

The Campania region police school, as the Poliforme project leader, intends creating, through such venture, a training project shared with other project partners focusing on the development of the proximity police's competences.

Subsequent to the comparative data analysis of the 5 project partners the Italian project leader has provided in elaborating a training programme to be submitted to the other partners.

The training course we are presenting today and which represents a EU model is based on the theoretical concept formulated in Chapters II and III and on the training courses proposed by each partner of the report submitted last July.

The fundamental guideline of the research work was and is the conviction that it is possible to identify a general model of critical competences belonging to the proximity policeman or operator.

In my brief presentation I shall only provide in illustrating **the methodological options** adopted in developing this experimental training model. While as for **the specific contents**, they may be found in the table forwarded to all project partners.

The methodological options are the following:

1. Since the role-model is the synthesis of different national experiences, the training that we propose **is a wide-ranging type** which, of course, will have to be specified with the contents that best suit the needs of the countries at the time in which it is implemented.

In the table example we propose a **simulation** of a possible training course to be developed and implemented in the European reality in the following months.

2. The presented training project does not seek the contemporaneous development of all the ideal competences highlighted by our research, but it makes, from time to time, **a selection** of them. The same training project may be repeated in **different editions** always maintaining the same theoretical structure, but focusing on different skills.

3. The 30 hour training course consists of three distinct daily stages. Each day starts with the **presentation both of the overall role-model** and the individual **areas of competence** (legal, relational, economic and managerial, professional and operational) of the proximity policeman or operator.

The mid part of the day is dedicated to the analysis of **specific areas of competence** by means of lectures, direct evidence, case analysis studies and project work. Each day will end with the use of various **self-assessment techniques** to evaluate the competence possessed.

4. The training course structure together with the competence model may represent useful tools for **the analysis of the training requirements** within an organization and for the **development of training** intervention coherent with the model of competence.