



ROMANIAN NATIONAL POLICE

CYBERCRIME UNIT



CYBERCRIME TRAINING STRATEGY

The need for knowledge and skills on cybercrime and electronic evidence for LA

**Threats and offences assessment versus specialized training
versus specialized / dedicated staff**



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CYBERCRIME UNIT IN ROMANIA

- ROMANIAN NATIONAL POLICE

- NATIONAL ORGANISED CRIME

- HUMAN BEINGS TRAFFICKING Unit
- DRUGS Unit
- MONEY LAUNDERING & Money Forgery Unit
- TERRORISM Unit
- **CYBERCRIME UNIT**

- central level: 4 offices

- **On-line frauds** office
- **Child sexual** exploitation office
- **Computer intrusion** office
- **Digital forensics** office

- local level: - 15 Cybercrime units (10 – 25 cyber officers)
- 27 Organized crime units (2-3 cyber officers)



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STAFF SELECTION

- Police Academy / Police schools / Military schools
- Police units (criminal investigation, forensics)
- Outsource (selection procedures for vacant positions)
- Required education / competencies / skills / professional experience

STAFF ALLOCATION (based on volume of offences)

- Cyber Frauds 75%
- Cyber Attacks 15%
- On line child exploitation 10%
- Cyber Forensics

!!!! to be completed with statistics

STAFF TRAINING



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ANNUAL TRAINING PROGRAMME

- part of National Cybercrime strategy (4 years)
- training GROUPS:
- **MANAGEMENT:**
 - leadership, strategy
 - trends and threats
 - recommendations, methodologies
- **INVESTIGATORS:**
 - *modus operandi, suspects have different motivation, skills, vulnerabilities*
 - cyber attacks / hackers
 - on-line frauds, man in the middle / BEC fraud (financially driven)
 - on-line child exploitation
 - ATM skimming / malware attacks, payment cards alteration
 - dark net illicit markets



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- Digital forensics SPECIALISTS:

- *modus operandi, suspects use different **tools***
- computer / mobile forensics
- live forensics
- data analysis

ANNUAL STAFF EVALUATION

- Professional test
- Practical exercise
- Interview
- Recommendation (promotions / rewards / disciplinary action)



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PURPOSE OF THE TRAINING:

- to achieve an educational goal:
- teaching a **new skill**
- **updating** staff on changes to agency policy
(*new competencies, new procedures, new jurisdiction, extended capacities*)

BENEFITS OF THE TRAINING:

- staff with updated / high skill set
- higher professional performance (quality) / results (countable)
- motivation / appreciation
- networking (the participant comes back with great contact network)
- development:
 - develop future leaders for the agency
 - expend the agency limits / capabilities (ex: live forensics)



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DOWNSIDERS OF THE TRAINING:

- operational capacity can be affected:
 - short term: duration of the course (1 day / 1-3 months)
 - long term: high skilled staff leaves the department
- ineffective training
 - (major) gap between the skills / knowledge and resources / motivation
 - training not adjusted to the needs of the unit
 - training not in line with the level of participants

HOW WE CAN MAKE THEM STAY:

- offering a viable career path to proactive officers
- financial motivation, professional promotion
- loyalty to the cause (find the inner drive)
- loyalty to the team (foster a good working environment)
- agreements with sanction clauses for leaving the unit



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TYPES OF TRAINING:

- **Formal** / Certification / Accreditation (University, authorized training providers)
- **Non-formal** (training activities done in parallel with job duties)
 - career development (acceding to higher rank, position, responsibilities, management position, changing the line of work)
 - updating the skills and knowledge
- **Informal** (during by performing new job duties)
 - Peer training / on-the-job training / teaching through hands-on experience
- **E-learning** - is everywhere nowadays



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FORMAL, MANDATORY TRAINING:

Key benefits:

- a large number of people can learn at once
- accurate, up-to-date content
- quicker ramp up for new employees
- can include a variety of training methods

Downsides:

- are typically focused around employee engagement
- employees often see mandatory training with a negative connotation

*short runway to success, because the goal is typically to answer the question
“did the training program get completed, yes or no?”*



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INFORMAL, ELECTIVE, OR SELF-DIRECTED TRAINING:

Benefits:

- less costly / more time efficient
- more personal / less intimidating
- subject matter experts can be more willing to share knowledge with this type of learning
- employees are less resistant to learning
- leads to high employee engagement
- the availability of learning through online and social tools

Risk: - some employees may not engage in training at all

The staff has little to no learning requirements, but rather are encouraged to complete training courses by choosing it for themselves.

longer runway for success, since employees learn on their own time, without deadlines



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STRUCTURE OF TRAINING STRATEGY:

- who initiates (Police, Ministry of Interior, interagency)
- who is involved (the beneficiaries, other departments and agencies: human resources, CEPOL, the trainers, etc.)

- PERFORM A TRAINING NEEDS ASSESSMENT:

- **GET STRATEGIC** / know yourself
 - current situation what is / not working
 - what are the strengths and weaknesses
 - what are the measurable KPI's
- look at other similar agencies (learn what is / not working from external sources)
- identify a clear agency **GOAL** (or goals on short / long term 5+years)
 - what are the tasks the staff needs to perform so the agency can reach that goal
 - what are the training activities that will help staff learn to perform those tasks



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- identify the **SKILL GAPS**

- which of the critical skills are they lacking
- what caused the skill gaps
- which of the skill gaps need to be covered / priorities

- identifying **TARGET TRAINEES**

- what are **future staff needs** (who will be leaving / retiring)
- what officers are **potential leaders** and what do they need to be effective leaders
- where is the **agency struggling**? what challenges need to be solved?
- where are **officers struggling** to meet agency needs?



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- GET SPECIFIC

- what are the operational needs
- what do the statistics say
- what is the future approach
- what are the future proof skills
- what are the operational priorities
- what are the expected results

- STEPS:

- setting the necessary **training needs**
- making the **decision** on organizing the training activities
- establishing the **training groups** (participants)
- writing the **training plan**
- establishing the **topics** of training / major themes
- understand the **best ways** for employees to receive the information
(people learn and absorb information in different ways, with some being more receptive to online platforms, whereas others do better in live meetings)



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Start from the ASSESSMENT and end up with EVALUATION

- determine what training is **needed**
- delivery details: setting up the **dates** / **locations**
- delivery **method** / techniques / approaches to produce the required expertise
- identify **partners** / agencies / organizations that could collaborate in implementing the training strategy and programs
- **implement** the training
- **evaluate** the training



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TRAINING MATERIAL

- focus on the learning **needs** of your staff
- only create training content and assessments that **relate** directly to the learning objectives
- include hands-on **practice** / case simulation: learn by doing
- let the participants talk and **interact** with the trainer and with each other during the training
- opportunity for **feedback** during training

- **SHARE** the lessons learned / skills / knowledge with all **staff**

- **SHARE** capacity-building experiences and training resources among **agencies** to improve the efficacy and cost-effectiveness of training



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EVALUATION / assessment of the results of the training

- determine whether the course **contents** are relevant and adequate to meet the objectives
- assess the performance of the training **specialists**/course instructors
- quality and applicability of training **materials** used
- quality and timeliness of **support** provided by the host and other collaborating institutions
- peoples **reaction** to training: did they like it? did they feel like they learned? (observing the employees during training, asking their opinions, or handing out surveys)
- participants actual learning: **assessments** during the training (tests, case studies, case simulations, hands-on exercises)
- **post-training job behavior**: are they taking the new/skills and applying them at work where it counts? observations of the performance-based indicators and attitude.
- quantifiable results: did the training result in reaching the desired agency **goal**



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Thank you for your attention!



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