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Enhancing Student Learning Motivation and Ownership in Border and Coast Guard Education and Training as Part of the European Border and Coast Guard Organisational Culture

Iași, 2021

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Disclaimers

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Acknowledgements

The School for Basic and Further Training of Border Police Personnel, Iași, Romania

Historical and Legal Milestones

The institution, built between **1970 and 1974**, served to train the conscripts on how to guard and defend Romania's borders.

During **1992-1997**, the premises hosted the first higher education institution for border guards as part of the Police Academy "Al. I. Cuza " in Bucharest. Starting with the year **2000**, the Centre in Iași goes from the training of the conscripts to the training of the professionals expected to work at the future external border of the European Union. In **2003**, the headquarters was renovated and re-equipped with PHARE funds of over 1.2 million euros, ensuring optimal training and accommodation facilities at European standards.

Since **01.01.2006** the institution has been operating under the name of the School for Basic and Further Training of Border Police Personnel, Iași.

In **2008**, the School for Basic and Further Training of Border Police Personnel Iași receives the status of FRONTEX Partnership Academy, granted by the European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union - European Border and Coast Guard Agency FRONTEX, thus ensuring border police training as well as the participation of its own staff in various forms of training organised by FRONTEX.

Mission

The education and training of border guards, training of staff of various units of the Ministry of Home Affairs, as well as the Ministry of Defence and local public administration.

The School for Basic and Further Training of Border Police Personnel Iași provides:

- Basic training for the border police;
- Basic training for the local police;

Further training for the border police:

- "Ways of detecting document fraud – Level 5 SQF";
- "Combating document and visa fraud – Level 5 SQF";
- "Performing land border surveillance – Level 5 SQF";
- "Combating drug trafficking – Level 5 SQF";
- "Reporting major and minor crimes in the area of responsibility of the Romanian Border Police – Level 5 SQF";
- "Specific border guard terminology in English – Levels A2, B1 and B2 CEFRL";
- "Operating the fixed/mobile system for the detection of nuclear and radioactive materials (N.S.D.D.) – Level 5 SQF";
- "Career promotion course for the rank of chief agent".

ŞCOALA DE FORMARE INIŢIALĂ
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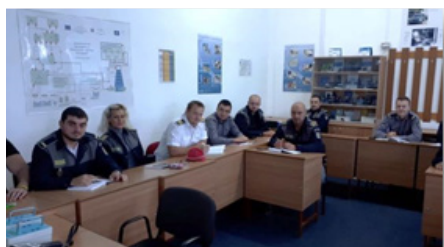
Police Academy, Zagreb, Croatia

The Police Academy is the sole specialised body in charge of education of police officers at all levels in the Republic of Croatia. As an organisational unit of the General Police Directorate, the Ministry of the Interior develops and conducts educational programs for police officers at:

- **the basic level** (high school level; the adult educational programme for the profession of police officer; basic police course)
- **the college level** and
- **the life-long education** of police officers through continuous training programmes, courses and seminars to improve and specialise police officers throughout their careers.

The Police Academy in Zagreb **has six organisational units**: the Police College, the "Josip Jović" Police School, the Department for Professional Development and Specialisation, the Department for Development of Police Education and Publishing, the Police Dogs Training Centre and the Police Museum.

The Police College runs:

- **Undergraduate Professional rogrammes of Criminal Investigation** – duration: six semesters (180 ECTS - bachelor's degree)
- **Specialist Graduate Professional Programmes of Criminal Investigation** – duration - four semesters (120 ECTS - master's degree)

The Police College also coordinates two centers: the **Centre for Mental Health** and the **Centre for Police Research.**

The "Josip Jović" Police School runs:

- **adult education programmes for the profession of police officer** - basic police education – duration: 11 months
- **basic police courses** – duration: six weeks

The Department for Professional Development and Specialisation runs the following programmes:

- **Specialisation** – areas required for specialised lines of police of work
- **Professional training** – performance of new tasks at the same work post or preparation for a different workplace
- **Professional specialisation** - continuous education to improve the skills needed to perform current work tasks, through courses, seminars, professional conferences, lectures, additional professional training, police training, computer courses and foreign language courses.
- **Police training** - general physical fitness; knowledge and use of martial arts; knowledge of and firearm handling and shooting; safe driving of police service vehicles

The Department for the Development of Police Education and Publishing is responsible for the development and modernization of police education on all levels. It develops and maintains educational material and tools, e.g. LMS system (https://e-obrazovanje.fkz.hr/). Furthermore, it provides pedagogical and psychological support, i.e. student and trainer counselling, conducts evaluations for educational programmes, and contributes in organisation and improvement of national and international training programmes.

The Police Service Dog Training Centre provides training for dog handlers and all types of service police dogs in: drug detection; weapon detection; explosive detection; tobacco detection; forged banknotes detection; human tracing; protection and search; forensic investigation; detection of dead bodies and human remains; criminal investigations; special purposes (for the Special Police Force) etc.

The Police Museum collects, preserves and processes objects and documents relating to the historical development of police forces in Croatia and the world.

Introduction

The idea for this project was inspired by one particular recommendation presented in the Interoperability Assessment Programme Study 2013-2015 whereby Member States were urged to encourage their Border and Coast Guard students to take greater responsibility for their own learning, be fully engaged in the learning process and develop a sense of ownership for it while being supported by their teachers/trainers. The coming into being of this project where Romania and Croatia joined forces and became partners was possible with the awarding of a Frontex Training Unit Teacher and Student Mobility and Exchange grant in 2019.

Specific ways and means to achieve learning motivation needed to be collected and analysed in order to offer relevant and solid information for strategy development to all those involved in Border and Coast training at all levels.

In the sole endeavour to widen horizons, the project undertook to approach and explore various andragogical perspectives of teaching that may carry the potential of fostering learning awareness and promoting student learning motivation and ownership and help develop the European Border and Coast Guard organisational culture of BCG learners and training staff, by means of

ensuring professional and social relevance and consciousness both for individuals and collectives.

Reference was made to effective training methods such as learner-centred, task-based and participatory approaches that may be adopted and implemented in programmes for learners and training staff of BCG training institutions for vocational and higher education, in both participant countries, Romania and Croatia. The competence that the learners are supposed to acquire is taking responsibility for their own learning and professional development by using different learning styles and methods for enhancing their own professional development.

The theoretical part of the volume comprises a series of articles conceived by the Romanian and Croatian participants involved in the project. The topics refer to motivation-for-learning issues such as:
Andragogical Principles of Learning and Motivation Empowerment, Evidence-Based Learning Strategies, 21st Century Skills, Learning Influencing Factors, Multiple Intelligences and Learning Styles, Using E-Learning, Motivation-Enhancing Strategies Employed in Training Programmes, and others. The empirical part is concerned with a tailored survey on the practical factors that actually

enhance or impede motivation for learning as assessed in Romania and Croatia for Border and Coast Guard basic and further training. The information presented in this book is intended to stimulate Border and Coast Guard trainers and teachers to dedicate more time and effort to building motivational strategies for themselves and their learners and contribute to the consolidation of their organisational culture at national and European level.

Andragogical principles of learning and motivation empowerment

by Silvio Bratković

1. Introduction

Pedagogy is for Kids; Andragogy is for Adults (Moberg, 2006). Andragogy is the scholarly approach to the learning of adults; andragogy is "adult education practice"; "specific teaching method" or just "Adult Education" (Reischmann, 2004). There are a lot of definitions and explanations of what Andragogy is, what its field is in the view of various authors, but all of them have one thing in common – it is the discipline or theory and practice dealing with the education of adult learners. In Cambridge Dictionary, andragogy is defined as "the theory, methods and activities involved in teaching adult learners" (pedagogy is "the study of the methods and activities of teaching" – more general definition).

The term andragogy has its roots in Greek: andr-, meaning "man", and agogos, meaning "leading" or "leader of". Therefore, andragogy literally means "leading man", whereas "pedagogy" literally means "leading children" (paid – child and agogos – leading).

The first appearance of the term "andragogy" as we know it today was in a book "Plato's Educational Ideas", written by the German school trainer Alexander Kapp in 1833 (Reischmann, 2004). In the chapter "Andragogy of Education in the Man's Age", he argues that education, self-reflection and educating the character are the first values in human life. He was writing mostly on the adults' vocational education and he found many patterns which can repeatedly be seen in the history of andragogy and are in use even today, such as the role of the trainer, the correlation between the inside and the outside (personality of character and objective competences), education vs. training, learning through self-reflection and life experience etc. For him, andragogy is more than just "teaching adults" (Reischmann, 2004). Kapp did not explain the term andragogy (German – andragogik), he didn't develop a theory, but justified andragogy as the necessity of educating adults. Therefore, andragogy remained as the most common term for explaining adult learners' education, its basis and principles.

The further development of andragogy goes through the first half of the 20th century and the theoretical development of adult education in Germany (Lindeman and "Neue Richtung" – New Direction and German social scientist Rosenstock), but, at that time, adult education was not yet seen as a discipline. In 1957, Franz Poggeler, a German trainer, published the book "Introduction to Andragogy: Basic Issues in Adult Education" and, after that, the term was picked up and recognised by adult educators in some other European countries such as Switzerland (Hanselmann), Yugoslavia (Ogrizovic) and the Netherlands (ten Have). By that time, only the insiders, people who were

researching it from theoretical and practical aspects, knew it. There was no or little formal training for adult educators, the theoretical knowledge was very limited, it was not institutionalised, no academic studies existed ((Reischmann, 2004).

Dusan Savicevic, an adult education expert from the former country of Yugoslavia provides a critical consideration of andragogical concepts in western and eastern European Countries and concluded that andragogy is an independent scientific discipline (not an independent science). In his work, he aimed towards establishing the origin and development of andragogy as a discipline with the subject of the study of adult education and learning in all its forms and expressions. In his comparison of andragogy in Europe and America, he identifies the scope, the framework of study, the research methodology, the similar and different findings, and the perspectives of andragogy as a scientific discipline (Cooper, Henschke, 2002).

One of the most important authors and researchers in the field of adult education was Malcolm Knowles (1913 – 1997), an American adult educator. His work popularised adult education and andragogy in USA. He took over the term andragogy from Dusan Savicevic and added his own meaning to it, as he was a very experienced adult educator. He created the "American" version of andragogy with an emphasis on process design instead of content design (Cooper, Henschke, 2002).

2. Andragogical principles

In his book "The Modern Practice of Adult Education: From Pedagogy to Andragogy" (published in 1970), Malcolm Knowles found some assumptions on andragogy and their technological implications. According to him, the most important assumptions about the characteristics of adult learners are different from those in traditional pedagogy. Those assumptions are: self-concept, experience, readiness to learn, orientation to learning and motivation to learn.

As a person grows up, his/her **self-concept** moves from one of being a dependent personality to a self-directing human being. In early childhood, every need of a child, except for biological functions (in the very beginning, even those) must be taken care of by somebody else, by adults. Therefore, the first image of a child is that of a dependent personality managed by the adult world. Its full-time occupation is to be a learner and this is usually seen as a normal role of a child. This is the source of its rewards and self-fulfilment, it is more or less a passive role of receiving and storing up the information that adults decide it should have. The subsequent development of a child goes in a more and more self-direction way. That

leads to the situation that, in adolescence, the desire to manage his/her own life often puts him or her in the stage of rebellion against control of adults. When an individual starts to define himself/herself as an adult, a change happens. From a full-time learner stage, he/she starts to see himself/herself more and more as a producer or a doer. The source of self-fulfilment is changing – it is now his/her performance as a worker, parent and citizen. In their own eyes and in the eyes of others, they acquire a new status. His self-concept has changed to a new direction – a self-directing personality (Smith, 2002). That is the reason for, as an adult, having a need to be treated with respect, make his/her own decisions and to be seen as unique human beings. Adults do not like being told what to do, being talked down, embarrassed, punished and judged. In the learning activity, they resist the learning which takes place under the conditions that are not in line with their self-concept as independent and autonomous individuals. Nevertheless, sometimes, remains of the experience from the full-time child learner are so strong that some adults expect to be treated as children in the learning environment and they put pressure on their trainers/trainers to behave toward them in this way. When adult learners are, for the first time, treated with respect, they are involved in the process together with the trainer/trainer, are given responsibility for their own learning results, at first that can cause shock and disorganisation because they are not used to it. When they get over that phase, they can really start to perform, with the help of their trainers, a self-directed learning and it starts to become a most rewarding learning experience.

The next assumption is that every adult, due to their longer life, have a greater and more varied volume of **experience** than children. To a child, experience is something that is happening in the present moment, an external event that affects him, not an integral part of him. For adults, the situation is different - experience defines them. The accumulation of a unique set of experiences defines who they are, establishes their self-identity. They mostly identify themselves in terms of their occupation, where they have worked, travelled, what education and training they received, what achievements they accomplished. So, when adults find themselves in a situation in which their experience is not appreciated, they feel rejected as persons. There are some possible consequences of that for learning – adults have more to contribute, to offer to the learning of others. On the one hand, they have a broader foundation of self-experience to relate the new experience to, but, on the other hand, they've acquired a large number of fixed habits and patterns of thinking, so, for that reason, they could be less open-minded, even

less creative.

Readiness to learn is a phenomenon connected to the adults' developmental tasks. Each developmental task that was successfully achieved, creates a "readiness to learn" for another future developmental task. Those moments are also called "teachable moments". Unlike with children, when those moments produce primarily psychological and mental maturation, in adult years, they are primarily the products of the evolution of social roles. According to Robert J. Havighurst, adult ages are divided in three main phases – early adulthood, middle age and later maturity, and he identifies ten social roles of adulthood: worker, mate, parent, homemaker, son or daughter as well as aging parents, citizen, friend, organisation member, religious affiliate and user of leisure time. The requirement for performing each of these social roles changes as we move through the three phases of adult life, thereby setting up changing developmental tasks and, therefore, changing readiness to learn (Knowles, 1970).

The perspective or **orientation of learning** is different for adults and for children. That produces a difference in the way they experience learning. For children, the application of most of their learning is postponed – they learn for something that they will learn again at a higher level of education, or do **in the future**. Adults tend to have a perspective of immediacy of application towards most of their learning. They learn to improve their ability to deal with life or work problems they face in the **now**. Therefore, they tend to enter an educational activity in a problem-centred way – how to deal with the current situations.

The **motivation to learn** - as a person matures the motivation to learn grows from an external motivation that is more characteristic to children to an internal motivation more characteristic to adults. There are many motivation theories that explain human motivation (Maslow, Pinto, Herzberg, McGregor and others). Two motivation theories – the self-determination theory and the socio-emotional selectivity theory are more applicable in andragogy in terms of motivation to learn. "The self-determination theory opens up the internal motivators that Knowles refers to in the principles of andragogy. The socio-emotional selectivity theory gives insight into the 'adult' aspect of andragogy, and why adults have motivations ascribed to them as well as different perspectives compared to children" (Houde, 2006:95).

Having in mind all the before-mentioned assumptions of characteristics of adult learners, Knowles defined four basic principles of adult learning or principles of andragogy:

Adults need to be involved in the planning and evaluation of their instruction.

Experience (including mistakes) provides the basis for the learning activities.

Adults are mostly interested in learning content or subjects that have immediate relevance and impact on their job or personal life.

Adult learning is problem-centred rather than content-oriented. (Kearsley, 2010).

3. Andragogical technology for motivation empowerment

In order to empower the motivation of adult learners, some andragogical technologies can help trainers to be more successful. Some of the most important technologies that can be used in the development of adult learners towards self-directed learning are the learning climate, the diagnosis of learning needs, the planning process, conducting learning experience and the evaluation of learning.

The **learning climate** or learning environment is very important for adult learners. When talking about the learning environment, we think about both physical and psychological aspect. The furnishing and equipment of adult size, informally arranged meeting rooms that are decorated according to adult taste, suitable acoustics and lighting usually enable adult learners to feel at ease, comfortable and more open. The psychological climate with the spirit of mutuality between the trainer and the trainee as joint inquirers, with a freedom of expression without the fear of punishment or ridicule, with the friendly and informal atmosphere causes adult learners to feel accepted, respected and supported, to feel "more adult". The character of the learning climate is influenced more by the trainer's behaviour than by any other factor (Knowles, 1970). The trainers who show respect for the learners, who take the time and trouble to get to know their learners individually, who call them by their first name, who care about learners and respect their contribution, who are really listening to what learners have to say will be more successful in creating a positive and motivating learning climate.

Adults are more motivated to learn the content for which they feel and see the need, the content that they think will bring them benefits in the future professional and/or social life. That is in compliance with their self-directivity (and opposite to the traditional practice of the trainer telling learners what they need to learn). For that purpose, in andragogy a great emphasis is placed on the involvement of adult learners in a process of **self-diagnosis of the needs for learning** (Knowles, 1970), what is nowadays called 'educational' or 'learning' needs assessment. According to Knowles, the process consists of three main phases – constructing a model or list of the competences (expectations of the trainers, institutions, society amalgamated with the

expectations of the learners); the assessment of the current level of learners' competences and comparison with those required by the model; measuring the gaps between those two levels of competences (where we are now and where we would like to be) to identify specific directions of desirable development. Dissatisfaction with the current inadequacies coupled with a clear picture of needed self-improvement creates a strong learning motivation.

The level of commitment towards an activity (such as learning) is strongly connected to the level of participation in planning it. According to that fact, one of basic elements in the technology of andragogy is the involvement of adult learners in the process of their own learning. A direct involvement in the planning is possible with a small group of learners. When the group is larger, it is possible to form a smaller representative group (council, committee or team) through which the other learners can feel they are participating in the planning process. Planning means translating diagnosed needs into specific educational or learning objectives, designing and conducting a learning plan to achieve these objectives and evaluating the extent to which these objectives are accomplished. That way of planning is in compliance with the adults' self-concept and self-directivity and, in andragogy, the responsibility for performing this function is common both for the learners and the trainers. When it comes to the phase of **conducting or performing learning-teaching activities**, the situation and needs in adult education are, again, different from the traditional pedagogical practice. Traditionally, that is the function and responsibility of the trainer, but in andragogy, it becomes a common responsibility of the trainers/trainers and the learners. The trainers' role is redefined more to guiding that teaching. The trainers/trainers are not teaching in the sense of making but helping other persons to learn.

The evaluation of learning is one of the most important phases of the adult education and learning process. Unlike the traditional pedagogical practice, where trainers grade the learners, in the andragogical theory, there is a process of self-evaluation. It's the process in which trainers help adults to get evidence for themselves about the progress they've made towards previously established educational goals. The learners should be able to give the answer to the question – What's in it for me? In another words, the learners should be able to define what direct benefits they will gain for their future professional activities. The trainers help them during that process by raising the right questions, but the learners must provide the answers. That way of performing evaluation is very motivating for the learners and it is, at the same time, a sort of re-diagnosis of their

training needs.

The other parts of the evaluation are - feedback from learners to trainers regarding their performance as trainers (their expertise, quality of communication with the learners, appropriate usage of teaching methods and techniques, availability of teaching and learning materials etc.), but also, feedback information regarding the organisational aspect of the training provided. Therefore, again, evaluation is a common undertaking as all the other phases of the adult learning experience. During the evaluation, the trainers have to be open to the different opinions expressed by the learners regarding all the aspects of the training. Thus the learners have the feeling that they are treated as adults, with respect, and they are really partners in the training process.

Adults have different accumulated experience and previous knowledge and that has several implications in terms of the andragogical technology that trainers use during the adult educational process.

First of all, in the training process, there is the possibility and need to use methods and techniques that emphasise the learners' experience. **Emphasis on the experiential techniques** means using teaching methods such as group discussions, case-studies, critical-incident processes, simulation exercises, role playing, skill-practice exercises, demonstrations, etc. By using these teaching methods, the trainers enhance the adult learners' motivation by activating them and making them partners in the training process.

The **emphasis on the practical application** should also be present. That means that theories, concepts and generalisations are illustrated through life experiences drawn from the learners. Moreover, the learners can state their opinions on how they could apply the knowledge and skills in their future daily professional work. In order to use the respective technology or technique, the trainers themselves must also be very experienced and skilful.

Another possible technique is **"unfreezing" and learning to learn from experience**. That helps adults to look at themselves more objectively and free their minds from pre-conceptions. It can be done by using the sensitivity-training "microlab" (Knowles, 1970) – exercise in which the participants experience feedback on their behaviour from their colleagues, the other participants. Recently, for this technique or method, the term peer-to-peer formative assessment has also come in use.

The readiness to learn as an adult learning phenomenon connected to developmental tasks can also have some implications on the andragogical technologies in use.

The curriculum sequences should be, in the organisational sense, timed in such a way that acquiring the given learning tasks by a

particular adult should be in compliance with his developmental tasks. Knowles called it **"The timing of learning"**.

The grouping of learners is also important from the andragogy technological point of view if there are developmental tasks for learners. For some kinds of learning, it is more effective to form homogenous groups of learners. This can be the case if similar experience or professional interests are required for performing learning tasks, discussions or exercises. On the other hand, sometimes, heterogeneous groups would be preferable or more effective. If, for example, we provide training programmes in human relations in which the objective is to help people learn how to get along better with different kinds of people considering their age, gender, status or other characteristics that make people different, a more effective way is to form a heterogeneous group of participants with different life and professional experience. A problem-centred frame of mind and orientation of adult learners also has implications on the **orientation of adult educators/trainers**, the **organisation of the Curriculum** and the **design of the learning experience**.

While children educators are primarily concerned with the logical development of the subject matter (from grade to grade, according to the level of complexity), adult trainers must be primarily attuned to the existential concerns of the stakeholders, be they individuals or institutions. Adult program developers and trainers are more person-centred, they do not teach subject matter but help persons learn, guide them to solve problems and professional situations with an immediacy of application in their professional life.

The problem-centred orientation of adults as learners has implications on the organisation of the Curriculum sequences in a way that these should be organised according to problem areas and not subjects. For example, police training should not be divided into subjects referring to legislation, police actions, communication, criminal investigation, use of technical equipment etc. It should be organised in such a way so that the content is related to a specific problem or professional task that police officers have to perform as considered from all the possible aspects (planning, legal aspect, communication skills, use of police powers, investigative techniques, reporting etc.).

The learning experience of the adult learners is also influenced by their problem orientation. That is especially valid at the starting point of every learning experience – it is the problem and concerns that adults have on their minds as they enter the training. The starting point of every adult training programme is – What am I hoping to get out of this training?

4. The Application of andragogical principles to the EU Border and Coast Guard training

The police professional education and training in every EU Member State is constantly being adapted to EU guidelines given through the EQF (European Commission, 2008). EQF represents the basic development document in the field of education at the EU level and it is based on lifelong learning as the basic principle of education. It has eight qualification levels and eight referent levels defined as learning outcomes. It represents the bridge between the National Qualification Frameworks (NQF). It was published in 2008 and until 2018, 35 EU countries (not only EU Member States) formally connected their NQF's to EQF[1] (CEDEFOP[2], 2020). The education and training of adult learners (we can also call it vocational or professional education and training) is an important part of lifelong learning as a general concept or principle of education.

 At the EU level, Frontex[3], as an EU Agency for Border and Coast Guard, is responsible for the development of common core curricula for border and coast guard education and training (in addition to other strategic and operational responsibilities of the Agency). In order to bridge the differences between the national Border and Coast Guard training systems, Frontex developed the Sectoral Qualifications Framework for Border Guarding (SQF) as a common European framework of reference for qualifications in the field of border control, covering the full range of border guard training at all levels. Published in 2017, SQF sets educational standards, in the form of learning outcomes and job competences, for border guard education and training. It also creates the link between operational needs and border guard education and training. SQF is a basis or standard for the development of all curricula for border and coast guard training provided by Frontex and within the national border and coast guard training systems. It is important to notice that SQF is not a mandatory framework, it is not obligatory, it doesn't prescribe, but it's a guideline to national training organisations, it assists them with the development of their own training programmes (Frontex, 2017).

All the levels and forms of border guard training fall within the field of adult education. The application of the andragogical principles in border and coast guard training is presented for the general level (level of SQF, as a strategic document) and the level of specific training as an practical example. For that purpose, Frontex MLC[4] Course will be used.

As mentioned before, SQF represents a set of training standards. It has been developed in close cooperation with Member States' border guard experts and is aimed at addressing the training needs (of future participants)

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at all levels and in all areas. The national experts were selected both from the training institutions and from the operational field and their direct engagement, communication and involvement ensured that the standards were really designed and developed according to the educational needs of future participants (adult learners). That leads to the assumption of self-concept and self-direction as an adult learner orientation and the andragogical principle that adults need to be involved in the planning of their training. The andragogical technology and need of diagnosing the training needs and involvement of adult learners in that process were ensured through the participation of the experts from the operational field in the development of training standards. Of course, since it is a question of the security of the EU external borders, the organisational needs and goals have also been of great importance in this area. Thus, a quality correlation has been achieved between meeting the needs of the organisation (EU) and adult learners attending the training programmes.

One of the important principles in the development of SQF was also the recognition of prior learning. According to the SQF – the "Recognition of Prior Learning (RPL) is a mechanism part of the Bologna/Copenhagen processes to give "credit" to the existing learning. SQF facilitates the capture and articulation of the learning that was achieved during operational and organisational activities ("on-the-job learning") and enables the border guards to use that learning towards certification" (Frontex, 2017:22). In that way, the recognition of experience (characteristic of adult learners) is recognised even at the strategic and formal level.

4.1. Frontex Mid-level Management Course for Officers as an example

On the practical level, the application of andragogic principles is much more visible. Frontex MLC Course[5] was designed by the group of experts from EU Member States coming from national border guard training institutions and from the fields. It was developed combining institutional/organizational needs and educational needs of participants, who are adult learners.

During the planning period and when it comes to the implementation of the training, much attention is paid to the learning environment or learning climate, both physical and psychological. Meeting rooms – furnishing, equipment, acoustics and lighting are planned and arranged according to the needs and requirements of adult learners. Trainers create a positive climate, a spirit of communion between them and the participants (and between the participants), as the participants are allowed to express their opinion very

5 The author of this paper is a member of the expert group that designed MLC Course and one of the trainers since 2017

openly. There is a very friendly atmosphere, everybody is called by their first name, the trainers use an individual approach to the participants, respecting their contribution, really listening to their opinions and, according to the evaluation forms (on-line questionnaires filled in by the participants), the participants feel accepted, respected and supported.

In the phase of conducting/providing training, the trainers are more in the role of guiding the participants, helping them to develop themselves (mutual responsibility for success) than teaching in a traditional way.

Learner assessment is both formative and summative, during the implementation of the training and at the end. At the end of every session there is a discussion about the content and the quality, and participants answering the question – What's in it for me? That is the way of confirming if the goals have been achieved and the learners' needs met. The trainers ask the right questions, but the answers must come from the participants. There is a also peer-to-peer formative evaluation on the behaviour of the participants that can help some of them to learn some things about themselves and try to improve themselves (self-evaluation). At the end of the training programme there is an oral evaluation of the quality and outcomes and results of the training (a wrap-up discussion) and the participants are required to complete an on-line evaluation questionnaire. The

feedback on the quality of the training methods is important part of this questionnaire.

In order to maximise the participants' experience as their important characteristic (as adult learners), the trainers use many of the andragogical experiential techniques and adult education methods, such as group discussions, case-studies, critical incident processes, simulation exercises, role playing, skill-practice exercises and demonstrations. The participants really have a chance to express themselves, are motivated to be active, and collaborate in the implementation of the training. All the theories, models, concepts and generalisations are illustrated through life experience, in this case, by practical examples from the border guarding professional situations. The participants are always asked for their opinion on how to apply knowledge and skills that they gained in their future daily work.

The curriculum is designed in such a way so that the participants receive developmental tasks that lead them to develop themselves step by step. Success in achieving one development task creates readiness to learn as an andragogical phenomenon and motivate participants for another developmental task that is ahead of them (the timing of learning by organising curriculum sequences).

The group of learners/participants in this course is homogenous in the sense that all

of them are mid-level border or coast guard officers, but heterogeneous in a sense that they come from many different EU Member States (in the last iteration – 16 participants from 15 countries) with many cultural differences, differences in their organisations, legislation, etc. Given the fact that they come from the same level of hierarchy, they can discuss about the problems and situations from the same level of experience and the differences help them to realise that there could be different approaches to the same problem or situation. At the same time, that prepares them for the future work in a multinational environment such as EU Frontex Border Guards in Frontex joint operations or as future members of EU Standing Corps.

The curriculum is designed according to the problem areas (not subjects) and most sessions are designed in such a way so that participants face specific problems that they have to solve with the guidance and help of the trainers.

All the sessions, the learning and the assessment strategy are documented in a Module or Course Handbook and Descriptor (Frontex, 2019) that is available to participants at the beginning of the course implementation, so they are aware, from the beginning, of the expectations and requirements that they are faced with.

5. Conclusions

The andragogical principles and techniques are very important for the enhancement of the motivation of adult learners. The trainers have to follow them if they want to perform adult education and training at a high quality level. The characteristics of adult learners, such as self-concept, experience, readiness to learn, orientation to learning and motivation to learn, can be operationalised using certain andragogical technologies or techniques. A positive learning climate (physical and psychological), the diagnosis of needs for learning, the changing of trainers/trainers role, self-evaluation, emphasis on experiential techniques and practical application, learning from experience, good timing for learning and organisational changes are good tools to enhance the motivation of adult learners. In addition, there are several practical teaching methods that are problem-oriented and that will help both trainers/trainers and learners to meet the expectations and goals. All those tools and methods help to create an environment in which adult learners have a sense of appreciation and respect and will respond with a high level of learning motivation. As a result of the use of those tools and teaching methods, the learners will be able to express their opinion on what knowledge and skills they will be able to use

in their professional life in the future. What is common to these techniques and methods is that adult learners are always maximally actively involved in their education and training processes and feel like partners in training, which also greatly contributes to increasing their motivation.

The education and training of EU Border and Coast Guards, guided by Frontex is largely connected to the andragogical principles and techniques. Using SQF as a guideline and set of standards with a high level of application of andragogical principles, especially in planning, programming and delivery of training of the Border and Coast Guard members at EU and national level, an optimum level of motivation and quality is ensured. Consequently, EU external borders are secured by very competent law-enforcement officers and that creates a high-level sense of security to its citizens. Frontex MLC Course, with its learning, evaluation and assessment strategy and the way of delivery using the best of the andragogical principles and techniques is a very good example of how adult learning can be developed at a high level.

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Andragogical dimensions in Border and Coast Guard education and training

by Mihaela Haldan

This article focuses on the grounding andragogical principles that would normally lead to enhancing student learning motivation and ownership in border and coast guard education and training as part of the European Border and Coast Guard organisational culture. According to the 2017 Common Core Curriculum for Border and Coast Guard Basic Training in the EU (29-30) any "border and coast guard should possess factual and theoretical knowledge in broad contexts, […] a range of cognitive and practical skills required to generate solutions to specific problems and a competence to exercise self-management within the guidelines of work or study". In order to acquire such knowledge / skills / competences border and coast guards should be ready to continuously engage in a life-long vocational / academic process of learning. Therefore, the andragogical principles of learning should apply to border and coast guards the same way they apply to any adult learner responsible for his/her educational self-development. This paper aims at exploring the basic principles, psychological explanations and concepts that would describe the motivational vectors that empower, promote and facilitate the process of adult learning, the actors in such a setting being the European border and coast guards.

Despite radical development in the field of adult education, behaviourist practitioners still continued to assert and apply the view that the acquisition of skills or knowledge cannot occur unless a stimulus-response paradigm is engaged in the process of learning. In such circumstances, the learners would be considered subject-centred, field dependent, passive players in the teaching-learning transactions.

A striking innovative perception of the management of adult education emerges from Michael Knowles, an American humanist thinker, whose perspective of andragogy – i.e. "any intentional and professionally guided activity that aims at a change in adult persons" (Knowles 2005:60) – is an attempt to develop a theory specifically for adult learning. Knowles emphasizes that adults are self-directed and expected to take responsibility for their own decisions and that 'andragogy' (Greek: 'man-leading')[1] should be distinguished from the more commonly used term 'pedagogy' (Greek: 'child-leading')[2].

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1 https://www.dictionary.com/browse/andragogy
2 https://www.dictionary.com/browse/pedagogy#
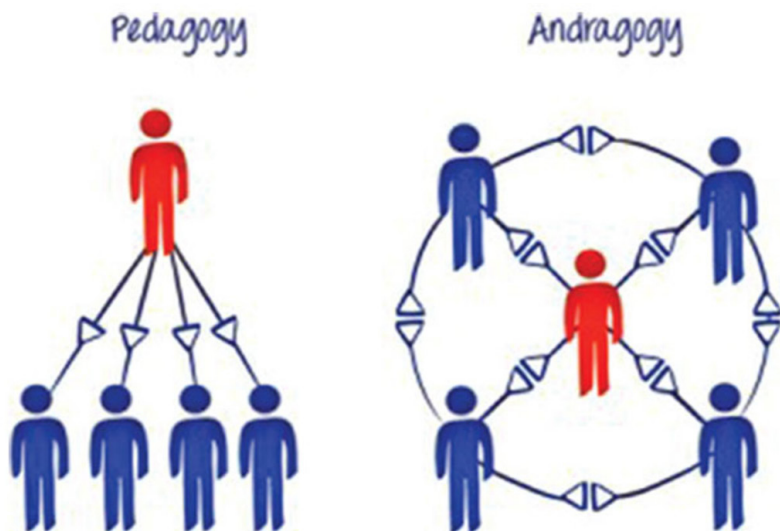
Fig. 1 Pedagogy versus Andragogy[1]

"Andragogy is not culture-bound" (Knowles, 1986:77), therefore, adult training programs should integrate this fundamental aspect. The andragogical model proposed by Knowles (97) provides a series of six motivation-centred principles, underpinning the process of adult learning.

1 https://www.google.com/search?q=pedagogy+vs+andragogy&source=lnms&tbm=isch&sa=X&ved=2ahUKEwio5l-2s-LpAhVP2aYKHRd0BB4Q_ AUoAXoECA0QAw&biw=1280&bih=913#imgrc=3tjWiEa5hMHLKM

Fig.2 Andragogical principals of learning

The first principle, **the need to know**, refers to the assumption that adult learners only need to know why it is important to learn something, before engaging in learning it. In such circumstances, any trainer's / teacher's role is that of a facilitator, whose duty is to help learners become aware of the benefits they could gain from learning it.

Generally speaking, adults acquire a wide range of knowledge and skills for various reasons. "The benefits anticipated by the learner are not only intellectual, cognitive and material; many are emotional or psychological, including pleasure, satisfaction, self-esteem, impressing others or receiving praise" (Tough 45). Therefore, it is expected that once the adult learners are aware of the benefits of learning a specific asset, they will pay intense deliberate efforts to learn it. In other words, they will devote significant energy in inquiring the advantages they could gain from learning

it, and the consequences of not learning it. Moreover, they also need to know how the learning will be conducted and what learning outcomes will eventually occur.

Apart from the premise that nowadays border and coast guards are more and more aware of the importance of adopting a life-long learning mind-set, they need to know precisely how certain training courses or sessions they are offered would provide them with the proper method, direction and knowledge necessary in their daily activities of combating the endlessly escalating cross-border crime or indeed in their everyday life in general.

The second principle refers to the fact that, customarily, **adults are self-directed learners**, defined by the myriad of diverse roles they need to play as responsible individuals in their families, at work or in society. It means that adults naturally keep directing their own educational experience, as they have already

faced years of schooling and have gained a **self-concept of a self-directed learning**, also called the **autonomy of learning**. Andragogy promotes trust and empowerment by valuing the learners' abilities of directing their own lives and educational undertaking. Therefore, andragogical classes should reflect the world outside where learners make basic ethical and moral choices that will affect themselves and the institutions where they work.

Furthermore, Allport (147-8) describes the adult **functional autonomy** in terms of various psychological phenomena such as:
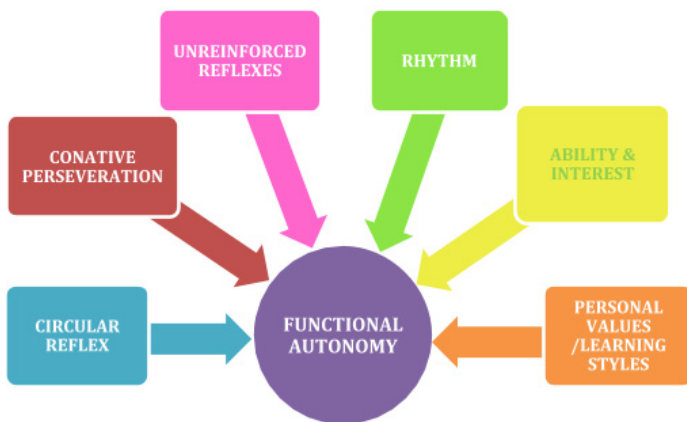
Fig. 3 Functional autonomy

- The **circular reflex** is based on repetitive behaviour, i.e. the consummation of an act provides adequate stimulation for the repetition of the same act, which does not require any background tracing of motives. Consequently, adults are naturally self-directed to learning as long as this type of engagement has already been performed successfully and repeatedly throughout their lives.
- **Conative perseveration** refers to that fact that regularly, uncompleted tasks create a sort of pressure that tends to keep the individual engaged in those activities until they are accomplished. This aspect should be attributed to the adults' self-concept of self-directed learning since once they start performing a specific learning task, they have the autonomy to complete it and fulfil the objectives.
- **Human-conditioned reflexes do not require reinforcement.** Unlike the circumstances of the pure conditioned reflex which needs to be reinforced in animal behaviour, there are infinite instances in human life where a single association, never reinforced, results in the foundation of a life-long dynamic system. Thus, adult learners are naturally equipped with the autonomy of learning a specific subject, even though that thing has not been encountered more than once.
- **Rhythm.** Allport (150) suggests that there are instances when acquired rhythms in human life have adopted a dynamic character. Before being learners, adults are parents, spouses or workers, the variety of roles they play forces them to become responsible self-directed individuals engaged in the rhythmic dynamics of life.
- The **relation between ability and interest**. It has been demonstrated that a person likes to do what he/she can do well; in other words, a skill acquired for some external reasons turns into a self-propelling interest, even though the original reason for pursuing it has been entirely lost.
- The **dynamic character of personal values /personal learning styles**. Adult learners own the self-concept of self-directed learning in accordance to their specific preferences for the variety of learning styles. For instance, a visual learner will be probably more likely to observe and remember more items pertaining to what includes symbols, charts, graphs, illustrations, articles, videos, whereas an auditory-oriented learner would rather prefer conversations, group discussions, oral presentations or radio reports.

To be more specific, the same way, at a border crossing point a border/coast guard who owns a more visual-oriented style of learning or perceiving things would rather be inclined to spot, observe and remember certain document irregularities, facial recognition details, behavioural suspicious aspects (e.g. sudden sweat, watery eyes, etc.) and various risk indicators more easily. Similarly, in daily border control-specific activities, an auditory-oriented border/coast guard is probably supposed to identify and distinguish sound irregularities as regards suspect persons or vehicles almost effortlessly, whereas kinaesthetic-oriented officers would be rather inclined to discriminate tangible inconsistencies (such as forged documents) more easily and efficiently than others.

The third principle focuses on the role of **learners' experiences**. Andragogy is based on the belief that throughout their living, humans acquire experience. The cumulative experiences become an individual's identity. From an andragogical perspective, education relies on, explores and broadens the basis of experience. Engaging experience makes learners active participants in the educational process, where teachers are no longer conveyers of knowledge, but guides and mentors, who should make connections between the learners' personal schemata and the new information that needs to be taught. One effective way of integrating reflection on experience and the learning process into a formal setting occurs through role-play. By this technique, learners assume a role in a fictional setting in order to use their knowledge, skills and prior experience to complete a specific task. In such circumstances, learners can act, reflect on the outcomes, revise their assumptions and, if necessary, adjust or redirect their learning.

The adults' **readiness to learn** is the fourth principle, which is based on the assumption that adults have a variety of identities apart from being learners. In order to respond to the needs of these identities, teachers using andragogical approaches should prepare and employ activities and tasks that have immediate relevance to their learners. They should also be able to construct a matrix of inquiry, to contextualise issues that need to be learned or even to modify curricula to embody matters that the learners find important and that can be effectively applied at their workplaces. Some pertinent techniques that may be utilised in accessing the learners' readiness to learn are role-plays and simulations – where learners can see how theoretical concepts apply to them in non-threatening situations – and mentoring, as well – a technique that brings learners and professionals in the same setting of learning.

The border and coast guards' readiness to learn emerges from the incessant need of training/learning in order to keep up with the alert dynamics of the criminal strategies

and techniques as, unfortunately, the world-wide hasty development in technology offers terrorists and organised-crime rings the possibility of using the most innovative and increasingly accurate techniques of planning and committing illegal activities at borders.

The **orientation to learning** is the principle closely related to the readiness to learn. Basically, adults learn because they need to address issues in their lives, therefore they step into the process of learning from a performance-centred or problem-centred frame of mind, searching for information directly applicable to their life responsibilities. Teachers of adults should demonstrate the implementation of class concepts in real-life situations and tackle issues using 'problematisation'[1]. Through such a strategy, a real issue is spotted; the context that surrounds it is examined and possible outcomes are analysed and submitted to reflection. Another strategy that addresses the learners' orientation to learning is 'just-in-time' teaching which brings actual issues and problems they face at their jobs, which are tackled in group work.

In the classroom context, border and coast guards' orientation to learning should be fortified and 'exploited' as much as possible by approaching various teaching strategies (e.g. discussions, debates, the case method, etc.) and by engaging specific border guarding issues (e.g. daily tasks, crime and criminal activities, law and order, border surveillance, border checks, emergency

1 Problematisation is a teaching strategy performed by means of going to the roots of an idea or concept and question its basic tenets.

situations, document examination, asylum procedures, cooperation with other agencies, etc.). All of these tools are meant to enhance communication and collaboration among adult learners as they may benefit from each other's experience and orientation to inquire and examine certain issues from various personal angles or perspectives.

Nowadays, Border Police Schools and Academies offer various forms of educational training such as vocational or managerial training courses, where the specialists and professionals' participation in multiple areas such as Public Order and Safety education may be employed, in order to meet the expectations and requirements of a modern European educational trend.

The sixth principle - and the most important - is **motivation**. Broadly speaking, most adults are intrinsically motivated-to-learn individuals. Of course, they may respond to extrinsic motivating factors such as getting a good job / position, promotion, income increase, but the most effective motivators are of intrinsic nature i.e. self-esteem, receiving community / social appreciation or the inner need of self-development. According to Brown (59), "the most powerful rewards are those that are intrinsically motivated within the learner, because the behaviour stems from the needs, wants and desires within oneself, the behaviour itself is self-rewarding."

A current thought in andragogy – that aims at developing adaptable, independent individuals

– acknowledges that adult learners are able to control their own learning, bring a reservoir of experience to the class, learn because of their life issues they have to solve and they want to immediately apply what they have acquired. Practically, andragogy predicates on the assumption that the instruction for adults needs to focus more on the process and less on the product being taught. Strategies such as case studies, role playing, simulations, and self-evaluation are most useful, where instructors should adopt the role of facilitator or resource rather than lecturer or grader.

Beyond all the motivation-centred principles mentioned above, border and coast guards are expected to pay more deliberate efforts in the management of their educational development and ownership of training and learning in order to attain interoperability while meeting the strict requirements of the European professional standards of responsibility, discipline, effectiveness, proficiency and performance requested by the nature of their jobs through common educational standards set by Frontex, such as the Sectorial Qualifications Framework for Border Guarding and the Common Core Curricula for Border and Coast Guard Training in the EU.

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European Border and Coast Guard training challenges in the context of EU membership

by Dorin Filipovici

The story goes that destiny is the one that marks the people's social private and professional life, while forgetting that people, too, have something important to say concerning their own persons. The 'Ego' is, as Allport said, "a sort of core of our human being"[1], which plays a crucial role for a man's conscience and personality, representing the way people "live their own life", meaning the way they feel, are and wish to be.

Human beings actively create images of the world, essential for their evolution in the environment. They acquire knowledge about themselves, about the way they behave or should behave in different situations and they eventually organise these images into stable structures. These structures about the 'self' stand for behavioural aspects relevant to the individual, as they lead to self-awareness, so that the individuals can easily access them.

The schemes about the 'self' act as selective mechanisms, which sort out information – as any other schemes of the human cognitive system would do. The individuals seek information around themselves, they process it and then they act according to their internal representation of this information. The criteria by which the stimuli in the environment are processed and selected explain how information is stored in memory and then used as a behavioural basis. Thus, in the case of decision-making, a certain preference is observed for those alternatives that have particular significance for the decision-maker (as they are closer to the 'self'). But there is a need to say that the self-image ascertains the determination of the level of self-assessment and influences the decisional act, as self-esteem is one of the most important factors within the decisional process. A higher level of self-esteem determines the individuals' choice of an alternative in accordance with their interests, whereas a lower level influences the subject when choosing conformist alternatives, limiting their decision-making autonomy.

Therefore, choosing a profession is, in fact, a way of asserting the Ego, but also a way of self-defence. In order to choose a profession, firstly, it is necessary to self-assess the characteristics of the 'Ego' and then compare them with those specific to different professions. The more accurate this overlap, the more it can be said that the individuals have identified themselves with that profession, so the probability of opting for it and then yielding in work is quite high. But, in most cases, those who want to become border and coast guards do not spend too much time in having inner evaluations before choosing their professions. They just "give in" to the inner urge to follow those professions, taking advantage of certain life opportunities, continuing the family tradition or simply,

1 G.W. Allport – (Pattern and Growth in Personality) Structura şi dezvoltarea personalităţii, Editura Pedagogică şi Didactică, Bucureşti, 1991

being influenced by someone or something in making their choices.

Being a border / coast guard means having all the characteristics mentioned above and, moreover, one can say this is a temptation for many young people demanding mainly three distinct features: the quality of being an expert, responsibility and the spirit of a trained body. One more could be added and that is the axiological feature, through which one evaluates the status expressed by the power and the authority offered to the border and coast guards as main values. It is defined by valence, referring to the acceptance or non-acceptance of some qualities and responsibilities for the actions carried out by this social-professional category by the members of the civil society and also by their own organisation. It is also defined by expectation, as regards the level of understanding of the role, and mainly, of the mission of the Border Police, and nevertheless, of the responsibilities that each border and coast guard has within this agency, in the context of EU membership.

In the light of these attributes, the foundation of this profession gives it also an imagological or iconic dimension. The image, representation and mediatisation of the profession are very important in the present social conditions. This way of diffusion strengthens the status rather than the role, with the emphasis on its symbolic function, associated with the instrument-functional dimensions that are, in substance, specific to any profession. Being a border and coast guard implies, according to the psycho-social criteria, but mainly to the social ones, a spatial component, expressed through the capacity of entering and exerting influences in the organisational structures that the person's status is subordinated to. This skill is defined either by social and professional components (verbal and non-verbal communication, emphatic capacity, cooperation, self-control) or by each individual's personal qualities.

In a society focused on success and performance, the motivational-volitional component oriented to success is the development engine, both for humans and groups/organisations. Each individual's behaviour toward the achievement of results is, in essence, the result of the conflict between two opposing tendencies, which operate simultaneously: seeking success and avoiding failure. Thus, an important role is held by the training level of the border and coast guards, the manner in which they have evolved professionally and eventually the manner in which the border and coast guards specialised themselves in a certain line of work. These are important aspects both in acquiring professional success and in becoming acknowledged European border and coast guards.

It is also known that people are looking for a

whole series of guiding marks in their lives, and the young border and coast guards, the ones who are at the age of starting a professional career, are not exempted from this rule. The marks for these young persons - beginners in working at the European (internal and external) borders - are offered by the trainers of schools of basic and further training, the managers of their organisations and the colleagues with whom they team up in order to carry out specific missions. From the andragogical and managerial points of view, it is believed that there is a need to pay attention to the way these young people are treated by the trainers and managers, as this will finally mirror their professional behaviour. Perhaps, in this context, it is suited to reflect on Goethe's quote: "When we treat a man as he is, we make him worse than he is. When we treat him as if he already was what he potentially could be, we make him what he should be."[2]

The basic and further training of border and coast guards for the different lines of work are only two important aspects, which contribute to the acquisition of new knowledge necessary to carry out specific missions and to manage new challenges during the professional activity, especially nowadays, in the context of EU membership. These aspects are drafted and dealt with by the trainers in the schools where border and coast guards are trained to get ready to cope with operational realities.

2 https://www.goodreads.com/quotes/403820-when-we-treat-man-as-he-is-we-make-him

The quality, realism and pragmatism of the notions and skills presented by the trainers in these schools are those which offer security for carrying out the specific missions by the young border and coast guards.

The daily realities show that future is not what it used to be anymore, and perhaps for that reason, 2008 meant for the Romanian Border Police schools a year of changes concerning the transformation of the border and coast guard training system. The old vocational training system was replaced by a modern one, based on a training curriculum, organised in such a manner as to form and shape a series of skills useful for border and coast guards during the execution of specific missions. This way of organising the training process was only a first step in the implementation of the Common Core Curriculum for the Basic Training of the EU border and coast guards, idea which came into being following a decision of the European Council, taken in June 2002, in Seville and implemented by Frontex in 2007.

The Frontex Common Core Curriculum offers a unitary standard for the basic training at European level for the public officials who carry out their activity at the border. According to the recommendations of the Schengen Borders Code, the updated Common Curriculum with common standards for training is advisable to be implemented in the national Curriculum for basic training of border and coast guards,

taking into account the objectives and priorities of the Bologna and Copenhagen processes. The CCC is focused on the development of an integrated approach of educational and training policies at European standards, and the criteria describing the job competences are based on Bloom's taxonomy correlated with the educational learning outcomes.

After the implementation of CCC in the border and coast guard national curricula, the training processes should be focused on the acquisition of new professional knowledge, relevant skills and necessary autonomy and responsibility, with the adequate attitudes, required to manage the new challenges at European Union external borders, as well as in the Schengen area. As the legal basis for the border and coast guarding activities is harmonised by the Schengen acquis within the entire European Union, the harmonisation of the basic training is also necessary, although without prescription. It is important that all border and coast guards understand that all persons presenting themselves at the border with the intent of crossing the border should be treated in the same manner at all internal/external European borders (land, sea and air borders) i.e., respectfully, without harming one's dignity through unprofessional behaviour. For this reason, the general part of the CCC, for the basic training of the border and coast guards comprises a series of topics of applied

psychology, sociology and professional ethics. Bloom's taxonomy, mentioned above, was published for the first time in 1956 and it creates for the trainers a way of clearly defining learning outcomes and a way of differentiating the learning outcomes in terms of learners' envisaged competences.

Benjamin S. Bloom (1913-1999) offers a useful structure for the classification of the cognitive learning outcomes in six levels of competences, which are listed following structural criteria – of increasing complexity – and classified according to the competence difficulty level and the verb used to define the learning outcomes, including the following categories: cognition, comprehension, application, analysis, synthesis and evaluation. The taxonomy of the affective learning outcomes[3] – maybe the most often debated category of outcomes – includes, in Bloom's view, the following steps in acquiring certain attitudes, values, interests etc.: reception (participation), response (reaction), evaluation (appreciation), organisation and values undertaking.

In order to formulate those learning outcomes to correspond to each of the six levels of cognitive acquisition, one can start from asking specific questions. For example: The learners/ the trainees shall list…; the learners/ the trainees shall compare etc. it is important to mention that it is advisable to avoid

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3 Krathwohl, D. R., Bloom, B. S., & Masia, B. B. A Taxonomy of Educational Objectives, The classification of educational goals. Hand book II: Affective Domain. New York: David McKay Co., Inc, 1973.

ambiguous statements, such as "the learners shall know…, the learners shall understand…"
Bloom's six levels, mentioned above, can be divided into the following:

1. Cognition indicates what has been previously learnt, by upgrading some facts, concepts, answers. Within this level we should focus on some aspects:

- Observation and memorising the information;
- Knowledge of data, events, places;
- Knowledge of main aspects;
- Control of the tackled topic.

At this level, the questions include key words (verbs), such as: the learner/trainee shall define, describe, list, choose, indicate, reunite, examine, quote, name, identify what, who, why, when, how, to whom etc.

Examples: *How is….? What is…..? Where is….? Select….List three….*

2. Comprehension refers to the fact of demonstrating that the facts and ideas were well understood, following mainly the next aspects:
- Comprehension of information;
- Catching the sense;
- Interpretation of knowledge in a new context;
- Interpretation of facts, comparing them and putting them in opposition;
- Classification and understanding the causes;
- Anticipation of consequences.

At this level, the questions contain key words (verbs) such as: the learner / trainee shall resume, explain, reformulate, interpret, compare, anticipate, associate, distinguish, estimate, clarify etc.

Example: *How would you classify these types of….? What are the common aspects between….? What are the differences between….? What is the main idea from….? How could you sum up…..? How could you explain….?*

3. Application refers to solving problems by taking into account the knowledge, information, modalities, procedures, and existing /acquired rules. This level is mainly based on the following aspects:

- Use of information
- Use of methods, concepts, theories in new situations;
- Solving problems using the requested knowledge and skills.

At this level, the questions include key words

(verbs), such as: the learner / trainee shall apply, demonstrate, conclude, illustrate, solve, examine, modify, associate, change, choose, build up, create, develop, organize, identify, use etc.

Examples: *What examples could you offer for…? How could you solve this problem by using…? How would you organise your examples in order to demonstrate that…? What approach would you use for…? What would happen if you used….? What elements could be changed…? What questions would you build for an interview with the participants in traffic on the entry way at a border crossing point?*

4. Analysis supposes the examination and the division of information into component parts in order to identify the reasons, to create statements and to highlight the proofs leading to generalisation. Within this level, one should follow the next aspects:

• Recognition of some familiar models;
• Organising the components;
• Capture of the hidden sense;
• Identifying the compound parts etc.

At this level, the questions include key words (verbs), such as: the learner / trainee shall analyse, divide, command, explain, classify, compare, select, examine, draw conclusions.

Examples: *What are the main features of…..? What are the component elements ….? What is the topic….? What are the reasons for…? What conclusion can you draw from…? What is the role of…? How could you classify…?*

5. Synthesis supposes gathering information in different ways by combining and recombining the existing elements, following, mainly:

• Use of old ideas to create new ones;
• Generalisation, starting from the existing facts;
• Association of knowledge from different fields of activity;
• Anticipation of the way of solving the problem and drawing the conclusions etc.

At this level, the questions include key words (verbs), such as: the learner / trainee shall associate, integrate, elaborate, select, combine, estimate, modify, reorganise, replace, plan, create, compose, prepare, make distinctions etc.

Examples: *What needs to be modified in order to solve…? What would happen if…? What are the alternatives for…? How could we combine these elements to improve…? How would you estimate the results…?*

6. Evaluation refers to the presentation or argumentation of an opinion by judging some information, valid ideas and quality of activities based on some criteria. Within this level we shall follow the next aspects:

• Evaluation of the importance of theories;
• Taking some decisions based on reasoning;
• Verifying the value of facts;
• Admitting subjectivity.

At this level, the questions include key words, such as: the learner /trainee shall evaluate, decide, choose, test, measure, recommend, select, determine, estimate, interpret, explain, distinguish, conclude, compare etc.

Examples: *Do you agree with the modus operandi? What is your opinion about? Would it be better if…? What would you recommend for…? How could you justify…? On what basis could we draw this conclusion..?*

Therefore, the learning outcomes are described according to Bloom's idea, by using verbs that express a certain level for each line of work. However, there are also situations that couldn't be identified in Bloom's list of key words. Those verbs do not define the type of activities performed by border and coast guards precisely, so, in such cases other verbs

could be used, not listed in Bloom's categories but presented in CCC as key-verbs.

In CCC, the most frequently used categories are the first three, mentioned above as they reflect the job competences covered by basic training. However, we should remember that all knowledge can be divided into physical, conceptual, procedural and metacognitive dimensions[4] (the ones that connect the cognitive and emotional domains), and for this reason it is also necessary to access Bloom's last three categories: Analysis-Synthesis-Evaluation.

With reference to the importance of professional interaction, one should not forget that both the success of human communication and that of any activity is given by the way the intended outcomes are structured. Of course, the way in which the tasks are performed, the professionalism and the degree of specialisation of the execution factors are equally important. But there are two important components here: the selection of border and coast guards for the different lines of work should be carried out according to their skills in the field and, last but not least, those already working in those fields should prove that the effort of their trainers was not in vain.

Research has shown that intrinsic motivation is more time-resistant and, to the opposite factors, creates its own generative basis (self-

4 Anderson, L., Kratwohl. D. et al. A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Addison Wesley Longman, Inc, 2001

sustaining), resulting in higher performance. Extrinsic motivation is the one manifesting itself both through positive emotional experiences, generated by gaining prestige, promotion, etc., as well as through negative ones, such as the fear of failure, aversion to criticism, punishments, penalties, etc. This latter method of motivating co-workers acts on a short-term basis and requires permanent refreshing to compensate for the effects of "self-erosion".

Generally speaking, motivation lies between two co-ordinates: 'to be' and 'to have'. The human desire and necessity enshrined in these coordinates can only be achieved by impulses (stimuli) that energise and guide actions producing 'to be' and 'to have'. The preponderance of 'to be' or 'to have' relates to the algorithm of the configuration of the processing capacity. People living in empirical horizons are determined by specific stimuli of 'to have', whereas those living in cognitive-evolutionary horizons are determined by their own stimuli of 'to be'.

By accepting these theoretical concepts, and in conjunction with the realities of the border and coast guards' work, it is undeniable that the motivation of their continuous training is difficult to achieve in practice due to the complexity and diversity of missions (although we all agree with the need and importance of the process of training and updating knowledge

in the professional performance of the duties). The motivator has two co-ordinates: the proper understanding of the motivational process and that of the stimuli. Stimuli are forces generating processes organised in performers, which thus become motivating potentialities. Individual motivation and social motivation, as the basis for the "purpose-direction" of the border and coast guard, can only be correctly reached by accepting the role of the interpreters as motivational triggers.

But they must be brought to such a state with the help of what could be called sources. In fact, motivation is intended to stimulate certain desirable behaviour and to repress or discourage the undesirable in relation to the institution's own expectations. To train, to participate in the training process, to be active in the profession, to make use of competences, etc. are justified expectations of the built-in system of the Border Police institution. Stimuli must be given the strength required to induce interpreters to the functionality appropriate to this type of behaviour.

The diversity of reasons can be included in a typology depending on their relationship with the activity and the nature of the activity itself. The 'stimuli' can be extrinsic, generated by factors outside the activity (for example, the appreciation of colleagues or bosses, the real perspective of progress and promotion, etc.) or intrinsic (e.g. self-organisation),

which generate psychological processes with behavioural consequences. The intrinsic and extrinsic types of motivation do not exclude, but complement and reinforce each other. So, man is animated by needs, attractions, beliefs or interests, purposes, ideals, trends, etc. Abraham Maslow classified the human needs in the form of a pyramid, in five hierarchical levels:

    1. Biological or physiological (hunger, thirst, etc.);

    2. Physical and social security (job and professional safety, moral and psychological protection, protection against pollution, protection against violence, working conditions, etc.);

    3. Affection, affiliation and membership (desire to be accepted as part of the group, friendship, affective and cordial relations with superiors);

    4. Esteem and social status;

    5. Self-actualisation (self-selection, fulfillment, perfection through increased competence, creativity, improvement, promotion).

On the first, basal level, the basic physiological needs are: food, housing, material conditions, salary. The second level is concerned with the need for personal safety and security (job and professional safety, moral and psychological protection; protection against pollution, protection against violence, working conditions). The third level represents the needs of belonging and love (the desire to be accepted as part of the group, friendship, affection, cordial relations with superiors). The needs of esteem and appreciation (4th level) are reflected in the desire to create a positive image; recognition, appreciation, high status; credit for contributing to the objectives of the organisation; increasing prestige. These are followed by the knowledge needs (5th level), understanding, exploring, then by esthetic needs (6th level): symmetry, order and beauty. Maslow devotes the 7th level, the last of the needs, to the needs of self-concept, fulfillment, perfection through increased competence, creativity, improvement and promotion.

According to Maslow, such an approach allows for consideration of motivation, taking into account the following assumptions:

- an unsatisfied need affects the person, demanding a certain behaviour. This is the energetic function. For example: a thirsty person will search for water, a single person will seek friendship or social acceptance, etc.

- when a basic need has been satisfied, it is no longer the primary motivator. For example: when someone earns enough to meet physiological and security needs, his/her attention will be directed to leisure

time or other goals.
- the need is pre-enhanced - it means that the need on the next level cannot become an active motivating force until the previous need (from the next lower level) has not been properly satisfied.

People want to develop their personality, to continuously improve and no person remains only at the level of basic needs because in general there is a tendency to satisfy especially the higher needs. Joining a police organisation provides any individual with wage conditions that ensure his/her subsistence. The safety of the job and the profession does not depend so much on the decision makers of the organisation, as on the way in which the employee can fulfil his/her duties. With the Border Police, the code of conduct, the internal regulations, the norms of safety at work, the medical and psychological service are some of the institutionalised ways to ensure the safety and individual security needs of the personnel. Things get complicated when there is reference to the group's cohesion, which is centred on the task, on the activity itself and not on relations. Teamwork requires mutual respect and specific inter-relationship arrangements in accordance with internal regulations, but the emotional nuance depends only on the individual's psycho-energetic resources. Only on the 5th place, knowledge must oblige any

border and coast guard through the Code of Conduct "to have thorough general and professional training and thorough training in social fields, public freedom and fundamental rights". We therefore see a statutory obligation for every border and coast guard to reconsider the position of INFORMATION, which thus becomes basic.

There are two types of needs: latent and manifest. In Maslow's theory, when the fundamental needs, more important in hierarchy (subsistence or security), are not met, the higher needs (those of self-actualisation, for example) will be latent. In other words, only after the needs of a lower class have been met, the triggering mechanisms for the needs of the hierarchically upper class come into play. The closer a need is to the top of the pyramid, the more specifically to humans and less urgent it is, but its realisation produces satisfaction, happiness, leading even to the increase of the biological efficiency of the organism.

The dynamics of the manifestation of needs characterise each individual differently. It also depends on the social, economic and cultural environment that establishes certain 'legitimate' social thresholds for meeting the needs. The natural fulfilment of needs is associated with the reduction of tensions, whereas their non-fulfilment leads either

to their increase and exacerbation or to their extinction by saturation and defensive reaction, accompanied by characteristic disturbances. If the needs are not met for a longer period of time, then the very physical and mental existence of the individual can be at risk. An open problem, however, remains the identification of the main ways of career development (according to the values of the institution of affiliation), which makes the employees unique in their own way, worthy of being promoted, recognised and listened to by all those with whom they interrelate.

The motivation determined by the strong desire to achieve success varies depending on the nature of the responsibilities, the desire to achieve the learning outcomes and the regularity of the feedback. In this sense we can speak of two types of motivation, **projective** and **retroactive**. **Projective motivation** involves anticipating the probable reasons that will underlie one's own behaviour and interpersonal relationships, thus preparing to extend conscious control from the present situation to the future. **Retroactive motivation** involves the explanation and, moreover, the justification of the acts already committed, through the prism of the reasons that determined them, thus following the re-evaluation of the previous behaviour.

Therefore, motivation should not be seen and interpreted as an end in itself, but should be put into the service of high performance. Professional performance, which can only be achieved through very good training, is a higher level of purpose achievement. In this context, the question of the relationship between motivation and performance is not only of theoretical importance but also of practical importance, and is dependent on the complexity of the activity/task that the individual has to perform.

The long-lasting practice of an activity is likely to generate some cognitive reflexes and develop typical forms of moral manifestation. This creates a special mentality, a typical moral and professional "infrastructure" and defines the professional group which performs that activity. This profile is, especially, the result of the mission, of the ambiance, of the environment in which the members of the organisation are formed, and later, trained. This shows the importance of customising the training of border and coast guards in relation to the specific training needs.

In the field of education, for instance, the didactic strategy of the trainer (instructor, trainer) should be "SMART". SMART is a well-known method of structuring and evaluating development learning outcomes, being useful in teaching activities and in the class management. The acronym SMART consists

of the first letter of each keyword: Specific - Measurable - Achievable - Realistic - Time-bound.

The learning outcomes of the SMART teaching strategy can be structured as follows:

- **Specific** – means to describe actions, specific outcomes, observable behaviours. The learners / learners need to know exactly what they are asked to do. For example, it is difficult to know what to do if the indication is to "work harder". It is easier if the indication is "Write one more essay".

- **Measurable** – means to have a reliable system that measures the leading steps towards the competence achievement. It is difficult for the learners to understand what is really expected of them from the request: "Write an essay". But they can understand more easily what they have to do and they can manage their efforts more effectively if the task is "write a two-page essay with the title…"

- **Achievable** – means that it can be achieved with a reasonable amount of effort. It is unlikely that the learners find it acceptable to write a two-page paper if they have five more papers to write within the same deadline. However, if the learners are involved in setting the tasks, they are thus given the opportunity to analyse their other commitments and to change the conditions of achievement together with the trainer. In the end they will be much more willing to accept the challenge proposed by the trainer.

- **Realistic** - means that they are accessible and correspond to the educational competencies and/or organisational goals. For instance, if the learners are told that they need to improve their legal training results by 10%, without specifying what to focus on, this is a target quite difficult to quantify and achieve. But if they are told that they will learn how to draw up a criminal report, so that they are able to make a legal classification as accurate as possible in any situation, then it is about something much more precise, which can be achieved and which, in the end, will mean something to the learners. It will involve them from a motivational-volitional point of view. This approach also helps the trainer in achieving the didactic goal proposed by the curriculum.

- **Time-bound** – means to clearly set a time-limit for the work in order to fulfil the intended learning outcome. It is good to inform the learners/learners right from the start of the clear tasks they will have to perform and the time allocated to them. If they are told only that they have to write an essay without being given the

deadline, then it will be very likely that on the due date they will not have completed the required task. If the learners are told that they should do it by next Friday, they will be able to assess their time realistically. They would also be able to plan on reading and writing, for instance, a page a day by next Friday, instead of postponing the whole job for the last minute.

In some cases, the above scheme can be supplemented. In this way, the SMARTER learning outcomes should be:

• **Development-oriented** – means that the teaching tasks should enhance the learners' skills. For example, the learners/learners might be more motivated to write a two-page essay if the topic or the way they write develops their skills.

• **Rewarding**: means that the learners will be even more motivated to write essays if their effort can be rewarded. The reward includes the recognition of efforts by the trainer (trainer, instructor) and colleagues.

In conclusion, one should not forget that in the sphere of professional concern of the border and coast guards as well as of the law-enforcement personnel in general, within the existing operational dynamics, every present moment very quickly becomes the past, and the future will not wait for us to catch up with it. Staying up-to-date and dedicated to life-long learning is mandatory for both trainers and learners, so we can all always perform our duties and responsibilities to the highest standards.

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The beautiful thing about learning is that no one can take it away from you.

B.B. King
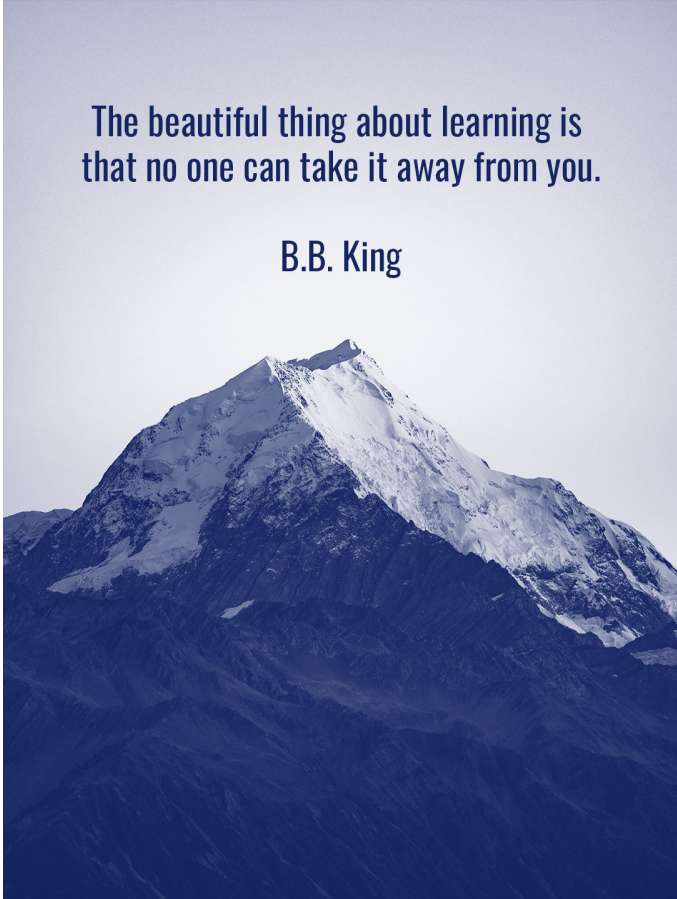
Multiple intelligences and learning styles

by Marius Palade

The way a learner prefers to learn is called his/her own learning style. There is no good or bad learning style and it has nothing to do with intelligence. We all use a mixture of learning styles, although we often have a preference for one and use other styles less frequently. When the learners become aware of their favorite learning styles, they will be able to recognize their strengths and weaknesses in their learning activities.

The constant reflection of psychologists on the individual differences encountered in school learning has led them to develop a variety of conceptual instruments (theoretical models, definitions) meant to explain these distinctions. The focus was primarily on how to carry out cognitive processes, which imposed the concept of cognitive style. Research into cognitive style began in the 1950s when a team of psychanalytical-inspired researchers decided to study individual differences in cognitive terms as "reflections of different ways to adapt to reality or as a means to cope with reality (Gardner et al., 1959). These ways of adaptation have been called "cognitive control" types, perceived as stabilized structures that occur through the interaction of genetic determinants and life experience determinants.

The cognitive style refers to the organization and general operating procedures of the processes by which each subject receives and produces information on his or her environment. H.A. Witicin (1978) defines the cognitive style as "individual differences in the manner in which we perceive, think, and solve problems" and S. Messick (1976) says that the cognitive style represents "the constant individual differences in the manner of organizing and treating information".

For Messick, styles are stable and generalizable in the sense that they apply in all situations involving cognition and even in social interactions. The discussion around these features of the style imposed the difference between cognitive styles and cognitive strategies. Messick (1996) considers that strategies are task specific, being dependent on situational constraints and characteristics of these tasks, whereas cognitive styles tend to be more general in relation to various cognitive tasks. From this perspective, style can be seen as a moderating variable that describes the individual differences in the selection and use of lower level cognitive strategies.

The research of Witkin and his collaborators led to the identification of two types of cognitive style: Style dependent on the perceptive field and independant style of field. The field-dependent style corresponds to the confidence in the information provided by other people, the importance given to the social context, the need for a general structured framework and the goals set by the

others. The field-dependent subjects prefer the team activities, in which the instructions are clearly and precisely stated. The field-independent subjects have confidence in the personal landmarks, they are little related to the context and they show autonomy in relation to the others: The structured situations are considered compelling because they prefer to organize their cognitive approach in a personal independent way.

For researchers and practitioners of education, the concept of cognitive style has not solved the problem of respecting individual differences in the learning process. Cognitive style is a laboratory construct that allows the formal characterization of an individual's cognitive activity. It was necessary to find ways of presenting the course and of the pedagogical materials that took into account the students' learning preferences. For this reason, the concept of learning style was considered to be more relevant. A quick reading of the learning style definitions shows that the emphasis is on the characteristic way of acting, on the individual tendencies or preferences regarding teaching and learning contexts. Here are some definitions:

- "The learning style comprises a set of cognitive, affective and physiological factors, which serve as stable relative indicators of how the learner perceives, interacts and responds to the learning environment" (Kefee, 1987);

- "The learning style is the predisposition of the students to adopt, in an independent manner, a particular learning strategy in relation to the demands of the learning task" (Sckmeck, 1983);

- "The learning style corresponds to the students' preference for certain ways of teaching in the classroom, the way they prefer to approach different learning experiences" (Renzulli, Smith, 1978).

The learning style indicates the student's preference for the concrete learning environment in the classroom, the way he wants to study, respectively: the preference for group-work or individual work, the preference for unstructured situations or for structured situations, the preference for a certain perceptual modality, etc. The learning style is a concept that the researchers use to highlight both the regularities in the conduct of the learner and the individual differences in learning. In this sense, the learning style does not favor the cognitive behaviours developed by a student in relation to the learning task, but also refers to the personality characteristics of the student. Some authors prefer the notion of *learning* profile to designate the portrait that results from applying the instruments that describe students' learning preferences. Using this notion avoids labeling or associating the person with a single learning style.

In the analyses carried out on learning styles, two opposing positions are distinguished: on one hand there are those who argue that the style represents an immutable, born characteristic, being the manifestation of personal dispositions, and, on the other hand, those who consider the learning style a characteristic acquired over the years, based on experience and which can be modified. Whatever the terms in which they are discussed - dispositions, habits, preferences, tendencies - it is important to remember that the student shows an attraction, a predilection for "a way of doing" and identifies with this way of acting in the learning situation.

Typology of learning styles

The conceptual diversity that has developed in the attempt to define and characterize the learning style is also found within the proposed typologies. These typologies are inscribed in different perspectives and in more or less precise conceptual frameworks. Thus, they were used as differentiation criteria: *students' preferences for certain aspects of the learning context, the modalities of sensory encoding, the modalities of processing the information during the learning, the modalities of going through the cycle of experiential learning, etc.*
a) The typologies that take as a frame of reference the learning environment respectively the preferences for certain aspects of the

learning context are those of Grasha and Riechman (1975) and those by Renzulli and Smith (1978), all of which also offer learning style assessment instruments. Thus, Grasha and Riechman differentiate six learning styles, located on three bipolar dimensions: participatory style / nonparcipative style, cooperative style / competitive style, autonomous style / dependent style.
The participatory style is characterized by the desire to learn and by the positive reaction to the idea of accomplishing with others what is required in the classroom. *The nonparticipatory* style is characterized by the lack of desire to learn and by the absence of participation. *The cooperative* style is characterized by the desire to participate, to share, by the pleasure of interacting with others. *The competitive style* is characterized by the desire to compete, to be the best and to win. *The autonomous style* is characterized by independent thinking, self-confidence, by the ability to structure one's work alone. *The dependent style* is characterized by the need for a teacher as the source of information and structuring of the learning tasks, but also by the absence of intellectual curiosity.
In 1978, Renzulli and Smith (1978) developed an instrument - *Learning Styles Inventory* - that measures students' preferences for nine ways of teaching in the classroom: projects, storytelling, debates, and plays,

teaching with the help of students, individual study, programmed education, role play and magistral speech.

b) The typologies based on the modalities of sensory coding are the most known and most frequently invoked in the educational practice, Barbe, Swassing and IvElone (1979, 1988) distinguish among three learning styles: the visual, auditory and kinesthetic style. *The visual style* is characterized by the fact that the student prefers to learn based on illustrations, maps, images, charts; it is important to see the written text because it has a better visual memory. *The auditory style* is characterized by the fact that the student learns better by hearing a speech or the explanations of others; associates concepts with different sounds, prefers to learn on musical background; has better auditory memory. *The kinesthetic style* is characterized by a preference for activities in which experiments are possible such as carrying out practical activities, the physical involvement in the learning activity.

c) The typologies that take as a frame of reference the cycle of experiential learning are based on the theory of David A. Kolb (1984), who states that a person learns mainly through discovery and experience. According to Kolb, learning is a cyclical approach that involves four phases: concrete experience, reflective observation, abstract conceptualization and active experimentation.

All learning experiences of the individual are organised throughout this cycle. Thus, in a first stage, the person in the learning situation encounters an instance pertaining to concrete experimentation. In the next step, observations are made on the experience and reflected on its significance. This stage leads to the formulation of concepts and generalizations that integrate observations and reflections, and, in the last stage, the active experimentation takes place in which the subject verifies, in new concrete situations, the generated hypotheses.

The learning cycle is based on two axes that reflect how the subject prefers to treat and perceive the information. Thus, one axis is drawn on the continuum of *concrete experience - abstract conceptualization, and another axis unites the poles formed by reflective observation and active experimentation*. Each axis pole exerts an attraction and creates a tension from which the learning style results. Kolb proposes four learning styles that can be found in the quadrants resulting from the intersection of the two axes: divergent (concrete - reflective), convergent (abstract-active), assimilatory (reflexive-abstract), accommodative (concrete-active) style.

The following figure reflects the layout of learning styles along the two axes.

Concrete Experience

Active Experimentation

Accommodative Style

Divergent Style

Convergent Style

Assimilatory Style

Reflective Observation

Abstract Conceptualisation
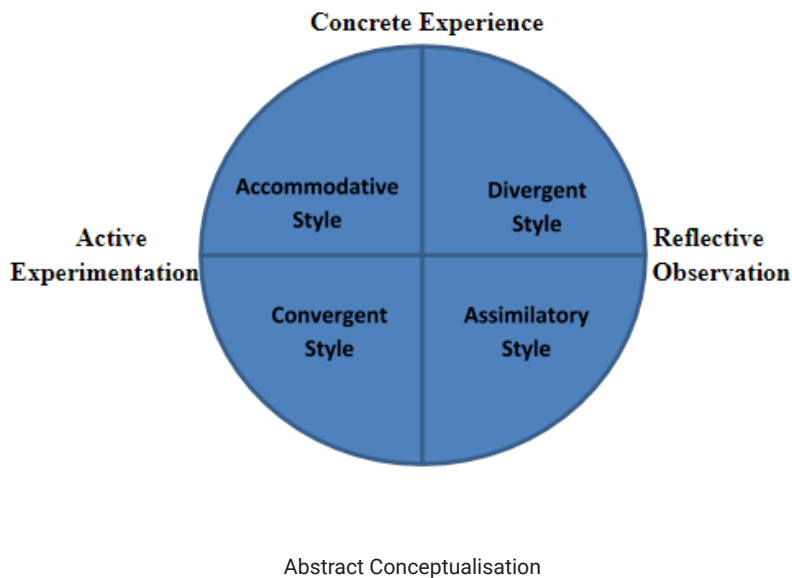
The divergent style is characterized by the preference of learning starting from new experiences that enable imagination, but also require reflection, analysis of situations from several points of view. The individual characterized by this style is interested in people and situations and needs to interact with others. He/She has broad cultural interests. **The convergent style** is characterized by the search for practical applications of concepts and theories and by the preference of learning in activities where knowledge and real life are linked. The person characterized by this style prefers to work alone. **The assimilatory style** is distinguished by its great ability to design theoretical models, the need to integrate information into a conceptual framework, structure and the preference to learn from the search for a wide range of information and their concise and logical integration. The person characterized by this style excels in inductive judgment. **The accommodative style** is

distinguished by the preference for situations that require decision making and adaptation to circumstances. Those who adopt this style tend to solve problems intuitively through successive tapping. They choose the most appropriate means that allow them to put into practice what they learn. They also take risks and possess execution skills.

Analysis of learning styles in terms of a cyclical approach to learning experiences suggests that the learner goes through the four phases, but the order of the journey may be different and that the learner will be favored in the phase reflecting his style, David Kolb considers it preferable to learn through a cycle that allows you to experience all four modes of learning, if you want to better understand a subject.

How to identify the learning style

The learning style identification is mainly carried out in three ways:

- *Self-observation* of one's own learning behavior. The learners can observe and analyse, their own learning experiences; they can keep a learning journal that records how they prepare their lessons for different subjects of study, the preferred learning conditions, the method of study that brought them the most important lessons, the preferences for certain moments of the day considered conducive to learning.

- *Using learning style measuring instruments*. Almost all the authors who have described the typologies of the learning style have also developed specific questionnaires that allow identifying the modalities of approaching the tasks of learning in different educational contexts. For example, in 1978, Dunn and Dunn proposed a learning style measurement instrument called *Learning Styles Inventory*. The instrument, a concept for children and adolescents, leads to the description of the learning style profile based on five major dimensions: environmental variables (noise, light, temperature, spatial arrangement), affective variables (motivation, persistence, responsibility, structure), sociological variables (preference to learn alone, with another person or in a group), physiological variables (the preferred perceptual mode, the moment of the day most conducive to learning, the need for food or mobility during learning, psychological variables (global or analytical approach to task, degree hemispheric specificity).

In 1986, NASSP (National Association of Secondary Schools Principal) develops a new instrument called *Learning Style Profile*, which starts from 23 variables grouped into three factors: cognitive skills (analytical, spatial, discriminating, categorizing, sequential treatment, memory), perceptual responses

(visual, auditory, emotional) and preferences for the studio (preference for a specific time of day, arrangement of space, light, temperature, etc.). Even if there was some enthusiasm in the application of these tools, some authors express their reservations about the diagnostic value of them.

• *Using of descriptions, explanations and exercises offered by different authors to recognize and characterize their own learning style.* Students can identify, starting from the existing descriptions, to what extent they prefer visual, auditory or kinesthetic techniques in information processing, prefer abstract conceptualizations or concrete experiments, etc.

Breakthroughs in educational practice

Knowing the learning style is beneficial for both the student and the teacher. The student will clarify his preferences in learning; he will be aware of the qualities, shortcomings, learning needs and will choose the study environment that benefits him the most. The student should not only be in a position to characterize his preferred mode of functioning in a learning situation, but also to make comparisons between his style and other styles, to recognize the interindividual differences in the learning style. The teacher must initiate

exercises in which students identify their dominant learning style. These exercises are organised both individually and in groups. The student is asked to describe how to prepare for the subjects to which he/she was successful, and the teacher helps in identifing and conceptualizing the elements related to the preferred way of receiving, processing, storing and updating the information. The exercise can also be carried out in groups, the students sharing their preferences in learning, and the teacher encourages them to ask questions, to ask for additional information where they have successful experiences. It is also worth remembering that we are talking about identifying the dominant learning style that indicates the best way in which a person acquires new information, but, depending on the learning task, there may be combinations of other styles.

The learning style should be part of the content of the professional training of teachers. The teacher can design teaching approaches that take into account the learning styles of the students. Unfortunately, in the educational practice this immense resource, which is the fundamental pedagogical research, is not exploited to a sufficient extent. For example, in primary education, cognitive demands are varied and the modalities are used: visual, auditory, kinesthetic / practical. As they move on to the next cycles, teachers gradually reduce

these modalities and prioritize the verbal, auditory mode, which may frustrate students who have other preferred learning modalities. As trainers, it is necessary to present the information using all sensory modalities. This creates for all students the opportunity to get involved, irrespective of their preferred style.

Thus, in order to integrate the predominantly visual learning style into the learning environment, the teacher must use graphics, pictures, diagrams, flipchart, and worksheets to write down what is being discussed. Also, the teacher must emphasize the main ideas; elaborate, on the board the plan to integrate the new concepts into the conceptual networks. Since the notes are important sources of study for students with visual style, the teacher will teach them the technique of organising the material so that it has a clearly defined structure.

In order to integrate the predominantly auditory style into his/her teaching approach, the teacher can use what David Ausubel (1981) called advance organizers, that is, a summary presented to the student at the beginning of the new lesson and which aims to provide prior guidance and to ensure accessibility, new ideas, and at the end of the lesson will resume the main ideas of the content taught. The most effective teaching methods for this style are: heuristic conversation, debate, learning in small groups, methods that involve questions and answers, verbal expression of ideas, how to understand information, confronting opinions, analysing activities.

Regarding the predominantly kinesthetic style, the teacher must undertake activities in which the student is actively involved, experimenting, manipulating habits or other materials. Lack of activity causes kinesthetic manifestations such as scribbling notes, swinging legs, scraping textbooks. Role-play, drama, dance, pantomime, demonstration and other activities that satisfy their need of movement are recommended. They also need to be introduced to the technique of taking notes because they do this in a desorganised manner and they do not review them.

To conclde, a good educator must be highly flexible in choosing teaching methods and teaching materials to take into account the students' needs of learning. There are authors who argue that some pupils have learning difficulties because they use strategies that are contrary to their preferred procedures of processing information. And this is because they are the only ones the teacher has used and the student knows.

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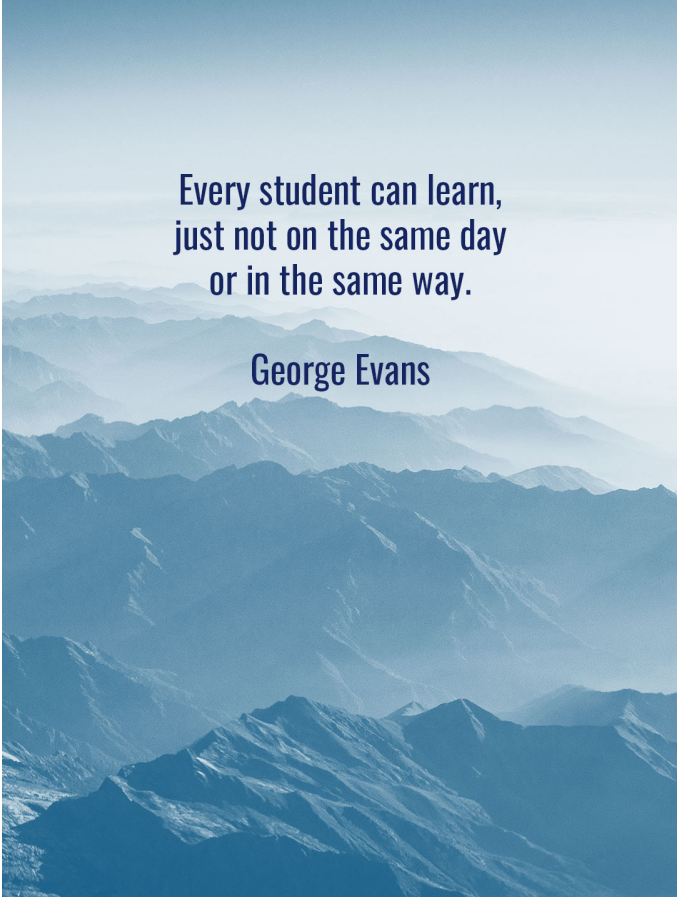
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Every student can learn,
just not on the same day
or in the same way.

George Evans

Evidence-based learning strategies

by Florin Bibire

What is an evidence-based teaching strategy?

An evidence-based teaching strategy is represented by any approach to teaching that is supported by research and its results. The studies conducted in the field show that certain teaching and learning strategies have a much greater impact than others and sought to find the reasons behind this fact.

The learners need to be taught in a manner relevant to them and, in order to achieve the progress of education and training skills in a logical and hierarchical order, their precise level of understanding must be identified at the beginning of the learning process. Supporting learners throughout their learning effort should be the absolute priority of any training programme.

If evidence-based teaching/learning strategies are to be taken into account by as many trainers as possible, they should have a positive impact on the learners' achievement of learning outcomes, as they are considered substantially better than the traditional strategies.

Several ways of implementing evidence-based training strategies are as follows:

Setting clear intentions for reaching the learning outcomes during the lesson.

It is very important for the trainer to establish the precise teaching steps in order to achieve the intended learning outcomes during each lesson. The effect that such clarity has on the learners' results will be greater than the effect of supporting high expectations for each learner. Setting clear, expected learning outcomes helps the trainer to focus on what matters most for every aspect of the lesson.

Starting teaching with some entertaining lead-in activities

The second basic teaching strategy is that most lessons should be started with some shows or stories or other lead-in activities (either a role-play or a presentation of a case and the way it was resolved by using, of course, the information to be taught). The activity can involve sharing information or knowledge with all the learners. The presentation of this information should involve shaping the way of performing a certain activity. Then, the learners are informed on the desired learning outcomes and shown how to perform the tasks in order to achieve those outcomes. For example, in a lesson on forensics, for the lead-in activity, the learners could be asked to study the fingerprint

of their left-hand index with a magnifying glass, to draw its pattern and try to describe it. The learners could get to compare their fingerprints and notice the different patterns possible. Then the learners will be told that at the end they will be able to take a person's fingerprints and afterwards the trainer begins to explain and demonstrate each practical way of fingerprinting people.

Questioning to check comprehension

After telling the learners what they need to know in order to be able to perform the required tasks, it is necessary to check their comprehension before proceeding. This can be done in the following way: ask a question, pause and then randomly choose a learner to answer. The break is meant to allow all learners to think about the correct answer. By periodically using the random nomination of learners to answer, everyone gets used to having a prepared answer in case their name is selected. By asking a small number of questions about the content that has just been presented and by randomly selecting the learners to answer, everyone's reasonable involvement can be achieved, as well as checking whether each of the learners has understood the key points.

Summarising the new knowledge to be taught in a graphical manner

This may be another way of employing evidence-based strategies. The graphic sketches may include different information and presentation techniques. For instance, the trainers can use the graphical way of explaining when they teach notions about a criminal trial. They can draw an axis of time on which they mark the main moments representing the beginning of each phase of a penal trial, and then, together with the learners, they complete their trial quality and the document that starts and ends the progress of each phase, (practically with the notions conveyed as novelty elements for the learners' knowledge). Graphic drawings may be used to help learners to:

- schematically outline what they have learned,
- understand the relationship between the new aspects presented for learning.

Reviewing based on graphical summary is a great way to end teaching. The trainers may employ it at the end of the lesson. The studies conducted in this regard show that it does not seem to matter who sketches the summary chart, either the trainer or the learners, provided that the graph is correct regarding the information contained.

Enhancing practicality

After the presentation of theoretical notions, practical activities can be carried out. As much practice as possible helps learners to consolidate the knowledge and skills they have learnt during the theoretical teaching. The tasks for the practical activities related to the outcomes intended of the lesson are chosen. In doing so, another opportunity to check the understanding of the concepts taught and their correct appropriation by the learners is achieved. Based on the conclusions drawn at the end of the practical activity, the following activities can follow:

- explaining again the notions that were newly transmitted;
- offering personalised individual feedback to the learners.

Example: In the framework of discussing criminal or contravention findings, after the presentation of the theoretical notions and listing the form and background conditions that the documents drafted by the border and coast guard must fulfil, the trainer can introduce the learners with a case involving the use of previously taught knowledge and ask them to submit assignments based on that case for the next class. After assessing the assignments, the trainer is to discuss the results obtained with the learners on an individual basis, highlighting the strong and the weak points of each performance.

Providing feedback

Still referring to evidence-based learning, the importance of providing feedback to the class should be highlighted. Providing feedback means that the trainer can tell the learners how well they have performed a particular task, and at the same time, suggest ways to improve the outcomes. Feedback should differ from praising. Praising is rather focused on learners, whereas feedback focuses on their performance. This will give the learners a very good understanding about:

- what was done well,
- their progress (on the scale of the evolution of the learning process) at that moment;
- how they can improve their performance based on their knowledge and skills.

Allowing for flexibility

The trainers should always be flexible in terms accepting different timeframes for learning, that is how long it takes each learner to learn a certain amount of information or develop a certain skill. Depending on various factors such as each individual's intellectual capacity or learning style, the time allotted for learning/performing a task could and should differ from one person to another. This concept is

the basis of how complex learning outcomes comparable to those defined in martial arts, swimming or dancing are taught in particular. The learning outcomes are maintained, but the timeframe allotted to each learner may vary, for a successful accomplishment.

Group work

This is not a new teaching strategy as it is often encountered in each class at any certain moment. But group work is not always productive. This claim originates from the fact that some members of the group do all the work and the learning, while others do very little or nothing at all. This can happen for several reasons. On the one hand, it may be that some learners are more willing to learn, apply or perform than others, but on the other hand, some have more developed skills for the respective type of work than others. In order to increase the productivity of the groups, the trainers should be selective in terms of assigning tasks to the group and also aware of the individual role that each member of the group could play and assign it to them. If evidence-based teaching is to be used for productive group-work, groups should be asked to perform tasks that all the members can successfully complete. Moreover, the trainer ensures that each member of the group is personally responsible for one step in the task. In the end, it is recommended that either the trainer appoints at the end a person from

each group to make the presentation, or that all the members of the group present the results of their work in a team, each of them giving one part of the presentation. In this way, each member of the group will be interested and effectively involved in solving the tasks.

Discovery-based learning is another strategy worth mentioning.

This strategy is very easy to apply to the lessons that aim to develop correct and complete practical skills. The learners are introduced to the theoretical notions, explained and demonstrated how to perform basic practical activities, trained to prevent possible injury or undesirable situations, provided with the necessary instrumentation and bibliography and assigned to discover by themselves, through experimenting, the ways and best suited means of achieving the desired result. This method applies with satisfactory results to the lessons of training future forensic specialists (e.g. finger and foot print revealing and lifting, moulding, fingerprinting, travel document examination for the purpose of detecting forgery, etc.).

Metacognition

Last on the list but not least, **metacognition** can be applied effectively in evidence-based learning. It is the science concerned with

the possibilities of exercising control over one's own cognitive processes (thinking and learning). Metacognition is not a teaching method in itself, but it mirrors what a learner knows and it can be used for analysing the learning process. It refers to the sum of strategies and techniques that a learner applies to learn better. Its purpose is to teach learners how to learn. Thus, learners may be guided by their trainer on how to perform activities, or they may be shown how to use metacognitive strategies in order to understand and improve their own learning process. Therefore, metacognitive learning provides the learners with the ability to understand and manage their own learning processes. They may decide on their own in the following directions:

- what strategies are available (what options they have);
- what strategies to use (selected individually);
- how effective were the choices they made (analysing their outcomes);
- whether to continue with or change the strategies previously chosen.

* * *

It can be concluded that evidence-based teaching strategies have the advantage of being used in a very wide range of training areas and at any time for any topic and course level, from the start to the end of the training period. Using any of them depends solely on the trainers' abilities and desire to adapt and adjust their teaching techniques in order to avoid the daily teaching routine and to constantly use the most appropriate means of achieving their goals so that the educational/ training process can lead to the desired evolution of their learners.

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You've got to get up every morning
with determination if you're going
to go to bed with satisfaction.

George Lorimer
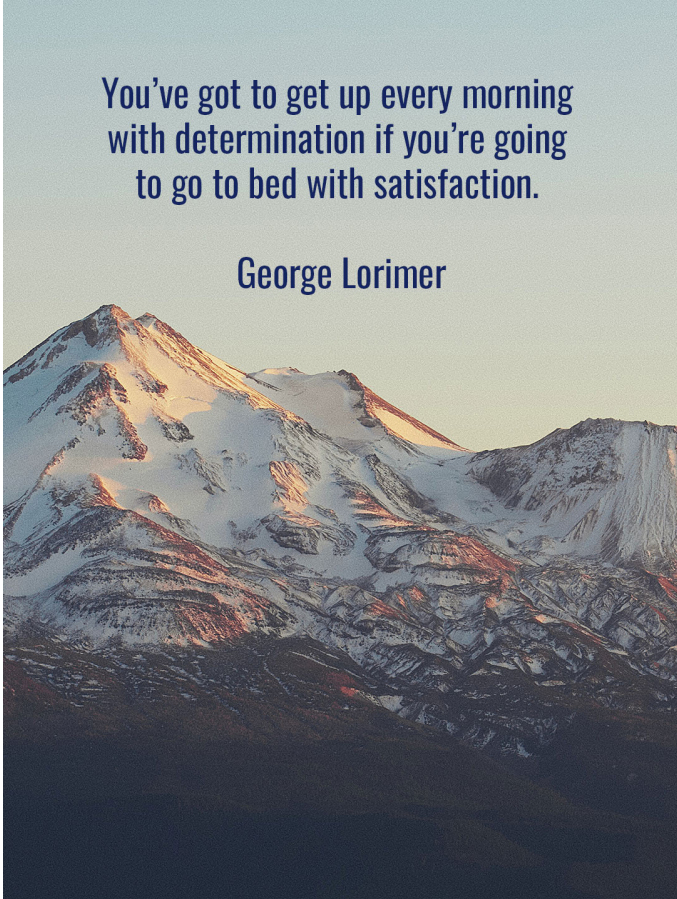
Benefits of e-learning
by Valerija Bencerić

1. Introduction

E-learning is a commonly used term for electronically supported (digital communication, electronic devices or the Internet) learning and teaching of any kind. E-learning is one of the terms with the prefix „e" that represents electronic learning, but can also be interpreted as **experience** learning, **everywhere** learning, **enhanced** learning or **extended** learning.

Even though e-learning is often connected with computer-based or internet-based learning, it is important to remember that it does not necessarily require either a computer or an internet connection but only the use of electronics. So for example watching an educational TV program or learning a language using a CD Rom can also count as e-learning. That can be seen in Figure 1.
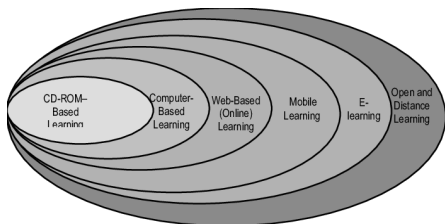

Figure 1. Learning technologies, modes and relationships (Bowles, M.: Learning to E-Learn Project: Rediscovering the benefits of e-learning, 2003)

2. Importance and impact of e-learning

If we are users of education, whether we are learners or business organisations, we also want the quality and accessibility that well-organised e-learning can offer. Considering the digital era that we live in, we simply can no longer accept chalk and whiteboard and transcribe and capture lecture notes as the most common method. With all the available technology today learning can happen anywhere, anytime and anyhow. Fully modernised e-classrooms are open 24 hours a day, allowing the most efficient use of time. Users choose when and how to access e-learning, as they have constant access to the materials and classes they take. Each individual contributes to the teaching by initiating, or participating in, discussions about the topic in question. That means learners are no longer passive observers but instead they have to be psychically present during the lecture (which means no sleeping in the classroom).

E-learning also increases the learner's ability to study on their own and use their critical

thinking skills. It has also brought the feeling of self-responsibility amongst learners where they have to account to themselves when they decide to study or not. Learners can be independent and need not to rely on trainers, however, if needed, learners can communicate with their trainers at any time (Chitra, Raj, 2018).

E-learning, except for being used in primary, secondary and tertiary education, is also a part of every successful business organisation. Business e-learning overcomes the boundary between learning and working, and is an opportunity for any organisation that seeks to improve the skills and capabilities of its employees, especially in today's business environment when there is a constant need for accelerated education and training of employees. E-learning enables employees to learn while working or after work so the problem of reduced working efficiency is avoided. An employee participating in an e-learning course can devote as much time as needed to acquire the necessary knowledge. In this way, training takes on a personalised form which is impossible in traditional training especially if there is a large number of course participants.

3. Types of e-learning

Fundamentally there are two types of e-learning: synchronous and asynchronous. Synchronous ("at the same time") is essentially a virtual classroom type that involves the interaction of the participants with their trainers/trainers via the Web in real time through instant messaging, chat, audio and video conferencing, webinars etc. The benefits of this type of e-learning are the ability to log or track learning activities, the possibility of continuous monitoring and correction, the possibility of global connectivity and ability to personalise the training for each learner.

Asynchronous, on the other hand, is quite the opposite. It allows the participants to complete the training on their own pace, without live interaction with the instructor through self-paced online courses or modules, discussion forums and message boards. Its main advantages are availability and flexibility of access from anywhere at anytime.

4. Benefits and disadvantages of e-learning

4.1. Benefits of e-learning

According to Chitra and Raj (2018) we can list the following benefits of e-learning:
- The online method of learning is suited for everyone whether one is a learner, employee or housewife because the courses can be taken at any time that is

best suited.
- The lectures can be followed for any number of times because one can access the content for an unlimited number of times which is especially useful for the learners before their exams.
- E-learning offers access to updated content and this allows users to share their knowledge and experience.
- E-learning is a way to provide quick delivery of lessons which, compared to the traditional teaching method, allows the users to learn at their own pace instead of following the whole group. Also, the users don't have to focus on every area of study but only on the area they are interested in.
- Scalability which means e-learning has the ability to grow, in a way that it helps in creating and communicating new training programmes, policies, concepts and ideas. Whether it is for formal education or entertainment, e-learning is a very quick way of learning.
- Consistency in teaching because e-learning enables educators to get a higher degree of coverage to communicate the message in a consistent way for their target audience. This ensures that all the learners receive the same type of training with this learning mode.
- E-learning reduces the costs of education

as compared to the traditional teaching method because learning happens quickly and easily and a lot of training time is reduced in terms of trainers, travel, course materials, and accommodation.
- E-learning is very effective if one considers the organisation's profitability. The employees have better scores in certifications, tests, or other types of evaluation. Another benefit is that the employees have enhanced their ability to learn and implement the new processes or knowledge at the workplace.
- Last but not least, e-learning is environmentally friendly since it is a paperless way of learning. It has been found that distance-based learning programmes consumed around 90% less power and generated 85% less amount of CO_2 emissions as compared to the traditional campus-based educational courses. With e-Learning, there is no need to cut trees for obtaining paper.

4.2. Disadvantages of e-learning

The list of benefits of e-learning is quite long, but what about the disadvantages? The main problem is the lack of self-discipline. If a learner or user lacks self-discipline, he won't be motivated to study, so he will probably procrastinate. On the one hand, this

problem is better dealt with in the traditional teaching method where the trainer can track if someone is falling behind in their studies. On the other hand, there are trainers who belong to an older age group and are not ready or refuse to accept new teaching methods. Sometimes universities or schools lack money for all the technical devices that are necessary for a smooth running of an e-learning process.

Another disadvantage is possible health problems. If learners spend a lot of time in front of a computer or mobile phone they could develop back problems or poor eyesight. For this problem, it is advisable to relax for at least 10 minutes an hour, walk around and even do some exercise to prevent pain. This is also a reason why it is advisable not to use e-learning in primary schools. Internet connection and technical devices are the most important factors for a successful e-learning, so without them an individual is not able to take part in an online course.

The learners may also feel a sense of isolation. Learning online is a solo act for the most part, but as technology progresses learners can be engaged more actively with trainers/lecturers/trainers/colleagues by using tools such as social media, video conferencing and discussion forums. Furthermore, practical skills are not that likely to be transferred through online resources.

Although we can share information through recorded videos and explanations for acquiring a certain practical skill, the hands-on experience is sometimes essential. Training is the process of learning how to carry out the day-to-day operations and how job-specific tools operate in order for the learners to be able to carry out their job responsibilities, tackle current issues, develop life-long learning skills and improve problem-solving skills. The goal of training is to reshape the behaviour of individuals so they can than carry out a learning process on their own.

5. E-learning tools

The advancements in technology made it possible for more enthusiastic trainers to improve their skills and make online courses more appealing to the learners. There is a variety of available tools, often free of charge that will help in managing different aspects of e-learning, including content creation, networking, communication, etc.

5.1. Web 2.0 tools, frequently used in e-learning

Web 2.0. tools are easy to use websites that will strengthen course curriculum and make learners more interested in the process of learning, help creative thinking and design

innovative solutions to problems:
- Assessment tools: Kubbu, Testmoz, Quizlet, Quizstar, Get Kahoot, Quizizz, PurposeGames, ExamTime, ProProfs, Hot Potatoes, Puzzlemaker, Piktochart, ABCya!, Zondle
- Tools for better organisation and memory: FreeMind, Mindomo, Gliffy, Cacoo, Bubbl. us, Coggle
- Tools for creating interactive posters: Wallwisher, Tagxedo, Wordle, Storify
- Presentation software and tools: Prezzi, GoAnimate, Buncee, Smore
- Cartoon making tools: ToonDoo, Make Beliefs Comix, Bitstrips, Pixton.

6. Conclusions

E-learning has more advantages than disadvantages, but still its usage is not as wide as it should be. The greatest 'obstacle' is still the old-school trainers' and trainer's reluctance and even aversion toward this 'non-personal' and 'distant' 'unsocial' learning. E-learning should not be seen as a method that will altogether replace the classical form of education – classroom teaching but as a more effective, more compatible way of transferring and gaining new knowledge especially in the context of training law-enforcement officers to be able to enforce the law and provide protection at a national and international level.

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Using e-learning in Border and Coast Guard education and training

by Claudiu Româneanu

E - Learning is a type of distance education, a planned teaching-learning experience, organised by any institution that provides media materials in a sequential and logical order, to be assimilated by learners in their own way and at their own pace. Mediation is achieved through new information and communication technologies - especially through the internet.

In essence, e-learning is a computer-based educational system that enables learning anywhere and at any time. Today e-learning is mostly delivered though the internet, although in the past it was delivered using a blend of computer-based methods such as CD-ROM, DVD-R, memory sticks, etc.

Technology has advanced so much that the geographical gap is bridged by the use of tools that make the learners feel as if they were inside the classroom. E-learning offers the ability to share materials in all kinds of formats such as videos, slideshows, word documents and PDFs. Conducting webinars (live online classes) and communicating with professors via chat and message forums is also an option available to users.

With the introduction of the computer and internet in the late 20th century, e-learning tools and delivery methods expanded. E-learning provides the learners with the ability to fit learning around their lifestyles, effectively allowing even the busiest person to further a career and gain new qualifications.

Some of the most important developments in education have occurred since the launch of the internet. Nowadays learners are well-acquainted with the use of smartphones, text messaging and the internet, so participating in or running an online course has become relatively easy. Message boards, social media and various other means of online communication allow learners to keep in touch and discuss course-related matters, whilst enjoying a sense of community.

In the fast-paced world of e-learning, the available technologies to make a course appealing are always changing, and course content can and should be updated as often as possible to offer learners the very latest information. Overall, traditional learning is expensive, it takes a long time and the results can be various. E-learning could offer a faster, cheaper and potentially better alternative.

The Computer-Assisted Learning (CAL) domain covers a wide range of applications and processes, including:

- Computer-Based Training (CBT), which is a type of e-learning provided on CD, DVD, memory stick;
- Technology-Based Learning (TBL), based on communication by using computers;
- Web-Based Training (WBT), which involves the use of text, media or graphics to create a dynamic and attractive online

learning environment;

- Synchronous and Asynchronous e-learning. Synchronous e-learning includes online chat and video-conferencing. Any real-time learning tool, such as instant messaging, allows learners and teachers to ask and answer questions immediately. Rather than learning on their own, learners who participate in synchronous learning courses are able to interact with other learners and their teachers during the lesson. Asynchronous learning, on the other hand, can be carried out even when the learner or teacher is offline. Courses and communications delivered via web, email, and messages posted on community forums are perfect examples of asynchronous e-learning. In these instances, learners will typically complete the lessons on their own and easily use the internet as a support tool rather than venturing online solely for interactive classes.

E-learning makes use of many technologies - some of which have been developed specifically for it, whilst others conveniently complemented the learning process.

Starting with the use of email and instant messaging, message forums and social networks, there are many tools that any internet user would use in any particular case. E-learning makes good use of databases and CMS (Content Management System) technologies. These two work hand in hand to create the analytics and to store the course content, test results and learner records. The data is stored in the database and the CMS provides a user interface for storing, adding, updating and deleting data. A good LMS (Learning Management System) will often

provide reporting tools to generate and store progress reports. It is designed to identify training and learning gaps, using analytical data and reporting. LMS focuses on online learning delivery but also supports a range of uses, acting as a platform for online content, including courses, both asynchronous and synchronous.

The technologies to improve the quality of content are multiple. Software such as Flash and PowerPoint will help to make presentations smooth, efficient and interesting, with a high quality, graphically rich content. There are word processing packages and HTML editors available these days that make formatting text or web pages a breeze, removing a lot of the complexity. There are also lots of online services available to teachers to create interactive elements for courses such as quizzes and games.

The current challenges facing traditional learning cause many persons to search for alternatives. The continually improving reputation of online learning helped fuel its expansion, as initial scepticism faltered in the face of evidence showing that online learning could be just as effective as face-to-face education. This means that many categories of learners, ranging from working professionals to recent school graduates, find many reasons to take all or some of their courses online. The following could be considered the benefits of online learning:

- an e-learning support content in various formats: text (doc., pdf., rtf.), video (mp4, mpeg, avi), audio (mp3,wmv), PowerPoint files (ppt), etc.;
- the learners can access materials at their own pace, at any given time or place, at their convenience;
- the teachers can revise or modify the content and the learners can see the updated material in real time;
- the trainers can address a large number of learners, while also ensuring an individualised relationship with each of them;
- the learner can be at the centre of attention and not the trainer. The learner can be encouraged to become a feedback

provider who participates in the training in a meaningful way and not a mere receiver of information and knowledge;

- the learner's itinerary is personalised by using the analytical function of the LMS. The progress is recorded and is visible both to the learner and the teacher, as well as to the course manager. This individualisation ensures greater responsibility for the learners with regard to their involvement and therefore a better assimilation of knowledge by all the learners. In addition, the adaptation of the training progress to each learner's pace and capacity of understanding is accommodated.
- it is based on interactive multimedia solutions that attract the learners' attention, stimulating their comprehension and interpretation capabilities and inciting them to concentrate and assimilate quickly through observation, inferring and capture;
- simulations, problem-solving, case studies, self-assessment exercises, exchanges of synchronous or asynchronous messages create interactivity that places the learner at the centre of the training in an active state, thus guaranteeing the efficiency of the training;
- the quality and quantity of information

or knowledge evolves very quickly and having access and keeping up-to-date become possible with distance training;
- the learners and the teachers can access and re-use the materials as often as they need to;
- as the information collected through distance learning is constantly updated, the latest research findings can be quickly detected;
- the learner assessment can be easier and fairer, as long as it is conceived to be criteria-referenced and not norm-referenced, based on learner attendance and involvement and well-designed online quizzes;
- designing a course in a way that makes it interactive and fun through the use of multimedia or the more recently developed methods of 'gamification' enhances not only the learners' engagement factor, but also the relative lifetime of the course material in question;
- e-learning is convenient and flexible, allowing more flexibility for the learners to complete important "just-in-time" training;
- immediate feedback on training can be provided by all the stakeholders, be they learners, teachers or employers;
- for risk management and auditing purposes, organisations can maintain

records of everyone who has completed the training;
• certificates for attendance or completion can be issued automatically by the system at the end of the course.

People who simply do not have the necessary time to attend classes physically are no longer left behind. Learning and completing courses after work in the evening, at the weekends or when they have spare time, is now possible with this digital approach.

In border and coast guarding education and training this is a welcome solution that can complement the traditional face-to-face approach. In course design based on the Sectoral Qualifications Framework for Border Guarding, e-learning is massively utilised for the independent and experiential learning phases, but also for the contact phase. The online platform will host the general information and instructions for the course, accessible every time a learner needs to refer to them.

In the independent learning phase, the learners can get acquainted with or can revise basic, background information and knowledge which will allow them to start the contact learning phase at approximately the same level of understanding of the course content as their peers. They are encouraged to explore the essential and recommended reading materials proposed by the trainers, solve entry tests and do revision or assessment exercises asynchronously. Their involvement can be monitored by the trainers through the score obtained for solving the revision tests and also through a forum where they need to answer questions and ask for clarifications and participate in or suggest topics for discussion. At the end of the independent learning period, their progress can be recorded as a pass/fail, where a pass would allow them to continue with the contact learning phase. It is very difficult to organise online synchronous discussion sessions, though, with the learners unavailable due to different time schedules at work.

In the experiential learning phase, the online platform can serve as a round table where everybody can add comments or propose questions following their reflection on the course topics in everyday work. Both peer learners and teachers can offer solutions or reveal hidden aspects of the issues at stake. The final assignment can be either a paper that the learner has to compile and upload onto the platform for assessment or a quiz where the scoring is automatically kept and recorded.

In the contact learning phase the learners can also benefit from the online platform where additional materials such as links, videos and PowerPoint presentations can be uploaded by the teachers for the learners' consolidation or

future reference.

In the case of online courses, asynchronicity is again a strength and motivational factor. The learners are given enough time to go through the materials at their own pace and convenience and moreover, to fill in any potential gaps in pre-requisite knowledge. Once they take responsibility for their learning they can monitor their own progress and become more confident with their learning skills. At the end of the course the majority of learners can achieve a fairly equal level of understanding and acquisition of knowledge and skills and attain the proposed learning outcomes.

In itself, e-learning has many benefits, but also drawbacks, which does not make it the ideal stand-alone solution for learning. However, it can be the perfect complement for traditional education and training in law-enforcement, border and coast guarding included.

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Motivation-enhancing strategies employed in the Border and Coast Guard training
by Cristian Zăinescu

Controlling and directing the learning-specific motivational system is one of the most difficult tasks of the trainers' work. Despite the ample theorisation, enhancing learners' motivation remains an art relating to the trainers' skill and didactic gift. However, based on theoretical models, some suggestions can be offered to guide the trainers, regardless of their area of expertise.

Many trainers criticise their learners for not making the necessary efforts and for not having any motivation to learn, but this may just not be the right approach. Any trainer who wants to enhance the learners' motivation for learning should start by analysing and self-evaluating their own motivation, as well as the way in which they carry out their teaching-consolidation-assessment activities. The competence level of the trainers, as well as their degree of involvement in the didactic activities, the enthusiasm and the passion with which they do their job deeply influences the motivational dynamics of the learners. The trainers' lack of motivation is a problem as serious as their lack of competence, as there are trainers who have little or no interest in their profession. Although the social and economic context may explain this phenomenon, the trainers' lack of motivation may be at the origin of the learners' lack of motivation. This may sound like a slogan, but it's true that bored, blasé trainers cannot be a source of inspiration and motivation for their learners. If you want to motivate someone, you have to be motivated yourself.

The nature of the teaching-learning activities plays a fundamental role in engaging the learners' attention and motivation. For a long time, the basic and regular type of activities performed by the learners in the classroom was to passively listen to the trainers' lectures. However, a truly motivating didactic activity should actively involve learners and capture their interest. The trainers should be able to arouse their learners' curiosity through novelty elements, by creating cognitive conflicts, by using case studies or by training the learners in carrying out team projects.

At the same time, the trainers could call on their learners' self-assertion impulse, showing them that learning a new discipline opens their professional perspectives in a series of more attractive and better paid lines of work. Last but not least, the trainers should get acquainted with their learners' areas of interest, choose examples and establish links with these areas of interest during teaching.

Rolland Viau offers a series of teaching suggestions to motivate and engage learners, but he proceeds in a more analytical way, considering that trainers should select their teaching strategies according to the knowledge to be delivered to the learners, i.e. declarative or procedural knowledge. In order to teach

declarative knowledge, generally viewed by the learners as a set of theoretical and abstract information that should be first learnt, Viau formulates the following requirements:

- start teaching with an anecdote, an unusual story related to the theory to be taught or a problem to be solved;
- question the learners about their previous knowledge in relation to the phenomenon or theory to be explained (for this reason, at the beginning of the training programmes, an initial assessment of the learners' knowledge is recommended);
- present the course plan in the form of questions, (this way of presenting a topic forces the learners to focus their attention on the important issues of the topic and pay efforts to find answers to the posed questions);
- organise knowledge in the form of mind-maps or diagrams, which allow highlighting the connections between the concepts;
- give examples to motivate the learners (such as presenting case studies and linking theoretical knowledge with practical activity);
- use analogies (thus determining the learners to make connections between a domain they know well and a new one).

In terms of procedural knowledge, Viau recommends that the trainers should create habits for the learners to become aware of the steps that need to be taken in solving a problem, regardless of the field of reference. The trainers can themselves serve as models by resorting to making assumptions about solving strategies, in order to choose a certain strategy. This approach aims at training learners to orient themselves in a learning task: i.e. how they should start, how they can figure out if they are on the right track, in other words, to use cognitive strategies such as: planning, monitoring, self-evaluation. In this way the learners will better evaluate their chances of succeeding in performing a task and there will be no situations when the learners give up a task for the sole reason that they do not know what to proceed.

The way the trainers perform an assessment can also have an effect on the learners' motivation. For many trainers, administering an assessment means simply giving grades to the learners, classifying them and finding if they have succeeded or not. This conception can have negative backwash effect on the learners' motivation, because it generates anxiety.

If the trainers want the assessment to be really motivating for the learners, in order to help them become more involved and persevere in the learning process, it is necessary that

the assessment act should focus mainly on the progress and efforts the learners employ in improving their own performances, and not just on assessing their level of knowledge and skills.

The assessment of the learners' evolution should be done in positive terms (praise, encouragement, emphasis), as rewards and punishments do not have the same effect on the learning motivation. Nevertheless, it is important to emphasise that both rewards and punishments should be used with discernment, especially when aiming at increasing the learning motivation.

Research has shown that the learners having good opinions about their own competence in solving learning tasks were disappointed when they were rewarded for the activities they considered easy. Some rewards can have a positive effect on the short term, but on the long term they might damage motivation. Much more effective for enhancing the learners' motivation turn out to be the personal observations and feedback provided by trainers on the assignments prepared by the learners, as well as encouragement during difficult times.

At the same time it is important to encourage the learners to self-evaluate. This does not only mean setting a grade for themselves, but especially getting used to evaluating the effectiveness of the learning strategies they used. The learners should be given the assessment tools regularly used by their trainer and advised on how to use them effectively, beyond the stage of simple exercises of self-control and self-verification.

Even if these general strategies aimed at modifying methodological practices are employed, enhancing the learners' motivation is still a demanding challenge. In this regard it would be useful to achieve a motivational profile for each learner, through the evaluation of his/her interests or preferences or even of the rejection of a discipline or job competence and of the future prospects or learning outcomes that s/he will be confronted with. The motivational profile of the learner should also include the perceptions regarding the proficiency and the degree of control that s/he considers to have in carrying out the different learning tasks.

The data needed to achieve this motivational profile are obtained by observing the learners in different learning contexts through discussions or by applying questionnaires. R. Ames and C. Ames even established a list of behaviours that could serve as indicators of motivational issues. Such behaviours might include the fact that the learner:
- postpones the start of the activity;
- has difficulties in making decisions;
- sets hard-to-reach goals;
- chooses the easiest and fastest way to

carry out an activity;
- believes that the chances of success are reduced;
- refuses to perform new activities;
- does his/her work quickly and perfunctorily;
- quickly abandons an activity and does not try to do it a second time;
- justifies failures by his/her own inability to do the required things;
- claims that s/he tried to work, but to no avail.

The analysis of the collected data will allow the trainers to establish the motivational profile of each learner and approach him/her with various teaching strategies accordingly. For example, some learners do not consider a certain discipline (competence) relevant because they do not see its practicality in a real-life context. In this case, the trainers can sensitise the learners by establishing links between the taught subject and their areas of interest or by initiating a discussion with the whole class about the practical utility of the subject taught. More serious is the situation where learners do not value learning in general. This can be the effect of a biased social belief by which a high level of training and proficiency is not necessarily associated with professional success.

If this is the case, Rolland Viau recommends the following intervention strategies:
- the trainer should teach the learners to think positively when they face a difficult activity ('it is difficult, but I am able to succeed');
- the learners should be accustomed to setting their achievement standards realistically, connecting to their previous achievements and not constantly comparing them with other colleagues';
- when possible, the trainer should advise the learners on how to define their own learning objectives: these objectives must be precise, short-term and should take into account the learners' abilities;
- in certain situations, when performing a task, the trainer may ask the learners to verbalise the operations they perform, so that they may become aware of and consolidate their skills for the procedures well-executed, but should also become aware of those that require further practice;
- the learners should be accustomed not to judge themselves too harshly and not to blame themselves when they fail.

In essence, improving the learners' opinion of their own proficiency is achieved when they repeatedly succeed in an activity that they used to consider difficult to accomplish. An

unexpected achievement gives the learners self-confidence and thus increases their motivation to engage in further activities and to persevere in order to improve their performance. In order to do this, the trainers should start with learning activities that are neither too easy (because they are no longer a challenge for the learners), nor too difficult (because the latter are quickly discouraged and abandon). Throughout any activity, the trainers will provide the learners with permanent feedback, both in terms of the effort made, as well as of their aptitudes and skills. By involving the learners in planning the activities makes them feel responsible for their success or failure, thus modifying the causal attributions they make. Poor and unmotivated learners are generally expected to be less responsible for their failure or success, attributing failures to their lack of skills, and success to chance. The trainer must convince them that through sustained efforts they can succeed. The trainer should also assure them that much of the success of good learners is due to the effort and dedication put into the learning. Particular attention should be paid to weak and unmotivated learners. In the educational practice it has been found that the trainers communicate little with the weak and unmotivated learners and that they are satisfied with the latter's incomplete answers to the lesson. The trainers are tempted to criticise these learners frequently and show contempt when they fail. Faced with such behaviours, the learners perceived as weak and unmotivated make no efforts to learn, because they know that the trainers rarely involve them in the lessons and when they do, it is just to make observations and comments on their answers. A vicious circle is then entered: not being encouraged to work, the learners are not motivated and they are left behind, thus confirming the biased belief that they cannot obtain good results. Therefore, the trainers should strive to pay equal attention to all the learners, regardless of their abilities. For the learners considered weak and unmotivated, the trainers should adopt the following behaviours:

- express confidence in their ability to succeed;
- pay the same attention as to good learners;
- avoid creating competitive situations in which poor learners can only lose;
- comment on the poor learners' answers in separate discussions that can be held after the session is over, and not in front of their colleagues;
- avoid expressing contempt when they fail;
- show interest in their achievements and praise them in the presence of their colleagues to give them confidence.

All these suggestions show, once again, that the learners' motivational issues are extremely diverse, and the trainers' intervention cannot be based on recipes, but must be adapted to each particular situation and individual learner.

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Factors that influence the Border and Coast Guards' willingness to attend courses

by Aurelia Cristea

The analysis of the factors that influence the willingness of the Romanian border and coast guards to participate in formal further training programmes in mandated training institutions covers several aspects.

Some of these aspects, perceived as drawbacks generated by attending a course, can decrease the motivation of the border police staff in the desire to participate in the training programs offered by the Romanian border and coast guard schools but also by other educational institutions in the law-enforcement system and not only, have been identified, as follows:

A broad but not an encompassing first aspect could be the financial one. Currently, participating in a course away from the workplace for which absence from work is required, means a significant reduction in income during course attendance due to lower compensations for clocking-based payment of working hours specific to the workplace and even the cancellation of certain state-covered costs, such as travel-to-work expenses and the compensation for radiation exposure.

The procedure for the recruitment for further training in the schools coordinated by the General Inspectorate of the Romanian Border Police, being as democratic and

non-prescriptive as possible, takes into consideration the particular aspects, related to each individual's personality, interests, abilities and line of work and so places significant emphasis on the border and coast guards' subjective choice of the potential courses to attend.

This is based on the supposition that all the staff are aware and responsible enough to engage in relevant training regularly and to the benefit of the organisation, while also to one's personal benefit.

Therefore, more often than not, when considering participation in a certain course, the border and coast guards tend to put their own personal interest first in terms of career advancement and promotion, availability against personal schedule or even personal preferences.

In few occasions the recommendation for a certain training programme comes from the unit management team as part of the measures to enhance the unit efficiency in responding to the up-to-date operational requirements.

Personal interest thus becomes the reason why some colleagues believe that certain training programmes are very useful whilst others do not help them in any ways and that it

is a waste of time to attend them.

As only for a couple of ranks the system compels the border and coast guards to attend a career-advancement course and sit in for an exam, there is now a diminished appreciation of being promoted to a higher rank. The respect and work recognition that any police officer should gain with the new rank has become a reward taken for granted over the years and not a quality that should confirm personal efforts and higher expertise through learning.

This is may be linked to the self-sufficiency displayed by some border and coast guards in that they have enough experience and expertise in their line of work, and so there is nothing new for them to learn in a course.

If the quality of the information provided in the courses seems purely theoretical and without any practical applicability to some learners (with no connection to the daily reality they encounter at work), that triggers another cause for the lack of motivation.

For some border and coast guards one impediment could also be the impossibility to delegate the work duties due to lack of or insufficient personnel at the workplace. In such cases, the unit managers themselves are reluctant to approve their staff's participation in long courses, especially if the operational demand for the job competences gained is not considered to be a priority.

Following the same line of thought, the prospective learners may find themselves in the impossibility to delegate family duties for the course period if they go to another locality for the course.

The learners residing in a different locality other than the one with the training institution may experience a certain discomfort created by the temporary deployment to another locality and residing in a space that does not always offer the best accommodation conditions such as the school's hostel.

Occasionally, the border and coast guards may report the fear that, irrespective of their willingness to participate in certain training programmes where the number of places is limited, they will still not be selected due to the sometimes biased and incorrect selection process and practices.

The positive factors accounting for the border and coast guards' desire to participate in as many training courses as possible are listed below:

The first would be the obligation of taking a career-advancement course as a condition for acceding to the next professional rank.

In parallel, there are training programmes (computer science, foreign languages, etc.) that can offer the border and coast guards the possibility of being promoted, of accessing a higher position, with a better ranking coefficient and which involves the fulfilment of new tasks. Graduating from foreign language courses opens new attractive possibilities for participation in missions abroad, be they FRONTEX, EUBAM, UNCIVPOL or others. Besides the financial prospect there is also the occasion for personal and professional development, broadening horizons, travelling, learning new things, making new foreign friends and growing the feeling of belonging to a European law-enforcement force.

Then, by participating in formal training programmes, the border and coast guards have the opportunity to establish contacts with colleagues from other units, who may face the same type of problems at work, and can thus exchange opinions directly, on various cases encountered in their daily activities. In addition there is also the possibility of establishing new professional networks, experiencing new social interactions, meeting former colleagues from the police academy or police school and making new personal contacts.

The impact of the negative issues listed above could be modified through the adoption of several measures, such as:

- Legislation to ensure a constant salary income and to reduce the difference between the income received for the periods of participation in the course and those corresponding to the working at the post;
- Modern topics and training programmes, adapted to the border guards' interest and the updated operational context;
- Better promotion and dissemination of information about these courses and the skills that can be acquired for both operational-related lines of work (e.g. new technical equipment and software, document examination, border surveillance, migration and international protection, new border management systems, etc.) as well as for the adjacent domains such as: first aid, foreign languages, computer literacy, self-defence techniques, , etc.;
- The upgrading of the accommodation facilities, upgrading of meal services and offering interesting, alternative leisure activities outside the organised training programme (ex. visits to other institutions, use of laboratories, possibility of practising sports, etc.).

As a point worth mentioning, in order to achieve a higher quality and more attractive educational process for the border and coast guards, the training material such as the technical equipment or endowment of schools should be at least as good as, or even better, in terms of quality, modernity and novelty, than the ones with which the border guards operate at work. It is all desirable that the theoretical and practical training in formal contexts relating to equipment be correlated to the actual endowment used in everyday work in all lines of work.

Today, in the internet age, when all information seems to be a click away, probably the causes and reasons for which border and coast guards are not motivated to participate in formal further training programmes represent a combination of factors that circumscribe the general atmosphere in society, with a declining interest in learning and self-improvement. It is then up to all the stakeholders involved, be they the border and coast guard authority, the training institutions, the trainers, the unit management teams or the learners themselves to find the means and the ways to revive professional training through finding and employing their most effective motivational factors.

21st century skills in Border and Coast Guard training

by Aleksandar Čubrilo

1. Overview of skills at the EU level

A *New Skills Agenda* for Europe (2016) defines skills as follows: 'Skill', 'competence' and 'qualification' are sometimes used as interchangeable terms but, in fact, they refer to different concepts. A 'skill' is "the ability to perform tasks and solve problems" (CEDEFOP, 2014) or, as defined in the Skills Agenda, "what a person knows, understands and can do" (EC, 2016a).

In line with the proposal for a Council Recommendation on the European Qualifications Framework for lifelong learning (EQF), a 'competence' is "the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development", while a 'qualification' is "the formal outcome of an assessment and validation process by a competent body and typically take the form of recognisable documents such as certificates or diplomas" (EC, 2016c)[1].

In June 2020, the EU Commission presented the *Skills Agenda for Europe for Sustainable Competitiveness*, *Social Fairness and Resilience*. It sets ambitious and measurable five-year goals for upskilling (improving existing skills) and retraining (acquiring new skills). The aim is to ensure that all Europeans, in cities and rural areas, have the opportunity to train and learn lifelong, in line with the European Pillar of Social Rights. The Commission is committed to investing in people and skills, which play a central role in its policy agenda, so that a sustainable recovery can be ensured following the coronavirus pandemic.

As emphasised in this document, businesses, in fact, need workers with the skills to achieve *a green and digital transition*, and citizens need adequate education and training available to thrive. The *green and digital transitions* as accompanied by demographic trends are transforming how we live, work and interact. In the Agenda the Commission has also highlighted the intention to ensure that people have the skills they need to thrive. The coronavirus pandemic has accelerated these transitions and brought new career challenges for many people in Europe. In the aftermath of the crisis, many Europeans will need to retrain in a new skill or improve their existing skills to adapt to the changed labour market[2].

These kinds of changes will also have an impact on the future border and coast guard work and consequently on the training requirements, reasonably requesting fast shifts in the approaches to training.

2. The concept of 21st century skills

In general, *21st Century Skills* are 12 abilities that today's learners need to succeed in their

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1 EUR-Lex - 52016DC0381 - EN - EUR-Lex (europa.eu)

2 Commission_presents_European_Skills_Agenda_for_sustainable_competitiveness__social_fairness_and_resilience.pdf

careers during the Information Age. In simple terms, the twelve *21st Century Skills* are:
1. Critical thinking
2. Creativity
3. Collaboration
4. Communication
5. Information literacy
6. Media literacy
7. Technology literacy
8. Flexibility
9. Leadership
10. Initiative
11. Productivity
12. Social skill

The *Glossary of Education* defines 21st Century Skills1 as follows: "The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed— by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world." In other words, *21st Century Skills* refer to the skills that are required to enable an individual to face the challenges of the 21st century world that is globally-active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human resources and quick in adopting changes.

While the specific skills deemed to be "*21st Century Skills*" may be defined, categorised, and determined differently, the following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesising information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including

nutrition, diet, exercise and public health and safety[3].

In 2010, the Partnership for 21st Century Skills (P21), a coalition of business leaders and educators, proposed a Framework for 21st Century Learning and identified essential competencies and skills vital for success in 21st century work and life.

These included 'The 4Cs' – communication, collaboration, critical thinking and creativity, which are to be taught within the context of core subject areas and 21st century topics. This framework is based on the assertion that the 21st century challenges will demand a broad skill set emphasising core subject skills, social and cross-cultural skills, proficiency in languages other than English and an understanding of the economic and political forces that affect societies.

This line of thinking has become also apparent in some of recent European policy, mostly presented in single documents such as the *Skills Agenda for sustainable competitiveness, social fairness and resilienceesent* (2016).

P21* provided eleven competencies[4] , gisted into 3 skill sets:
1) Learning and Innovation Skills,
2) Information, Media and Technological Skills,
3) Life and Career Skills
Please note :*"There is no single widely-accepted definition of '21st Century Skills'."*[5]

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3 https://www.edglossary.org/21st-century-skills/ accessed on 21.11.2020
4 Adapted from UNESCO Working Paper'The Future of Learning
5 https://www.cambridgeassessment.org.uk/Images/461811-the-cambridge-approach-to-21st-century-skills-definitions-development-and-dilemmas-for-assessment-

*(The P21 Framework is a model for incorporating 21st century skills into learning. It was developed by a coalition of the US Department of Education, businesses including Apple, AOL, Microsoft, Cisco, and SAP, and organisations involved in education such as the NEA. Collectively, this coalition is known as the Partnership for 21st Century Learning).

3. Three main skill sets or 3 L's in the concept of 21st century skills

On the basis of the historical development of *21st Century Skills* it can be stated that 21st century skills broadly consist of three main skill sets or **3 Ls** - namely, **Learning Skills**, **Life Skills and Literacy Skills**.

a) Learning Skills are the skills required for the acquisition of new knowledge. They can be memorised as 4Cs: Critical Thinking, Creativity & Innovation, Collaboration and Communication.

b) Literacy Skills are the skills that help in creating and gaining new knowledge through reading, media and digital resources. Those are IMT: Information Literacy, Media Literacy and Technology Literacy.

c) Life Skills are the skills required for successfully leading everyday life. FLIPS: Flexibility and Adaptability, Leadership and Responsibility, Initiative and Self-Direction, Social and Cross-Cultural Interaction.

More specific features of each skill are as follows:

1. Critical Thinking and Problem-Solving Critical Thinking

Critical Thinking and Problem-Solving Critical Thinking is the capability of objective analysis of information and includes the following qualities:
*   fairness and open-mindedness
*   activeness and being informed
*   willingness to question or to entertain doubts
*   being independent
*   recognising and assessing values, peer pressure and media influences (for a creative understanding of critical thinking, refer to CBSE's comic book 'Cogito'). Problem Solving is the skill of:
*   identifying the relevant piece of information when faced with a mass of data (most of which is irrelevant)
*   discarding information that may not be useful to give new information, and finally
*   relating one set of information to another in a different form by using experience and relating the new problems to the ones which were previously solved.

2. Creativity and Innovation

These are the skills to explore and create fresh ways of thinking. Creativity refers to new ways of seeing or doing things and includes four components:

*   fluency (generating new ideas),
*   flexibility (shifting perspective easily),
*   originality (conceiving something new), and
*   elaboration (building on others' ideas).

The Innovative Skills mean skills for thinking creatively to develop something new, unique, improved and/or distinctive.

3. Collaboration

Collaboration is the ability to effectively work together with others. This skill involves working together while taking actions respecting the others' needs and perspectives and contributing to and accepting the finale. Collaboration helps to develop interest and fun in the teaching learning process. It effectively broadens the cultural, social, and environmental boundaries and helps the learner to better understand social and environmental concerns.

4. Communication

Communication refers to the ability to express one's opinions, desires, needs, apprehensions, etc. appropriately, both verbally and non-verbally.

5. Information Literacy, Media Literacy, Technology Literacy

These skills involve the ability to access

information (traditional or digital), media and technology, to understand and critically evaluate different aspects of content and information and create and communicate effectively.

6. Flexibility and Adaptability

Flexibility and Adaptability refer to people's ability to change their actions and steps taken according to a new situation and efficiently face an unprecedented sitiation, without compromising on ethics and values. Adaptability can be defined as creating modifications or changes in oneself to suit the new environment. For the learners, these can be understood as the skills required to be flexible and adaptive to the situations around them and find the best possible solution to go forward despite adverse conditions.

7. Leadership and Responsibility

Leadership is the ability to lead a team and be capable of effective team management in relation to real-world challenges. These skills teach a learner how to support the development of key personal qualities such as perseverance, being committed and responsible, resilience and self-confidence and how to foster a commitment to life-long learning.
Being Responsible means being a good and effective and sensitive citizen: being aware of the important social and national issues that may have an impact on daily lives both as human beings and as learners and being aware of the fundamental duties and rights, embed the core democratic values and strive to live by them.

8. Initiative and Self-Direction

Initiation skill involves the ability to begin a task independently. It helps the learners to build their own path of development. Self-direction is a skill to work with integrity on self-motivation and taking initiatives.

9. Productivity and Accountability

Productivity in the learner can be understood as the fulfilment of any task within a given time period. Accountability can be understood as feeling responsible for any task performed. Developing these skills in learners helps them to work effectively and also makes them reliable in the eyes of their peers by being accountable for their actions.

10. Social and CrossCultural Interaction

These are the skills used to communicate and work collaboratively and effectively in diverse social and cultural environments.
Achieving a number of the above-indicated skills has been identified as one of the main goals and has been integrated accordingly

in the document known as the Common Core Curriculum for Border Guard Basic Training (CCC). This single document was first launched in 2007 by Frontex, named at the time the European Agency for the Management of Operational Cooperation at the External Borders, now the European Border and Coast Guard Agency. Since then CCC has been revised twice, in 2012 and in 2017, when the alignment with the Sectoral Qualifications Framework for Border Guarding (SQF) was also achieved. CCC offers a set of common standards for national border and coast guard training institutions, trainers and learners in all EU Member States. Some topics in this document are closely connected to important aspects of Applied psychology, Sociology, Communication skills and public relations, Data Information Systems, all introduced in order to help the border guards in the proccess of acquiring the needed skills. Training should be guided in such a way that the learners gain the professional knowledge, the relevant skills and the appropriate attitudes required for their professional duties.

As it is defined in the *Common Core Curriculum* for Border Guards, the border security of the European Union is based on reliable, professional and co-operative border and coast guards. This goal can only be reached through high quality training, professional attitudes and by a continuous improvement of knowledge and skills.

4. Integration of "21st century skills" concept in border and coast guard training

As border and coast guarding evolves radically to meet the demand of a 21st century society, the training methods and educational tactics employed in the development of the next generation of border and coast guards must also evolve.

It is important for the future generations of border and coast guards to go beyond where the world is today. This objective is achievable only if the training institutions strive to help learners to develop such skills early in their professional careers.

Today, the border and coast guards have to be experts both in the hard skills of traditional border and coast guarding and in the new sets of skills, such as the cultural and communication skills, including skills such as self-management, problem-solving, understanding the work environment and team work, among others.

The border and coast guards' work involves frequent contact with people, especially with the passengers in the situations occasioned by border checks. As a consequence, the border and coast guards must receive training in areas such as interpersonal skills, ethnic diversity, drug and alcohol awareness and domestic violence. For example, to

communicate effectively means to be skilled in the overt and the subtle, to make one's intentions known whether the recipient is deaf, unable to understand the foreign language he is spoken to, mentally handicapped, enraged, under the influence of drugs or alcohol, or simply unfamiliar with normal border and coast guard procedures.

Challenges for the training institutions and the trainers

In terms of instructional methods, most border and coast guard trainining institutions conduct training using a lecture format. This structured approach does not encourage effective learning. The trainers must emphasise self-directed and problem-centred learning in order to bring adequately-prepared border and coast guard recruits into the 21st century of border guarding.

The world is currently in the age of advanced Information and Communication Technologies (ICT). It is time to abandon the old methods of teaching such as learning just from the blackboard. The modern border and coast guards have to practise their professional skills. Although they will learn inside the classroom, they will only develop these skills in practice. One of the challenges for the trainers and training institutions in the 21st century will be how to avoid routine rule-based knowledge, which is easiest to teach and to test, but is also easiest to digitise, automate and outsource.

For instance, recently, in 2019, the European Union announced that it was funding for the new deployment of a new automated border control system, iBorderCtrl, to be piloted in Hungary, Greece, and Latvia[6]. The system is expected to be implemented in all the ports (air, land, and sea) in these countries, to streamline and automate the immigration process. As it can be seen, modern technology provides conditions in which it is possible to reduce the number of operators where routine rule-based knowledge is being digitised or outsourced, and where jobs are changing rapidly.

Conclusions

The world itself is not static. All border and coast guard activities keep on changing. As the citizens in the EU community become more educated, border and coast guarding as a profession must become more educated as well. Comprehensive training that prepares the learners to improvise in unpredictable situations is essential for border guards.

Thus, one of the main roles of the trainers during training should be to plant the idea of Lifelong Learning to the future border guards. In that way, as professionals, they will understand the need to gain and maintain proficiency as the demands of their profession evolve.

The border guards who do not maintain their expertise can sacrifice their status as

6 Global Automated Border Control Market: Growth, Trends and Forecasts (2020-2025) - ResearchAndMarkets.com (yahoo.com)

professionals. Maintaining that expertise is a responsibility that belongs both to the professional organisation and to the individuals themselves. Professional border guards have to adapt their skills to the everchanging environment of their workplace. Border guarding is a constantly evolving vocation whose members must adapt to the dynamic conditions „in the field".

If the border and coast guards must be prepared to be efficient in their future careers, creating and maintaining opportunities to learn 21st-century skills should become an essential task for border and coast guard academies. These 21st-century skills are more important to the border and coast guards now than ever before. In this world of advanced Information and Communication Technologies (ICT) teaching and learning cannot be adequately effective without the use of ICTs in border and coast guard and police training institutions. In this globally and digitally interconnected world, these new skills become an indispensable component for the modern border and coast guarding.

It doesn't matter which skill set one wants to acquire, be it problem-solving or communication skills, the main idea should always be that the skill developed in training can and should be used for years to come. Not to be overlooked, however, that the times when the trainers could reasonably expect that what they taught would last for a lifetime have passed. The changes in demand for professional skills have profound implications for the competencies which the trainers themselves need to acquire to effectively teach the 21st-century skills to their learners. And it is the duty of the management of the national border and coast guard and police organisations to promote continuous education and to encourage their personnel and trainers to consistently improve themselves both personally and professionally.

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Practical tips for enhancing learning motivation

by Cătălina Harabagiu

Finding and maintaining motivation for learning are easier said than done, as it is not always straightforward to keep the focus and a high level of energy dedicated to a distant, abstract goal which may also depend on external factors for achievement. The road to personal fulfillment may be tedious, time and energy – consuming and may often imply the need for changing one's self, habits and beliefs.

The following is a list of practical tips for implementing new patterns and drives that may come in handy for teacher/trainers as well as learners engaged in the border and coast guard training at all levels. As expected, motivation for learning is also closely related to knowing how to learn in order to use time, energy and all the resources available in the most efficient and effective way.

Depending on whether motivation is perceived as intrinsic or extrinsic, different strategies can be used by the trainers or learners for themselves or by the trainers to motivate their learners. These strategies will be complemented with a series of details that can vary to a certain extent as considered appropriate.

1. Tasks should be divided into small **manageable segments** that can be effortlessly achieved and the progress made can be easily monitored. Different rewards can be used to celebrate the achievement of one segment, depending on the size and complexity of the task.

2. Sustained effort is desirable and most appreciated, but this does not mean that the focus can and is to be maintained for hours on end. Better results are obtained if the work is split into chunks and done in **short sprints** and pleasant rests with walks in nature or exercise are planned in between. This is based on alternating the focus mode of the brain with the diffuse mode.

3. Creativity can be used to make the tasks fun and exciting. **Emotional engagement** will bring about a state of 'flow' translated into the loss of perception of time and effort. The state of 'flow' is defined as the mental state in which a person performing some activity is fully immersed in a feeling of energised focus, full involvement and enjoyment in the process of the activity. In essence, flow is characterised by the complete absorption in what one does, and a resulting transformation in one's sense of time.[1]

4. Motivation is a state of mind and, like all states, it will depend on health, mood or external factors. It can thus decrease at times, so a definite period of **rest and relaxation** taken seriously may be welcome before deciding to resume work.

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1 https://en.wikipedia.org/wiki/Flow_(psychology)#Conditions_for_flow

5. Being aware that **financial rewards** are often not available and certainly do not enhance performance in tasks requiring creativity helps shift the focus towards factors that increase personal motivation, based on character traits.

6. Holding **optimistic expectations** for the results of the efforts has proved to enhance motivation. And optimism can be imitated, transferred and ultimately learnt, because it is based on hope, faith and confidence.

7. **Being realistic** in setting goals has to do with visualising the adequate level of success desired, taking into consideration imminent or unforeseen challenges and difficulties. More often than not, long-term visions have little or no impact on immediate motivation.

8. Writing down notes on the **specific goals** desired rather than just thinking about them helps more to increase motivation. Even more so if the goals are SMART (specific, measurable, achievable, realistic and time-bound). These goals should refer to the acquisition of the learning content or desired skills.

9. **Time management**, scheduling learning wisely, planning for and setting realistic deadlines for the acquisition of chunks of content or skills plays a major role in maintaining motivation. Planning to start a specific amount of learning around an important or meaningful date puts more weight on the decision and gives more chances to its acomplishment.

10. It is believed that every human being has a pool of available **willpower energy**. So each task or activity draws on this pool and can deplete it of energy. In case motivation for one goal is not at the desired level, a close analysis into what else might be depleting this pool is required, so that immediate action can be taken. It can be aggressive dieting, detrimental relationships or anything else perceived as dangerous or not fulfilling.

11. When pursuing a certain goal, a sense of fear, sacrifice, renunciation or even loss of something may intervene. A sharp insight into this is then necessary, to decide whether the **negative feeling** is real or reasonable or if anything can be done to change the situation. It may be worth trying to achieve the goal in spite of it all, as remorse for not having done so can be even worse.

12. In case other activities such as spending a lot of time on social media networks or playing games on the internet may be more appealing at times, a **'to don't list'** is a must for avoiding sidetracking. This list should be displayed in

plain view for effective remembrance.

13. Many people function best if they have motivational **visual prompts** printed out and displayed in the right places. It may be worthwhile establishing how effective this can be and then finding the right prompt that enhances motivation. A favourite citation from or the image of an admired personality may do the trick. Here are some examples: "Slow success builds character. Fast success builds ego." "Attract what you expect, reflect what you desire, become what you respect, mirror what you admire." "You don't have to see the whole staircase. Just take the first step", "Live as if you were to die tomorrow. Learn as if you were to live forever" (Mahatma Gandhi), "You've got to get up every morning with determination if you're going to go to bed with satisfaction" (George Lorimer).

14. Challenges and setbacks may take place and it is important to be prepared for them at all times. A **contingency plan** that allows the attaining of the goal in another way will give more confidence and strengthen motivation.

15. Restoring the adequate amount of energy necessary for fulfilling the tasks can be done when the person spends time on something genuinely interesting and intensely rewarding at body, mind or soul level. Several minutes

or tens of minutes in the favourite activity can **increase the energy** levels and boost motivation.

16. It is well known that people's behaviours, both conscious and unconscious, are driven by habit and it has been found that carrying out a task by establishing a **new habit** requires less motivation, while making changes on longer terms. Diagnosing the habit elements – cue, reward, routine - can help change habits according to one's will.

17. Not all people will react to the same motivators in the same way and to the same degree. Individual **personality** and personal **values** are important factors to that effect, so taking personality tests and identifying motivators could be a good idea for the start.

18. Concentrating on what a **goal not achieved** would mean could be as important as concentrating on what an achieved goal would mean. Making comprehensive lists of reasons for these two categories will show the level of motivation. If these lists are not too long, there may be a problem with the level of motivation or even the appropriateness of the goal itself.

19. Self-encouragement through **self-talk** can help, especially for practical tasks demanding high levels of precision. Instructional self-talk can prove very efficient in new tasks requiring

the unrolling of several steps in a process or a procedure. Also, talking with classmates or other people about the new information or skills to be learnt can facilitate comprehension and raise self-confidence.

20. The effective achievement of a task very much depends on simplifying and **clearly formulating** the instructions and requirements, which is equivalent to facilitating understanding. If the task is presented in writing, the printed font should be clear and easy to read.

21. If the work indicated by a task involves **self-management and direction**, as well as own control, rather than indications from an authority, it is more likely to maintain a higher level of motivation and for a longer period of time.

22. Submitting for a **motivational map** on online applications and using it, either for oneself or for the group can identify the necessary values and goals that enhance and maintain motivation.

23. Refraining from **sharing one's goals** with others can also increase motivation. It is speculated that sharing goals induces a sense of achievement that can diminish the motivation to act.

24. **Impartiality** or even self-compassion in evaluating performance is usually a better way of dealing with failures and difficulties and improving motivation rather than criticism towards one's person.
25. **Negative feedback** by a peer or an authority could also help improvement if it is constructive, impartial and timely, if it is desired and accepted, and it is not a personal attack.

26. **Study strategies** should be developed based on individual learning styles and study preferences, environment and available resources. At the same time, these strategies should be include taking it slowly and focusing on one topic at a time before moving to the next one, going over notes and being active: writing key words, drawing charts, finding analogies, making associations, googling the topic and watching Youtube videos to find other perspectives, etc. "By organising bits of scattered information into patterns of knowledge, schemas give depth and richness to our thinking".[2]

27. Learning as opposed to memorising as a learning strategy uses additional skills such as **critical thinking** that add to curiosity, interest and self-esteem. Being able to understand and to explain a process in one's own words helps more to increase motivation than merely

2 https://www.discovermagazine.com/the-sciences/is-the-internet-rotting-our-brains-yes

seeing and listening to information.

28. The **physiology of motivation** is an important factor to be taken into consideration. Well-being factors such as efficient sleep for the adequate amount of time, Vitamin D intake from the sun or supplements, adequate amount and quality of food ingested, aerobic exercise, as well as practising mindfulness meditation and listening to music for sustained alertness and concentration are not to be overlooked.

29. **Acceptance, support and inspiration** from peers, colleagues, friends or anybody else are heavy-weight positive motivators. So evaluating friendships, being in the company of people holding similar values and being exposed to success stories can truly help.

30. **Finding enjoyment** in the learning content or in the learning methods is always useful, but not always realistic. In such cases, the benefit and meaningfulness of having the learning done, in other words the prospect of what can happen if the learning is done, such as career advancement and better payment, can be the desired motivator.

31. Seeing **visible improvements** in the personality, career, relationships at work or in other aspects of life is bound to increase self-confidence and increase motivation in future learning endeavours.

32. **Comparison** is beneficial only if made with one's own person and achievements of yesterday and today and not with peers. Keeping track of what was newly acquired over a certain period of time, be it information or skills, can boost self-confidence and the desire to learn more.

33. **Illusions of competence** are to be avoided. Simply seeing or reading a text does not mean that the information has been appropriated. Merely seeing or hearing someone come to a conclusion doesn't mean that the same conclusion can be reached or the argument explained without further processing. Spending a lot of time with the learning material does not equate with learning. "The greatest enemy of knowledge is not ignorance, but the illusion of knowledge", as Stephen Hawking observed.

34. It has been scientifically proven that neurons that fire together, wire together and that long-term memory is the seat of understanding, but if not practised through **spaced repetition**, the information to be learnt will remain in the working memory. To this effect, learn-sleep periods should be alternated, so that synoptic connections are created in the brain.

35. **Relevant information** should be

distinguished from irrelevant information in order to avoid information overload because it hinders learning. The quality, not the quantity of information is the name of the game.

36. Although frequently met in contemporary society and everyday life, **multitasking**, as well as distractions, is to be eliminated so that time is dedicated to one activity at a time and a deeper processing of information is achieved.

37. Highlighting or underlining are also techniques that often lead to this illusion of learning. Short notes in **book reports** or **flash cards** that summarise keys concepts or record new information are much more effective when dealing with a multitude of pieces of information. The possibility of reviewing the notes at any time and for as many times as necessary is thus ensured.

38. **Testing** and especially self-testing proves to be a technique more efficacious than learning. The simplest form of self-testing could be considered recalling the new information, when, during reading, one stops and looks aside, trying to recall what was to be learnt in the reading text. Mistakes are not important, as there is nothing at stake at this stage of learning. The benefit of identifying learning gaps and being able to plan for their remedy enhances the feeling of self-control

and direction and leads to better results.

39. Procrastination is the opposite of motivation, but there are ways to trick the feeling of being overwhelmed by the thought of having to get a task done. Focusing on the time set for work and not on the task is in fact a judicious planning that helps efficient working while also taking regular breaks. This is called the "**Pomodoro technique**", which is a time management method developed by Francesco Cirillo in the late 1980s.

Adults need to be in control of their activities and learning is no exception. Adult learners need to receive all the relevant information about their training programmes from the beginning so that they are able to relate to it, plan the process and assess all the aspects involved. They appreciate being given the possibility of becoming partners in and sometimes the leaders of their own learning as part of their personal and professional development so that their motivation is enhanced and maintained at the same time. How to enhance and maintain motivation remains an integral part of the learning process.

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MOTIVATION

is the art of getting people to do
what you want them to do
because they want to do it.

Dwight D. Eisenhower

Enhancing the motivation of Border and Coast Guards for permanent engagement in professional training

by Mihaela Haldan and Cătălina Harabagiu

Introduction

The European Border and Coast Guard culture and values have changed immensely since the establishment of the European Union. There is a strong tendency of transformation from a series of national, individual cultures towards a new, continent-wide culture that accommodates national characteristics into a broad and flexible system of values based on cooperation and exchange of best practices.

Motivation for learning is a complex endeavour, with several actors involved. On the one hand there is the learner with the desire to acquire new knowledge and skills and the willingness to put time and effort into this. On the other hand, there is the trainer with a double role: one is finding the most appropriate ways and means to motivate the learners and the other is putting the time and effort into own improvement. But then, in a well-established training system such as the one belonging to border and coast guarding, a third stakeholder's contribution becomes paramount: the authority that coordinates and facilitates the learners' and trainers' participation in training programmes. Each of these stakeholders can resort to a series of motivators in order to maximise all training activities and are therefore invited to select the most suitable ones for their contexts.

Survey

1. Argument

Following the theoretical considerations introduced in the articles compiled by the project team members, the present research has been developed in order to allow observations on the way in which these principles find their echo in the trainers' deep soul faith as well as in their practical application as a foundational basis in their work.

The research also presents the learners' inner beliefs about professional education and training, as well as their challenges in growing and maintaining motivation for learning. The aim of the survey would be then to develop recommendations for the way in which these can be changed when it comes to planning and taking responsibility for own professional development.

To that effect, the research resorted to the quantitative method, by employing two questionnaires addressed to Border and Coast Guard trainers and learners of both countries in the project, Romania and Croatia.

2. Hypotheses

In our present society it is currently assumed that the border and coast guard trainers'

readiness to enhance their personal and professional development represents the main reason for their participation in formal training relevant to their professional improvement, being aware of the need for lifelong learning in vocational training, irrespective of age or other factors.

Correspondingly, it is expected that the border and coast guard learners would exhibit awareness of the need for lifelong training and openness to attending courses that have close relevance and applicability to their current or future jobs. At the same time, there would also exist an awareness of the fact that their learning flow might be disturbed by a series of disruptive factors, mostly by daily work stress and/or lack of motivation or desire to learn.

All these points have been addressed and information collected and processed in the endeavour to identify the weaknesses that can impede professional training and the strengths that can become best practices.

3. Questionnaires

For the purposes of this research, two different questionnaires were used. One survey questionnaire was administered to both Romanian and Croatian border and coast guard personnel who act as learners in training programmes and one survey was administered to the professionals whose role is that of trainers in Border and Coast Guard national training institutions in the two participating countries. Each survey contained the same questions for each category of personnel in Romania and Croatia.

The survey was promoted in Romania by the Department for Basic and Further Training of the Inspectorate General of the Border Police and by the Police Academy in Croatia. The border and coast guard personnel were notified that the survey was to be responded online and they were given the internet address. It was up to each member of the force to decide whether they wanted to take part in the survey and submit their answers within the specified period of time on a voluntary basis.

The two questionnaires utilised in the survey in the two countries consist of two parts: the background information part and the section of topic-related questions.

The questionnaire compiled for learners comprises six questions coupled with optional answers, designed to identify possible issues relating to learning motivation.

The questionnaire designed for trainers is meant to assess awareness of the importance of enhancing learning motivation and includes five questions with several adjacent possible answers.

4. Participants

Two categories of participants were asked to respond to the questionnaires of this survey.

The first category consisted of the border and coast guard personnel in execution or management positions in their line of work whose main responsibility is the control of national and EU borders.

The second category of respondents consisted of the staff with responsibility in the basic and further education and training of the border and coast guard personnel, as part of formal training programmes in the relevant national training institutions.

All the responses were anonymous, as no names or place of work were required. The country and age were the only pieces of personal information collected.

The number of respondents was considered to be relevant for the purposes of the present endeavour.

5. Survey for learners

The learners were administered a survey relating to their learning motivational factors.
As part of the background information required, they provided data on gender, age category, type of formal border and coast guard education and training received in the national system and year of latest training programme attended.

a. Gender distribution
The number of Romanian leaners who responded to the questionnaire designed for learners was 205, of whom 179 were men and 26 women, as shown in Fig.1a:
The questionnaire designed for learners was answered by 22 Croatian participants, all of whom were men, as displayed in the Fig.1b:

Fig.1a Gender distribution of participants who completed the questionnaire for learners (Romania)
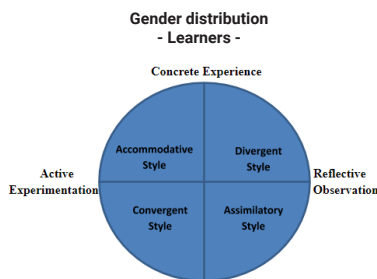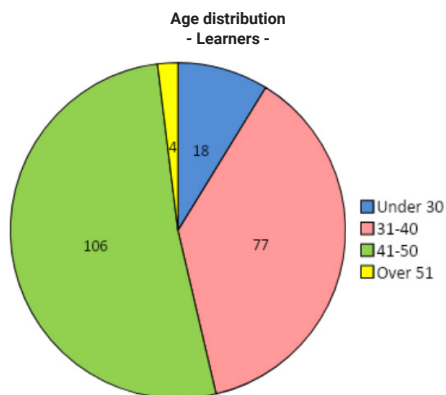
Gender distribution
- Learners -

Fig.1b Gender distribution of the participants who completed the questionnaire for learners (Croatia)

For Romania, the percentage ratio between the respondent men and women corresponds to the approximate ratio for the number of employed personnel in the system and thus serves the purposes of the survey in conveying both perspectives on the topic. For Croatia, there is no explanation for the fact that no women responded to the questionnaire and so the perspective offered on the topic is unilateral.

b. Age distribution

In the survey, the classification of the participating learners' age falls under the following categories: under 30; 31-40; 41-50; over 51.

The age distribution for the Romanian learners who responded can be seen in Fig.2a:

Age distribution
- Learners -

Fig.2a Age distribution of the participants who completed the questionnaire for learners (Romania)

For Romania, the distribution of the age categories could be considered as approximately corresponding to the actual age categories of border and coast guard employees, with 9% aged under 30, 37% aged 31-40, 52% aged 41-50, and 2% aged over 51.

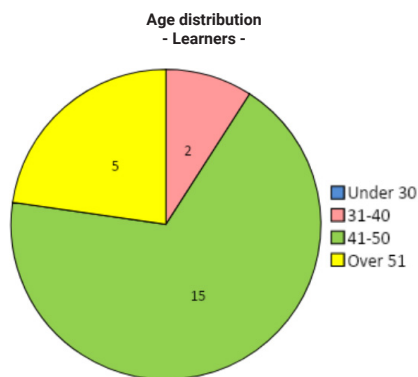**Age distribution**
- Learners -

Fig.2b Age distribution of the participants who completed
the questionnaire for learners (Croatia)

For Croatia, the distribution of the age groups of the respondents is: 0% for the aged under 30, 9% for the aged 31-40, 68% for the aged 41-50 and 23% for the aged over 51. This means that the opinion of the group aged under 30 is not represented in this survey.

c. Border and Coast Guard training
As regards the type of formal BCG training received by the participating learners, the following classification was employed: Basic vocational; Further training; Basic university; Post-university. The categories selected by the respondents show their level of qualification.
The latest education and training programmes of the Romanian respondents correspond to the age categories, in that the younger personnel would have graduated from basic training institutions, mostly vocational and less academic, whereas a great majority would have already attended further training programmes (see Fig.3a).
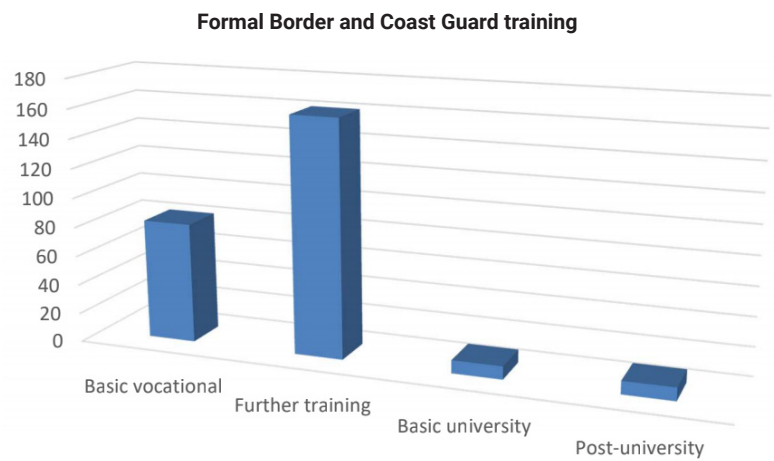
Formal Border and Coast Guard training

Fig.3a Distribution of the participants' responses for the type of formal BCG training received (Romania)

In what concerns the type of formal BCG training received by the Croatian participating learners, the following classification was employed: Basic BCG training and Additional Specialist seminars (see Fig.3b).
Basic training seems to be predominant, but when confronted with the age groups, some questions may arise regarding the preoccupation for lifelong learning.

Formal Border and Coast Guard training
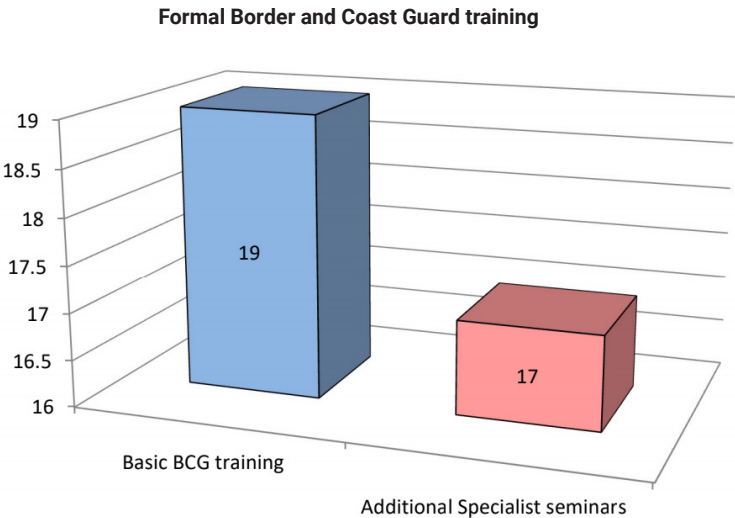
Fig.3b Distribution of the participants' responses for the type of formal BCG training received (Croatia)

d. Attendance of the latest course relevant to the learners' career development

The graphical representation of the attendance of the latest course relevant to the participants' career development shows that there was an increase in interest and actual participation in the last years, both in Romania and in Croatia, for the target group represented, as can be seen in Fig.4a and 4b:
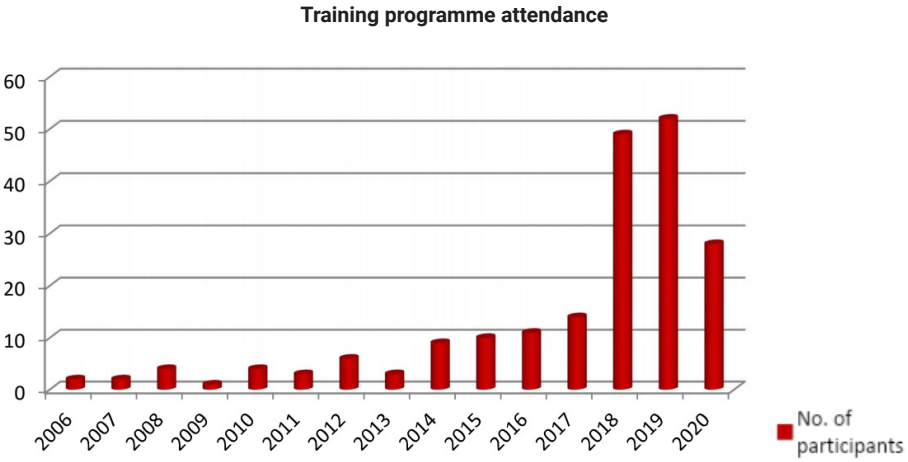
Training programme attendance

Fig.4a Attendance of participating learners in the latest course relevant to their career (Romania)

Training programme attendance
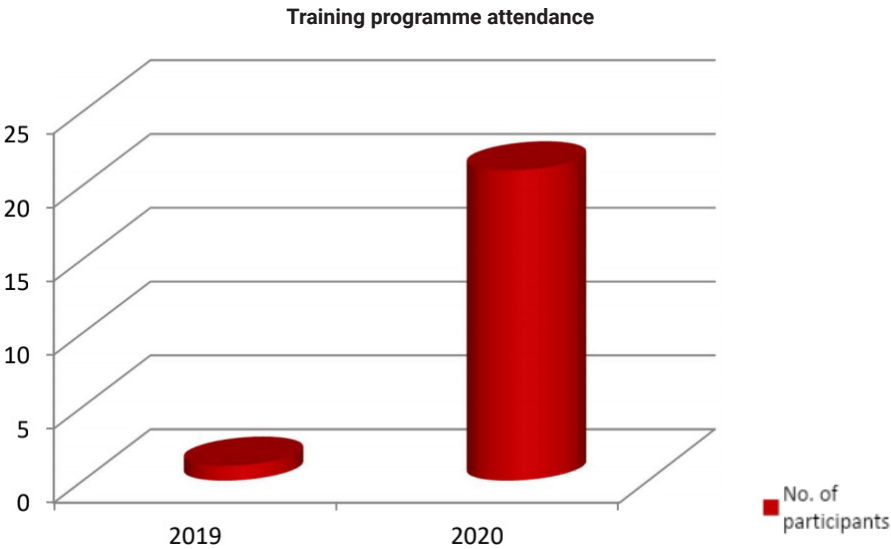
Fig.4b Attendance of participating learners in the latest course relevant to their career (Croatia)

The data available seems to be more extensive for Romania than for Croatia in terms of number of years analysed, perhaps due to the larger number of respondents. However, there has been a sharp increase in the number of respondents who attended training programmes in Croatia in 2020 compared to the situation in Romania. The immediate explanation that comes to mind is the Covid-19 pandemic restrictions which suppressed contact training programmes and only allowed for online programmes to be relied on. The recent launching of the well-designed LMS at the Croatian academy brought its contribution in this respect, while the delaying of the LMS launching at the Romanian academies for further training brought about a decrease in the numbers of trained personnel.

4.2. Trainers

a. Gender distribution
The number of trainers who participated in the survey designed for trainers was very high compared to expectations. The number of trainers who took the questionnaire was 24 in Romania, of whom 13 were men and 11 women, as shown in Fig.5a:

Thirty-three Croatian trainers responded to the questionnaire designed for trainers, of whom 21 were men and 12 women, as displayed in Fig.5b:
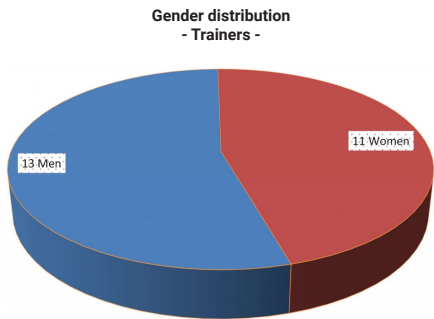
Gender distribution
- Trainers -

13 Men   11 Women

Fig.5a Gender distribution of participants who completed the questionnaire for trainers (Romania)

Gender distribution
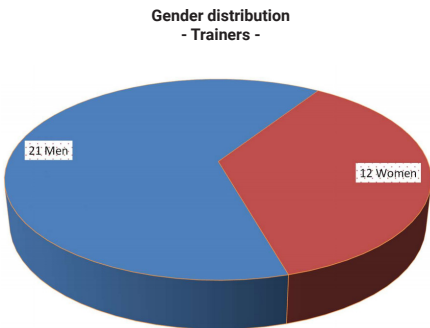**- Trainers -**

21 Men   12 Women

Fig.5b Gender distribution of the participants who completed the questionnaire for trainers (Croatia)

b. Age distribution

Similar to the categorisation for the learners' age, the trainers' age distribution was devised to fall under the same categories: under 30; 31-40; 41-50 and over 51.

The age categories of the Romanian and Croatian trainers who participated in the survey can be seen in Fig.6a and 6b:
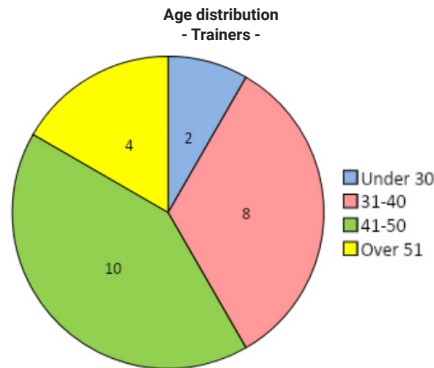
Age distribution
- Trainers -

Fig.6a Age distribution of the participants who completed the questionnaire for trainers (Romania)

This translates into 41.67% Romanian respondent trainers aged 41-50, 33.33% trainers aged 31-40, 16.67% trainers aged over 51 and 8.33% trainers under 30.

Age distribution
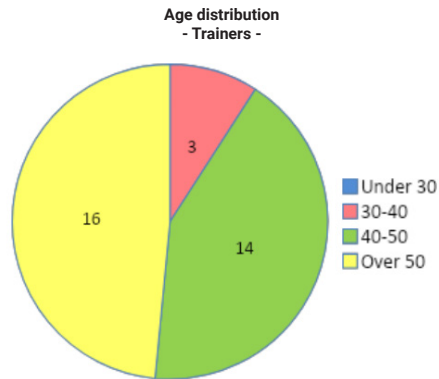**- Trainers -**

Fig.6b Age distribution of the participants who completed the questionnaire for trainers (Croatia)

For Croatia, the respondent trainers were aged as follows: 48.49% trainers aged over 50, 42.42% trainers aged 41-50 and 9.09% trainers aged 31-40. No trainers under 30 took the survey in Croatia. The information regarding the trainers' age was collected with the sole purpose to give an overview on the general preferences and opinions of trainers relating to how they perceive the need for lifelong learning and their andragogy approaches, but a more in-depth analysis per age groups could be developed if interest exists.

c. Level of training provided by trainers

As regards the level of training the trainers provide to their learners, the following classification was employed for Romania: Basic vocational; Further training; Basic university and Post-university, as illustrated in Fig.7a.

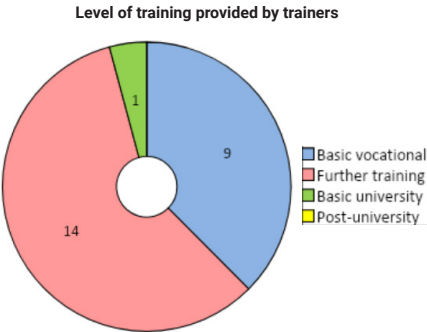**Level of training provided by trainers**

Fig.7a Level of training provided by trainers (Romania)

Translated into percentages, 58% of the respondent Romanian trainers provide further vocational training for border and coast guards, 38% provide basic vocational training and 4% provide basic university training. None of the respondents provides post-university training.
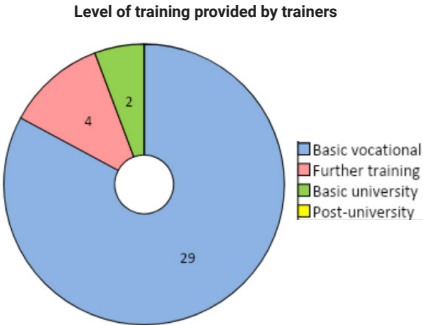
Level of training provided by trainers

Fig.7b Level of training provided by trainers (Croatia)

For Croatia, (see Fig.7b), the situation differs, in that 83% of the respondent trainers offer basic vocational training, 11% offer further vocational training and 6% of the trainers offer basic university training. Again, none of the respondents offers post-university training. This is useful to know when analysing the preferred teaching methods and the general opinions about the mission of education and training in the context of border and coast guarding.

d. Attendance of the latest course relevant to the participating trainers' career

As far as the attendance of the latest course relevant to the trainers' career development is concerned, the collected data show that there has been an increase in the number of trainers who chose to attend a training programme in the last years, both for Romania and Croatia (see Fig.8a and 8b). It then seems only natural to assume that, due to the Covid-19 pandemic restrictions in 2020 and the reduction of the number of courses delivered, the trainers decided to allocate more time and effort to their own professional training, which most probably took place online.
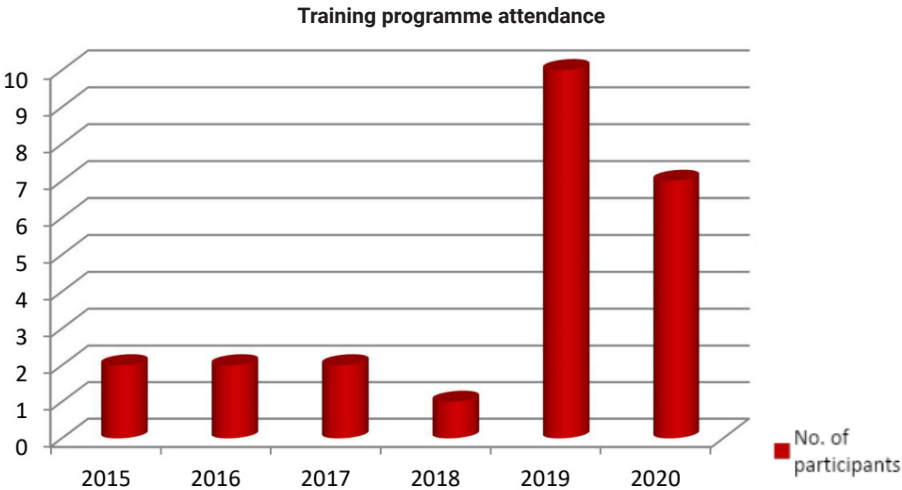
Training programme attendance

Fig.8a Attendance of the trainers in the latest course relevant to their career (Romania)
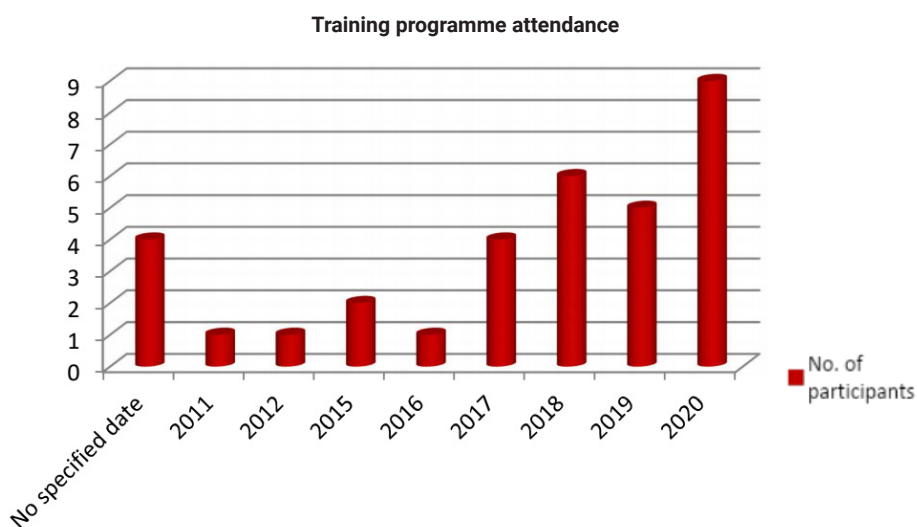
Training programme attendance

Fig.8b Attendance of the trainers in the latest course relevant to their career (Croatia)

5. Data analysis and discussion of results

The present study made use of the quantitative approach to analyse the data. Statistical analyses and frequencies were used to describe the data collected across the two categories of participants, learners and trainers respectively, from both countries, Romania and Croatia.

The participants' responses in the survey were reported both as frequencies and percentages through the use of tables, pie charts and bar charts, for better illustration.

For the purposes of this project the charts were created for each of the two countries and the analysis was done on an individual basis, in order to assess the situation and trends at national level and not focus on comparisons. The differences in the results and the corroboration with the organisation, vision and values of the national education and training systems in the two countries

can be employed to identify best practices and should be used as inspiration and adapted to national training systems as considered appropriate.

5.1. Learner survey

The questionnaire for learners contained 6 questions with a view to identify their need and preferences for learning in terms of type of training programme, as well as their perceived motivating and disturbing factors that can impede learning in formal contexts for the border and coast guards. Herein follows a list of the questions and the processed collected data.
The first question attempts to identify how necessary border and coast guards find professional training during their entire work life as a function of their age.

Question 1
How do you evaluate the need for lifelong learning in the line of work in relation to your age?
• considerable; • moderate; • small; • inexistent; • can't evaluate

Options	considerable	moderate	small	inexistent	can't evaluate
Romanian learners	84	108	8	1	4
Croatian learners	7	12	3	0	0

Table 1 Need for the learners' lifelong learning as a function of age

Need for lifelong learning
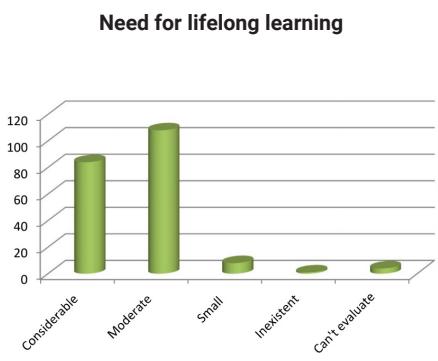
Need for lifelong learning

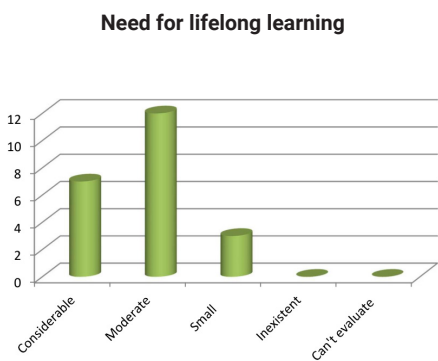Fig.9a Need for lifelong learning as a function of age (Romania)

Fig.9b Need for lifelong learning as a function of age (Croatia)

The data in Table 1 and the frequency of responses displayed in Fig.9a and 9b indicate that most of the participating learners, 53% of the Romanian and 54% of the Croatian learners, estimate the need for lifelong learning in their line of work in relation to their age as *moderate*, meaning that learning is not necessarily a priority for them. Even more so is upheld by the 14% of the Croatians and 5% of the Romanians who declared their need for learning at their age as being *small* or *inexistent*. 2% of the Romanian could not evaluate their need for learning and that leads again to the conclusion that this is not a priority for them. Only 41% of the Romanians and 32% of the Croatians identified their need for learning as *considerable*.

The second question tries to create the general overview of the ratio among the main "push and pull" factors, in other words extrinsic and intrinsic motivation, that determine the border and coast guards to attend formal training programmes with a view to improving and advancing their careers.

Question 2
Your reasons for attending a professional training programme are:
• to promote in career; • to be appreciated within the institution; • the chosen course provides information that I will need at work; • the chosen course is very attractive; • the trainer has an attractive teaching style; • the trainer's expertise; • others (please specify).

Options	to promote in career	to be appreciated within the institution	the chosen course provides information that I will need at work	the chosen course is very attractive	the trainer has an attractive teaching style	the trainer's expertise	others: - it is compulsory - transfer the acquired knowledge and experience to young colleagues
Romanian learners	86	27	155	43	17	21	3
Croatian learners	3	1	17	6	1	8	2

Table 2 Reasons for attending a professional training programme
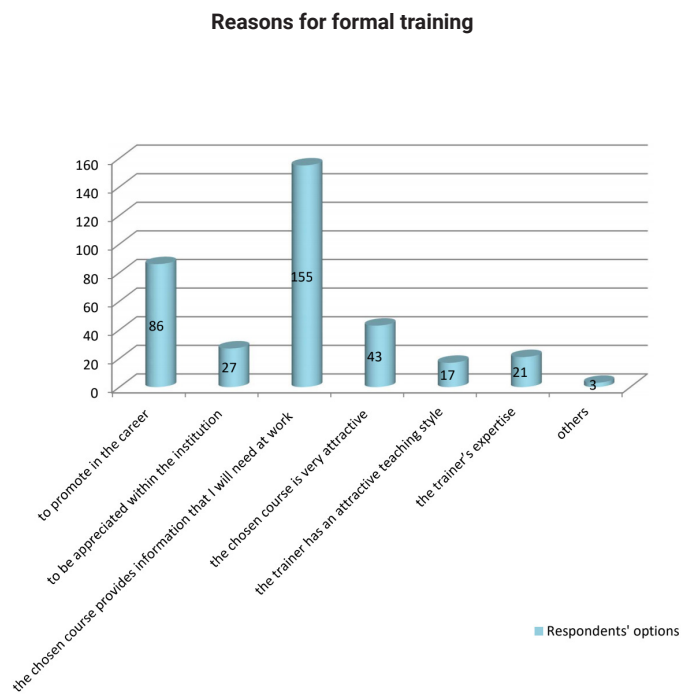
Reasons for formal training

Fig.10a Reasons for attending a professional training programme (Romania)

The data in Table 2 and the frequency of responses displayed in Fig.10a indicate that the Romanian participating learners would rather attend a professional training course conceding that the **chosen course provides information that they need at work** (44%) or helps them **to promote in their careers** (24%), whereas the least important reasons chosen by the respondents involved in the survey for attending such a course would be **the attractiveness of the trainer's teaching style** (5%) or **the trainer's expertise** (1%).
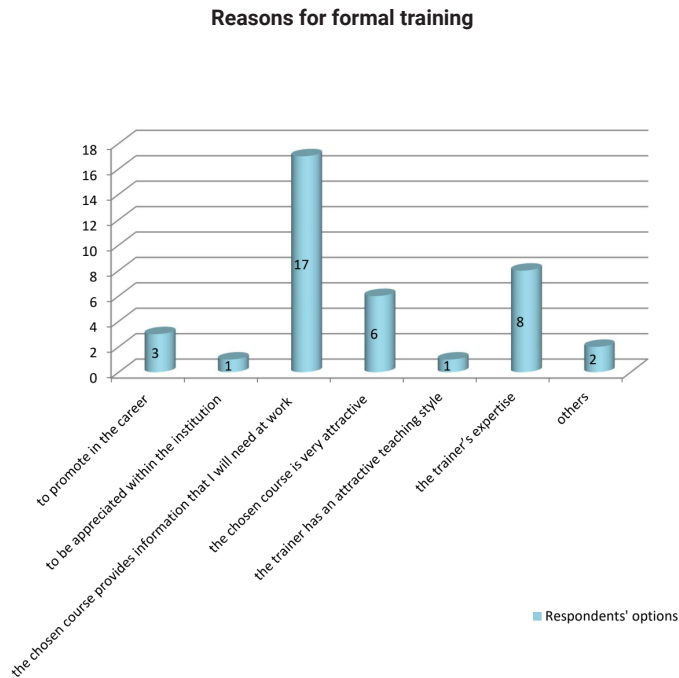
Reasons for formal training

Fig.10b Reasons for attending a professional training programme (Croatia)

The data in Table 2 and the frequency of responses displayed in Fig.10b indicate that the Croatian participating learners would rather attend a professional training course providing that ***the chosen course provides information that they need at work*** (45%) or ***the trainer's expertise*** (21%), whereas the least important reasons chosen by the respondents involved in the survey for attending such a course would be that ***the trainer has an attractive teaching style*** (3%) or ***to be appreciated within the institution*** (2%).

The third question identifies the preferred forms of training which the border and coast guards feel as most appropriate for improving their skills in order to best perform their job competences.

Question 3
Which form of learning do you prefer in order to attain the desired performance level?
• further training courses in school; • on-the-job training / mentoring; • further training with multipliers;
• individual study; • exchange of experience with colleagues; • e-learning programs.

Options	further training courses in school	on-the-job training / mentoring	further training with multipliers	individual study	exchange of experience with colleagues	e-learning programs
Romanian learners	90	52	8	8	36	11
Croatian learners	2	9	11	1	16	1

Table 3 Form of learning preferred in view of attaining the desired professional level

Preferred form of learning

Fig.11a Form of learning preferred in view of attaining the desired professional level (Romania)

The data in Table 3 and the frequency of responses displayed in Fig.11a indicate that the Romanian participating learners' dominant preference for the form of learning that would enhance attaining the desired performance level would be *further training courses in school* (44%), followed by *on-the-job training/mentoring* (25%) and the least favoured options would be *further training with multipliers* (4%) and *individual study* (4%).

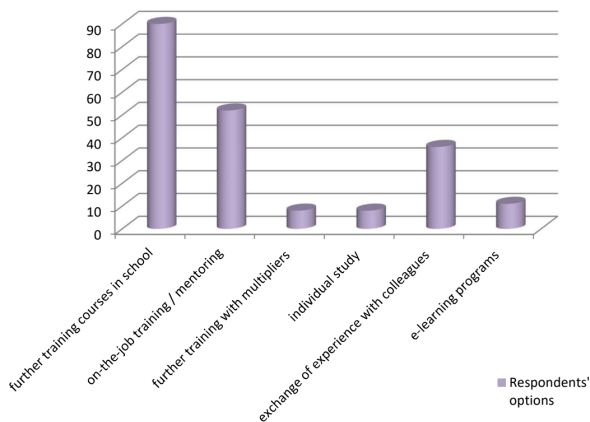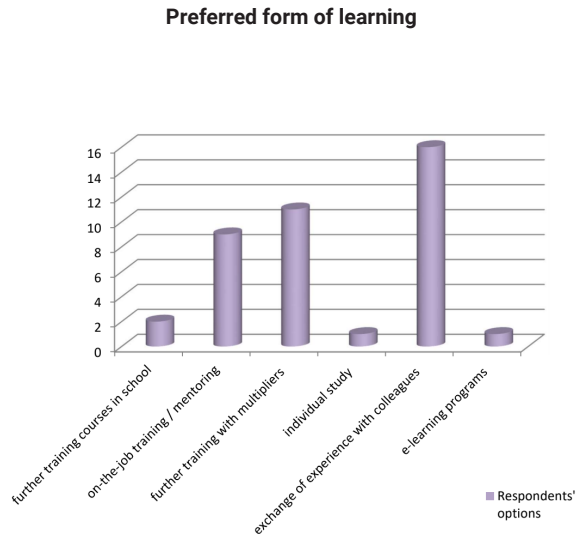**Preferred form of learning**

Fig.11b Form of learning preferred in view of attaining the desired professional level (Croatia)

The data in Table 3 and the frequency of responses displayed in Fig.11b indicate that the Croatian participating learners' predilection for the form of learning that could enhance attaining the desired performance level would be **the exchange of experience with colleagues** (40%), followed by **further training with multipliers** (27%) and the least preferred options would be **individual study** (3%) and **e-learning programs** (3%).

The fourth question deals with the factors that can impede learning for the border and coast guards, taking into consideration the complexity and load of their tasks and responsibilities at work together with their social adult life responsibilities.

Question 4
Indicate three factors that disrupt your learning as an adult:
• work stress; • family stress; • lack of learning skills; • health status prejudices related to adult learning; • fatigue; • lack of desire/motivation to learn; • lack of necessary time; • diminishing of bonuses during formal courses; • others (please specify).

Options	work stress	family stress	lack of learning skills	health status	prejudices related to adult learning	fatigue	lack of desire to learn	lack of necessary time	diminishing of bonuses during formal courses	others: - poorly trained trainers, - stress /pressure exerted by superiors; - non-recognition of course period in seniority in service; - lack of focus/attention
Romanian learners	124	3	11	78	17	98	24	107	74	3
Croatian learners	11	3	0	3	1	4	8	8	7	1

Table 4 Factors disrupting learning for adults

For this question the respondents were allowed to choose as many disruptive factors as they considered relevant for themselves, so the percentages were calculated as a function of the total number of responses and not of the number of respondents.
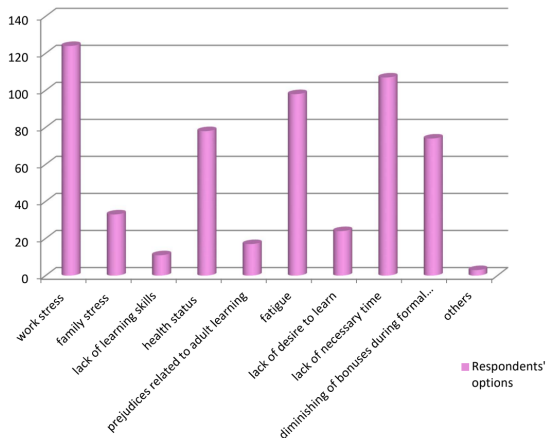
Learning disruptive factors

Fig.12a Factors disrupting learning for adults (Romania)

The data in Table 4 and the frequency of responses displayed in Fig.12a indicate that most of the Romanian participating learners assess **work stress** (22%), **lack of necessary time** (19%) and **fatigue** (17%) as the most disruptive factors for learning as adults, whereas the **lack of learning skills** (4%), and **others** (3%) (i.e. **poorly trained trainers**, **stress/pressure exerted by superiors and not by the complexity of the operational activity** and **non-recognition of course period in seniority in service**) are perceived as the least disruptive of all.
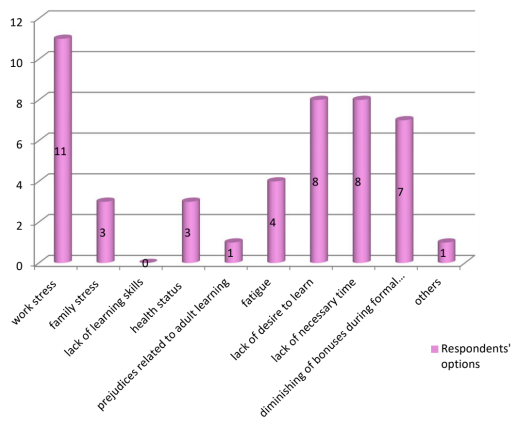
Learning disruptive factors

Fig.12b Factors disrupting learning for adults (Croatia)

The data in Table 4 and the frequency of responses displayed in Fig.12b indicate that most of the Croatian participating learners assess **work stress** (24%), **lack of necessary time** (17%) and **lack of desire to learn** (17%) as the most disruptive factors for learning (as adults), whereas the **lack of learning skills** (0%), and **others** (1%) (i.e. **lack of focus/attention**) are perceived as the least disruptive of all.

The fifth question elicits personal observations as to what factors might assist learners with enhancing their motivation for learning at work.

Question 5
What would help to increase motivation in learning?
• course usefulness for the professional pathway; • course attractiveness; • practical-applicative approach to lessons; • well-trained trainers; • student accountability; • possibility of exchanging experience between students; • others (please specify).

Options	course usefulness for the professional pathway	course attractiveness	practical-applicative approach to lessons	well-trained trainers	student accountability	possibility of exchanging experience between students	others: - non-reduced income during formal courses and recognition of course period in seniority in service; - a more professional attitude of superiors
Romanian learners	126	58	114	78	16	58	1
Croatian learners	8	5	12	8	3	10	1

Table 5 Factors which increase motivation for learning

Similar to Question 4, the respondents were allowed to choose as many motivating factors as they considered relevant for themselves, so the percentages were calculated as a function of the total number of responses and not of the number of respondents.
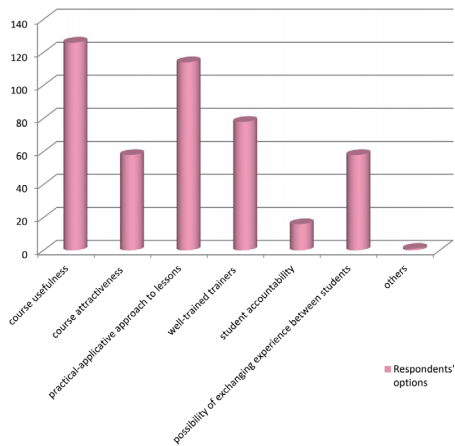
Motivation enhancing factors

Fig.13a Factors which increase motivation for learning (Romania)

The data in Table 5 and the frequency of responses displayed in Fig.13a indicate that most of the Romanian participating learners consider that **course usefulness for the professional pathway** (28%) and **practical-applicative approach to lessons** (25%) would rather represent the main requirements to boost their motivation for learning, whereas only few answers pointed to **student accountability** (4%) and **others (non-reduced income during formal courses and recognition of course period in seniority in service)** (0.3) as motivating factors.

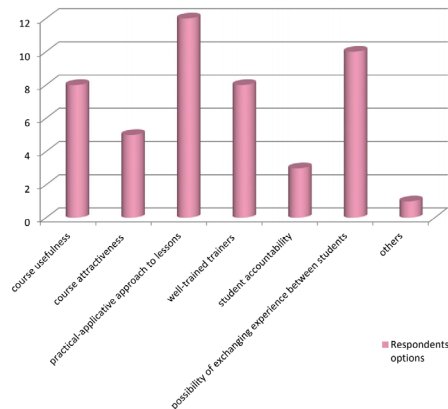### Motivation enhancing factors

Fig.13b Factors which increase motivation for learning (Croatia)

The data in Table 5 and the frequency of responses displayed in Fig.13b indicate that most of the Croatian participating learners consider that *practical-applicative approach to lessons* (26%) and *possibility of exchanging experience between students* (21%) would rather represent the main attributes to enhance their motivation for learning, whereas only few respondents perceive *student accountability* (6%) and *others (a more professional attitude of superiors)* (2%) as the least motivating factors.

The sixth question seeks to establish the perceived efficiency of the different types of training/learning available to prospective learners in the border and coast guard professional context, having in mind the fact that the learners are the direct beneficiaries of the training/learning act.

Question 6
Rate the following types of training/learning in terms of efficiency for professional purposes:
 • Formal training through residential courses in BCG schools; • Formal training through e-learning provided by BCG schools; • Non-formal training at workplace provided by multipliers; • Informal learning at workplace
• Very efficient; • Efficient; • Moderately efficient; • Not very efficient; • Inefficient

Options Types of training /learning	Very efficient	Efficient	Moderately efficient	Not very efficient	Inefficient
Formal training through residential courses in BCG schools	72	92	30	9	1
Formal training through e-learning provided by BCG schools	16	63	59	51	9
Non-formal training at workplace provided by multipliers	31	84	50	25	4
Informal learning at workplace	40	84	49	17	4

Table 6a Efficiency of training/learning for professional purposes (Romania)

Fig.14a Efficiency of training/learning for professional purposes (Romania)

The data in Table 6a and the frequency of responses displayed in Fig.14a indicate the following:

- 92 of 203 participating learners (45%) consider that **Formal training through residential courses in BCG schools** is **efficient**, 72 perceive it as **very efficient** (35%), and only one participant assesses it as **inefficient** (0.4%).
- 63 of 203 participating learners (32%) consider that **Formal training through e-learning provided by BCG schools** is **efficient**, 59 perceive it as **moderately efficient** (30%), and only 9 participants assess it as **inefficient** (4%).
- 84 of 203 participating learners (43%) consider that **Non-formal training at workplace provided by multipliers** is **efficient**, 50 perceive it as **moderately efficient** (26%), and only 4 participants assess it as **inefficient** (2%).
- 84 of 203 participating learners (43%) consider that **Informal learning at workplace** is **efficient**, 49 perceive it as **moderately efficient** (25%), and only 4 participants assess it as **inefficient** (2%).

Options / Types of training /learning	Very efficient	Efficient	Moderately efficient	Not very efficient	Inefficient
Formal training through residential courses in BCG schools	7	14	0	1	0
Formal training through e-learning provided by BCG schools	2	5	10	3	2
Non-formal training at workplace provided by multipliers	2	8	8	3	0
Informal learning at workplace	2	5	9	4	2

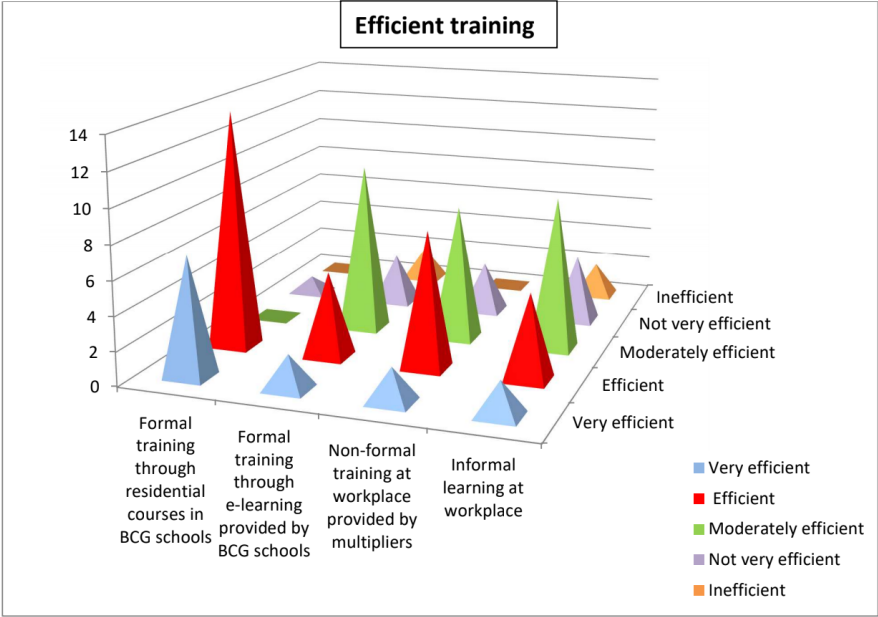Table 6b Efficiency of training/learning for professional purposes

Fig.14b Efficiency of training/learning for professional purposes (Croatia)

The data in Table 6b and the frequency of responses displayed in Fig.14b indicate the following:
- 14 of 22 Croatian participating learners (64%) consider that **Formal training through residential courses in BCG schools** is **efficient**, 7 perceive it as **very efficient** (32%), and only 1 participant assesses it as **not very efficient** (4%).
- 10 of 22 Croatian participating learners (45%) assume that **Formal training through e-learning provided by BCG schools** is **moderately efficient**, 2 perceive it as **very efficient** (9%), and only 2 participants assess it as **inefficient** (9%).
- 8 of 22 Croatian participating learners (38%) consider that **Non-formal training at workplace provided by multipliers** is **efficient**, 8 consider it **moderately efficient** (38%), and only 2 participants assess it as **very efficient** (10%).
- 9 of 22 Croatian participating learners (41%) consider that **Informal learning at workplace** is **moderately efficient**, only 2 perceive it as **very efficient** (9%), and 2, **inefficient** (9%).

5.2. Trainer survey

The questionnaire for trainers contains 5 questions relating to their drive and motivation for performing their jobs at high standards as well the teaching strategies employed in order to set the foundation and facilitate their learners' motivation for study.
The first question inquires about the trainers' motivation for their own participation in formal training programmes for the improvement of their own professional skills.

Question 1
Why did you participate in your latest formal training?
• requirements of the further training system; • course characteristics; • desire for personal and professional development; • usefulness of information; • other (please specify).

As it can be seen in Table 7, the respondents were allowed to select multiple variants, so the processing of data was done based on the number of responses and not on the number of respondents.

Options Respondents	requirements of the further training system	course characteristics	desire for personal and professional development	usefulness of information	others (- integrated border management)
Romanian trainers	7	6	19	6	0
Croatian trainers	9	6	19	14	2

Table 7 Reasons for the trainers' participation in formal training

Motivation for training

Fig.15a Reasons for the trainers' participation in formal training (Romania)

The data in Table 7 and the frequency of responses displayed in Fig.15a indicate that most of the Romanian trainers attended their latest formal training motivated by their ***desire for personal and professional development*** (50%) and ***due to the requirements of the further training system*** (18%) and less respondents opted for ***course characteristics*** (16%) and ***usefulness of information*** (16%). No other motivating reasons were provided.
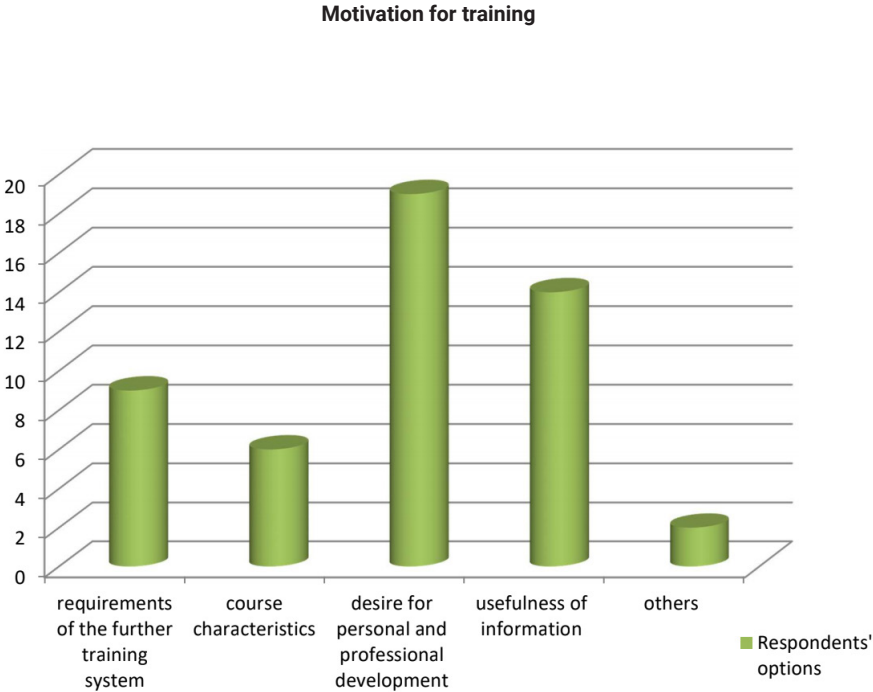
Motivation for training

Fig.15b Reasons for the trainers' participation in formal training (Croatia)

The data in Table 7 and the frequency of responses displayed in Fig.15b indicate that most of the Croatian trainers attended the last formal training led by their **desire for personal and professional development** (38%) and the **usefulness of information** (28%), whereas only 12% respondents opted for **course characteristics** and 4% for **others**.

The second question attempted to elicit the trainers' opinion relating to the necessity for continuous training during their worklife, as a function of their age.

Question 2
How do you evaluate the need for lifelong learning in the line of work in relation to your age?
• considerable; • moderate; • small; • inexistent; • can't evaluate

Options	considerable	moderate	small	inexistent	can't evaluate
Romanian trainers	16	8	0	0	0
Croatian trainers	13	18	2	0	0

Table 8 Need for the trainers' lifelong learning as a function of age

Need for lifelong learning

Fig.16a Need for the trainers' lifelong learning as a function of age (Romania)

The data in Table 8 and the frequency of responses displayed in Fig.16a indicate that most of the Romanian participants (trainers) assess the **need for life-long learning in the line of work in relation to their age** as **considerable** (67%), while the rest of 33% consider it **moderate**. None of the respondents selected the options **small**, **inexistent** or **can't evaluate**.
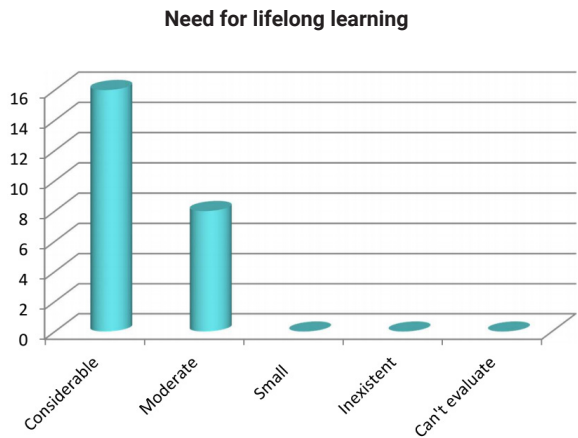
Need for lifelong learning
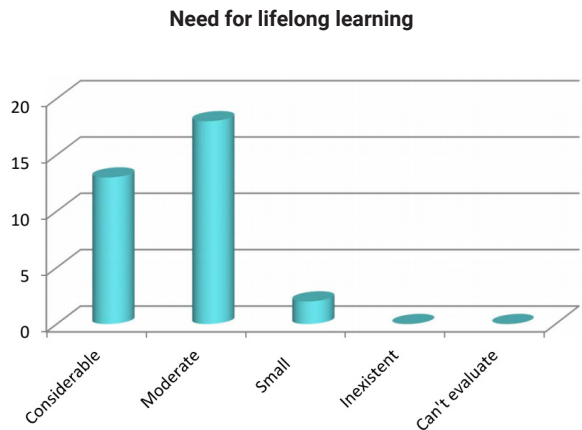
Fig.16b Need for lifelong learning as a function of age (Croatia)

The data in Table 8 and the frequency of responses displayed in Fig.16b indicate that most of the Croatian participants (trainers) assess the ***need for life-long learning in the line of work in relation to their age*** as ***moderate*** (55%), 39% believe it is ***considerable*** and 6% see it as ***small***. None of the respondents selected ***inexistent*** or ***can't evaluate*** as options.

Question 3
What training strategies do you use as a trainer to motivate your learners?
• facilitating learning by accessing the students' experiences; • use of interactive methods; • transposing theoretical knowledge into practical applications; • exchange of knowledge and good practices between students; • use of multimedia materials; • e-learning integration; • other (please specify).

Options	facilitating learning by accessing the students' experiences	use of interactive methods	transposing theoretical knowledge into practical applications	exchange of knowledge and good practices between students	use of multimedia materials	e-learning integration	others - all the options mentioned above
Romanian trainers	5	5	7	2	2	2	1
Croatian trainers	9	16	15	14	10	7	0

Table 9 Training strategies used to motivate learners

Motivational training strategies

Fig.17a Training strategies used to motivate learners (Romania)

The data in Table 9 and the frequency of responses displayed in Fig.17a indicate that the Romanian participating trainers mostly employ *transposing theoretical knowledge into practical applications* and moderately engage *facilitating learning by accessing the students' experiences* and the *use of interactive methods* in order to enhance their learners' motivation.

Motivational training strategies

Fig.17b Training strategies used to motivate learners (Croatia)

Almost similarly, the Croatian trainers involved in the survey mostly integrate **the use of interactive methods** and moderately employ **transposing theoretical knowledge into practical applications** and **exchange of knowledge and good practices between students** in order to boost their learners' motivation, as shown in Table 9 and Fig.17b.

Question 4
From your perspective, sort out the functions of the teaching activity in order of priority:
• transmits information; • develops skills; • creates the conditions for assuming autonomy and responsibility at work; • substantiates mentalities and rules of behaviour; • educates civic spirit; • establishes values and ethical principles.

Options / Functions	Strongly disagree	Disagree	Can't evaluate	Agree	Strongly agree
transmits information	0	0	0	12	12
develops skills	0	0	0	8	15
creates conditions for assuming autonomy and responsibility at work	0	0	0	17	6
substantiates mentalities and rules of behaviour	0	0	2	15	6
educates civic spirit	0	0	1	12	9
establishes values and ethical principles	0	0	0	10	13

Table 10a Priority functions of teaching activity (Romania)

Fig.18a Priority functions of teaching activity (Romania)

The data in Table 10a and the frequency of responses displayed in Fig.18a indicate that the Romanian participants (trainers) rated **establishing values and ethical principles, transmitting information** and **developing skills** as the most important functions of the teaching activity.

Options / Functions	Strongly disagree	Disagree	Can't evaluate	Agree	Strongly agree
transmits information	0	0	5	13	15
develops skills	0	0	4	13	16
creates conditions for assuming autonomy and responsibility at work	0	0	7	9	17
substantiates mentalities and rules of behaviour	0	0	9	14	10
educates civic spirit	0	1	9	13	10
establishes values and ethical principles	1	0	3	10	19

Table 10b Priority functions of teaching activity (Croatia)
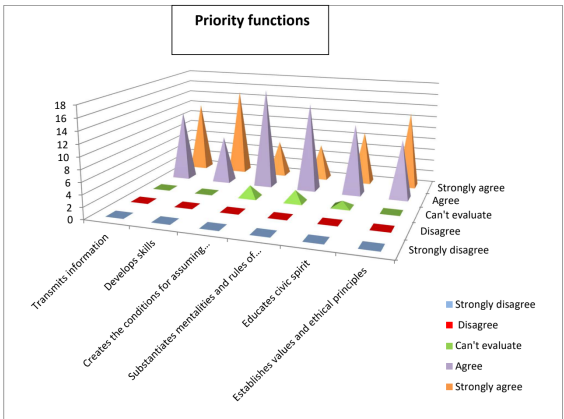

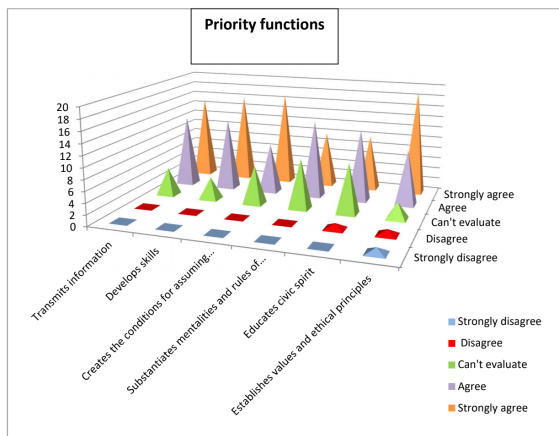Fig.18b Priority functions of teaching activity (Croatia)

The data in Table 10b and the frequency of responses displayed in Fig.18b indicate that the Croatian participants (trainers) estimated that **establishing values and ethical principles, creating conditions for assuming autonomy and responsibility at work** and **developing skills** would be the most important functions of the teaching activity.

Question 5
Evaluate the following aspects that motivate you in your teaching activity:
• satisfaction of a job well done; • career promotion opportunities; payment; • prestige within the institution; • range of resources made available by the institution; • share of contribution to the realization of the curriculum; • autonomy in organising learning activities; • progress made by the students during the training; • interest and involvement of students; • students' appreciation; • others (please specify)

Options Motivating aspects	Very motivating	Motivating	Moderately motivating	Not motivating enough	Demotivating
satisfaction of a job well done	18	5	1	0	0
career promotion opportunities	5	10	7	0	0
payment	2	8	6	4	0
prestige within the institution	6	11	4	0	0
range of resources made available by the institution	3	7	6	5	0
share of contribution to the realisation of the curriculum	4	8	4	5	0
autonomy in organising learning activities	4	9	6	1	0
progress made by the students during the training	12	8	4	0	0
interest and involvement of students	11	10	1	0	0
students' appreciation	12	10	1	0	0

Table 11a Trainers' motivation for teaching (Romania)
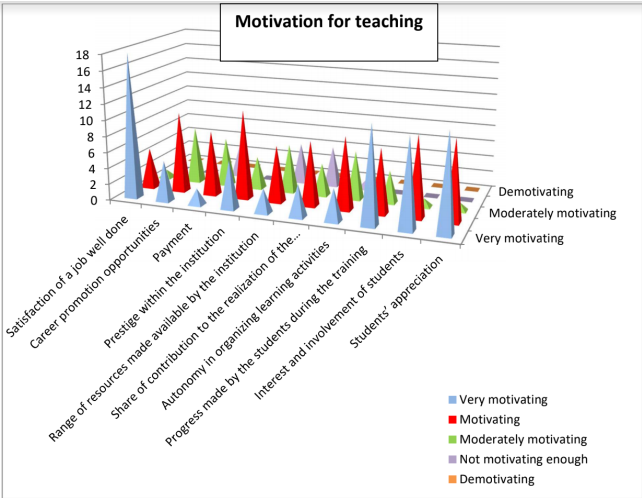
Fig.19a Trainers' motivation for teaching (Romania)

The data in Table 11a and the frequency of responses displayed in Fig.19a indicate that the Romanian participants (trainers) assess **the satisfaction of a work well done** and **the progress made by the students during the training** as the most motivating aspects of teaching, and **payment** as the least motivating.

Options Motivating aspects	Very motivating	Motivating	Moderately motivating	Not motivating enough	Demotivating
satisfaction of a job well done	25	5	3	0	0
career promotion opportunities	5	6	14	6	2
payment	4	12	12	4	1
prestige within the institution	2	4	11	13	3
range of resources made available by the institution	2	8	15	6	2
share of contribution to the realization of the curriculum	9	13	11	0	0
autonomy in organising learning activities	7	18	6	1	1
progress made by the students during the training	24	7	2	0	0
interest and involvement of students	25	6	2	0	0
students' appreciation	13	14	4	2	0

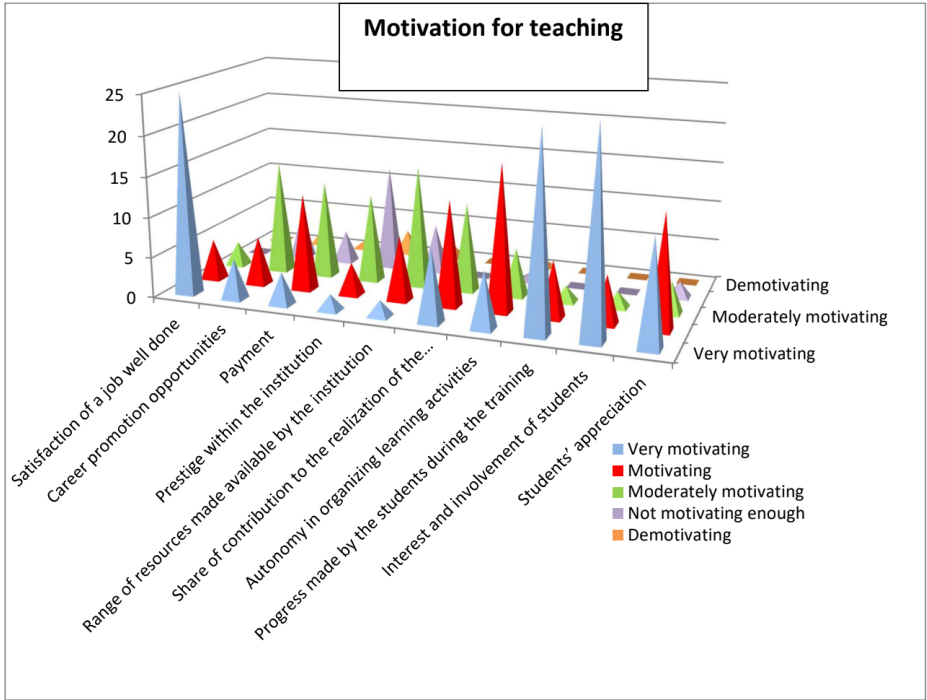Table 11b Trainers' motivation for teaching (Croatia)

Fig.19b Trainers' motivation for teaching (Croatia)

The data in Table 11b and the frequency of responses displayed in Fig.19b indicate that the Croatian participants (trainers) assess **the satisfaction of a work well done, the interest and involvement of students** and **the progress made by the students during the training** as the most motivating aspects of teaching, whereas **prestige within the institution** and the **range of resources made available by the institution** are considered the least motivating of all.

6. Conclusions

Broadly speaking, the hypotheses formulated afore the data analysis section match the analysis results. When processing the data collected following the administration of the questionnaire for **learners**, it was found that most of the participating learners, both Romanian and Croatian, are aware of the ever-lasting **need for lifelong learning in the line of work in relation to their age** (Question 1) as they perceive it as **moderate** or even **considerable**.

As expected, in validation of the andragogical principles, the participating learners' main **reason for attending a professional training course** (Question 2) is that **the chosen course provides information that they need at work**, alias **orientation to learning**. This principle acknowledges that, basically, adults learn because they need to address issues in their lives, therefore they step into the process of learning from a performance-centred or problem-centred frame of mind, searching for information directly applicable to their life responsibilities (encountered at work in our case). The fact also remains, though, that the desire to pursue an outstanding career remains a good motivational factor for attending formal training programmes.

As regards the dominant preference for **the form of learning that would enhance attaining the desired performance level**, (Question 3), the respondents in the two countries expressed quite opposite perspectives: the Romanian participants opted for **further training programmes in school**, whereas the Croatian respondents favoured **exchange of experience with colleagues**. One difference would not only be in the more theoretical versus the more practical approach, but also in the formal feature of the training programme and therefore the subsequent certification. A second difference would be perhaps in the more structured and goal-oriented approach in the case of training programmes in school, versus the more flexible, direction-free and fragmented learning from peers during work. Not to overlook the more formal environment and organisation in school versus the more relaxed and friendly atmosphere provided by the exchange of experience with colleagues.

As anticipated, the participants in both countries labelled **work stress** and **lack of necessary time** as the most prominent **factors that disrupt learning** (Question 4). This would translate into stress from work overload going hand in hand with lack of time for training during work time and also into lack of time due to social responsibilities in the spare time. Beyond the options provided in the questionnaire, certain conspicuous other factors have been mentioned, such as: **poorly**

trained trainers; stress / pressure exerted by superiors and not by the complexity of the operational activity and **non-recognition of course period in seniority in service**. Such particular issues have already been mentioned and developed in the articles belonging to the first part of this volume.

The respondents' options to Question 5, (**What would help increase motivation in learning?**) would rather validate and reinforce the third andragogical principle of adult learning suggested by Malcolm Knowls. This principle highlights the concept of adult readiness to learn or to acquire knowledge relevant to approaching or even solving their life (job) issues. As expected, both Romanian and Croatian participants opted for **usefulness for the professional pathway** and **practical-applicative approach** to lessons, as main requirements to boost their motivation for learning.

As for the **types of training / learning in terms of efficiency for professional purposes** (Question 6), the highest rate has been given to **formal training through residential courses in BCG schools**, and the lowest to **formal training through e-learning** and **non-formal training at workplace provided by multipliers**. The choice is only natural, since adults, and especially border and coast guards dealing with excessive workload / responsibilities, information showers and lack of time prefer

structured guidance and timely, adequate information, clarification and correction in order to be able to make the most benefit out of training.

Similarly, the hypotheses assumed at the beginning of the second part of the volume as regards the **trainers**' perspective upon learning motivation issues match the analysis results. Therefore, as expected, the participating trainers expressed their concern for their self-development by rating their **desire for personal and professional development** as the most compelling reason for attending their latest formal training (Question 1). This concern for self-improvement is subsequently reiterated in Question 2, where most of the participating trainers labelled **their need for lifelong learning in the line of work in relation to their age** as **considerable** or **moderate**. Just as the operational personnel, the trainers, too, are highly aware of the challenges posed by the evolving situation at EU borders, migration trends, criminal activity and the fast changing professional environment so keeping up-to-date is paramount for them.

As regards the teaching strategies for student motivation (Question 3), the participating trainers' responses subscribe to the andragogical principles of adult learning (i.e. **orientation to learning** and **learner experience**), as they mostly employ **transposing theoretical knowledge into practical applications**, and

moderately engage **facilitating learning by accessing the students' experiences** and the **use of interactive methods** in order to enhance their learners' motivation. The orientation towards the interactive teaching methods and practical activities matches the learners' expectations and preferences in training.

Ideally speaking, teaching / training should go beyond the function of transmitting information. The Romanian participating trainers rated **transmitting information** as one of the most important functions of the teaching activity along with **establishing values and ethical principles**, and **developing skills**. Divergently, the Croatian participating trainers nominated **creating conditions for assuming autonomy and responsibility at work** together with **establishing values and ethical principles**, as the most important functions of the teaching activity. This may very well be an indication of the most favoured or mostly used teaching methods in the respective training systems and a point worth exploring.

It is commonly acknowledged that intrinsic motivation is the most desirable to be enhanced, when referring to teaching / learning. Perfectly plausible and as expected, both Romanian and Croatian participating trainers assess **the satisfaction of a work well done** and **the progress made by the students during the training** as the most motivating aspects of teaching.

To sum up, this type of experimental survey research is meant to approach and raise awareness of the most relevant and topical issues related to the concept of learning motivation. It can be safely concluded that the survey fulfilled its aim, as most of the hypotheses formulated before the description of data collection match the results. Moreover, certain notable issues relating to enhancing motivation both for learners and trainers have been encountered and pointed out, leaving the door open for further research.

Recommendations

Given the dual perspective of the topic addressed, two sets of recommendations have been formulated to address both target groups, the learners and the trainers. The two sets are closely intertwined and any attempt of implementation into future training strategies by a management authority and quality assurance department in any Border and Coast Guard training institution, in any European country, should take them both into consideration.

There is solid awareness that different countries have different Border and Coast Guard training systems, each with its own organisational culture, mission and vision. There are however common aspects that could be dealt with in a similar way in different countries or in different training institutions, as well as divergent aspects that can be treated

convergently.

The recommendations put forward hereinafter are not exhaustive and would gladly encourage the Border and Coast Guard trainers to get inspired, improvise, add to this list and share it with their peers.

a. Basic training

The need for lifelong learning is directly proportional to the need that the training be linked to the learners' interests and preoccupations and that, in turn, is linked to the need that the trainers become familiarised with the learners' interests and preoccupations. Vocational basic training is usually planned to take place over a considerable amount of time, so this gives the trainers the possibility to get to know their students well enough and be able to guide their learning journey in more detail.

In order to ensure an efficient start to the learners' basic professional learning, trainers can take time to design a standard personal file and complete it for each of their learners. This file is to contain data regarding previous learning and qualifications, his/her predominant types of intelligences, preferred learning style, preferred way of learning, motivational maps, as well as hobbies and talents, which can be used during classes or extracurricular activities. Once these data from all the students are processed, the trainer can identify the most appropriate teaching methods and materials to be used in order to ensure the attaining of the proposed learning outcomes.

Motivation is a word frequently used but incompletely understood and remains to this day one of the most challenging tasks of any organisation. Energy, as Mapping Motivation made clear, is synonymous with motivation. Those who want to perform efficiently are those who understand their motivators, who regularly measure, sustain, recharge and optimise their energy and motivators, and who do the same for the people they are in charge of in their work. Developing motivational skills together with thinking skills, action skills and team skills, plus enhancing the commitment to personal development should remain dominant concerns, so that today's problems are not attempted to be solved with yesterday's training as the only internal resource.

Motivational maps have been introduced in 2016 by James Sale with his book *Mapping Motivation: Unlocking the Key to Employee Energy and Engagement*, and have rapidly become a widely-used concept in management and leadership at all levels and in all organisations. The idea has been transformed into online questionnaires which deliver comprehensive reports in a matter of minutes and which prove to be the perfect tool in understanding motivation at a deeper level, focusing rather on emotions than

on personalities. Based on assessing the motivators in 3 relevant areas, achievement, growth and relationship, they provide inventories that can help increase self-awareness and the drives that lead a person to work hard and achieve results in order to obtain well-being and success.

Motivational maps are used to identify 'key motivators' and 'demotivators', the current motivational level, as well as strategies to protect, maintain and enhance motivation and improve performance. In class, they can be employed by learners and trainers for individual self-assessment or by trainers to devise the ways in which to increase team building among their learners. They can also be employed by training institutions that want to see tasks performed efficiently and at a high standard by assessing the motivational levels and establishing subsequent motivation-enhancing and team-building strategies for their trainers, based on complementary personalities and drives.

Getting familiar with the learners' background equates becoming friendly and showing empathy. This, in turn, leads to diminishing the emotional and rational distance teacher-learner, gaining the learners' confidence and respect and preparing them for a comfortable, although maybe difficult and lengthy study journey. The trainers will thus become models to follow, so that the trainers who love to teach

will make their students love to learn.

A dedicated trainer is ideally aware of the fact that not only each individual learner has different expectations and requirements that need to be met for efficient learning, but also every new group as a whole is different so that, for the same topic, the trainer should be flexible and ready to employ different teaching methods or materials, or present and explain content in different ways.

Having processed the data from the personal files, the trainer would know what incentives could be resorted to in order to increase the learners' motivation for learning. These could start from praises and high grades to small gifts, such as post cards, bookmarks, etc. and end with organising trips or visits to places of interest for the entire group.

Personal satisfaction and recognition of merits and talents are very important. For example, a student who is a good cartoonist would be more than happy to make illustrations that can be used as teaching material. Tasking learners to develop and implement individual and group projects can offer them the possibility to express themselves and show the measure of their capabilities. Tasking them to develop, review, revise or pilot teaching materials can turn out to be immensely motivating for them and they will always come up with surprisingly original ideas.

When trainers show that they trust their learners, the learners will actually take wings and do everything in their power to demonstrate that they deserve the trust. The trainers need to explicitly state it to their learners, teach it and prove it through their expertise that learning does not stop at graduation, but goes on and that lifelong learning has become a must in our rapidly evolving field of work.

Learners should leave school armed with the know-how and the skills for continuous learning. Moreover, they should not only be able to assess their learning needs and identify the new information or skills they need to acquire at a certain moment, but also have the autonomy and responsibility to decide for themselves the time and share of their learning.

Trainers should teach their learners why and how to take responsibility for their own learning, just as they take responsibility for anything else in their lives. Learners should know that this responsibility implies respect and appreciation for everybody and everything involved in the learning process, including themselves, their time and their effort. They should be acquainted in school with the elevated feeling of self-contentment for doing their best and satisfaction for the job well done.

b. Further training

For the border and coast guards who have completed their basic training, have been working with the force for a number of years and perform their job very well, the need for lifelong learning may not seem essential. In many cases, the inner thirst for learning may have deviated towards hobbies, for example, instead of the field of work. But, in order to ensure a certain standard of job performance, the border and coast guard authority would have regulated a career path which compels the personnel to attend professional training programmes.

Ideally, all personnel should feel the inner drive towards learning for their job and this can be enhanced by the training system, of which the trainers are an integral part. One measure would be the development and organisation of training programmes with content relevant to specific lines of work and levels of performance in the follow-up of an extensive training needs assessment. These courses would deliver the information and skills necessary for the learners to attain the job competences envisaged.

The trainers' teaching styles may play an important role in attracting and motivating prospective learners. Of course, effective teachers should be competent in both subject-matter knowledge and didactic ability. Implicitly,

subject-matter knowledge represents just a necessary prerequisite for effective teaching, and not the sole determinant. A motivational way of thinking about the process of teaching influences the product, i.e. student learning. Moreover, effective teaching involves the utilisation of an outcome-based instructional orientation, which enables learners to focus their attention on clear learning goals.

Additionally, learning and especially acquisition depend on the degree of understanding of the teaching instructions. Therefore the clarity of delivering instructions is another requirement, typically referred to as instructional scaffolding, a concept based on Lev Vygotsky's (1978:37) theory of learning, explaining that when a teacher helps students connect new information with what they already know, s/he is assisting these students in accurate organisation of information.

Trainers' engagement and enthusiasm are fundamental requirements in enhancing learners' motivation. Accordingly, trainers should create dynamic, educational environment that affords learners the opportunity to practice every concept that they are learning. It is well known that enthusiasm is contagious. Effective trainers display a deep sense of enthusiasm that reflects their professional competence and confidence which serve as a powerful facilitator of learning motivation.

Furthermore, learners' perpetual achievement contributes significantly to enhancing their intrinsic motivation for learning, as long as they progressively become aware of their specific functional metacognitive and goal-oriented strategies of learning. This increases the trainers' inner motivation as the learners' success would naturally represent the most prominent indicator of their professional fulfilment.

To sum up, since the Border and Coast Guard personnel operational at different posts and eligible for further training are permanently faced with issues such as complexity of work or overload of both work and social responsibilities leading to lack of spare time to be dedicated to learning, it is recommended that formal, residential training be organised in a structured way and a confined environment, away from the learners' everyday professional and social duties. They will intensely enjoy a short break from work while making the most out of their learning experience and out of the occasion of creating a network of personal contacts among trainers and peers on whom to rely for consultation and assistance in solving complex situations at work.