According to the Cypriot authorities, an emerging trend has been the abuse of visa regimes by criminal networks in order to bring persons into the country for exploitation. Young women from Ukraine, the Russian Federation and the Republic of Moldova arrive in Cyprus on tourist visas which can be obtained from the Internet on biometric passports. Intermediaries reportedly also use tourist visas to bring thirdcountry nationals to Cyprus, putting them in a precarious situation and at a heightened risk of exploitation.

There has been an increase in trafficking for the purpose of "sham marriages", a trend already highlighted in GRETA's second report,5 most of the victims being vulnerable young women from Bulgaria and Romania.

Criminal networks increasingly use the internet, social media and communication technologies to recruit victims, as well as maintaining websites that facilitate trafficking and exploitation, such as escort services.

In 2019, amendments were made to the anti-trafficking legislation, which significantly increased fines for human trafficking and established criminal liability. The Multidisciplinary Coordination Group has adopted a new National Action Plan against Trafficking in Human Beings 2019-2021.

In addition, a National Referral Mechanism was established in 2016 to identify and refer assistance to victims of trafficking. However, GRETA is concerned that no legal assistance was provided to victims of trafficking in persons during the period under review (2015-2019) and the General Prosecutor's Office approved only two applications for legal assistance with a view to obtaining compensation.

There are no examples of compensation provided by the decision of a trafficking judge. In addition, the creation of a victim support fund that can be used to compensate victims of human trafficking has been delayed and no victim of human trafficking has yet received government compensation in Cyprus. In this regard, GRETA calls on the Cypriot authorities to ensure that victims receive specialized legal aid and free legal aid at an early stage in criminal proceedings and to establish a victim support fund as a priority.

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Миронова А., курсантка Національної академії внутрішніх справ, ННІ №1
Консультант з мови: **Хоменко О.Ю.**

WORLD EXPERIENCE IN REFORMING NATIONAL POLICE OF UKRAINE

Police education and training is the foundation of an effective domestic security and safety system. Crime has become more complex and threats have been increasing. Officers charged with enforcing laws must be open to new approaches. Well-educated and trained officers are much more adept and used to solving problems, thinking creatively, and exhibiting open-mindedness. Efficient and professional distinction based on police education/training is particularly important for the transition countries, constructing new police forces, and undertaking reforms in the law enforcement sector.

In modern society, a police officer should be of high cultural, educational development, self-educational and self-improvement ability, and able to apply his/her knowledge in various areas of law enforcement that objectively requires rethinking of the existing police training system [4]. Therefore, professionalism, proper police officers' training is the main and leading factor in ensuring the safety of the life of police staff and population.

The reform of the Ministry of Internal Affairs was started in April 2015. Today; the keynote to the reform of the Ministry of Internal Affairs is clear and concrete steps. The new police inspired many Ukrainians. The level of trust in the police increased from 3% to 46%, and was a huge step forward in establishing a modern law enforcement system predicated on service for the citizens as well as serving and protecting. The essential part of the reform has been the remodeling of the police education and training system.

In particular, the qualification characteristics for the profession of police officer were approved jointly by the National Police of Ukraine and the Ministry of Internal Affairs. Subsequently, the development of the professional education standard (competencies of police officers) was launched.

International experience with police education models is highly important in supporting the reform and identifying the most promising national solutions to the police education/training model in the following areas:

- Curricula development, education, and training process;
- Career development and professional development trainings;
- Police training infrastructure.

Police systems in developed countries, such as France, Great Britain, the USA, Italy, Canada, Austria, Japan, Germany, have a long history, extensive experience in combating crime and public order, and close interconnections. All this imposes an imprint on the organization of training for them, makes it take into account all the achievements of the past and modern, to broadly develop international cooperation not

only in matters of law enforcement activities, but also in training, internship, exchange of experience of personnel of police services and bodies. Police officers from European countries are interested in the functioning of an effective training system for police personnel.

A good example for imitation is the United States of America and its police system. Police academies exist in every state and at the federal level. Each state has an agency, which certifies police academies and their programs. Most states have minimum physical and academic standards for cadets to achieve before they can enter an academy and graduate. There may be additional or higher standards required for later certification as a police officer. While some states allow open enrollment in police academies, many require cadets to be hired by a police department in order to attend.

Departments and/or state certifying agencies may also require individuals to pass background checks, psychological evaluations, polygraph exams, drug screenings and qualify with a firearm and demonstrate driving skills, as conditions of employment/certification. Initial police academy training and education develop the minds, career goals, and attitudes of future police officers that will be in charge of law enforcement and social order. Academy training includes classes in firearms, first aid, criminal law, emergency vehicle operations, defensive tactics, physical fitness and report writing.

As for the USA, I find it negative that on average, police spend nearly one-third of their training on combat tactics. Many law enforcement training curricula focus on preparing for the potential of a threat or threats derived from statistically singular or anecdotal events. This heavily impacts the perceptions, biases, opinions, and attitudes that law enforcement officers carry into their interactions with the public. The ability to defend oneself is an important skill for police officers to have. But the emphasis on firearm skills and self-defense should not compromise the training on mediation skills and conflict management.

Police departments only offer an average of eight hours in mediation skills. Moreover, only 39 percent of agencies mandate that all officers go through conflict management training. The importance of conflict management cannot be underestimated. Police officers need to have the necessary training and knowledge to manage their emotional and physiological reactions, particularly in high stress situations.

Also one of the most alarming aspects of training regulation is that some states allow an officer to be trained AFTER he or she begins working. Currently, there are 37 states that will allow untrained officers to have full authority to detain, arrest, incarcerate, or even kill without ever attending basic police training.

Considering the above, every country has its own unique system of training relevant experts for police, designed under the influence of territorial, historical, political, social and economic factors and different national legal systems. It should be noted that in a number of European countries educational institutions are within the

national education system, where police training is carried out on the basis of general state standards of professional education. In other countries, training police officers (with the exception of senior staff) is focused on narrow professional police training.

The fundamental basis for designing a new model of vocational education in the system of the Ministry of Internal Affairs of Ukraine should be the scientifically grounded policy in this area, namely, the reformation of the educational activity of the Ministry of Internal Affairs of Ukraine in accordance with the EU standards in the field of training for law enforcement bodies, with due consideration of Ukrainian realities.

Foreign experience and advanced practice in law-enforcement education can become an ideological platform in the course of Ukrainian reforms. However, excessive attempts to transfer the experience of foreign systems of training police officers to Ukrainian reality are not justified, because national characteristics, educational traditions and positive results in this area are usually ignored.

Therefore, the standards established in the legal systems of other countries should be combined with verified domestic developments in education. The police training based on curriculum of legal education and the degrees of Bachelor and Master is the accomplishment of domestic law enforcement system of Ukraine.

Therefore, in the process of developing the Concept aimed at improving the legal (judicial) education for jurist's professional training according to EU standards, special attention should be paid to law schools with specific learning environments taking into account that one of the main tasks of the police is to protect human rights and freedoms, as well as interests of society and the state. Finally, let us remember the words of Taras Shevchenko, "And to your neighbors' gifts pay heed – yet do not thus neglect your own!"

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Мевша А., курсантка ННІ №1