



[https://doi.org/10.31891/2308-4081/2021-11\(1\)-6](https://doi.org/10.31891/2308-4081/2021-11(1)-6)

Doctor of Science in Pedagogy, Associate Professor, **ANDRII BALENDR**
B. Khmelnytskyi National Academy of the State Border Guard Service, Ukraine
Address: 46 Shevchenko St., Khmelnytskyi, 29000, Ukraine
E-mail: drbalen@i.ua

BORDER GUARDS' FOREIGN LANGUAGE TRAINING IN THE EUROPEAN UNION COUNTRIES AND UKRAINE: COMPARATIVE STUDY

ABSTRACT

The article reveals the results of the comparative study of the foreign language training of border guards in the European Union countries and Ukraine. It has been established that the Basic training program at the Main Training Center of the Personnel of the State Border Guard Service of Ukraine is to a great extent harmonized with the Common Core Curriculum for basic training of European border guards and is in line with the Sectoral Qualifications Framework for border guarding in European Union countries. A comparative analysis of compliance of foreign language training subjects in the system of training of personnel of the European Union border guard agencies revealed certain professionally-oriented topics, that are missing from the Ukrainian basic training program for border guards. Absence of the mentioned subjects can be explained by their peculiar features characteristic for European Union border guard' functions, including different border guard services structure, key European border security related documents. Some of the absent subjects are partially covered in the Ukrainian training program, such as "Cross-border crime" which envisages types of crimes, criminals, smuggled goods, weapons and is studied within the topic "Border checks", the subject "Apprehension, detention and return" is partially covered in the topics "Conflict resolution" and "Border checks". Also, there are subjects almost completely absent from the national training program, such as: "Fundamental rights", "Providing first-aid", "Public service", although the national training program includes basic principles, case studies and role-plays on these subjects. Thus, the prospects for further scientific research encompass studying the possibility of practical implementation of the European experience of border guards' foreign language training into the system of personnel professional training of the State Border Guard Service of Ukraine.

Keywords: professional foreign language training, border guards, common educational standards, European Union countries.

АНОТАЦІЯ

У статті розкрито результати порівняльного дослідження інішомовної підготовки прикордонників у країнах Європейського Союзу та Україні. Встановлено, що Базова програма підготовки українських прикордонників у Головному центрі підготовки персоналу Державної прикордонної служби України значною мірою узгоджена із Уніфікованою програмою базової підготовки європейських прикордонників та відповідає Галузевій рамці кваліфікації сфери охорони кордону країн Європейського Союзу. Проведений порівняльний аналіз відповідності тематики інішомовної професійної підготовки системи спільної професійної підготовки персоналу в країнах Європейського Союзу виявив окремі професійно-орієнтовані теми,



які відсутні у вітчизняних програмах підготовки прикордонників базового рівня. Відсутність згаданих тем пояснюється характерними особливостями європейських прикордонних відомств, такими як: структура європейських прикордонних служб, основні нормативно-правові документи Європейського Союзу пов'язані зі сферою охорони кордону. Деякі відсутні теми в українській програмі підготовки прикордонників висвітлено частково, такі як: «Транскордонна злочинність», яка вивчається в рамках теми «Прикордонні перевірки»; тема «Затримання, утримання та повернення» частково висвітлена у темах «Вирішення конфліктів» та «Прикордонні перевірки». Також є теми, які майже повністю відсутні в національній програмі підготовки: «Основоположні права людини», «Надання першої медичної допомоги», «Публічні функції», хоча основні принципи, кейси та рольові ігри за цією тематикою національна програма підготовки охоплює. Перспективами подальших наукових досліджень є питання практичного впровадження європейського досвіду іноземної професійної підготовки прикордонників у практику освітнього процесу українських прикордонних закладів освіти.

Ключові слова: професійна іноземна підготовка, прикордонники, спільні освітні стандарти, країни Європейського Союзу.

INTRODUCTION

Today, the State Border Guard Service of Ukraine (SBGSU) actively participates in the international cooperation projects, in particular, in the field of border guards training with different counterparts across the globe. Participation of Ukrainian border guards in such initiatives, especially with the European Union (EU) countries provides the opportunity to develop and improve the national border guard authority, using the best state-of-the-art tools and practices of European law enforcement agencies; get acquainted with the latest technologies in the field of the state border protection; utilize modern personnel training methods in order to improve professional training of Ukrainian border guards and enhance the image of the SBGSU among law enforcement agencies in the European and world arena (Balendr et al., 2019).

Nowadays, in the sphere of border protection the importance of improvement of the quality of the personnel training involved in border control on the EU external borders, along with increasing pressure of illegal immigration and threat to border security of the EU member states, the requirements to border guards' professionalism and ability to operate in a multinational environment are tightened (Zalitis et al., 2016).

In the view of the modern world challenges, the EU countries came up with an idea not to replace national systems of training, but to adapt their training frameworks to allow border guards from different countries to perform their service duties together, according to the principles of interoperability and Integrated Border Management Concept, which requires border guard activities to be compatible. It becomes important during joint operations at the EU external borders, when personnel from different agencies can use the same methods, standards and terminology. Therefore, the SBGSU Administration decided to participate in joint educational projects of the EU Member States in order to continue adaptation of the system of Ukrainian border guards' training according to European and world standards. Ukraine is now among the countries, which have signed the working agreements with Frontex and the share of SBGSU participation is increasing each year

Thus, the problem of border guards' foreign language training in Ukraine requires adaptation and harmonization with the all-European educational standards in order to



ensure the preparation of border guards with a high level of professional competence, interoperable, the “new face at the border”, those who are well-socialized, mobile, ready to perform service duties in challenging and multicultural environment.

THE AIM OF THE STUDY

The aim of the article is to perform a comparative analysis of the border guards’ foreign language training in the EU border guard agencies and Ukraine in the context of the border guards’ common training standards. Besides, the study aims to shed the light on the implementation of best European experience of foreign language training in the border guard educational institutions of Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The common training of European border guards is conducted under the auspices of Frontex Agency – an organization which provides border security of the EU external borders. The agency actively promotes the development of the European Integrated Border Management Concept, which involves the use of best practices in education and training of border guards, ranging from basic operating level to tactical and strategic management, developing of a common border guard culture and common practices in the EU in order to ensure interoperability and efficient cooperation of the personnel of the EU border guard authorities (Balendr, 2018).

The modern requirements for border guards’ interoperability in EU puts forward the issue of enhancing professional training on the basis of common educational standards, in particular what concerns foreign language training. The peculiarities of specialists’ foreign language training in international educational space have been studied by both Ukrainian and foreign scholars: the problems of implementation of European educational standards in Ukraine (Bidiuk et al., 2018); the survey of the in-service training course on basic English professional terminology implemented in the State Border Guard College of the Republic of Latvia (Zukova et al., 2016); development of the Sectoral Qualifications Framework for Border Guarding (Peres et al. 2017). The peculiarities of border guards’ professional training are considered in such key EU documents as: Declaration of the European Ministers of Vocational Education and Training (“Copenhagen Declaration”); European Qualifications Framework for lifelong learning; Council Recommendation on the validation of non-formal and informal learning; Bordeaux Communiqué on enhanced European cooperation in Vocational Education and Training.

In the sphere of border protection, the key documents, which were developed and implemented by all EU countries is Sectoral Qualifications Framework for border guarding (Sectoral Qualifications Framework for Border Guarding, 2013), Common Core Curriculum (CCC) for border guards’ basic training (Common Core Curriculum for Border and Coast Guard Basic training, 2017) in EU. Accomplishing the tasks of the article necessitated using the following research methods: critical and logical analysis of pedagogical literature; comparative study of the concepts, trends in the law-enforcement foreign language training; pedagogical observation, collection and generalization of data, analysis of EU legislation and policies in the sphere of border guards’ professional training.

RESULTS

Border guards’ ability to communicate effectively with foreigners, conducting interviews, giving thorough instructions is one of the key requirements for effective border control both at the EU external and internal borders. Knowing a foreign language makes the border guards-travelers’ interaction and the border check procedure more productive and less stressful for both of the parties (Zukova et al., 2018).



The foreign language competence of the European border guards is stressed upon in some of the key EU documents. The EU Regulation 2016/399 (Schengen Borders Code), Article 16 states that "...member states, with the support of the Frontex, shall encourage border guards to learn the languages necessary for the carrying-out of their tasks" (Regulation of the European Parliament 399, 2016). According to Article 62 of the EU Regulation 2019/1896 of the European Parliament and of the Council of 13 November 2019 on the European Border and Coast Guard "The Agency should further develop Common Core Curricula and adequate training tools for border management and return, including specific training on the protection of vulnerable persons, including children. The Agency should provide the members of the standing corps with specialized training relevant to their tasks and powers. The Agency should be authorized to organize training activities in cooperation with Member States and third countries on their territories" (Regulation of the European Parliament 1896, 2019). Common Core Curriculum for European border guard basic training includes minimum standards for basic level border guards training highlighting that "...apart from performing their tasks and duties in their national language, border and coast guards must also prove their proficiency in English, the EU official language, in order to be able to serve all the persons involved in regular or irregular border crossing and also to cooperate with their foreign counterparts in joint operations" (Common Core Curriculum for Border and Coast Guard Basic training, 2017).

The State Border Guard Service of Ukraine has become an active participant of all-European initiatives in border guards' professional training. The cadets of the Main Training Center of the personnel of the SBGS of Ukraine and Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine actively participate at the professionally-oriented training courses both online and in contact. Regarding the English Language training, Ukrainian cadets on a regular basis participate at the "English for Border Guards" online training course, which is based on the web-platform Virtual Aula. This platform has become the focal point of cooperation for all European (and Frontex partner countries) border guard agencies, a means for obtaining operational information, implementing projects; distribution of all necessary resources: articles, multimedia materials, cases, teaching aids for professionally-oriented training courses; a forum for communicating of the specialists in the border guard sphere.

Also, National Academy of the State Border Guard Service of Ukraine in 2019 received an associate partnership in the Border Guard Academies Partnership Network. This network aims at promoting excellence in border and coast guard education and training all over the EU. Since 2005, the network has grown from 10 to 43 partners, which is a clear sign of growing common interest in the future of border security in its supra-national, European dimension, in line with the European Integrated Border Management Concept (Soroka et al., 2019). Through the organization of training courses, workshops, exchange programs and research projects in cooperation with law-enforcement agencies, the partnership academies network can make a significant contribution to improving border guards' education, both locally and at the European level. All of these activities are conducted in English and all participants from different countries are requested to communicate in English on a Level B1 or B2 (Common European Framework of Reference for Languages).

Training of border guards described in the CCC at a basic level includes modules divided into parts, chapters and subjects. Each subject includes a description of learning outcomes in terms of knowledge, skill and competence. Regarding professional English language, the subject "Professional English language training" requires all border guards to



communicate effectively in English in accordance with national policy commensurate with routine, noncomplex border guarding activities and encompasses such subjects as (Common Core Curriculum for Border and Coast Guard Basic training, 2017):

Information about oneself (using the English vocabulary related to personal and professional presentation, which includes: name; date and place of birth; marital status; education; citizenship and nationality; address; profession; rank; position; tasks and responsibilities at work);

Organizational structure, tasks, competence and equipment (names of different units, departments and sectors in the national border guard organization; names for different categories of border guard equipment; national border guard organization; border guards' duties);

General definitions and specific border guard terms (the Schengen Borders Code; the Schengen Handbook; the Schengen Convention; the VISA Information System);

Fundamental rights (using the English vocabulary related to fundamental rights: names of European and international agencies and organizations that protect and promote fundamental rights; fundamental rights to be respected in border guard-related activities; categories of persons that benefit from the enforcement of fundamental rights legislation in border guard-related activities);

Border checks (border checks; entry conditions for third-country nationals based on the Schengen Borders code; types of means of transport, different vehicle parts; different containers used for transporting goods; types of goods transported; legal basis for imposing penalties; person's purpose of visit; informing the person about the reasons and further procedures to follow, including the right of appeal, in case of refusal of entry; describing wanted or missing people, stolen or seized objects; polite requests in order to initiate the inspection of the vehicle, luggage);

Cross-border crime (the types and instances of crimes; types of criminals; types of smuggled goods; types of weapons; phrases related to committing crimes; reporting cases of cross-border crime);

International protection procedures (English terms related to international protection procedures; identifying a request for international protection; border guards' role in preliminary international protection procedures in English);

Apprehension, detention and return (informing persons on the legal basis and their rights when they are apprehended; informing persons that they are the subject of a criminal investigation and need to follow defined procedures; requests and orders in situations of apprehending, taking into custody and removing a person; procedures for apprehending and removing of persons);

Public service (the types of information that can be given in public service situations related to border control);

Emergency, crisis and force-related situations (emergency, crisis and force-related situations: bomb threat; fire alarm; terrorist threat; terrorist attack; medical situations (including epidemic, pandemic diseases, death); giving orders in emergency, crisis or force-related situations in border guards' activities);

Document examination (the terms related to document examination in border guards' activities; asking questions to verify the authenticity of data in a document during border control activities; consulting a foreign colleague on suspicious documents);

Providing first-aid (external and internal parts of the human body; injuries and diseases related to border guards' activities; asking and answering questions to victims and witnesses in order to identify what help is needed; explaining actions with regard to a defined first-aid related situation).



Speaking about the foreign language training of the State border guard service of Ukraine at a basic level, it is conducted according to the Basic training program of the Main Training Center of the personnel of the SBGS of Ukraine in Orshanets, Cherkasy region. In the framework of our research we have compared two training programs and provided explanation for the revealed similarities and differences (Table 1).

Table 1

**Comparative analysis of the foreign language training components
of the Basic training program of the SBGSU personnel
and Common Core Curriculum for basic training of border guards in EU**

| CCC for basic training of border guards in EU | Basic training program of the Main Training Center | Explanation |
|---|--|--|
| Information about oneself | Family. Profession. (greetings and politeness formulas; forms of introduction and recommendation; conversational patterns and clichés; culture of border guards' behavior) | The Ukrainian Main Training Center conducts English language classes on a similar topic. Cadets at the end of the topic are able to use professional language vocabulary regarding information about themselves (both for formal and informal situations) |
| Organizational structure, tasks, competence and equipment | | The lessons at the basic level on this topic are not held. The basic terms regarding the organizational structure, operational and service tasks, job competencies and equipment of border guards are studied by the cadets within other, more specific topics |
| General definitions and specific border guard terms | | There is no topic in the Basic Training Program that provides cadets with a general definitions and specific border guard terms in English. Gradually, students learn the vocabulary needed for cross-border interviews as they study the subject |
| Fundamental rights | | There are no lessons on this topic. |
| Border checks | Border checks procedures during border control at the BCPs across the state border (of all types: automobile, air, railroad) | The Basic training program includes topics that teach cadets necessary terms and expressions for professional use that must be used during border checks, inspection of vehicles at various Border Crossing Points (BCP) |
| Cross-border crime | | |
| Apprehension, detention and return | | There are no lessons on this topic |
| International protection procedures | Preparation of necessary procedural documents | The Basic training program covers vocabulary necessary for preparing required procedural documents for the cases of international protection |
| Public service | | There are no lessons on this topic. |
| Emergency, crisis and force-related situations | Giving orders. Conflict resolution | The Basic training program includes a similar topic where border guards learn to provide information when working with individuals in case of an emergency, using of force, or conflict resolution |
| Document examination | Passport documents and their translation | The Basic training program has a similar topic at the end of which cadets are able to translate the content of passport documents and ask questions about clarifying the data in a passport |
| Providing first-aid | | There are no lessons on this topic |



CONCLUSIONS

The conducted comparative study of the foreign language training programs in the EU countries and Ukraine showed that the Basic training program at the Main Training Center of the personnel of the SBGSU is to a great extent harmonized with the CCC for basic training of border guards in EU, which means it covers basics of EU border guard agencies functions, professional duties of the personnel and it is in line with the common standards of border guards' professional education and training in EU countries.

Although, in comparison with the CCC for European border guards the Basic training program of Ukrainian border guards lacks such subjects as: "Organizational structure, tasks, competence and equipment"; "General definitions and specific border guard terms"; "Fundamental rights"; "Cross-border crime"; "Apprehension, detention and return"; "Public service"; "Providing first-aid". Absence of the mentioned subjects can be explained by their peculiar features characteristic for EU border guard' functions (e.g. European border guard services structure; key EU border guard related documents (the Schengen Borders Code; the Schengen Handbook; the Schengen Convention; the VISA Information System).

Some of the subjects are partially present in the Ukrainian training program (e.g. the topic "Cross-border crime" which envisages types of crimes, criminals, smuggled goods, weapons is studied within the broad topic "Border checks"; the subject "Apprehension, detention and return" is partially covered in the topics "Conflict resolution" and "Border checks"). Also, there are subjects almost completely uncovered by national training program and thus have to be included in it (e.g. "Fundamental rights". "Providing first-aid", "Public service"), although the basic principles, case studies and role-plays on the mentioned subjects are covered by the national training program.

So, the comparative analysis conducted showed that the process of adaptation of the professional training system of the State Border Guard Service of Ukraine to the requirements of all-European educational standards is being successfully implemented, nevertheless, some of the topics required for the European border guards foreign language training need to be analyzed as for their applicability in Ukrainian realia and implemented in the educational process of the educational institutions of the SBGSU. Thus, the prospects for further scientific research encompass studying the possibility of practical implementation of the European experience of border guards' foreign language training into the system of Ukrainian SBGS personnel professional training.

REFERENCES

1. Balendr, A., Komarnytska, O., Bloschynskyi, I. (2019). Ukrainian border guards interoperability assessment in the framework of common European border guard standards implementation. *Advanced Education*. № 12. P. 35–43.
2. Balendr, A. Current Status and Prospects for the Quality Assurance in Border Guards Training: European Experience. *Comparative Professional Pedagogy*. 2018. № 8(4). P. 20–25.
3. Bidiuk, N., Ikonnikova, M., Komochkova, O. (2018). Overview of Professional Education of Linguistics Students at Universities of Great Britain. *Advanced Education*. Issue 9, 5-10.
4. Common Core Curriculum for Border and Coast Guard Basic training in the European Union. Produced by FRONTEX Agency in cooperation with EU Member States and Fundamental rights organizations. Warsaw, Rondo ONZ 1, 2017. 378 p.



5. Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). URL: <https://rm.coe.int/1680459f97>
6. Peres, A., Norris, J. (2017). Sectoral Qualifications Framework for Border Guarding – the way towards harmonization of border guard qualifications across EU? *European Law Enforcement Research Bulletin*, (3), 145-158. URL: <https://bulletin.cepol.europa.eu/index.php/bulletin/article/view/289QA>.
7. Regulation (EU) 2016/399 of the European Parliament and of the Council of 9.03.2016 on a Union Code on the rules governing the movement of persons across borders (Schengen Borders Code). URL: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32016R0399>
8. Regulation (EU) 2019/1896 of the European Parliament and of the Council of 13.11.2019 on the European Border and Coast Guard. URL: <http://data.europa.eu/eli/reg/2019/1896/oj>
9. Sectoral Qualifications Framework for Border Guarding. FRONTEX. Warsaw : Rondo ONZ 1, 2013. Vol. 1. 173 p.
10. Soroka, O., Kalaur, S., Balendr, A. (2019). Diagnostics of Leadership Qualities of Specialists of «Man–Man» Type of Professions in Military and Civil Higher Education Institutions: Psychological and Pedagogical Approach. *Revista Românească pentru Educație Multidimensională*. Vol. 11, Issue 4 Supl. 1. P. 263–277.
11. Žukova, Marina & Madžule, Inta. (2018). Enhancing English Language Proficiency in the In-service Training Course “Border Checks at a Road Border Crossing Point”. *Border Security and Management*. 2. 191. 10.17770/bsm.v2i7.3475.