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European Agency for the Management of Operational Cooperation at the External Borders
of the Member States of the European Union

COMMON CORE CURRICULUM
EU Border Guard Basic Training

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Produced by FRONTEX Agency in cooperation with

EU Member States and Schengen Associated Countries

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COMMON CORE CURRICULUM
EU Border Guard Basic Training

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INTRODUCTION

The development of the first CCC for border guard training (CCC) was launched on the basis of the Seville European Council decision (June 2002) and the first CCC was ready for implementation in MS on 15 June 2004. On the basis of the monitoring system report, Frontex no. 8, January 12, 2006, it was recommended by MS to update the CCC.

The process of CCC updating started at the end of 2005. The CCC development was divided into four working groups focused on CCC-General part, Air-, Land- and Sea Border Modules. In WG there were 25 participants from 18 MS. The results of WG were consulted by a) universities from pedagogical/educational point of view, b)Frontex Units and MS experts from BG point of view.

In contrast to the first CCC which was based on the number of lessons, the competence descriptions of the updated CCC are based on Bloom's taxonomy of educational objectives. This means that certain verbs are used to express a required level of knowledge and skills for a subject or attitudes for a chapter.

The updated CCC offers a common standard for European BG basic training. Following the recommendation of the Schengen Borders Code, it is strongly recommended that this updated CCC with common training standards should be implemented into national curricula for BG basic training.

The updated CCC is consistent with the aims and priorities of the Copenhagen process and focuses on the development of an integrated approach to education and training policies at European level. CCC meets

the challenges when moving from border guard basic education into mid-level officer training. After passing CCC based border guard basic education, a student is principally competent to continue in Bologna-process based higher education.

The implementation of the updated CCC will be monitored and evaluated from 2008 by Frontex TRU in cooperation with MS and EU agencies as well as in cooperation with universities and educational experts.

BACKGROUND

The Seville European Council of 21-22 June 2002 decided on the elaboration of a CCC for Border Guard training (conclusion No 32)[1] on the basis of the Plan for the management of the external borders of the Member States of the European Union[2].

The first CCC project was led by Austria and Sweden. It worked on and agreed on the structure and contents of the CCC. The final report on the CCC was adopted in Brussels on 8 May 2003[3].

After the former Ad Hoc Centre for Border Guard Training (ACT) was established on 1 October 2003, it was tasked by the Common Unit to carry out the operationalisation and evaluation of the Common Core Curriculum[4].

The operationalisation of CCC, which means the establishment of educational aims in the form of measurable operational objectives, was completed and accepted by all Member States, and additionally Norway and Iceland, on 15 June 2004[5].

The official start of the national implementation process was on 15 June 2004, although many states had covered the requirements before that date.

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[1] Presidency Conclusions; Seville European Council; 21 and 22 June 2002;- p.11.
[2] Plan for the management of the external borders of the Member States of the European Union; Council of the European Union; Brussels, 14 June 2002; FRONT 58, COMIX 398; 10019/02; 35 p.
[3] Report Core curriculum for border guard training; Council of the European Union; Brussels, 8 May 2003; FRONT 38,COMIX 232; 8285/2/03, REV 2; 60.p
[4] Border Guard Training; Brussels, 5 November 2003; FRONT 121, COMIX 553; 12570/1/03, REV1, p 4.
[5] Core Curriculum for border guard training; Council of the European Union; Brussels, 6 September 2004; FRONT 146, COMIX 510;12006/04; 106.p

The ACT carried out a study, "CCC – Monitoring System" [6]*, in close co-operation with the member states (incl. Norway, Iceland and Switzerland). As a result of the study, it was recommended that the CCC should be updated and that this should include six measures, as follows:*

1. *As different entrance requirements, national training structures and national requirements currently exist, it was proposed that, rather than having a time frame the outcome of each module, content and fine content of the training course should be defined as a* **measurable competence description in order to focus on the quality of the training rather than the quantity.**

2. **The CCC should be updated** *with additional land-, sea-and air border modules containing the missing parts listed in the study.*

3. **1st and 2nd level officers' curriculum should be merged** *to become a* **"CCC for BG basic education".** *The states which have 1st level officer education should use the "CCC for BG basic education" depending on their national needs and requirements.*

4. **Mid level officers' curricula should be upgraded and updated** *to better address existing needs, such as the need for tertiary level training***.** *The principles of the "Bologna process" should be studied closely for this work. It should also take into account national legislation, needs and requirements.*

5. *The "CCC for BGs' basic education" should achieve at least the* **same status as the vocational education and training (VET) programme***. The principles of the "Copenhagen process" should be studied closely for this development. It should also take into account national legislation and needs.*

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[6] Frontex 1064/2006

6. The "BG basic education" should lead **to the possibility of gaining a status of a public profession as a border guard.**

UPDATING PROCESS

After publishing the Monitoring System report, the ACT started the updating process under Frontex` patronage at the end of 2005. From the beginning of 2006, this work continued as an independent Frontex` project[7], following Frontex´ establishment regulation[8] chapter II, articles 2 and 5.

The first CCC updating working group leaders` meeting was held by Frontex in Traiskirchen, Austria in May 2006. In this meeting, the participants planned a template in order to guide the updating process. Following the template, the first meeting of all the working groups was also held in Austria in July 2006.

After the general meeting, all working groups held two working sessions. The conclusions of these sessions were always reported to Frontex, who forwarded them to the Institute for Educational Research (Finland) and to the Miklos Zrinyi National Defence University (Hungary).

The Institute for Educational Research examined results from an educational point of view; Miklos Zrinyi National Defence University examined them from a practical BG point of view. Universities` comments were always reported back to the working groups.

In December 2006, after including national amendments, the contents of the updated CCC were agreed by all member states, and additionally Norway, Iceland and Switzerland.

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[7] Frontex 2006/TRU/4a – 4d
[8] Council regulation (EC) No 2007/2004 of 26 October 2004

The CCC updating process continued in "step 2 – operationalisation" in February 2007. This step was consulted by the Institute for Educational Research (Finland) and the University of Bologna (Italy).

The operationalisation was carried out in four working groups, namely general part, land border module, sea border module and air border module working groups. All the Member States (and additionally Norway, Iceland and Switzerland) were invited to nominate their representative to any working group. 25 participants from 18 Member States made up the working groups. Additionally, also representatives from IOM, UNHCR, CPT and EAC (European Asylum Curriculum-project) were consulted in order to gain their expertise, especially by the general part working group.

The process of operationalisation continued until November 2007, when the updating work was ready to be presented to the Frontex Management Board and the European Commission.

As planned, the final version was presented, finally amended and accepted by participating member states in a Frontex National Training Coordinators' conference in Budapest on 12 – 16 November 2007.

The Council of European Union, European Commission and the European Parliament were informed about the new Common Core Curriculum. A Council conclusion containing a proposal "national implementation is recommended" is expected.

The updated CCC will be presented to the Frontex Management Board on 22 November 2007.

The measurement system in order to evaluate national BG basic training's outcome will be developed in 2008. Also a common mid-level curriculum development work will be started in 2008.

THE PRINCIPLES AND BASIS OF CURRICULUM UPDATING PROCESS

Competence descriptions of this CCC are based on Bloom's taxonomy of educational objectives[9]. Bloom's Educational Taxonomy was chosen as it is easily understood and is probably the most widely applied taxonomy in use today.

*There are three domains of educational activities (three types of learning) which were clearly identified for the first time by a committee of colleges led by Bloom. The domains are 1) **Cognitive domain (mental skills; knowledge)**, 2) **Affective domain (growth in feelings or emotional areas; attitude)** and 3) **Psychomotor domain (manual or physical skills; skills)**. All those three domains are equally important. As Bloom's committee did not produce a compilation model for the psychomotor domain, Simpson's[10] compilation model was used for that purpose in this Common Core Curriculum.*

To distinguish between basic knowledge of procedures and higher cognitive processes, Bloom classified cognitive domain into six categories: 1) Knowledge, 2) Comprehension, 3) Application, 4) Analysis, 5) Synthesis and 6) Evaluation. For the CCC, the first three categories are used most frequently, as they reflect the aims of basic training. At the same time knowledge can be also divided in factual, conceptual, procedural and

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[9] Bloom, B.S. (Ed.) (1956): Taxonomy of educational objectives. The Classification of Educational Goals. Handbook I: Cognitive Domain. New York, Toronto: Longmans, Green.
[10] Simpson E. J. (1972). The Classification of Educational Objectives in the Psychomotor Domain. Washington, DC: Gryphon House

meta-cognitive knowledge dimensions[11]. For instance the meta-cognitive knowledge dimension in some respects bridges the cognitive and affective domains. This division based on dimensions was additionally taken into account in the CCC-development, but in order to keep the outcome as understandable as possible, it is not highlighted in CCC.

Bloom classified the affective domain[12] into five categories, namely: 1) Receiving phenomena, 2) Responding to phenomena, 3) Valuing, 4) Organising values and 5) Internalising values.

Simpson's psychomotor domain (skills) contains the following seven levels: 1) Perception, 2) Set (readiness to act), 3) Guided response, 4) Mechanism, 5) Complex overt response, 6) Adaptation and 7) Origination.

Competence descriptions are written following Bloom's idea to use certain verbs to express a particular level from each domain. Sometimes the working groups did not find any suitable verb from the Bloom's keyword list in order to describe exactly, what is expressed in the nature of border guard activities. In these certain cases, some other verbs than Bloom's ones are used, and therefore CCC keyword lists are advanced. All the verbs used in CCC are divided into different levels of cognitive, affective and psychomotor domains, and listed in a separate chapter.

MAIN AIM OF THE COMMON CORE CURRICULUM

The CCC offers a set of common standards for national BG training institutions, teachers and students in all EU Member States. Having implemented CCC into national curricula, students' learning processes

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[11] Anderson, L., Kratwohl. D. et al. (Eds.) 2001. A Taxonomy for Learning, Teaching, and Assessing. A revision of Bloom's taxonomy of educational objectives. New York: Addison Wesley Longman, Inc.)
[12] Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain. New York: David McKay Co., Inc

should be guided so that they gain professional knowledge, relevant skills and appropriate attitudes required for their BG duties.

As the legal basis for BG tasks is harmonised by the Schengen Aquis throughout the European Union, the harmonisation of basic training is required. A citizen should be treated in the same way at all EU external borders, whether they are at a land border, seaport or airport.

The principles of the Integrated Border Management Model[13] require that border guard activities should be compatible. Whenever and wherever at the external borders common operations are needed, participating officers should have a common understanding which can be reached via harmonised basic training.

The updated CCC offers a common standard for European BG basic training. This should guide BGs to carry out their tasks so that they fully respect human dignity and behave professionally and in a respectful way. Following the recommendation of the Schengen Borders Code[14], it is strongly recommended that this updated CCC with common training standards should be implemented into national curricula for BG basic training.

CCC - COPENHAGEN AND BOLOGNA CHALLENGES

The enlargement of the European Union adds a number of challenges, opportunities and requirements to the work in the field of Vocational Education and Training (VET). The development of high quality vocational education and training is crucial and calls for further action to introduce instruments to ensure the transparency of diplomas and qualifications,

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13 Council of the European Union. 13926/3/06 . FRONT 207, COMIX 826. Integrated Border Management; Strategy deliberations.

14 Schengen Borders Code: Chapter III, Article 16, paragraph 4

including promoting action quite similar to the Bologna-process (See below), but adapted to the field of VET.

According to the "Copenhagen Declaration"[15] strategies for lifelong learning and mobility are essential to promote employability, active citizenship, social inclusion and personal development. The following Copenhagen Declaration main priorities[16] are challenges for the BG basic education. These challenges can be met by implementation of the CCC (CCC) also taking into account the specific nature of border guard activities.

The priorities of the Copenhagen Declaration are as follows:

1. *Strengthening the European dimension in vocational education and training with the aim of improving closer cooperation in order to facilitate and promote mobility and the development of inter-institutional cooperation, partnerships and other transnational initiatives, all in order to raise the profile of the European education and training area in an international context so that Europe will be recognised as a world-wide reference for learners.*

2. *Increasing transparency in vocational education and training through the implementation and rationalisation of information tools and networks, including the integration of existing instruments such as the European CV, certificate and diploma supplements, the Common European framework of reference for languages and the EUROPASS into one single framework.*

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15 Declaration of the European Ministers of Vocational Education and Training, and the European Commission, convened in Copenhagen on 29 and 30 November 2002, on enhanced European cooperation in vocational education and training.. See also http://ec.europa.eu/education/copenhagen/index_en.html and Priorities identified in the Resolution on the promotion of enhanced European co-operation on vocational education and training approved by the Council of the European Union (Education, Youth and Culture) on 12 November 2002.

16 Priorities identified in the Resolution on lifelong learning adopted by the Council of the European Union (Education and Youth) on 27 June 2002

3. *Strengthening policies, systems and practices that support information, guidance and counselling in the Member States, at all levels of education, training and employment, particularly on issues concerning access to learning, vocational education and training, and the transferability and recognition of competences and qualifications, in order to support occupational and geographical mobility of citizens in Europe.*

4. *Investigating how transparency, comparability, transferability and recognition of competences and/or qualifications, between different countries and at different levels, could be promoted by developing reference levels, common principles for certification, and common measures, including a credit transfer system for vocational education and training that could be compatible with the existing European Credit Transfer System in higher education.*

5. *Increasing support to the development of competences and qualifications at sectoral level, by reinforcing cooperation and co-ordination especially involving social partners. Several initiatives on a community, bilateral and multilateral basis, including those already identified in various sectors aiming at mutually recognised qualifications, illustrate this approach.*

6. *Developing a set of common principles regarding validation of non-formal and informal learning with the aim of ensuring greater compatibility between approaches in different countries and at different levels.*

7. *Promoting cooperation in quality assurance with particular focus on exchange of models and methods, as well as common criteria and principles for quality in vocational education and training.*

8. *Giving attention to the learning needs of teachers and trainers within all forms of vocational education and training.*

On the basis of these priorities the aim has been not only to create a shared vision of vocational education and training in Europe but also to increase voluntary cooperation in VET.

In 1999, 29 European Ministers in charge of higher education signed in Bologna the Declaration on establishing the European Area of higher education by 2010 and promoting the European System of higher education world-wide[17]. The ministers affirmed in the Declaration their intention to:

1. *adopt a system of easily readable and comparable degrees,*
2. *adopt a system with two main cycles (undergraduate / graduate),*
3. *establish a system of credits (such as ECTS),*
4. *promote mobility by overcoming obstacles,*
5. *promote European co-operation in quality assurance and*
6. *promote European dimensions in higher education.*

In the following Prague meeting (2001), and also in those after it, the Ministers in charge of higher education of 33 European signatory countries reaffirmed their commitment to the objectives of the Bologna Declaration. In Prague they also emphasised lifelong learning, involvement of students, and enhancing the attractiveness and competiveness of the European Higher Education Area to other parts of the world (including the aspect of transnational education). At the moment the Bologna process is high on national and institutional agendas in all signatory countries.

The recently updated CCC for border guards is coherent with the aims and priorities summarised above and focused on the development of an integrated approach to education and training policies at European level. CCC meets the challenges when moving from border guard basic

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17 http://www.bologna-berlin2003.de/en/basic/haupt.htm

education into mid-level officer training (MLO). The switch to the European Higher Education Area will take place.

After passing CCC based border guard basic education, a student is competent to continue in Bologna-process based higher education.

THE STRUCTURE OF THE COMMON CORE CURRICULUM

The CCC for border guard basic training in the EU (and additionally Norway, Iceland and Switzerland) consists of a general part and sea-, air and land border modules. Each of them is divided into categories, chapters and subjects. Each category and chapter has its own aim. All the chapters have a description of an attitude. The chapters are divided into different subjects. Each subject includes a description of knowledge and skill and descriptions of evaluation methodology and recommended training methods. (See fig. 1).

The general part includes three categories (see fig. 2), namely:
1. *general studies for border guard standards*
2. *general law enforcement for border guard standards*
3. *practical skills for border guard standards.*

The land-, air- and sea border modules are divided into two categories (see fig.3), namely:
1. *specific legislation*
2. *specific practice.*

The main concept of the CCC is that all border guards should study the general part according to national legislation and needs. Depending on their agencies' needs, they should also study one or more of the other modules. For example, if border guards are to be able to work at both

land borders and airports, they should study both the land and air border modules, in addition to the general part.
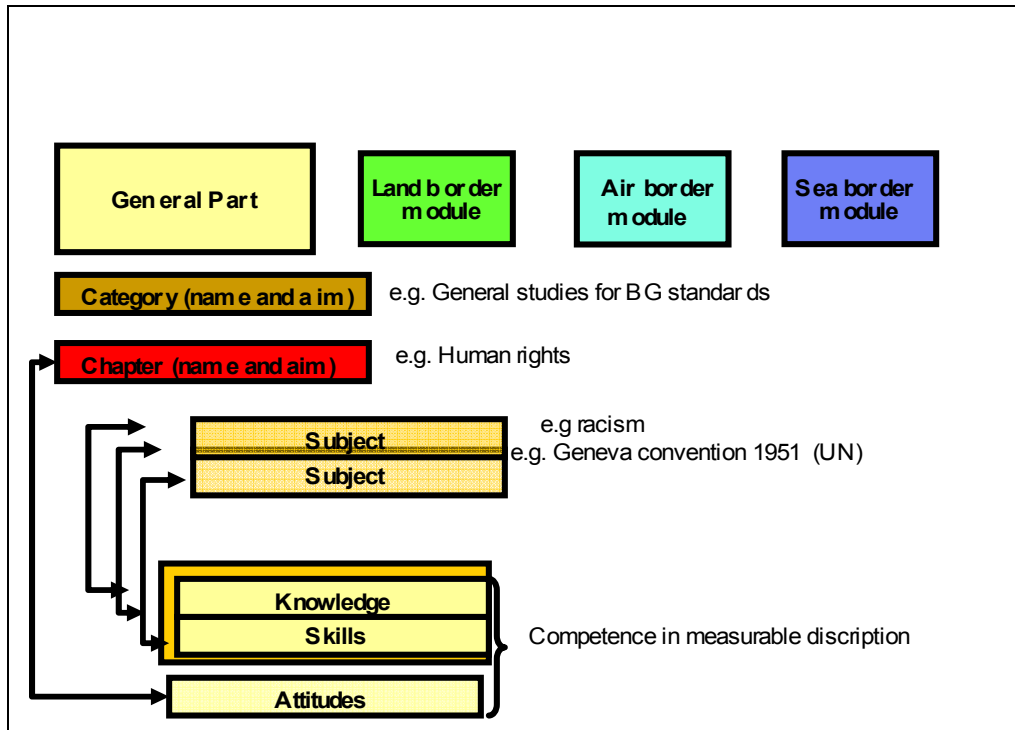

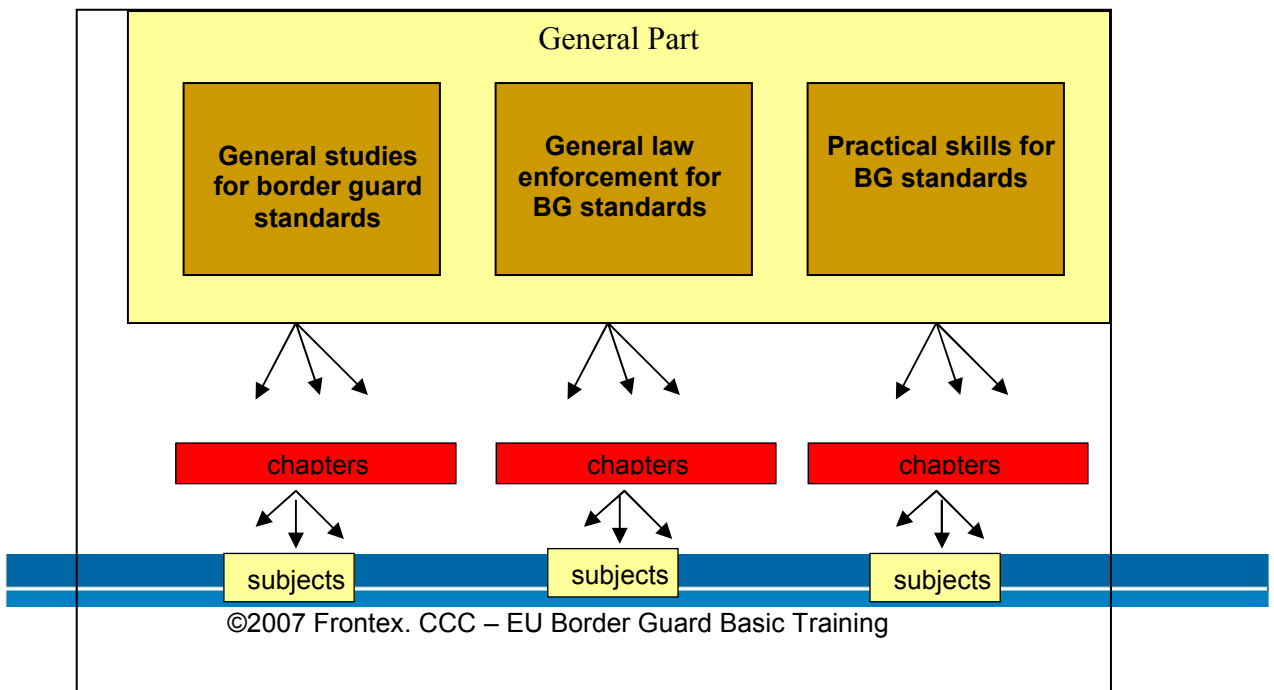**Fig. 1. The structure of the Common Core Curriculum**
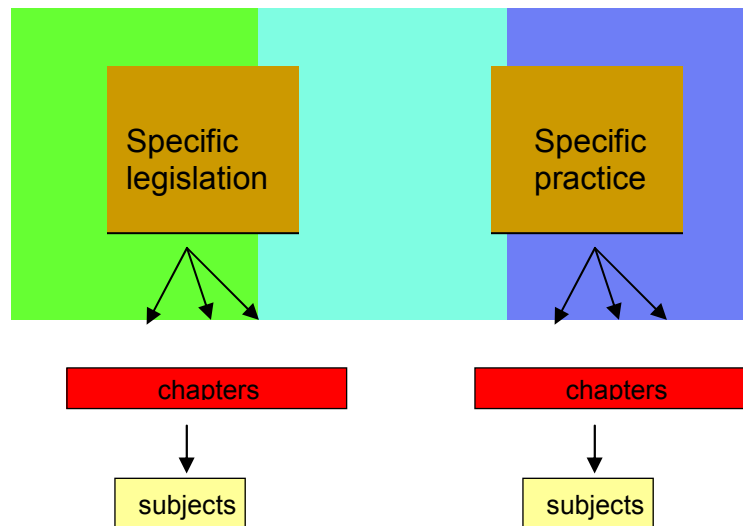
Fig. 2 Structure of the General Part

Fig. 3. Structure of Air / Land / Sea Border Module

BORDER GUARD TRAINING SYSTEMS

According to the study "CCC – Monitoring System,"[18] four different main structures for border guard basic training can be found within the EU.

Firstly, in some states, border guards only undergo police training. During police training, some aspects of the course are related to border guard activities. In theory, all police officers are able to take part in border guard activities, but in practise the final qualification often takes place at the work place.

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Secondly, in some states border guards undergo police training, supplemented subsequently by specialised training in border guard activities as an extra part of their basic course.

Thirdly, there are states where police and border guard forces receive separate training. Border guard training focuses only on border guard activities.

In the fourth group of states, some other type of training is used, such as immigration officer training. This is neither police training nor border guard training in its usual or traditional meaning. Employees work in different areas involving border guard activities, most often in passport control areas.

This CCC can and should be used with all of these different training structures to help students, teachers and training manager's plan and carry out efficient and good quality training.

BORDER GUARD PROFESSION AND PROFESSIONAL COMPETENCIES

A border guard[19] is a "public official deployed either at a land, maritime or air border crossing point or along the land or maritime external border or in the immediate vicinity of the latter, who enjoys the prerogatives of public authority needed to exercise one or more of the following functions:

- *to carry out checks or surveillance at external borders;*
- *to take preventative or enforcement measures, as needed at the external border, to secure compliance with Community regulations, the internal security of the common area of freedom of movement, law and*

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19 10019/02 FRONT 58 COMIX 398

order or national security;

- *to conduct investigations into the outcome of checks or surveillance at external borders".*

The Schengen Borders Code[20] describes a border guard as any public official assigned, in accordance with national law, to a border crossing point or along the border or the immediate vicinity of that border who carries out, in accordance with this Regulation and national law, border control tasks.

Following the Integrated Border Management Strategy, [21] a border guard should be able to operate systemically and in accordance with the relevant acquis in addition to valid non-binding instruments ("soft acquis"). Activities must always be balanced to take both human rights and security into account. Risk analysis and profiling are necessary tools for efficient work. A border guard should regularly update and actively maintain their knowledge of current regulations.

A border guard will frequently co-operate with colleagues from other EU states. These co-operative activities, such as common operations, presume that harmonised procedures and common understanding exist. Language skills are essential due to the specific nature of border guards´ duties.

*Each type of **border crossing point (Land, Air, and Sea)** has its own characteristics. Firstly, a border guard should be able to work in their own field and they should, secondly, be able to co-operate with border guards at other crossing points. It is particularly important that each border guard*

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20 Regulation of the European Parliament and of the Council establishing a Community Code on the rules governing the movement of persons across borders (Schengen Borders Code). PE-CONS 3643/2/05 REV 2

21 13926/3/06 FRONT 207 COMIX 826 and 15628/06 FRONT 229 COMIX 982

working at border crossing points should be able to both access all the available data and to produce their own data for future dissemination.

*A border guard taking part in **land border surveillance** should be able to conduct their duties systematically and in proportion to the volume of traffic, based on risk analysis. They should be able to use basic equipment to detect and intercept those crossing the border illegally. Patrolling is often carried out in demanding terrain and severe weather conditions.*

*A border guard taking part in **sea border surveillance** must be able to work in special circumstances where external help is not easily and rapidly available. Therefore both their professional competence and competence as a team member are highly important.*

TASKS FOR BORDER GUARD BASIC TRAINING

Border guard basic training should achieve at least the same status of the vocational education and training (VET) programme, so that the student can have the opportunity of receiving a qualification with a public status.

The aim of border guard basic training is to provide national organisations with competent border guards, who have a good, basic level of knowledge and skills, in addition to having appropriate attitudes and values for their role.

After basic training a border guard should be able to maintain and update their knowledge and skills in different operational environments. They should have a positive and responsible attitude to their work and for their own development.

LEARNING TO BE AN EXPERT

Sometimes there are discussions in vocational training about whether the theory should be taught before the practise or if it should be the other way around. The order is not crucial - the main thing is the link between theory and practice. Students should learn to combine theory and practise via their own actions.

Expertise can only be developed if theory and practice are combined. In order to optimise learning, trainers should always ensure that training is designed to include both theory and practice.

Carrying out a function is not just about the work itself, but a result of learning at work and a reflection of one's own behaviour and performance. During the basic training students should learn that this reflection should focus not only on the task itself, but also on development of knowledge, values and assumptions. The development of students' reflective skills should play an essential role in basic training. After developing these reflective and cognitive skills a student will become a competent border guard and be responsible for their own self development.

After the basic training we should have Border Guards who are able to carry out independently their basic tasks, who are evolving due to their experiences, and are becoming step by step more skilled workers moving towards being experts.

BORDER GUARDS' BASIC VALUES

Border guards are characterised by their professionalism, honesty, impartiality, sense of responsibility, ability to work under pressure and respect of human rights.

Essential factors which govern border guard activities are good order at the borders, smooth but correctly processed cross-border traffic and safety at all air, land and sea-borders.

The European Union's border security is based on reliable, professional and co-operative border guards. This goal will be reached by having high quality training, professional attitude and by continuous improvement of knowledge and skills.

EDUCATIONAL STRATEGY OF THE COMMON CORE CURRICULUM

The educational content stems from the requirements of working life. The professionalism of border guards comes from a combination of theory, practical skills and attitude. This competence is reflected at work via efficient action, practical skills, problem solving and critical thinking skills and by valuing human rights.

Knowledge is no longer stable and permanent. To stay up to date, a border guard should be able to seek and find knowledge to improve their skills on their own, for example by using IT-methods. A border guard should have an active role in improving their own professionalism. Each border guard has the main responsibility for their own learning. No one else can learn on their behalf.

Air-, land- and sea border modules have a close connection to the practice. Even though teaching is structurally led by the respective academies, learning should most often take place in as real situations as possible. By using experienced practitioners, so called "tacit" knowledge can be captured and transmitted to newcomers.

Carrying out border guard tasks requires continuous self development. After basic training, a border guard should appreciate the value of lifelong learning.

HOW TO USE COMMON CORE CURRICULUM

The CCC offers measurable, common standards for border guard basic training. Instead of giving strict numbers of lessons, the CCC gives descriptions of which attitudes, knowledge and skills a student should have after successfully completing certain training elements.

The CCC is designed in such a way that it can and should be implemented into the respective national curricula. The national curricula can retain other topics such as environmental protection, national defence, etc., depending on national needs,

Competence descriptions of this CCC are based on Bloom's taxonomy of educational objectives (see Introduction, The principles and basis of curriculum updating process).

Language training in the CCC is focusing only on the English language. Based on their own needs, national BG organisations should additionally teach other languages.

If due to their own national legislation, a national organisation is not authorised to carry out any CCC related task, that particular part of the CCC should not be implemented into the national curriculum.

By use of the "evaluation method" column, trainers can easily evaluate if their students have reached the required standard. This column also

gives additional, practical information so that it is easy to understand what each subject entails.

The "Training method" provides a recommendation of how each subject should be taught. Taking into account that there are many ways of achieving the same goals, the trainer is free to choose their own teaching method. CCC's recommendations will provide some new ideas on how to provide border guard basic training in an effective manner. All the training methods are listed and explained in Annex 2.

There are several documents referred to in the CCC. The validity of these documents has been checked during the updating process. Afterwards the documents may be updated and therefore the teacher should always check that s(he) is using the latest versions of the documents.

Measurable, common training standards in a form of commonly defined competence descriptions provide a basis for evaluation. The measurement tool for evaluation will be developed in 2007. This evaluation will help the academies to assess and improve their quality of training and will also give them the opportunity to compare the results of evaluation throughout Member States. Apart from that, it will also help agencies supporting training within the EU to focus on BG training matters which arise from intelligence driven, scientifically examined needs.

Terms used in the CCC are explained in the annexes.

TAXONOMIC CONSIDERATIONS AND VERB LISTS IN LEARNING

Competence descriptions of this CCC are based on Bloom's taxonomy of educational objectives[22]. Bloom's Educational Taxonomy was chosen as it is easily understood and is probably the most widely applied taxonomy in use today.

*There are three domains of educational activities (three types of learning) which were clearly identified for the first time by a committee of colleges led by Bloom. The domains are 1) **Cognitive domain (mental skills; knowledge)**, 2) **Affective domain (growth in feelings or emotional areas; attitude)** and 3) **Psychomotor domain (manual or physical skills; skills)**. All those three domains are equally important. As Bloom's committee did not produce a compilation model for the psychomotor domain, Simpson's[23] compilation model was used for that purpose in this Common Core Curriculum.*

Cognitive domain

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behaviour to the most complex.

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[22] Bloom, B.S. (Ed.) (1956): Taxonomy of educational objectives. The Classification of Educational Goals. Handbook I: Cognitive Domain. New York, Toronto: Longmans, Green.
[23] Simpson E. J. (1972). The Classification of Educational Objectives in the Psychomotor Domain. Washington, DC: Gryphon House

LEVEL	EMPHASIS	AIM	VERBS
Knowing	To recognise and repeat – ability to remember things by heart	Show that you know	Name, define, list, state, recognize, recall, retrieve, locate, reproduce, differentiate, enumerate
Comprehending	To reach the sense and meaning of knowledge, describe it in your own words	Show that you understand	Describe, explain, identify, distinguish between, classify, categorise, relate,
Applying	Use knowledge – apply what you have learned into new situations	Show that you are able to use, what you have learned	Apply, interpret, follow, perform, act, carry out, operate, deal with, utilise, use, implement, assist, communicate, produce, cooperate, advise, ask question, orientate without a map, refuse an entry, conduct a briefing and debriefing, create a report, react, monitor traffic; cancel, revoke and shorten visas, initiate, fill in documents, issue a visa, communicate, prevent an entry.
Analysing	To conclude - divide information in pieces and see connections between the pieces and relations to the whole	Show that you are able to find out essential factors	Evaluate, assess, detect, examine, select, decide, conclude, analyse, profile, form, lead and organise an activity of a patrol, solve, choose
Synthesising	To be creative and individual – combine factors in a new way	Show that you are able to create ideas and wholes	
Evaluating	Invent criteria in order to evaluate information. Use them	Show that you are able to evaluate ideas, information, procedures and decisions	

Based on: Bloom, B., Engelhardt, M., Furst, E. J., Hill, W. H., & Krathwohl, D.R. (1956). Taxonomy of Educational Objectives (Book 1; Cognitive Domain). London: Longmans.

Affective domain

This domain includes the manner in which <u>we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.</u> The five major categories are listed from the simplest behaviour to the most complex.

LEVEL	EMPHASIS	AIM	VERBS
Receiving Phenomena	Awareness, willingness to hear, selected attention.	Show that: You want and are able to listen others with respect. You are open to experience, willing to hear. You are aware of or attending to something in the environment.	Be aware of, identify, define.
Responding to Phenomena	Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasise compliance in responding, willingness to respond, or satisfaction in responding (motivation).	Show that: You want and are able to participate actively. Your new behaviours are a result of experiences	Perceive, be ready to, report, have a will and courage, be prepared to, recognise, label.
Valuing	The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalisation of a set of specified values, while clues to these values are expressed in the learners' overt behaviour	Show that: You can attach values and express personal opinions. You want and are able to solve problems. You are able to show some definite involvement or commitment	Feel, accept, take care of, understand value, be proud of, and appreciate.

	and are often identifiable.		
Organisation	Organises values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesising values.	Show that: You want and are able to compare, relate and synthesise values. You are integrating a new value into your general set of values, giving it some ranking among your general priorities. You can reconcile internal conflicts; develop value system.	Decide.
Internalising values	Has a value system that controls their behaviour. The behaviour is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).way	Show that: You want and are able to internalise values in self-reliance way. You can adopt belief system and philosophy. You are able to evaluate your own values and try to change them, when necessary. You accept people as they are, not what they look like. You are acting consistently with the new value.	Act, perform, behave, handle.

Based on: Krathwohl, D., Bloom, B., & Masia, B. (1956). Taxonomy of educational objectives. Handbook II: Affective domain. New York: David McKay.
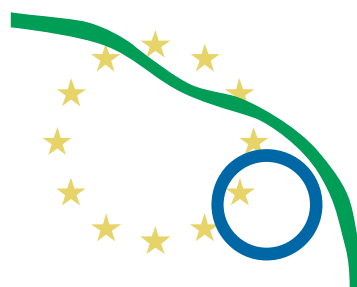
Psychomotor domain

*The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these **skills** requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. **The seven major categories are listed below from the simplest behaviour to the most complex**.*

LEVEL	EMPHASIS	AIM	VERBS
Perception	The ability to use sensory cues to guide physical activity.	Show that you are able to connect your sensors (sense of touch, smell, etc.) into selection and use of your motor skills.	Recognize, locate, check, choose, detect, differentiate, identify, isolate, select.
Set	Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	Show that you are ready to act; it requires you to demonstrate mental, physical or emotional preparation before experience or task and awareness or knowledge of the behaviours needed to carry out the skill.	Swim, react, explain, proceed, move.
Guided response	The early stage of learning a complex skill; includes imitation; can complete the steps involved in the skill as directed	Show that you can, via imitation, trial end errors, learn complex motoric skills and to improve skills by practicing.	Keep, follow, co-operate, stamp, reproduce, regulate the traffic,
Mechanism	The ability to perform a complex motor skill; the intermediate stage of learning a complex skill	Show that you can carry out motoric tasks with some confidence and proficiency.	Assemble, disassemble, load, unload, repair, handle, use, utilise, prevent, remove, sketch, write a report
Complex overt response	The ability to perform the complete psychomotor skill	Show that you can carry out skilfully and without any hesitation performance motor	Shoot, operate, maintain, arrest

	correctly	acts which involve complex movement patterns.	
Adaptation	Can modify motor skills to fit a new situation	Show that you can carry out in new and unexpected situations skilful performance of motor acts which involve complex movement patterns without any hesitation	
Origination	The ability to develop an original skill that replaces the skill as initially learned	Show that you are able to create and develop new motoric skills or movement patterns to fit a particular situation.	

Based on : Simpson, E. (1972). *The classification of educational objectives in the psychomotor domain: The psychomotor domain*. Vol.3. Washington, DC: Gryphon House

FRONTEX

LIBERTAS SECURITAS JUSTITIA

COMMON CORE CURRICULUM
EU Border Guard Basic Training

GENERAL PART

European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union

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COMMON CORE CURRICULUM

GENERAL PART

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Chapter 1.6	1.6 Professional ethics
Aim	BG reflects on professional ethics and implements the rules and their values during daily duties, and in critical situations.
Attitude	BG behaves in a self-confident, competent manner and performs necessary actions/measures politely but firmly. BG acts impartially and is guided only by legal / law considerations. BG consequently performs policing tasks.
Subject 1.6.1	**1.6.1 European police code of ethics**
Knowledge	BG is able to name and explain the European ethics standards. (Parliamentary assembly of the Council of Europe thirty-first ordinary session resolution 690 (1979).
Skills	BG is able to operate according to the standards demanded by an international police code in fruitful cooperation with other colleagues and customers.

Training method	Active debate, peer learning, case studies, team working, discussions.
Evaluation method	Theoretical test: BG explains the European police ethics code in a test form.
Subject 1.6.2	**1.6.2 National legislation and provisions concerning BG-ethics**
Knowledge	BG is able to select and become acquainted with the relevant national legislation from the perspective of professional ethics in order to reflect on their own individual behaviour.
Skills	BG is conscious of and considers the lawful ethnic regulations during their actions.
Training method	Peer learning, case studies, team working, discussions.
Evaluation method	Theoretical test: BG explains the national legislation and provisions concerning BG-ethics in a test form.
Subject 1.6.3	**1.6.3 Society, BG and ethics**

Knowledge	BG is able to describe their personal occupation profile in relation to society, the organisation and the ethical requirements. BG is able to balance existing requirements in a sensible manner.
Skills	BG is able to take into account this ethnic knowledge during the respective action in order to comply with the basic requirement.
Training method	Active debate, peer learning, case studies, team working, discussions.
Evaluation method	Theoretical test: BG explains the terms of Society and ethics in a test form.
Subject 1.6.4	**1.6.4 Public ethical expectations of BG**
Knowledge	BG is able to define the fundamental job-specific virtues. BG is able to explain the value of the virtues and their impact on their work.
Skills	BG is able to adapt their experiences of everyday life in the work environment.

Training method	Active debate, peer learning, case studies, team working, discussions, role play, video.
Evaluation method	Theoretical test: BG explains society's ethical expectations of BG and processes a BG case in test
Subject 1.6.5	**1.6.5 Corruption and other non-ethical behaviour**
Knowledge	BG is able to list types of corruption and other non-ethical behaviour and their effects. BG is able to describe anti-corruption measures in use in their service. BG is able to explain the procedures applicable in cases of non-ethical behaviour. BG is able to explain the procedures applicable in cases of attempted corruption.
Skills	BG is able to recognise, prevent and refuse corruption attempts and be conscious of the legal consequences of being corrupt. BG is able to react immediately in cases of attempted corruption.
Training method	Active debate, peer learning, case studies, team working, discussions, role play,

	video.
Evaluation method	Theoretical test: BG processes a BG case in order to explain the types of corruption, their effects and the appropriate reaction. Practical Test: BG acts in a simulated corruption situation.
Subject 1.6.6	**1.6.6 Impartiality**
Knowledge	BG is able to explain why impartiality is important in BG's work.
Skills	BG is able to perform their service impartially.
Training method	Active debate, peer learning, case studies, team working, discussions, role play, video.
Evaluation method	Theoretical test: BG explains the reasons for impartial acting.
Subject 1.6.7	**1.6.7 Community policing**

Knowledge	BG is able to explain his role as a border guard in the society and to explain different control forms in the society performed by the BG authorities.
Skills	BG is able to justify acting under the aspect of the social control functions from an ethics point of view.
Training method	Peer learning, case studies, team working, discussions.
Evaluation method	Theoretical test: BG explains their role as a border guard in the society.
Subject 1.6.8	**1.6.8 Culture and sub-culture of BG-organisation**
Knowledge	BG is able to identify with the charter (an official document describing the aims, rights or principles of an organisation) of their police authority. BG is able to explain the difference between official and informal cultures.
Skills	BG is able to carry out official actions under the light of this charter.
Training	

method	Active debate, peer learning, case studies, team working, discussions, role play, video.
Evaluation method	Theoretical test: BG explains the term of the charter of BG-organisation.
Subject 1.6.9	**1.6.9 BG values**
Knowledge	BG is able to enumerate and to explain the BG values for life and occupation.
Skills	BG is able to apply the BG values in their actions.
Training method	Active debate, peer learning, case studies, team working, discussions, role play.
Evaluation method	Theoretical test: BG explains BG values

Chapter 1.7	1.7 Human rights
Aim	BG is aware of human rights principles and takes BG measures respecting these principles.
Attitude	BG behaves impartially, respecting human rights without any prejudices.
Subject 1.7.1	**1.7.1 History and development of human rights** **Historical overview from the Magna Charter Libertatum to actual, present day regulations concerning human rights**

Knowledge	BG is able to describe human rights as innate and inalienable for each human being which has to be actively protected by the state.
Skills	BG is able to comprehend human rights and the humanitarian law of nations as a process which is particularly influenced by the historic development of the 20th century.
Training method	Team working, discussions, internet, self study.
Evaluation method	Theoretical test: BG explains the history and development of human rights in a test form.
Subject 1.7.2	**1.7.2 General Declaration of Human Rights in 1948 (UN)**
Knowledge	BG is able to explain human rights as a part of national constitutions and also essential element of international conventions. BG is able to list the human rights based on the General Declaration and explain their meaning. BG is able to give examples of human rights' breaches in border guard related

	situations and analyse them.
Skills	BG is able to perform their service by respecting human rights.
Training method	Team working, discussions, internet, self study.
Evaluation method	Theoretical test: BG explains the human rights based on the General declaration in a test form.
Subject 1.7.3	**1.7.3 European Convention on Human Rights 1950 (Council of Europe)**
Knowledge	BG is able to explain that no one shall be subject to torture or to inhuman or degrading treatment or punishment. BG is able to explain the role of the European Court of human rights. BG is able to give examples of degrading treatment or punishment in border guard related situations and analyse them.
Skills	BG is able to apply the ECHR as a further authority for the protection of human rights.
Training	

method	Team working, discussions, internet, self study.
Evaluation method	Theoretical test: BG explains the European Convention of human rights in a test form.
Remark	Related to 1.7.5 "Principle of Non-Refoulement" and 1.8.9 "English language training – apprehending people, taking into custody, deportation".
Subject 1.7.4	**1.7.4 Geneva Convention in 1951 (UN) and London agreement 15th October 1946** **(London Agreement concerning refugees –valid for countries which did not accept Geneva Convention)**
Knowledge	BG is able to explain that the Geneva Convention (1951) is a part of the human rights and the main instrument for refugee protection. BG is able to explain principle of "non-refoulement" (Art.33 GC).
Skills	BG is able to identify the travel documents issued under Geneva Convention and the London Agreement. BG is able to apply the principle of "non-refoulement" (Art.33 GC)
Training method	Team working, discussions, internet, self study.

Evaluation method	Theoretical test: BG explains the Geneva Convention and London agreement in a test form.
Remark	Related to 1.7.5 "Principle of Non-Refoulement".
Subject 1.7.5	**1.7.5 Principle of "Non-refoulement"** Art. 33 Geneva Convention and Art. 3 ECHR
Knowledge	BG is able to explain the importance of the principle of non-refoulement as part of international customary law. BG is able to describe the categories of persons, for which this principle applies.
Skills	BG is able to avoid and prevent violations of this principle.
Training method	Active debate, peer learning, case studies, team working, discussions, role play.
Evaluation method	Theoretical test: BG explains the importance of the principle of non-refoulement in a test form.
Subject	

1.7.6	**1.7.6 New York Convention 1954 (UN)**
Knowledge	BG is able to explain the purpose of the New York Convention 1954 (UN).
Skills	BG is able to apply the New York Convention as the foundation for dealing with stateless persons. BG is able to identify travel documents based on New York Convention.
Training Method	Team working, discussions, case study, internet, self study.
Evaluation method	Theoretical test: BG explains the New York Convention in test form.
Subject 1.7.7	**1.7.7 EU Charter of Human Rights in 2000 (EU)**
Knowledge	BG is able to explain the purpose of the EUCHR (2000).
Skills	BG is able to apply the charter as a general and European instruction for border guard work facilitated by much closer cooperation.
Training method	Small group working, case studies.

Evaluation method	Theoretical test: BG explains the EU Charter of Human Rights in test form.
Remark	Related to 1.7.5 (Art.18, 19 EUCHR).
Subject 1.7.8	**1.7.8 Causes of xenophobia, racism and related prejudices.**
Knowledge	BG is able to explain and classify the reasons and manifestations of prejudices, xenophobia and racism.
Skills	BG is able to adopt a fundamental position against racism and discrimination in border guard service and to react appropriately in such cases.
Training method	Peer learning, role play, team working, case studies, video.
Evaluation method	Theoretical test: BG explains in test form the causes of xenophobia, racism and related prejudices, how to prevent these and how to react in such cases.
Remark	

	Related to subject "1.5.8 Prejudices and xenophobia".
Subject 1.7.9	**1.7.9 International Human Rights Organisations**
Knowledge	BG is able to list main BG related human rights organisations and describe their fields of action.
Skills	BG is able to apply the knowledge directly or indirectly in border guard service situations.
Training method	Internet, team working, self study.
Evaluation method	Theoretical test: BG lists main BG related international human rights organisations and their fields of action in test form.
Remark	Related to subject 1.1.7 "BG related governmental and non-governmental institutions" and 3.7.9 "Co-operation with other authorities/ other relevant co-operative authorities".
Subject 1.7.10	**1.7.10 International principles of asylum procedures**
Knowledge	BG is able to describe principles of international refugee protection, asylum procedures, related community law and national provisions.

Skills	BG is able to apply these principles when dealing with potential asylum seekers.
Training method	Peer learning, role play, team working, case studies, video.
Evaluation method	Practical test or oral/written test: BG solves a case where several elements from the subject are integrated.
Remark	Remark 1; related to 1.7 "Human Rights", 2.1.6 "Other BG related EU legislation", 2.7 "Administration" and 3.7.5 "Co-operation with Immigration service". Remark 2, project for European Asylum Curriculum (www.gdisc.org).
Subject 1.7.11	**1.7.11 National procedures for asylum seekers**
Knowledge	BG is able to describe national asylum procedures in general and has a detailed knowledge of BG related aspects.
Skills	BG is able to: • identify potential asylum seekers, • carry out initial interview and handle evidence, • inform the potential asylum seeker about his rights and obligations and deal with all basic needs, such as food, medical care or clothing, • write reports, make inquiries and complete forms correctly following these procedures,

	• refer the potential asylum seeker to the relevant authorities, • apply the relevant parts of asylum procedure and the specific safeguards in relation to asylum seekers.
Training method	Peer learning, role play, team working, case studies, video.
Evaluation method	Practical test– Oral and written test: BG solves a case where several elements from the subject are integrated.
Remark	Remark 1; related to 1.7 "Human Rights", 2.1.6 "Other BG related EU legislation", 2.7 "Administration" and 3.7.5 "Co-operation with Immigration service". Remark 2, project for European Asylum Curriculum (www.gdisc.org).

Chapter 3.1	**Tactical procedures for BG activities**
Aim	BG is able to use physical power effectively, safely, efficiently and proportionally, respecting legislation and human rights. BG is able to decide and apply all kind of coercive measures respecting the code of ethics and human rights. BG is able to utilise risk and threat assessment and profiling in his work.
Attitude	BG is aware of the consequences of the abuse of coercive measures and violations of human rights. BG is aware of the safety measures that should be used in a situation when coercive measures are necessary. BG is aware of their obligation to provide care and assistance when required. BG is aware of the importance of their regular updating of tactical skills.
Subject 3.1.1	**3.1.1 Legislation concerning use of coercive measures**

Knowledge	BG is able to explain the legal basis concerning use of coercive measures.
Skills	BG is able to use coercive measures according to national legislation.
Training method	Case studies, role play, frontal training.
Evaluation method	Theoretical test: BG explains the legal basis concerning use of coercive measures. Practical test (simulation-situation training).
Remark	Related to subject 2.2 "National legislation" and 1.7 "Human Rights".
Subject 3.1.2	**3.1.2 General principles of using coercive measures**
Knowledge	BG is able to describe the general principles for using coercive measures as follows: • Safe systems of working • No more force than needed • When the resistance stops, the force stops • Principle of proportionality • Provide care and assistance when needed

Skills	BG is able to operate based on the general principles of using coercive measures. BG is able to control their emotions at every stage and to continuously evaluate the risk of the given situation and to act only on legal and tactical considerations.
Training method	Case studies, role play, frontal training.
Evaluation method	Theoretical test: BG explains the general principles of using coercive measures Practical test (simulation-situation training)
Remark	Related to subject 2.2 "National legislation" and 1.7 "Human Rights".
Subject 3.1.3	**3.1.3 General principles in case of arresting**
Knowledge	BG is able to describe the general principles in cases of arrest which are as follows: • Notification of reasons for arrest • Access to a lawyer/legal aid • Right to make a phone call to a person of own choice (under certain conditions)

	• Medical screening before detention
	• Access to medical assistance during detention
	• Right to receive consular assistance if requested by detainee
	• Detention should only take place in adequate facilities
Skills	BG is able to operate based on the general principles in case of arresting.
Training method	Case studies, role play, frontal training.
Evaluation method	Theoretical test. BG explains the general principles in case of arresting Practical test (simulation-situation training).
Remark	Related to subject 2.2 "National legislation" and 1.7 "Human Rights".

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Common Core Curriculum   Annex 4

External auditors' certificates

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The European Agency for the Management of Operational
Cooperation at the External Borders of the Member States of the
European Union (Frontex)
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Poland

Certificate of Evaluation
for four Intermediate Reports related to the Update of the Common
Core Curriculum (CCC) for Border Guard Training in EU

The Institute for Educational Research (IER), University of Jyväskylä, Finland has, as an expert institution of educational research and evaluation in Finland, analysed the intermediate four reports which were results of the work related to the update of the CCC as done by the respective CCC-working parties, focusing on the development of common training standards for border guards. After the inspection we would like to make the following statement.

Frontex has carried out the updating work for Common Core Curriculum for border guard training covered in the report with the support of the four working groups from the EU Member States, with training academies and with the IER. The Institute for Educational Research examined the results from an educational point of view and produced four commentary reports related to a) Air border, b) Land border, c) Sea border and d) General part of CCC.

IER examined e.g. the following issues from the mentioned reports: how the aims and attitudes were described, how the objectives of knowledge and skills were formulated, how taxonomic matters were enforced, what kind of training methods were chosen for different subjects and did they show any priority order meant by the working groups. What kind of evaluation methods were chosen. Also some lay out and congruence matters were checked.

Jyväskylä, the 21st of October, 2007

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COMMON CORE CURRICULUM

Core statement by the Jyväskylä University/ Institute for Educational Research

About:
Frontex' updating project work of the Common Core Curriculum
  – General part
  – Air border module
  – Land border module
  – Sea border module.

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Core statement

1. The CCC shows:
   a. constructivism,
   b. student oriented learning and
   c. modern teaching methods.

2. CCC updating work was done by respecting the principles of curriculum development work. Best practises were collected, evaluated, discussed, compared, commonly described and introduced into updated CCC.

3. CCC offers an added value to Member States, their training academies and teachers/trainers as it is a collected know-how and expertise from all Member States and additionally from such institutions like: UNHCR, CPT, IOM, European Asylum Curriculum Project, etc. This net established during the CCC updating process, should be used also in further development in order to share expertise both theoretical and practical.

4. CCC offers benefits by reflecting common training standards.

5. CCC is needed because it can be used for border guard training in order to harmonise the learning content and to recommend training methods to trainers.

6. Although in the EU exists four main types of BG-basic education: CCC can and should be nationally implemented to ensure a harmonisation of the national curricula by implementing these common standards.

7. As already planned to monitor and evaluate the implementation and if the students reach the common competence standards, this measurement shall be built on the CCC. The measurable, common training standards are providing the basis for this evaluation. This evaluation will help the training institutions to assess and improve their quality of training in European comparison. It will help Frontex to focus on training matters

Subject
1.1.6
1.1.6 BG organisations of the non-EU neighbouring countries
Knowledge
BG is able to describe general overview about neighbouring BG organisations.
Skills
BG is able to utilise this knowledge in their daily work.
Training method
Frontal presentation, team working, internet.
Evaluation method
Theoretical test; BG describes the main BG-structures in neighbouring states in general.
Subject
1.1.7
1.1.7 BG related governmental and non-governmental bodies
Knowledge
BG is able to describe main BG-related EU-bodies' , inter-governmental bodies' and non-governmental organisations' role in border management.
• EU: FRONTEX, EUROPOL, CEPOL
• Inter-governmental: UNHCR, IMO, CoE, IOM
• International, non-governmental: Red Cross, Save the Children, Amnesty International, Human Rights Watch
Skills
BG is able to utilise this knowledge in their daily work.
Training method
Peer learning, team working, internet.
Evaluation method
Theoretical test; BG describes main BG-related bodies' role in border security.
Remark
Related to chapter 3.7. "Co-operation and co-ordination with other authorities".

**Chapter
1.3**

1.3 Applied psychology

Aim

The BG utilises their psychological knowledge when dealing with people in different, threatening and critical situations and implements the principles and values during their daily duties.

BG is able to handle stress.

Attitude

BG behaves in a self-confident, competent manner and performs necessary actions/measures politely but firmly.

BG acts impartially and is guided only by legal / law considerations.

BG consequently performs policing tasks and daily deals with people in different situations.

**Subject
1.3.1**

1.3.1 Symptoms of nervous, lying or aggressive people: suspect behaviour

Knowledge

BG is able to describe different symptoms of suspicious behaviour in a border guard related situation.

BG is able to select appropriate measures in cases of suspicious behaviour in a border guard related situation.

Skills

BG is able to identify people with strange behaviour (e.g. acting nervously or lying) in a Border Guard situation and is able to operate professionally and perform necessary actions in accordance with the situation.

Training method

Case studies, team working, role play and written works.

Evaluation method

Individual written exam. BG describes different symptoms of suspicious and aggressive behaviour in a border guard related situation and describes what kind of actions it is necessary to perform.

**Subject
1.3.2**

1.3.2 Factors making people irritated or angry

Knowledge

BG is able to identify factors making people irritated or angry in a border guard related situation and develop understanding for cause and effect of these factors at the individual level.

BG is able to select appropriate measures in cases of facing irritated or angry people in a border guard related situation.

Skills

BG is able to operate professionally and perform necessary actions in accordance with the threat.

Training method

Case studies, team working, role play and written works.

Evaluation method

Individual written test: BG is able to explain factors which make people irritated or angry in a border guard related situation and is also able to explain what kind of actions to perform in accordance with the threat.
AND:
Practical test: to act in a simulated situation, where BG has to react according to factors making people irritated or angry in a border guard related situation.

Subject
1.3.3
1.3.3 Behaviour problems
Knowledge
BG is able to define possible abnormal behaviour and different psychological disorders with a special emphasis on irregular migrants, either as independently having committed a criminal act (illegal border crossing) or as victims of a criminal act (trafficking victims) or trauma victims.
BG is able to select appropriate measures at his disposal in cases of facing people with psychological disorders in a border guard related situation.
Skills
BG is able to identify vulnerable people.
BG is able to act professionally and perform necessary actions with people showing abnormal behaviour.
BG is able to approach people who need professional (medical) care in a decisive and competent manner.
Training method
Case studies, team working, role play and written works.
Evaluation method
Individual writing examination. BG is able to define possible abnormal behavior and different psychological disorders with a special emphasis on irregular migrants, either as independently having committed a criminal act (illegal border crossing) or as victims of a criminal act (trafficking victims).
AND:
Practical test: to act in a simulated situation, where BG has to approach people who need professional (medical) care for behavioural problems and to react in a professional manner. BG is able to identify vulnerable people.

Subject
1.3.4
1.3.4 First impression
Knowledge
BG is able to explain the meaning and importance of the first impression in a border guard related situation.
BG is able to detect inconsistencies in people's behaviour when meeting them for the first time.
Skills
BG is able to give a professional first impression to the customers.
BG is able to take appropriate measures based on the first impression of the customer, still keeping in mind that the first impression could be wrong.
Training method
Case studies, team working, role play and written works.
Evaluation method

Individual written test. BG is able to explain the meaning and importance of the first impression in a border guard related situation.
AND:
Practical test: BG acts in a simulated situation, where BG has to deal with people and to make a professional first impression and to take appropriate measures based on the first impression of the customer.

Subject
1.3.5
1.3.5 Non-verbal communication
Knowledge
BG is able to define non-verbal communication.
BG is able to explain different types (gestures, facial expressions and postures) and meanings of non-verbal communication.
BG is able to explain the significance of non-verbal communication.
Skills
BG is able to decode non-verbal communication in order to take necessary precautions.
BG is able to obtain reliable and objective information in communication situations.
Training method
Both teacher based and group based learning methods - frontal presentation, Case studies, team working, role play (video cam.) and written works.
Evaluation method
Individual written test. BG is able to define non-verbal communication and is able to write down what kind of possible behaviour to use in this situation.
AND
Practical test: BG acts in a simulated situation, where BG has to deal with nonverbal communication. Test can be recorded with a camera.

Subject
1.3.6
1.3.6 Influence of alcohol or drugs on behaviour
Knowledge
BG is able to describe possible behaviour of people under the influence of alcohol or drugs.
BG is able to assess the level of threat on the basis of the behaviour of a person under the influence of alcohol or drugs.
Skills
BG is able to select the force measures in accordance with the threat.
BG is able to select people who need medical care.
Training method
Peer learning, case studies, team working, role play and written works.

Evaluation method

Individual written and practice test: BG describes possible behaviour of people influenced by alcohol or drugs. BG selects the force measures in accordance with the threat. BG recognises people who need medical care.

Subject
1.3.7
1.3.7 Group dynamics
Knowledge
BG is able to explain basic principles of group dynamics.
BG is able to analyse group dynamic processes in border guard related
situations.
Skills
BG is able to act as a team member.
BG is able to take control over group dynamic processes in different BG
situations like arresting or interviewing.
Training method
Peer learning, case studies, team working, role play and written works.
Evaluation method
Individual written test: BG explains basic principles of group dynamics.
Individual practical test: BG acts as a team member in a simulated situation,
where BG has to take control over group dynamic processes in different BG
situations. Test can be recorded with a camera.

Subject
1.3.8
1.3.8 Stress and aggression
Knowledge
BG is able to name and identify stress and aggression factors and the
measures to take against these.
BG is able to list burn out symptoms.
BG is able to name and explain conflict factors and also to explain conflict
solving measures.
Skills
BG is able to recognise conflict factors and act professionally to calm down the
situation.
BG is able to recognise burn out symptoms by self reflection and is able to cope
with them. BG is able to handle stress factors and has personal stress control.
Training method
Case studies, team working, role play and written works.
Evaluation method
Individual written test: BG names and identifies stress and aggression factors
and the measures against. BG lists burn out symptoms.
BG names and explains conflict factors and the conflict solving measures.
Individual practical test: BG acts as a team member in a simulated situation,
where BG has to deal with stressful and aggressive situations. Test can be
recorded with a video camera.

Subject
1.3.9
1.3.9 Communication and Conflict management
Knowledge
BG is able to define the theory of communication and explain conflict solving
methods. BG is able to list the different situations (internal and external) and

where to use conflict solving methods in areas like the work place, arresting people, public relation situations, etc.
Skills
BG is able to use the conflict solving methods to avoid or handle conflicts inside their team and with the customers.
Training method
Case studies, team working, role play and written works.
Evaluation method
Individual written test. BG explains the theory of communication and conflict solving methods and lists different internal and external situations where these methods can be used.
Individual practical test: BG solves a conflict in a simulated situation.

Subject
1.3.10
1.3.10 Leading systems
Knowledge
BG is able to name and explain different leading systems and leading styles including their advantages and disadvantages.
Skills
BG is able to notice advantages and disadvantages of different leading systems and styles in different situations.
BG is able to adjust to a leading system requirements applicable in a certain situation.
Training method
Case studies, team working and role plays.
Evaluation method

Subject
1.3.11
1.3.11 Crises in private and working life, debriefing and defusing after traumatic experiences
Knowledge
BG is able to name examples of crises in private and working life that can influence working situations.
BG is able to explain the theory of debriefing and defusing after traumatic experiences and to explain methods of debriefing and defusing and their importance.
BG is able to explain how to get professional help, when needed, for crises in private and working life.
Skills
BG is able to use the methods of debriefing and defusing after traumatic experiences and is able to help colleagues or other people when necessary.
BG is able to get professional help for crises in private and working life.

Training method
Peer learning, case studies, team working, role play and written works.
Evaluation method
Individual written test: BG names examples of crises in private and working life that can influence working situations.

BG explains the theory of debriefing and defusing after traumatic experiences and explains why it is important to use these methods.

BG explains how to get professional help, when needed, for crises in private and working life.

Practical test: BG acts in simulated crisis-situation where he/she uses simple debriefing methods.

Remark Related to subject 3.5.25 "First aid".

Chapter 1.4

1.4 Communication skills and public relations

Aim

BG is able to obtain and describe objectively and accurately the information that is received at the border control. BG is also able to practice the basic principles of communication in order to develop social communication competencies.

BG is able to operate with the media according to instructions and national provisions.

Attitude

BG is aware of the necessity for having knowledge on human rights and national legislation in order to have a good communication style.

BG is aware that polite and firm behaviour is necessary to communicate professionally.

BG acts as a professional representative of the state, and makes necessary enquiries to understand communication techniques and the basic principles of good communication.

BG accepts the instructions for handling the media.

Subject 1.4.1

1.4.1 Principles of interviewing

Knowledge

BG is able to list and explain legal principles of interviewing.

BG is able to prove the necessity for having a basic knowledge of human rights and national legislation when meeting and interviewing people in border related situations.

Skills

BG is able to apply a basic knowledge of human rights and national legislation in the border related situations relating to interviewing.

Training method

Problem based learning, discussions, group work, individual work, report writing, practical rehearsal.

Evaluation method

Oral exam and practical test. BG describes the necessity of having a basic knowledge of human rights and national legislation when meeting people in border related situations.

Subject 1.4.2

1.4.2 Comprehensible language

Knowledge

BG is able to describe the necessity for using comprehensible language the principles of using interpreters in an interviewing situation.

BG is able to explain the significance of the use of an interpreter.

Skills

BG is able to identify the need for an interpreter.

BG is able to communicate with a foreigner by using an interpreter.

BG is aware of different languages and dialects and chooses an appropriate interpreter for the situation.

Training method
Problem based learning, discussions, group work, individual work, report writing, practical rehearsal.
Evaluation method
Oral exam and practical test. Border Guard is able to describe the necessity for using comprehensible language and also explain the principles of using interpreters in an interviewing situation.
Remark
Related to chapter 1.5 "Sociology".

Subject
1.4.3
1.4.3 Presentation and interviewing techniques
Knowledge
BG is able to define different presentation techniques.

Skills
BG is able to give a short presentation related to their daily work.
Training Method
Problem based learning, discussions, group work, individual work, report writing, practical rehearsal.
Evaluation method
Practical test: BG gives a short presentation related to their daily work.

Subject
1.4.4
1.4.4 Communication and conflict: interaction with customer
Knowledge
BG is able to explain how BG behaviour affects the outcome of BG-citizen interactions.
Skills
BG is able to create a good relationship in an interviewing situation.
Training method
Problem based learning, discussions, group work, individual work, report writing, practical rehearsal.
Evaluation method
Oral exam and practical test. BG explains how BG behaviour affects the outcome of BG-citizen interactions. BG creates a good relationship in an interviewing situation (test).
Remark
Related to 1.3.9 "applied psychology".

Subject
1.4.5
1.4.5 National provisions of public relations
Knowledge
BG is able to explain the national provisions and regulations concerning public relations related to the BG role.
Skills

BG is able to operate professionally with the media with a basic knowledge of the national provisions and regulations.

Training method

Problem based learning, discussions, group work, individual work, report writing, practical rehearsal.

Evaluation method

Individual written exam: BG explains the national provisions and regulations concerning public relations regarding the BG role.

**Chapter
1.5**
1.5 Sociology
Aim

BG possesses the basic sociological knowledge for communicating with people from different cultures and ethnicity or those with different religious backgrounds.

BG is able to operate correctly and professionally as a representative of the state independent of society, other cultures, different behaviours, attitudes, ethnicity or religion.

Attitude

BG acts professionally according to their knowledge and responsibilities as a representative of the state whether on or off duty.

BG behaves in a professional, competent manner and performs necessary actions politely but firmly.

BG acts impartially and is guided only by legal considerations.

**Subject
1.5.1**
1.5.1 Cultures: Different behaviour and mentalities
Knowledge

BG is able to explain different cultural factors like different behaviours and mentalities of people from around the world.

BG is able to identify people with a different cultural background.

Skills

BG is able to approach people with different cultural backgrounds and mentalities in a professional way.

Training method

Discussions, group work, role play, cases and individual work, frontal training.

Evaluation method

Oral or written test:

BG explains different cultural factors like different behaviour and mentalities of people from different parts of the world.

**Subject
1.5.2**
1.5.2 Cultures of the neighbouring countries
Knowledge

BG is able to explain the cultures of people from the neighbouring countries and is able to list similarities and differences influencing fulfilment of BG-tasks.

Skills

BG is able to handle their everyday responsibilities in a professional way, having in mind cultural similarities and differences between their own and neighbouring countries for the interest of facilitating co-operation.

Training method

Discussions, group work, role play, cases and individual work.

Evaluation method

Oral or written test:

BG explains the cultures of people from the neighbouring countries and they list similarities and differences influencing fulfilment of BG-tasks.

Subject
1.5.3
1.5.3 Cultures of passengers/clients/migrants
Knowledge
BG is able to explain the main features of cultures of their main passengers /clients /migrants and is also able to explain the necessity of this knowledge.
Skills
BG is able to handle their everyday responsibilities in a professional way, bearing in mind cultural similarities and differences.
Training method
Problem based learning, discussions, group work, individual work.
Evaluation method
Oral exam or written test:
BG explains the cultures of their main passengers /clients /migrants.

Subject
1.5.4
1.5.4 Different background: Ethnic
Knowledge
BG is able to describe characteristic features of different ethnic groups.
BG is able to distinguish between different ethnic groups.
BG is able to identify members of different ethnic groups.

Skills BG is able to deal with people from different ethnicities with respect and knowledge.
Training method
Peer learning, skit, discussions, group work, role play, cases and individual work.
Evaluation method
Oral or written test:
BG identifies different ethnic groups.

Subject
1.5.5
1.5.5 Different background: Religion
Buddhism, Christianity, Hinduism, Islam, Judaism
Knowledge
BG is able to explain the main characteristics; values, differences and similarities of the 5 biggest religions of the world.
BG is able to describe and explain ways of preventing job-related conflicts related to religion.
Skills
BG is able to handle situations with people from different religious backgrounds with respect.
BG is able to prevent job-related conflict situations related to religion.
Training method

Peer learning, skit, discussions, group work, role play, cases and individual work.
Evaluation method
Written or oral test.
BG explains the main characteristics; values, differences and similarities of the 5 biggest religions of the world.

Subject
1.5.6
1.5.6 Different background: age, gender and diversity
Knowledge
BG is able to characterise the impact of gender, age and other diversities on a person's performance.
BG is able to explain the main characteristics of age and gender; values, differences and similarities.
BG is able to explain regulations methods and techniques applicable when dealing with people of different age and gender.
Skills
BG is able to handle and differentiate between border-related situations with members of different age and gender groups and act accordingly.
Training method
Peer learning, skit, discussions, group work, role play, cases and individual work.
Evaluation method
BG characterises impact of gender and age on a person's performance.
BG explains the main characteristics of age and gender; values, differences and similarities.
BG handles and differentiates between border-related situations with members of different age and gender groups and acts accordingly.

Subject
1.5.7
1.5.7 Different background: minorities
Knowledge
BG is able to describe the definition of a minority.
BG explains the importance of having knowledge about minorities.
BG is able to describe the characteristics of minorities that border guards mainly deal with.
Skills
BG is able to recognise and deal with members of different minorities.
Training method
Peer learning, skit, discussions, group work, role play, cases and individual work.
Evaluation method
Written or oral test:
BG describes the definition of minority.
BG explains the importance of having knowledge about minorities.
BG describes the characteristics of minorities that border guards mainly deal with.
Subject

1.5.8
1.5.8 Prejudices and xenophobia
Knowledge
BG is able to explain the definition of prejudice and xenophobia.

BG is able to give and describe examples of prejudice and xenophobia.
BG is able to explain ways of preventing prejudice and xenophobia.
BG is able to identify impact of prejudice and xenophobia on a person's performance.
Skills
BG is able to serve the public in a professional way without any influence of prejudice or xenophobia.
Training method
Peer learning, skit, discussions, group work, role play, cases and individual work.
Evaluation method
Individual written exam.
BG explains definition of prejudice and xenophobia.
Remark
Related to subject 1.7.8 "Causes of xenophobia, racism and related prejudices".

Subject
1.5.9
1.5.9 Different background: Fringe group
Knowledge
BG is able to characterise and identify different fringe groups (e.g. hooligans, motor cycle gangs).
Skills
BG is able to recognise and deal with members of fringe groups.
Training method
Peer learning, skit, discussions, group work, role play, cases and individual work.
Evaluation method
Oral or written test:
BG characterises and identifies different fringe groups.

Chapter
1.8
1.8 English language training
Aim
BG is able to produce, understand and write simple work-related phrases and dialogues in English on familiar matters regularly encountered while they are carrying out their daily tasks.
Attitude
BG is aware that English language is important for their daily tasks at the border crossing point or border surveillance on land or sea borders.
BG is aware of basic politeness and phrases in English.
BG understands the meaning of English as a "lingua franca" in the European Union.
BG accepts to use English in their daily work as needed.
BG is ready to further improve their English skills.
Subject
1.8.1
1.8.1 Personal presentation
Knowledge
BG is able to introduce themselves by giving the following personal data: name, surname, date and place of birth, permanent address, nationality, citizenship, education, profession and marital status.

Skills
BG is able to introduce themselves in English.
BG is able to fill in an application form with personal data.
BG is able to ask and answer questions related to personal data.
Training
method
Communicative and audio-lingual method, team learning, role-play.
Evaluation
method
Written and oral test: BG introduces him/herself by giving name, surname, date and place of birth, permanent address, nationality, citizenship, education, profession, marital status. BG fills in an application form with personal data.
BG asks and answers questions on personal data.
Subject
1.8.2
1.8.2 BG's organisation, tasks, competencies and equipment
Knowledge
BG is able to list and name different terms related to national BG organisation, basic BG tasks, competencies and equipment.
Skills
BG is able to describe national BG organisation, basic BG tasks, competencies and BG equipment.
BG is able to answer and ask simple questions about national BG organisation, basic BG tasks, competencies and equipment.

Training
method

Communicative and audio-lingual method, team learning, role-play.
Evaluation
method
Written and oral test: BG describes national BG organisation, basic BG tasks,
competencies and BG equipment.
BG answers and asks simple questions about national BG organisation, basic BG
tasks, competencies and equipment.

Subject
1.8.3

1.8.3 Presentation of BG's work

Knowledge
BG is able to name and list terms and expressions related to everyday activities
of BG.
Skills
BG is able to describe their daily work.
BG is able to ask and answer simple questions on their job.
Training
method
Communicative and audio-lingual methods, team learning, role-play.
Evaluation
method
Written and oral test: BG describes their daily work.
BG names and lists terms and expressions related to everyday activities of BG.
BG asks and answers simple questions on their job.

Subject
1.8.4

1.8.4 Basic BG's vocabulary, general definitions and specific BG terms

Knowledge
BG is able to list general definitions and specific BG terms, based on article 2 of
Schengen Borders Code and article 1 of Schengen convention (2000).
Skills
BG is able to classify general definitions and specific BG terms, based on article 2
of Schengen borders code.
BG is able to define BG-related terms included in article 2 of Schengen Borders
Code and article 1 of Schengen convention (2000).
BG is able to ask for definitions of different BG-related terms.
Training
method
Communicative and audio-lingual methods, team learning, role-play.
Evaluation
method
Written or oral test: BG classifies general definitions and specific BG terms, based
on article 2 of Schengen borders code.
BG defines BG-related terms included in article 2 of Schengen Borders Code and
article 1 of Schengen convention (2000).

BG asks for definitions of different BG-related terms.

Subject
1.8.5
1.8.5 English language training for border checks
Knowledge
BG is able to list, name and translate specific terms related to border checks at border crossing points:
• terms and expressions related to border checks at land border crossing points
• entry conditions for third-country nationals based on article 5 of Schengen Borders Code
• types of travel documents
• travel documents and their authenticity
• types of means of transport typical of the land border, different vehicle/vessel parts
• different containers used for transporting goods
• types of goods transported in different types of land border crossing points
• legal basis for imposing different fines to customers at land border crossing points.
Skills
BG is able to examine travel documents and verify the authenticity of data included in them.
BG is able to obtain information on a passenger's purpose of visit and to verify their entry conditions.
BG is able to refuse and entry, issue and hand out standard refusal forms and inform the person about the procedure when the person refused entry uses their right to appeal.

BG is able to describe wanted or missing people as well as stolen or seized objects.
BG is able to identify a wanted or missing people as well as stolen or seized objects.
BG is able to carry out a check of means of transport, luggage/cargo.
BG is able to identify a wanted or missing people as well as stolen or seized objects after listening to or reading their description.
BG is able to impose a fine on a customer at a border crossing point and inform on the legal basis for doing so.
Training
method
Communicative and audio-lingual method, team learning, role-play.
Evaluation
method
Written test: BG lists and names terms and expressions related to checks at border crossing points.
Practical test: BG handles a simulated situation at a border crossing point on:
• performing a check on passengers, means of transport and cargo
• refusing entry
• imposing a fine
• obtaining information on the purpose of a visit

• describing and identifying wanted or missing people as well as stolen or seized objects
• verifying data in a travel document.

Subject
1.8.6
1.8.6 Cross-border criminality
Knowledge
BG is able to list and name specific terms related to cross-border criminality, such
as smuggling/trafficking in human beings, drugs, weapons, ammunition, weapons
for mass destruction, explosives, stolen cars and other means of transport, alcohol, tobacco, technical goods.
Skills
BG is able to handle from the linguistic point of view cases of cross border criminality.
Training
method
Communicative and audio-lingual method, team learning, role-play.
Evaluation
method
Written or oral test: BG lists and names specific terms related to cross-border criminality, such as smuggling/trafficking in human beings, drugs, weapons, ammunition, weapons for mass destruction, explosives, stolen cars and other means of transport, alcohol, tobacco, technical goods.
Subject
1.8.7
1.8.7 Asylum procedures
Knowledge
BG is able to list and name terms related to asylum and basic asylum procedures
Skills
BG is able to identify asylum request, even given with inadequate language skills.
BG is able to handle basic asylum procedures.

Training
method
Communicative and audio-lingual method, team learning, role-play.
Evaluation
method
Practical oral test: BG handles basic asylum procedures in simulated situations.
Subject
1.8.8
1.8.8 Apprehending people, taking into custody and returns
Knowledge
BG is able to describe their legal basis and rights to customers when they are apprehended/ taken into custody/removed/ expelled.
Skills

BG is able to handle a situation of apprehending, taking into custody and deporting people.

Training method

Communicative and audio-lingual method, team learning, role-play.

Evaluation method

Practical oral test: BG handles apprehending, taking into custody and removal of

people in a simulated situation.

Subject 1.8.9

1.8.9 Giving information

Knowledge

BG is able to give information in customer service situations and in accident/ emergency ones.

Skills

BG is able to give information in customer service situations and in accident/ emergency ones.

BG is able to answer questions in customer service situations and in accident/ emergency ones.

Training method

Communicative and audio-lingual method, team learning, role-play.

Evaluation method

Practical test: BG gives information in customer service situations and in accident/emergency ones.

BG answers questions in customer service situations as well as accident/ emergency ones.

Subject 1.8.10

1.8.10 Giving orders in force related situations

Knowledge

BG is able to list main orders in force related situations.

Skills

BG is able to apply orders in English in force related situations at work.

Training method

Communicative and audio-lingual method, team learning, role-play. Can be connected with force measures training.

Evaluation method

Practical test: BG gives orders in force related situation in a simulated situation.

Remark

Related to chapter 3.1 Tactical procedures/ force measures.

Subject 1.8.11

1.8.11 Document examination related English terminology
Knowledge
BG is able to name, list and translate terms and expressions related to document
examination included in " Frontex advanced level training programme on falsified
documents and harmonisation of English terminology".
Skills
BG is able to verify data and authenticity of data in a document.
BG is able to consult a foreign colleague on suspicious documents.
Training
method
Frontal presentation, Frontex CD and self-study.
Evaluation
method
Written test: BG names, lists and translates terms and expressions related to
document examination included in " Frontex advanced level training programme
on falsified documents and harmonisation of English terminology".
Oral test: BG verifies data and authenticity of data in a document. BG consults
a foreign colleague on suspicious documents
Remark
Related to subject 2.4.12 "Document examination related English terminology".

**Chapter
1.9**

1.9 Information technology

Aim

BG is able to utilise basic information technology. BG understands the importance of data protection. BG is able to utilise national and European (e.g. SIS and EURODAC) data bases.

Attitude

BG handles data information with respect to professional secrecy due to national legislation.

**Subject
1.9.1**

1.9.1 Reports and drafts editing

Knowledge

BG is able to describe the main function of a computer and is able to tell how to write reports and drafts by utilising respective software.

Skills

BG is able to write a report on a given subject or to make a rough draft of some other written material. BG is able to produce, revise and print text and graphics. BG is able to add pictures and charts to the document.

Training method

Practical exercise, self study (computer-based).

Evaluation method

Practical test: BG produces a report/ draft (adding pictures and charts) by utilizing respective software.

**Subject
1.9.2**

1.9.2 Solving general IT-problems

Knowledge

BG is able to tell whom to contact when an IT-problem appears and can describe the problem.

Skills

BG is able to follow instructions given by a supporter in order to solve the ITproblem.

Training method

Practical exercise, self study (computer-based), case study.

Evaluation method

Practical test: BG solves IT-problems by following written or oral instructions.

**Subject
1.9.3**

1.9.3 Data protection

Knowledge

BG is able to explain the importance of data protection

BG is able to explain user based risks (uploading, viruses, surfing the internet, etc.), technical risks and structural risks (doors must be locked, login-logout from computer) for data protection.

Skills

BG is able to keep information stored on the computer in accordance with legal restrictions.

BG is also able to follow instructions on how to protect the computer and to handle antivirus tools.

BG is able to handle passwords by following instructions.

BG is able to handle data information by following professional secrecy according to national legislation.

Training method

Practical exercise, self study (computer-based).

Evaluation method

Theoretical test: BG explains user based risks, technical risks and structural risks for data protection related to their work.

Subject
1.9.4
1.9.4 National data bases

Knowledge

BG is able to describe the main national data bases which are relevant to the daily work.

Skills

BG is able to use national data bases in their daily work.

Training method

Practical exercise, self study (computer-based), case study.

Evaluation method

Practical test: BG searches certain information from national (training) data bases.

Subject
1.9.5
1.9.5 Border specific IT

Knowledge

BG is able to describe national border specific IT-systems.

Skills

BG is able to use national border specific IT in daily work.

Training method

Practical exercise, self study (computer-based), case study.

Evaluation method

Practical test: BG utilises national border specific IT-systems by following instructions.

Subject
1.9.6
1.9.6 SIS and SIRENE-system

Knowledge

BG is able to explain Schengen convention articles 95-100 concerning SIS.

BG is able to describe the principles of the SIS and SIRENE-system and to list themeasures to be adopted in the case of a positive SIS-request result.

BG is able to explain the usage of sheets X1/ X2.

Skills
BG is able to operate (login, search and logout) SIS.
BG is also able to apply the measures to be adopted in case of a positive SIS request result (filling in sheets X1/ X2, taking any other needed measure).
Training method
Practical exercise, self study (computer-based), case study.
Evaluation method
Practical test: BG searches certain information from SIS and fills in the sheet X1/X2.

Subject
1.9.7
1.9.7 Eurodac
Knowledge
BG is able to describe the aim and the function of Eurodac.
Skills
BG is able to use Eurodac for the comparison of fingerprints of asylum applicants and illegal immigrants outside of the EU.
Training method
Practical exercise, self study (computer-based), case study.

Evaluation method
Practical test: BG uses Eurodac for the comparison of fingerprints.

Subject
1.9.8
1.9.8 Other BG-related databases of EU
Knowledge
BG is able to describe the aim and the function of databases related to BG tasks (e.g. VIS).
Skills
BG is able to operate (login, search and logout) these databases.
Training Method
Practical exercise, self study (computer-based), case study.
Evaluation method
Practical test: BG searches certain information from these databases and answers questions according to case study.

Chapter 2.1

2.1 EU-Community law and international legislation

Aim

BG is able to describe the most important regulations of European community law

and international legislation concerning BG service and its purposes, and is able

to utilise this knowledge in daily work.

Attitude

BG accepts the common BG cooperation within the European Union and isaware of necessary procedures due to the Schengen Convention and the Schengen Borders Code.

BG is aware of the procedures due to the Dublin II convention and acts accordingly.

BG accepts the procedures due to the Schengen Catalogues, the CCC – Common Consular Instructions and the Chicago Convention and acts accordingly.

Subject 2.1.1

2.1.1 Integrated Border Management System

Knowledge

BG is able to explain the definition and advantages of Integrated Border Management System.

Skills

BG is able to carry out their duties according to the Integrated Border Management by understanding that it offers general principles for European way

of carrying out border guard activities.

Training method

Active debate, peer learning, case studies, team working, discussions, role play, internet.

Evaluation method

Individual written test:

BG is able to explain the definition and advantages of Integrated Border Management System.

2.1.2 Schengen Convention:

Visas (art. 9-18)

Accompanying measures (art. 26 – 27)

Council directive supplementing art. 26

Police and security (art. 39-91)

Knowledge

BG is able to explain the meaning of the Schengen Convention in general.

BG is able to describe the above mentioned articles of the Schengen Convention.

Skills

BG is able to carry out their duties according to the above listed articles of the

Schengen Convention.
Training
method
Discussions , case studies and individual written work.
Evaluation
method
Individual written test.
BG is able to explain the meaning of the Schengen Convention in general.
BG is able to describe the above mentioned articles of the Schengen
Convention.
Subject
2.1.3
2.1.3 Schengen Borders Code
General Provisions (art. 1-3)
External Borders (art. 4 –19)
Internal Borders (art. 20 – 31)
Final Provisions (art.32 – 40)
Annex I – VIII

Knowledge BG is able to explain the member states obligations according to the
Schengen
Borders Code in general and is able to describe the above mentioned articles
and
annexes.
Skills BG is able to operate professionally and carry out procedures according
to the
Schengen Borders Code.
Training
method
Discussions, case studies and individual written work.
Evaluation
method
Individual written test.
BG explains the member states obligations according to the Schengen Borders
Code in general and is able to describe the above mentioned articles and
annexes.
Subject
2.1.4
2.1.4 Dublin Regulation
Member states obligations according to the Dublin II Regulation
Subject-matter and definitions (art. 1- 2)
General principles (art. 3-4)
Hierarchy of criteria (art. 5-14)
Humanitarian clause (art. 15)
Taking charge and taking back (art. 16 – 20)
Administrative cooperation (art. 21 – 23)
Transitional provisions and final provisions (art. 24 - 29)
Knowledge
BG is able to explain the scope of the regulation, the member states obligations
according to the Dublin II regulation and to define the most relevant articles
concerning these obligations.

BG is able to define when taking charge and when taking back according to art.
16-20.

Skills
BG is able to carry out necessary procedures according to the Dublin II
regulation.
Training
method
Discussions, case studies and individual written work.
Evaluation
method
Individual written test.
BG explains the member states obligations according to the Dublin II
convention
and to define the most relevant articles concerning these obligations.
BG defines when taking charge and when taking back according to art. 16-20.
Subject
2.1.5
2.1.5 Schengen Catalogues
External borders removal and readmission
Issuing of visa
Schengen Information system –SIRENE
Police co-operation
Knowledge
BG is able to explain the member states obligation according to external
borders
removal and readmission of the Schengen Catalogue.
BG is able to explain all formal procedures for refusing entry.
BG is able to explain best practices according to the catalogue of issuing of visa
and the procedures for visa issuing both for regular and VIP passengers.
BG is able to define best practices according to the catalogue of
SchengenInformation System – Sirene.
BG is able to explain the obligations according to the catalogue of police
cooperation.
Skills
BG is able to carry out necessary procedures and best practices according to
the
Schengen Catalogues.
BG is able to carry out a refusal of entry according to the regulations of the
Schengen Catalogues.
BG is able to issue visa both to regular and VIP passengers when necessary
including payment.
Training
method
Discussions, case studies and individual written work.
Evaluation
method
Individual written or oral test.
BG explains the member states obligations according to external borders
removal
and readmission of the Schengen Catalogue.

BG explains all formal procedures for refusing entry.
BG explains best practices according to the catalogue of issuing of visa and explains the procedures for visa issuing both for regular and VIP passengers.
BG defines best practices according to the catalogue of Schengen Information System – SIRENE.
BG explains the obligations of police co-operation according to the catalogue.

2.1.6 Common Consular Instruction – CCI
General provisions (chap. I)
Diplomatic mission or consular post responsible (chap II)
Receipt of the application (chap. III)
Legal basis (chap. IV)
Destinations of applications and decisions taken (chap.V)
How to fill in visa stickers (chap. VI)
Administrative management and organisation (chap.VII)
Consular cooperation at local level (chap. VIII)
Knowledge
BG is able to explain all types of visa listed in the Common Consular
Instructions-
CCI and differentiate them.
Skills
BG is able to handle all types of visa and is able to act correctly according to the visa regulations.
Training
method
Peer learning, discussions, case studies and individual written work.
Evaluation
method
Individual written test.
BG explains all types of visa listed in the Common Consular Instructions-CCI and
differentiate them.

Subject
2.1.7
2.1.7 Rapid Border Intervention Teams
Knowledge
BG is able to explain the tasks and powers of guest officers following the regulation of the European Parliament and of the Council establishing a mechanism for the Creation of Rapid Border Intervention Teams (2006/0140 (COD), PE-CONS 3616/2/07 REV 2) and amending Council regulation (ec) no 2007/2004.
BG is able to explain the tasks of RABIT-teams according to the European Parliament and of the Council establishing a mechanism for the Creation of Rapid
Border Intervention Teams (2006/0140 (COD), PE-CONS 3616/2/07 REV 2) and
amending Council regulation (ec) no 2007/2004.
Skills
BG is able, after gaining experiences to work and co-operate with RABIT-teams
Training

method
Peer learning, discussions, case studies and individual written work.
Evaluation
method
Individual written test.
BG explains the tasks and powers of guest officers e.g. in joint operations.
BG explains the tasks and powers of a RABIT-team member in RABIT-operations.
Remark See RABIT-handbook. Related to subject 3.7.10 "BG related co-operation and
coordination within EU".

Subject
2.1.8
2.1.8 Other BG related EU-legislation (law, directives, regulations, recommendations)
Practical handbook for border guard (Schengen Handbook 15010/06,
FRONT 224, COMIX 937).
Definitions - part 1
Border Checks – part 2
Border Surveillance – part 3
List of relevant legal instruments – part 4
Asylum Procedure Directive
Reception Condition Directive
Knowledge
BG is able to explain the definitions of part 1 in the practical handbook.
BG is able to explain relevant border check procedures.
BG is able to explain the purpose and the methods of surveillance and is able to list all relevant conventions and regulations related to border control.
BG is able to list the border guard related provisions according to the Asylum Procedure Directive and the Reception Condition Directive.
Skills
BG is able to operate correctly according to the knowledge of the Schengen handbook and other relevant legislation.
Training
method
Peer learning, discussions, case studies and individual written work.

Evaluation
method
Individual written test:
BG explains the definitions of part 1 in the practical handbook.
BG explains relevant border check procedures.
BG explains the purpose and the methods of surveillance and is able to list relevant conventions and regulations related to border control.

Chapter
2.2
2.2 National legislation
Aim
BG applies national legislation and provisions, especially concerning citizens'

duties and rights, asylum seekers and aliens' rights and other necessary procedures attached to BG service.

Attitude

BG is aware of the principles and procedures of constitutional legislation or other

legislation concerning citizen's rights, tasks and functions of the states.

BG is able to act correctly and professionally according to national legislation, administrative processes and procedures concerning asylum, movement of aliens

and other border related matters.

BG values proper coercive measures due to penal regulations of the national legislation.

BG values proper coercive measures due to other national legislation or provisions concerning border related matters.

Subject

2.2.1

2.2.1 Constitutional law

Knowledge

BG is able to define the most relevant articles in constitutional law regarding citizens' rights, tasks and functions of the states and border related articles.

Skills

BG is able to operate correctly due to principles and procedures of constitutionallaw regarding citizen's rights, tasks and functions of the states.

Training

method

Group working, discussions, case studies and individual written work.

Evaluation

method

Individual written test.

BG defines relevant articles in constitutional law regarding citizens rights, tasks and functions of the states and border related articles.

Subject

2.2.2

2.2.2 Administrative legislation

Knowledge

BG is able to describe principles and procedures of national administrative process concerning border related matters.

Skills

BG is able to describe administrative procedures concerning asylum and aliens law.

BG is able to carry out their duties correctly according to national administrative processes concerning border related matters.

Training

method

Group working, discussions, case studies and individual written work.

Evaluation

method

Individual oral or written test:

BG describes principles and procedures of national administrative process

concerning border related matters.
Subject
2.2.3
2.2.3 Penal and criminal legislation
Knowledge
BG is able to describe the national regulations of the penal law and criminal legislation procedures according to border related matters.
Skills
BG is able to choose proper measures according to penal and criminal regulations
of the national legislation.
Training
method
Group working, discussions, case studies and individual written work.
Evaluation
method
Individual oral or written test:
BG describes the national regulations of the penal and criminal legislation procedures according to border related matters.
Subject
2.2.4
2.2.4 National legislation and provisions regarding BG tasks
Knowledge BG is able to describe national border service provisions and other related
legislation.
Skills
BG is able to act correctly in accordance with national legislation and provisions concerning border activitiesTraining
method
Group working, discussions, case studies and individual written work.
Evaluation
method
Individual oral or written test.
BG describes national border service provisions and can explain national laws and regulations.

Chapter
2.3
2.3 Crime investigation
Aim
BG is able to use investigation methods in daily service. BG is able to utilise knowledge of and the abilities concerning criminology and criminal tactics.
Attitude
BG is aware of the interviewing methods.
BG is able to understand the different types of people involved in crimes.
BG is aware of different motives, alibis and modus operandi in order to act professionally in investigations.
BG is able to act professionally as a witness in court.
Subject
2.3.1

2.3.1 Interviewing ethics

Knowledge
BG is able to list accepted interviewing methods in general and ethical principles
for interviewing children, women, traumatised persons or victims of human trafficking.

Skills
BG accomplishes interviews under provision of ethical rules.

Training
method
Discussions, frontal presentation (training), video, role play.

Evaluation
method
Theoretical test:
BG lists accepted interviewing methods in general and ethical principles for interviewing children, women, traumatised persons or victims of human trafficking.
Practical test (simulation – situation training).

Subject
2.3.2

2.3.2 Criminal signs in border crimes

Knowledge
BG is able to explain signs and indications of criminal offences which are directed
against the security and protection of the border concerning persons, things and services.

Skills BG is able to recognise border offences such as clandestine or illegal entry/facilitation.

Training
method
Small group working, team learning, case studies, frontal presentation (training), role play.

Evaluation
method
Theoretical test: BG explains signs and indications of criminal offences such as run-routes, smuggle-routes and hiding-places.

Subject
2.3.3

2.3.3 Dealing with a witness

Knowledge
BG is able to describe and explain processes to the witness and explain their rights.

Skills
BG is able to guide the witness through the processes and explain their rights.

Training
method
Small group working, team learning, case studies, frontal presentation (training), role play.

Evaluation
method
Oral or written test:
BG describes and explains processes to the witness.
Practical test (simulation – situation training).
Subject
2.3.4
2.3.4 Dealing with a suspect
Knowledge
BG is able to describe and explain processes to the suspect and explain their
rights.
Skills
BG is able to interview suspects under the conditions of law.
Training
method
Small group working, video, team learning, case studies, frontal training, role
play.
Evaluation
method
Oral or written test:
BG describes and explains processes to the suspect.
Practical test (simulation – situation training).

Subject
2.3.5
2.3.5 Dealing with a complainant or a victim
Knowledge
BG is able to describe and explain relevant procedures and processes to the
victim and explain their rights.
Skills
BG is able to advise the victim of the help and other assistance open to them.
Training
method
Small group working, video, team learning, case studies, frontal presentation
(training), role play.
Evaluation
method
Oral or written test:
BG describes and explains processes to the victim.
Practical test (simulation – situation training).
Subject
2.3.6
2.3.6 Modus operandi of border crime activities
Knowledge
BG is able to explain the different proceedings of border committed offences.
Skills
BG is able to recognise different proceedings, in order to be able to take the
necessary measures.

Training

method
Small group working, case studies, frontal presentation (training).
Evaluation
method
Oral or written test:
BG explains the different proceedings of border committed offences.
Subject
2.3.7
2.3.7 Definition of motive
Knowledge
BG is able to explain "motive" and is able to list different types of motives.
Skills
BG is able to take into account all possible motives in crime investigation and assess them.
Training
method
Active debate, peer learning, case studies, team working, discussions, role play, video.
Evaluation
method
Oral or written test :
BG explains "motive" and lists different types of motives.
Subject
2.3.8
2.3.8 Definition of alibi
Knowledge
BG is able to explain "alibi" and the qualities of alibis.

Skills
BG is able to assess alibis.
Training
method
Active debate, peer learning, case studies, team working, discussions, role play, video.
Evaluation
method
Oral or written test:
BG explains "alibi" and the qualities of alibis.
Subject
2.3.9
2.3.9 Definition of Wilful
Knowledge
BG is able to explain "wilful" and the different types of intention.
Skills
BG is able to ascertain the intention.
Training
method
Active debate, peer learning, case studies, team working, discussions, role play, video.
Evaluation

method
Oral or written test:
BG explains "wilful" and the different types of intention.

Subject
2.3.10
2.3.10 Definition of negligence
Knowledge
BG is able to explain "negligence" and the different types of negligence.
Skills
BG is able to ascertain negligence.
Training
method
Active debate, peer learning, case studies, team working, discussions, role play, video.
Evaluation
method
Oral or written test:
BG explains "negligence" and the different types of negligence.
Subject
2.3.11
2.3.11 Investigative interviewing: Interviewing techniques
Knowledge
BG is able to describe main methods of interviewing techniques which are needed
in order to facilitate a dialogue in which the interviewee is encouraged to participate.
Skills BG is able to carry out an interview by utilising basic interviewing techniques in
order to obtain reconnaissance results.
Training
method
Small group working, video, peer learning, case studies, frontal presentation (training).

Evaluation
method
Theoretical test:
BG describes main methods of interviewing techniques.
Practical test (simulation – situation training).
Subject
2.3.12
2.3.12 Investigative interviewing: Interviewing tactics
Knowledge
BG is able to describe interviewing tactics.
Skills
BG is able to select the right technique depending on the case.
BG is able to use correct interviewing-tactics in order to obtain reconnaissance results.
Training

method
Small group working, video, peer learning, case studies, frontal presentation (training).
Evaluation
method
Theoretical test:
BG describes interviewing tactics.
Practical test (simulation – situation training).
Subject
2.3.13
2.3.13 Investigative interviewing: Obstacles to good communication
Knowledge
BG is able to list, describe and explain the obstacles to good communication.
BG is able to give examples how to avoid obstacles to good communication.

Skills
BG is able to avoid the obstacles to good communication.
Training
method
Small group working, video, peer learning, case studies, frontal presentation (training).
Evaluation
method
Theoretical test:
BG explains the obstacles to good communication.
Practical test:
BG can, in a simulated situation, avoid obstacles to good communication.
Subject
2.3.14
2.3.14 BG as a witness in court
Knowledge
BG is able to explain the legal regulations and procedures for a border guard acting as a witness in court.
Skills BG is able to present their investigation work to the court.
Training
method
Field trip to a court, video, role play, group work, frontal presentation (training).
Evaluation
method
Theoretical test:
BG explains the legal regulations and procedures for a border guard acting as a witness in court.
Practical test (simulation – situation training).