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**Actors, Mechanisms
and Levels of Influence
in the EU Decision-Making**

(Proceedings of the Jean Monnet International Conference,
Oradea, 26 - 28 May 2022)

Alina – Carmen Brihan • Gabriela Goudenhoft • Ioan Horga
(coordinators)

Editura Muzeului Țării Crișurilor
Oradea, 2022

THE IMPORTANCE AND THE VALUE OF AUTHORITY AND RESPONSIBILITY IN THE LAW ENFORCEMENT AGENCIES

Ioana Lucia BORDEIANU*
Constantin ȚOCA**
Florentina CHIRODEA***

Abstract. *According to The Copenhagen Declaration, the strategies for training and mobility are essential for promoting the capacity of employment, social integration and personal development and one of the priorities of this declaration is intensifying the support for developing the competences and sectorial qualifications. Dealing professionally with the differences between the amount of theory and practice in law enforcement agencies / border police training we can say that both knowledge and experience have a real chance to develop only while being settled in a mixture that gives the community they are functioning in better results. Cadets must learn to combine theory with practice through their own actions. Geared towards the EU situation, the concept of authority and responsibility, which is anchored in training and practice, provides a better orientation towards practicability in the police / border police work. The paper argues for a comprehensive understanding of young officer duties from the perspective of training, which impacts the goal of situational awareness and integrated training. We provide the argument, that one of the important police / border police officer' duty is authority and responsibility and we focus on the specific nature of the activities for a better understanding of this context-dependent complexity.*

Keywords: *law enforcement agency; border police training; competence; integrated training; sectorial qualifications; authority; responsibility*

Introduction

The European Union and the Member States are defining their short and medium-term policies, and furthermore they set their aims in order to ensure an area of freedom, security and justice in Europe, mainly in the context of the new changes, against a background of instability in its immediate vicinity, but not only. There are more and more people choosing to come to Europe to work, to study, to

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travel, as tourists or as service providers, but some are coming in search of protection.

Integrated management of external borders is at the outmost to settle a strong and reliable common European protection system. The development of some phenomena as organized crime networks, trafficking in human beings, terrorism, fundamental rights violation, including personal data etc., are ways of destabilization the internal security of the Union. There are legislative and operational guidelines and strategies established by the European Council for the nearby future, in the area of freedom, security and justice and in order to fulfil the main objectives it is highly important to ensure better coherence between the actions of the EU and the actions of the Member States. These guidelines and strategies will also influence policies in the areas of police and border police, but there is a need of a harmonized basic and further training in police, at the European level. Towards this direction Member States together with Frontex Agency developed harmonized training manuals as Common Core Curriculum (CCC) in order to have the same learning outcomes (knowledge, skills and authority and responsibility).

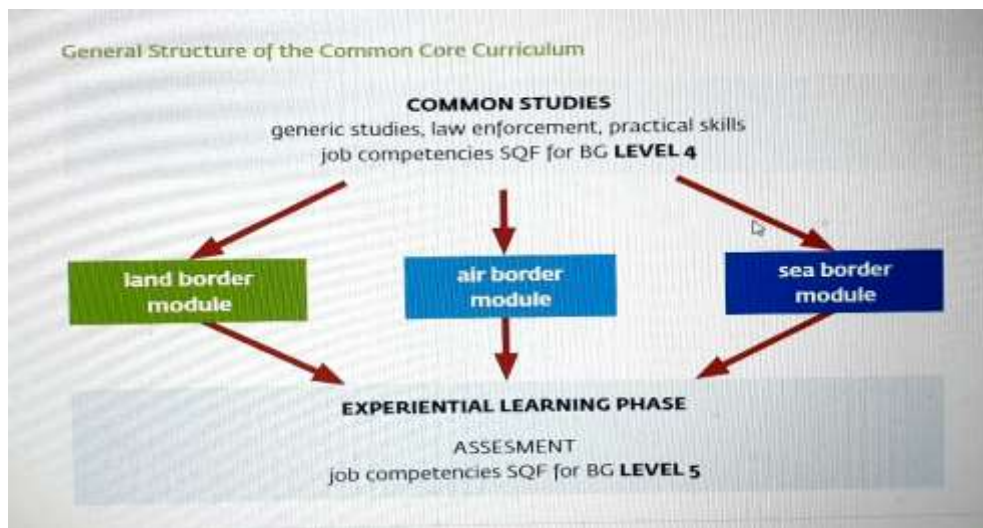
According to Bloom¹, there are three domains of educational activities, three types of learning, which were clearly identified for the first time by a committee of colleges led by Bloom. The domains are: cognitive domain (mental skills, knowledge); affective domain (growth in feelings or emotional areas, attitude); Psychomotor domain (manual or physical skills, skills). All those three domains are equally important. As Bloom's committee did not produce a compilation model for the psychomotor domain, Simpson's² compilation model was used for that purpose in this CCC.

The Common Core Curriculum for Border and Coast Guard Basic Training in the EU consists of four parts: common studies, air module, land module and sea border module. The Common studies part has three parts, which are divided into chapters and subjects. Each subject includes a description of learning outcomes in terms of knowledge, skill, authority and responsibility and competence. In each subject there are included descriptions of assessment (theoretical or practical test) and recommended learning/training methods.

¹ B. S. Bloom, M. D. Engelhart, E. J. Furst, W. H. Hill, D. R. Krathwohl, *Taxonomy of educational objectives: The classification of educational goals*, Handbook I: Cognitive domain, David McKay Company, New York, 1956.

² E. J. Simpson, *The Classification of Educational Objectives in the Psychomotor Domain*, Gryphon House, Washington, DC, 1972. See also Council of the European Union, Supplement No. 2 to the Third Edition, *European Educational Policy Statements*, Council of the European Communities General Secretariat; Luxembourg, 1993.

Figure no. 1. General structure of the CCC



Source: *Frontex, Common Core Curriculum - EU Border Guard Basic Training*, 2007, available at <https://www.statewatch.org/media/documents/news/2012/mar/frontex-ccc-training.pdf>, accessed in June 2022

The first part, *Generic studies for border and coast guard standards*, represents the foundation on which all the other components of border and coast guard basic training are built. The first issues are about the development of border control in the perspective of the EU and a common policy at EU borders, history, traditions, structure, mission and tasks of their national organisation. Psychological knowledge is provided in order to prepare the future police officers with the necessary insight into the causes of threatening and critical situations, stress and conflict, the ways in which these can be managed, with adequate values and conduct. Communication skills are seen as being very important and essential for police officers because they have to become aware of how communication principles are used to obtain and transmit information accurately and efficiently.

Frontex is underlining the fact that police officers are professionals, because they have the knowledge, skills and competencies to carry out their mission effectively, to high ethical standards, and they constantly strive for excellence to improve their performance. They are respectful and they value people, institutions and their roles and demonstrate their respect through appreciation and esteem. They pursue cooperation because together with the relevant national authorities in EU Member States and with the participation of other stakeholders, they manage the EU's external borders and seek to cooperate with countries outside the EU. Together, they cooperate and collaborate within the organization, as well as with external stakeholders, to achieve their common goals and objectives. They are responsible and they are accountable in the sense that they fulfil their responsibilities related to the work promptly and without compromising on quality. They care and as European

civil servants, they serve the interests of citizens because they care about people and believe in European values³.

In the above context the study upon authority and responsibility in the police are supporting the idea that both authority and responsibility are factors of achieving success and factors of main development towards European standards.

The updating nominated Frontex team during January and July 2022 worked both face to face and in online meetings together with the representatives from 27 countries and with the nominated national experts for analysing the content of the CCC 2017 in order to adapt it at the latest procedures and legislation. Each subject and chapter were disseminated and the content, knowledge, skills, methods of teaching etc. were revised. There is added content or deleted content according to nowadays legislation and procedures for every chapter. Representatives of the countries that agreed to implement CCC 2022 worked together and finalized the final format and the updated results. Authority and responsibility replaced the competence issue in relation with learning outcomes. CCC 2022 is presenting much more interest to authority and responsibility without focusing on attitudes. Therefore, the analysis upon the changes that the book implemented in 2022 in comparison with 2017 and 2012.

Authority and Responsibility - Factors of Achieving Success in the Work of the Police Officers

Authority, in a positive sense, is indispensable in the work of the Ministry of Internal Affairs officials. According to Cambridge dictionary, authority is "the moral or legal right or ability to control"⁴. Sociologist Max Weber distinguishes three types of authority: charismatic, traditional and legal-rational, each of which corresponds to a brand of leadership that is operative in society⁵. J. M. Bochenski, a well-known Polish author of numerous papers, states in his book, *What is authority* that "we live in the age of authority"⁶. The notion of authority is examined by Bocheński from the point of view of an analytic philosopher who is particularly interested in its social applications. He stresses that the main problem of the usage of the term 'authority' lies in its ambiguity and vagueness. And furthermore, he is saying that taking in consideration its various connotations and usages, the notion of 'authority' requires clarification.

The authority of the officials of the Ministry of Internal Affairs means that he/she has the competence to be well trained professionally, to have dignity, firmness, strength, power of influence - in a word - to determine positive actions in the specific field of work. It is obviously that the manifestation of authority must not be abstract, but concrete, in specific attributions and specific actions, so therefore

³ Regulations (EU) 2016/1624 of The European Parliament and of the Council of 14 September 2016, available at <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016R1624&from=RO>, [Accessed on May 2022].

⁴ Cambridge Dictionary, on-line version, *Definition of Authority* available at <https://dictionary.cambridge.org/dictionary/english/authority>, [Accessed on May 2022].

⁵ Max Weber, *Economy and Society: An Outline of Interpretive Sociology*, edited by Guenther Roth and Claus Wittich, University of California Press, London, 1978, pp. 212-301.

⁶ Joseph M. Bochenski, *Was ist Autorität? - Einführung in die Logik der Autorität*, Herder Publishing House, Freiburg, 1974.

false authority cannot exist. The people that police officers are working with, both colleagues and the public they interact with, have to be shown authority effectively and not to be proven lack of qualities.

Authority is a social relationship that arises between the bearers of authority and the community. Depending on the sphere of social life in which authority is manifested and the specific way in which it is exercised over people, we distinguish several types of authority: economic, political, legal, spiritual, moral, professional, scientific, etc. Any social group or the society as a whole, cannot exist without the different types of authority, because in this way it would disintegrate, it would turn into something amorphous, chaotic. "The authorities are the people who have the power to make decisions and to make sure that laws are obeyed"⁷. Furthermore, "The police are the official organization that is responsible for making sure that people obey the law"⁸. The exercise of authority is in most cases related to the statutes, this being done according to the norms or rules established by the respective statute. However, authority also depends on the subjective qualities of its individual bearers; In this sense we can speak of personal authority, referring to the person, to his ascendant. The attitude that the police officer has in his specialized field is related to that of the authority that he has. The activity carried out by the police officer at work, is done on the basis of some principles that the authority assumes.

The authority principle "refers to a person's tendency to comply with people in positions of authority, such as government leaders, law-enforcement representatives, doctors, lawyers, professors, and other perceived experts in different fields"⁹. In 1829, Sir Robert Peel, the father of modern democratic policing, created the Metropolitan Police in London and he proposed the principles under which the police would become efficient in maintaining safety and security within the community, while observing the law. The nine principles still have remained at the same importance for police success even nowadays and police leaders still use and quote them frequently while taking into account policing activity. The main importance for police success there are themes as: crime prevention, community trust and engagement, reasonable force is a last resort, impartiality without any favour, never above the law, the police are the public and the public are the police, efficiency through crime prevention¹⁰.

⁷ Collins Cobuild, *Advanced Learner's Dictionary* – online edition, *Definition of Authority*, available at <https://www.collinsdictionary.com/dictionary/english/police-authority>, [Accessed on May 2022].

⁸ *Ibidem*, *Definition of Police*.

⁹ Therese Fessenden, *The Authority Principle*, February, 4, 2018, available at <https://www.nngroup.com/articles/authority-principle/>, [Accessed on May 2022].

¹⁰ The nine principles are: 1. The basic mission for which the police exist is to prevent crime and disorder; 2. The ability of the police to perform their duties is dependent upon public approval of police actions; 3. Police must secure the willing cooperation of the public in voluntary observance of the law to be able to secure and maintain the respect of the public; 4. The degree of cooperation of the public that can be secured diminishes proportionately to the necessity of the use of physical force; 5. Police seek and preserve public favor not by catering to the public opinion but by constantly demonstrating absolute impartial service to the law; 6. Police use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice and warning is found to be insufficient; 7. Police, at all times, should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police

The value of police authority is that he/she is accepted, understood, listened to and helped by people. The authority of the police officer is of great practical importance, being a key issue for work relations, influencing the results the organization obtained. A special role in obtaining real authority is played by the conduct of the police officer, the extent to which he/she is a personal example for all. Therefore, special instruments were issued as Code of Conduct for Law Enforcement Officials. "Law enforcement officials who comply with the provisions of this Code deserve the respect, the full support and the co-operation of the community and of the law enforcement agency in which they serve, as well as the law enforcement profession"¹¹.

Responsibility of the Border Guard / Police Officer

According to the Cambridge dictionary, responsibility is "something that it is your job or duty to deal with"¹². Ethical and philosophical inquiry on responsibility is a constant of man's theoretical concerns since antiquity, because the content of the notion of "responsibility" is the foundation of human action and relationships. In the ancient world there was no systematic analysis of the content of this concept, but fruitful and fragmentary ideas were issued. For the Chinese thinkers, the idea of responsibility meets with the idea of order (as an internal natural necessity, which governs the emergence and evolution of social phenomena). Through responsibility, individual effort can gain happiness, the rational satisfaction of material and spiritual needs. The human effort towards emancipation can only be successful when the normal moral, legal and political coordinates act together in the sphere of responsibility.

The policeman voluntarily opted for this profession. The first consequence of this option, an act of free choice, in full consciousness is responsibility. And it is no coincidence that this profession is so close to responsibility and accountability. The responsibility of the policeman expressed a high degree of civic, moral, legal conscience. Responsibility is the axis of conduct, it acts on the individual conscience with the force of a judge seated inside the staff, giving to the whole life of the respective policeman, moral intransigence, honesty and courage, fairness and humanity, authority and dignity etc.

Responsibility and accountability always make the police a winner in their field of work. Working in the police force stands out as an activity fully loaded with responsibility, the size of which is in relation to the place and importance of the hierarchical rank on which it was located. The way the police officer thinks, decides

being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence; 8. Police should always direct their action strictly towards their functions and never appear to usurp the powers of the judiciary; 9. The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with it. See Robert Peel's, *Principles of Law Enforcement 1829*, available at https://www.ottawapolice.ca/en/about-us/resources/Our-History/Principles_of_Law_Enforcement.pdf, [Accessed on May 2022].

¹¹ United Nations, Human Right, Office of the High Commissioner, *Code of Conduct for Law Enforcement Officials*, Adopted by General Assembly resolution 34/169 of 17 December 1979, available at <https://www.ohchr.org/sites/default/files/codeofconduct.pdf>, [Accessed on June 2022].

¹² Cambridge Dictionary, on-line version, *Definition of Responsibility*, available at <https://dictionary.cambridge.org/dictionary/english/responsibility>, [Accessed on May 2022].

and acts must be based on rigorous logical, ethical and legal principles and norms. According to Policy Studies Institute "there is a fundamental problem facing the police. How is the apparently insatiable demand by the public for more policing, and the public's reasonable demand that they and their property be better protected, to be satisfied, given that there will need to be continued limits on public spending and that there is concern that what the public demands in terms of extra policing is not likely to have an impact on levels of crime at all commensurate with the added cost?"¹³.

While talking about responsibility we should focus on moral, professional and legal responsibility. Moral responsibility requires, in addition to good professional training, a thorough mastery of cultural values and positive character traits such as: sincerity, frankness, fairness, closeness to people, tolerant spirit, but also intransigence, spirit of justice, incorruptibility, the ability to know the moral profile of people, the ability to appreciate people, etc. Professional responsibility in public relations involves qualities such as: the ability to organize work, orderly work style, balance, energy, endurance, firmness, consistency, technical efficiency of communication with people, etc. accompanied by thorough theoretical and professional knowledge. The quality the police officer has does not absolve the policeman from the legal responsibility in relation to the law.

Legal responsibility is based on moral responsibility. The policeman, through the specific means at his disposal, must prevent, help people in order to avoid coming into conflict with the law, with the norms of social coexistence, in society. The legal and moral responsibility of the police officer takes into account his double quality - citizen and professional in defending the citizen. In this context, Frontex Agency is updating CCC for basic training in order to support police officers' development from the professional point of view, creating an instrument of support and evaluation, from five to five years, the changes and the transformations appearing in the policing activity, at the European level. Frontex is underlining the fact that "border guards are characterized by their professionalism, honesty, impartiality, sense of responsibility, ability to work under pressure and respect of human rights"¹⁴, so therefore it is a must to update the content of the manual against the Sectorial Qualifications Framework. In addition to that the experts involved in the updating process tailored job competence descriptions for each Chapter of the book worked the new CCC 2022 which is going to be published in 2023.

Case Study. The Common Core Curriculum 2017 Updated in Accordance With Sqf Conditions For 2022

The case study refers to the fact that we analysed supplementary the authority and responsibility as being part of the learning outcomes together with knowledge

¹³ Police Foundation and Policy Studies Institute, *The Role and Responsibilities of the Police. The report of an independent inquiry established by the Police Foudation and the Policy Studies Institute*, p. xxii, available at https://www.police-foundation.org.uk/2017/wp-content/uploads/2017/06/roles_and_resp.pdf, [Accessed on May 2022].

¹⁴ Frontex, *Common Core Curriculum - EU Border Guard Basic Training*, 2007, available at <https://www.statewatch.org/media/documents/news/2012/mar/frontex-ccc-training.pdf>, [Accessed on May 2022].

and skills. Common Core Curriculum for border guards/police is a project designed for harmonizing the training for law enforcement agencies officials, for having the same basic training at the European level. The first book Common Core Curriculum for basic training appeared in 2003 and since then every five years the manual is updated with the help of experts from all the countries involved in the project.

Seville European Council decided upon elaboration of a common training tool for border guards / police. The first CCC, in 2007, was named Common Core Curriculum for Border and Coast Guard Basic Training in the EU and this is a curriculum establishing learning standards for the border guards and the coast guards at the operational level in European Union Member States. The implementation of the CCC, between 2013 - 2019 was a success and border guarding activities were harmonized under the same umbrella.

The data for updating the CCC were collected via a questionnaire addressed to national training coordinators, NFPoCs and other representatives in the border and coast guard training institutions, including Member States, Schengen Associated Countries and several non-EU countries.

The updated Common Core Curriculum for Border and Coast Guard Basic Training in the EU – 2019 is underlining the importance of an integrated approach to education and training policies at European level. It is also meeting the challenges when relating to Copenhagen Process (basic vocational border and coast guard education) and to Bologna Process (midlevel officers training). After completing the vocational training any student has access to the European higher education level, being competent to continue in Bologna Process, because of the recognized credits. All the countries involved in the project signed an agreement for implementing the book into the national training process and accepted to be evaluated according to Frontex rules and conditions, Frontex being the authority issuing the trainees certificates according to the level the achieved in assimilating the learning outcomes. Furthermore, since 2017 the book has tailored job competences for each chapter and at the end of every chapter there is a cross-reference table showing the correspondence between the job competences and the learning outcomes tailored according to SQF.

Figure no. 2. Cross reference table of job competences and learning outcomes

JC \ LO	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	LO 12	LO 13	LO 14	LO 15	LO 16	LO 17	LO 18	LO 19	
JC 4.1	x	x				x	x	x	x				x	x					x	
JC 4.18	x	x	x	x		x		x	x	x	x	x		x				x	x	x
JC 4.39															x	x	x			x
JC 4.51	x	x	x	x		x	x	x		x	x	x								
JC 4.54	x	x				x	x	x	x	x				x	x					x
JC 4.62	x	x	x			x	x	x	x	x	x	x	x	x	x	x		x	x	x

Source: Frontex, *op. cit.*

Competence profile is assessed in accordance with sectorial qualification framework for a better understanding of the learning outcomes and for underlining the importance of practical integrated activities (see Figure no.3).

Figure no. 3. Competence profiles and Sectorial qualification framework

Competence Profiles		Sectorial Qualificat						
Level 4	Respect the fundamental rights of all persons in the context of all border guarding activities							
	Act in accordance with defined ethical and professional standards and demonstrate respect for diversity							
	Outline a defined range of national, EU and international law, policies, rules and procedures relevant to border guarding activities							
	Apply a defined range of national, EU and international law, rules and procedures relevant to specific border guarding activities							
	Apply specific procedures in relation to partnership and cooperation agreements							
	Demonstrate effective communication skills and techniques and apply them in an articulate, coherent, detailed and accurate manner, in all written and oral interactions in specific border guarding contexts							
	Gather, maintain and share accurate and relevant information/data from routine procedures whilst respecting the necessary standards of sensitivity and confidentiality, using specific information and communication channels, systems and technology							
		4.1	4.2	4.3	4.4	4.5	4.6	4.7
Generic Border Guarding								
Knowledge								
Knowledge and understanding of:								
4.1	A limited range of national, EU and international legislation, policies and procedures	x	x	x	x	x		x
4.2	Specific ethical codes, values and professional standards	x	x	x	x			x
4.3	A limited range of processes, rules and procedures for interacting with cooperative agencies and other organisations	x	x	x	x	x	x	x
4.4	Specific cultures and customs of other countries	x	x				x	

Source: *Ibidem*.

Working like that makes the evaluation process easier, precise and trustable being focused on the learning outcomes that border guards / police officers should prove at the end of their basic training. For example, the tailored job competence is numbered and assessed accordingly (see Figure no. 4).

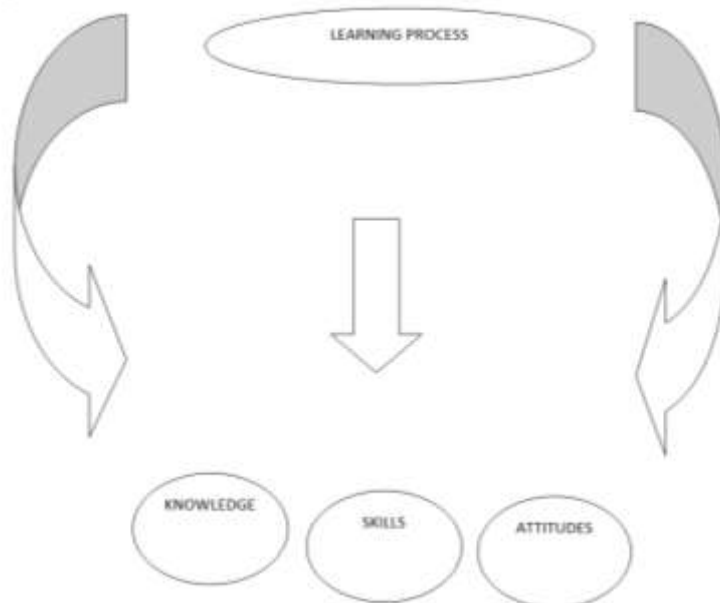
Figure no. 4. Tailored job competence descriptions for each Chapter

<p>2.3 Cross-border crime</p> <p>Job Competences</p>	JC 4.1: Explain key national, EU and international provisions related to cross-border crimes and offences	K	4
	JC 4.54: Define specific legislation and policy relating to criminal investigation, and prosecution of cross-border crimes	K	4
	JC 4.18: Follow procedures and report as necessary in situations connected with the identification of cross-border crimes	S	4
	JC 4.39: Operate a specific range of technology and equipment, used for identification of stolen or illicit property and interpret results	S	4
	JC 4.62: Collect information related to cross-border criminality as potential intelligence to aid the prevention and detection of such activities	S	4
	JC 4.51: Recognise potential victims of trafficking in human beings and migrant smuggling and refer them to competent authorities	C	4

Source: *Ibidem*

The learning process used to be in tight connection with three categories: knowledge, skills and attitudes (see Figure no. 5).

Figure no. 5. Learning process



Source: personal representation according to Bloom taxonomy

Through the learning process a trainee could acquire knowledge, develop skills and form attitudes. According to Collins, knowledge is "the body of facts,

principles, etc. acquired through human experience and thought”¹⁵, a skill is ”the ability, coming from one’s knowledge, practice, aptitude, etc., to do something well”¹⁶ and the attitude is ”the way a person views something or tends to behave towards it, often in an evaluative way”¹⁷. Also, the competence is the ”condition or quality of being competent; ability; fitness; specific, legal capability, power, or jurisdiction”¹⁸.

Starting 2013 when Bologna and Copenhagen instruments were implemented, authority and responsibility replaces competence for different reasons, such as digitalization process, accountability, etc. In the police educational system, the attitudes were replacing with authority and responsibility. Authority and responsibility are referring to the fact that border guards / border police officers should exercise their competence on the field and should apply the law as being responsible and under the power of an authority¹⁹. For example, the students are requested “to take responsibility for referring children in need of protection and assistance to the competent child protection authorities, in accordance with national, EU and international legislation, policies and procedures”²⁰. As part of the learning outcomes, in the new CCC 2022, in order to be also assessed it was introduced, in total, 76 items²¹ belonging to authority and responsibility were created in order to

¹⁵ Collins Cobuild, *Advanced Learner’s Dictionary* – online edition, *Definition of Knowledge*, available at <https://www.collinsdictionary.com/dictionary/english/knowledge>, [Accessed on June 2022].

¹⁶ *Idem*, *Definition of skill*, available at <https://www.collinsdictionary.com/dictionary/english/skill>, [Accessed on June 2022].

¹⁷ *Idem*, *Definition of attitude*, available at <https://www.collinsdictionary.com/dictionary/english/attitude>, [Accessed on June 2022].

¹⁸ Collins Cobuild, *Advanced Learner’s Dictionary* – online edition, *Definition of Competence*, available at <https://www.collinsdictionary.com/dictionary/english/competence>, [Accessed on June 2022].

¹⁹ An authority is ”an official organization or government department that has the power to make decisions”. See *Idem*, *Definition of authority*, available at <https://www.collinsdictionary.com/dictionary/english/authority>, [Accessed on June 2022].

²⁰ Frontex, *op. cit.*

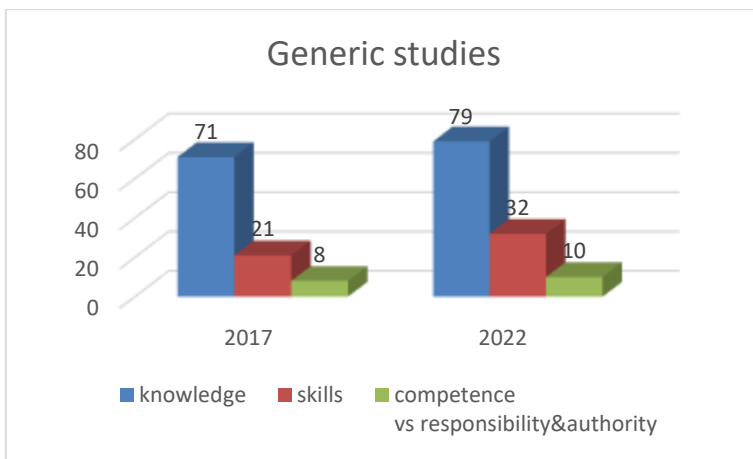
²¹ The items are as follows: influence of alcohol or drugs on behaviour (1); border and coast guard values and ethics in EU (1); fundamental rights in relation to border and coast guarding (1); access to international protection and the asylum procedure, and the principle of non-refoulement (2); identification and referral of victims of trafficking and other vulnerable groups (1); protection of children (1); monitoring and reporting on fundamental rights (1); return, readmission, refusal of entry and removal (1); trafficking in human beings and smuggling of migrants (1); interacting with a victim of crime (1); dealing with a suspect or a witness (1); interviewing techniques (1); first-line border checks (4); smart borders (1); registration of persons (1); general principles of border surveillance (1); examination of documents (1); legislation and principles of using coercive measures (1); legislation and principles in case of detention/custody and arrest (1); safety provisions regarding use of force and tactical procedures in training (1); use of force, self-defence and arrest techniques (2); physical force without equipment (1); proportionality - selecting the coercive measures and level of force in accordance with the threat (1); baton techniques (1); lachrymatory agents (spray and gas) techniques (1); handcuff techniques (1); use of border and coast guard authorised technical means (1); searching a person (body search) (1); security check (frisk) (1); transport and control techniques (1); searching buildings and open areas (1); searching a person’s belongings (1); searching means of transportation (1); tactics and techniques of intervention in special circumstances (1); emergency driving (1); pursuit driving (1); safety provisions regarding carrying, handling, using, storage and transportation of service firearms (1); safety provisions regarding service firearm in training (1); loading, unloading, assembling,

make border guards/police officers involved in the policing/border guarding activity more responsible in the decision making process, in the first line of control.

Comparing the elements of the learning outcomes we can say that the percentage is the following components in 2017 vs 2022 were according to the charts and graphs presented below.

Chart and Graph no. 1. Generic studies

Generic studies	2017		2022	
	Count	Percentage	Count	Percentage
knowledge	71	71%	79	65,2%
skills	21	21%	32	26,4%
competence	8	8%	-	-
authority and responsibility	-	-	10	8,4



disassembling and performing function/safety check of service firearms (1); usage of service firearms (1); physical training (1); basic life support and defibrillation (1); obstructed airways (1); occupational safety and health (1); infectious diseases (1); data security (1); national, EU and international databases (1); personal data protection (1); telecommunication equipment (1); profiling and risk analysis (1); profiling (1); risk analysis indicators (1); airport security and safety procedures and measures (1); emergency procedures and crisis management at air borders (1); profiling and risk analysis in the context of airport security and border surveillance at airports (1); other categories of flights (1); profiling and risk analysis for border checks at air borders (1); general aviation and other categories of flights (1); referral procedures of vulnerable persons and persons seeking international protection during air border checks (1); patrol tasks and duties in border surveillance (1); control of vehicles (1); control of trains (1); border checks at lakes and rivers (1); safety and security in the context of border check activities at the sea borders (1); border check activities at seaports (BCPs) (1); border check activities at sea (on board) (1); profiling and risk analysis for border check activities at the sea borders (1); safety and security during sea border surveillance activities (1); law enforcement tactics relevant to sea border surveillance (1); profiling and risk analysis for sea border surveillance activities (1); search and rescue tactics and techniques at the sea borders (1). See Frontex, *Common Core Curriculum: for Border and Coast Guard Basic Training in the EU*, draft for 2022 edition.

Chart and Graph no. 2. Law enforcement studies

Law enforcement studies	2017		2022	
knowledge	107	59%	133	64,5%
skills	60	33,5%	61	29,6%
competence	12	7,5%	-	-
authority and responsibility	-	-	12	5,9%

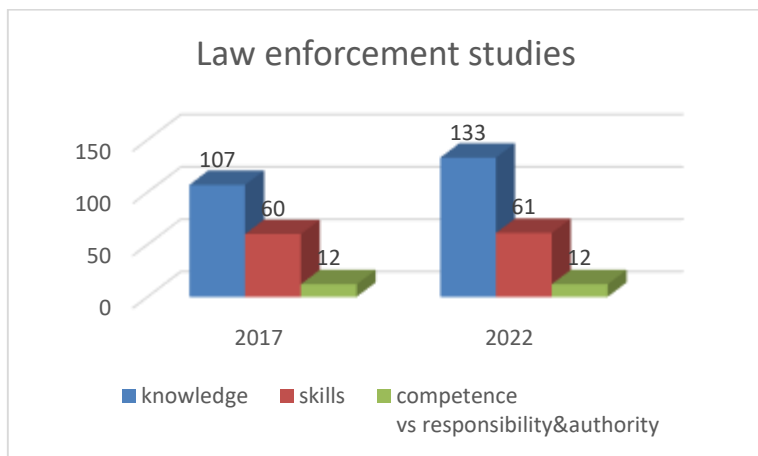


Chart and Graph no. 3. Practical skills for border and coast guard standards

Practical skills for border and coast guard	2017		2022	
knowledge	51	48,5 %	86	51,4%
skills	31	29,5%	59	35,3%
competence	23	%	-	-
authority and responsibility	-	-	22	13,3%

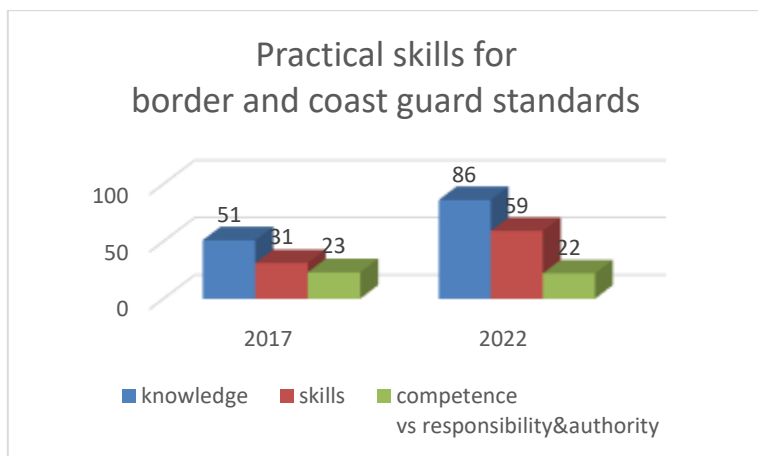


Chart and Graph no. 4. Air border module

Air border module	2017		2022	
knowledge	56	70 %	46	61,3%
skills	19	24%	23	30,6%
competence	4	6%	-	-
authority and responsibility	-	-	6	8,1%

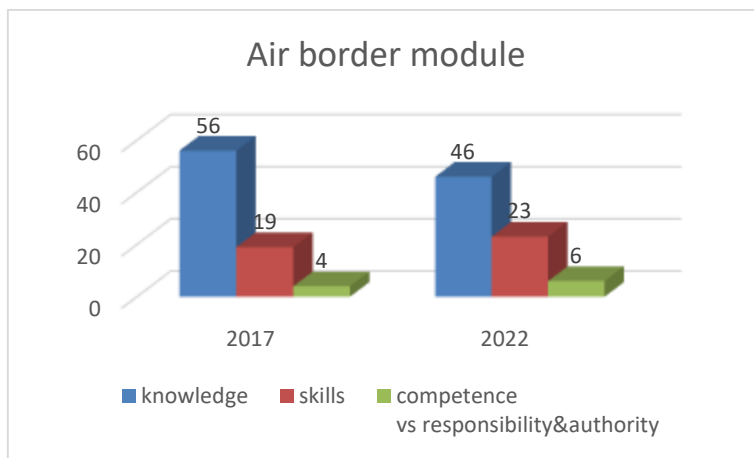


Chart and Graph no. 5. Land border module

Land border module	2017		2022	
knowledge	75	48,7 %	53	54,%
skills	69	44,8%	44	45%
competence	10	6,5%	-	-
authority and responsibility	-	-	1	1%

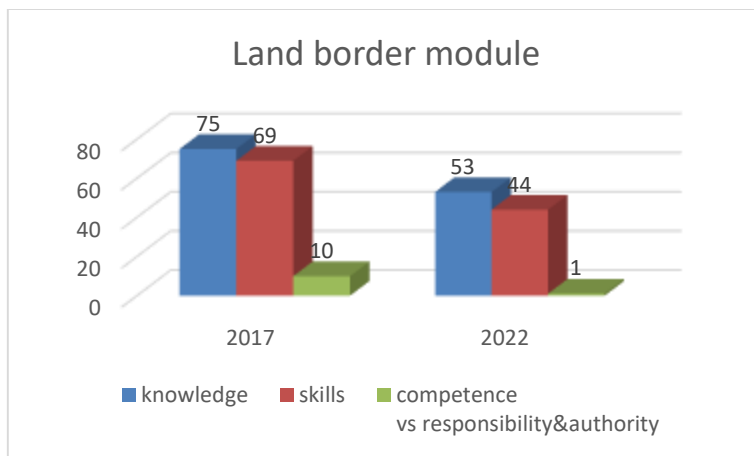
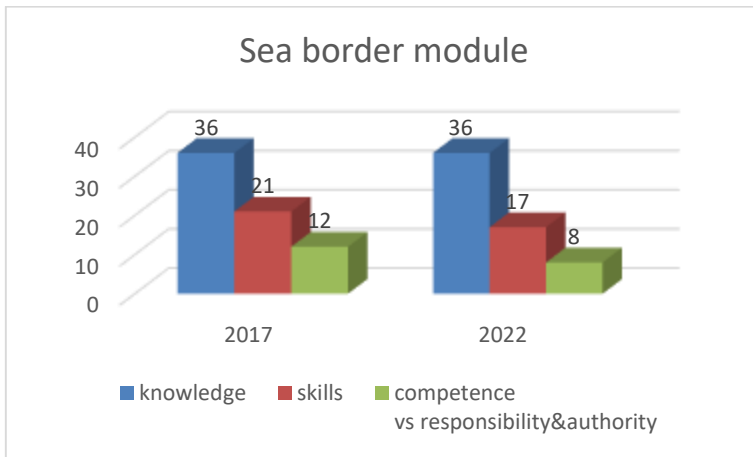


Chart and Graph no. 6. Sea border module

Land border module	2017		2022	
	Count	Percentage	Count	Percentage
knowledge	38	53,5 %	36	59%
skills	21	29,5%	17	27,8%
competence	12	17 %	-	-
authority and responsibility	-	-	8	13,2%



The charts and graphs show the differences that the experts introduced in the new CCC 2022 for a better understanding of knowledge and a better performing of the missions both at the external borders, in front of different phenomena that post-modern society is challenging Europeans citizens but mainly at the internal ones and the agility of the law enforcement specialists that are forced to gain interoperability on the spot and update their knowledge, skills and competences aligned to the field situations. They should not be only flexible but also to perform their missions in a secure environment. Flexicurity is there to impose both the planning of the missions and also the best results that should follow the digitalization process in all the forces belonging to the Ministry of Internal Affairs in all European countries.

Conclusions

Close cooperation between national training institutions responsible for the training and education of the border and coast guards (BCG) plays vital role in maintaining harmonized and quality assured common training standards. Building upon this, we can say that the capacity and capability development within the field of education and training that aims to facilitate long term planning and to support further development of the training as foreseen in the in Article 62 of the Regulation of the European Border and Coast Guard (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) 2016/1624): “The exact timing for short-term deployments from the standing corps

and for making available technical equipment co-financed under the specific actions of the Internal Security Fund or any other dedicated Union funding should be agreed between each Member State and the Agency through annual bilateral negotiations, taking into account capacity and proportionality. When requesting national contributions to the standing corps, the executive director should apply as a general rule the principles of proportionality and equal treatment of Member States with the aim of preventing situations that would substantially affect the discharge of national tasks in one Member State by requesting the deployment of the annual contributions of that Member State in one particular period of four months. Such arrangements should include the possibility for Member States to fulfil their obligations regarding deployment periods by means of non-consecutive periods. With regard to short-term deployments from the standing corps, Member States should also be able to fulfil their obligations for short-term deployment in a cumulative manner, by deploying more staff for shorter periods or by deploying the individual staff members for more than four months in accordance with the planning agreed through annual bilateral negotiations”²².

The common, harmonized training is of an utmost importance, at the European level especially for the countries that are dealing with border and coast guard issues and are both seen as a plus value and good practices. The future training of the European Border and Coast Guard standing corps (EBCG SC) depend on the way the involved countries are responding to challenges. It is duly understood that the availability of national resources depends on the operational situation and is a subject to change upon that. The CCC for EBCG is based on the description of profiles to be made available to the EBCG SC. Also, ”interoperability is a key term in the border and coast guarding community, and therefore also in this report. Interoperability here refers to human interoperability, or the ability to work responsively and effectively with others in border and coast guarding, towards a mutually agreed goal or result. Interoperability is essential when national BCG forces cooperate with each other, but it is also crucial in the everyday border and coast guarding activities within the common European goals and legal framework for border control”²³.

²² 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) 2016/1624

²³ Ioana Bordeianu, ”Border guards’ education development in the new European system of specific training. Interoperability gained after implementing the common core curriculum for border and coast guards at the European level”, in Florentina Chirodea, Luminița Șoproni, Constantin-Vasile Țoca, Klara Czimre (eds.), *Regional Development at the Borders of the European Union*, Muzeul Țării Crișurilor Publishing House, Oradea, 2021, p. 55-68