all employees have access to the training system from various locations around the clock, which allows them to adjust the time and place of learning to personal preference.

Unified message

- The information provided to the students is independent of the physical and mental condition lecturers, and is not determined by the level of the group.
- Each participant receives exactly the same set of factual information.

Training "on demand"

- Employees can upgrade their qualifications at any time and from any place, and the company has the ability to quickly train large groups, which is often necessary when introducing new products or changes in legislation and regulation.

Monitoring the learning outcomes

- Supervisors can easily monitor learning progress of their employees.
- The verification tests make it possible to check the degree of knowledge they have acquired.

Unlimited number of trainees

- There are no restrictions on the number of people that can benefit from training over the Internet / Intranet.

Defining training needs

- Scores of preliminary tests are used to detect gaps in the knowledge of the staff, allowing to modify the scope of existing training or plan new ones.

Continuous improvement of the training program / modification of e-learning contents

- Each training program or an e-learning content can be modified with the development of the company's needs and requirements of the market.
- The training is becoming more effective, after taking into account suggestions and comments of previous participants of the training and the progressive changes in the subject.

The modern way of teaching

- Company employees improve their knowledge using the latest tools.
- Unlimited access to knowledge.
- Employees always at convenient time and place can return to the information contained in e-learning, for example in the case of new products or services, you may verify your knowledge or supplement it.

Disadvantages of e-learning

- No direct contact with the lecturer.

2 E-LEARNING COURSES

Interactive process of distance learning using the Internet / Intranet, which allows implementation of:

courses and training in various forms:

- on-line, using only the methods of distance teaching, without physical presence in the classroom, consulting with the teacher by phone, chat, instant messaging,
- mixed, which is done using distance learning methods and by direct participation of students in classes,

controlled self-study:

- rapid training of large groups of people, which is often necessary in companies during the introduction of new equipment, changes in laws and internal regulations or introduction of new software during. For example, introducing new devices at border checks - such as mobile terminals Borman, virtual library: scripts, rules, etc.,

access to training materials:

- complement to the traditional process of teaching in schools in the form of self-study materials (lectures, presentations, scripts, videos, teaching, instruction, lesson plans, worksheets, interactive exercises, multimedia files, etc..) - electronic library,

support for the basic trainings of non-commissioned officers, warrant officers and officers.

Individual setting up of an account on the platform:

- the subject of ICT,
- activation link in the e-mail address,
- objects and subjects available on the Web,
- lectures, presentations, scripts, instructions,

- worksheets, interactive exercises, multimedia files, etc.,
- tool for checking progress in a form of test - passing the course,
- packages of classes: training materials, presentations,

access to the compendium of knowledge:

- instructions, materials, acts, multimedia presentations, educational videos, scripts, etc.. ... That are helpful and used during the performance of official duties.

Teacher's room

3 MOODLE PLATFORM

- E-learning Moodle platform in Koszalin,
- first login: Monday 18 October, 2010. At 11:15, server KGSG in Warsaw 2011,
- Regulation No. 54 of 10.09.2010 KGSG,
- creating new programs for development courses and specialized training,
- e-learning contents:
 - ready contents within the framework of the projects,
 - implementation of e-learning contents, lecturers of the BG Training Centre,
- at present, about **90%** of BG officers registered on e-learning platform.

4 PLATFORM MANAGEMENT

Platform administrators:

- administrative powers - 3 persons,
- support ServiceDesk - MAXIMO - phone: 111, 24 hours,
- accounts established individually:
- e-mail address (artur.kuziomko@strazgraniczna.pl),
 - copy of the platform:
- Department of Communications and Informatics - twice a day
 - Organization of training for trainers:
- support e-learning platform, preparing e-learning contents.

5 APPLIED SOFTWARE

- Moodle:
 - tests, links to websites, websites, forums, instant messaging, sending tasks,
- other software:
 - IBM Workplace Collaborative Learning Authoring Tool,
 - Smard Bird, Smard Editor,
 - Hot Potatoes, Wink, Exe.

6 SUPERVISING OF E-LEARNING COURSES

- Purchase ready-made courses:
 - the costs of purchase, license: - station, user, time,
 - modification, lack of ownership.
- Implementation of courses by lecturers:
 - organizing training for lecturers,
 - availability of lecturers,
 - time needed to complete the contents,
 - accountability, skills of teachers,
 - **e-learnig team.**

7 OPERATING E-LEARNING COURSE – SIGNING IN

- Preview - e-mail, chat, phone,
- sending the first access keys,
- Conducting course:
 - consultations by telephone, e-mail, chat, and so on...
 - checking progress: tests, open tasks,
 - key to the next lesson,
 - checking particular topics or the whole course,
 - available at any time for the listener: timely feedback.

New methods and forms of teaching through e-learning at the Police College in Holešov

Ing. Stanislav ŽALČÍK - Police college Holešov, teacher (CZ)

Abstrakt

Education is not just school. Why and how can the introduction of e-learning education make education available to the candidates who cannot take part in full-time or part-time studies because of their job duties.

Key words

Moodle, e-learning, education

E-learning for students of higher education courses at the Police College in Holešov has been in use for the second year now. But what exactly does e-learning mean? One of the many definitions says that it is a term denoting the teaching that uses electronic means, media and the Internet.¹

Our school was considering the introduction of e-learning for some time. The reasons were, on one hand, the facilities and equipment our college can offer at a very high level, and on the other hand, the fact that there has been an increasing number of police officers who want to increase their qualifications and knowledge, and take part in further education but are too busy at work to be full-time students and attend school regularly. Bearing in mind all these facts, we introduced a distance form of studies which offers high quality teaching regardless the time and place of the students' actual stay. The students communicate with tutors via the Internet and the number of "contact" lesson when they have to attend school and meet the tutors face-to-face is set to minimum. This enables us to keep the quality of education at a certain standard.

There are two brand-new computer labs equipped with up-to-date hardware and software. Some computers have the Intranet access and some the Internet access. The Internet access is also in several language laboratories and other

¹ Doc. Ing. Eva HRABĚTOVÁ, CSc., Learning services IBM pro Českou republiku a Slovensko

special classrooms. There are also classrooms with software for exercising in “mock” nets independently from the Police information systems.

In fact there was a generation change when older information technology equipment in our school was replaced with new equipment which is much faster and seems ideal for introducing e-learning as one of the modern methods.

The software packet for e-learning which our school decided to use is called Moodle. The word Moodle itself is an acronym for Modular Object-Oriented Dynamic Learning Environment². Moodle offers a variety of modules teachers and tutors can use to create its content. The modules could be modified and used in a wide range of activities from teaching to examining and assessment.

The standard equipment of modules enables to insert to the online courses for example

- html pages, files for students to download, flash animations, structured lessons, etc
- discussion forums with the possibility to receive entries by e-mails
- assignments for the course participants
- tests with various test types (cloze test, multiple choice, etc.) which are automatically evaluated and graded
- dictionaries and databases to which the course participants can contribute
- questionnaires, and others

This system has gained a lot of supporters during its ten years of existence and, according to the statistics published at Moodle Sites, last year there were already more than 50 000 installation of Moodle in more than 200 countries.

Our school uses version 2.3. There are already higher versions available but for the time being, 2.3 is perfectly sufficient for the needs of our school. The higher versions are more suitable for universities.

² <http://cs.wikipedia.org/wiki/Moodle>

The definition of e-learning mentioned above says that e-learning “uses” electronic means, media and the Internet. We, the teachers and instructors, should think of this word and understand its deeper meaning. Our aim should not be just to gather and store information and study materials for students in one place but create a well-organized, compact and complex form of teaching and learning with the use of information technology. All the study materials on Moodle should correspond with the curriculum with the respect of the number of lessons planned for the study in each course.

Students then follow a set plan of lessons starting with studying new subject matters, fulfilling tasks to assessment in the form of tests or seminar work.

E-learning offers students various possibilities of communication with tutors, either via chat, instant messaging, discussion forums or even video conference similar to, for example Skype.

As there are usually advantages and disadvantages of everything, e-learning has its pros and cons too. First, you must choose a user-friendly program which is not difficult to use neither for tutors nor for students. Before the course, students must obtain instructions concerning the requirements of the course as to the technical equipment of their own computers and software. Tutors must bear in mind that students will hardly be willing to buy new software, which is still quite expensive today, and prepare materials in such files which are available and accessible to average computer users. An example might be pdf format which is accessible to the majority of computer users in comparison to Word 2013 and higher versions.

One of the greatest advantages of e-learning is the fact that it is the student who can choose the time and place for his or her studying. Police officers, who study to increase their qualification often do it in their free time and during their holiday, can now study at home and do not have to spend time travelling to school which would often mean travelling across the country.

They can contact their tutors on Moodle any time they wish and the tutor can then clarify and help them with any problems and issues they need. Of course, face-to-face contact cannot be omitted but may be at least partly replaced by e-learning.

One of the disadvantages for tutors can be the amount of time must “sacrifice” to prepare the study material and the course as a whole as everything must be done thoroughly if we want it to be effective. On the other hand, once a course is prepared, it can be used repeatedly with some adjustments not only by one tutor but tutors can cooperate and share their materials using cross curricular links

Another advantage is that the student can see all the deadlines in Moodle. It can be set in such a way that students cannot continue studying new chapters until they have mastered and passed a test from the previous one

There is a great variety of possibilities and ways Moodle can be used in and it is up to teachers-tutors to study them to be able to use Moodle in the most effective way. Tutors must not be afraid of feedback, suggestions and comment from students and other tutors and their own self-reflection.

Moodle is free. Once it has been introduced, there are no further demands on resources issued by school and moreover it saves time and travel costs of students who study the courses.

Moodle offers access to education at a high level even to those who cannot attend full-time or distance studies. E-learning has already proved successful in teaching languages and information and communication technology at our school.

E-learning is seen as a key tool for improving the quality of further education of police officers and a suitable supplementing tool for secondary school students.

Our school expects e-learning to be a tool for improving mainly the standard of further studies of policemen. Moodle has become a key element in part-time and distance forms of studies and a suitable additional part of full-time form of study at our school.

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Language Education at the Police College and Secondary Police School in Holešov

Mgr. Andrea MIHÁLIKOVÁ - Police college Holešov, The head of the Department of Comprehensive Subjects (CZ)

Key words

e-learning, face-to-face course, role plays, language education

1 Language education in the system of police officers' training

Language training of police officers is one of the important components in the system of police training. There is a reasonable assumption that all police officers have the knowledge of at least one foreign language. The system of police education allows and supports the increasing level of language training of police officers at any knowledge and within this education uses an educational system, foreign cooperation and distance learning supported by information technologies.

This takes place in police schools, including the Police College and Secondary Police School in Holešov with an emphasis on communication skills to reflect the philosophy of police work, characterized as a service to the citizen, which means the client principle. Linguistically well-prepared police officers in relation to foreigners become more motivated, highly self-confident professional with high ethical standards.¹⁾

We can say that language is an officer's second weapon.

The low language skills of police officers can lead to the higher probability of misunderstandings.

2 Types of language education in Holešov

In Holešov we implement language education in three foreign languages, English, German and Russian at several levels and we have a special course of Czech language for German police officers (Bavarian Police and German Federal Police (BPOL)).

Languages are taught at

- 4-year Secondary Education – students learn 2 languages. 1st language is English or German and the 2nd one is German or Russian.
- Higher professional education - distance education and blended education.
- Ministry of the Interior language courses level 1 and level 2 - at those courses English or German is mainly taught and they are equivalent to NATO course STANAG 6001.
- Police language exam course which is designed for all police services like alien, traffic and riot police.

All courses are made from beginners to intermediate level and they are designed as face-to-face education taught by trained teachers with support in the format of e-learning. But this e-learning support is not compulsory, it is not implemented in the curriculum. It is a voluntary part of a teachers' lesson preparation.

The courses mentioned above are designed from beginners to intermediate. It would seem that the teaching of beginners is unnecessary, because everyone knows English well nowadays. However, experience shows that officers often have a very strong internal motivation to learn a second or third foreign language and English is not always their first choice.

3 Police Language Exam Refresher Course

Alien Police Officers who have completed this course can then continue onto further language education on the Language Police Exam Refresher Course.

This course was developed on the basis of long-term cooperation with the Directorate of Alien Police, the Ministry of the Interior and the Police Presidium. It reflects the demand on specialized language training for all police services. It is the concept in the form of targeted information.

This course is absolutely different unlike the previous ones.

The course is targeted only at the Alien Police Service. Unfortunately, it has not been designed for other services yet.

The curriculum is divided into two parts: e-learning and face-to-face studying.

3.1 E-learning part

E-learning takes 16 hours and is focused on the recovery of grammatical structures and special vocabulary. Officers perform various tasks at their departments during their shift.

The e-learning runs for 2 months after a preliminary agreement by the supervisor, who is an authorized officer of the Directorate of the Alien Police Service or the Department of Education and Training of Police Presidium.

E-learning includes 70 quiz questions – multiple choice, true-false and fill-in exercises. Cut off score of each task is 75%.

After passing separate tasks, participants then continue to the final test. If the students do not pass the test (also 75%), then the e-learning part is not finished and they have failed to fulfil the prescribed requirements and cannot be allowed to take the face-to-face part.

3.2 Face-to-face part

After passing the final test students can continue to the face-to-face part of the course running in Holešov for 1 week. There are 37.5 school lessons including 8.5 lessons of self-study. This part is aimed at training role plays according to this schedule:2)

| TOPICS |
|--|
| 1. PROFILING – CHECKING IDENTITY |
| 2. CHECKING DOCUMENTS |
| 3. THE HANDLING AND ESCORTING OF SUSPECTS |
| 4. DEALING WITH THE APPLICATIONS |
| 5. APPLICATION ACCEPTANCE |
| 6. AREA SECURITY |
| 7. GIVING DIRECTION |
| 8. ROLE PLAYS |

Teachers create their own study materials that have been approved by the Ministry of the Interior. The content of the text books are based on actual police work and real situations must be solved.

However, there is a difference between the work of the police officers serving regionally and at international airports. Based on the requirements of practice, two sets of learning materials were created to reflect those forms of work activities.

We can say that the teachers were able to respond flexibly to the current requirements and in a short time span they managed to prepare a tailor-made course while maintaining all of the requirements.

The exam is on the last day of the course. It takes five lessons. The exam supervisor is the representative of the Department of Education and Training of the Police Presidium. The examiner and the teacher are the teachers of the course, which is made up of a native speaker and a class teacher.

3.3 Final exam

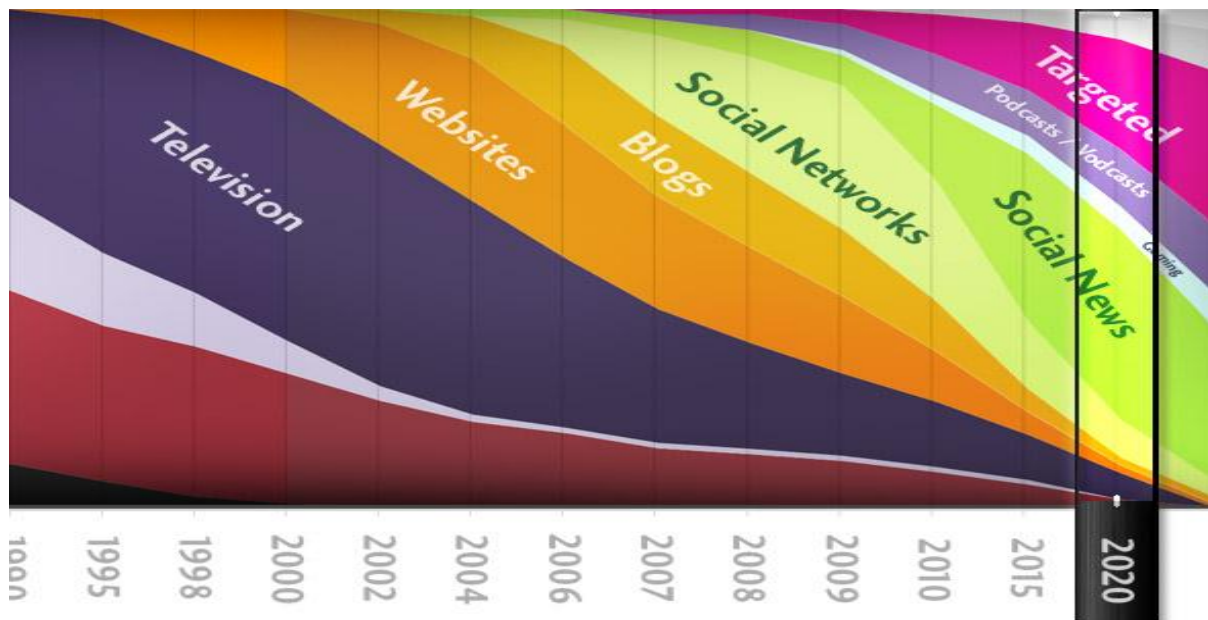
The exam consists of three parts:

- 1) Self-presentation - students talk about themselves, their professional orientation, professional plans for the future
- 2) Giving directions and giving information
- 3) Role plays

The contribution of this course is not so much in its form – the combination of face-to-face and e-learning components, such as in the form of a targeted information, which reflects the need to ensure the fulfilment of the police tasks by the police and to enable their professional growth and improving their skills, specifically linguistic competences which subsequently improve the quality of task performance in relation to foreigners. In accordance with the previously mentioned system of police training the goal is to develop a shared responsibility for police training and readiness for service.

4 Teacher's position at targeted courses

The targeted focus of the course corresponds to the expected trends of marketers in obtaining information for the future. 3)



A teacher's position in the educational process has rapidly changed as well. Teachers mustn't only be linguistically equipped but their work requires the knowledge of police work and legislation. The teacher becomes the guide or the maritime pilot, who helps to choose from the ocean of information most relevant to the focus of teaching. Targeted training imposes enormous requirements on the professional quality of teachers. They must be true masters with a broad overlap of knowledge and must have adequate professional training and experience to be able to implement only the required information without unnecessary information as the police training is challenging mainly because of the fact that the police officers can be very critical in the case that the education does not provide new information, or extend existing knowledge and they reject so-called content spam, unnecessary information.

That's why the teachers have to use relevant information. Our main sources are Frontex support, CEPOL e-learning support, CEPOL exchange program and cooperation within school departments, namely mutual cooperation with Subject Department of Internal Service.

5 A new trend – MOOCs

Speaking about police training and educational sources we can also look at MOOCs (Massive Open online Courses) supported by top universities all over the world, including the Ivy League. It means that linguistically well equipped police officers (and their number is increasing) can use the comfort of studying at some universities without paying tuition.

Universities offer many types of online courses in many fields from Art to Psychology, Computer Science or Law.

Several courses can be found on Interpol web pages.⁴⁾

No prior qualification is required (except basic computer skills and an advanced knowledge of language). The courses take several weeks and students study approximately 1-6 hours per week and a certificate is given at the end of the course.

Some of the courses are targeted at police work:

For example the course of **Forensic science and criminal justice** was offered by the University of Leicester or **Surveillance Law** at Stanford University.

Finally, why not to sit Ivy League Courses at non-Ivy League prices and get a certificate from MIT, Princeton or Harvard?

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AMOK - Attack of an Active Shooter

Training and Necessary Measures Taken by the Police of the Czech Republic

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Abstract

The aim of this contribution is particularly the description of the preparation and administration of the Police of the Czech Republic in urgent measures taken against insane (active) shooters, who kills and wounds people in a public place with a lot of people present without any apparent reasons. The contribution does not contain descriptions any specific tactics of the police at the scene of an incident due to objective reasons, but describes the legislation process incorporation the methodology of necessary policing actions aimed at elimination of the active shooter and police training for this specific type of intervention as a responsible and precautionary approach of the police to ensure the protection of the citizens of Czech Republic.

Keywords

security, public order, protection of life and health, active shooter

Introduction

An active shooter can be defined as an armed person who acts unlawfully in a public place with a lot of people present and wounds and kills these people without any apparent reasons. Such a state of the shooter is called AMOK. The exact definition of amok for these purposes is: If an armed person killed or injured someone or threatened to do so, and has access to other victims, it is very likely the situation of AMOK.

The situation and circumstances of the conduct of an active shooter (hereinafter referred to as "offender") are similar and close to an abductor. The conduct an offender at the scene of incident often mingle and shows the characteristic features of amok: threatening to kill, kidnapping and then finally barricade situation.

To be able to react and intervene quickly and effectively against the offender in such situations, policemen must be well trained and equipped. Now the speed of police intervention, especially in the case of amok, is often critical for saving lives and health. To demonstrate this, let me compare the two above mentioned situations (amok, kidnapper). These situations are, from the psychological point of view, totally different.

Offender – abductor

threatens, demands, extorts, negotiates - there is a possibility to stabilize the situation, intervention of special units

Offender – amok

acts, injures, kills –immediate intervention is necessary

Let me describe the personal characteristics and characteristics of conduct of such offender:

amok:

- typical offender – motive
- mental and physical condition
- targeted or seemingly senseless violence
- relationship to the crime scene or the victim
- equipment + “training” of offender
- crime scene behaviour of offender
- injures, kills
- proceeds according to a plan
- does not hide
- looks for more victims
- wants to clash with the police
- moves to other potential victims

Statistics from abroad shows the percentage of offenders as to their professions:

- soldiers (26%)
- employees (19%)
- students (14%)
- academics or single parents (14%)
- unemployed people (11%)
- policemen (7%)
- businessmen /4%)
- people without professional training or education (5%)

In the case of offenders who have gone through firearms training (eg. soldiers or policemen) it is more likely that there will be a larger number of victims (civilians as well as the policemen)

The most common motives are psychological triggers:

- loss of job, disputes at work
- neighbour disputes
- problems with classmates or teachers at school
- hatred of the outside world
- terrorist attacks
- others

The most common sites of attacks include the places open to public with a large concentration of people:

- schools
- hospitals
- block of flats
- streets
- squares
- other places with a higher concentration of people

The most important factor on the scene of incident is the length of attack. It can be described as follows:

- it takes minutes, not hours
- the average length of attack is about 5 – 15 minutes
- in some cases it is longer. these are usually the case of so called barricade situations.

People who will or can intervene against such offender, regardless the obligation (being on duty, police oath, etc.) or in the case of self-defence:

- police patrol (emergency telephone line 158)
- district or local police department patrol
- municipal/city police patrol
- police officers who are passing by – on-duty or off-duty
- special riot squad, emergency motorized unit, patrol service department, rapid response unit

The situation on the scene of crime is mentally demanding and it is vital to realize that even drills and exercises for this type of event is are not sufficient because the circumstances vary. Intercepting person encounters situations which they did not meet before and can therefore, in spite of having exercised and, act differently than needed these are mainly the cases with dead people, children, seriously injured people, screaming, crying moaning, confusion, panic, a lot of blood, urine, feces, vomit, smoke, fire, water sprinkle, and shooting. People intervening in such cases must be mentally prepared to fight immediately upon arrival to the scene, wear a bullet-proof vest, and a bullet in the chamber. Further they must be ready to leave the police car immediately in the case it is under attack. An ordinary policeman only carries 28 bullets and he must bear this in mind and adjust the accuracy and speed of shooting.

A great help in tackling the offender may be using long service weapons - HK MP5, G 36, shotgun, pistol barrel extensions, etc. They must also avoid the logical rescue habits such as. helping people fleeing from the site of the incident.

Any delay of acting can lead to more casualties. From the perspective of operational level, it is obvious that the hotline will be overloaded with emergency calls and operational center. And still there is the omnipresent risk which must be considered.

*“The attacker will be ready to kill you,
be ready to kill him!!!”*

We know that an active shooter prepares his attack, gets the equipment and thinks about it. It is possible to say that, with regard to the fact that the shooters die in the majority of cases, they are aware of the fact that they will die, they are ready not only to die but also cause deaths. From the above mentioned that there is no surprise to find that the offenders are equipped with pistols, revolvers, grenades, and tens or even hundreds of bullets, as well as the tactical and ballistic equipment and even good tactical and shooting skills and experiences (eg. former soldiers, policemen). Sometimes their equipment is even better than that of policemen.

The standard operational procedure is to send to the scene of incident as many patrols as possible immediately after receiving the alert through the notification system or emergency call. Policemen arriving to the scene of crime, policemen promptly inspect the equipment, check whether the guns are loaded, protective equipment and hurry to the scene of crime, following the basic rules:

- avoid long and unnecessary talks via radio, use radio statuses (needed for operating centre officers) but also transmits information about the movement and arrival of patrols (info for other patrols and forces)
- turn off audible warning devices before arriving to the scene
- gather information: listen, look, witnesses, damages....
- immediate action (or, depending on the arrival of another patrol in the form of process = three policemen inside, one outside)
- clash with the offender with the risk of policeman's own life at risk
- track and tackle the offender promptly

In the case of difficulties in tracking the offender (silence, no information etc.) slow down the process and choose tactics to search the entire area. The aim is to gain the offenders attention and make him shoot thus he does not have time to kill other people. it is necessary to give timely and accurate information to other patrols to specify the location of the offender – shooter.

From the perspective of basic police tactics:

- three patrols with two members are better for searching the area than one patrol or operational team with six members.= coverage of a larger area
- in the case of injury of one of the policeman, the other member of the patrol treats him(first aid) and remains A policeman can continue in the search only EXCEPTIONALLY in urgent cases
- policemen forming a security perimeter must prevent the entry of unauthorized people to the scene (firemen, paramedics, parents..). Every person means another possible victim
- even tackling the offender-shooter does not have to mean absolute safety (explosives, another shooter, fire, etc.)
- in the case of barricade, the patrols call intervention units. They create a security perimeter. Do not try to act “heroically” in any case unless it is unavoidable
- evacuation is performed only after the shooter has been tackled
- paramedics and units of rescue teams can enter the area only accompanied by armed escorts and exceptionally. They can enter the area only after it has been completely searched otherwise they stay in a more convenient place away from the crime scene with a direct and quick access for ambulances and treat the injured.

Evacuation

After tackling the offender, rescue teams start searching the whole area thoroughly and

- choose a safe place for evacuated people
- sorting out (first seriously, then slightly injured and the others)
- after the evacuation of casualties, there evacuation of other people from the scene (classes, etc.)
- prevent chaos and muddle
- use radio, megaphones etc
- “rescue teams” organize evacuation
- use buses or public transport for evacuation
- set up an assembly area, count, inform
- in the case of suspicion perform explosives search in the area
- allow investigator and technicians to the scene
- assess the recordings taken in the scene

Sources

Selection from presentations the Public Order Police Service Directorate of the Police Presidium of the Czech Republic and Special Public Order Unit of the City of Prague.

The Education of the Police Officers in the Field of Corruption

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Abstract

The education in the field of corruption responds to the lack of preparedness of police officers at optimal solutions of corruption situation and strengthens the legal conscience of police in the fight against corruption. In the framework of this educational process and on the base of the educational content and objectives, non-traditional forms and methods of teaching were chosen.

Keywords

education, course, corruption, education of the police officers

1 The term corruption

Corruption is one of the most serious global problems of our time. The term derives from the Latin word *rumpere* i.e to tear, break or destroy. The Latin expression *corruptus* refers to the result of such an action and causes that a person becomes perverted, debased in character, depraved and corrupt. The Government Programme for Fight against Corruption defines corruption as misuse of power connected with the violation of the principle in decision-making, motivated by a desire for private gain.

2 Anti-Corruption Strategy at International Level

Anti-corruption policies are developed also by international institutions and communities including the United Nations, the OECD (Organisation for Economic Co-operation and Development), the European Union and the Council of Europe which the European Union. They developed a number of international documents with anti-corruption issues, such as the UN Convention against Corruption of 2003, the Convention on Combating Bribery of Foreign Public Officials in International Business Transactions negotiated in 1997 as part of the OECD, legal acts of the European Union, such as the Convention on the fight against corruption involving officials of the European Communities or in the Member States

of the European Union in 1997, A common approach in the fight against corruption in the private sector, 1998 adopted by the Council on the basis of Article K.3 of the Treaty on European Union. The adoption of the agreement in 1998 created the Council of Europe Group of States against Corruption (GRECO) to monitor compliance with anti-corruption principles and two anti-corruption convention - Criminal Law Convention on Corruption of 1999, the Civil Law Convention of corruption in 1999. The Czech Republic has been a member of GRECO since 8 February 2002.

3 The Government Anti-Corruption Strategy in the Czech Republic

The anticorruption policy has been one of the priorities of the Government of the Czech Republic since 1998. In its Resolution No. 125, of 17th February 1999, the Government acknowledged the Government's Anti-Corruption Strategy and assigned to the members of the Government and directors of the central administration bodies certain tasks whose fulfilment should prevent corrupt behaviour in the society from spreading further. Government's Anti-Corruption Strategy for the period 2006-2011 was approved by the Government in October 2006. In subsequent years it has been repeatedly updated: *"Government's Anti-Corruption Strategy for the period 2011 and 2012"*, and *"Government's Anti-Corruption Strategy for the period 2013 and 2014"* approved by the *"Government in January 2013"*. *"Government's Anti-Corruption Strategy for the period 2013 and 2014"* covers 5 priority areas: public administration, public procurement, police, the judiciary and lawmaking. The strategy promotes education in the fight against corruption as one of the most effective preventive measures, focusing primarily on education of officials, police officers, judges and prosecutors.

4 Anti-Corruption Training of Police Officers

The internal anti-corruption program of the Ministry of Interior is in compliance with the government strategies. The Internal Anti-Corruption Program of the Police of the Czech Republic was issued in an internal act of the Police President in May 2012 it. To reduce the risk of corruption it orders the regional managers to provide training of employees of the police, who could meet a corrupt offer, in anti-corruption seminars till 31 December 2013. After analyzing training needs and with the approval

of the South Moravian Police Management and Anti-Corruption Commission, the School Police Training Centre of the Regional Police Directorate of the South Moravian Region (ŠPS KŘP Jmk)) introduced a specialized educational programme "*Behaviour in corruption situations*". This educational programme responded to the tasks set out in the government's anti-corruption strategy in the training of police officers. Training was targeted for police officers in the 3rd and 4th classes tariff units of Public Order, Traffic and Alien Police Services. The target group was later expanded for policemen in the 5th and 6th tariff classes. The School Police Training Centre of the Regional Police Directorate of the South Moravian Region (ŠPS KŘP Jmk) introduced the course at the meeting of the Permanent Anti-Corruption Commission of the Police of the Czech Republic, held in March 2012 in Solenice. The participants, among whom were representatives of the Ministry of the Interior, police presidium, and regional headquarters, appreciated the course with great interest and acclaim. This model of police training was approved to be used in all police centers in the Czech Republic. As a didactic tool for police anti-corruption education was recommended teaching materials on corruption "*Jak na korupci*", prepared by Police School of the Ministry of Interior in Prague.

4.1 The Police College and Secondary Police School of the Ministry of the Interior in Holešov

The representatives of the Police College and Secondary Police School of the Ministry of the Interior in Holešov (VPŠ a SPŠ MV v Holešově) with the representatives of the Regional Police Headquarters of the Zlín region (Zlín-KŘP), the Regional Headquarters of the Police of the Olomouc region (Olomouc KŘP), where there are no police training centres, and the Directorate of Alien Police Service (ŘSCP) agreed to ensure anti-corruption education by teachers at the Police College and Secondary Police School of the Ministry of the Interior in Holešov (VPŠ a SPŠ MV v Holešově). During June and August 2012, five teachers participated in a one-day course called "*The issue of corruption – a lecturer*" at the School Police Training Centre of the Regional Police Directorate of the South Moravian Region (ŠPS KŘP Jmk) to obtain certificates of specialized course tutors. The courses were held in accordance with the terms listed in the certified electronic application where the participants were logged on through their staff officers. To minimize the economic

burden and related costs for the police of the Czech Republic, the courses for police officers from Regional Police Directorates of the Zlín and Olomouc Regions (KŘP Zlín and KŘP Olomouc) were held in on premises and classrooms at their own departments, in the form of a field training course. The tutors commuted to the departments twice, three or four times a week. The course called *"Behaviour in Corruption Situations"* was realized by two dyadic groups of tutors from Police College and Secondary Police School of the Ministry of the Interior in Holešov (VPŠ a SPŠ MV v Holešově). The maximum number of participants was set to 16 police officers of a chosen target group. This number seems optimal from the education point of view, for cooperation in groups, maintaining attention, ensuring effectiveness, and the application of appropriate teaching methods.

The Organization and Conduct of the Course

"The course" has been elected as the organizational form of the training. The course had a fixed start and end (conclusion) and there it used interactive, participatory or activating teaching methods, for example workshop, guided discussions, group work, exercises, tasks to keep participants actively involved in the education process and tasks to increase students' motivation for learning. The most widely used method of lecturing and interpretation have been used too. It was an all-day training that took place from 7 to 15 o'clock and it was divided into several contiguous blocks with the focus on corruption. Before the beginning of each course, tutors chose the appropriate arrangements of the classroom for the given number of participants; they also ensured the appropriate teaching aids for teachers and police officers. Furthermore, they prepared the necessary didactic aids, check the didactic equipment and other auxiliary and supplementary devices and if there were any problems they removed all the inadequacies before the start of the course. If the classrooms did not have the technical equipment, teachers brought their own laptop, flash drive, flipchart and markers. At the beginning of each course, participants' attendance was checked, and tutors and students' introduction were made. The lecturers presented the reasons why the course was organized, its objectives, content, methods, organizational guidelines and course expectations. Subsequently, all participants received printed cards with the transcription of the basic provisions of the Criminal Code concerning bribery and all together they

discussed basic terms and characteristics of facts of the corruption offences. Then in the following block, the participants worked in groups and on prepared role-plays they were asked to qualify infringements. Each group chose their speaker who presented the results of the group. Tutors with all participants then evaluated whether the group qualified specific offences properly and had to give reasons for the decision. Next, the police officers got familiar with the meaning of verbal, non-verbal and para-verbal communication, with the meaning of gestures and facial expression in communication. Attention was also devoted to the suitability of the most commonly used questions in the corruption situations. This interpretation was replenished with videos instructional videos and the subsequent analysis. On specific examples the tutors explained the situation which may occur in practice and stressed the obligation of the police to act. It was followed by a discussion and at the end the tutors proposed recommendation on how to behave in specific situations and how to maintain the evidence for further procedural steps or how to respond to some non-standard situations in practice.

The police were also alerted to an issue regarding accepting gifts and other advantages, they also found out about the difference between a gift and a bribe. Special emphasis in the course was put on making the documentation from the place of corruption acts. Participants compared the video demo and the official record, and their task was to evaluate the content and quality of the record. At the end of each course there was conducted the evaluation that focused on the findings of the reactions of the participants in the educational programme and each of its components, for example – for a lecturer, environment education, used didactic methods and aids, study materials, and whether the set goals and expectations were filled. At the end of the course the participants received a certificate of course attendance.

Conclusion

In the anti-corruption education, the tutors chose less stereotyped forms and methods of teaching. They achieved the goals, thus fulfilling the educational needs of course participants. From May 2012 to June 2014 there was trained a total of 2205 police officers in the 147 courses; in KŘP Olomouc: 74 courses - trained

1110 police officers; in Zlin: KŘP 44 courses - trained 660 police officers and within the ŘSCP, there were 29 courses, 435 officers trained.

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E-learning – a new method in police training and education

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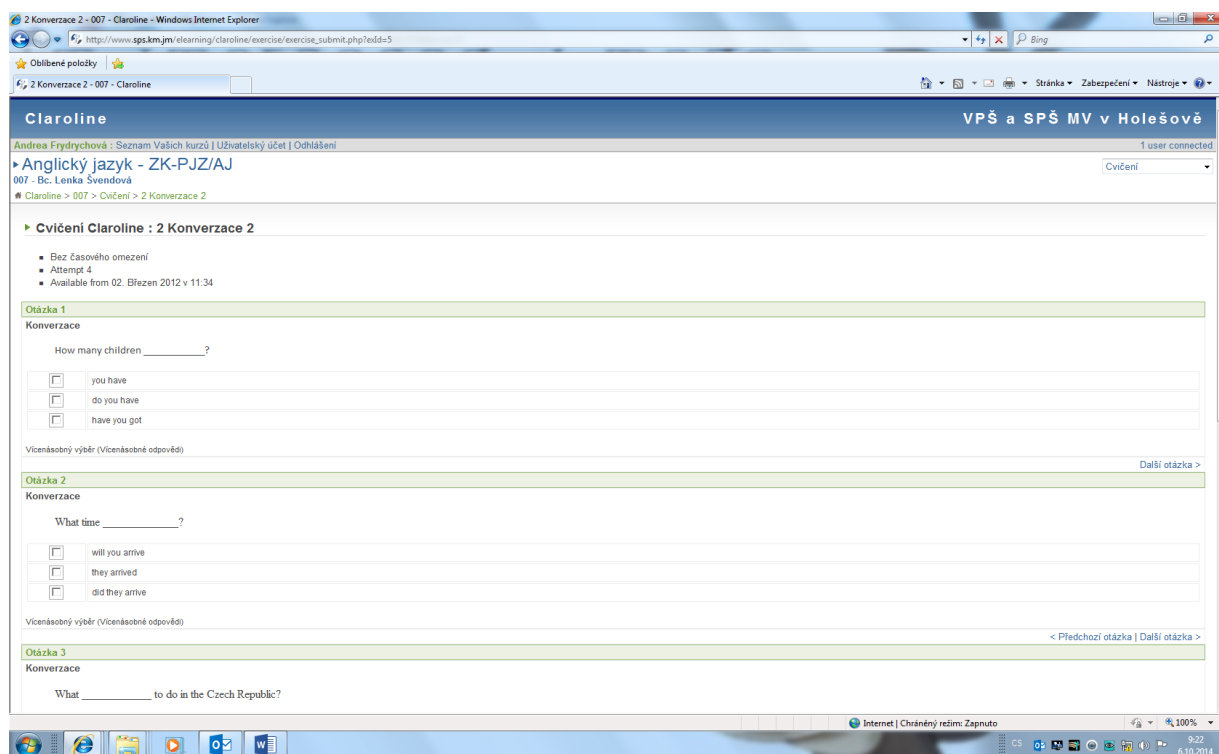
Being aware of the necessity of using new trends and methods in civil education as well as in police education the Police Presidium implements new specific trends reflecting the current dynamic world. Police education focuses on basic education for new police officers, vocational training and advanced vocational training for senior police officers and police managers.

One of new ways of police education is e-learning. The creating and developing of e-learning educational projects results from the decreasing number of police officers in the Czech Republic who encounter more and more demanding situations concerning their competences, skills and knowledge. E-learning is very convenient not only in the framework of police education, but it is used by almost all high schools and universities in the Czech Republic as well as at number of private and governmental companies in the form of for example Moodle.

There is number of educational projects and programs at disposal for police officers, some of them are operated via internet, some others are operated via police intranet. All of them have their advantages and disadvantages for participants of concerned courses, but still the main advantage is that police officers who really want to improve their knowledge in various areas can participate at these courses mainly in their free time. It depends on their personal attitudes and qualities, because they do it for themselves.

I would like to highlight an example of best practise concerning e-learning. There is a need of language training for all police services, but it is probably most significant for the Directorate of Alien Police Service. Its police officers work at the international airport in the Czech Republic and they use foreign languages 24 hours a day, 7 days a week. The Police school in Holešov has prepared a very

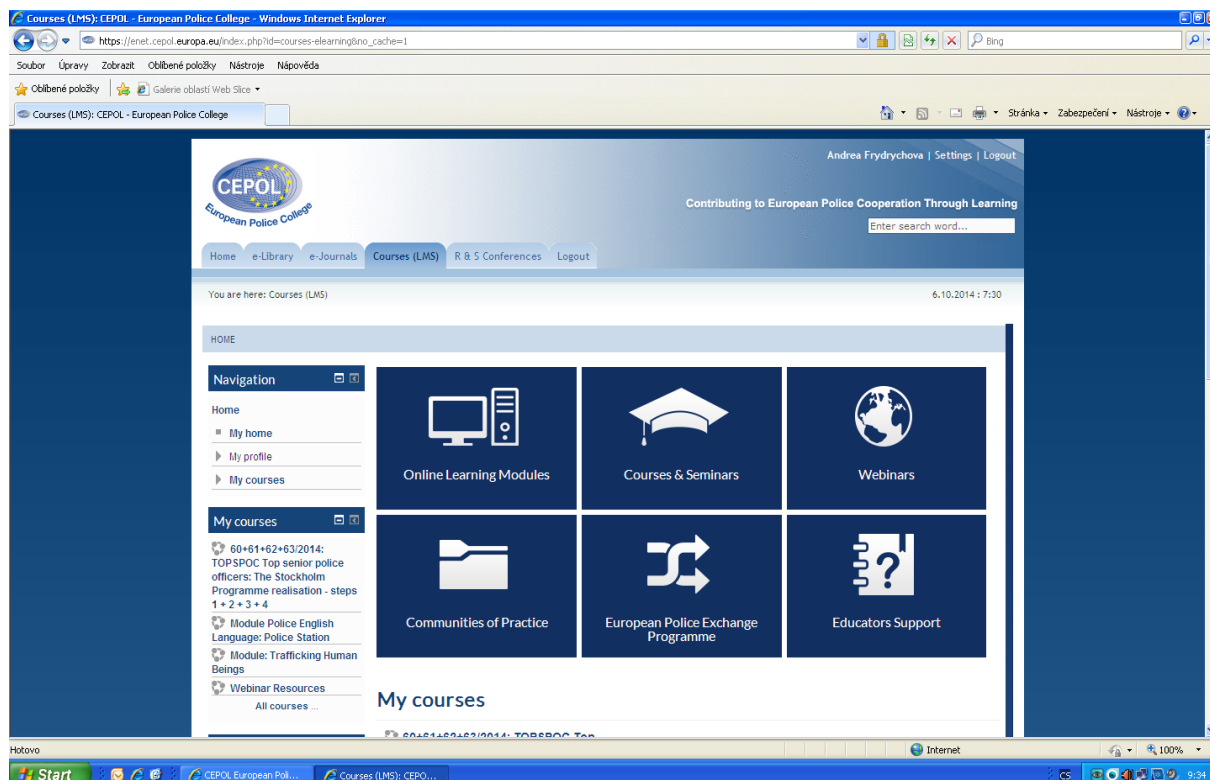
specific language training course for them. It is based on a combination of e-learning and conversational part. Both parts are “tailor-made”, this e-learning is operated via police intranet, so even police officers from booths can be on-line during their night or day shifts if they have some free time. On the basis of a very professional level of the course and positive feedback from participants of the course as well as from the head of Alien Police Inspectorates. This course was prepared for Alien Police Departments of Regional Directorates and its e-learning program is one of its most important pros.



E-learning is very popular instrument of education. A new e-learning method was already developed by the CEPOL¹ Agency. The Department of Training and Education uses all platforms offered by the CEPOL agency via the so called e-Net and one of the most progressive ones is the new webinar² platform. We try to enhance, that webinars get more popular among police officers and at the same time we try to make police officers more familiar with webinars.

¹ Established as an agency of the European Union (EU) in 2005 (Council Decision 2005/681/JHA of 20 September 2005),

² Webinar means seminars via web sites. It is not any official word, but it is used very often by professionals dealing with education.



CEPOL webinars are at very professional level, some of them are for approximately 200 participants, and some of them are for up to 1000 participants. It is a new way how to exchange information, best practises and virtually meet colleagues and partners from abroad.

The Department of Training and Education submits information on new webinars to police services concerned with nationwide or territorial limited competences. At the same time we offer help for police officers who want to participate at webinars for the first time, we assist them to get links to webinars.

The Department of Training and Education also submits recorded webinars to police services dealing with such issues and next year we will also organise and present our first webinar focused on new methods in police training.

Role Plays in Police Education

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Annotation

This paper deals with the concept of model situations and their benefits for education, and the actual training of police officers. It also deals with the preparation, implementation and evaluation of model situations/role plays in police education. The final chapters are devoted to sub-factors that increase the efficiency of model situations/role plays in professional education and diagnosing student performance in role plays/using model situations.

Keywords

model situations/role plays, feedback, skills, competence, knowledge

1 The concept of role plays in "general" education

During an excursion into history we find that different modifications of situational methods, especially in training, have been present since ancient times and were often used in teaching lawyers and rectors. In the 16th century the Jesuits used many quite sophisticated and comprehensive didactic model situations and even J.A. Komenský emphasized their importance.

The very concept of model situations/role plays is a very problematic aspect, because in pedagogical literature this didactical method rarely occurs. J. Skalka defines the model situation as *"creating an artificial situation in which the same relations as in reality are reproduced. Their simplification and idealisation allows analysis (assessment) of the situation"* (J. Skalka, 1989, p. 59-60).

Often, this didactic method is subsumed under the concept of situational methods, which have long been used in educational practice. J. Maňák characterizes the situational methods as follows: *"situational methods are understood as the procedures for problem solving model situations, their basis (as stated in the specification) is based on real events, which in practice must have been solved, which are specific or typical for a particular line of work. This includes a case method, problem solving method and method of solving incidents and conflict situations. The common features of these procedures are usually a lack of information, decision making under risk, offering a greater number of solutions, processes or approaches, and it is therefore necessary for deciding having various levels of information."* (J. Maňák, 1997, page 22.)

2 Model situations in the training of police officers

In the mid-nineties model situations/role plays were introduced to be systematically used in the training of police officers during their basic training, with the assistance of peer educators from the Netherlands, where model situations were successfully used as an effective method for preparing officers for their future profession. During the following decade Czech police educators extracted more experience from foreign colleagues, and subsequently used these experience and were able to modify them to correspond with the needs and conditions of the Czech police education, and thus developing the theory ("methodology of model situations") to gradually pass on the know-how, orally to newly emerging teachers. The materials and equipment of specialized classrooms and interior training facilities of the police of the Czech Republic have been adapted to allow training of police officers in simulated conditions that are as close to the real conditions of service as possible.

The police education publications have been progressively offering a wide range of model situations suitable for a variety of policing issues. JUDr. J. Hejmal. and JUDr. R. Ševčík define a model situation as follows: *"method to model situations presents a positive application of legislation to simulated social relations through social contact, while respecting the tactical, technical and socio-psychological viewpoints. This allows learners to repeat the set of theoretical postulates*

and receive feedback on the success rate of selecting the optimal solution, and in a non-confrontational way which motivates the search for new approaches". (By JUDr. J. Hejmal, JUDr. R. Ševčík, Brno, 1996, p.1). It should be noted, however, that publications are more focused on concrete alternative scenarios of model situations, including their material and staffing and evaluation without a sufficient didactic basis that would deal with the method itself. Such publications in police education are entirely absent.

Implementing of specific scenarios purposely selected for model situations for the training of police officers appears to be a necessary element of effective training. *"Model situations are used to develop strategic thinking, practice of police tactics and specific skills in specific situations."* (PhDr. Antonín Mitáček magazine policeman 6/2007). *"From the above it is clear that the method of model situations in the event of its functioning can enhance the effectiveness of the educational process. But just like any other teaching method it works well in a particular time in a particular place and under particular conditions. Therefore the absence of certain factors or their improper modification could reduce the effect of different scenarios or completely eliminate its use."* (By JUDr. J. Hejmal, JUDr. R. Ševčík, Brno, 1996, p. 1)

3 Procedure of implementing model situations

J. Mužík describes the procedure for the implementation of role plays methods (model situations) in the educational process and their contribution best. He states: *"when a role play method is performed, the participants playing various roles improvise and react to the other people's behaviour and acting. Each participant must behave as if it were a real situation, they must understand their role. The aim of the scenario is not only to find a solution to the situation, but also to understand the behaviour, motivations and acting of the other participants and to assess how effective and suitable the acting of each participant was".* (J. Mužík, 2004, p. 147)

It should be further emphasized that this didactic method it may seem very easy to apply at first, it requires a really extensive preparation should it be effective. There is a number of factors which increase the efficiency of this method. (One

of the following chapters deals with it.) Model situations can be divided into three phases:

Preparation - setting educational objectives, time schedule, allocation of roles, providing suitable premises and equipment, plot of model situations.

- **Implementation** – role plays - it is useful if the participants choose their roles according to their interests.
- **Assessment** – it is ideal to do it immediately after the implementation and encourage students to analyse independently to discover the weaknesses and find best solutions.

There are two types of role plays

Structured role plays

Structured role plays always have a scenario and it is advisable to implement them in a consistent group of up to a maximum of 30 members. The teacher should involve all the group members assigning them roles. The selection of helpers is very important and it is more effective when the helpers are not members of the particular class or group of students or trainees.

Structured role plays are more difficult to design than unstructured situations because there should be no unexpected deviations from the prescribed scenarios caused by unexpected behaviour of any of the participants.

Unstructured role plays

These role plays usually do not have a scenario and a set plot. The development of the situation is unexpected and completely randomized. Unstructured role plays are usually introduced after structured role plays. They do not require as much preparation as structured role plays. The effectiveness depends to a great extent of the abilities and acting of the helpers.

4 Feedback

Feedback is an integral part of role plays. It helps not only to the participants who take an active part, but also other participants to find out something about themselves and about the impact of their behaviour on other people. It is priceless for all participants (recipients of information) because it creates the need to induce changes in behaviour and offers alternative methods.

J. Křivohlavý characterized feedback in the learning process as follows: *"It does not reflect only the topic of conversation, but also the self assessment of the speakers. Through feedback we give people information on the ways we see their behaviour. It is the description of our impression their behaviour evokes, at the same time we describe the behaviour itself."* (J. Křivohlavý, 1988, p. 235)

A very effective tool for providing feedback is the use of video cameras, which can be used for recording during role plays and then played back not just to the actors but to all participants so that they have the opportunity to evaluate the situation better. The use of recording devices allows efficient detection of potential deficiencies in communication and it also gives a unique opportunity to assess the actor's conduct during the role plays. It should be emphasized that feedback should be provided in a positive way because its purpose is not to criticize, but to offer alternative solutions and it can become very effective when used in a controlled group discussion. The teacher should encourage all participants to actively detect other solutions, possible deficiencies and urge participants to discuss the feelings they experienced during their model situations. Comments must bring experience and expertise when the closing summary is carried out. Feedback should always include the legal aspect, the tactical aspect and a socio-psychological perspective.

5 Factors that increase the efficiency of role plays

The basis of role plays is "simulation" of a specific situation, which focuses on a particular aspect of police work. It is usually associated with the application of the specific competence and skills needed to achieve a certain goal. Again, the more the simulated situation resembles the real situation, the greater

its effectiveness. A certain ideal is if the active participants on the course don't even realize that it is an unrealistic situation. I would like to point out that this is impossible to achieve, however the teacher should put a lot of effort to create conditions that are as close to real life situations as possible, even in seemingly unimportant details that add to the realism of the situation. It is of course necessary to take into account the capacity of the institutions in which this method is applied. Factors that require attention are:

- Suitable premises – classrooms for role-plays, indoor and outdoor premises
- Helpers (actors) – people who do not belong to the class, student, teacher
- Choice of scenario – the choice of appropriate "scenarios" depends on educational objectives
- Equipment - ideally the same as in a real situation
- Timing – introduction, role- play itself, reflection, feedback, documentation, assessment
- Characteristics of the target group of students – group dynamics, number of students

6 Role plays as a diagnostic tool

If the educational institution decides that role plays are the optimal way to verify the educational objectives and if they become part of the diagnostic system then the following factors must be taken into account:

- Equipment – corresponds with the real-life activities for which the tested student is prepared
- Staffing - helpers, members of the examination board
- Organization demands – timing dependent on the classes available and staffing
- Confidential exam tasks - in the case the students know the tasks their decision-making process will be influenced
- Competence of the members of the board - Certified Examination Board members according to the focus of the examination questions

Evaluation of student performance

A quantitative approach

The simulated situation should have only one possible solution¹. The expected procedure is then decomposed into several steps which are marked (students gain points). The final assessment is then expressed by the number of points. The maximum number of points as well as the cut-off score is set in advance.²

Advantages: unified evaluation criteria,
unified documentation,
less administration

Disadvantages: diversion from the scenario of role plays complicates the predetermined assessment scoring system,

and can also complicate the assessment of students' skills and abilities (strengths and weaknesses of the students during their performance).

Qualitative approach:

The simulated situation can contain any number of solutions. The evaluation of the performance is verbal which reflects the level of quality in a better way, even in subsequent.

Advantages: concise evaluation of subsegments of the student's performance,
the simulated situation can have any number of possible solutions,

Disadvantages: The evaluation criteria are not strictly defined in advance,
verbal evaluation is administratively demanding,

Both approaches can be combined in accordance with the needs of educational institutions.

¹ In the case of several possible solutions, it is necessary to predict all of them and include them into the quantitative assessment.

² Ideally, there are evaluation sheets prepared for each question as a part of pedagogical documentation.

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New Trends in Education of Traffic Police Officers

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Abstract

The following entry focuses on the analysis of continuous training concentrated on increasing the special knowledge of Traffic Police officers through activation methods.

Key words

activation methods, carriage of dangerous goods, special training

Special training implemented and planned at the Police College and Secondary Police school of the Ministry of the Interior in Holešov

The target of the training required by the Traffic Police Headquarters of the Police Presidium represented by the Traffic Police service is orientated towards short qualification training courses aimed at upgrading theoretical knowledge and the practical skills of police officers which are usable in police practice in the field and are essential in securing road safety and traffic accident investigation. The required length of training is one or two weeks.

Nowadays we provide qualification upgrades in two special courses focused on the carriage of dangerous goods on the road based upon the international ADR treaty and the European Agreement on Road Transport and certain social legislation relating to road transport.

Other requirements are to increase the expertise of the bailing process. In this field the curriculum is set to organize training for the length of one week. In the field of traffic accident investigation the curriculum is set for the length of four days. Our aim is to offer a weeks training focused on the PC programme of LOTUS NOTES and the graphic programme PC Crash. Regarding our school, the staff and equipment are fully capable for the organizing of these training courses.

Within the framework of the general structure of the training we present theoretical and practical ADR schooling which in the traffic police service there is a lot of interest. The thematic plan will be analyzed concerning forms and methods, theory and practice connection, the use of activation methods as well as a final evaluation.

Teaching the carriage of dangerous goods on the road based upon the international ADR treaty

On the course we concentrate on the modern approach of Brazilian educator Paulo Freire of which we follow his principles. We are inspired by his approach as it requires cooperation between a teacher and a student. He says:

“In a common interaction between a teacher and a student, the teacher represents a subject providing information, whilst the student is the receiver. Such interaction is dead and pure facts claimed as the truth by the teacher with the student expected to listen and memorize. Thus the teacher’s task is to fill students with the information which is isolated from reality and context, losing its meaning. The only output is to memorize empty phrases mechanically.

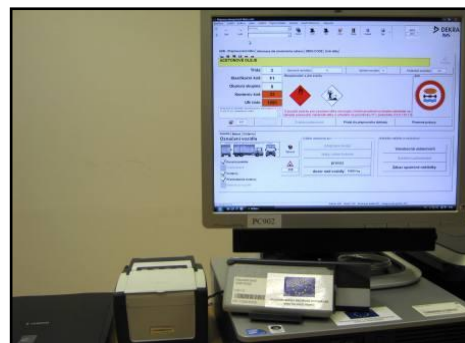
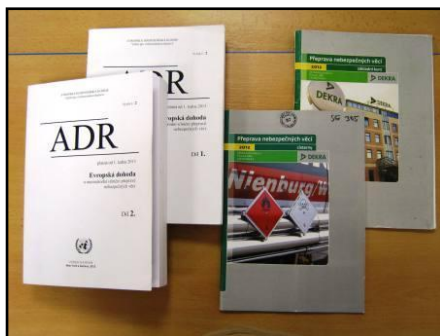
A teacher can sometimes give the contents of education to the students like a bank that is why this conservative pedagogical concept is referred to as ‘Banking’. This type of approach is very degrading for students and with no practice it leads to a lack of creativity and makes it impossible to attain a natural human response. That is why it requires real knowledge, which means thinking and constant searching.”

Within the implementation of this training these basic criteria are taken into consideration in order to support an activating approach. The problem is in the extent of appendix of the ADR treaty. It involves nearly 2.000 pages of text, charts and appendixes. Thus the limit of participants was set to ten with two teachers – The ADR safety consultants give lessons.

The training is attended by traffic police officers, which means that they are acquainted in the field of checking traffic. Some of them are even members of truck teams dealing with the traffic check of lorries. As for their previous knowledge and practice the climate in the lessons is creative and engaging, which is essential for evoking the students' attention.

The emphasis is put on the immediate students' presence in the lessons, their instant involvement in educational activities, the activities themselves, creative thinking and problem solving. Within the training we make efforts to inspire, motivate and direct students towards their goal.

To achieve students' active involvement the quality of teaching aids is essential. Thus students are free to use the ADR appendix and teaching materials created by Dekra containing a summary of ADR. They are also guided to use the ADREM programme in a computer lab.



The aim of the training is to fulfil the following educational goals:

- basic terms of the ADR treaty
- process of carriage of dangerous goods check
- identification of dangerous goods
- identification of faults in the carriage of dangerous goods
- the use of legal standards in dealing with the violation of terms during the carriage of dangerous goods
- the use of the full appendix of the ADR treaty and PC software ADREM
- arranging file documentation in dealing with the violation of terms during the carriage of dangerous goods

For this purpose a thematic plan has been created as a teacher's main guide. For teaching theory we prepared a detailed PowerPoint presentation of 170 slides which is used during the first three days of training. The computer lab is used by students for check tests and work with the programme ADREM. The output is file documentation dealing with violation of terms during the carriage of dangerous goods and administration of an offence report to the administrative authority of the district.

Activation methods used in lessons

- discussion – develops lower cognitive functions (identification, discrimination, analysis, induction and deduction) helps work in teams, improves communication and relation between the teacher and student and students between each other
- a heuristic method guides a student in the process of dealing with problems through teacher's questions
- the situation method prepares students for dealing with problems in everyday life whether it be in work, personal or study matters
- working with text, based on reading with comprehension, taking notes and orientatation in great amounts of information

The very first day of training implements a form of activation method discussion, with students introducing themselves to each other. The lessons begin with introduction of basic terms using PowerPoint presentation, in the first lesson the teacher asks questions concerning students' experience and opinions on the subject. The teacher activates less active students and creates a positive attitude. To follow, the teacher carries out work with the text method – students search for parts, chapters and sections of the ADR treaty.

The next 3-6 lessons are focused on consolidation of the two activation methods mentioned above. In the subject of classification codes, traffic units labeling and prohibition of joint loading the heuristic method is used through dealing with a problem. Students are given problem situations and in pairs and then they try to deal with it.

In the last two lessons the teacher applies work with the text method again through search and classification of substances in chart “A” – the list of substances and goods ADR 3.2.1 and chart “B” the alphabetical list of substances and goods ADR 3.2.2. The students sit a test of 15 closed questions, which is followed by an introduction into the ADREM programme. In conclusion the students are given homework – 30 closed and 10 open questions.

The second day of training is launched by a homework check. All through the day the discussion method is applied. In all subjects the work with the text method is used. The heuristic method is implemented in the subject of labeling and hierarchy of tankers as well as the subject of compulsory equipment. In conclusion students take part in a test of 15 closed questions. The results are given directly in the lesson.

In the afternoon lessons the situation method is applied for the first time. Students, guided by the teacher create a roleplay concerning a violation of terms during the carriage of dangerous goods, particularly the use of inappropriate tankers for the carriage of dangerous substances. In conclusion students are given homework again – 30 closed and 10 open questions.

The third day of training begins with a homework evaluation. In the following lessons the situation method is applied through solving particular problems which occur during the carriage of dangerous goods in sub-threshold amounts. In the third and fourth lesson the teacher uses the discussion method and the issuing of traffic checks connected with the carriage of dangerous goods are discussed. In the fifth and sixth lesson students elaborate roleplays of the violation of terms during the carriage of dangerous goods due to not labeling the traffic unit by orange boards. The teacher’s guide is minimum at this point.

In the afternoon lessons the students sit a PC check test involving 30 closed questions. The results are given straight away. This is followed by the students solving another roleplay concerning the violation of terms during the carriage of dangerous goods. The violation lies in incorrect labeling of the traffic unit by large safety signs. In the conclusion students are given individual homework.

The fourth day of the training involves traffic safety action in practice. In cooperation with the Road and Traffic services centre and the Traffic inspectorate, the traffic check of traffic units takes place on roads. The check is carried out by the teacher and following his example students provide checking in pairs.

In afternoon lessons the traffic safety action is evaluated and homework is checked.

Students then individually elaborate roleplays concerning the violation of terms during the carriage of dangerous goods, this time the violation is in incorrect labeling of dangerous goods. This is followed up by students sitting a PC test involving 30 closed questions.

The fifth day of the training includes diagnostics, verification of gained knowledge under the supervision of an examination commission. The knowledge is verified by sitting a PC test of 30 closed questions and a drawn roleplay. The commission assesses results and evaluates them.

In conclusion the students fill in questionnaires and are given certificates for successfully completing the training.

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Educator as the Manager of an Educational Proces

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Abstract

This paper deals with the fundamental changes of the roles of students and educators in the implementation of new training programmes in the form of distance education. Rather than a sole source of information an educator is becoming a coach who directs students to reach educational goals. The focus of the responsibility for gaining information is transferred to a student.

The paper also focuses on the theoretical background – characteristics of coaching process, role of an educator-coach in the educational process and effective general principles of coaching.

Key words

characteristics of coaching, motivation of students, general principles of coaching, educator-coach, problem solving, educational process, changes of roles

Introduction

Current development of the information society demands everybody's skills concerning sorting and processing of huge amounts of shared information and the general orientation in the field of information and communication technologies. The need to reassess the existing system of education in order to create educational methods and an environment which allows both the student and the educator to navigate and operate in the world of informatics, arises in response to this situation.

Should the use of information and communication technologies be effective and bring positive changes to improve the quality of professional education, the traditional schemes of professional education are not sufficient. We have to accept some **fundamental changes in the status of students and teachers**.

The changes concern the following areas:

- **The change of the position of learners** gives them higher responsibility for obtaining information and the educational progress itself. It is necessary to prefer teamwork to the currently used individual way of obtaining information and to allow learners to actively cooperate in the development and innovation of educational programs through feedback.
- **The change of the position of teachers** means the transfer from the conventional position, when the teacher serves as a single source of information for learners, to the position of a coach and facilitator who respects learners' individual needs. The role of teachers in the new system is no longer the role of experts, but managers, whose task is to manage the learning process of students in order to achieve maximum efficiency in the shortest possible time and optimally develop their analytical, synthetic and application skills.
- The change of the teaching methods is based mainly on the application of motivating teaching methods with effective use of multimedia and, for example, integrated learning focuses on the acquisition and consolidation of the knowledge, skills and habits that learners really need in their jobs.
- The change of the way educational information is presented means mainly presenting new information with the use of information and communication technologies. This helps learners absorb study material better and at the same time it allows to keep the information up-to-date as the educators can quickly and easily react and update the information as a reaction to frequent changes in various areas, for example changes in criminal law.
- The change of the educational and study materials is based on a multidisciplinary approach to their creation. While so far it has been the educator or a team of educators who created all educational materials for a specific subject, nowadays it is a team of professionals such as teachers, graphics, designers, programmers, analysts, animators and others. Regarding the costs such a process requires, it is really inevitable to consider the effect of the educational materials really thoroughly and take into account the suitability of teaching methods

and educational materials for achieving taxonomy of learning objectives set out in the curriculum.

- The change of the availability of study materials lies in their accessibility at any time and in any place.

The fundamental changes from the list above are the basic changes in the positions of teachers and learners, especially in distance education. The changes will require a lot of time on both sides and the positive outcome is never guaranteed beforehand. The system of coaching requires changes in behavior of teachers as well as learners. Before starting coaching the educator must clearly clarify what obstacles can appear.

1 Characteristics of Coaching

Let us start with the question what the typical forms of behaviour of current teachers are. Teachers are still the main subject for transmitting information, they often use the more comfortable traditional way of teaching, they do not have enough time to make a friendly relationship with their students and they usually prefer short-time activities and issues.

In contrast to this there is *“The method of personal development, originally used in sport, which is used in the educational process of adults in business practice nowadays. The coach influences the employees in their individual approach, they motivate their initiative, self-reliance and creativity and their working efficiency. In contrast to the traditional guidance, the coaches are not the sole source of information, but they are rather a catalyzer of the changes in a client’s personality and they help the client find solutions and activate client’s own sources.”*¹

The teacher in the new position of a coach takes the position of a guide and colleague rather than a supervisor. The first step is to understand the problems of students, not to criticise them. The critics have to be constructive and should help the students achieve better results and reach their goals in the educational process. At first the coach thinks and then acts and the students are taught this technique as well. Long-term results are being emphasized, not short-term results.

¹ Průcha, J., Walterová, E., Mareš, J.: Pedagogický slovník, Praha, Portál 2003, ISBN 80-7178-772-8

The teachers who prefer long-term goals will be more successful than the teachers who want to achieve the goals quickly. The long-term perspective takes them away from personality conflicts. Coaching demands a systematic approach to the educational process, it is more time-consuming and regular at the same time. It is effective when the meetings with students take place regularly on an assigned day and hour and these dates should not be changed.

Good educators-coaches do not supply students with the solutions of their problems, but they motivate the students to think more about related issues. The students should not only be focused on daily educational process, but also the wider consequences of problems and they should regularly devote their time to thinking about the connections between the subjects and strategies to achieve the educational goals. Should they have any difficulties, the cooperation with the coach enables them to overcome them and to find the right direction to achieve the goal.

Coaching of students demands very good communicational skills from the teachers (there is no monologue) and also the skills of constructive confrontation with individual students of a team – class. The coach has to deal with the imperfection of the students. It is necessary not to make quick decisions; it is necessary to look for the possibilities how the coach can help the students with their studies.

In the first place the coaches should know themselves very well. They should know their style, their weak and strong qualities and the results of coaching. They should be able to explain to the students what they need from the first encounter.

The essence of good coaching is imagination, foreseeing and looking for a variety of possible problem solutions. The teachers in the new position have to understand how they affect the students. It is usually a long-lasting and difficult process which demands patience. The conditions of successful teaching are mutual confidence, thoughtfulness, self-discipline and using feedback. The teachers do not get any ovations for the change of behaviour and experienced teachers do not even

expect them. The students consider the changes of the educational process as matter of fact.

Coaching requires that the teachers are aware of the fact that even the best students need their help and guidance to develop their skills. Coaching should help them prevent failures, frustration and ensure better results than they could achieve without the guidance of the teachers. Another possible hypothesis is that most of the goal-oriented students want to be more effective, successful and informed than before. It makes them more capable of competing on the labour market where supply is usually greater than demand. The task of the coach is to change the thinking of the students so that they do not evaluate themselves with the words “I can’t do anything“, but they think “I am less successful and effective than I could be.“ There is the support of students’ motivation and achieving new goals which they found unreachable beforehand.

Coaches supply their students with the tools and skills needed for the identification of problems with studying, looking for the causes and affecting them, rather than the symptoms.

The students who were guided by a coach not only got advice in the field of their studies, but also created a new way of thinking and acting which can make “possible“ out of “impossible“ at their work as well as in their personal life.

The important thing for coaching is the change of the position of a student in the educational process. Coaching is not suitable for every student and the students cannot be forced to accept the coach. There is the demand of endeavour and motivation of the student to achieve a higher level with the guidance of the coach. Coaching is suitable for the students who are willing to:

- give a better performance
- keep a better performance
- change their thinking
- change their attitude to gaining knowledge

2 Educator as a Coach

The teachers in their new position of coaches will encounter various new problems and types of students different from the traditional educational process. The responsibility for gaining knowledge is shifted to the student. Some new situations which were not so obvious in the traditional educational process can appear, e.g. students who refuse to work in teams, students whose perfectionism paralyzes their results and disturbs the team work, students who avoid a clash of opinions with their colleagues, students who defend their approach and solutions in an authoritative way etc. The coach has to find his way to all these students.

Coaching of students demands understanding of students' problem behaviour, ability of seeing them in a broader context and last but not least the evaluation and considering the solutions of problems. It contains the motivation of problematic students so that they become interested in the desirable change and they assimilate in a group of students - class. Coaching is guidance towards the change of behaviour which brings possible failures of students.

Dealing with the problems mentioned above usually requires to keep the general principles and techniques:

- if we want to learn the real state of a problem, we have to observe the dynamics of the students and their surroundings. The behaviour of a student is never isolated and its effects on the surroundings are important. Some of the basic criminology questions like Who? What? When? Where? How? Why? can be successfully used for the analysis of these problems. If we want to deal with a student who is arrogant and dominant and has good analytical skills, for example, we have to observe them during the active educational process – how they behave, who they respect, by what is their behaviour influenced, what about their family conditions etc. Personal life of students is very often the key to understanding and solving the problems. Setting and using the mutual confidence is possible, but definitely not easy (but without it we will not achieve the goal). That is why it is so important to understand the principles

of coaching at the beginning and try to gradually reach a consensus in this process.

- For an effective approach leading to the change of students' behaviour and achieving their better results it is necessary to get the information and learn the opinions of the other members of a team – class. This leads to obtaining a complex and unbiased picture of a student. The gathering of this information requires a lot of tact, good tactics and knowledge from the coach.
- If we succeed in getting enough information about the student, we have to analyse the problematic behaviour and decide to what extent it depends on a habit or a character. Problematic behaviour can appear as a reaction to a new situation (e.g. studying in a team while at work the student works individually) and it can be caused by the fear of failure. Problematic behaviour resulting from negative habits is easier to eliminate than behaviour resulting from a person's character. It is necessary to observe the students, their behaviour in different situations, if the behaviour appears for a long time (e.g. they are always cheating in the lessons, while being tested etc.) The character flaws usually appear in a wide range of situations, unlike the behaviour resulting from negative habits. The task of the coach is to decide if the problem behavior can be changed by suitable guidance. If yes, the next question is whether the student is willing to start trying to change the behaviour in cooperation with the coach. If it is not possible, the coach has to decide if the student can still work in the team without a negative influence on the effectivity of their results and the results of the team. It demands a quick solution from the coach in a negative case, otherwise the motivation not only of the problematic student, but also of the whole team can be lost and frustration can appear.

3 General Coaching Principles

The aim of coaching is to use the potential of students for their achieving of better results when they are led by suitable guidance. Following these simple general principles can make the achievement of the aim easier:

- the first meeting – the preparation for the first meeting, where the educator-coach will present the system of coaching, requires thoughtful preparation. The students should know the basic information about their study (especially the differences in the organisation of distant education) and the programme of the meeting. The plan of the meeting should contain what the teacher wants to say, in which order, when to give space for students' reactions, breaks, tasks for self-study etc. It is always good when the plan is in the written form because it is the first meeting and the teacher cannot know what problems can occur.

It is necessary to achieve an agreement about the coaching with the team/class at the first meeting. However, in some extraordinary cases this cannot be reached. In such cases the use of motivation or sanctions is important. When the coach is too positive, the students have a good feeling, but they do not understand the seriousness of the problem. When the coach is too negative, they can demotivate a talented student who only needs to settle their thoughts. In general, the mistakes in using the negative approach are much more difficult to correct than the mistakes in using the positive approach. The coach should take the risk.

- There are some proven techniques of coaching:
 - a) Proceed from simple things to more difficult things – the goal cannot be achieved immediately; gradual steps, experiments and failures are inevitable. The first goal for you should be the one which can be achieved the most quickly and with the least psychical effort.
 - b) Set minor goals (microgoals) – difficult tasks can be successfully divided into a set of simpler tasks. The minor goals make the communication between the coach and the student more effective. The final goal is gradually achieved by using these goals.

- c) Active listening practice – paraphrase, tell the students with your own words how you received and understood what they had told you. You let them clarify and complete what they had said which leads to better mutual understanding.
- d) Support the learning – ask questions about the educational process: What have you done? What happened? How did the others react? How did you feel? Have you received a feedback and what will you do with it? These questions can make the students think about their actions and their role in the team – class.
- e) Learn not to react immediately – consider your reaction for about 5 seconds and then react.
- f) Use roleplay methods – these methods eliminate the problems with communication. The student is led to practical roleplays.
- g) Organize a dialogue for making better relationships – it is necessary to use this method for making disturbed relationships better when needed. The coach has to ask the student a lot of analytical questions to learn what is happening inside the student's mind. This can happen personally or by e-mail. It is necessary to decide which form is better for the student. During the first dialogue the coach should play the active part.
- h) Encourage the students to more positive feedback – the students tend to concentrate on their own problems rather than what is happening in the class. It is necessary that the students realize they are a part of a team and they reflect the opinions and actions of the team.

4 Conclusion

Because of the demanding requirements on the students of new educational programmes (in the form of distant studies), a gradual change of the roles in the educator – student relationship is to be expected. The educator is not only the source of information, but also a guide through the educational programme, a tutor, organiser, motivator, supporter and provider of feedback. The conception of nowadays frequently used term coach suits the best for the new role of a teacher. The coaches do not supply students with their own solutions of problems, but they lead students to an analysis of a problem, deviding of the process into single steps

and the gradual looking for answers and solutions to the problem. This change in the position of teachers, both internal and external (distant education cannot do without the last mentioned), is very demanding for the management of schools and it requires new courses in the form of further education of the educators. It is not possible to achieve the demanded change without gradual good preparation of the educators. However, this change is not only the matter of educators, but also of the other employees of schools as well, because developing new methods and forms of education process including the preparation of teaching support is a multidisciplinary matter nowadays.

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Duty Weapons Use in Stressful Situations – Trainings Organized in the Centre of Excellence

Chief Superintendent Alexandru TANCO - Police school Cluj-Napoca, director of police school (RO)

Superintendent Alice POPA - Police school Cluj-Napoca, public relations officer (RO)

Abstract

The setting up of a Center of Excellence in which the training is focused on stress management and on developing competences regarding the use of duty weapons, through transfer of innovation, supports the effort of implementing the concept of integrated police training.

Key words

duty weapon, stress, training

1 BIA PROJECT

1.1 Why this project?

In Romania, police work entails an extraordinary degree of professional stress and policemen are regularly exposed to stressors beyond the range of normal human experiences. The high level of stress is caused by a large range of factors that cover pressure from workload, relationships, and career developments, managerial and personal responsibility. The increasing expectation of the community related to the quality of the police work and to the level of public safety represents another permanent pressure on the police.

Obviously, the main “*target*” and also “*victim*” of the stress is the police staff involved in police missions in the field. For these people, a simple, domestic scene could instantly be transformed into a tactical environment pointed by critical incidents, traumatic events, legal and ethical dilemmas. Among the stressors, to carry and to use duty weapons in violent contexts, are most stressful situations because of huge responsibility involved. In such circumstances action background includes civil population, potential collateral victims, who could be affected by stressed

policemen's behavior. According to The Ministry of Internal Affairs (M.A.I.) policy there has been acknowledged and assumed the need to create and apply new training methods and models, for the staff trained to ensure a better public safety and also to align to the methods/techniques used at the EU level.

Thus the Leonardo da Vinci transfer of innovation project "*Setting-up the Center of Excellence for initial and continuous training on professional stress management and duty weapons using tactics based on transfer of innovation from partner countries*" LLP-LdV/TOI/2010/RO/005 - **BIA Project** was born at the beginning of 2010, after a fruitful collaboration between the Foreign Funds Unit from the Schengen Department of the M.A.I., The General Inspectorate of the Romanian Police and "*Septimiu Muresan*" Police School Cluj-Napoca. The foreign partner institutions from Germany (The Riot Police from Baden-Württemberg Land) and Hungary (The Hungarian National Police), with a significant experience in the field of modern policing within very complex operative situations, were able to provide an extensive expertise in the field of the project.

1.2 Objectives and results

The project, implemented during 2011-2013, had two objectives:

1. Performing a research with the aim to design, for the benefit of the Romanian Police operational staff, the new model of professional stress management and duty weapons using tactics within professional context, based on transfer of innovation from partner countries;

2. Setting up the Center of Excellence for initial and continuous training on professional stress management and duty weapons using tactics within the police school by developing the framework regarding professional stress management, duty weapons using tactics and related training system (modern, effective, efficient), based on transfer of innovation, experience and good practices from partner countries.

The main results of BIA Project were: a new model of professional stress management and new shooting tactics; a Methodology, Training Manual, curricula

for basic courses and audio-video training materials; one training module for teachers/instructors; one field exercises module for teachers/instructors; 5 training modules for police agents; field exercises modules for police agents; 20 teachers and 160 police agents trained; the Anti-stress guide; the project's web site: www.biaproject.ro.

2 CENTER OF EXCELLENCE

2.1 Almost 200 police agents trained in the first year

After **BIA Project** was finished and The Center of Excellence within “*Septimiu Muresan*” Police School was accredited, the training sessions begun, based upon “*The Center of Excellence Development Strategy for 2014-2018*” and “*The Outlook on professional training in the field of stress management and duty weapons tactics for 2014-2018*”, approved by the general inspector of The General Inspectorate of the Romanian Police.

During the first year of training sessions (September 2013-August 2014), the trainers - shooting instructors and psychologists - did their best to prepare a large group of very well adapted police agents ready to respond to any situation might occur in their professional activity and also to increase the degree of safety in their police interventions.

12 series of 16 police agents each, from all Romanian counties - a total of 192 policemen and policewomen - were trained in sessions of 10 days each. They had 576 hours of training: 144 of them in an outdoor shooting range, 48 hours in evaluation and the rest in theoretical, psychological and tactical training (in class and in a shooting simulator).

2.2 Modern and interactive training methods

The methods, the techniques and the innovative means used made the training in the Center of Excellence pragmatic, efficient and also appealing - this is the conclusion of the questionnaires applied to the trainees.

The development of the competence “*Identifying and managing stress*” was realized by applying questionnaires and by direct observation. The trainers worked

with the trainees individually or with a group (maximum 16 persons). They used Job Satisfaction Survey - JSS, Cognitive Emotion Regulation Questionnaire - CERQ, Strategic Approach Coping Scale - SACS, observation charts, and also conflict solving, self control and relaxation techniques.

In the competence *“The proper carrying and handling the weapon; communication in these situations”*, the trainers used explanation, demonstration, problem situations, repeated exercises of handling the weapon, interactive exercises in the simulator, study cases. The activities took place in classrooms, the shooting simulator and in a real shooting range.

For the competences *“Perfecting aiming techniques”*, *“The right use of barricades and covering; team intervention, communication between partners while using coverings”*, *“Using advanced intervention techniques while in motion, communication between team partners”* the training activities were organized in the simulator and in the shooting range, under the supervision of 1-2 shooting instructors and a psychologist. The trainers used again explanation, demonstration, problem situation, and interactive exercise with the simulator, repeated exercises of: aiming, leaving coverings, surprising the adversary, individual and team movement in the field, exercises for an efficient verbal and nonverbal communication, techniques of optimizing the attention, self-control and relaxation techniques. Besides the police regular equipment (belt, firearm, firearm holder, ammunition and loaders), the trainees used also fix and moving targets, high/medium/low coverings and the shooting simulator with its modern laser devices and hundreds of scenarios.

2.3 A positive feedback from the trainees

71% of the trainees considered the quality of the information transmitted during the courses as very good and more than 82% of them thought that the guidance of the trainers was at a very high level. Asked if they considered the course useful for their professional activity, 70.59% replied the course was very useful, 23.53% - useful and only 5.88% - satisfactory.

The most appreciated exercises by the trainees were the shooting ones with real ammunition.

3 RESPONDING TO REAL OCCUPATIONAL TRAINING NEEDS

The re-evaluation of the basic and further professional training of the personnel and its adaptation to the model of professional competences (aptitudes, knowledge and attitudes) is a priority when we talk about improving the quality of public order services. By the methods which were both active and participative, by the techniques and means used within the learning process, by the variety of interactive exercises with the simulator, or exercises in the shooting range, The Center of Excellence developed a holistic training, focused on efficiency and effectiveness, through the way of pragmatism. The professional evolution of the first (and the next) generations of trainees will represent a positive proof of the success set initially by BIA Project and continued through the Center of Excellence in “*Septimiu Muresan*” Police School in Cluj-Napoca.

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Trainings in Social Skills at the Bavarian Police Institute for Further Education

Ms. Carina STABAUER - Police institute Ainring (DE)

1 Trainings in Social Skills at the Bavarian Police Institute for Further Education

As a result of a political decision taken by the Bavarian Parliament our institute received a mandate to organise and implement trainings in Social Skills for police officers of all levels. Besides dealing with social skills in the way of improving communication, job satisfaction, motivation and atmosphere at work, three main trainings specially aimed to that target were implemented.

- PAKET (police antistress communication and operations training) with four follow-up trainings in self-management, communication, conflict-management and resilience (*two weeks basic training, transfer-task, option of a three day training in one of the four follow-up trainings*)
- Leadership Trainings for Police Group Leaders – Sergeants
- (*one week interactive training, a second week is in the planning stage*)
- Leadership Trainings for Police Inspectors - Superintendents
- (four modules of weekly trainings within five years)

2 Teaching Philosophy

Our target groups are experienced police officers, who bring with them years of police practise and police knowledge. Our aim is to build on that.

- Learning in specialised fields: offering a deeper knowledge of topics
- Learning as an active process and dialogue: using the work and life experience of our participants
- Learning as a social process: offering possibilities to exchange and learn from each other
- Learning as an individual self-controlled process: participants decide what they want to gain

- Learning as an experience oriented process: in simulated situations participants are encouraged to use all their senses and their skills. When it comes to train social skills this helps in changing attitudes and in reflecting the own behaviour.

3 Methodology and Methods

We use a lot of different methods in order to improve the (social) learning of the participants. Taking responsibility, communication and co-operation are key skills for good group work.

- Interactive lessons
- Group work techniques, e.g. discussions are a good way to discover what the attitudes to issues are. Moreover we also use wall writing, brainstorming or ranking as methods to work with groups and to stimulate them.
- Role-play: it aims to bring to life circumstances which are unfamiliar to the participants
- simulations: imitation of real life in order to raise questions
- Video feedback
- Self reflections
- Exchange of experiences
- Creative methods

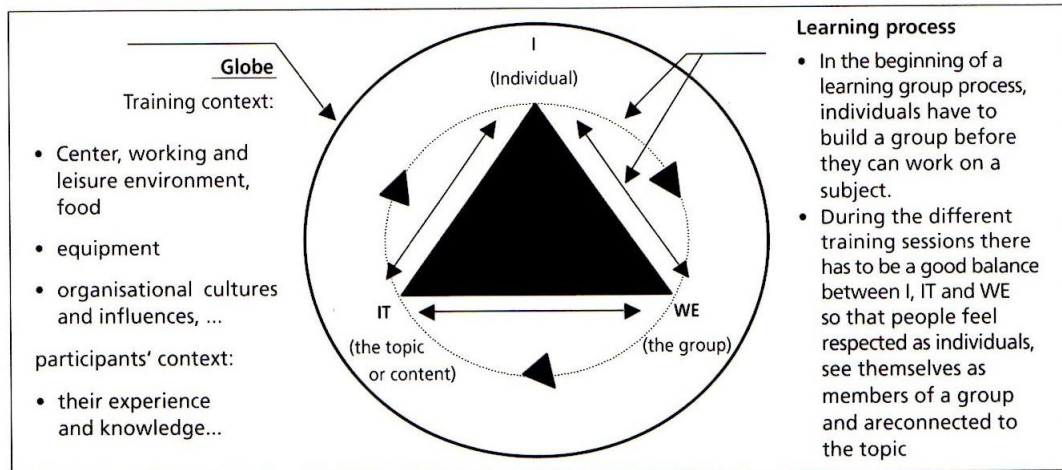
4 Steps of social learning

In order to achieve social learning and the development of a person, we use the concept of TCI (Theme Centered Interaction) developed by Ruth Cohn, a psychoanalyst and psychologist. Each learning can be seen as determined by four factors:

- I (Individual): every involved person with his/her strenghts, weaknesses, motivations and the actual condition
- WE (group): the dynamic of the group, that is the developing quality of the relations and of the cooperation in the group

- IT (topic): the subjects and content of the training, basically why a group comes together
- GLOBE: the training and organisation environment (also presented by the participants)

The interdependence of the individual participants, the training group, the training subject(s) and the training environment



Adapted from Cohn, 1981

Training Essentials, T-Kit Nr.6, Council of Europe publishing, Oct. 2002, p.83

Since learning should be successful in a long-term perspective, the crucial goal for the trainer/ lecturer is to create a dynamical balance between the individual, the group, the topic or content and the environment in which all of this takes place.

Disturbances result from disjunctures in these relationships. For example if a group is only concerned with itself for a long time ("WE"), it will probably get uninteresting, because there is no clear issue ("IT").

At the Department of Leadership and Social Science at the Bavarian Police Institute for Further Education we use TCI during the designing process of a training as well as a debriefing structure. Moreover it can also be a help in finding out the next concrete step or action.

TCI is not only a training method, it is more a humanistic appreciating attitude towards the involved people and towards the task of a group.

5 Final Comment

“I hear and I forget. I see and I remember. I do and I understand.” (Confucius)

In order to really understand, you have to experience something yourself. If you are hearing something it might be interesting. If you are seeing something it might be beautiful. But only if you have it happening to yourselves – actively doing it – you can really know how it is. So training social skills cannot work theoretically, we try at the Bavarian Police Institute for Further Education that the participants get a feeling, what social skills mean for them.

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Current trends in teaching radiocommunication at police schools

Capt. Ing. Zdeněk ŽALČÍK - Police college Holešov, teacher (CZ)

Abstract

One of the most important factors that influence the activity of the Czech Police and all police officers in daily duty is to transfer actual information to all levels of management up to basic services and their patrols in the field. It is not just about information that can be obtained from a wide range of information systems, available for the police. It is all about the immediate dissemination of information directly from the street, the place where a substantial part of the interventions and actions take place that cannot be postponed and it is necessary to flexibly react to these situations. A radio communication system was built in the nineteen nineties named PEGAS for these reasons. This is managed by the Ministry of the Interior. PEGAS is used by the entire integrated rescue system and also in cooperation with major components of the IRS. The Full-fledged use of all PEGAS system functionalities is not possible without proper training and quality of end-user devices.

The system of radio-communication training at the Police of the Czech Republic

None of the police officers should use the radio communications system Pegasus without being properly trained. Each Czech Republic policeman, even the new ones, will undergo a basic training. Part of this training includes an educational module No. 9 IKS – IS -. In this module, after 32 hours of instruction and preparation for the final examination, the policemen are able to define the system connection within Police of the Czech Republic, and they will also understand how, the communication system works. Furthermore, they manage to operate with Police communication means and their functions.

Currently the police schools run a course called "Trainers of radio-communications system Pegas". The educational aim of the course is to create a file of qualification skills, i.e. knowledge, skills, attitudes and other abilities that are needed for policemen to work with the system. Graduates of the course will not

only be able to use this system, but also share their knowledge with other Pegas users in the form of seminars, training courses and individual consultations. The length of the training in this course takes 10 working days. The lecture takes the form of theoretical and practical training with a focus on the operation of the Pegas that is used by the integrated rescue system.

The educational content is divided into six thematic units, focused on the issue of legal norms and internal acts of the Pegas system, Czech integrated rescue system communication, infrastructure of the radio-communications system and description and the use of both - voice and data services. At the end of the training, the acquired knowledge is used in certain role plays. In the lesson there are a wide range of appropriate methods and forms of teaching used; classical and modern, with regard to the target group of learners. The content of education is mainly focused on reading, discussion, problem teaching and practical exercises.

The course is designed for Police officers and employees working for the Czech Republic police who have:

- communication skills,
- interest in the issue of radio-communications,
- willingness to pass the gained information to colleagues in different departments.

The competences of the course graduates:

- They know the terms used in the Pegas,
- They have a comprehensive overview of the communications principles and other system services,
- they are practically able to run the appliance and to apply it into their own work,
- to pass information in the form of seminars and individual consultations,
- the course provides ongoing support to users of its service.

Communication of PEGAS system

Radio-communication system PEGAS is primarily designed for conversation between the patrols and the supervisory service or operating centre. Data communications are the trend of the past few years, and there is an effort to place them more into the professional experience.

An overview of the communications system PEGAS

Spoken

- Systematical (terminal must be registered)
 - group voice services on an open channel (the main communication)
 - individual (complementary communication)
- Non-systematical (terminal does not need to be registered)
 - direct mode (DIR)
 - through digital repeaters (IDR)

Data (terminal must be registered)

- SMS application (small data) - implemented by terminals
 - statuses
 - quick status
 - free text (SMS)
 - AVL (automatic vehicle location)
- IP applications (large data) – implemented through UDT (user data terminal)
 - remote access to databases (screening)

For spoken systematical and non-systematical communications it is essentially important that the final user easily knows how to handle the basic settings of the radio stations. We cannot neglect the importance of using correct spelling when operating the system.

Data communication system PEGAS is used primarily to facilitate the patrol's work on the terrain and effective work.

Data transfer is used instead of oral communication when possible, as for example in quick status and remote access to databases.

Specific forms of professional police snipers' training

WO. Bc. Zdeněk STEJSKAL - Police college Holešov, teacher (CZ)

Annotation

This work deals with the educator's view on the issue of the current specific educational system, methods and forms of professional training of police officers in the specialization of sniper and instructor - sniper. It discusses the specific forms and methods of a police officers' education in this specialisation.

Key words

the course, methodical workshop, professional education, shooting competitions, sniper

Through this work I would like to introduce specific forms of professional sniper training which are currently used in self improvement training. These are specialization courses, methodical workshops and shooting competitions. All of these three types of professional training create a structure for sniper training. Both, the different way and different form of work, have the main aids in common. This aim is to improve professional skills necessary the job practice.

1 Clasification of police snipers

The snipers in the Czech Republic are nowadays classified according to the systematization regulating the number of police officers and activity objectives. Snipers in our country are placed by each Regional Directory at a Response Unit, by Alien Police Inpestorate at international airports. Also they are placed by Imediate Response Unit, Presidential Security Unit and by Constitutional Representatives Security Unit.

2 Professional police training

Professional police snipers' training is given in school curriculum since 2001. It is approved by education department of Police presidium and by education department and administration of Ministry of Interior police schooling.

Education department of Police Presidium in the Czech Republic organizes in cooperation with lecturers and instructors professional training via specialization courses, methodical workshops and settles new conditions of education for police officers with service arm. Snipers' training is conducted at the Police College and Secondary Police School in Holešov or other schooling institutes through theoretical and practical training.

Activities are planned by sniper-lecturers for each following calendar year. The content and the form of training are planned ahead so that the training fulfills the aims. The training covers not only the theoretical background but also the practical activities and practice experience. Complexity and continuity can be seen in coherence between theoretical and practical part of the shooting training.

Police training should also be based on the complete competence and approach of the police officer, who is responsible for his acquired professional skills, necessary for police practice, and who acts professionally, is qualified, motivated and disposes of great ethic standard.

3 Methods of theoretical and practical training

At the specialization courses for snipers is the coherence between theoretical and practical part of the training highly emphasized. The trainee must cope the procedure of using sniper rifle. Methods like lecture, interpretation, presentation, guarded practice, discussion, group work, memorizing and active experience learning are used by the training. The training is conducted in laboratories, at shooting range, in army training areas and in classrooms.

4 Other forms of professional snipers training

Considering complexity of professional police officers training with specialization on snipers, it is obvious that different ways of professional training are included to improve skills and professionalism of snipers. The main aim of the training forms is mainly intensifying skills and abilities necessary for practising this specialization. The aim is not only fulfilling school curriculum but also reaching profile balance of the specialist. Considering demands and large extent of knowledge and skills we can also speak of shaping sniper's personality focusing on his mental maturity

and stability. Such personality is resistant to stressful situations connected with the profession as well as situations of everyday life.

In order to prepare a specialist at the level of mental stability and balance it is necessary to set practical situations in which such stressful conditions can be simulated.

Methodical workshop

Similarly to perfecting courses, tests and other forms of work target continuing in with knowledge and skills already gained. Standard form of such work begins with theoretical training. Not only is the content and objectives of particular work included, also individual participants are integrated in the lessons. Presentation of the subject and answering questions together with practical examples are followed by performing new knowledge and skills in practice. This performance involves more than shooting practice which tests the theoretical training. Sniper instructors include complex knowledge and skills of each individual participant within these exercises and simulations. The instructor's experience and knowledge is reflected in the variety of the training exercises. The participants are motivated and inspired by each and every personal experience thus the objectives are easier to achieve.

Police shooting competitions

Shooting competitions are also part of professional education of the police snipers. Annually three police shooting competitions announced in one-year plan of specialization courses, instructional methodical work and shooting competitions are planned. They involve complex induction of situations based on performance of the profession itself or situations which might occur at service intervention.

The police shooting competitions are based on real situations with shooting 10 m up to 500 m. Process of the competitions as well as particular exercises are rather diverse. The major factor is to evoke each situation in different way. Thus the competition is interesting and unusual for participants and also the professional level of individual participants is more significant. One of the most important feature of the competitions is evoking the stress factor which verifies skills of each participant. All participants master shooting techniques yet the difference of skills

is evident in mastering the stress factor. There are several ways to achieve the stress factor, the most common are time limiting and combining unknown situation, position, distance and the target. In pair competitions the team co-operation is essential, as well as communication skills and coordination.

In the Czech Republic the military sniper competitions are organized besides the shooting competitions. The variety of both types of competitions results in common aim – performing particular situation as real as possible and verification of participants' skills in unknown situations.

It is obvious that the aim of competitions is not seen in the results only, also meeting colleagues, exchange of views, experience and information is significant.

5 Co-operation with other subjects

The training also includes various shooting tests, workshops, seminars focused on specific theme. In general these schoolings are not organized by the Department of education of the Police presidium but by particular special unit, department or division, mostly in co-operation with other units and organizations. The most frequently police snipers co-operate with the Czech Army, Fire Rescue Service, Emergency Medical Service and other specialized units.

The scale of such co-operation is truly diverse and depends on subject discussed within the training. Very often the shooting tests are realized in co-operation with Fire Rescue Service, focused on use of gas bottles which endanger rescuers' lives in fires. One of the most interesting tests is also the test of ballistic resistance. Such a test includes ballistic protective means as well as ballistic resistance of vehicles used in special cases.

The scale also includes barrier shooting which is based mostly on shooting over glass filling of various types of glass. This kind of professional skill is one of the most important thus each police sniper ought to take part of it. Considering great extent of types of glass as well as ammunition, this practical experience is indispensable.

As I already mentioned the co-operation is not limited by borders of the Czech Republic. It also involves foreign units and subjects. As the scale of practical

intervention experience of foreign units is wider the co-operation represents an important source of information and material essential for professional sniper training. The experience and information are presented to representatives of each unit in authorized and presentable form.

Conclusion

The conference paper focuses on the current educational system of professional police sniper training in the Czech Republic as well as various forms and methods of professional training. I was inspired by my own experience and also by consultations with other officers professionally involved in this field.

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