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## QUALITY ASSURANCE IN BORDER GUARDS EDUCATION: CHALLENGES AND TOPICAL ISSUE

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**Annotation.** The present paper is a review of the results of the analysis of border guards professional preparation system in the context of education quality theories. By characterising the current situation in the European Union border security and migration, the authors analyse the requirements which are put forward to quality assurance in border guards professional preparation and education process in the circumstances of dynamic changes; as well as offer recommendations on further actions which could be topical for the European Union leading institutions and border guards education institutions in order to determine and achieve common standards for border guards professional preparation quality level.

**Keywords:** border guards professional training, education quality, quality assurance.

### INTRODUCTION

The topicality of the paper is determined by importance of the improvement of the quality assurance and evaluation system for education of personnel of institutions involved in border control on the external border of the European Union in nowadays circumstances when, along with increasing pressure of illegal immigration and threat to border security of the European Union member states, the requirements to border guards' professionalism and ability to operate in a multinational environment are tightened.

During the last two years (2015-2016) the EU (hereafter – the EU) member states, their Home Affairs services and institutions carrying out border control (hereafter- border control institutions) faced new and unprecedented challenges. Migrants' crisis on the EU external

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borders, a huge number of asylum seekers applications submitted inside the countries resulting in a tremendous pressure and increasing workload caused certain problems in finding solutions to the mentioned issues. The Communication from the European Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions “*A European Agenda on Migration*”<sup>1</sup> and policy report “*On migration and asylum situation in Latvia in 2015*”<sup>2</sup> cover the above mentioned issues and their topicality in details.

Terrorism acts, armed conflicts in the Eastern European region and risks connected with them, as well as the hybrid war phenomenon are also the focus of attention and reason for new tasks the EU member states and their border control institutions are faced with. The topical events and complications in geopolitical situation emphasize the necessity to facilitate border security capacity. New requirements are set down to European countries border security systems, institutions and their personnel. These are:

- sustainable conformity to the requirements of the Schengen normative acts
- readiness to counteract external threats (first of all in Eastern Europe)
- effective everyday activities in the circumstances of increasing responsibility and intensity
- ability to cooperate with other institutions – domestic and foreign colleagues
- ability to act in international operations and missions at full capacity.

The above mentioned tasks also derive from Regulation (EU) 2016/1624 of the European Parliament and of the Council of 14 September 2016 “*On the European Border and Coast Guard*”<sup>3</sup>, which was adopted in reaction to the necessity to deal with a dramatic situation and strengthen the border control on the external border, it is also the framework for the establishment of European Border and Coast Guard Agency (hereafter-FRONTEX). FRONTEX functions and tasks provide for the implementation of the EU border management

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<sup>1</sup> European Commission 13.5.2015. 240 final Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A European Agenda on Migration. [interactive] Brussels, 2015 [accessed 2016-07-30]. <[http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/european-agenda-migration/background-information/docs/communication\\_on\\_the\\_european\\_agenda\\_on\\_migration\\_en.pdf](http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/european-agenda-migration/background-information/docs/communication_on_the_european_agenda_on_migration_en.pdf)>.

<sup>2</sup> Latvian Contact Point of the European Migration Network Policy report on the migration and asylum situation in Latvia. Reference year 2015. [interactive] Riga, 2016 [accessed 2016-08-23]. <[http://www.emn.lv/wp-content/uploads/APR\\_2015\\_LATVIA\\_part\\_2\\_EN.pdf](http://www.emn.lv/wp-content/uploads/APR_2015_LATVIA_part_2_EN.pdf)>.

<sup>3</sup> Regulation 2016/1624 of the European Parliament and of the Council of 14 September 2016 on the European Border and Coast Guard and amending Regulation (EU) 2016/399 of the European Parliament and of the Council and repealing Regulation (EC) No 863/2007 of the European Parliament and of the Council, Council Regulation (EC) No 2007/2004 and Council Decision 2005/267/EC. [2016]. [interactive] OL L251/1. [accessed 2016-10-05]. <<http://eur-lex.europa.eu/legalcontent/EN/TXT/?uri=CELEX:32016R1624&qid=148106302-5433>>.

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standards and assistance to member states at national level in promoting training and education by means of introducing common standards for border guarding institutions personnel training at the European level.

Thus one of the recent and essential tasks of border control institutions is to increase the operational capacity of their personnel, by improving the quality of personnel professional preparation with the aim to provide personnel ability to act effectively in the circumstances of new challenges while carrying out service duties both in their own countries and abroad during international missions and operations.

The development of effective quality assurance system in personnel education, its' basic components such as management, policy and strategy, staff and resources, processes and assessment criteria are the points to be studied thoroughly. Serious attitude along with certain creativity make it possible to ensure the implementation of the education process of the personnel in border guarding institutions at a required quality level.

Both international<sup>4</sup> and national<sup>5</sup> documents put forward quality assurance and management as a priority in professional education. These key policy documents emphasise the necessity to implement qualification management system – quality assurance and evaluation – in professional education.

**The aim of the paper is** to describe the current situation with the focus on the requirements imposed on border guards professional preparation and aspects of quality assurance in education process in the circumstances of dynamic changes; to put forward suggestions on further actions, which the leading European Union institutions and border guards educational institutions should implement in order to define and achieve a common standard of quality level for border guards professional preparation.

The **following methods** of research – analysis of the EU and Latvian Republic policy documents and theories in the field of education quality and summarisation of authors' practical experience- were used in the course of the research.

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<sup>4</sup> 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: "The Copenhagen Declaration". [interactive] 2002 [accessed 2016-05-21]. <[http://ec.europa.eu/dgs/education\\_culture/repository/education/policy/vocational-policy/doc/copenhagen-declaration\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/policy/vocational-policy/doc/copenhagen-declaration_en.pdf)>.

<sup>5</sup> Izglītības attīstības pamatnostādnes 2014.-2020.gadam. [interactive] 2014 [accessed 2015-01-16]. <<http://www.lsa.lv/wp-content/uploads/2013/03/Izglitibasattistibaspamatnostadnes.pdf>>.

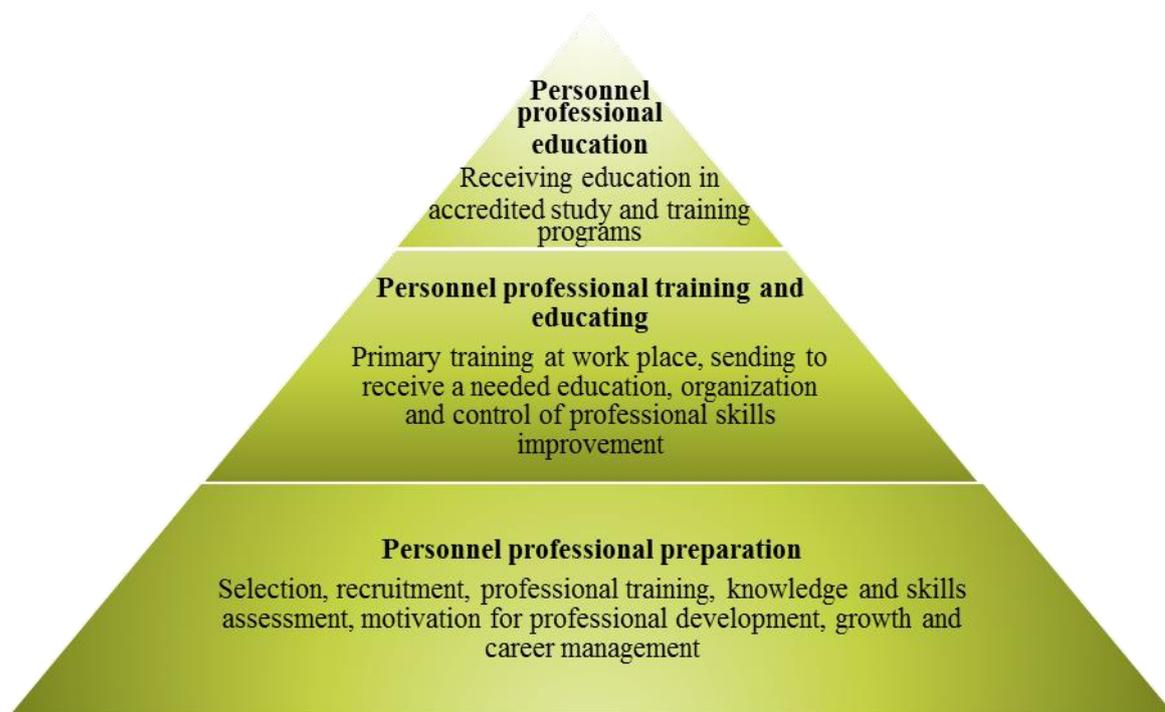
## QUALITY IN BORDER GUARD'S PROFESSIONAL PREPARATION

In the course of studying several theories on quality the authors reached the conclusion that the following theory thesis corresponding to the issues under discussion are applicable within the paper:

- a) Quality is a set of attributes a unit possesses, which satisfy certain needs and wishes;
- b) Quality is a sign of continuous and sequential process of improvement<sup>6</sup>.

While studying and doing the theoretical synthesis of the definitions of the term “quality” authors drew the conclusion that quality improvement is defined as improvement and development of a product or service in compliance with certain requirements.

In the result of the study of theories and normative acts related to personnel policy and educational processes, as well as considerable time devoted to border guards professional preparation in their basic workplace, authors have put forward the explanation of the content and essence of the concept of border guards professional preparation system with consideration that qualitatively educated border guards are a result of a process (Figure 1).



**Figure. 1.** Contents of the system of personnel professional preparation.

The first “*basic*” level, which is also the widest by its functionality, is defined as **Personnel professional preparation** process. It includes selection of employees, recruitment,

<sup>6</sup> Hanzelmans, S. Kvalitātes uzlabošanas menedžments. Biznesa partneri, 1998, 9: p. 34.

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professional training, and assessment of knowledge and skills, motivation, growth and career management. The complex of measures ensuring personnel professional preparation by its nature is a separate and the most substantial part of personnel policy.

**Personnel professional training and educating**, the system “*second*” level, in its turn is defines as a set of processes including initial training at work place, sending and employee to receive a needed education, organization and control of employee’s professional skills improvement. The basic objective of professional training and educating is to offer an employee a possibility to receive professional education and to provide regular qualification improvement in accordance with occupied position and qualification category.

“The *highest*” level of the system “pyramid” – **Personnel professional education** is ensuring processes in accredited study and training programs for receiving border guards education. Professional education is specific in that the training objectives have several aspects. On one hand, training objectives are established by theoretical knowledge, their understanding, and ability to apply in untypical problem situations. On the other hand, they are established by the ability to carry out definite practical activities. The conformity of the contents of professional education to the labor market requirements must be ensured by occupational standards, which determine basic requirements to professional qualification together with corresponding specific requirements, which are necessary for the fulfilment of principal work tasks in a respective profession.

The authors will consider the issues and processes connected only with “the highest” part of the personnel profession preparation system – Professional education and its quality further within the paper.

Although quality is one of the corner stones in professional education, there are still much ambiguity and misunderstanding on the notion of quality itself. One part of diverse definitions of quality are better applicable to professional education systems- systems, which have a dynamic and positive role in the society, culture and economy. Therefore, it is important to make a well-considered choice on quality conception, which will further have an impact on the approach to the course of quality evaluation.

Modern education is viewed and explained mostly by evaluating two of its’ parameters. It is emphasised that education is a process and result of acquiring knowledge and skills and adopting attitudes.

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The explanation of education quality in scientific literature is also considered in two aspects– quality of education process and quality of result<sup>7</sup>. The authors of the paper agree to the assumption that quality of process is one of the essential components of any quality system, but they do not see any guarantee that the quality of the process necessarily reflects in high result quality. Similar findings are found also in other researches<sup>8</sup>.

Quality theorists offers several definitions, which by their nature contain separate quality concepts. The following are mentioned as the key ones:

- quality as “excellency”;
- quality as “zero defect”;
- quality as “conformity to goal”;
- quality as “transformation”;
- quality as “adherence to requirements”;
- quality as “continuous development”.

Considering the meanings, the notion of quality comprises the professional education system quality is viewed as a set of correlated conditions. But not all categories of quality notion conception are equally applicable in professional education. The concept of quality as ‘conformity to goal’<sup>9</sup>, in the authors’ point of view, by its nature is very close to the theory analysing quality as ‘quality for result’ and these are the ones which are the most applicable for the development of basics and structure of border guards’ professional education quality systems. One of the most essential conclusions the authors elicited from the literature on quality is the assumption that the definition of quality of professional education system must always be narrowly specific like quality for specific aim.

The definitions characterising quality as ‘excellence’, ‘transformation’ and ‘development’ are also applicable to professional education but not to such a full extent. For example, while implementing quality concept aiming at ‘clients’ needs” (sometimes referred to as ‘parties concerned’) there is a possibility to face certain problems due to fact that it is not easy to give an unambiguous definition of ‘clients’ (students, employers, academic society, administration as a representative of society in general, etc.). Some of the mentioned categories

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<sup>7</sup> Paņina, L. Izglītības kvalitātes elementi izglītības sistēmā iesaistīto grupu vērtējumā. Izglītība zināšanu sabiedrības attīstībai Latvijā. Zinātne, 2007, 2(13): 52-73.

<sup>8</sup> Kalvāns, R. Izglītības iestādes vadītājs loma izglītības kvalitātes nodrošināšanā Latvijā: Promocijas darbs. Rīga: Latvijas Universitāte, 2011.

<sup>9</sup> Kristofersena, D., Sursoka, D. & Vesterheidens, D. Kvalitātes rokasgrāmata: Procedūras un prakse. [interactive] Rīga: Akadēmiskās informācijas centrs, 1998 [accessed 2016-03-26]. <[http://www.aic.lv/rec/LV/new\\_d\\_lv/bol\\_lv/PhareLV.doc](http://www.aic.lv/rec/LV/new_d_lv/bol_lv/PhareLV.doc)>.

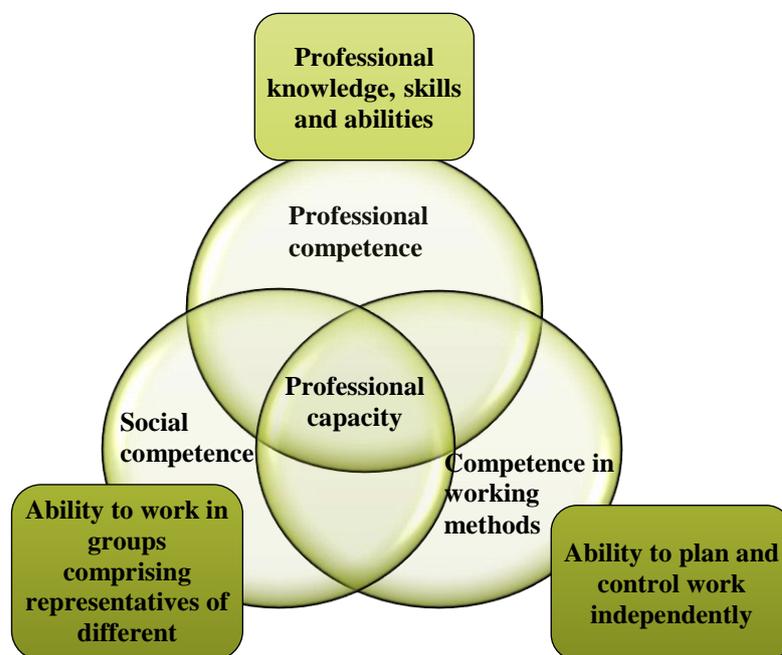
have different goals or sub-goals. The ‘zero defects’ concept in its turn is the least applicable to professional education quality system, because it is typically industry oriented<sup>10</sup>.

The notion ‘quality in general’ does not exist from practical point of view. The mentioned opinion referred to professional education as, for example, ‘a universal’ education programme for law enforcement institutions personnel with a very low credibility level can be successfully enough used both for Police employees and simultaneously for border guards professional preparation.

In the view of importance of border guards education process in ensuring state and society security, professional education quality, in authors’ opinion, is measured by that if education goals and objectives are achieved and set requirements are met. Thus it is concluded that professional education quality is ensured if:

- education goals and objectives are achieved
- requirements are met.

Therefore, the authors conclude that quality of result is prior for professional education process for border guards, as well as other state law enforcement institutions employees, considering that its goal is to build adequate professional capacity of future employees (Fig.2):



**Figure 2.** Aim of professional education<sup>11</sup>

<sup>10</sup> Rauhvargers, A. Kvalitātes definīcijas un metodiskās pieejas izglītībā. [interactive] Rīga: Akadēmiskās informācijas centrs, 2004 [accessed 2016-03-26]. <[www.aic.lv/bolona/Latvija/Atsev\\_prez/91\\_kvalitate\\_iev-.pdf](http://www.aic.lv/bolona/Latvija/Atsev_prez/91_kvalitate_iev-.pdf)>.

<sup>11</sup> Āne, I. Profesionālā izglītība. Rīga: Izglītība un Kultūra. 1998. 30.decembris: p.10.

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It is emphasised that in order to improve quality and efficiency of education and training it is essential to improve also administration and management of educational and training institutions and develop effective quality assurance systems.

Internal quality system is an action plan adopted by administration of an institution or organisation, as well as all methods and procedures applied, which ensure effective management of an institution or organisation<sup>12</sup>.

Quality assurance and management system is the basis of management process, and consequently the pillar of any higher education institution or its structural unit. The main goal of quality system is continuous management of quality process despite its structure and form, which in its turn is verification and coordination of education or training institution capacity and permanent improvement of work efficiency<sup>13</sup>.

The authors analysed and evaluated guidelines of quality management system, transferred them to quality assurance in education process in professional education institutions, while applying appropriate main conditions of quality management theory, and defined the implemented education quality assurance system in six basic elements:

- management;
- policy and strategy;
- employees;
- partnerships and resources;
- processes;
- results criteria and control.

By management, as an overall quality management, an ability to plan, organise, stimulate and control a process is perceived<sup>14</sup>. Policy and strategy, in their turn, are basic elements of a specific quality system theory being developed. Employees, resources, processes, actions and partnerships are determined as quality assurance elements. Quality inspection (check) serve as results criteria and control.

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<sup>12</sup> Iekšējā audita profesionālās prakses starptautiskie standarti. [interactive] Rīga: Iekšējo auditoru institūts. 2011 [accessed 2015-12-15]. <[https://global.theiia.org/translations/PublicDocuments/Standards\\_2011\\_Latvian.pdf](https://global.theiia.org/translations/PublicDocuments/Standards_2011_Latvian.pdf)>.

<sup>13</sup> Klotiņa, I. Kvalitātes nodrošināšana un vadība – augstākās izglītības pamataspēkts. Rīgas Tehniskā koledža. 4. Starptautiskās zinātniski praktiskās konferences zinātniskie raksti. Rīga: RTU izdevniecība, [4. sēj.] Augstākā profesionālā izglītība teorijā un praksē, 2006, p. 63.

<sup>14</sup> Vienotas metodikas izstrāde profesionālās izglītības kvalitātes paaugstināšanai un sociālo partneru iesaistei un izglītošanai. [interactive] Rīga: Izglītības un zinātnes ministrijas Profesionālās izglītības administrācija. 2007 [accessed 2015-03-28]. <[http://visc.gov.lv/profizglitiba/dokumenti/metmat/09\\_teor\\_pamatojums.pdf](http://visc.gov.lv/profizglitiba/dokumenti/metmat/09_teor_pamatojums.pdf)>.

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The authors' vision on the explanation of the contents of the abovementioned basic elements partially coincides in separate viewpoints with particular kinds of quality assurance activities used in Total Quality Management system.

## **EUROPEAN INTEGRATED BORDER MANAGEMENT APPROACH, CHALLENGES POSED BY IT AND UNDERLYING TASKS SET TO THE BORDER CONTROL INSTITUTIONS IN PROFESSIONAL EDUCATION OF PERSONNEL**

The necessity to effectively supervise the crossing of external borders, to combat the criminal networks of illegal migrants, to resolve the problems of migration and possible future threats at the external borders, make it vital to strengthen the management of external borders.

In order to ensure a high level of internal security in the European Union and to secure the functioning of the Schengen Area, the integrated border management system based on FRONTEX and the principle of shared responsibility for the management of external borders is implemented.

Member States' commitments and obligations<sup>15</sup>, related to the need at the request of a Member State faced with a situation of specific and disproportionate challenges at external borders, take part in the rapid border intervention measures and provide certain support to European Border and Coast Guard teams from the rapid reaction pool and assistance in technical equipment deployment, also determine the task to select and prepare qualified employees.

The need to introduce innovative requirements and methods in professional preparation of personnel, taking into account the new aspects of tasks set to border control bodies, relate not only to the training of employees who will be recruited to the rapid response teams, but also to the entire staff, because the major part of all tasks and challenges refer to the country's internal affairs and sovereign responsibility for own borders and internal security.

Innovations in training and demands for another, higher level quality are applicable for the following border guards' professional preparation fields and activities:

- training for personnel in risk identification – to ensure the internal security risk analysis and threat analysis, that may affect the security or functioning of external borders;
- training related to the control of external borders and third-country nationals return procedures, laying an emphasis on training in relevant EU and international laws and

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<sup>15</sup> Regulation 2016/1624 of the European Parliament and of the Council of 14 September 2016.

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regulations, including fundamental rights, access to international protection and training on protection of children and other vulnerable persons;

- training for operating the European Border Surveillance System (EUROSUR) - to ensure regular information exchange for close cooperation between national authorities in each Member State which are responsible for border control or other tasks carried out at the border and the EU institutions, bodies, offices and agencies operating EUROSUR<sup>16</sup>;

- training in the field of IT systems and new technologies, including the use of large-scale information systems. The effective border management includes the effective IT systems and technology. Currently, the EU has developed three large scale IT systems to exchange personal data in the areas of asylum, borders and visa: VIS (Visa Information System) – used for managing visa applications, SIS (Schengen Information System) - the exchange of information on persons or objects for which the competent authorities have issued an alert, and EURODAC, which is used to identify the asylum applicant and to deal with the administration of asylum application. The skilful use of these systems could make a positive contribution to border management, as well as increase Europe's capacity to reduce irregular migration;

- training on "smart borders". Smart Borders initiative is focused on the objective of increasing the quality and efficiency of border crossing processes and facilitating border crossings for third-country travellers, where the absolute majority of them are 'bona fide' travellers, at the same time stepping up the fight against illegal migration. The initiative is being implemented by creating the electronic registry, which will comprise the information on all cases when third country nationals crossing the EU external borders.

It should be noted that in recent years it becomes topical to improve the personnel proficiency in foreign languages, to organize training for participation in international missions and operations as well as search and rescue operations.

The above mentioned topicalities only reinforces currently examined and discussed perspective of a common European external border policy.

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<sup>16</sup> Regulation 1052/2013 of the European Parliament and of the Council of 22 October 2013 establishing the European Border Surveillance System (Eurosir). [2013]. [interactive] OL 295/11. [accessed 2014-07-23]. <<http://eur-lex.europa.eu/-legal-content/LV/TXT/?uri=CELEX%3A32013R1052>>.

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## DISCUSSIONS AND CONCLUSIONS OF THE CURRENT SITUATION IN THE FIELD OF BORDER GUARDS PROFESSIONAL TRAINING AND EDUCATION

In *the global* view of the situation, which is understood as a situation at the EU level, the research in the field of border guards' education management and quality in the EU and also in Latvia is a comparatively new trend; therefore, both theoretical and practical issues in this area have not been studied a lot. It should be mentioned that geopolitical events that took place in Europe in 2015 and 2016 cause dramatic changes in evaluation of the current situation and put forward new tasks and challenges towards the quality of personnel preparation.

Facing the necessity of integrated use of member states' resources considerable differences in the quality of border guards professional preparation in member states were recognised. The reason for that is the differences in the systems of border guards professional preparation in the EU member states. Such conclusion is also confirmed in European Commission "... the level of preparation border guards receive in the Schengen zone is not mutually agreed. This causes different knowledge levels ..." <sup>17</sup>.

The authors hold a view that in order to enable the EU to implement common goals and objectives successfully it is important to set common requirements and a single quality of a 'product', which is referred to professional preparation quality for personnel of border guarding institutions of the member states.

As a solution the authors come up at present is the implementation of centralised training for personnel which is prepared to participate in joint operations. For several years the work at the development of common and obligatory training modules, which are introduced into border guards education programmes in all EU member states, is being carried out productively. For example, Common Core Curriculum for the EU Border Guard Basic Training (CCC) was developed to unify the lowest, basic level border guards training. The aforementioned module is being continuously evaluated and improved. The development of Common Mid-level Curriculum is going on (CMC). European Joint Master's programme in Strategic Border Management (EJMSBM) was accredited and is being implemented the second year.

The development and implementation of Sectoral Qualifications Framework for Border Guarding (SQF) is an important step in the alignment of border guards training. SQF is a

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<sup>17</sup> Unisys. Study on the feasibility of the creation of a European System of Border Guards to control the external borders of the Union: Final report, 16 June 2014. 2014 [accessed 2015-08-02]. [http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/borders-and-visas/border-crossing/docs/20141016\\_home\\_esbg\\_frp\\_001\\_esbg\\_final\\_report\\_3\\_00\\_en.pdf](http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/borders-and-visas/border-crossing/docs/20141016_home_esbg_frp_001_esbg_final_report_3_00_en.pdf).

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framework for high-level learning outcomes that reflect all of the learning for all border guard activities across the EU. SQF encompasses all levels of qualifications acquired in vocational and academic education and training in the border guard field. SQF was developed with the aim to harmonise border guards training to European Qualification Framework (EQF) for lifelong education 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> levels and Bologna and Copenhagen processes. It is aimed at border guards professional activity sector and it will be applicable to qualification systems and frameworks of different states as a common European reference.

In the course of the analysis of accomplished activities and activities being accomplished, the authors reached the conclusion that the first ones form the basis for the achievement of the above defined goal – preparation of a border guard, which meets the common requirements in relation to knowledge and skills, and is trained in accordance with unified standards. At the same time the authors consider that the activities accomplished are not comprehensive and sufficient enough. The argumentation for such point of view is based on the conclusions, that gradation into levels and development of separate modules exemplary programme aim, mainly, at the ensuring “quality of process” in the circumstances of substantial differences in border guards education models when common indicators for training results quality do not exist. The mentioned conclusion does not refer to the aspect of implementation of European Joint Master’s programme in Strategic Border Management, but it should be taken into consideration that currently the number of students who acquire this study programme is not very big and it does not have any influence on the general total view of the EU border guards education system results.

As regards *the local* level, which refers to border guards training institutions the authors’ viewpoint and conclusions are as follows:

- 1) In order to ensure persistent quality in education, it is necessary to consider the introduction of quality management as a whole system. In authors’ opinion it could be either an institution internal system, or external service. Introduction of separate quality assurance elements has features of incomplete solution and risks;
- 2) Educational institution should be purposeful in internal control issues, otherwise it is not possible to establish a qualitative internal assessment system.
- 3) Quality assurance system by its form and nature cannot be static; it should be subject to continuous and purposeful improvements.

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## CONCLUSIONS

Based on the outcomes of the analysis of quality theory provisions done in the course of the research and evaluation of the problems related to border guards professional education quality, as well as on the basis of the experience gained at the basic work place while managing and implementing professional education processes in the State Border Guard College of the Republic of Latvia for several years the authors put forward suggestions to realise the following activities in order to improve personnel professional education system quality management and development:

**A. Globally – at the EU (FRONTEX) level:**

- To continue development of common principles and requirements to border guards professional education (they should be crowned by the development of a common methodology for the education quality improvement in perspective);
- To work out unified quality indicators for border guards professional education
- To monitor the quality of border guards education systems by using unified standards and assessment criteria.

**B. Locally – at the border guards training institutions level** with the aim to achieve a qualitative level education process organisation and practical run, as well as, which is the main, to prepare personnel for border guarding institutions in conformity with the defined requirements and criteria, it is important to ensure necessary measures for the establishment and development of quality internal control and assurance, namely for:

- studying the need for introducing quality system and getting support in case if institution is not entitled to make decisions;
- preparation and implementation of quality assurance and management system, in case this has not been done yet;
- determination of criteria for quality of activities, selection of methods for quality criteria management and control;
- regular process monitoring, assessment and analysis;
- further improvement of quality assurance and management system;
- improvement of the quality of the content of education programmes;
- selection and use of varied training methods facilitating creativity activities;
- establishment of positive pedagogical environment in educational institution;

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- improvement of the quality of educators' work (self-appraisal, further activities plan, traineeship);
  - analysis of career development of graduates;
  - co-operation with employers in the course of evaluation of activities results of education institution.

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## KOKYBĒS UŽTIKRINIMAS UGDANT VALSTYBĒS SIENOS APSAUGOS PAREIGŪNUS: IŠŠŪKIAI IR AKTUALIOS PROBLEMAS

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### Santrauka

Straipsnio aktualumą nulēmė poreikis tobulinti valstybės sienos apsaugos pareigūnų ugdymo kokybės užtikrinimo ir vertinimo sistemą. Pastaruoju metu pareigūnai, užtikrinantys išorinės Europos Sąjungos sienos apsaugą, susiduria su vis didėjančiu spaudimu dėl nelegalios migracijos ir grėsme Europos Sąjungos valstybių narių sienų saugumui, todėl reikalavimai pasieniečių profesionalumui ir gebėjimui veikti tarptautinėje aplinkoje yra sugriežtinti.

Taigi, vienas iš naujusių ir esminių pasienio kontrolės institucijų uždavinių yra padidinti personalo veiklos pajėgumą, gerinant personalo profesinio pasirengimo kokybę, siekiant užtikrinti personalo gebėjimą efektyviai veikti susiklosčius naujoms aplinkybėmis reaguojant į iššūkius, vykdyti tarnybines pareigas tiek savo šalyse, tiek užsienyje tarptautinėse misijose ir operacijose.

Veiksmingos personalo ugdymo kokybės užtikrinimo sistemos plėtra, jos pagrindiniai komponentai, tokie, kaip valdymas, politika ir strategija, personalas ir ištekliai, procesų ir vertinimo kriterijai yra klausimai, kurie turi būti išsamiai ištirti. Rimtas požiūris kartu su tam tikru kūrybiškumu sudaro prielaidas užtikrinti reikiamo pasienio pareigūnų ugdymo proceso kokybės lygio įgyvendinimą.

Šiame straipsnyje pristatoma valstybės sienos apsaugos pareigūnų profesinio rengimo sistemos analizės rezultatų apžvalga. Atsižvelgdami į dabartinę migracijos ir saugumo situaciją Europos Sąjungoje, autoriai analizuoja reikalavimus, kurie numatyti siekiant užtikrinti kokybę rengiant valstybės sienos apsaugos pareigūnus ir ugdymo procesą. Taip pat pateikiami pasiūlymai dėl tolesnių veiksmų, kurie galėtų būti aktualūs Europos Sąjungos vadovaujančiųjų institucijų ir pasieniečių mokymo

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institucijoms, siekiant nustatyti ir įgyvendinti pasieniečių profesinio pasirengimo kokybės lygio bendrus standartus.

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**Pagrindinės sąvokos:** pasieniečių rengimas, ugdymo kokybė, kokybės užtikrinimas.

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