

Implementation of the Educational Program of Training of Border Guards in the specialty “State Border Security” in Ukraine

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Abstract: *The article presents the results of implementation of the educational program of training of bachelors in state border security in Ukraine. The purpose of the study is to analyze key points of the program, determine their compliance with national education legislation and European standards and recommendations for the border guards' training and coast guard officers. The obtained results demonstrate the current state of implementation of the program in the educational process of the National Academy of the State Border Guard Service of Ukraine named after B. Khmelnytskyi (NASBGSU) and determine ways of the educational program quality improvement, as well as contribute to the integration of the National Academy to the European Higher Education Area. The results of the study showed that the program as a whole corresponds to the educational activities of the National Academy, European standards and recommendations for the training of border guards, corresponds to the standard of the first (Bachelor) level of higher education in the specialty “State Border Security”, allows to achieve the declared results of studies, is self-sufficient and meets the needs and interests of internal and external stakeholders and society. Educational program has a clear structure; the educational components included in it constitute a logical interconnected system and allow to achieve the stated objectives and expected learning outcomes. The program focuses on practical training that allows students to consolidate theoretical knowledge in practice. Despite the sufficient level of training of border guard officers in Ukraine in recent years, the educational process needs to be continuously developed and improved. This is due to the current challenges and threats to the state's national security at the state border, the processes of further development and development of the NASBGSU, the modernization of the state border guard system, the growing requirements to the border guard officers both from the state and from the international community. For further improvement of the educational program, it is necessary to take into account the higher education institutions experience in the EU.*

Keywords: *Border Guards training; educational program; bachelors in State Border Security; implementation.*

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1. Introduction

The current situation on the state border of Ukraine is identified by the complexity of the military-political, socio-economic and humanitarian situation. New challenges to the national security of Ukraine in the border area, including the military aggression of the Russian Federation and the annexation of certain territories, armed and unarmed provocations, international terrorism, transborder crimes, human trafficking and smuggling, drug transportation influence the content and nature of service tasks carried out by law enforcement structures of Ukraine by making them more complicated. These and other challenges faced by the country require updating of the content component of the learning process, the correction of curricula and updating programs, implementation of innovative pedagogical technologies in order to train specialists able to provide the state border security and protection.

Taking into account the requirements and content of the commitments undertaken by Ukraine in the framework of the Association Agreements implementation between Ukraine and the EU on creating a security environment on the western borders of the European Union and around Ukraine, special attention should be paid to preparing of bachelors for the specialty "State Border Security" as a main link of border guards of tactical level, able to organize and carry out the protection of the state border at a certain section, to allow persons, means of transport and cargoes to cross the state border, to make appropriate management decisions, to bear personal responsibility for the situation on the entrusted area, to be competent in resolving the actual tasks of border protection at the tactical level. The solution to these problems and a number of other ones can be found in theoretical and practical significance of educational activity content. The content is reflected in the specialty standard, educational program, curricula and programs, textbooks and manuals, etc.

The implementation and development of military personnel step-by-step training in Ukraine, namely Ukraine's integration into the European System of Higher Education (joining the Bologna Process), updating of sectoral education standards, implementation of the continuous education concept, the need for training of highly qualified specialists for the State Border Guard Service of Ukraine (SBGSU), who could meet the EU level and the challenges of the modern world, caused the necessity to develop and implement the educational program for the specialty "State Border Security". Since such a program has been implemented for the first time, the

identification of its characteristic features causes the scientific interest for further improvement and modernization of the training system of officer personnel for the SBGSU.

2. Literature review

In modern pedagogical literature, many issues of border guards training were studied by different scientists. The following aspects become of their great interest: the study of Ukrainian border guards practical training (Bloshchynskiy, 2017); the future border guards officers professional competence formation in the process of training military special disciplines (Bilyavets, 2018); the theoretical and methodological aspects of ability formation to professional creativity in future officers SBGSU (Didenko, 2009); the comparative aspects of educational standards for the training of border guards of the European Union and Ukraine (Balendr, et al., 2019); implementation of integrated border management of EU countries (Carrera, 2010); the study of European educational standards (Wagenaar, 2014; Cunningham, 2014; Peres & Norris, 2017; Rashkevich, 2014); the implementation of a competent approach to specialists training (Bloom, 1984; Tuning, 2019). Basic approaches to training border guards of EU countries are determined in a range of regulations (Decision of the Governing Board of the European Police College, 2007; Feasibility Study for the Setting up of a European Border Police, 2005; Regulation 1624 (EU) of the European Parliament and of the Council, 2016; Sectoral Qualifications Framework for Border Guarding, 2013). The Unified Border Guards Training Program of the European Union was developed by FRONTEX (CCC, 2017). However, our scientific research has shown that there are no studies related to the development and implementation of programs for the preparation of future bachelors of State Border Security in the system of higher education in Ukraine. Thus, the purpose of the research - to analyze the educational program of training of bachelors of State Border Security, to describe the current state of this program implementation in the educational process and to identify ways of further modernization of the program in accordance with the educational standards of the EU and modern challenges.

3. Materials and Methods

During the theoretical study of this problem, such methods were used: the scientific analysis of the research problem; generalization and systematization of theoretical data on the preparation of border guards;

comparison, classification, induction and deduction. The data was collected by means of theoretical study of the existing educational program of preparation of bachelors in "State Border Security" specialty. Analyzing the experience of developing and implementing the program, it was divided into parts for further studying each of them separately. As a result, the general purpose of the program was identified, that is the basis for synthesis. Also, the results of the competence approach implementation in the program of preparation of bachelors of State Border Security were generalized.

In the NASBGSU a project group on specialty 252 "State Border Security" was created. It consisted from specialists in the preparation of border guards for border guard units. The author of the article as a member of the project group was involved in the development and implementation of the educational program for the preparation of state border security bachelors. Co-authors of the article have realized the main objectives of the program in practice in the process of teaching future state border security bachelors in NASBGSU. The authors of the article have substantiated the competences and learning outcomes for relevant educational components as well.

The process of creating the program was organized by means of joint activity of the NASBGSU command, representatives of the Training Department, the deanery of the Faculty of the State Border Security and Protection, and the project group. The coordination of project activities and their approval was carried out by the stakeholders – managers of the interested departments of the Administration of the State Border Guard Service: the Personnel Department, the State Border Security Department, the Department of Operational Activities, the Armaments Department, the Department of Technical Support and Communication, the Department of Daily Activities Organization, the Social and Humanitarian Provision Department, the Resource Provision Department, etc. The recommendations of the European educational standards (Cunningham, 2014; Wagenaar, 2014), the main ideas and elements of training courses for policemen with the European dimension (Decision of the Governing Board of the European Police College, 2007), as well as standards of The Unified Border Guards Training Program of the European Union (CCC, 2017) and the standards of the Euro-Atlantic structures (NATO) were taken into account while developing the program.

4. Results of Research

The article represents the development of the educational program results of the first (bachelor's) level of higher education in the specialty "State Border Security" and its implementation into the national educational space (EP'2018). The program was approved by the Academic Council of NASBGSU on April 24, 2018, and took effect on July 1, 2018. The experience gained while implementing the program makes it possible to draw some conclusions about its effectiveness. The article highlights the program implementation results in the system of future state border security bachelors training in the basic educational institution of the SBGSU – NASBGSU.

An officer whose level of professional competence the reliable protection of the state border depends on is a decisive figure in the structure of the SBGSU (Didenko, 2009). Border guard officers in Ukraine get higher military education at a multidisciplinary higher educational establishment – NASBGSU. The training of specialists in NASBGSU is carried out according to the corresponding educational programs, realization of which helps to award the "Bachelor" and "Master" degrees. There are different specialties in NASBGSU and "State Border Security" is the principal one. It is built on a step-by-step basis, that is, state border security bachelors have the opportunity to continue their studies according to the master's programs. In addition, they have the opportunity to improve their qualifications at the appropriate courses and remotely. Consequently, one of the important principles of the Bologna and Copenhagen processes - lifelong learning - is implemented in the program. This principle has also been applied in the CCC'2017 (CCC, 2017).

Speaking about the general structure of the Educational Program of 2018, it is described in Balendr's paper (Balendr, et al., 2019). The purpose of the training of bachelors in "State Border Security" is to educate the personality of a highly skilled border guard officer of a tactical level who is capable for solving the tasks on the state border security ensuring in the border unit responsibility area and who is responsible for own actions. In order to achieve a purpose of training, the program includes components (disciplines), the list of which involves compulsory and selective components. Compulsory components of the program include both general scientific disciplines and disciplines of professional components in specialty (Border Guard Tactics, Border Control, General Tactics, etc.).

In order to increase the suitability of graduates of the NASBGSU for further service on officers' positions in border guard units, taking into account the specifics of the professional activity of "particular specialists", considerable attention is paid to the selective components. It should be mentioned that the "State Border Security" specialty involves training for additional professional specialties: Operative and Service Activities of Mobile Units; Operative and Service Activities of Border Guard Service Units; Operative and Service Activities of Border Guard Control Units; Organization of Canine Supply of Operative and Service Activity; Organization of Material Supply of Operative and Service Activity; Organization of Physical Training and Sport. Therefore, the selective components provide for in-depth study of specialized disciplines for each additional professional specialty. For example, the specialized discipline "Organization and Implementation of Second Line Control at Border Crossing Points" is studied by specialists in border control, whereas the specialized discipline "Methods and Technique of Training Dogs" is studied by future dog handlers, etc.

The program takes into consideration approaches of the EU integrated border management strategy (Carrera, 2010; Regulation 1624 (EU) of the European Parliament and of the Council, 2016) and implements the main idea of pan-European CCC'2017, that all bachelors in State Border Security must have the same level of interoperability (CCC, 2017). This means that disciplines that ensure the acquisition of theoretical knowledge and practical skills in certain specialty should be studied by all cadets. The indicated disciplines are called "military and special". Training for additional professional specialties differs only in various disciplines of the selective components of the program. Developing the content of the disciplines, the focus of the educational process on the European Border Police standards was taken into account (Feasibility Study for the Setting up of a European Border Police, 2005).

Academic disciplines consist of different units. Each unit includes the purpose, the duration of the lessons in the unit, the short content (the subject of study), the way of implementation (forms and methods of training) (Balendr, et al., 2019). Assessment of educational achievements is carried out as: current and final control.

After completing their studies, cadets pass a comprehensive state examination on the disciplines that determine their specialty: "Border Guard Tactics", "Border Control", "General Tactics" and disciplines that determine their additional professional orientation. For example, "Tactical and Special Training of Mobile Units" is taken by specialists of mobile units,

“Economics, Organization and Planning of Fuel and Lubricants Provision”, “Economics, Organization and Planning of Food Provision”, “Economics, Organization and Planning of of Material Supply Provision” should be taken by specialists of material supply, etc. The comprehensive exam consists of theoretical and practical parts. The practical part of the exam involves solving situational tasks related to the implementation of future professional activities in the specialty. The emphasis on the applied orientation of the program is related to the direction of training graduates in the relevant specialty to acquiring knowledge, skills and competences for a certain type of professional activity. In the context of research, it is the state border security and protection.

Regarding the structure of competencies, they are represented in integral (IC), general (GC) and specialized (professional) (PC) competencies in the Educational Program of 2018 (Table 1). While developing the structure of competences, we focused on the sectoral framework of qualifications for training EU border guards, which was developed on the initiative of FRONTEX Agency (Sectoral Qualifications Framework for Border Guarding, 2013). The most important among them are professional (job) competencies, as their high level determines the ability of future border guards to carry out operational and service activities successfully (Biliavets, 2018). The description of these competencies is based on the taxonomy of Bloom's training goals (Bloom, 1984) and using the TUNING project (Tuning, 2019). The application of these approaches based on the competency approach that is being implemented in the system of training future bachelors in State Border Security.

Table 1. Essence of competencies in the training of bachelors in State Border Security

Name	General essence	EP'2018
integral	a generalized description of the qualification level, which expresses the basic competency characteristics of the level of education and /	IC-1. Ability to solve complicated specialized tasks and practical problems on the security of state border section or education that are characterised by complexity and indefinite conditions that provide the implementation of theory and methods of system analysis and research on operations, management, armed fight, state border guard and law enforcement activity.

Name	General essence	EP'2018
	or professional activity	
general	universal competencies that do not depend on the subject area but are important for the successful further professional and social activity of the applicant in various fields and for his personal development	<p>GC-1. Ability to act socially and consciously on the principles of patriotism and statehood, to have a public position based on democratic beliefs, humanistic and ethical values.</p> <p>GC-2. Ability to oral and written business communication in state and foreign languages for communication in professional, socio-cultural spheres, knowledge of professional terminology. Ability to consciously replenish and expand communicative skills in a professional sphere throughout life.</p> <p>GC-3. Ability to abstract thinking, analysis, synthesis and prediction.</p> <p>GC-4. Ability to identify, put and solve tasks, apply knowledge in the process of professional activity in practical situations, understand and use the ideas and thoughts and generate new ideas.</p> <p>GC-5. The skills of using information and communication technologies, the ability to learn and master modern knowledge.</p> <p>GC-6. Ability to communicate with representatives of other professional groups of different levels (with experts from other fields of knowledge / types of economic activity).</p> <p>GC-7. Ability to search, process and analyze information from various sources.</p> <p>GC-8. Ability to work in a team with the use of interpersonal skills, appreciate and respect for diversity and multiculturalism, motivate people and move towards a common goal.</p> <p>GC-9. Ability to adapt and act in a new situation, be critical and self-critical.</p> <p>GC-10. Ability to carry out safe activities, preservation of the environment.</p> <p>GC-11. Ability to work autonomously, evaluate and ensure the quality of work performed.</p> <p>GC-12. Ability to plan and manage time, make grounded decisions (Bloom, 1984).</p>

Name	General essence	EP'2018
professional 1 (specialized , subject)	competencies depending on the subject area and are important for successful professional activity in a certain specialty	<p>PC1-1. Knowledge and understanding: legal principles of the functioning of the state and the fundamentals of Ukrainian legislation concerning the powers of the state, human rights and the limits of their application for ensuring the security of the state border; democratic values; systems of national security of Ukraine; the essence and basic issues of the ethics of armed struggle; mission of an officer's profession.</p> <p>PC1-2. Understanding of the system and processes of ensuring the security of the state border, integrated border management model, functioning of the subsystems for providing the state border guard, methods of using forces and means (including service animals), assessing their effectiveness.</p> <p>PC1-3. Understanding the basics of joint combat, combat operations of border units, tactics and methods of units' activities, issues of organization of combat, resource, engineering and technical support and communication in the unit in different conditions of functioning and various forms of operational and service activities.</p> <p>PC1-4. Ability to collect, process, evaluate and analyze information from different sources, use information processing methods, risk profiling, criminal analysis and criminalistics, perform computer calculations related to the assessment of the situation, decision making and evaluation of the effectiveness of the use of units.</p> <p>PC1-5. Ability to ensure the readiness of the subordinate unit to perform tasks, safe conditions of life and work in different circumstances, environmental monitoring and protection of the environment, preservation of life and health of subordinate personnel, apply methods of personnel training and work with the personnel of the unit, provide psychological support.</p> <p>PC1-6. Ability to manage the daily activities of the unit during the preparation and conduct of various forms of operational and service activities and</p>

Name	General essence	EP'2018
		<p>types of combat in various conditions of the situation.</p> <p>PC1-7. Ability to organize the system of the state border guard in the area of responsibility of the unit, to assess its compliance with the predicted state of illegal activity and actions of the enemy, to carry out border control and border guard service, to act as part of border details, to conduct operational and technical measures and investigative actions, coercive measures, to plan and to organize preventive measures.</p> <p>PC1-8. Ability to make orders and instructions, to ensure their implementation and to bear responsibility.</p> <p>PC1-9. Ability to work autonomously and in a team (including leadership skills), performing post duties in the course of day-to-day activities and use of the unit.</p> <p>PC1-10. Ability to take into account psychological and other features of different cultures, mentality, religious and ethnic groups, differences of people and their influence on behavior, human relations and carry out of the function of the state border guard, to behave impartially, confidently, professionally, persistently and politely.</p> <p>PC1-11. Ability to act adequately in conditions of physical overload, emotional and negative phenomena, to manage stressful situations and conflicts, including in threatening and critical situations, to use techniques of psychological relaxation.</p> <p>PC1-12. Ability to drive the basic cars of the unit, organize the preparation of weapons and equipment for use, operation and maintenance using the physical basis of their construction, engineering knowledge and compliance with the requirements of a single design documentation system.</p>

The concepts of specialty and additional professional orientation require the competencies specification and identification. Therefore, for

more specific planning of training, the types of professional competencies are divided into professional and professionally special ones. The first group of competencies reflects the specifics of the applicant of higher education in the specialty “State Border Security”. The second one reflects the specifics of a particular subject area of professional activity (that is additional professional orientation).

The competence formation takes place through the acquisition of a number of competencies, which are a combination of characteristics related to knowledge and their application, skills, abilities and personal qualities, which ensure the professional duties execution at a high level. An important aspect of this process is the improvement of relevant curricula and programs, taking into account the formation of relevant professional competencies (Rashkevich, 2014).

The normative content of the training of bachelors in State Border Security is formulated in the results of training. The Tuning Project considers the learning outcomes as the minimum requirements that determine the required level of knowledge, skills and abilities acquired by the cadet for obtaining credits from the relevant discipline and the expected learning outcomes, on the other hand. These are the results in terms of competences expected by teachers to be achieved by the average cadet as to his training success after completing the training under the corresponding educational program (Tuning, 2019). Program learning outcomes (PLO) of bachelors in State Border Security are presented in Table 2.

Table 2. Essence of program learning outcomes of bachelors in State Border Security

Name	General essence
PLO-1	To know the legal principles of functioning the state and the system of ensuring the national security of Ukraine; the structure of the national security and defense sector of the state, peculiarity of functioning and interaction of its components; bases of activity and structure of international and national organizations in the field of international relations and security of state borders in conditions of integration processes; events related to the history of border guard, wars and military conflicts.
PLO-2	Apply the procedures of border control and border guard service, law enforcement activities in different conditions of the situation, develop relevant documentation, reports, and prepare procedural documents.
PLO-3	Apply the abstract thinking, analysis, synthesis and prediction, understand and use of new thoughts and ideas, use computer calculations

Name	General essence
	and modern information and telecommunication technologies of service activities in the various conditions of the situation.
PLO-4	Apply the principles of legal acts on border issues in official activities.
PLO-5	Organize the complex functioning of the subsystems for organization of the state border guard.
PLO-6	Organize the use of dog handlers with service dogs in the state border guard.
PLO-7	Ability to use the unit armament confidently, perform techniques with weapons and fire tasks for small arms in the amount determined by the Shooting Course in the SBGSU.
PLO-8	Organize the safety measures of the unit and personnel in different conditions, confidently apply procedures for providing the first medical aid and tactical medicine.
PLO-9	Manage vehicles in accordance with state standards including extreme driving conditions.
PLO-10	Have a culture of communication in business language and one of the foreign languages at the level of Standardized Language Level SLI.2 according to the criteria for testing STANAG 6001.

The learning outcomes identified by the program developers are related to educational components (academic disciplines, practices, graduation papers, etc.). On the recommendation of Peres A. and Norris J. they take into account pan-European requirements for the level of knowledge, skills and competencies of future border guards taking into account the national education and training system (Peres & Norris, 2017). Learning outcomes are reflected in the results of educational components. Concerning the results of training for additional professional orientation, they are also highlighted in the program and reflect the specifics of a particular subject area of professional activity.

So long as program learning outcomes are common enough, each of them is achieved by assimilating the learning outcomes of several educational components. The number of educational components is determined by the relevant curriculum. The results of studying the educational program of the state border security bachelor are formulated so that it is possible to identify the fact and quality of their achievement by the cadets (students). Taking into account the peculiarities of the educational program, B. Bloom's taxonomy was used during the formulation of learning results (Bloom, 1984).

The program provides a structural and logical scheme of training which defines the number of educational components per each semester. It

also provides the matrices of compliance of program competencies to the components of the educational program and provides program learning outcomes with relevant components of educational program. This allows us to identify interdisciplinary connections with the sections and themes of educational components.

The distinctive features of this program are practical training (military internship) that should be passed after each year of study, the possibility of engaging future state border security bachelors in reserve's actions of the Head of the SBGSU (participation in conducting border operations directly on the state border), daily activities in the military environment of training. It should be mentioned that the purpose of practical training is to acquire and improve practical skills in the performance of their assigned duties (Bloshchynskyi, 2017).

Another distinctive feature of the system of training for state border security bachelors is the introduction of a military component in the educational process, which is connected with the involvement of the State Border Guard Service in Joint Forces Operation (JFO) in the east of Ukraine. Taking into account the experience of the action in JFO zone, the training of the cadets is reorientated from purely law enforcement to military law enforcement direction.

Today the modernization of border protection is going on, border protection is being equipt by technical means, the latest models of weapons and equipment are used. At the same time, the tactics of criminal groups' actions on the state border are being improved. In order to cope with existing threats and challenges, appropriate changes are being made in the subject of educational components, the best practices of training the border guards in leading countries of the world are being studied and implemented, and the experience of the SBGSU is being summarized and disseminated.

5. Discussion

The experience of implementation of the educational program of training state border security bachelors training at the NASBGSU testifies to the effectiveness of the developed approaches to cadets training. The program takes into account: tendencies of development of the corresponding specialty (additional professional orientation); the requirements of the current legislation and also the local normative acts of the higher education institution adopted in accordance with it; institutional, sectoral and regional contexts, including similar domestic and foreign programs; national traditions of training border guards; actual challenges and

threats to national security at the state border; the possibility of learning throughout life; the active and professional nature of the educational process; available mechanisms for implementing quality of education; competency approach in teaching; requirements for intellectualization and humanization of education.

The program included new approaches to the training of future state border security bachelors, which provided development of tactical border tasks for each course of study. The novelty and practical significance of the border tasks are in the fact that during their learning all academic disciplines should ensure the single goal achievement. In particular, for cadets of the first year of study it is the formation of the competencies necessary for the service in border details; cadets of the second year of study it is the formation of the competencies necessary for leading the border details, elements of the service order, groups of border guard units; for cadets of the third year of study it is formation of the competencies necessary for the organization of the service of chief of border details shift in different physical and geographical conditions; for cadets of the fourth year of study it is formation of the competencies required to fulfill the duties of the head of the border guard unit in everyday conditions and in the case of a complicated situation. The training is carried out on the background of a single tactical situation, which is peculiar to each task. During individual subjects' studying students acquire knowledge, skills and abilities to achieve the general goal of the border task.

Thus 55% of the credits belong to the practical component of the program, 45% of them dedicated to study of the general standards of higher education. The educational process takes into account the extreme conditions of service at the border. Taking into account the experience of military application of border units, the program provides training for the counteraction to unarmed provocations; rebuff of armed provocations; the use of weapons and military equipment; fighting sabotage and reconnaissance groups and illegal military formations, etc.

The consolidation and verification of the achievement of the border tasks goal is carried out during complex practical exercises held after each semester of training. In the overwhelming majority, such classes are held at the training section of the border guard unit and on the basis of the complex of training border crossing points, where cadets carry out the tasks in the conditions close to the real ones.

6. Conclusions

Today, education in “State Border Security” in Ukraine is executed according to educational program which has been approved and meets European standards and national legislation. The specialty “State Border Security” is a self-sufficient one and meets the needs of highly qualified officers for the SBGSU. The educational program allows you to achieve the declared learning outcomes and meets the needs and interests of both internal and external stakeholders and society. Educational program has a clear structure; the educational components included in it constitute a logical interconnected system and allow to achieve the stated objectives and expected learning outcomes. The program focuses on practical training that allows students to consolidate theoretical knowledge in practice.

Despite the sufficient level of training of border guard officers in Ukraine in recent years, the educational process needs to be continuously developed and improved. This is due to the current challenges and threats to the state's national security at the state border, the processes of further development and development of the SBGSU, the modernization of the state border guard system, the growing requirements to the border guard officers both from the state and from the international community. In addition, it is necessary to react flexibly to changes in the approaches to the state border protection, changes in tactics of actions of offenders on border issues, changes in legislation on border guarding. Perspective direction for further research is the study and generalization of the results of the survey of bachelors in state border security in the specialty “State Border Security”, graduates of the NASBGSU and the heads of the border guard units (bodies) concerning the improvement of the educational program.

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