

Common core curriculum for border and coast
guard basic training in the European Union

Interoperability Assessment Programme 2019–2020

Report

FRONT



**EUROPEAN BORDER AND
COAST GUARD AGENCY**

Plac Europejski 6
00-844 Warsaw, Poland
T +48 22 205 95 00
F +48 22 205 95 01
frontex@frontex.europa.eu
www.frontex.europa.eu

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List of abbreviations

BCG	border and coast guard
CBC	cross-border crime
CCC	common core curricula
CCC Basic	common core curriculum for border and coast guard basic training in the European Union
CCC Basic-2017	the 2017 edition of the common core curriculum for border and coast guard basic training in the European Union
CCC-IAP	common core curriculum – interoperability assessment programme
COVID-19	coronavirus disease 2019
EBCG	European Border and Coast Guard
ICT	information and communications technology
IT	information technology
JC	job competence
SAC	Schengen-associated country
WG	working group

National border and coast guard training institutions participating in the common core curriculum – interoperability assessment programme 2019–2020

Country	Training institution	Implementation assessment	Student test
Albania	Academy of Security of Albanian State Police / Akademia e Sigurisë	X	X
Bosnia and Herzegovina	Agency for Education and Professional Training / Agencija za školovanje i stručno usavršavanje kadrova	X	X
Bulgaria	Centre for Specialization and Professional Training – Pazardjik / Tzentar za Specializatzia i Profesionalna Podgotovka – Pazardzhik	X	X
Canada	Canada Border Services Agency College	X	
Croatia	Police Academy of the Ministry of the Interior in Zagreb / Ministarstvo unutarnjih poslova, policijska akademija u Zagrebu	X	
Cyprus	Cyprus Police Academy / Astynomiki Akadimia Kyprou		X
Czechia	Police Education and Training Unit, Training Centre Holešov / Útvar Policejního Vzdělávání A Služební Přípravy, Odbor Zabezpečení Výuky Holešov	X	X
Denmark	Danish National Police College		X
Estonia	Estonian Academy of Security Sciences	X	X
Finland	Border and Coast Guard Academy / Raja-ja merivartiokoulu	X	X
Germany	Federal Police Academy / Bundespolizeiakademie	X	
Greece	Hellenic Coast Guard Academy (the Hellenic Police reports that it has implemented the 2017 edition of the basic core common curriculum; however, as the data requested were not submitted to Frontex by the specified deadline, they are not included in the graphics or text of this report)	X	
Italy	Scuola di Polizia Economico-Finanziaria (Guardia di Finanza)	X	
	Centro Addestramento Polizia di Stato (Polizia di Stato)	X	
Kosovo	Training Unit for Border Police, Training Division, Kosovo Police / Njesia e trajnimeve të Policis Kuftare, Divizioni i Trajnimeve, Policia e Kosovës	X	X
Latvia	State Border Guard College of Latvia / Valsts Robežsardzes Koledža	X	X
Lithuania	Border Guard School at the State Border Guard Service at the Ministry of the Interior of the Republic of Lithuania / Valstybės Sienos Apsaugos Tarnybos Prie Lietuvos Respublikos Vidaus Reikalų Ministerijos Pasieniečių Mokykla	X	X
Portugal	Guarda Nacional Republicana School of Guard (Queluz)	X	
Romania	Police Academy 'Alexandru Ioan Cuza', Border Police Faculty, Bucharest	X	X
	'Avram Iancu' Border Police School of Training Agents, Oradea		X
Slovakia	Secondary Vocational School of the Police Force Košice / Stredná odborná škola Policajného zboru Košice	X	X
Slovenia	Police Academy	X	
Ukraine	The National Academy of the State Border Guard Service of Ukraine 'Bohdan Khmelnytskyi'	X	X

1. Introduction

The mandate of the European Border and Coast Guard Agency (EBCG), including in the field of training, is defined in Regulation (EU) 2019/1896 (the EBCG regulation ⁽¹⁾). Article 62 stipulates that the agency shall assist the Member States in the training of national border guards, including by establishing and further developing common training standards and exchange programmes. The regulation further stipulates that the agency shall establish and further develop common core curricula (CCC) for the training of border guards and that the CCC shall aim to promote the highest standards and best practices in the implementation of EU border management and return law. According to the EBCG regulation, the Agency shall draw up the CCC after conferring with the consultative forum of Frontex ⁽²⁾ and the fundamental rights officer. Furthermore, the regulation requires Member States to integrate the CCC into the training they provide to their national border guards and staff involved in return-related tasks. The EBCG regulation refers several times to training activities in connection with the high level of demand that the Agency will experience and the Agency's responsibility for guaranteeing security at the borders. The EU considers that harmonisation of the training of border guards lays the foundation for cooperation and interoperability among Member States and enables joint activities to take place in the common interest of the safety and security of EU Member States.

The common core curriculum for border and coast guard basic training in the EU (CCC Basic) is the basis for all training activities that contribute to the professional development of border and coast guards (BCGs). It was created in 2003 and has been updated every 5 years since then in response to the situation prevailing at the borders and to meet the initial training needs of border guards. The development and integration of the CCC Basic into the national curricula of the Member States, several non-EU countries and the

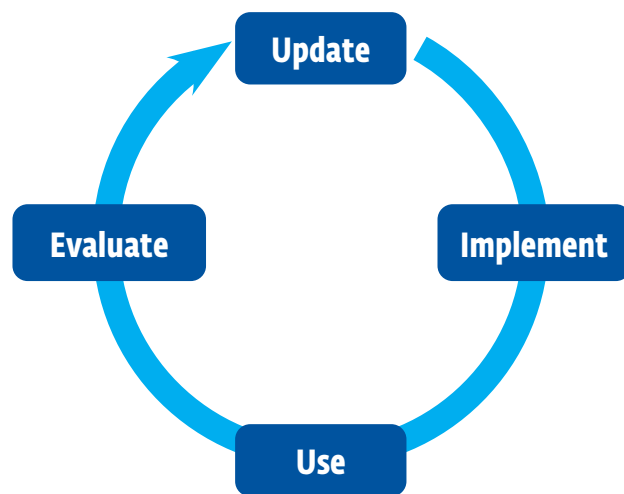
Schengen-associated countries (SACs), as well as the evaluation of national implementation, is monitored and facilitated by Frontex. The development of the CCC Basic follows the curriculum cycle of updating, implementation, usage and evaluation (Figure 1). Although the importance of the implementation of the CCC at the national level arises primarily from the abovementioned EBCG regulation, the essential role of training is also highlighted in the Schengen Borders Code and in the European Integrated Border Management Strategy. According to the EBCG regulation, mainly Article 62(6), and to the Schengen Borders Code ⁽³⁾ (Regulation (EU) 2016/399), Articles 16 and 17, Member States shall integrate the CCC into their national training programme and shall ensure that border guards are specialised and properly trained professionals. The Agency, being responsible for the CCC, also updates and monitors national implementation of the CCC Basic, for which purpose it has created the common core curriculum – interoperability assessment programme (CCC-IAP). The CCC-IAP was developed to measure the extent to which the CCC Basic has been integrated into national curricula of Member States, non-EU countries and SACs. It has been carried out twice in the past: in 2009, for the 2007 edition of the CCC

Basic, and in 2013–2015, for the 2012 edition of the CCC Basic. The current programme has been designed to assess the 2017 edition of the CCC Basic (CCC Basic-2017), and was carried out from 2019 until the end of 2020.

As mentioned above, the CCC-IAP aims to evaluate how widely the CCC Basic has been integrated into the national curricula of BCG basic training, and the extent to which students have achieved the competences related to interoperability. To do so, the CCC-IAP utilises two main instruments: (1) an implementation status questionnaire, to be completed by the training institutions of participating states; and (2) an online test designed to measure the knowledge of current students and graduates of CCC Basic-2017. The data collected are analysed and presented in the final report on the CCC-IAP. The report, so far, is the only source of information on the implementation of national systems for basic training of BCGs either inside or outside the EU. BCG basic education at the national level is mapped onto the job competences (JCs) defined as common core competences in the CCC Basic.

The online test is aimed at students who are in the final stage of basic training based

Figure 1. Development cycle of the CCC Basic



⁽¹⁾ Regulation (EU) 2019/1896 of the European Parliament and of the Council of 13 November 2019 on the European Border and Coast Guard and repealing Regulations (EU) No 1052/2013 and (EU) No 2016/1624; PE/33/2019/REV/1; OJ L 295, 14.11.2019, p. 1, Art. 62, para. 3.

⁽²⁾ Regulation (EU) 2019/1896 of the European Parliament and of the Council of 13 November 2019 on the European Border and Coast Guard and repealing Regulations (EU) No 1052/2013 and (EU) No 2016/1624; PE/33/2019/REV/1; OJ L 295, 14.11.2019, p. 1, Art. 108.

⁽³⁾ Regulation (EU) 2016/399 of the European Parliament and of the Council of 9 March 2016 on a Union Code on the rules governing the movement of persons across borders (Schengen Borders Code); OJ L 77, 23.3.2016, p. 1.

on the 2017 edition of the CCC Basic, or who are recent graduates. All the questions in the online test are based on CCC Basic learning outcomes relating to interoperability, and are designed to measure the extent to which the students have developed the interoperability-related competences (see below).

Furthermore, during the CCC-IAP, recommendations, expectations and feedback related to future needs of BCG training are collected.

To sum up, the CCC-IAP provides a comprehensive picture of the current implementation status of the CCC Basic, as well as an insight into the competences that will potentially be required of EU BCGs in the future. Among many other functions, it provides the training perspective during Schengen evaluations and assessments of the vulnerability of Member States / SACs. Moreover, it facilitates cooperation at European level by building a harmonised approach towards the core professional competences developed during basic training. For Frontex, the report forms the basis of the next review of the CCC Basic and allows all countries to undertake in the periods between the curriculum updates the actions necessary to align their training programmes with the CCC Basic.

The concept of the CCC-IAP and the adopted strategy is based on qualitative and quantitative analyses. The qualitative analysis complements the quantitative study to guarantee a thorough evaluation of the data gathered during the CCC-IAP. The entire CCC-IAP research process, from the data collection methods to the use of the data, was designed to meet the quantitative analysis requirements. It is thought that quantitative analysis increases our overall understanding of the quality, characteristics and meaning of the analysed subject (in this case the content of the curriculum in terms of required BCG competences).

The coronavirus disease 2019 (COVID-19) pandemic has challenged the training institutions of Member States, non-EU countries and SACs in the context of the CCC-IAP 2019–2020 process. Many student

evaluation sessions planned for 2020 were cancelled. The training system also had to be adapted to the circumstances to enable students to follow the learning process. The feedback gathered from the training institutions shows that they were mostly able to find new solutions to keep the training going. Examples of adaptations made in response to the demanding new situation included the introduction of virtual teaching methods, such as blended learning and the flipped classroom; the implementation of sanitary measures; an increase in on-the-job learning to reduce the time spent in training institutions; extended learning to make the most of the training time; and adaptation of the training programme to the new circumstances.

Moreover, it should be noted that, because of the pandemic, the CCC-IAP 2019–2020 plan had to be amended and the scope of the research was reduced compared with what was originally planned. Nevertheless, a joint effort by Frontex and participating countries enabled the presentation of the most accurate and up-to-date data on the implementation status of the CCC Basic, despite the difficult circumstances.

1.1 Interoperability

The word 'interoperability' is widely used in various contexts. It broadly covers two different areas: technical interoperability (e.g. information and communications technology (ICT) networks) and human interoperability (people's ability to work together). The CCC-IAP focuses on the latter, on human interoperability in the sense of capacity (ability) to work responsively, safely and effectively with other forces and individuals in the field of border and coast guarding to reach a commonly acceptable result (Turkia, 2011).

Human interoperability as it relates to BCGs can be seen as having two dimensions, although the main principles and requirements for human interoperability are the same in both cases. In its traditional (narrow) meaning, BCGs must be able to work together in joint operations, side by side. In a wider sense, all BCGs work together even when they carry out their own work at their own border posts. This

is because, owing to the common aims and common legal framework for border control in the EU, all their activities must be in line with those of, and understood by, colleagues all over Europe (*).

EU Member States, non-EU countries and SACs are all very different; for example, each has its own legal system and national BCG institutions vary. Effective, trust-based cooperation is fundamental to ensuring border security and management at the external borders of the EU. The CCC Basic is one of the key elements to ensure that human interoperability starts at the initial BCG training phase.

Measuring the extent to which interoperability has been successfully achieved is quite challenging. In fact, clearly it can be fully judged only by assessing tasks carried out together with others in real operational circumstances. The recipients of the CCC-IAP student evaluation, whether students or recent graduates, have usually not been deployed in the field yet. Therefore, the CCC-IAP can only determine whether or not BCGs who have undergone the CCC Basic-2017 training have achieved the capacity (ability) for interoperability.

The CCC-IAP student evaluation does not aim to test students' knowledge of the entire content of the CCC Basic – only the interoperability-related job competences are assessed. There are several reasons for this. First, assessing the entire CCC Basic would require a huge amount of resource: not everything can be assessed online, the assessment would take a great deal of time and, as mentioned above, national circumstances vary greatly. Second, a focus on interoperability is of great support to individual countries: assessing the capacity for interoperability is something that a country cannot do alone – it must be done together with other countries. No single national authority alone can determine if its BCGs are able to cooperate with colleagues from other EU Member States, non-EU countries and SACs, or with the Frontex standing corps, in an optimal way. This is where the CCC-IAP steps in, by providing a common, standardised measurement instrument based on job competences related to interoperability.

(*) European Border and Coast Guard Agency (2017), *CCC-2017*, Frontex, Warsaw, p. 21. See also European Border and Coast Guard Agency (2015), *Frontex Interoperability Assessment Programme Study 2013–2015*, Frontex, Warsaw; Turkia, S. (2011), *Human Interoperability in the Basic Training of Border Guards*, postgraduate thesis, University of Eastern Finland, Joensuu, p. 119.



Picture 1. Albania CCC-IAP



Picture 2. Lithuania CCC-IAP test

2. Data collection and methodology

As mentioned above, the CCC-IAP consists of two components: the implementation self-assessment by the training institutions of participating countries and online evaluation of the performance of graduates of CCC Basic-2017.

2.1 Development process

CCC-IAP 2019–2020 was launched by Frontex in March 2018, kicking off with a concept and strategy development meeting, which was followed in 2018 by additional workshops to further develop the strategy. Experts from 30 countries responsible for the basic training of BCGs accepted the invitation to that meeting. They represented both EU Member States and non-EU countries.

Once the strategy was agreed, three workshops were held to design the methodology for the national implementation status self-assessment, and to define human interoperability in the context of BCG professional activities for the purpose of evaluating student performance. Working groups (WGs) were established according to the fields of expertise of the assigned national experts and the elements of the strategy, and WG leaders were appointed. For coordination purposes, a project core group was established, composed of the activity manager, the WG sub-coordinator and WG leaders. Depending on their specific needs, the WGs were supported by specialised subject matter experts.

Following competency-based assessment principles and taking a multidisciplinary approach, the interoperability-related JCs to be assessed were selected based on the synthesis of several factors: the experience of the national BCG training experts (pragmatic approach); interoperability theories; good practices learned during previous rounds of the CCC-IAP; the relevant descriptors of the EBCG team profiles⁽⁵⁾; European integrated border management; and the purposes and specific needs of the Schengen evaluation and vulnerability assessment mechanisms. Based on the methodology designed, the relevant interoperability-related JCs and

learning outcomes were selected from CCC Basic-2017. The chosen JCs and learning outcomes served primarily for the student evaluation part of the CCC-IAP.

From a methodological viewpoint, the term 'interoperability' was taken to mean 'capacity for interoperability – ability to cooperate with the others', as the national BCG basic training period usually does not provide the opportunity to exercise interoperability-related competences in real-life multinational operational circumstances.

After the JC selection procedure, guidelines for the development of the evaluation questions and the design of the online solution (Moodle) for the overall assessment were elaborated and guidelines on the methodological design of the questions were prepared. All national experts participating in the CCC-IAP development process signed a confidentiality agreement.

For transparency, as well as to support the evaluation, the members of the core group were to facilitate the student evaluation on the spot in the role of guest advisors. It was agreed that a minimum of one guest advisor from a country other than the one being evaluated would observe and support the process during the test. A dedicated material and instructions package, including report templates, was prepared for national instructors and guest advisors.

Finally, the assessment questions, together with supportive photos, audio and video, were produced by the WG national experts, and translated into each language required during the dedicated workshops. All assessment questions were revised by the educational and content matter experts and the fundamental rights experts.

A training version of the CCC-IAP student evaluation was also developed. The idea was that students can practise how to use the evaluation tool from the technical perspective before attending the actual evaluation. The training version was provided

in English only. The assessment questions used in the training version were different from those used in the actual evaluation. However, from a technical perspective, the user interface and user experience were the same.

Simultaneously with the development of the student evaluation tool, a designated WG worked on the national implementation status online questionnaire, aiming to collect data on the national implementation of the JCs of the entire CCC Basic. In addition, a dedicated section on background data, the implementation process, the national educational system for BCGs, and the organisation of studies was developed and included in the self-assessment questionnaire.

Before its final implementation, the CCC-IAP student evaluation was piloted in three countries, namely Czechia, Latvia and Finland. The students in all piloting countries were in a different batch from the students targeted by the real test. Feedback from the piloting phase, relating to both content and technical aspects, was immediately incorporated into the evaluation tool.

At the end of 2018, the Agency sent a letter to the Member States, non-EU countries and SACs inviting them to attend CCC-IAP 2019–2020. As a result, a two-year CCC-IAP calendar was established. The first student evaluation session was organised in March 2019, and the last one in December 2020. Each evaluation session was observed on the spot by national instructor(s) and, whenever possible, the activity manager from Frontex and at least one guest advisor (Frontex representative and/or representative of another Member State). In addition, the evaluation was also observed online and the host organisations were asked to send photos from the assessment sessions. Technical online support was always available during all sessions.

Unfortunately, because of the COVID-19 pandemic, several student evaluation sessions were cancelled when travel became

⁽⁵⁾ Frontex Management Board Decision 38/2016 of 23 November 2016 adopting the profiles and the overall number of border guards and other relevant staff to be made available to the European Border and Coast Guard teams.

subject to restrictions. The pandemic also affected the countries that had planned to work on the CCC Basic implementation in 2020. Despite the demanding situation, thanks to the efforts of national instructors, members of the CCC Basic core group, national experts and trainers, it was possible to gather the necessary data for the successful analysis of the CCC-IAP, thereby enabling a further update of the CCC Basic.

2.2 Implementation self-assessment

The first component of the CCC-IAP is the implementation self-assessment, targeted at national institutions providing basic BCG training. The self-assessment questionnaire assesses the extent to which CCC Basic-2017 is implemented in each institution.

The institutions were asked to indicate if the CCC Basic-2017 JCs of each chapter (a) are achieved in basic training based on CCC Basic, (b) are achieved in prior learning, (c) will be achieved during continuing education (training) or (d) are not achieved. The questionnaire covered 228 JCs from all 40 chapters of CCC Basic-2017 ⁽⁶⁾. In addition to indicating the achievement status of each JC, the institutions were able to provide comments and explanations, as well as suggestions for the next update of the CCC Basic. The questionnaire also contained 21 background questions about the BCG training provided by the institution.

Altogether, 20 institutions from 19 countries, including five non-EU countries ⁽⁷⁾, responded to the implementation questionnaire. The participating countries ⁽⁸⁾ were Albania, Bosnia and Herzegovina, Bulgaria, Canada, Croatia, Czechia, Estonia, Finland, Germany, Greece, Italy,

Kosovo ⁽⁹⁾, Latvia, Lithuania, Portugal, Romania, Slovakia, Slovenia and Ukraine. The level of engagement varied; 13 institutions provided their assessment of the achievement of all or nearly all competences, but several institutions opted not to assess all of them.

As the purpose of this report is to provide an overview of the implementation, the aim is not to single out individual countries or institutions. Therefore, the countries are represented by randomised letters of the alphabet. The letter is suffixed by a number when more than one institution from the same country participated.

2.3 Student evaluation

The second component of the implementation assessment is the evaluation of student performance in selected (interoperability-related) JCs. The student evaluation was completed in 15 institutions in 14 countries (four of which were non-EU countries). These countries were ⁽¹⁰⁾ Albania, Bosnia and Herzegovina, Bulgaria, Cyprus, Czechia, Denmark, Estonia, Finland, Kosovo, Latvia, Lithuania, Romania, Slovakia and Ukraine. A total of 642 graduates participated in the test, and the number of participants from individual institutions varied from 6 to 115, with an average of 43.

The countries participating in the student evaluation are also represented by random letters, allowing comparisons with countries participating in both the implementation assessment and the student evaluation.

The test evaluated student performance in 42 JCs from 13 CCC Basic chapters related to interoperability ⁽¹¹⁾. Only topics related to interoperability were chosen because

interoperability, or the ability for cooperation, cannot be effectively measured by individual countries alone and because cooperation (e.g. learning and working together at the borders) is at the heart of the CCC. Furthermore, as mentioned in section 1.1, BCG training includes several practical competences, such as physical fitness and firearm use, that cannot be viably tested in a classroom setting. Another constraint was time: while the implementation assessment could be completed by participating institutions at their leisure, the student evaluation was conducted in a controlled setting and required a time for testing to be scheduled.

The student evaluation consisted of 84 tasks, comprising a stimulus, a question and alternatives responses. The stimulus could take the form of a short written description of a situation, a video clip and or pictures. In 75 of the tasks, there were four response alternatives, with only one correct answer. In nine tasks assessing the students' English-language skills, there was more than one correct response; the number of correct answers ranged from 3 to 10.

Some chapters of the CCC Basic were given more weight in the evaluation, as they were covered by several tasks (e.g. border control, covered by 26 tasks), while other chapters were covered by only a few tasks (e.g. two tasks to chart knowledge of document examination) ⁽¹²⁾. The validity and reliability of the student evaluation were extensively considered in 2015 ⁽¹³⁾, and for this reason this process was not repeated for the current study. Although items in the evaluation have since been revised, and their number increased, they have been chosen and carefully considered by nominated experts.

⁽⁶⁾ See Annex 1 for all chapters and JCs of CCC Basic-2017.

⁽⁷⁾ The term 'non-EU country' refers to a country that has concluded a working arrangement with Frontex. Currently, Frontex has working arrangements with the following countries: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Cabo Verde, Canada, Georgia, Kosovo, Moldova, Montenegro, Nigeria, North Macedonia, the Russian Federation, Serbia, Turkey, Ukraine and the United States.

⁽⁸⁾ The 19 countries were Albania, Bosnia and Herzegovina, Bulgaria, Canada, Croatia, Czechia, Estonia, Finland, Germany, Greece, Italy, Kosovo, Latvia, Lithuania, Portugal, Romania, Slovakia, Slovenia and Ukraine. For a list of the institutions, see the table 'National border and coast guard training institutions participating in the common core curriculum – interoperability assessment programme 2019–2020'.

⁽⁹⁾ This designation is without prejudice to positions on status and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

⁽¹⁰⁾ For a list of the institutions, see the table 'National border and coast guard training institutions participating in the common core curriculum – interoperability assessment programme 2019–2020'.

⁽¹¹⁾ See Annex 2 for the CCC Basic-2017 chapters covered by the student evaluation.

⁽¹²⁾ Refer to the correspondence of questions in the student evaluation to CCC chapters in Annex 2.

⁽¹³⁾ See European Border and Coast Guard Agency (2015), *Frontex Interoperability Assessment Programme Study 2013–2015*, Frontex, Warsaw (<https://op.europa.eu/s/n965>).



Picture 3. Romania – Bucharest CCC-IAP test



Picture 4. Latvia CCC-IAP test

3. Analysis

3.1 Overview

3.1.1 Training organisations and education systems

Based on the responses to the implementation questionnaire, basic training for BCGs is quite heterogeneous across countries, particularly in terms of its duration and how it is organised.

Most countries incorporate BCG training into police training either as part of basic police training or as a separate specialisation (Figure 2). In two countries (N and O), BCG training is part of police training (type A), which means that training includes some BCG-related content and, in theory, all police officers are able to perform BCG activities at the border. However, in reality, practical training occurs mostly in workplaces.

In most institutions (A, B, C, D, G, H1, L, M, P, Q1, Q2, S and T), specialised BCG activities are studied after or during regular police training as a specific or integrated part of basic training (type B), during which trainees acquire both police and BCG JCs. In five of the evaluated countries



Picture 5. Albania CCC-IAP test

(F, I, J, K and R) BCG training is separate from police training (type C) and is focused mainly on BCG activities. This illustrates the variety of implementation of the CCC Basic at the national level as a result of the organisation of the training.

According to the gathered data, none of the responding authorities implemented type D training, in which the BCG training consists of immigration or customs or any other training; this is neither police training nor BCG training in its traditional meaning, but those receiving such training are expected to carry out BCG activities,

usually in the area of document control (see Figure 2 and associated footnote).

In most countries, BCG training is provided at the vocational, post high school, level (Figure 3). One in five countries organises the training in service; in two countries, training takes place at the level of higher education.

It is notable that the total duration of BCG basic training related to CCC Basic varies among countries from 2 to 46 months. In over two thirds of the institutions, the training takes less than a year (Figure 4).

Figure 2. Type of BCG training in the participating national training institutions (n = 20) ^(*)

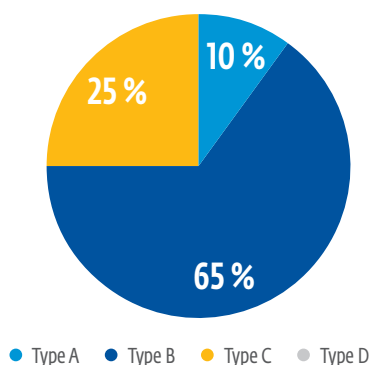


Figure 3. The education level of BCG training in the participating national training institutions (n = 20)

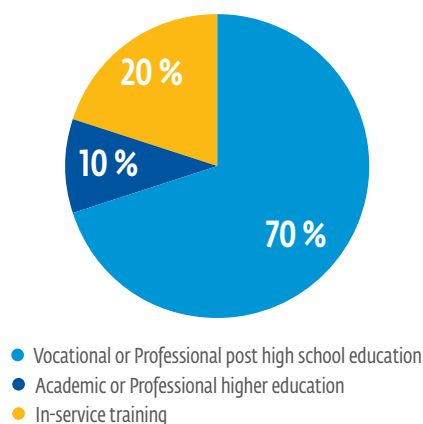
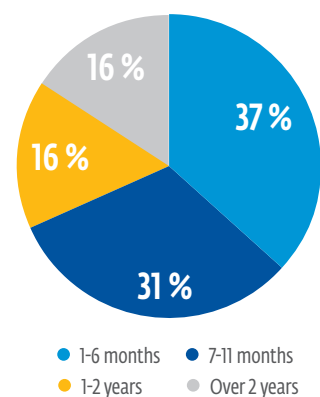


Figure 4. Duration of BCG training by national training institution (n = 20)



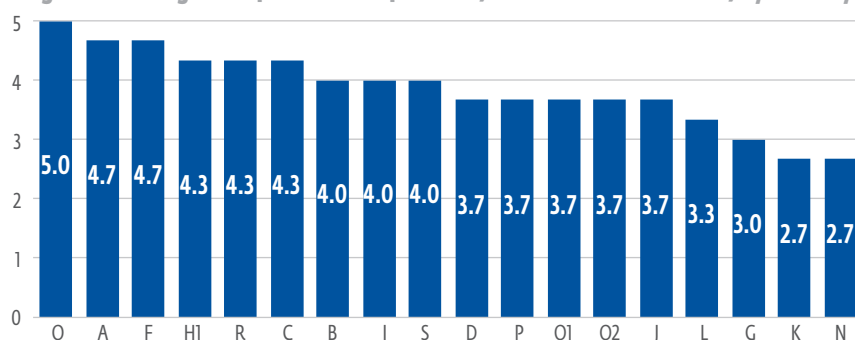
^(*) Type A: states in which BCG training is mainly police training (law enforcement). During the training, there is some BCG-related content and, in theory, all police officers are able to carry out BCG activities, but, in practice, the training takes place in workplaces.

Type B: specialised BCG activities are studied after or during 'usual' police training as a specific or integrated part of basic training. Learners acquire both police and BCG JCs.

Type C: BCG training is separate from police training. BCG training is focused only, or mainly, on BCG activities.

Type D: BCG training consists of immigration or customs or any other training that is neither police training nor BCG training in its traditional meaning, but those receiving such training are expected to carry out BCG activities, mostly in the area of document-control.

Figure 5. Average satisfaction with facilities, materials and teachers, by country



The main reasons for this variety are differences among countries in the conditions for entry to training (e.g. required prior learning), national education systems and the tasks carried out by national BCGs. The extremes of duration reported, whether high or low, may also be the result of differing interpretations of what constitutes BCG training. For example, in countries where basic training is largely police training, with additional BCG guard training provided on the job, some institutions may have indicated the duration of the latter only.

There are no notable differences between EU Member States and non-EU countries in terms of the type, education level or duration of training.

The institutions were also asked to assess their satisfaction with training facilities, learning materials and the number and quality of teachers and trainers (Figure 5). Satisfaction with all three aspects overall was quite high, with an average score 3.9 out of 5. Of the three, satisfaction was highest for teachers/trainers (average score 4.1) and lowest for materials (average score 3.6). Although there was notable variation between the institutions, even the least satisfied were moderately satisfied, awarding a score of 2.7.

3.1.2. Teaching, learning and job competence development methods used in training institutions

According to the data analysed, there are many similarities in the ways in which the BCG training institutions teach and develop job-related competences during basic training. All participating training institutions reported that their studies contain practical lessons in addition to theoretical ones. The share of practical lessons in basic training varied from 20 % to 70 %, with an average of 44 %. Seventeen training institutions out of the total 20 said that their studies also contain work practice or internship periods. The assessment methods are extensive and include practical tests, simulations and case studies, reflecting the nature of the practice-oriented training. Moreover, nearly all training institutions reported that they collect student feedback to improve the training.

The connection between training and student success is measured by the development of the interoperability competences, which is analysed in subsequent chapters of this report. In addition, information is provided on how training and learning processes are organised, and what methods are used, to support the development of required JCs. As the core competences are harmonised at EU level, training in these competences should not differ across countries depending on tasks carried out by the BCG service, whereas the training methods implemented to achieve the learning outcomes may vary significantly.

The following quotations from respondents relate to training, learning and JC development methods in practice ⁽¹⁵⁾:

The development of job competencies are mostly provided by using student based learning methods, for example, practical exercise and simulations, as well as student teacher based interactive learning methods, like field trip, interactive demonstrations, problem solving, use of equipment and technical means used in real border guarding.

Sometimes students have to solve out the job-related issues in e.g. conflict situations and for this purpose role plays and simulations are used.

Common is that external experts are used for lecturing to teach practical issues with real-life examples and last information from field work. In those case demonstrations, role playing, demonstrating and brainstorming learning methods as well as case studies solving out in small groups are used commonly.

Although BCG studies and work are, by their nature, very practice oriented, the use of eLearning and eMaterial in training is common. Some training institutions reported that the available facilities do not allow them to use eMaterial and eTraining services or that they are not available in their full range. Instead, blended training methods are used to support the training process. Most training institutions have digital support on Moodle or other eLearning platforms, making training material and self-assessments available to the trainees. Several training institutions plan to develop more engaging training materials in the future and to create a comprehensive digital support for every CCC Basic chapter. Some training institutions use eMaterial only for complementary/supplementary training, provided after the basic training, although they claim that it will be essential to develop eTraining tools and materials for basic training in the near future too. Training providers commented that the use of eLearning tools consumes fewer resources and is an efficient way to learn ⁽¹⁶⁾.

⁽¹⁵⁾ The direct quotations were randomly selected from open-ended responses to the questionnaire and reflect ideas that the trainers wanted to share.

⁽¹⁶⁾ For example, in the flipped learning method, students first read eMaterial, and perhaps answer some questions, and then the trainer or teacher, in his or her lecture, concentrates on the most important competences and tailor questions to determine if students have understood the content and achieved the competences. These lessons are highly practical and interactive and, based on the research results, are an effective way to learn and develop the competences covered in each subject, chapter and module.

The analysed results indicate that all training institutions use eTraining material as part of their training process as much as possible, taking into consideration local circumstances. Although the level of availability of modern facilities differs, sometimes significantly, this does not appear to have an impact on the outcome of the learning process: student competences are not weaker in countries where the available equipment is less advanced. The reason for this may be that, in such cases, a greater focus is placed on practical training and interactive teaching–learning methods. This conclusion is important and interesting in terms of achievement of final learning outcomes from the operational perspective.

3.1.3 Overall implementation and student performance

It should be noted that the student evaluation and the implementation assessment are not directly comparable because differing analysis methods were used (owing to the nature of the assessed variables) and different numbers of institutions participated in the assessment and the evaluation.

Based on the self-assessment by the participating institutions from each country, the overall implementation rate of CCC Basic-2017 varies a great deal by country, from 24 % to 96 % (Figure 6), with an average implementation rate of 68 %^(*). The implementation rate is below 50 % in one quarter of institutions, whereas a significant majority, 15, implement at least 50 %. Nearly half of the institutions that participated implement 75 % or more of CCC Basic-2017.

Some institutions with lower implementation rates (particularly N, Q1 and T) did not provide data on the achievement of

Figure 6. Implementation of CCC Basic-2017 by institution based on the responses to the implementation self-assessment

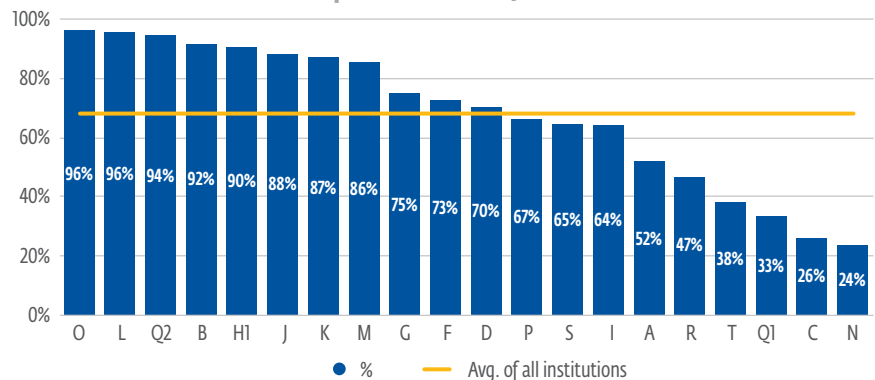
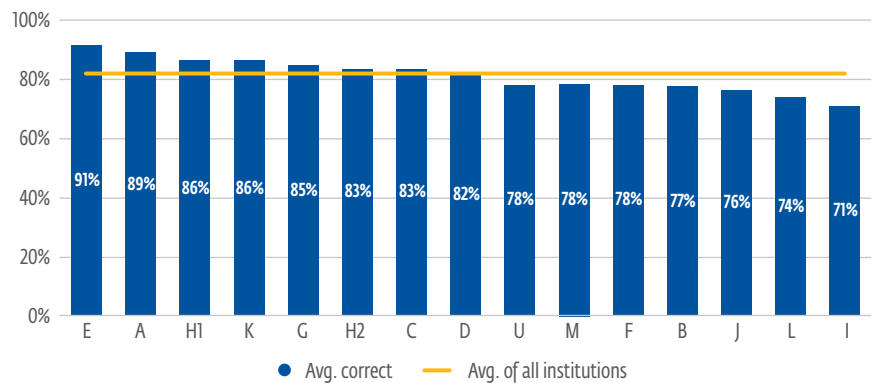


Figure 7. Average share of correct answers in the student evaluation, by institution



several competences, meaning that their implementation rate and, consequently, the overall implementation rate of all countries could be somewhat higher than reported here.

The average share of the correct answers in the student evaluation was 82 % (Figure 7). The country averages ranged from 71 % to 91 %. Although the implementation rate is not directly comparable to the performance in the student evaluation, it can be said that most institutions that participated in both the implementation assessment and the student evaluation

seem to have accurately assessed their implementation, or even underestimated it. Only a handful appear to have overestimated their implementation rate.

An examination of the average scores for individual questions in the student evaluation also shows that, overall, the students did very well in the evaluation (Figures 8 and 9). Only 6 out of 84 questions were correctly answered by less than 50 % of students, whereas as many as 58 questions were answered correctly by 80 % or more.

^(*) The implementation rate is calculated based on the number of job achievements that are indicated as having been achieved in basic training or prior learning. Missing responses, JCs that are achieved in continuing education and those that are not achieved at all are regarded as not being implemented.

^(*) As the number of correct answers to questions about professional English (questions 74–77 and 79–83 in the evaluation) ranged from 3 to 10, the students attained a fractional score depending on the number of correct answers, rather than a score of 1 (correct) or 0 (incorrect), as for other questions. However, to simplify the analysis, a score of 0.5 or higher in these items was considered the correct answer and a score lower than 0.5 was considered incorrect. For this reason, the overall averages for these questions appear higher in the summary than for individual institutions. See Annex 3 for item averages of individual institutions, which are based on the original fractional scores.

Figure 8. Average score for individual items in the first part of the student evaluation

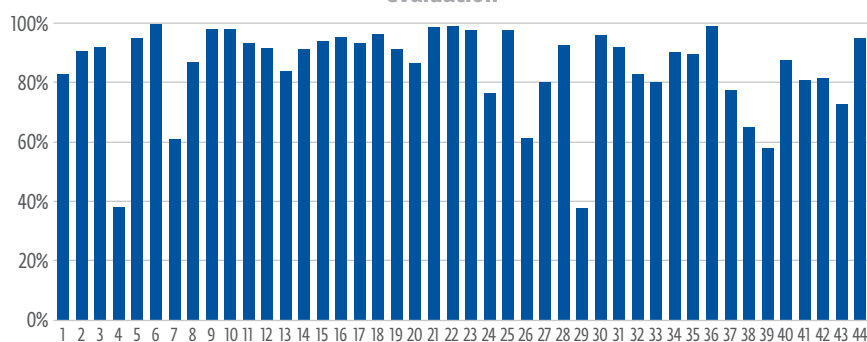
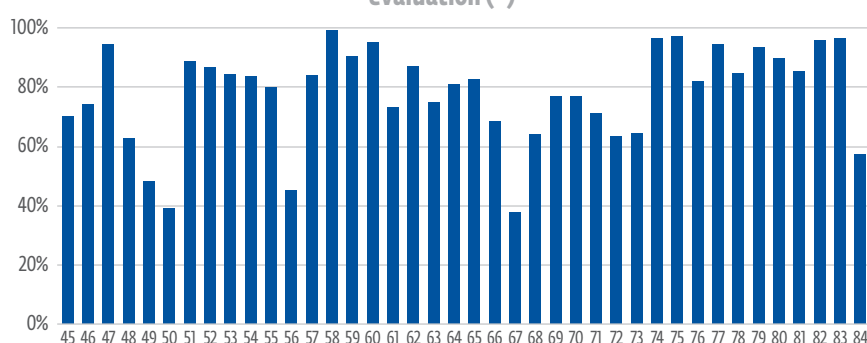


Figure 9. Average score for individual items in the second part of the student evaluation ⁽¹⁸⁾



In the first part of the evaluation, the questions that posed the most difficulties included those that assessed communication skills and knowledge of EU BCG strategies, legislation and implementation (particularly EU internal security strategy and the EU integrated border management) ⁽¹⁹⁾. These individual questions belonging to a larger category of subjects appear to have been challenging to the students of most institutions,

in both EU Member States and non-EU countries.

In the second part, the participants had particular difficulties with four questions related to travel documentation. However, several questions related to travel documentation attracted high average scores. It should also be noted that these questions were part of a wider 26-question set of assessment items on border

control, for which the overall performance was satisfactory (see section 3.3.2). It can be concluded that certain aspects of travel documentation could be covered in more detail in the training in the future, and the particularly challenging questions should perhaps be reviewed to ensure that they are not confusing or misleading.

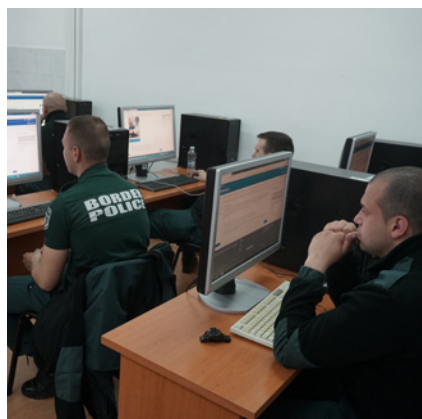
The country-specific student evaluation item averages by each participating institution can be found in Annex 3.

3.2 Generic studies

3.2.1 Implementation assessment

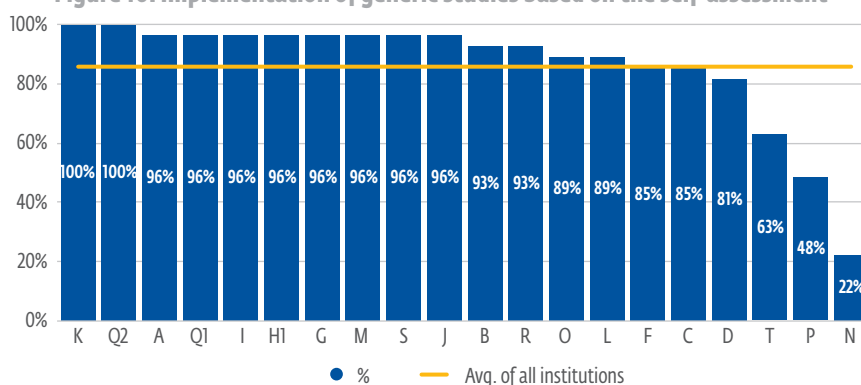
The JCs in generic studies were satisfactorily achieved, with an average implementation rate of 86 % (Figure 10). Only three institutions implemented less than 75 % of the module, and two countries indicated that they implemented all JCs in the module. Two institutions reported that they fully implemented the module.

A closer look at the data shows that most (approximately 70 %) of the 27 JCs were achieved in basic training (Figure 11). Approximately 25 % of JCs either were achieved in prior learning or were expected to be achieved in continuing education or training. In only five instances did an institution report failure to achieve a JC. In two of these cases, a comment was provided. According to the comments provided on development of border control, the content of JC 4.1 was regarded as unclear and confusing, and JC 4.10 was not considered applicable to officers.



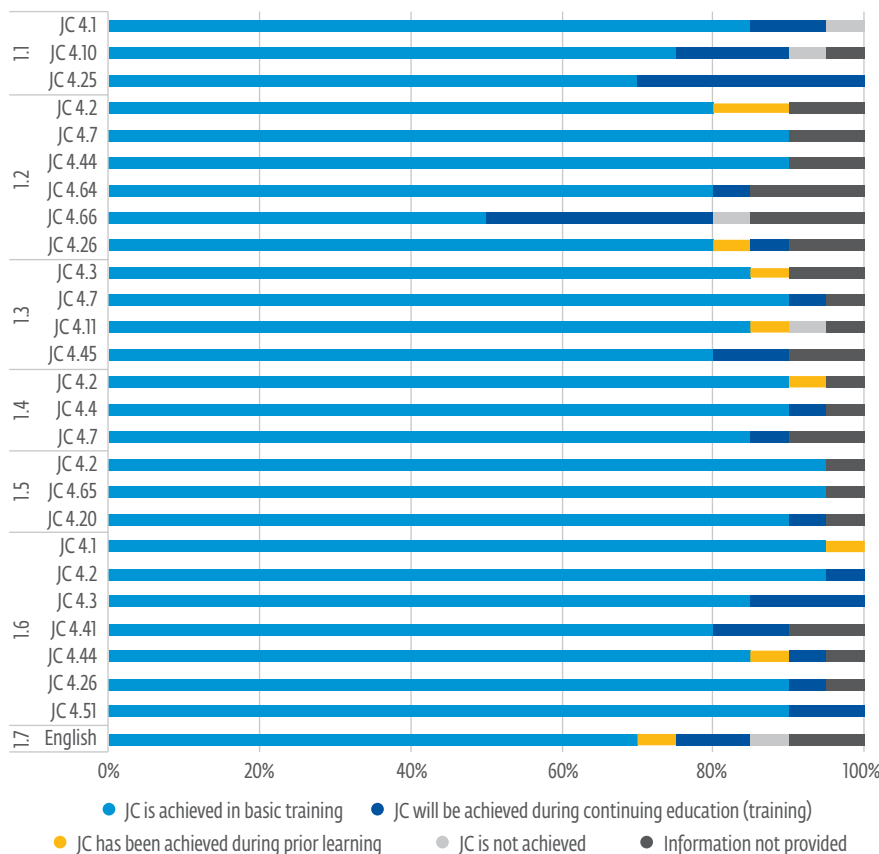
Picture 6. Bulgaria CCC-IAP test

Figure 10. Implementation of generic studies based on the self-assessment



⁽¹⁹⁾ See Annex 2 for the correspondence of individual questions to chapters of the CCC Basic, and see Annex 3 for item averages of each participating institution.

Figure 11. Achievement of JCs in generic studies in the participating institutions



For the majority of JCs, there were a handful of cases in which information was not provided by the responding institutions. The reasons for not responding can only be guessed at, but it can be surmised that, in these cases, the competence was probably not achieved.

A notable deviation from the implementation of other JCs is 4.66 under applied psychology (1.2), which involves the supervision of others conducting routine, non-complex tasks in border guarding activities. This competence was achieved in 50 % of the institutions; in most of the others, it was projected to be achieved in later education. Differing interpretations of 'supervision' and what kind of knowledge and skills it entails may be one reason for this result. In addition, in some training

institutions, applied psychology belongs to the advanced studies. In some cases, the content of this chapter is integrated into other chapters such as those on legislation or law enforcement. Moreover, it can be envisaged that, for example, the patrol leader competence may be reached only after gaining work experience by being on duty for some years after graduation.

3.2.2 Student evaluation

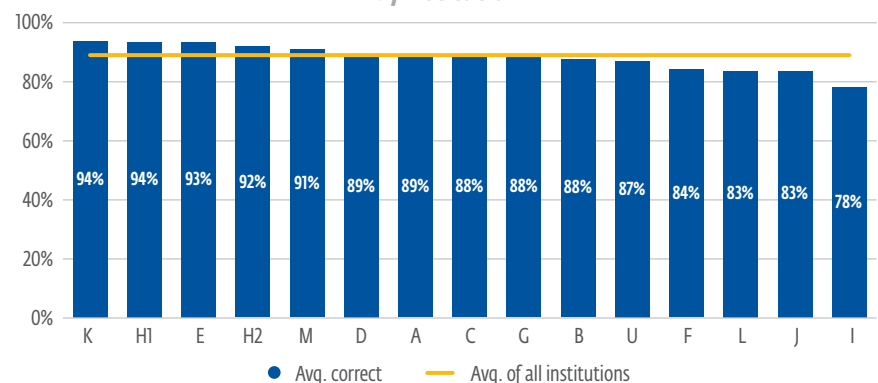
The student evaluation covered 13 JCs in generic studies: JC 4.64 under applied psychology (1.2); JCs 4.45 and 4.3 under communication skills and public relations (1.3); JCs 4.2, 4.4 and 4.7 under diversity (1.4); JC 4.2 under professional ethics (1.5); JCs 4.1, 4.2, 4.3, 4.44 and 4.51 under fundamental rights; and the single JC under professional English language training (1.7) ⁽²⁰⁾.

The percentage of correct answers to the questions about generic studies in the student evaluation was on average very high, at 89 % (Figure 12), with even the lowest-performing country scoring an average of 78 %. As the highest score was 94 %, there was some variation between institutions' scores.

Performance was particularly high in the case of the JCs focusing on professional ethics (94 %). The lowest performance was seen in communication skills and public relations, but, even in this case, the overall average was quite high, at 82 %.

Judging by the student performance, the institutions seem to have mostly made correct assessments about the implementation of the JCs. However, in the case of JCs in communications and diversity, the student performance was somewhat lower (82 % and 86 % respectively) than would be expected based on the responses to the implementation self-assessment.

Figure 12. Average score of the generic studies module in the student evaluation, by institution



⁽²⁰⁾ As the number of correct answers to questions about professional English ranged from 3 to 10, the students attained a fractional score depending on the number of correct answers, rather than as score of 1 (correct) or 0 (incorrect), as for other questions. However, to simplify the analysis, a score of 0.5 or higher in these items was considered the correct answer and a score lower than 0.5 was considered incorrect.

3.2.3 Implementation of the fundamental rights training

Matters related to fundamental rights are integrated as a common, cross-cutting thread throughout the entire CCC Basic. The chapter dedicated to fundamental rights in the generic studies part of the CCC Basic elaborates on key fundamental rights provisions and principles. It includes key international and EU legislation concerning access to asylum and the principle of *non-refoulement*, as well as provisions related to vulnerable persons. In addition, fundamental rights are integrated in all other parts of the CCC Basic, where relevant. Upon successfully completing basic studies in line with the CCC Basic, BCGs will be competent to manage borders in the EU while protecting the rights of persons who cross those borders ⁽²¹⁾.

The seven JCs in the fundamental rights (chapter 1.6 of CCC Basic) are as follows: summarising the key fundamental rights provisions (4.1); explaining values and professional standards relevant to fundamental rights and preventing their violations (4.2); summarising the key processes and procedures for interacting with competent agencies and authorities in basic BCG activities in protecting fundamental rights (4.3); respecting fundamental rights when examining and assessing the validity and usage of travel-related documentation and referring cases for further examination (4.4); recognising risks and threats to the safety and security of persons in need of international protection (4.44); respecting fundamental rights in performing routine, non-complex border guarding activities (4.26); and taking responsibility to identify persons who may be in need of protection or assistance in performing routine, non-complex border guarding activities (4.51) ⁽²²⁾.

The training institutions reported implementing these JCs to a high degree. None of them was reported as not achieved, and in most institutions they were achieved in basic training (Figure 12). On average, the JCs were achieved in prior

Figure 13. Achievement of JCs in fundamental rights in the participating institutions

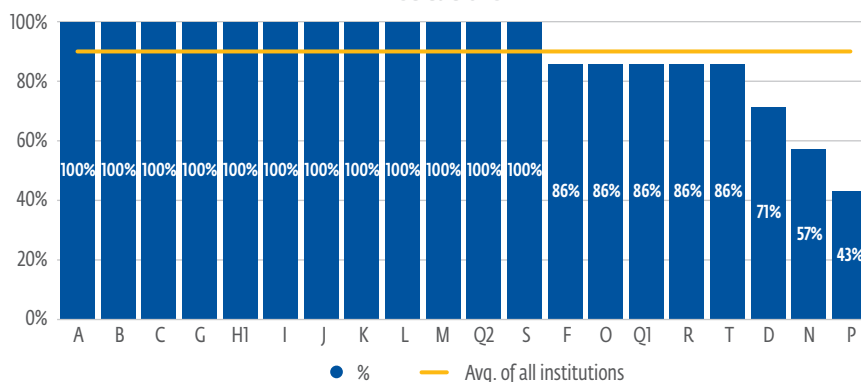
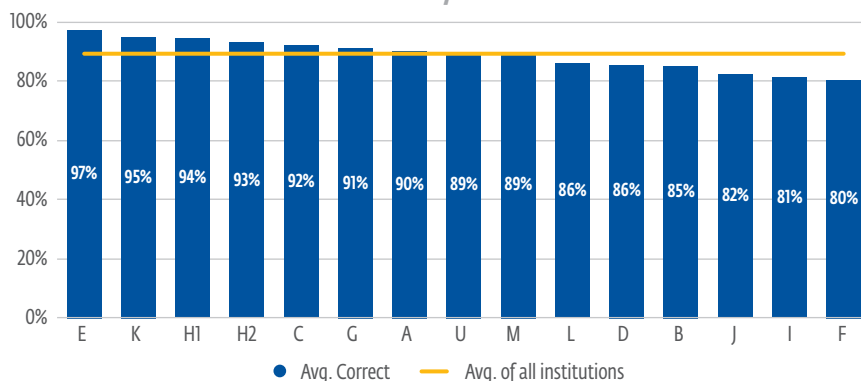


Figure 14. Average score of the fundamental rights chapter in the student evaluation by institution



or basic training in 90 % of the cases, and 12 institutions out of 20 reported implementing them fully (Figure 13). In the remaining institutions, the JCs were implemented in basic training or it was planned to implement them in further training. Only in a handful of cases did the training institutions not provide information on the implementation.

Five of the seven fundamental rights JCs were tested in the student evaluation. The two JCs not included were JC 4.44 and JC 4.26 (see above). The high level of implementation is reflected in the scores; the overall average for this chapter was 89 %, with the scores of the institutions ranging from 80 % to 97 % (Figure 14). The overall average score of the fundamental rights chapter was the second highest in the generic studies module (after professional ethics).

All in all, the high level of implementation of the fundamental rights chapter in the participating institutions is reflected in the results of the student evaluation. The results show that the BCG students attain the competences related to fundamental rights very well throughout Europe.

3.3 Law enforcement studies

3.3.1 Implementation assessment

The law enforcement studies consist of 45 JCs across seven chapters. Most of them, an average of 82 %, were achieved in basic training or prior learning (Figure 15). As many as four countries reported that they fully implemented the module, with several others indicating that they implemented at least 80 % of it. Only three countries reported implementing less than half of it.

⁽²¹⁾ CCC Basic-2017, pp. 24, 34, 67–79.

⁽²²⁾ Refer to Annex 1 for full descriptions of the competences.

A closer examination of the implementation of individual JCs reveals that some of them, particularly those related to investigation of crimes and administrative offences (2.4), as well as those related to forensic methods (2.5), were achieved to a noticeable extent in prior learning (Figure 16). This is likely to be because, in certain countries, police training precedes BCG training. At the same time, some countries indicated that the JCs in forensic methods were not achieved at all.

Some JCs related to cross-border crime (CBC) (2.3), namely following procedures and reporting related to the identification of CBC, operating a range of technology for the identification of illicit property and collecting information related to CBC as potential intelligence, are implemented to a notable extent in continuing education. Some institutions provided comments that these competences will be complemented by further training programmes or by in-service training.

In addition, JCs related to the EU BCG strategies, legislation and implementation (2.1) were not achieved in all countries. This is partly explained by the participation of non-EU countries, where EU strategies are not relevant at the basic training level.

Figure 15. Implementation of law enforcement studies based on the self-assessment

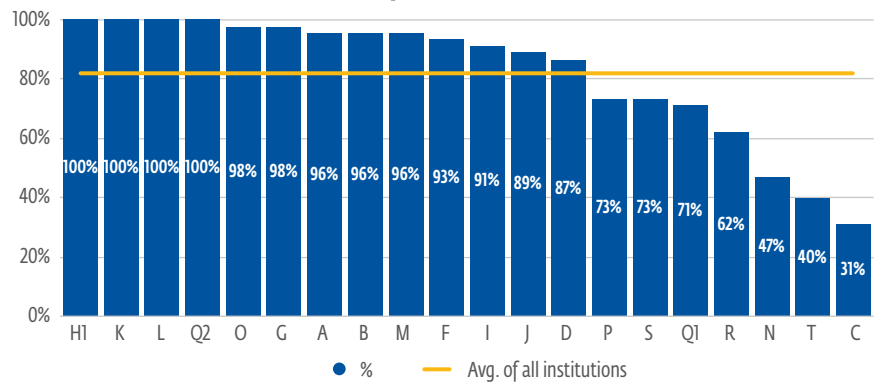
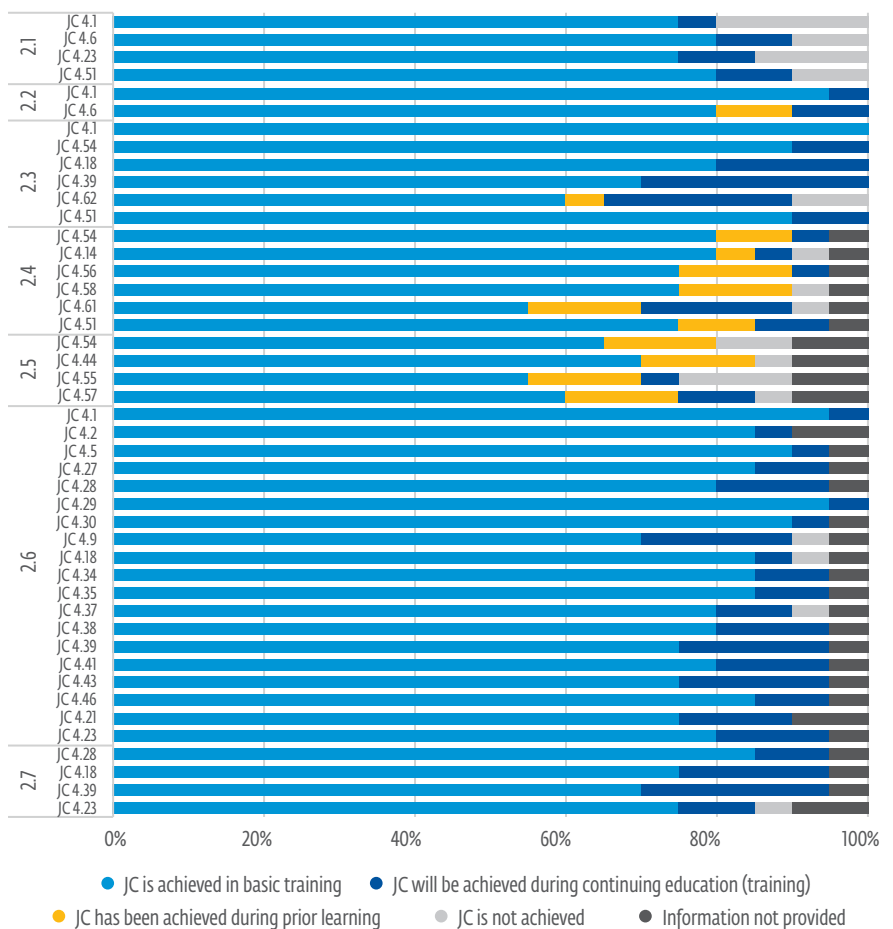


Figure 16. Achievement of JCs in law enforcement studies in the participating institutions



Picture 7. Czechia CCC-IAP test



Picture 8. Latvia CCC-IAP test

3.3.2 Student evaluation

The student evaluation covered 26 JCs in law enforcement studies. These include all four JCs under EU BCG strategies, legislation and implementation (2.1); JCs 4.1, 4.54, 4.18, 4.62 and 4.51 under CBC (2.3); JCs 4.54, 4.56 and 4.51 under investigation of crimes and administrative offences (2.4); JCs 4.1–4.29, 4.37–4.41 and 4.46–4.23 under border control (2.6); and JC 4.28 under document examination (2.7).

The overall average of the law enforcement studies module in the student evaluation was 75 %, which is a fair score, but is the lowest score of all three modules charted in the evaluation. There was notable variation between the overall scores of countries, with the lowest score being 63 % and the highest 88 % (Figure 17).

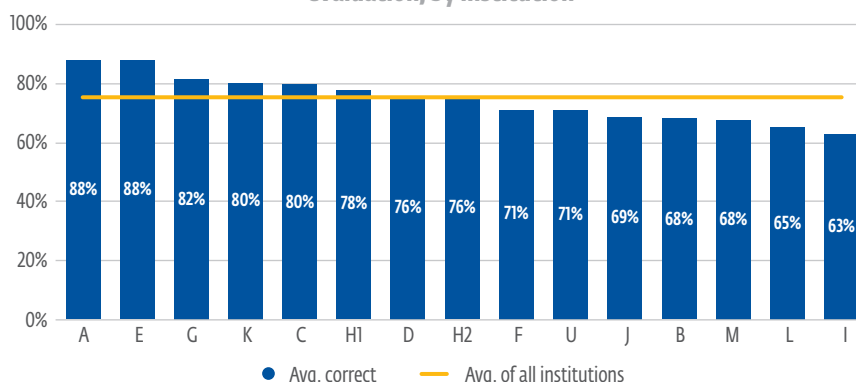
Overall performance was below average in document examination (63 %); EU BCG strategies, legislation and implementation (66 %); and border control (73 %). It is worth noting that document examination was assessed by two questions focusing on a single JC (describing security features of documents used for travel and document examination techniques), which does not necessarily offer a full picture of competences gained in document examination.

It could have been expected that the average score for EU BCG strategies would be affected by the responses from non-EU countries. However, many EU Member States also scored rather low in this chapter, and the difference in averages was only 5 percentage points (EU, 66 %; non-EU, 61 %).

The variation between the scores of the institutions means that several countries performed very well in these chapters, despite the lower overall average. In addition, the average score for questions testing knowledge about CBC was 90 %, which is significantly higher than the overall average of the module.

Based on the results of the student evaluation, the countries' assessments of the achievement of JCs in law enforcement studies is not entirely accurate. Most countries indicated that the JCs relating to border guarding and document examination covered by the student evaluation are achieved, but the results suggest otherwise. On the other hand, students fared

Figure 17. Average score of the law enforcement module in the student evaluation, by institution



better on questions about CBC than was expected from the implementation rate. It is possible that, this time, the questions about law enforcement were particularly challenging. In future training, more weight could be placed on the chapters and competences that received lower scores.

3.4 Practical skills for border and coast guard standards

3.4.1 Implementation assessment

The practical skills module comprises 25 JCs across seven chapters. As for the other modules, a significant number of JCs, 84 % on average, were either implemented in basic training or achieved before the training (Figure 18). As many as seven institutions reported fully implementing the module.

In terms of individual practical skills, the countries were at various stages of implementation (Figure 19). Competences related to the use of a service firearm (3.3), detention/arrest (3.1: JC 4.10), coercive

measures (3.1: JC 5.22) and first aid (3.1: JC 4.13; 3.5: JC 4.26) were achieved before basic training in some countries, again suggesting that such skills are likely to have been acquired during police training.

In contrast, three competences were not achieved after basic training in at least one quarter of the countries. The first two are found under tactical procedures: application of national profiling methodology (3.1: JC 4.43) and collecting information as potential intelligence and for initial profiling analysis to combat CBC and administrative offences (3.1: JC 4.62). The third was taking responsibility for providing first aid safely and responsibly (3.5: JC 4.26).

Skills related to profiling could be considered more advanced skills that will be learnt as the recruits gain more professional experience. The fact that most institutions reported that these skills will be achieved in continuing education appears to point to this.

Regarding first aid, some institutions reported that the JC had already been

Figure 18. Implementation of practical skills studies based on the self-assessment

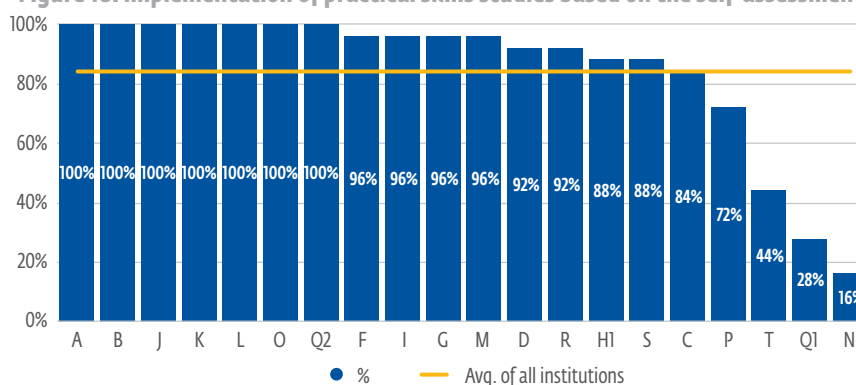
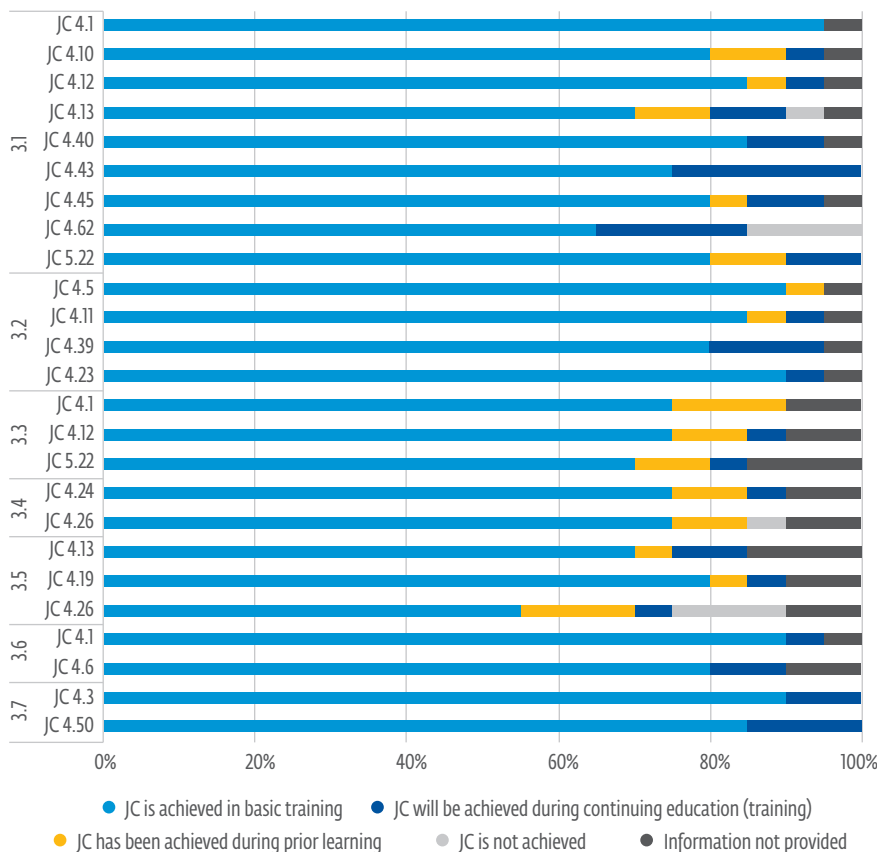


Figure 19. Achievement of JCs in practical skills in the participating institutions



achieved while others said that it had not been achieved. One respondent mentioned that this JC will be achieved in operational activities. Thus, it is possible that some respondents who reported that a JC was not achieved may have meant that it would not be achieved during formal training, but would be acquired later, while carrying out activities on the job.

In some cases in which the competences are achieved in further training, special courses are provided by the national training institution. Such courses (e.g. first aid and occupational safety) are organised during the training, and may be either optional or obligatory. However, it should be noted that it is obligatory for all BCGs who have graduated from basic training

to develop the JCs that are applicable to practical skills training. Several variations of the implementation of relevant training exist at the national level.

3.4.2 Student evaluation

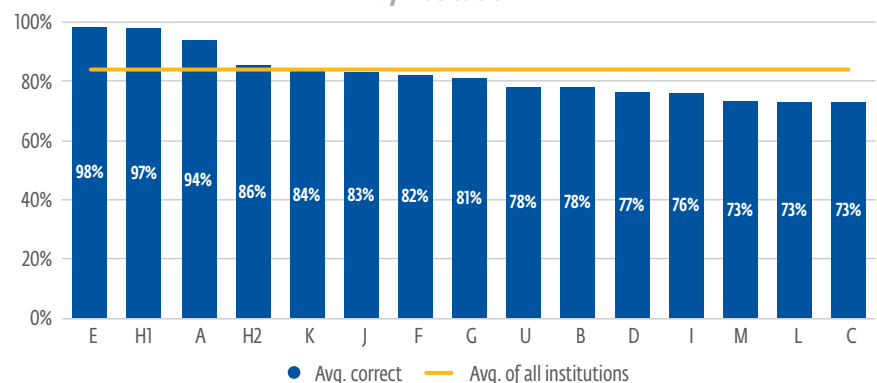
Because of the practical nature of these competences, only three were tested in the student evaluation: outlining the provisions of legislation, policies and procedures related to the use of coercive measures and tactical procedures (3.1: JC 4.1); applying national profiling methodology (3.1: JC 4.43); and outlining the legislation, policies and procedures regarding basic border guarding activities at land, sea and air borders (3.6: JC 4.1).

The average score for practical skills was 84 %, with the highest-performing institutions attaining nearly perfect scores (Figure 20). Even in the most poorly performing institutions, students, on average, answered nearly three quarters of questions correctly.

Of the two chapters covered by the evaluation, the average overall score was better for tactical procedures for BCG activities (3.1), at 87 %. For overview of air, land and sea borders (3.6), the score was 78 %.

Based on the answers to the implementation self-assessment and the student evaluation, the institutions appear to have quite a good idea of the content of the practical skills module and how it can be implemented and the JCs developed.

Figure 20. Average score of the practical skills module in the student assessment, by institution



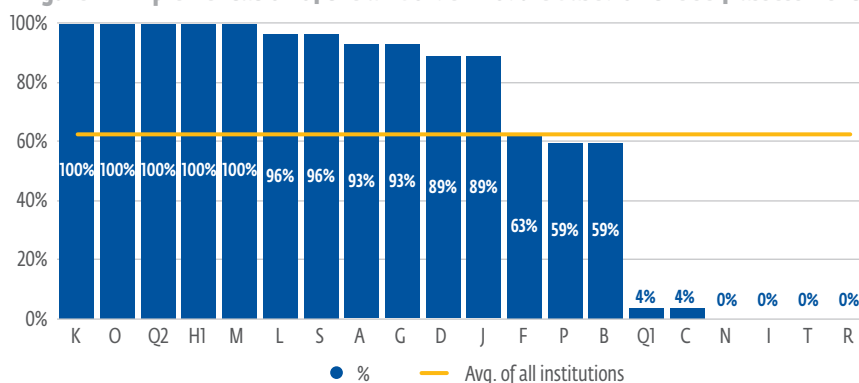
3.5 Air, land and sea border modules

3.5.1 Air border module

The air border module comprises a total of six chapters covering 40 competences. In the case of this module, the differences between the achievements of the competences are more pronounced. The overall average implementation rate is 62 % (Figure 21). However, it is worth noting that the average is heavily weighted by very low rates in some institutions, some of which (e.g. I, N, Q1, T) provided very little or no information on the implementation of this module. It is apparent that many of the remaining institutions implement the module in full or almost in full, while others implement only a part or very little of the module. In most cases, however, the institutions report that they implement the module in continuing education.

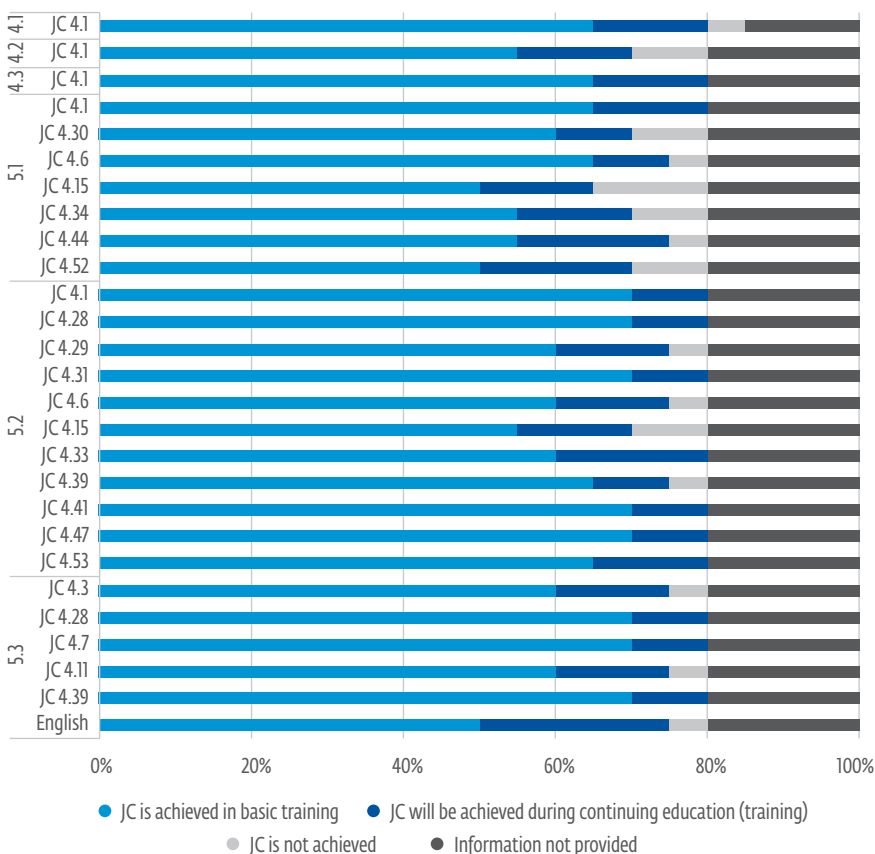
Among individual chapters, only a few stand out in terms of implementation (Figure 22). The least implemented chapters are those on European legislation (4.2); airport safety, security and border surveillance (5.1); and English-language skills in air border-related risk analysis, travel documentation examination and communication (5.3). Even these JCs were, for the most part, implemented in continuing education or training. Some training institutions commented that they organise a special introduction for border guards when they start their work at an airport. EU legislation is implemented in some but, as is to be expected, not all non-EU countries. In most cases, the institutions did not provide a comment about not implementing the JC or implementing it in further training.

Figure 21. Implementation of the air border module based on the self-assessment



Picture 9. Cyprus CCC-IAP test

Figure 22. Achievement of JCs in the air border module in the participating institutions



3.5.2 Land border module

The land border module contains 64 JCs across six chapters, making it the broadest module in CCC Basic-2017. Similarly to the air border module, the overall average implementation rate of this module is moderate, at 64 %, because, again, certain institutions (e.g. N, Q1, T) provided very little or no information on their implementation of the module (Figure 23). Even disregarding non-response, the implementation rate varied from 0 % to 98 %, suggesting notable differences between institutions in the implementation of this module.

A closer examination shows that a significant majority of institutions implement the JCs related to legislation specific to land borders in basic training (Figure 24). Only one institution reported that these competences are not achieved at all and one or two institutions reported they are achieved in further training.

Although the implementation rates of border surveillance at land borders (7.1) and border checks at land borders (7.2) were almost identical, there was a marked variation in the implementation of JCs under border surveillance (Figure 25). Notably, over a third of the institutions reported that the JCs covering the use of service dogs and horses in border surveillance activities (4.34), information gathering and sharing (4.42) and application of profiling methodology (4.43) are not implemented. However, most of the competences not achieved were implemented in continuing education; in only a handful of institutions do they remain completely unimplemented.

The majority of the JCs in border checks (7.2) were achieved in 80 % of the institutions; a few were achieved in 65 % of them; and only one, the application of the terms of defined agreements with partners and agencies (4.15), had an achievement of rate of 60 %. The comments provided by the institutions shed no light on why the JCs in 7.1 and 7.2 are either not implemented or implemented in further training.

Significant variations in the reported implementation of law enforcement tactics at land borders (7.3) and search and rescue at land borders (7.4) were also identified (Figure 26). Remarkably, these

Figure 23. Implementation of the land border module based on the self-assessment

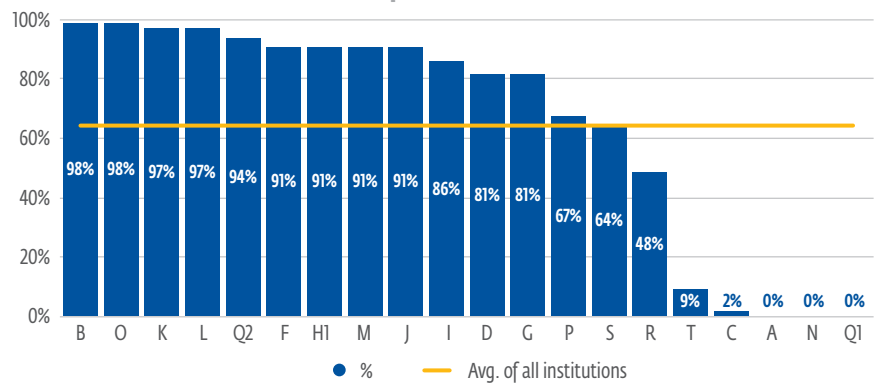


Figure 24. Achievement of JCs in land border-related specific legislation in the participating institutions

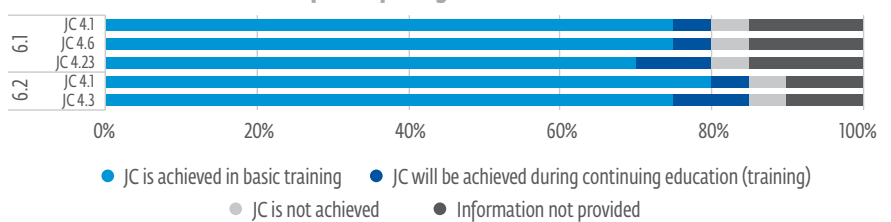
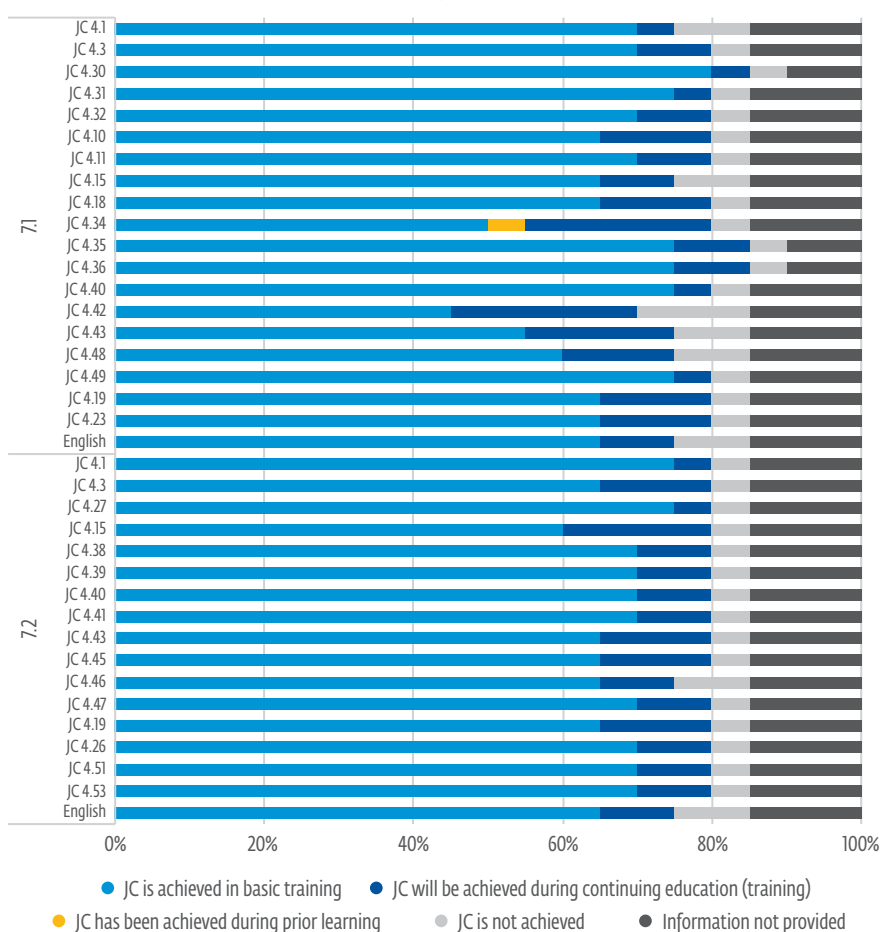


Figure 25. Achievement of JCs in border surveillance and border checks in the participating institutions



chapters are the first to contain JCs that were implemented in less than half of institutions. JCs implemented in only about a third of participating institutions were resolving specific land border search and rescue situations (7.4: JC 4.8) and conducting search and rescue activities at all types of land borders in accordance with national requirements and respecting the fundamental right to life (7.4: JC 4.34).

The other JCs with low achievement rates – that is, less than 50 % – were pursuit and emergency driving tactics and techniques (7.3: JC 5.12); autonomy in the application of law, policies, rules and procedures in emergency and pursuit driving (7.3: JC 4.23); describing of documentation relating to cross-border activities in land border search and rescue (7.4: JC 4.27); application of the necessary search, safety and rescue procedures in accordance with the national policy (7.4: JC 4.13); and operating land border surveillance technology and equipment (7.4: JC 4.36).

There were few comments from institutions to explain the non-achievement of the competences. In one institution, pursuit and emergency driving is an elective subject, which is why it is not learned by all graduates. A partial explanation for the lower implementation rate in the search and rescue chapter is found in the comments provided by three institutions (J, M and Q2), which noted that search and rescue is the responsibility of other national authorities.

3.5.3 Sea border module

The sea border module comprises 40 JCs across seven chapters. This module had the lowest overall average implementation rate of all the modules, at 41 %, with most countries implementing less than 50 % of the module (Figure 27). The variation in implementation rates among countries is significant. Four countries implemented reported more than 80 % of this module, with the rest at various stages of implementation. Seven countries appeared to not implement the module at all, but it should be noted that five of them opted not to provide any information on the implementation status ⁽²³⁾. The reason for not providing any information may be that the responding authority is not

Figure 26. Achievement of JCs in law enforcement tactics at land borders and search and rescue at land borders in the participating institutions

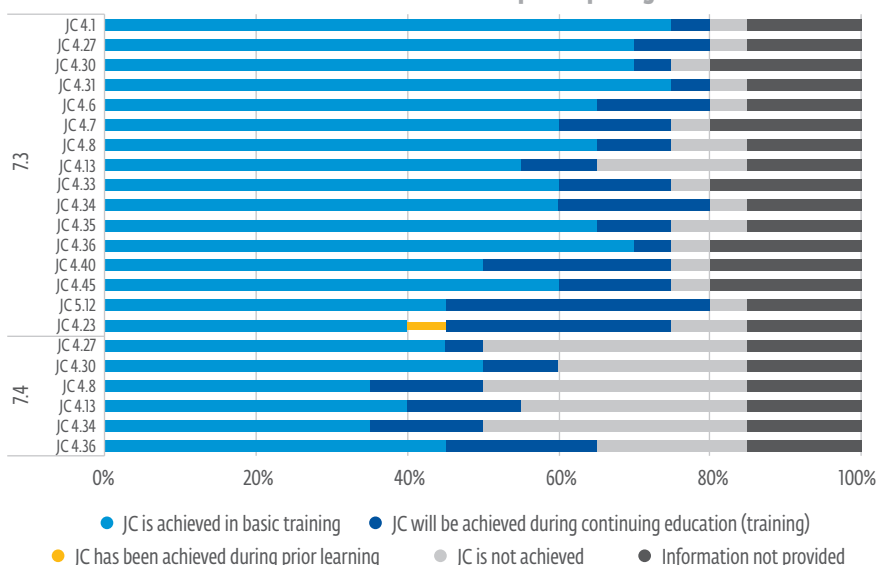
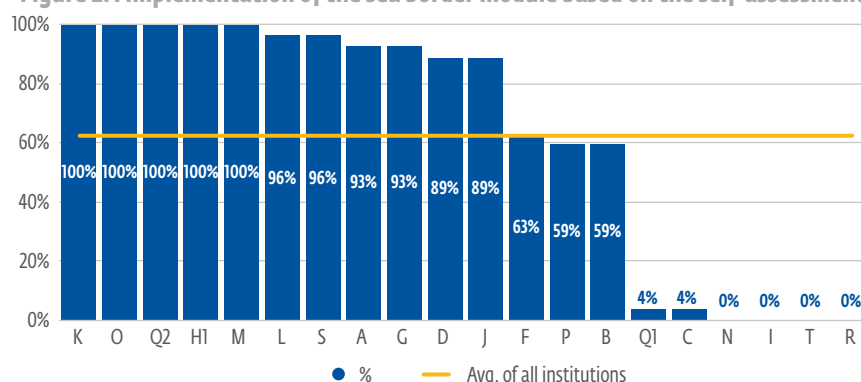


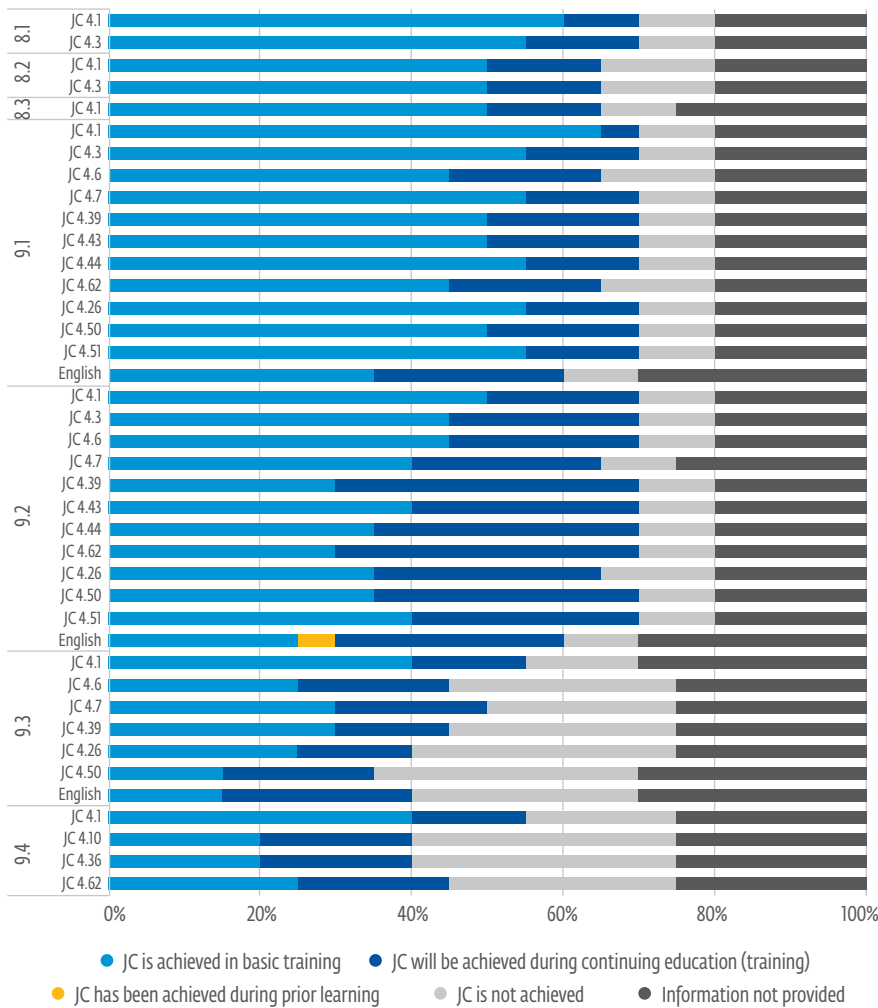
Figure 27. Implementation of the sea border module based on the self-assessment



Picture 10. Romania: Bucharest - CCC-IAP test

⁽²³⁾ Countries without a sea border include A, C and G.

Figure 28. Achievement of JCs in the sea border module in the participating institutions



responsible for the coast guard matters in their country.

With an average implementation rate of 26 %, the achievement of JCs was particularly low in the final two chapters: search and rescue at sea borders (9.3) and sea border-related coast guard functions (9.4) (Figure 28). Furthermore, EU legislation related to sea border activities (8.2) is not implemented in non-EU countries.

In addition to non-response, the low implementation rates are partly explained by geography: landlocked countries have no practical need to provide training in sea border activities. However, even when the non-response and landlocked countries are accounted for, the implementation rates of several JCs are lower than for other modules.

Another reason for not achieving the JCs, particularly in the final two chapters, is the national division of tasks. In many countries, search and rescue and coast guard functions are taught separately from basic training, either as part of further training or in a different institution specialising in coast guard functions ⁽²⁴⁾.



Picture 11. Slovakia CCC-IAP test

⁽²⁴⁾ According to the comments provided, these functions are taught separately in F, H1 and Q1 and fall under the jurisdiction of another authority in J, M and Q2.

4. Feedback for the student evaluation

The students were invited to give anonymous feedback about the evaluation at the end of testing. The students were requested to provide feedback on whether or not the instructions for taking the test were clear and understandable, whether or not the questions and response alternatives were clear and how difficult the students considered the test. The students were also asked if they had encountered any technical difficulties during the test and if they had used the training version before the final test.

In my opinion we were given a great opportunity to test our knowledge. It would be great if such events were held more often.

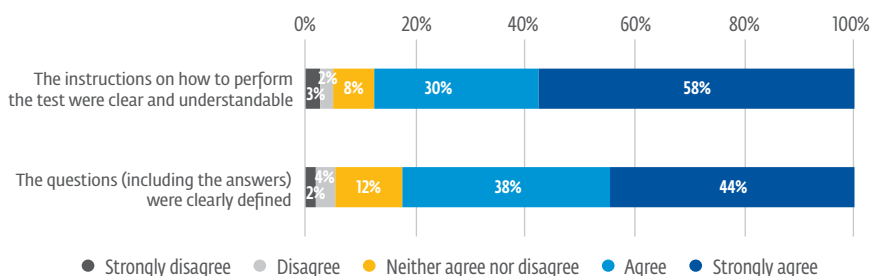
Feedback was received from 513 students. A significant majority found the instructions and questions understandable (Figure 29). As many as 88 % agreed or strongly agreed that the instructions were clear and understandable, and 82 % thought that the questions were clearly defined. Only 5 % of the students disagreed or strongly disagreed with the first statement, and only 6 % disagreed or strongly disagreed with the second. The comments reveal that some respondents did not consider the questions specific enough, and some thought that the translations of the questions could be improved. This will be taken into consideration in future student evaluations.

Really a cool test, I liked everything, very interesting situations and questions.



Picture 12. Estonia CCC – IAP

Figure 29. Student opinions on the clarity of evaluation questions and instructions



The students were also asked to rate the difficulty of the test on a five-point scale (1, easy; 2, rather easy; 3, medium; 4, rather complex; and 5, complex). On average, the students considered the test to be of slightly above medium difficulty, with a score of 3.4.

The test was held at a very professional level. I am very pleased with the way our instructors conducted the test. The questions were very clear and understandable and our instructors did a very good job. It was a pleasure to be part of this test.

Among those who responded, 8 % of the students reported that they experienced some technical difficulty. The most commonly reported problem was that the video-recordings associated with certain questions played poorly or not at all or that there were issues with the sound. These kinds of issues have already been addressed by providing students with a transcript of

the video dialogue. In most cases, the video is an additional stimulus and the inability to play it does not prevent the participants from answering the questions.

Thanks for a good chance to improve my professional skills.

Over half of the students (62 %) had taken the training version of the evaluation before the final test. This allowed students to familiarise themselves with its technical aspects and perhaps helped to relieve some stress about taking the test.

I am really glad that I could get this experience from Frontex and take this test that all my European colleagues take as well.

Finally, the students were able to leave a comment about the test. The overwhelming majority of comments were positive, remarking that the test was a useful and pleasant experience. The remainder of comments were neutral, pointing out a need to correct an error in a specific question or noting that the questions were easy. Some comments are presented in this chapter.

Everything has been fine, I am glad I had a chance to attend this test and find out my knowledge about my work and what else I have to improve in my future career as a border guard.

5. Summary of the implementation assessment and student evaluation

The results of the CCC-IAP show that CCC Basic-2017 has been widely applied in the national training institutions that participated. The overall implementation level is high and the overall results of the student evaluation were very good.

The main reason for failing to fully implement some subjects, chapters or modules at the national level is directly connected to the tasks/responsibilities of the state service concerned. Consequently, if a country or a particular state service has neither national nor international responsibility for specific activities, the content is usually not taught during training. A further reason is that, as a consequence of the structure of the national training system in some countries, some competences, although not fully covered during basic training, either are acquired later (during the profile-related training process) or are achieved prior to basic training (i.e. because achieving the competence is a condition for entry to the service).

According to the assessment by training institutions, JCs in generic studies, law enforcement studies and practical skills are, on average, adequately achieved in basic BCG training. A few individual JCs remain unimplemented in some institutions. However, in these cases, the border guards usually learn these JCs later in their professional education. The self-assessment does not point to any systematic gaps in the implementation of the generic studies, law enforcement studies or practical skills modules.

The assessment of the implementation of the air, land and sea border modules was somewhat affected by the length of the assessment and the associated 'respondent fatigue', which is apparent in the number of unfinished responses towards the end of the assessment. This is something to consider in future assessments, for instance by conducting the assessment in several, shorter increments.

The average implementation rates of the air, land and sea border modules were reduced not only by the non-responses but also, in the case of the sea border module, by the fact that some CCC-IAP participating countries do not have external sea borders ⁽²⁵⁾. In addition, some individual JCs were implemented only to a very low degree. At least a partial explanation for this could be that the competences associated with search and rescue and coast guarding fall outside the purview of some participating institutions in countries where other national authorities are responsible for these activities.

The results of the student evaluation, which measured selected JCs in the generic studies, law enforcement and practical skills modules, support the finding that, overall, implementation of CC Basis is good. Although the country averages varied, the overall average scores were high. The students fared best at generic studies, with practical skills a close second.

Even in the case of law enforcement studies, which is the area with the lowest average score, the results were more than adequate. And even in the chapters with the lowest scores, nearly two thirds of the answers were correct, on average. The lower scores for these chapters can be partly explained by the small number of questions measuring the competences covered by these chapters. Nonetheless, more effort could be made to ensure that the JCs related to EU legislation and document examination are implemented in BCG education in the future. Despite these slight lapses, the results, overall, show that the BCG students have the competences necessary to manage the borders well.

The feedback collected from BCG students reveals that not only did the students find the test sufficiently challenging, and considered the instructions and questions clear, but they also enjoyed the opportunity to take part in the test and improve their professional knowledge. This result is

encouraging and demonstrates the need for this sort of evaluation in the future.

The data gathered in the implementation status questionnaire show that training forms part of the induction process when a newly graduated border or coast guard is deployed in his or her first job. It is worth noting, however, that evaluation outcomes are most likely to be positive when the complete content of the CCC Basic chapters and modules is taught as part of BCG basic training, rather than after graduation or in follow-up courses. When recent graduates have harmonised skills and competences covering a wide range of JCs, especially those related to interoperability, they are more ready to cooperate and work together in the spirit of EU solidarity and unity.

Candidate and accession countries, in particular, are eager to implement the CCC Basic, seeing the common curriculum as a solid basis on which to build their training programmes or BCGs. The benefits of Harmonised core competences have recognised benefits and are considered best practice. Moreover, many countries that are in the process of developing new curricula or establishing separate BCG services also use the CCC Basic as an example of best practice. Furthermore, further professional development, generally understood to comprise the exchange of experience and good practices, and the facilitation of cooperation and interoperability, is undoubtedly enabled by providing similar initial training to all BCGs. By following the CCC Basic programme, BCGs can work together at borders to guarantee global border security. The CCC Basic is uniquely structured in that it offers the option to implement to varying degrees the content of the common studies and air, land and sea border modules, which facilitates its use in practice. It is worth emphasising that the CCC Basic can readily be adapted to accommodate each country's training process.

⁽²⁵⁾ Countries without a sea border include A, C and G.

In line with the EBCG regulation, and the main purpose of the CCC Basic, it is crucial that the curriculum is kept up to date. Moreover, continued consideration of the professional BCG competences that will be necessary in the future plays a vital role in the curriculum development cycle.

Undoubtedly, basic training should in the future be further developed to facilitate international cooperation, technical skills and cooperation, and harmonisation, and should take into consideration human factors in the context of technology, international law, EU legislation, communication,

cooperation skills, language skills and interoperability of authorities. Overall, the CCC Basic should continue to evolve (i.e. continuous development), responding to the rapidly changing operational environment.



Picture 13. Romania Oradea CCC-IAP test



Picture 14. Latvia CCC-IAP test



Picture 15. Czechia test

6. Conclusions

The third CCC-IAP, CCC-IAP 2019–2020, was carried out successfully and, despite the pandemic, it was possible to collect sufficient data to be analysed for the purpose of this report. The overall picture regarding the implementation of the CCC Basic is highly positive: 55 % of the participating countries have integrated more than 70 % of the Frontex curriculum into their national programmes of basic training for BCGs. It should be noted that several countries that planned to implement the CCC Basic in 2020 reported to Frontex that this had to be postponed because of the pandemic. Many countries were also affected by the introduction of sanitary measures and had to constantly adapt the training to local circumstances, which were frequently changing.

The fact that the fundamental rights questions attracted high response rates (the average proportions of correct answers to questions about fundamental rights in the student evaluation ranging from 80 % to 97 %) proves that BCGs in training have the right attitude and the values needed to respect fundamental rights when carrying out duties at the border. In addition,

60 % of the evaluated countries have implemented 100 % of the fundamental rights chapter of the CCC Basic. Clearly, the future is in the hands of fully competent and constantly developing BCGs who share common values and culture and who are ready to cooperate and share good practices.

A positive observation is that the English language skills of BCGs seem to be improving, although it may turn out to be the case that the pandemic has a negative impact on students' level of English. Nonetheless, the feedback provided by the students still indicates that language skills should be included in the training.

As stipulated in the regulation, the CCC Basic needs to be kept up to date. Implementation of the core curriculum ensures that the system of border guard education in the EU remains unified and harmonised and enables further development of specialised training. Moreover, the curriculum has enabled the development of the first basic training programme for the EBCG standing corps officers, Cat 1, in 2019 and will inevitably influence the

further development and harmonisation of BCG training in the EU. The national BCG officers and the EBCG standing corps are all part of the EBCG. This only emphasises the need for harmonised training to enable cooperation and interoperability and to build common values and culture.

The data gathered for the CCC-IAP 2019–2020 report show that CCC Basic-2017, which is aligned with the sectoral qualifications framework for border guarding, was implemented smoothly, and that the curriculum is sufficiently flexible to be integrated into national training systems for BCGs. In general, the evaluation proves that implementing the CCC Basic guarantees that the required common core competences are developed during the training provided by the training institutions. Member States, SACs and several non-EU countries have been successful in implementing the CCC Basic, and therefore have enabled the capacity for interoperability, cooperation and, at a later stage, joint operations, quickly responding to operational needs with training.



Picture 16. Latvia CCC-IAP



Picture 17. Romania Oradea CCC-IAP

Annex 1

Common core curriculum chapters and job competences

1. Generic studies for border and coast guard standards

1.1 Development of border control

JC	Description	Tested in student assessment
4.1	Summarise specific national, EU and international legislation, policies and procedures related to the role, tasks and responsibilities of EU and Member State BCG organisations	No
4.10	Follow national administrative and logistic principles and procedures to maintain accurate and timely records and reports in BCG activities	No
4.25	Engage with learning and development opportunities related to border control	No

1.2 Applied psychology

JC	Description	Tested in student assessment
4.2	Describe professional standards, methods and techniques for managing a person or group from a behavioural point of view	No
4.7	Communicate effectively during border control activities, taking into account the presence of factors making individuals and groups nervous, irritated or angry	No
4.44	Recognise risks and threats to the safety, security and well-being of self and others during border control activities according to abnormal behavioural indicators	No
4.64	Work effectively in groups and teams during border control, recognising team roles and responsibilities	Yes
4.66	Supervise others conducting routine, non-complex tasks in border guarding activities	No
4.26	Take responsibility for behaving assertively with persons showing abnormal behaviour and under the influence of alcohol or drugs during border control activities	No

1.3 Communication skills and public relations

JC	Description	Tested in student assessment
4.3	Explain communication, public relations and social media rules and procedures for effective communication in specific border control activities	Yes
4.7	Communicate effectively and accurately with individuals and groups in predictable BCG situations	No
4.11	Follow protocols for information sharing, respecting and maintaining standards of confidentiality in public relations and social media during specific border control activities	No
4.45	Manage or resolve predictable conflict situations in accordance with the relevant law, policies, rules and procedures during border control activities	Yes

1.4 Diversity

JC	Description	Tested in student assessment
4.2	Summarise specific ethical codes, values and professional standards applicable when dealing with people of different cultures, ethnicity and religious backgrounds in BCG activities	Yes
4.4	Describe specific cultures and customs of other countries relevant for BCG activities	Yes
4.7	Communicate effectively with individuals and groups of different ethnicity, culture and religious backgrounds in predictable border guarding contexts	Yes

1.5 Professional ethics

JC	Description	Tested in student assessment
4.2	Summarise specific ethical codes, values and professional standards for both regular and critical situations related to the ethics of BCG activities	Yes
4.65	Identify and report misconduct within the BCG organisation	No
4.20	Act within organisational value statements, professional standards and code of conduct guidelines in both regular and critical situations in BCG activities	No

1.6 Fundamental rights

JC	Description	Tested in student assessment
4.1	Summarise the key fundamental rights provisions stipulated in national, EU and international legislation and policies in relation to basic border guarding activities	Yes
4.2	Explain nationally defined ethical codes, values and binding professional standards relevant to protecting fundamental rights and preventing their violations in the context of border guarding activities	Yes
4.3	Summarise the key processes, rules and procedures for interacting with competent agencies, authorities and organisations in the context of basic BCG activities in protecting fundamental rights	Yes
4.41	Examine and assess the validity and usage of travel-related documentation and recognise where it is necessary to refer cases for further examination whilst respecting fundamental rights	Yes
4.44	Recognise the risks and threats to the safety, security and well-being of persons in need of international protection and follow related referral procedures	No
4.26	Take responsibility for performing routine, non-complex border guarding activities whilst respecting fundamental rights and preventing their violations, in accordance with national, EU and international legislation, policies and procedures	No
4.51	Take responsibility to identify persons who may be in need of protection or assistance in the context of routine, non-complex border guarding activities, referring them to the competent authorities	Yes

1.7 Professional English-language training

JC	Description	Tested in student assessment
–	Communicate effectively in English in accordance with national policy commensurate with routine, non-complex border guarding activities	Yes

2. Law enforcement studies for border and coast guard standards

2.1 European Union border and coast guard strategies, legislation and implementation

JC	Description	Tested in student assessment
4.1	Describe EU internal security strategy, European integrated border management and Schengen <i>acquis</i> (with particular focus on the Dublin Regulation) and their impact on the border and coast guard service	Yes
4.6	Uphold and enforce specific national laws, policies and procedures as well as EU internal security strategy, European integrated border management, Schengen <i>acquis</i> (with particular focus on the Dublin Regulation)	Yes
4.23	Exercise the defined level of autonomy in the application of EU and international law, policies, rules and procedures in the context of border guarding activities	Yes
4.51	Recognise persons in need and refer them to the competent authorities in accordance with the Dublin Regulation	Yes

2.2 National legislation

JC	Description	Tested in student assessment
4.1	Define the key principles of constitutional law, administrative legislation and penal and criminal legislation, as well as national legislation and provisions regarding routine, non-complex border and coast guard tasks	No
4.6	Uphold and enforce constitutional law, administrative legislation and penal and criminal legislation, as well as national legislation and provisions regarding routine, non-complex tasks	No

2.3 Cross-border crime

JC	Description	Tested in student assessment
4.1	Explain key national, EU and international provisions related to cross-border crimes and offences	Yes
4.54	Define specific legislation and policy relating to criminal investigation, and prosecution of cross-border crimes	Yes
4.18	Follow procedures and report as necessary in situations connected with the identification of cross-border crimes	Yes
4.39	Operate a specific range of technology and equipment used for identification of stolen or illicit property and interpret results	No
4.62	Collect information related to cross-border criminality as potential intelligence to aid the prevention and detection of such activities	Yes
4.51	Recognise potential victims of trafficking in human beings and migrant smuggling and refer them to competent authorities	Yes

2.4 Investigation of crimes and administrative offences

JC	Description	Tested in student assessment
4.54	Explain legislation and policies relating to criminal and administrative offence investigation and investigative interviewing in the context of border guarding activities	Yes
4.14	Demonstrate respect for other cultures during interviewing through the use of a specific range of cross-cultural skills	No
4.56	Conduct interviews in order to establish the truth in relation to an event using basic interview techniques in accordance with fundamental rights and obligations	Yes
4.58	Produce basic investigation reports in accordance with national guidelines and practice	No
4.61	Present evidence as a witness in a court or administrative hearing/process	No
4.51	Recognise persons in need during interviewing and refer them to the competent authorities	Yes

2.5 Forensic methods

JC	Description	Tested in student assessment
4.54	Define specific legislation and guidelines relating to forensic procedures	No
4.44	Recognise risks and threats to the safety, security and well-being of self and others at a crime scene and follow related procedures	No
4.55	Follow investigation rules and procedures for alleged infringements through the collection and collation of all relevant information and evidence at a crime scene	No
4.57	Apply a specific range of evidence preservation techniques at a crime scene	No

2.6 Border control

JC	Description	Tested in student assessment
4.1	Outline a limited range of national, EU and international legislation, policies and procedures related to border control	Yes
4.2	Explain specific ethical codes, values and professional standards related to border control	Yes
4.5	Describe border control-specific information and data handling systems together with procedures, such as form filling and databases	Yes

JC	Description	Tested in student assessment
4.27	Explain a range of documentation relating to cross-border activities	Yes
4.28	Identify security features of travel documentation	Yes
4.29	Outline border control-specific guidelines and legislation in relation to border control, international protection and detention processes and procedures	Yes
4.30	Outline methods, tactics, techniques, systems and technology used by patrols in border surveillance	No
4.9	Collect and register biometric data in border control-related situations, assisting and providing advice and information as necessary, with a quality service orientation with due respect for fundamental rights and obligations	No
4.18	Relate border control decisions and actions to defined policies and procedures and report as necessary	No
4.34	Conduct border surveillance activities using defined methods, tactics and techniques at the border in accordance with national requirements	No
4.35	Patrol borders in accordance with guidelines to prevent irregular cross-border activity, including illegal border-crossing and cross-border criminality, while ensuring access to international protection procedures	No
4.37	Apply a range of cognitive and practical skills to perform border control in accordance with the Schengen Borders Code (Regulation (EU) 2016/399) and/or applicable national legislation	Yes
4.38	Conduct border interviews in routine, non-complex circumstances	Yes
4.39	Operate a specific range of border checks technology and equipment, including equipment for registering biometric data, and interpret results	Yes
4.41	Examine and assess the validity and usage of travel-related documentation and recognise the necessity to refer cases in the context of border control activities	Yes
4.43	Apply established profiling methodology in border control activities	No
4.46	Recognise eligibility for admission and residence within the EU, and travelling across borders, identifying the necessity to refer cases	Yes
4.21	Facilitate the legitimate movement of people across borders as a result of first-line checks	Yes
4.23	Exercise the appropriate level of autonomy in the application of national, EU and international law, policies, rules and procedures in terms of border control	Yes

2.7 Document examination

JC	Description	Tested in student assessment
4.28	Describe security features of documents used for travel and document examination techniques	Yes
4.18	Relate decisions and actions based on document examination to defined procedures and report as necessary	No
4.39	Operate a specific range of document examination technology and equipment and interpret results, respecting personal data protection	No
4.23	Exercise the appropriate level of autonomy in document examination in compliance with national, EU and international law, policies, rules and procedures	No

3. Practical skills for border and coast guard standards

3.1 Tactical procedures for border and coast guard activities

JC	Description	Tested in student assessment
4.1	Outline provisions of national, EU and international legislation, policies and procedures related to the use of coercive measures and tactical procedures for border and coast guard activities	Yes
4.10	Follow national procedures to maintain and compile accurate and timely records and reports in case of detention/custody and arrest of a person	No
4.12	Demonstrate the 'use of force' and self-defence techniques	No
4.13	Apply the necessary safety and first-aid procedures during border and coast guard tactical procedures in accordance with the national, EU and international law and policies	No
4.40	Systematically search persons, and vehicles and objects in their possession, in accordance with the national, EU and international law whilst respecting each individual's fundamental rights	No
4.43	Apply national profiling methodology	Yes
4.45	Resolve predictable situations using tactical procedures in accordance with the national law, policies, rules and procedures	No

JC	Description	Tested in student assessment
4.62	Collect information as potential intelligence and for the purpose of an initial profiling analysis to aid the prevention and detection of cross-border criminal activities and administrative infringements	No
5.22	Exercise the appropriate level of autonomy in the application of coercive measures and tactical procedures in the context of border guarding in accordance with national, EU and international law, policies, rules, procedures and fundamental rights	No

3.2 Information technology and communication, data security and protection

JC	Description	Tested in student assessment
4.5	Describe specific information and data handling systems together with procedures, such as form filling and databases	No
4.11	Follow protocols for information sharing, respecting and maintaining standards of confidentiality, security and data protection	No
4.39	Operate telecommunication technology and IT equipment and interpret results	No
4.23	Act autonomously in the application of security and personal data protection while processing information from databases	No

3.3 Service firearm training

JC	Description	Tested in student assessment
4.1	Outline the specific national law, policies and procedures regarding safety, storage, use and transportation of service firearms	No
4.12	Demonstrate the use of service firearm in accordance with legislation and safety procedures, by choosing the appropriate tactics	No
5.22	Use service firearms safely and responsibly, and recognise the important role of the border and coast guard in the prevention of fundamental rights violations and the protection of victims	No

3.4 Physical training

JC	Description	Tested in student assessment
4.24	Take responsibility for personal fitness and enhance resilience to all aspects of border guarding	No
4.26	Take responsibility for safety of self and others while performing the duties of a border or coast guard	No

3.5 First aid and occupational safety

JC	Description	Tested in student assessment
4.13	Apply the rescue procedures in all border guarding contexts, in accordance with the national guidelines	No
4.19	Act autonomously and responsibly within occupational safety, health, hygiene and self-protection standards for the individual role	No
4.26	Take responsibility for providing first aid safely and responsibly	No

3.6 Overview of air, land and sea borders

JC	Description	Tested in student assessment
4.1	Outline the national, EU and international legislation, policies and procedures regarding basic border guarding activities at land, sea and air borders	Yes
4.6	Uphold and enforce national, EU and international law, policies and procedures related to common BCG tasks performed at air, land and sea borders	No

3.7 Cooperation and coordination with other authorities

JC	Description	Tested in student assessment
4.3	Outline key processes, rules and procedures of cooperation with authorities, agencies and other organisations in the context of basic border guarding at operational level	No
4.50	Perform basic border guarding activities in accordance with national, EU and international cooperation protocols and procedures with authorities, agencies and other organisations at operational level	No

4. Air border-related specific legislation

4.1 International legislation

JC	Description	Tested in student assessment
4.1	Summarise a limited range of international legislation, policies and procedures applicable to border guarding activities at air borders	No

4.2 European legislation

JC	Description	Tested in student assessment
4.1	Summarise a limited range of EU legislation, policies and procedures related to civil aviation and border activities at air borders	No

4.3 National legislation

JC	Description	Tested in student assessment
4.1	Summarise a limited range of national law, legislation, policies and procedures applicable at air borders	No

5. Air border-related specific practice

5.1 Airport safety, security and border surveillance

JC	Description	Tested in student assessment
4.1	Summarise a limited range of national, EU and international policies and procedures related to air border surveillance and airport security activities	No
4.30	Describe patrol and surveillance methods, tactics and techniques related to air border surveillance and airport security activities	No
4.6	Uphold and enforce specific national, EU and international law, policies and procedures relevant to air border surveillance	No
4.15	Apply the terms of defined agreements with partners and agencies during the conduct of operational duties in the context of air border surveillance	No
4.34	Conduct border surveillance and airport security activities using defined methods, tactics and techniques at air borders according to national provisions and procedures and in accordance with fundamental rights	No
4.44	Recognise risks and threats to the safety, security and well-being of self and others, and follow related procedures in the context of air border surveillance	No
4.52	Take responsibility for the safety and security of persons and property during air border surveillance in accordance with national ethical and professional standards, respecting standards of confidentiality and human dignity	No

5.2 Border checks at airports

JC	Description	Tested in student assessment
4.1	Summarise a limited range of national, EU and international policies and procedures related to border checks at air borders	No
4.28	Describe characteristics and security features of a range of specific documentation relating to border checks at air borders	No
4.29	Summarise specific guidelines and legislation in relation to asylum, return, repatriation, removal and detention processes and procedures in the context of border checks at air borders	No
4.31	Outline applicable methods and technology available for border checks at air borders	No
4.6	Uphold and enforce a limited range of national, EU and international law, policies and procedures in relation to border checks at air borders	No
4.15	Apply the terms of defined agreements with partners and agencies to operational duties relevant to border checks at air borders	No
4.33	Prevent and detect irregular cross-border activities at air borders with a range of defined cooperation procedures and responses in an objective and non-discriminatory manner	No
4.39	Operate a specific range of border-checking technology and equipment at air borders and interpret results with due respect to human dignity and standards of confidentiality	No
4.41	Examine and assess the validity and usage of travel-related documentation in accordance with specific airport risk analysis guidelines and relevant law, policies and procedures, and recognise the necessity to refer cases in the context of border checks at air borders	No
4.47	Follow guidelines for asylum, return, repatriation, removal and detention processes and procedures related to border checks at air borders, in accordance with fundamental rights	No
4.53	Take responsibility for the decision to grant permission to travellers to cross the air borders of a state in accordance with the applicable law or policy and defined ethical and professional standards, ensuring the right to life, right to asylum, non-discrimination and human dignity	No

5.3 Air border-related risk analysis, travel documentation examination and communication

JC	Description	Tested in student assessment
4.3	Summarise processes, rules and procedures for interacting with cooperative agencies and other organisations in air border guarding contexts	No
4.28	Describe security features of specific travel documentation in air border guarding contexts	No
4.7	Communicate effectively with individuals and groups in predictable air border guarding contexts	No
4.11	Follow defined air border-related protocols for information sharing, respecting and maintaining standards of confidentiality and data protection principles in air border guarding contexts	No
4.39	Operate a specific range of border checking technology and equipment available at air borders and interpret results with due respect to human dignity and standards of confidentiality	No
–	Communicate effectively in English in accordance with national policy commensurate with routine, non-complex air border control activities	No

6. Land border-related specific legislation

6.1 Land border-related specific national legislation

JC	Description	Tested in student assessment
4.1	Describe a defined range of relevant national legislation, policies and procedures in relation to land border regime	No
4.6	Uphold and enforce specific national law, policies and procedures in relation to land border regime	No
4.23	Exercise the appropriate level of autonomy in the application of land border-related national law, policies, rules and procedures	No

6.2 Land border-specific European Union and international legislation

JC	Description	Tested in student assessment
4.1	Describe a limited range of EU and international legislation, policies and procedures concerning land borders	No
4.3	Explain a limited range of processes, rules and procedures for interacting with cooperative agencies and other organisations at land borders	No

7. Land border-related specific practice

7.1 Border surveillance at land borders

JC	Description	Tested in student assessment
4.1	Describe a limited range of national, EU and international legislation, policies and procedures related to land border surveillance, including fundamental rights and facilitating access to international protection at land borders	No
4.3	Describe a limited range of processes, rules and procedures for interacting with cooperative agencies and other organisations while performing land border control	No
4.30	Explain patrol and border surveillance methods, tactics and techniques related to land borders	No
4.31	Describe deployment methods of systems and technology for border control in land border surveillance situations	No
4.32	Define local border environments and geographical features in relation to land border surveillance	No
4.10	Follow defined procedures to maintain accurate and timely records and reports related to border guard activities at a land border	No
4.11	Follow protocols for information sharing, respecting and maintaining standards of confidentiality in land border surveillance situations	No
4.15	Apply the terms of defined communication and cooperation agreements with partners and agencies to operational duties at a land border	No
4.18	Relate decisions and actions to defined policies and procedures and report as necessary in land border surveillance situations	No
4.34	Conduct border surveillance activities using defined methods, tactics and techniques related to using service dogs and horses at the land borders in accordance with national requirements	No
4.35	Patrol land borders in accordance with established guidelines to maximise the prevention of irregular cross-border activity, including illegal border crossing and cross-border criminality, while upholding fundamental rights	No
4.36	Operate land border surveillance technology and equipment	No
4.40	Systematically search persons, and vehicles and objects in their possession, in accordance with the law whilst respecting each individual's fundamental rights in land border surveillance situations	No
4.42	Gather information through overt or covert activities and share through official channels in land border surveillance situations	No
4.43	Apply established profiling methodology in land border surveillance situations	No
4.48	Respect relationships with local communities located in your area of responsibility at a land border	No
4.49	Demonstrate situational awareness in an operational land border control context	No
4.19	Act autonomously within prescribed guidelines for the individual role in land border surveillance situations	No
4.23	Exercise the appropriate level of autonomy in the application of national, EU and international law, policies, rules and procedures related to land border surveillance	No
–	Communicate effectively in English in accordance with national policy commensurate with routine, non-complex land border surveillance activities	No

7.2 Border checks at land borders

JC	Description	Tested in student assessment
4.1	Describe a limited range of national, EU and international legislation, policies and procedures related to border checks	No
4.3	Describe a limited range of border checks-related processes, rules and procedures for interacting with cooperative agencies and other organisations	No
4.27	Describe a limited range of travel documentation required to cross land borders	No
4.15	Apply the terms of defined agreements with partners and agencies to operational duties in border checks situation	No

JC	Description	Tested in student assessment
4.38	Conduct border interviews in routine circumstances related to land border checks	No
4.39	Operate a specific range of border-checking technology and equipment in relation to land border checks and interpret results	No
4.40	Systematically search persons, and vehicles and objects in their possession, in accordance with the law whilst respecting each individual's fundamental rights in land border checks-related situations	No
4.41	Examine and assess the validity and usage of travel-related documentation and recognise the necessity to refer cases in land border checks-related situations	No
4.43	Apply established profiling methodology while performing land border checks	No
4.45	Manage or resolve predictable conflict situations in accordance with the relevant law, policies, rules and procedures related to land border checks	No
4.46	Recognise non-eligibility for admission, residence or travel within the EU at the land border crossing point	No
4.47	Follow guidelines for facilitating access to international protection, return, removal and repatriation while performing land border checks in accordance with fundamental rights and obligations	No
4.19	Act autonomously within prescribed guidelines for the individual role in relation to land border checks	No
4.26	Take responsibility for completing duties safely and responsibly while performing land border checks	No
4.51	Identify and inform the persons in need of international protection and vulnerable persons during border checks and refer them to the competent authorities	No
4.53	Take responsibility for the decision to grant permission to travellers to cross the land borders of a state in accordance with the applicable law or policy	No
–	Communicate effectively in English in accordance with national policy commensurate with border checks at land border crossing points	No

7.3 Law enforcement tactics at land borders

JC	Description	Tested in student assessment
4.1	Summarise a limited range of national, EU and international legislation, policies and procedures related to law enforcement tactics at land borders	No
4.27	Describe a range of documentation relating to cross-border activities in land border situations	No
4.30	Describe law enforcement methods, tactics and techniques used at land borders	No
4.31	Describe deployment methods of systems and technology for stopping vehicles in case of avoidance of land border control	No
4.6	Uphold and enforce specific national, EU and international law, policies and procedures related to land borders	No
4.7	Communicate effectively with individuals and groups in predictable land border guarding contexts	No
4.8	Resolve specific law enforcement situations related to crowd control at land borders	No
4.13	Apply the necessary search and safety procedures related to crowd control at land borders, in accordance with the national policy	No
4.33	Prevent and detect irregular land cross-border activities with a range of defined procedures and responses	No
4.34	Conduct border surveillance activities using defined methods, tactics and techniques at all types of land borders according to national requirements	No
4.35	Patrol land borders in accordance with guidelines to maximise the prevention of irregular cross-border activity including illegal border crossing and cross-border criminality while facilitating access to international protection and respecting the principle of <i>non-refoulement</i>	No
4.36	Operate land border technology and equipment during pursuit	No
4.40	Systematically search a structure, area, place or terrain in accordance with the law whilst respecting each fundamental right	No
4.45	Manage and resolve predictable conflict situations in accordance with relevant law, policies and procedures related to land border security	No
5.12	Continuously assess situations and selectively apply pursuit and emergency driving tactics and techniques in accordance with safety provisions in operational-level land border situations	No
4.23	Exercise the appropriate level of autonomy in the application of national, EU and international law, policies, rules and procedures in the context of emergency and pursuit driving	No

7.4 Search and rescue at land borders

JC	Description	Tested in student assessment
4.27	Describe a range of documentation relating to cross-border activities in land border search and rescue situations	No
4.30	Explain patrol and border surveillance methods, tactics and techniques related to search and rescue situations at land borders	No
4.8	Resolve specific land border search and rescue situations	No
4.13	Apply the necessary search, safety and rescue procedures in land border guarding contexts, according to the national policy	No
4.34	Conduct land border search and rescue activities using defined methods, tactics and techniques at all types of land borders in accordance with national requirements and respecting fundamental right to life	No
4.36	Operate land border surveillance technology and equipment in relation to search and rescue situations	No

8. Sea border-related specific legislation

8.1 International legislation

JC	Description	Tested in student assessment
4.1	Outline a limited range of international legislation, policies and procedures relevant to border and coast guard activities at sea borders	No
4.3	Describe a limited range of processes, rules and procedures for interacting with cooperative agencies and other organisations during border and coast guard activities at sea borders in accordance with international legislation	No

8.2 European Union legislation

JC	Description	Tested in student assessment
4.1	Outline a limited range of EU legislation, policies and procedures relevant to border and coast guard activities, including interacting with cooperative agencies and other organisations, at sea borders	No
4.3	Describe a limited range of processes, rules and procedures for interacting with cooperative agencies and other organisations during border and coast guard activities at sea borders in accordance with EU legislation	No

8.3 National legislation

JC	Description	Tested in student assessment
4.1	Outline a limited range of national legislation, policies and procedures relevant to border and coast guard activities, including interacting with cooperative agencies and other organisations, at sea borders	No

9. Sea border-related specific practice

9.1 Border check at sea borders

JC	Description	Tested in student assessment
4.1	Outline national, EU and international legislation, policies and procedures relevant to border check activities at sea borders	No
4.3	Describe processes, rules and procedures for interacting with cooperative agencies and other organisations in the context of border check activities at sea borders	No
4.6	Uphold and enforce national, EU and international legislation, policies and procedures relevant to border check activities at sea borders	No
4.7	Communicate effectively with individuals and groups in the context of border check activities at sea borders	No
4.39	Operate a specific range of border-checking technology and equipment at sea borders and interpret results in accordance with defined guidelines, tasks and national procedures	No
4.43	Apply nationally defined initial profiling methods during border check activities at sea borders	No

JC	Description	Tested in student assessment
4.44	Recognise risks and threats to the safety and security of self and others, and follow related procedures in the context of border check activities at sea borders	No
4.62	Collect information as potential intelligence to aid the prevention and detection of cross-border criminal activities and infringements in the context of border check activities at sea borders	No
4.26	Take responsibility for completing border check activities at sea borders safely and responsibly, ensuring the safety and security of all persons whilst respecting fundamental rights	No
4.50	Act in accordance with defined cooperation protocols and procedures established in the field of border check activities at sea borders	No
4.51	Recognise persons in need during border check activities at sea borders and refer them to the competent authorities	No
–	Communicate effectively in English in accordance with national policy commensurate with border check activities at sea borders	No

9.2 Border surveillance at sea borders

JC	Description	Tested in student assessment
4.1	Outline national, EU and international legislation, policies and procedures relevant to sea border surveillance activities	No
4.3	Describe processes, rules and procedures for interacting with cooperative agencies and other organisations in the context of sea border surveillance activities	No
4.6	Uphold and enforce national, EU and international legislation, policies and procedures relevant to sea border surveillance activities	No
4.7	Communicate effectively with individuals and groups in the context of sea border surveillance activities	No
4.39	Operate a specific range of sea border surveillance technology and equipment and interpret results in accordance with defined guidelines, tasks and national procedures	No
4.43	Apply nationally defined initial profiling methods during sea border surveillance activities	No
4.44	Recognise risks and threats to safety and security of self and others to follow related procedures in the context of sea border surveillance activities	No
4.62	Collect information as potential intelligence to aid the prevention and detection of cross-border criminal activities and infringements in the context of sea border surveillance activities	No
4.26	Take responsibility for completing sea border surveillance activities safely and responsibly ensuring the safety and security of all persons on board whilst respecting the principle of <i>non-refoulement</i> , the right to life, fair treatment, non-discrimination, human dignity and the right to international protection	No
4.50	Act in accordance with defined cooperation protocols and procedures established in the context of sea border surveillance activities	No
4.51	Recognise persons in need during sea border surveillance activities and refer them to the competent authorities	No
–	Communicate effectively in English in accordance with national policy commensurate with sea border surveillance activities	No

9.3. Search and rescue at sea borders

JC	Description	Tested in student assessment
4.1	Outline a limited range of national, EU and international legislation, policies and procedures, including interacting with cooperative agencies and other organisations, relevant to search and rescue activities at sea borders	No
4.6	Uphold and enforce national, EU and international law, policies and procedures, including interacting with cooperative agencies and other organisations, in the context of search and rescue activities at sea borders	No
4.7	Communicate effectively with individuals and groups in the context of search and rescue activities at sea borders	No
4.39	Operate a specific range of search and rescue technology and equipment in accordance with defined guidelines, tasks and national procedures	No
4.26	Take responsibility for completing search and rescue activities safely and responsibly, ensuring the safety of all persons in distress situations at sea borders whilst respecting right to life, access to international protection, human dignity, non-discrimination and the principle of <i>non-refoulement</i>	No
4.50	Act in accordance with defined cooperation protocols and procedures established in the context of search-and-rescue activities at sea borders	No
–	Communicate effectively in English in accordance with national policy commensurate with search-and-rescue activities at sea borders	No

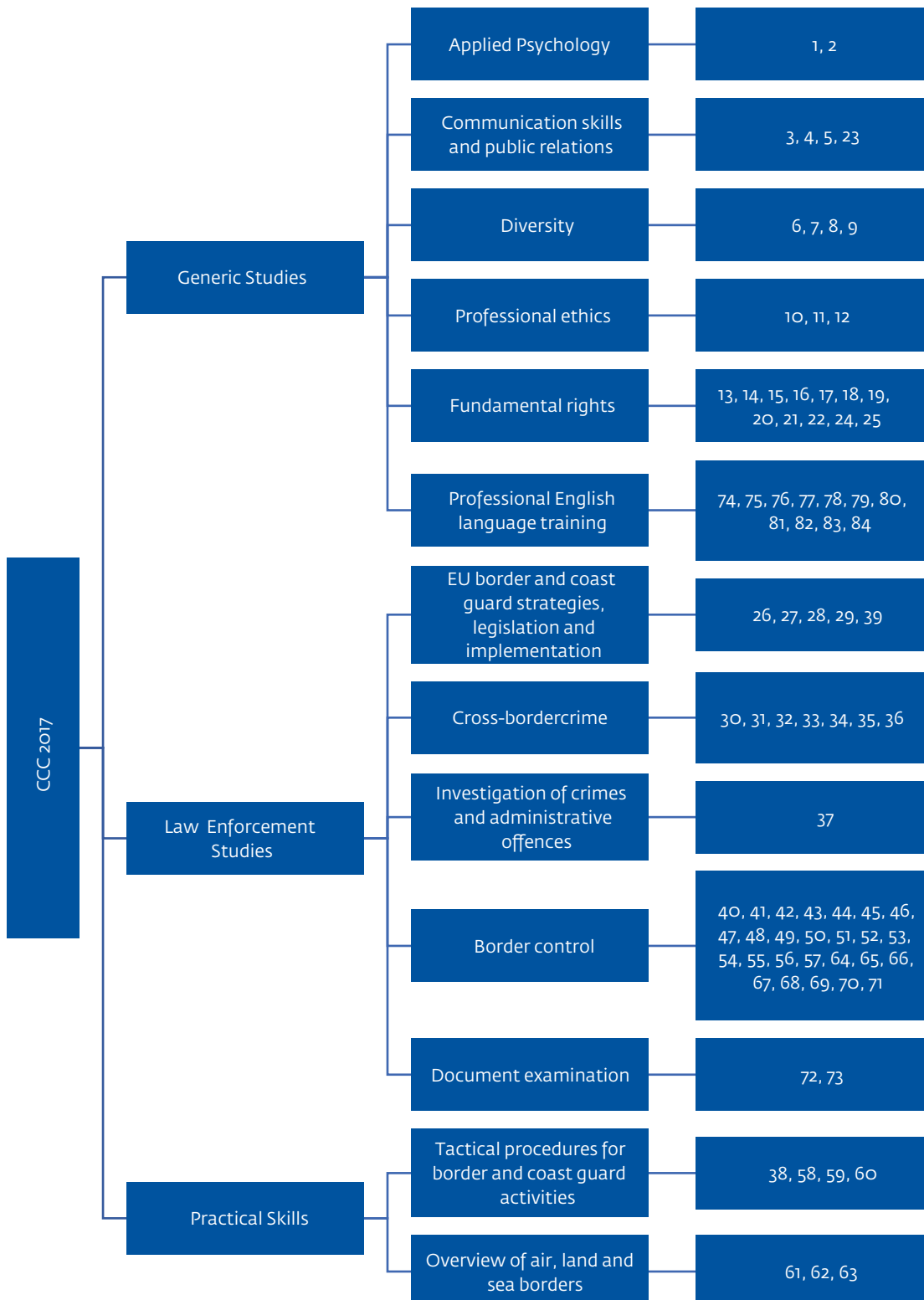
9.4 Sea border-related coast guard functions

JC	Description	Tested in student assessment
4.1	Outline a limited range of national, EU and international legislation, policies and procedures, including interacting with cooperative agencies, in the context of coast guard functions relevant to sea border activities	No
4.10	Follow defined procedures to maintain accurate and timely records and reports when carrying out coast guard functions relevant to sea border activities	No
4.36	Operate specific technology and equipment when carrying out coast guard functions relevant to sea border activities in accordance with defined guidelines, tasks and national procedures	No
4.62	Collect information to aid the detection and prevention of illegal activities and infringements when carrying out coast guard functions relevant to sea border activities	No

Annex 2

Correspondence of CCC Basic-2017 chapters to questions in the student evaluation

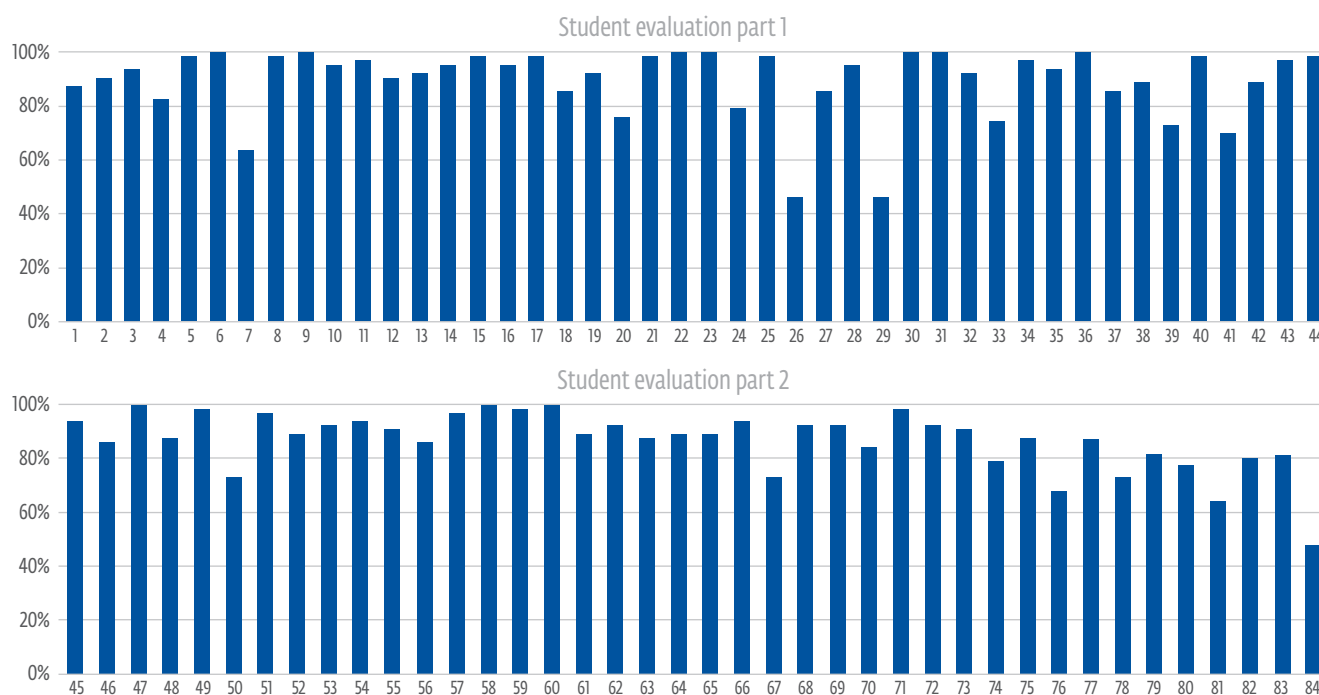
Certain questions measured competences in more than one chapter. These questions are listed in all the relevant chapters.



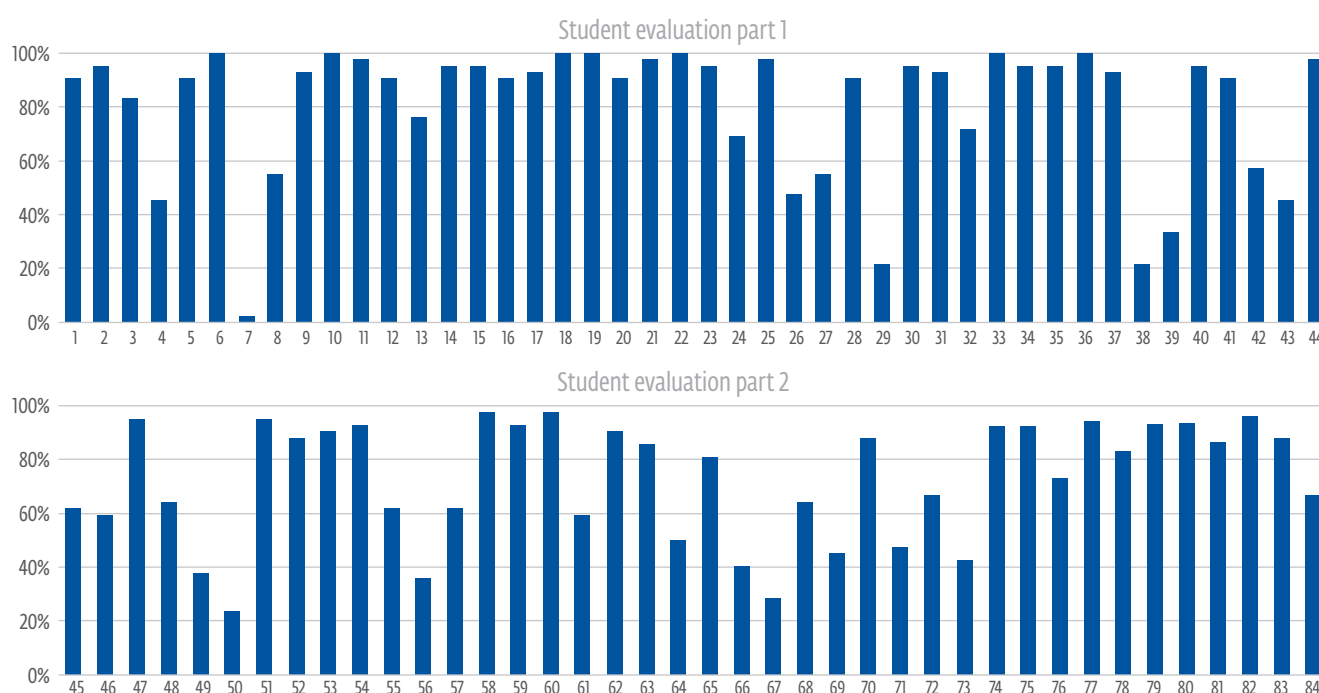
Annex 3

Student evaluation item averages by institution

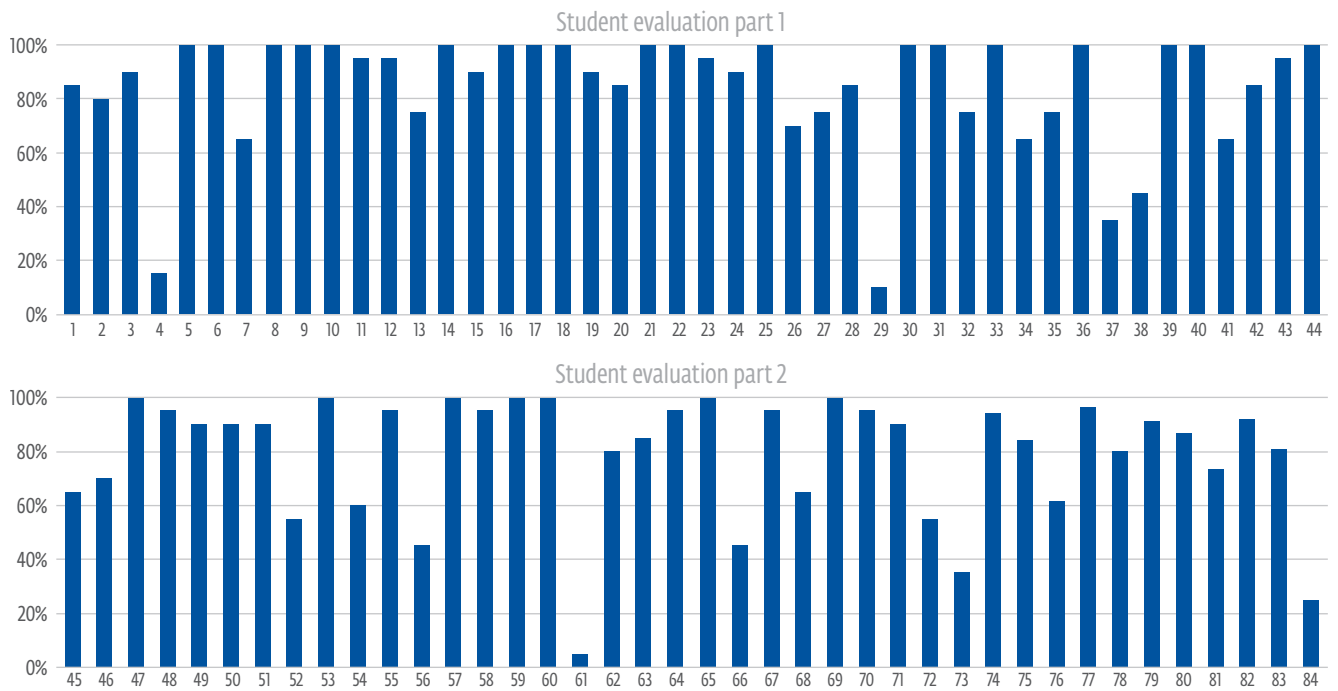
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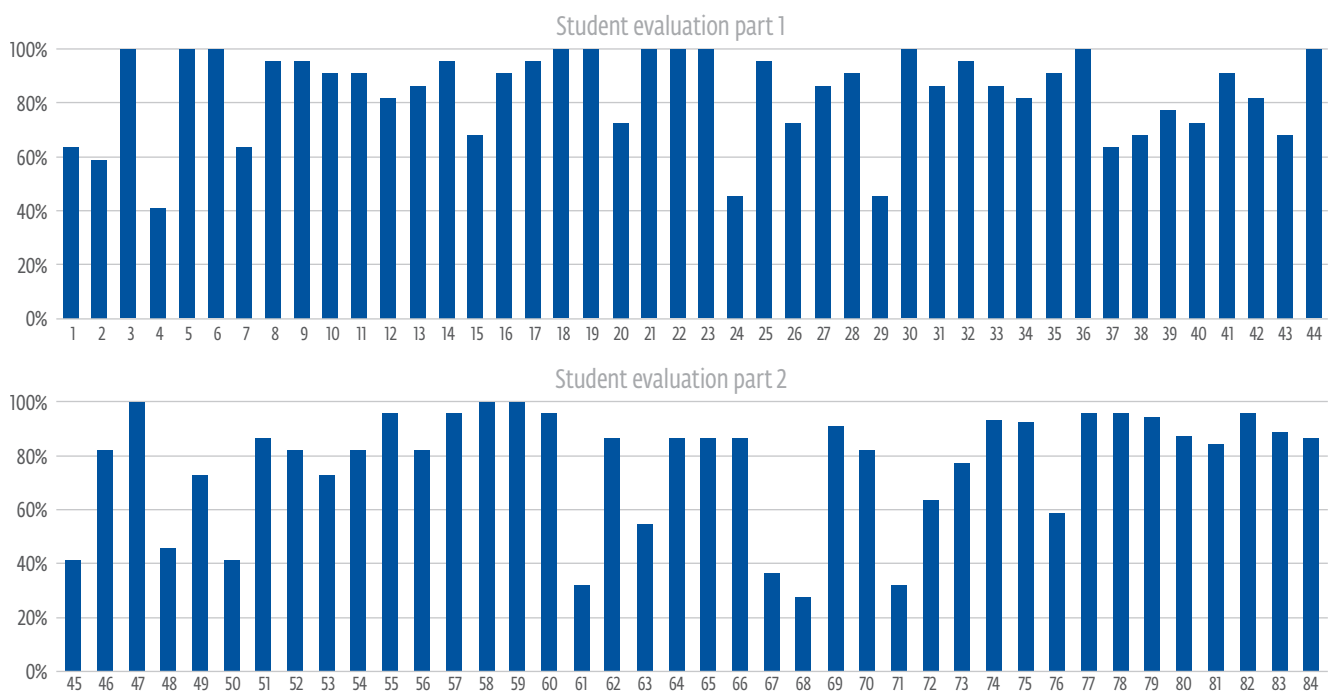
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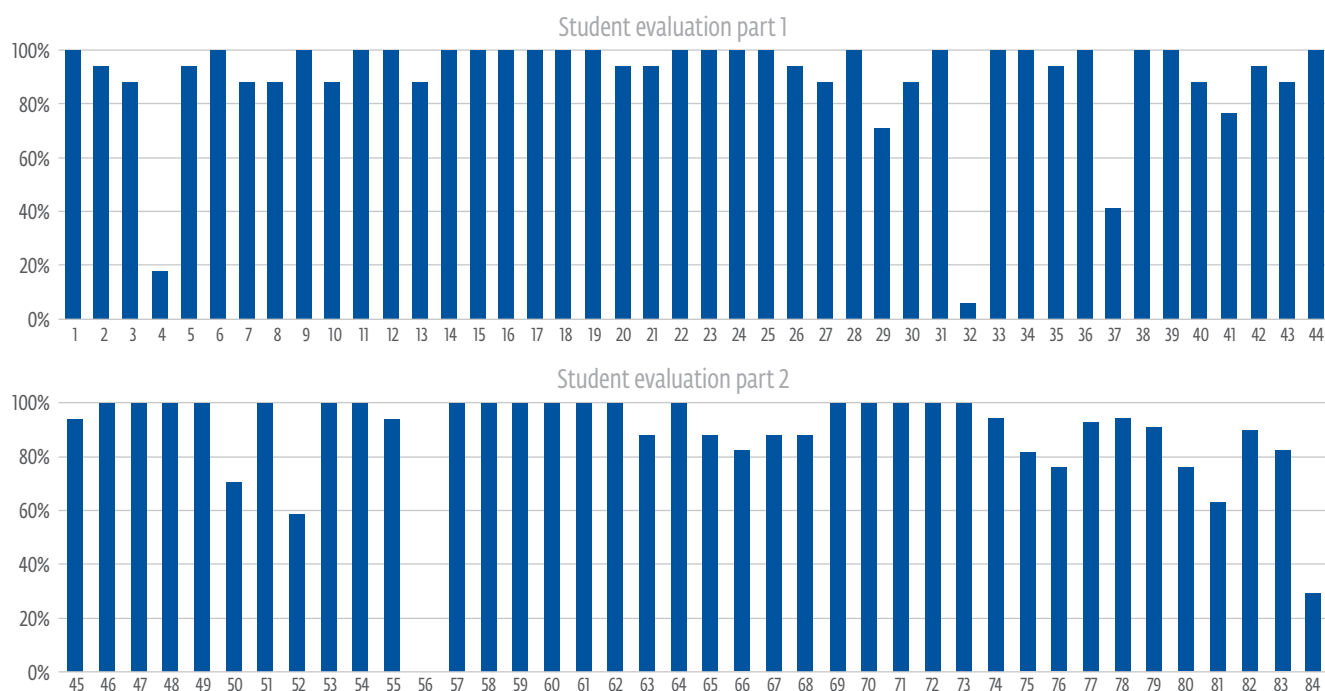
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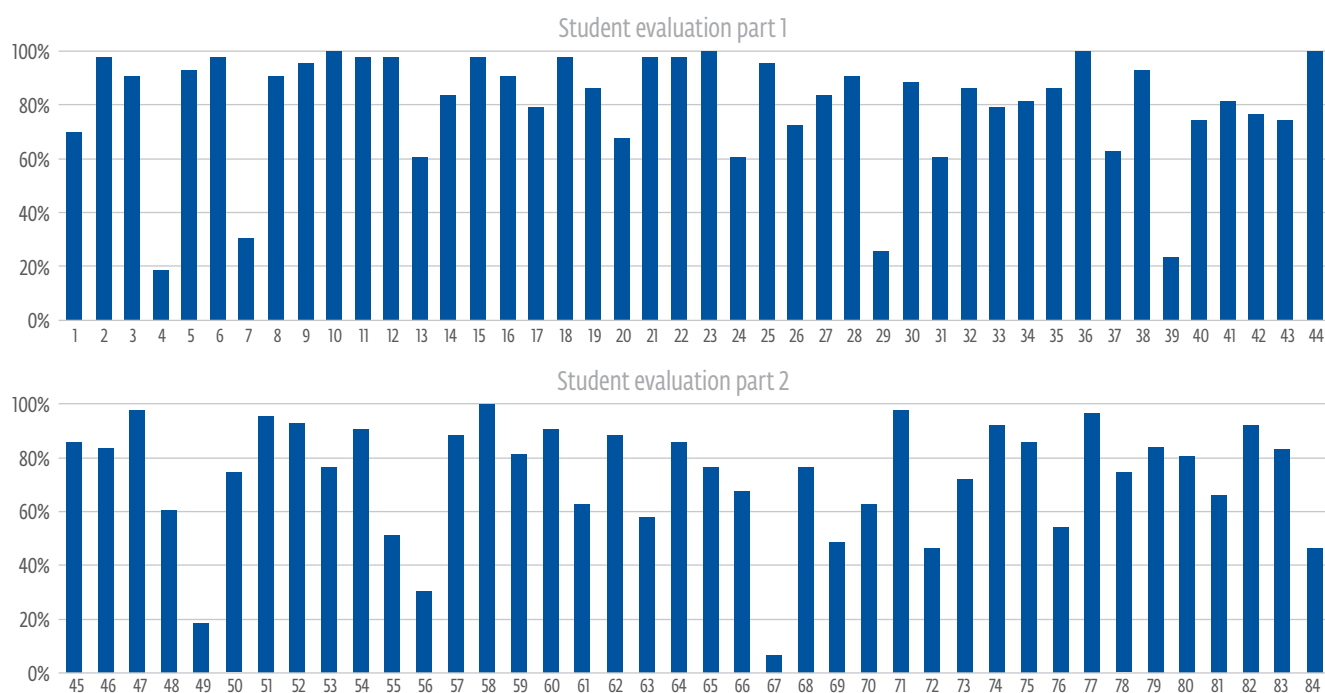
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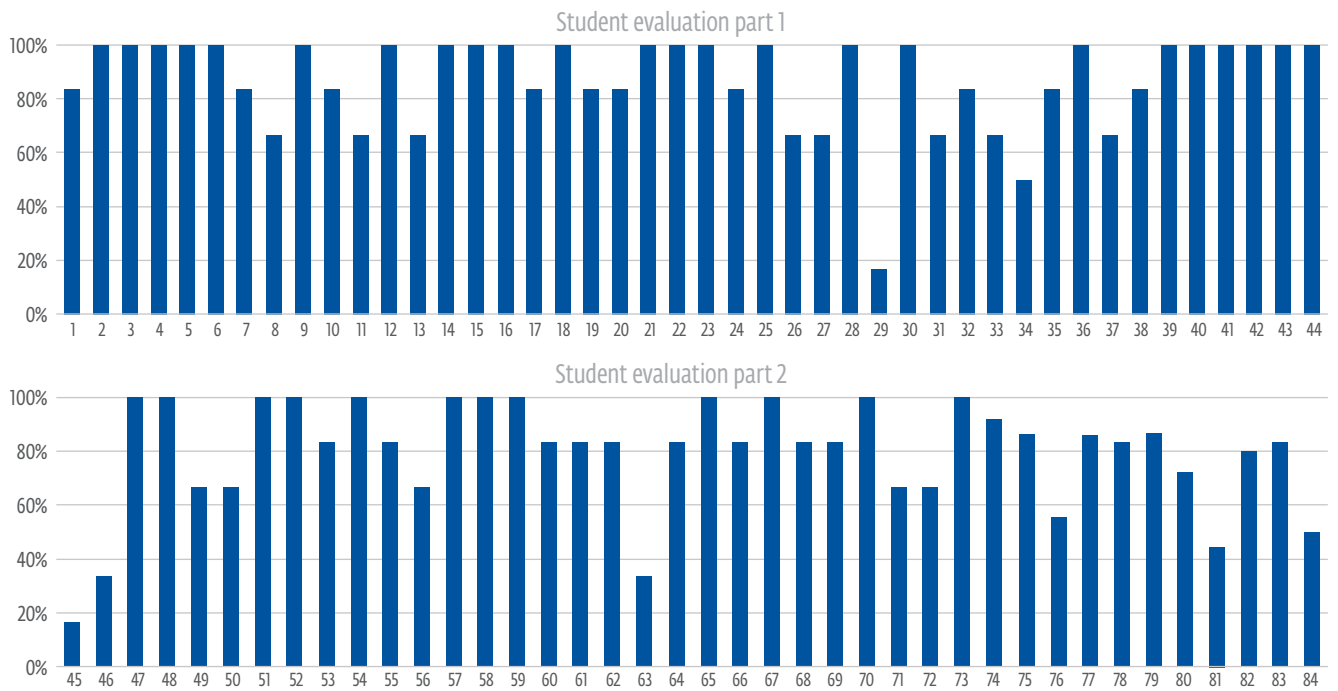
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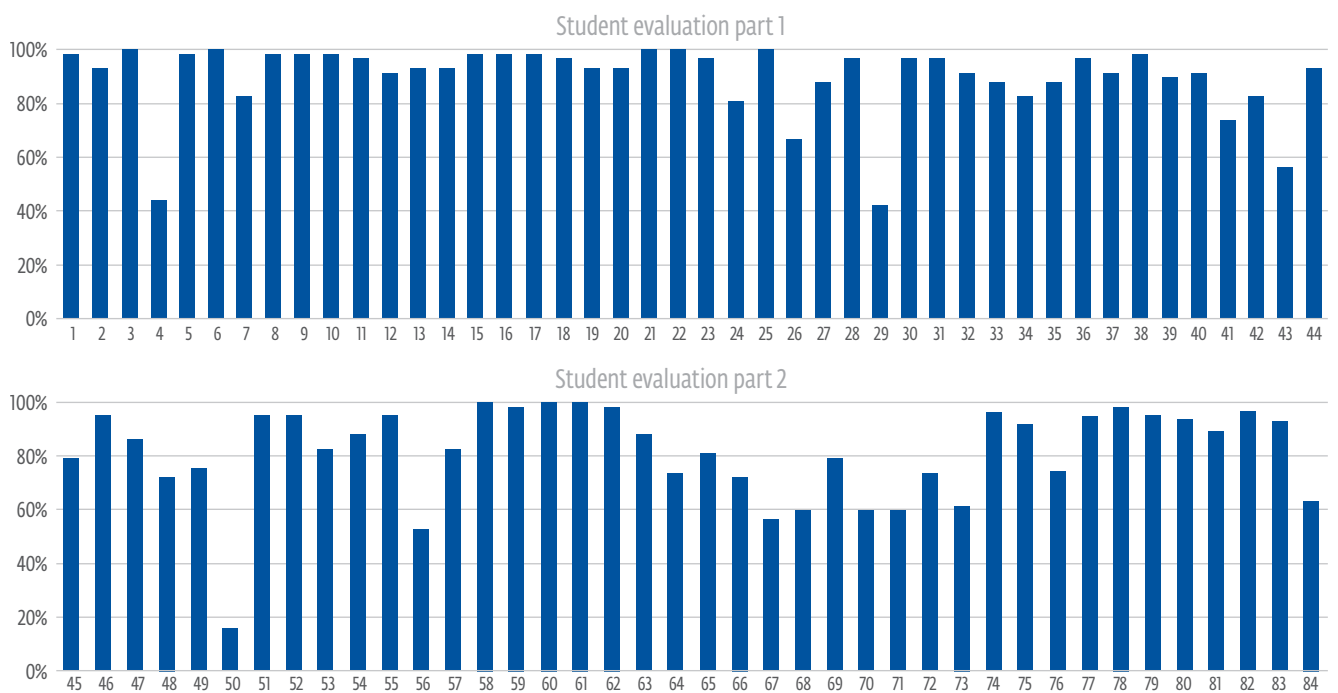
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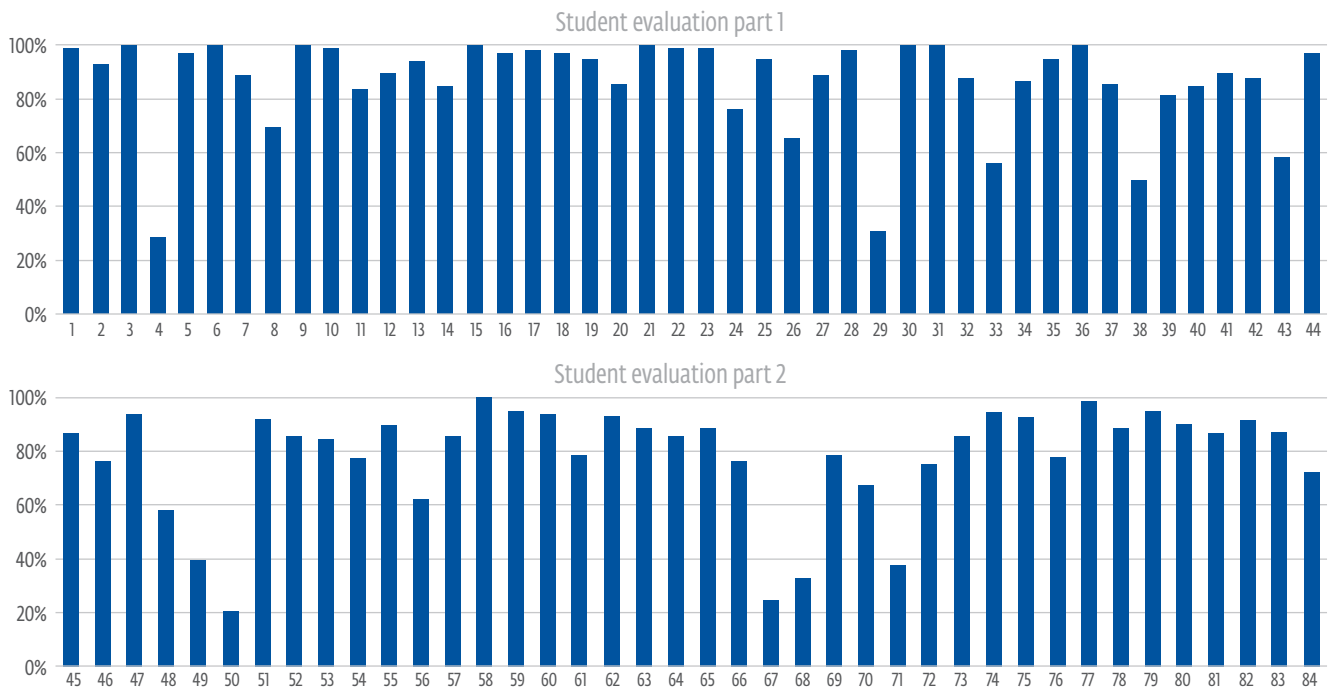
Institution G



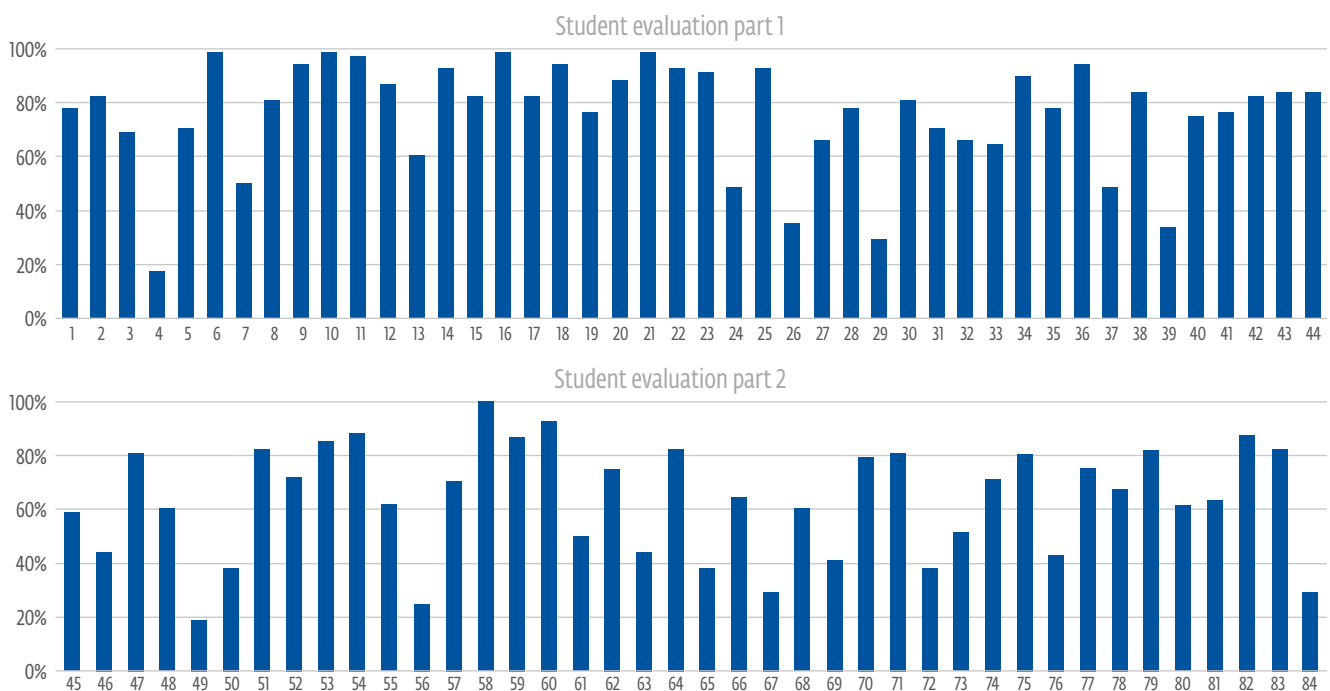
Institution H1



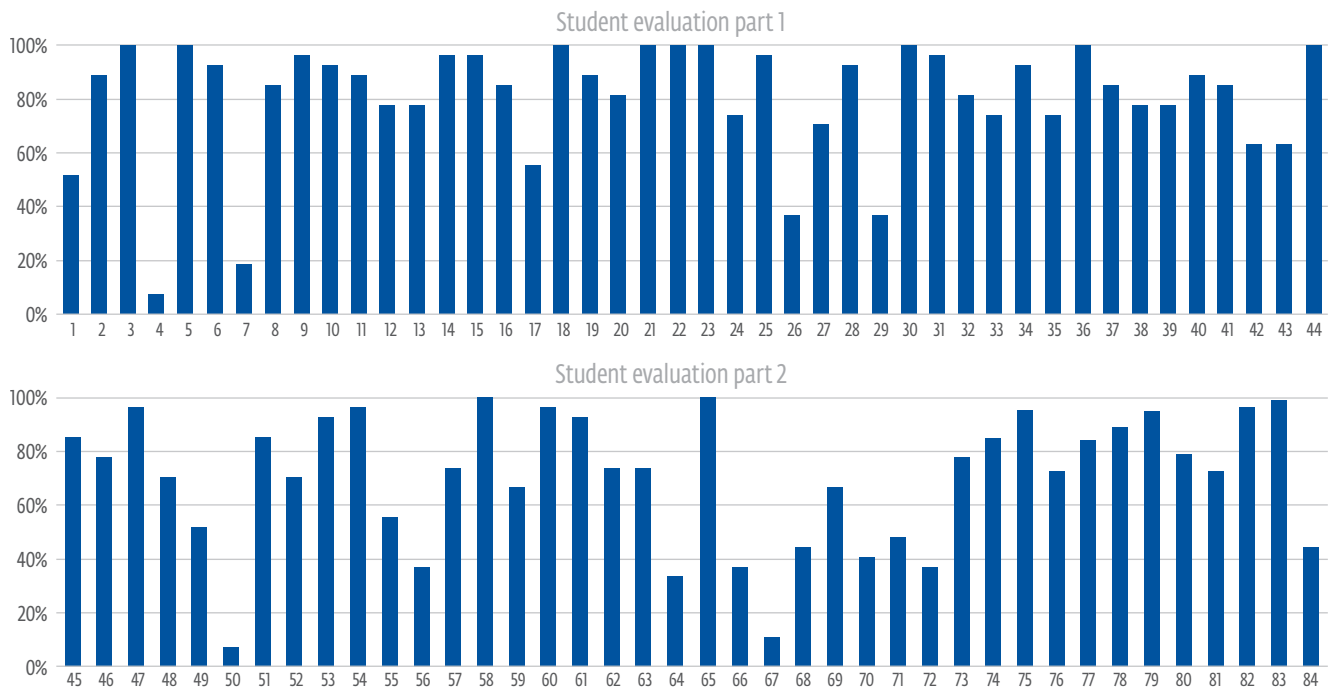
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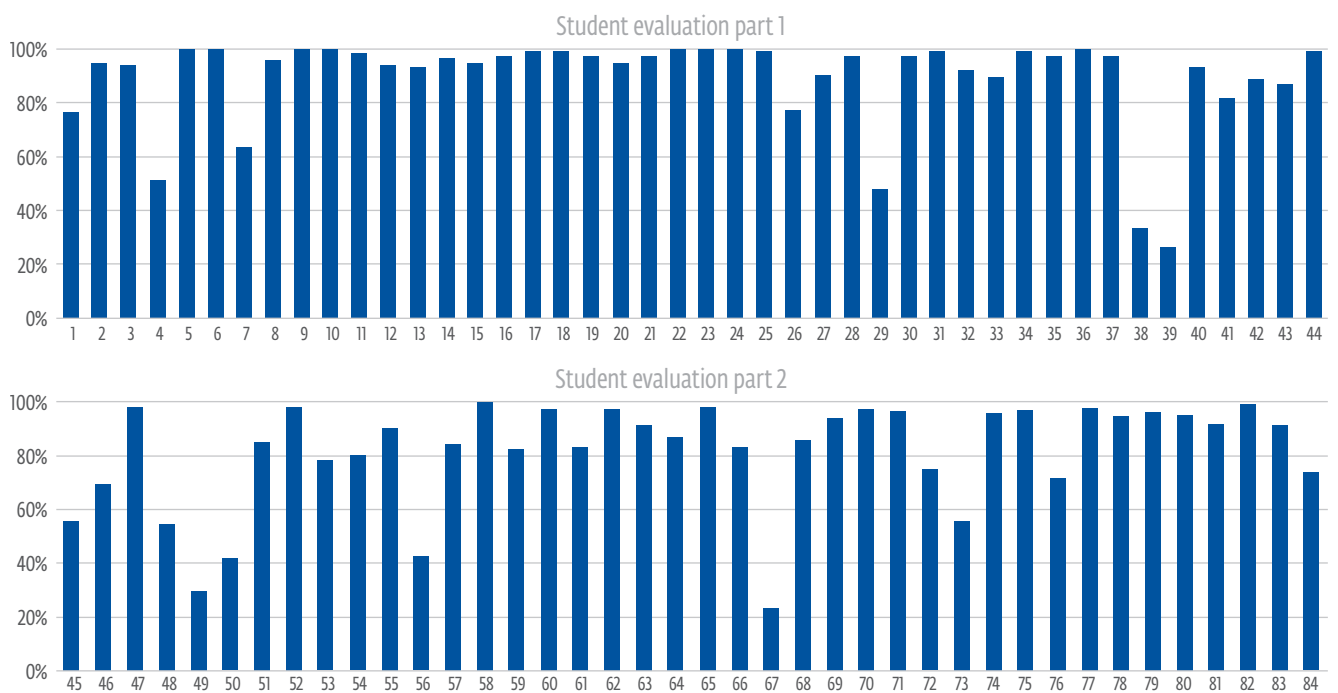
Institution I



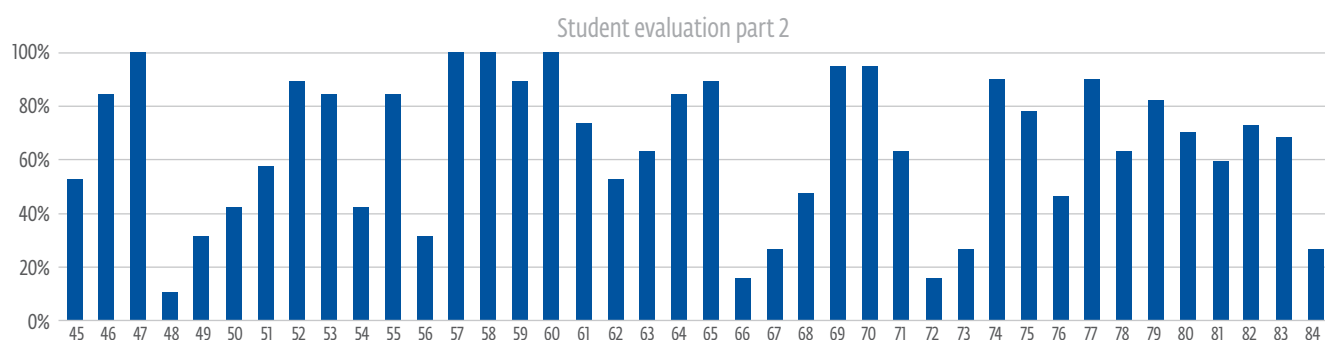
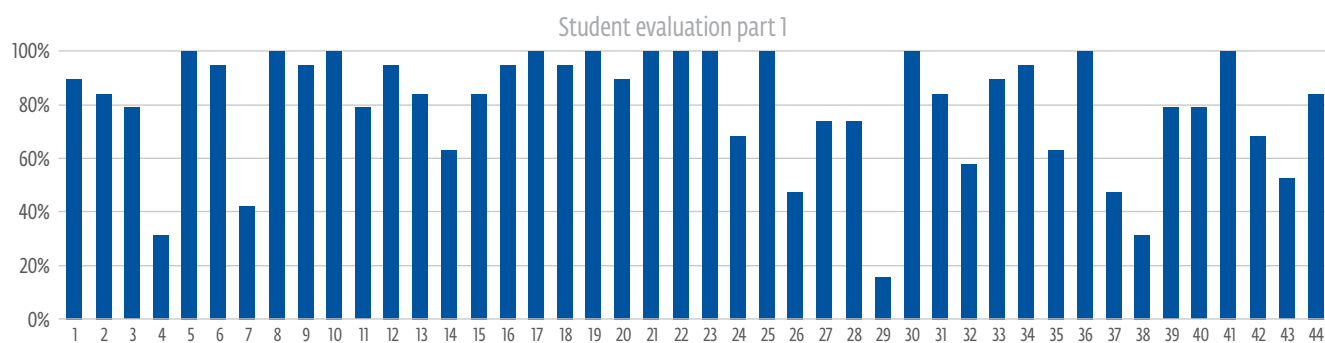
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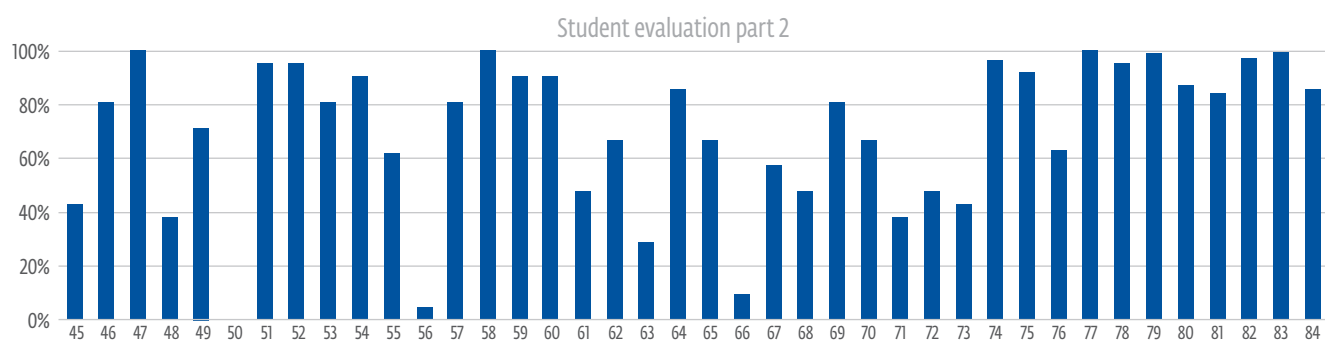
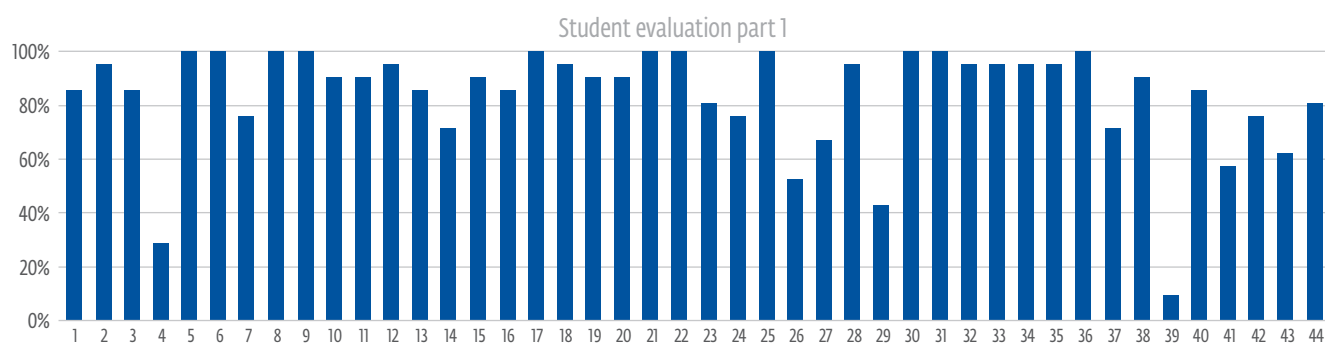
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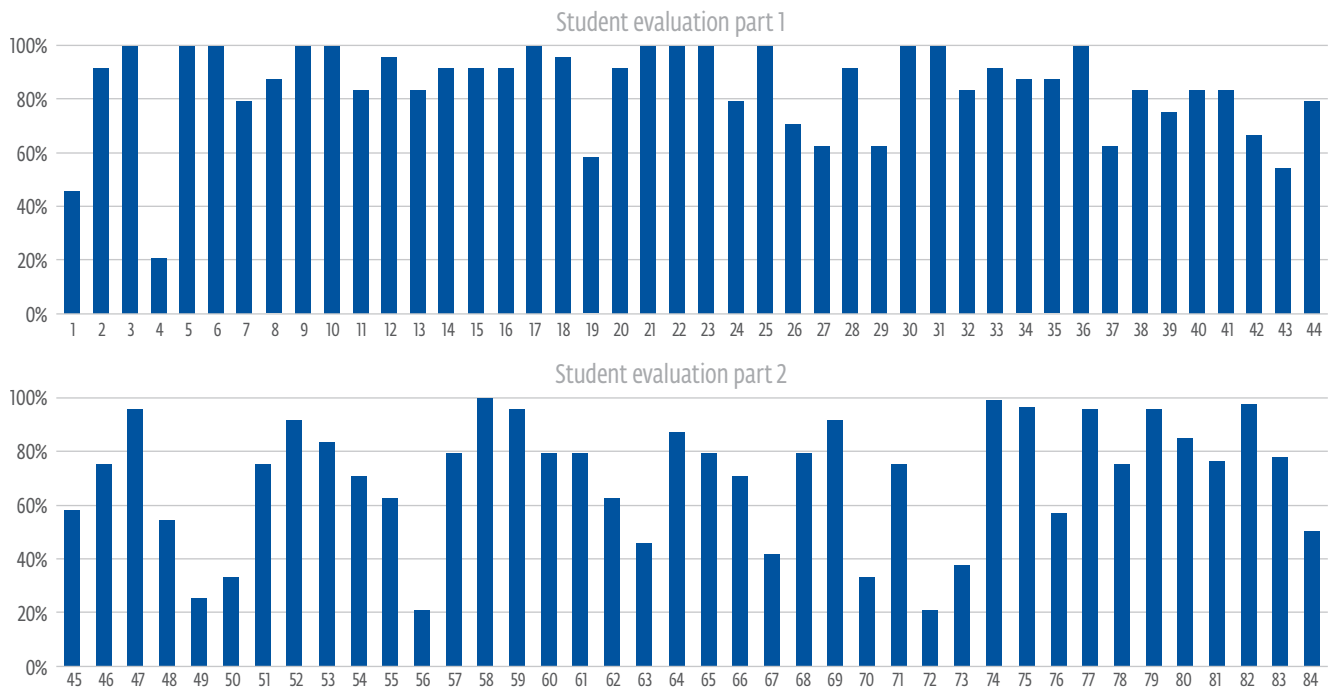
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Institution M



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**EUROPEAN BORDER AND
COAST GUARD AGENCY**



Publications Office
of the European Union

European Border and Coast Guard
Agency

Plac Europejski 6
00-124 Warsaw, Poland

T +48 22 205 95 00
F +48 22 205 95 01

frontex@frontex.europa.eu
www.frontex.europa.eu

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