

JÓZSEF BALLA<sup>1</sup>**Border Guard Training in Hungary Ensuring the Security of the Schengen Area****A schengeni térség biztonságát garantáló határrendészek felkészítése Magyarországon****Abstract**

*The security of the Schengen Area is significantly determined by what level the preparedness of the professional staff executing the protection of the external Schengen borders is. It is a key question in what framework a particular member state can provide the continuous maintenance of professional knowledge following the school-based education and achieve an effect which increases the capabilities. A further training system, which operates efficiently and is adjusted to the topical situation, represents added value in the staff training which in Hungary can be evaluated as a system on a good level.*

*Key words: border management, border protection, security, training, further training*

**Absztrakt**

*A schengeni térség biztonságát jelentős mértékben határozza meg az, hogy a schengeni külső határok védelmét ellátó hivatásos állomány felkészültsége milyen szintű. Kulcskérdés, hogy egy adott tagállam milyen keretek között tudja az iskolarendszerű képzést követően biztosítani a szakmai ismeretek folyamatos szinten tartását, és elérni a képességnövelő hatást. Egy jól működő, és az aktuális helyzethez igazodó továbbképzési rendszer hozzáadott értéket képvisel az állomány felkészítésében, amely Magyarországon jó szintűnek értékelhető.*

*Kulcsszavak: határrendészet, határvédelem, biztonság, képzés, továbbképzés*

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The requirements for the border policing branch of service, – the meeting of which has importance not only within our state borders but affects the security of the whole Schengen Area – principally, can best be characterised by the expressions professionalism, commitment and diligence. The border policing branch of service is in a special situation as the state border surveillance, the prevention, detection and interruption of illicit border crossings, moreover, the state border passenger and traffic control in a 1 103 km long border section, which is nearly half of Hungary's 2 215 km long border section, and at 49 border crossing points (32 road, 12 railway, 3 water and 2 aviation border crossing points) conducted in the framework of the state's border law enforcement, go beyond the national interest. The 1 103 km long border section is at the same time the external border of the Schengen Area due to which fact during the execution of the tasks, the border policing branch of service is obliged to enforce and meet the community requirements/expectations too.

Hungary is the most important guard of the Eastern land borders of the Schengen Area and performs a remarkably responsible task on behalf of the whole Schengen Area. Beside the strict controls conducted at the external borders, controls conducted in the internal area or in-depth controls are of utmost importance. These measures are designed to ensure that people will be placed under procedure who despite the strict border controls – at the external Schengen border of any member state – manage to get into the territory of the member states, furthermore, to mitigate the security risks arising from the abolished border controls between the Schengen states.<sup>2</sup>

The performance of the task requires prepared staff with up-to-date professional knowledge. The demand of meeting the requirements for the border policing branch of service necessitates both the police officer and police NCO training to show sensibility towards topical and general tendencies and responsiveness to changing situations. In order to preserve the value of professional knowledge, to prevent the obsolescence of knowledge and to keep the knowledge continuously up-to-date, the Commission of the European Communities presented the "A MEMORANDUM on Lifelong Learning" in 2000 already and in 2001, the guidelines to achieve a European area of lifelong learning. "*Lifelong learning is no longer just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning contexts. The coming decade must see the implementation of this vision.*"<sup>3</sup> Both documents have strengthened the appreciation of continuous self-education and further training which factors are certainly influencing the staff performing professional duties in the field of policing/law enforcement too. Self-education does not only mean that border police officers

<sup>2</sup> Vas Gizella: A határrendészeti tevékenység a schengeni elvekre épülő európai modellben. In: Hautzinger Zoltán – Verhóczy János (szerk): A modernkori magyar határrendészet százöt évé, Magyar Rendészettudományi Társaság Határrendészeti Tagozat, Budapest, 2013.; - p. 149-160.

<sup>3</sup> A Memorandum on Lifelong Learning, Brussels, 30. October 2000, SEC (2000) 1832, - p. 3. Source: [www.nefmi.gov.hu/europai-unio-oktatasi-egesz-eleten-at-tarto/memorandum-tanulas](http://www.nefmi.gov.hu/europai-unio-oktatasi-egesz-eleten-at-tarto/memorandum-tanulas), 30. August 2017

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improve their knowledge in the frame of school-based education but that they master new knowledge and implement it into practice during performing their duty tasks in order to continuously meet their professional standards. This learning “demand” and “necessity” – which serve as a basis for that the quality of performed tasks ensures the skill level – have led to the development and operation of a further training structure which is adjusted to the integrated public service career model in Hungary.

During the training of the border police executive staff and border guards, particular emphasis should be placed on the commander training and the training to become a commander as following the training, duties shall be performed as the leader of the executive staff. Ten years ago, according to my opinion, the greatest insufficiency was the lack of trainings to become a commander which was supported by Gábor Kovács too as he wrote the following: *“The trainings of the Faculty of Law Enforcement have shown significant changes during the last years. Beside the strong legal-administrative training, the training to become a leader (commander) has been strengthened. It has visible characteristics for outside observers too (e.g. formal inspections, operation of the commander and deputy commander system etc.).”*<sup>4</sup> It is indispensable for the graduated border guards to have this knowledge and skills as their training predestinates the execution of deputy commander tasks and during the training period, they have to become able to manage, lead, care for junior officers and grant their allowances. Currently, the Department of Border Policing (hereinafter: Department) at the Faculty of Law Enforcement of the National University of Public Service is the place where the succession of border police officers can be realised. This “value” has to be preserved. I believe that the Department shall currently train officers not only for the border policing branch of service in its narrow definition within the Police but for almost all branches of service, services and special services. For example, the execution of border police HR tasks or using modern technology and IT tools at the border police, moreover, the control of task execution of the border police service justify that professional HR, economic and control services should have officers trained within the framework of border police training. Beside this, however, there are such job profiles – desk officer, main desk officer, special desk officer, main rapporteur – among the common, not senior officer positions within the border policing branch of service which are based not only on border policing professional knowledge but they were designed to provide technical, technological and IT support, moreover, to support the HR.

This conviction of mine has greatly been confirmed by the official information sheet on the Law Enforcement Administration BA programme of the National University of Public Service, Faculty of Law Enforcement which states the following: *“The Border Policing Specialization trains professionals for the Police who have special border policing knowledge. The students are trained for performing border control, border surveillance, criminal intelli-*

<sup>4</sup> Kovács Gábor: Nemzeti Közszolgálati Egyetemen az alapképzésben végzett rendőrisztékekkel szemben támasztott követelmények változásai, Pécsi Határőr Tudományos Közlemények, XVII. kötet, Pécs, 2016., - p. 264.

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*gence, border policing-administrative, foreigner, refugee and public order tasks within the police organisation.*<sup>5</sup> In order to work in non-border policing professional positions, – which are closely connected to the border policing branch of service or are based on that – it is necessary to have trainings which target the execution of particular tasks and have different content. I believe that currently, this is a field where the conditions are not completely given but we must strive – without being exhaustive as it would be physically unaccomplishable within the current higher education structure and time interval – to process/transfer all pieces of information to the students regarding the border policing branch of service within the time allocated to the training. These pieces of information shall be acquired to a certain extent according to the customer's requests, with a differentiation which suits the level of expertness, skills and abilities.

I believe that the border police officer training has future which needs such a training concept on the customer's side where it is accurately defined how many border police officer positions are available within the Police where officer succession shall be ensured by the training organised at the Department. What belongs to the border policing branch of service? In my opinion, not exclusively those border policing branch offices that were dislocated to the external Schengen border section in its narrow definition and belong to the border policing branch or the police stations in the Hungarian-Croatian border section. The border police officer training goes beyond the border policing branch of service.<sup>6</sup> The integrated border management model presumes and requires that all concerned organizational elements possess the necessary border policing knowledge – entry conditions, rules of legal residence, travel document knowledge, document check, personal identification, visa knowledge etc. – with the help of which they are able to work as an element of the model. In consequence of this approach, the employees of police stations, public order and traffic police divisions or organisational elements conducting in-depth controls require border policing knowledge too and the officer succession in this field shall be considered to belong to the Department's scope of duties. Throughout the training, it is indispensable to specify and enforce the strategic objectives of the instructors' site which suits the customer's demands.<sup>7</sup> The border police officer training cannot get onto that predetermined track which could be seen in the field of police NCO training following the integration of Border Police and Police on 1<sup>st</sup> January 2008. Namely, the fact must be mentioned that there has been no border guard output for several years in the law enforcement vocational schools due to

<sup>5</sup> A Nemzeti Közszerződési Egyetem Rendészettudományi Kar hivatalos tájékoztatója a rendészeti igazgatási alapszakról. – 4. bekezdés

Source: <http://rtk.uni-nke.hu/oktatas/alapkepzes/rendeszeti-igazgatasi-alapszak>, 12. August 2017

<sup>6</sup> Varga János: A Rendőrtiszti Főiskola rendőr hallgatóinak határrendészeti szakmai felkészítése. Határrendészeti Tanulmányok, Magyar Rendészettudományi Társaság Határrendészeti Tagozat, Budapest, 2010. 1. különszám, HU ISSN 2061-3997 /online/, - p. 11-15.

<sup>7</sup> Balla József: Egy hallgatóból lett oktatótárs, In: Deák József, Gaál Gyula, Sallai János, (szerk.): A toll sokszor erősebb, mint a kard, Rendészettudományi tanulmányok Prof. Dr. Főrizs Sándor 65. születésnapja tiszteletére, Nemzeti Közszerződési Egyetem Rendészettudományi Kar, Budapest, NKE Szolgáltató Nonprofit kft, 2016., - p.14-26.

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which this branch of service could not be “regenerated” or get into an optimal situation until today. The consequence of this was that in February 2012, 600 persons got enrolled in border police specialization provided outside the school system which did not influence the border police manpower situation in the Hungarian-Romanian border section. Furthermore, the recent recruitment of border hunters could be mentioned as well.

The border police officer training cannot “remain” within national frames exclusively. The ever-expanding international requirements have to be met, too, the predominance of which the Department considers as strategic objective. It shall be ensured that students get to know the common regulations regarding the Schengen Area and can effectively join the ever-expanding international border police cooperation. This is partly supported by the integration of learning results into the course programmes described in the Sectoral Qualifications Framework for Border Guarding<sup>8</sup> drafted by the FRONTEX.

The executive staff training currently takes place in four law enforcement schools. The border policing professional strategy<sup>9</sup> (hereinafter: Strategy) conceives the slow succession of leaving experts as weakness and considers the high number of those leaving this profession as a threatening factor. In order to guarantee professional compliance, the guarantee of steady and stable manpower was defined as an objective in favour of the execution of border control. This has double reason: on the one hand trained staff shall be kept, on the other hand the maintenance and improvement of up-to-date professional knowledge shall be granted with the help of a further training system. In order to guarantee professional compliance, the Strategy defines that a particular professional (border policing) strategy is also needed which has to cover the further training programmes beside the primary and high-level school-based training programmes. Furthermore, it shall be guaranteed that the particular training forms are built on each other, online and distance-learning systems shall be developed and the foreign language training shall be strengthened.

The professional training and career system concept<sup>10</sup> of the border policing branch of service (hereinafter: Concept) – based on the Strategy – is designed to serve the professionalism of the training which includes among others the following wording regarding the necessary border police manpower and training: “*The necessary manpower shall be de-*

<sup>8</sup> FRONTEX: Sectoral Qualifications Framework for Border Guarding VOL.I.; FROTEX, Warsaw, ISBN 978-92-95033-66-5; p. 122.

FRONTEX: Sectoral Qualifications Framework for Border Guarding VOL.II.; FROTEX, Warsaw, ISBN 978-92-95033-67-2; p. 49.

<sup>9</sup> Az országos rendőrfőkapitány által a 29000/28714-9/2011.Ált. számon, 2011. október 27-én jóváhagyott „Az általános rendőrségi feladatok ellátására létrehozott szerv határrendészeti szakmai stratégiája (2012-2017)”

Source: National Police Headquarters, Directorate General for Law Enforcement, Department of Border Policing

<sup>10</sup> Az országos rendőrfőkapitány által, a 29000/11206-8/2013.Ált. számon, 2013. május 9-én jóváhagyott „Koncepció az általános rendőrségi feladatok ellátására létrehozott szerv határrendészeti szolgálati ág szakmai képzési és karrierrendszerére”

Source: National Police Headquarters, Directorate General for Law Enforcement, Department of Border Policing

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*terminated adjusted to the tasks based on a continuous risk analysis and evaluation... The employment of the border police staff shall meet a double-criteria system. On the one hand new members of the staff shall be employed based on a properly regulated selection procedure, on the other hand such a training system shall be developed which ensures that new members can be employed in the field of border control for a long time and at the same time, enables their movement within an established career system.*<sup>11</sup>

The Concept formed a unitary whole and defines the following tasks which must be carried out:

- continuously gauging the demand for professional special, further and re-training programmes and defining their content;
- defining the demands for border police professional leader further trainings;
- taking utmost advantages of the training opportunities supported by the European Union's agencies and other international organisations;
- drafting and issuing training plans which are currently unregulated;
- training for instructors, developing a forum system for instructors;
- establishing, maintaining and sharing a national databank of people possessing special qualifications;
- strengthening the foreign language trainings;
- development of the online education systems;
- establishment of a new professional training centre.

The seven-year long security policy strategy<sup>12</sup> related to the Internal Security Fund<sup>13</sup> contains the following wording concerning the trainings in the field of border management: *"In those organisations which contribute to the border management, experienced, skilled staff shall be trained and maintained who have special expertise, extended international and national relations. The current professional leader and executive staff have good qualifications, however, the succession of existing functions and the efficiency of the new staff's training shall be increased."*<sup>14</sup> Among the weaknesses of the SWOT analysis it can be read that a more coherent strategic approach is required in the training of the junior members of the executive staff. The final conclusion contains the following: *"The current training of the staff performing border management tasks is not complex enough, moreover, it is reasona-*

<sup>11</sup> *ibid.*: - p. 2.

<sup>12</sup> As a matter of course, for the establishment of the Internal Security Fund it was practical to examine the utilisation results of the External Borders Fund which could be considered its antecedent. Among others it was the target of Ritecz György: Migrációs kockázatokra Külső határok Alap támogatásával adott „válaszok” hatékonysága, Szerk.: Gaál Gyula - Hautzinger Zoltán: Pécsi Határőr Tudományos Közlemények XV. 2014. Pécs., - p. 269- 280.

<sup>13</sup> A Kormány 1691/2013. (X. 2.) Korm. határozata az Európai Unió által a 2014–2020 közötti európai uniós programozási időszakban létrehozásra kerülő Belső Biztonsági Alaphoz kapcsolódó hétéves szakpolitikai stratégiáról Source: <http://solidalapok.hu/solid/?q=node/80719>, 21. August 2017

<sup>14</sup> *ibid.*: - p. 34.

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*ble to provide continuous and integrated (covering all relevant organisations/authorities) further training for the relevant staff.*<sup>15</sup>

The Schengen Borders Code<sup>16</sup> states that member states shall deploy appropriate staff in sufficient numbers to carry out border control at the external borders in such a way to ensure an efficient, high and uniform level of control at their external borders. At the same time, member states shall ensure that the border guards are qualified and properly trained professionals who are encouraged to learn foreign languages – especially those which are necessary for the carrying-out of their tasks.

The Schengen Catalogue<sup>17</sup> specifies that border guards carrying out border control (border surveillance and border traffic control) tasks shall have the proper background and shall be persons specially trained for this position. The successfully finished training is the basis of this high-level professionalism. In favour of this, it is required to organise such special and improving programmes which ensure the preparedness of the staff in the relevant topics. Beside primary education, it is a regulation applicable for the border police to be able to communicate in foreign languages. Such special training programmes should also exist which provide regular knowledge expansion at the expense of duty hours. The communication in foreign languages related to the carrying-out of the daily tasks shall be improved in the framework of foreign language trainings while e-learning programmes, refresher courses and accessible further training documents of proper quality shall be provided too in the framework of special programmes.<sup>18</sup>

Based on these requirements and professional aspects, the continuity of border police further training shall be ensured and we have to strive to hand over useful, up-to-date and skill-increasing knowledge during the training. Prepared instructors and practice locations of proper quality as well as professional support is needed as the presentation/application (e.g. technical tools, databases) opportunities at the training locations are not always meeting the conditions experienced and applicable in the execution.<sup>19</sup>

<sup>15</sup> A Kormány 1691/2013. (X. 2.) Korm. határozata az Európai Unió által a 2014–2020 közötti európai uniós programozási időszakban létrehozásra kerülő Belső Biztonsági Alaphoz kapcsolódó hétéves szakpolitikai stratégiáról, - p. 41.

Source: <http://solidalapok.hu/solid/?q=node/80719>, 20. August 2017

<sup>16</sup> Regulation (EU) 2016/399 of the European Parliament and of the Council of 9 March 2016 on a Union Code on the rules governing the movement of persons across borders (Schengen Borders Code)

Source: <http://eur-lex.europa.eu/legal-content/HU/TXT/HTML/?uri=OJ:L:2016:077:FULL&from=HU> 20. August 2017

<sup>17</sup> EU Schengen Catalogue. External borders control. Removal and readmission: Recommendations and best practices

Source: <http://register.consilium.europa.eu/doc/srv?l=HU&f=ST%207864%202009%20INIT> 21. August 2017

<sup>18</sup> Kiss Lajos: A határrendészeti képzés fejlődési vonalai a schengeni térségben, Doktor (PhD) értekezés, Nemzeti Közszolgálati Egyetem Hadtudományi Doktori Iskola, Budapest, 2015. - p. 31-49.

<sup>19</sup> Balla József: A régi-új Határrendészeti Tanszéki Tanácsadó Testület, mint a megrendelői igények meghatározásának és támogatásának fóruma, Határrendészeti Tanulmányok, Magyar Rendészettudományi Társaság Határrendészeti Tagozat, Budapest, 2016, XIII. évfolyam 1. szám, - p. 66-83.

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With the integration of Border Police and Police, the further training capacity of the border policing has been lost. A training capacity was missing from the further training system of the Police with the help of which the systematic, purposeful further training, which meets the duty demands, could have been provided for persons performing border policing tasks.

The further training system shall offer double functions. On the one hand it shall contribute to the so-called horizontal professional mobility which is characteristics in higher numbers – gaining knowledge to be able to work in a position which is of the same level but belongs to another branch of service, service or special service (in particular cases, the acquisition of special knowledge within a particular professional field<sup>20</sup>), on the other hand the conditions of being promoted to a higher position require vertical professional mobility – the acquisition of knowledge necessary for acting in higher NCO, officer or leader positions. When defining this theoretical further training model and in the case of the opportunities of its practical enforcement, it must be taken into account that currently, the movement between branches of service, services and special services is not bound to re-training/further training courses.

This re-training would by all means be reasonable in the case of both NCO and officer staff categories as all professional fields require special knowledge which that professional has to have both theoretically and in practice who would like to fill that particular position – at least on a routine level but of course, only in the case of executive positions as in the positions of professional management, the skill level is the expected and required level.<sup>21</sup> Staying with the border policing branch of service, for example, performing duties in passport control positions is one of the most complex tasks and requires to have the most diverse knowledge where independent and immediate decisions have to be made. In order to do so, one has to have up-to-date and skill-level knowledge in the field of document knowledge, marks of forgery of official documents, visa knowledge, entry and legal residence conditions, applying border police professional systems, operating technical tools, inspection opportunities, road traffic rules, infraction proceedings and criminal procedures. This supposes that a professional will not immediately be able to perform visa control tasks who has not graduated from border policing specialization during the secondary NCO training. The situation is similar if, for example, a professional, performing his duties in main border police officer position, wants to become a crime scene technician. The thinking shall be the same in the case of the officer staff category. There are different specializations at the National University of Public Service, Faculty of Law Enforcement which satisfy the

<sup>20</sup> For example, the special desk officer of the National Police Headquarters, Directorate General for Law Enforcement, Department of Border Policing, Division of Foreigner Policing wishes to continue his duties at the Documentary Division of that particular Department for which the acquisition of special document knowledge is required.

<sup>21</sup> Particular police stations in Germany's six provinces have abolished deputy officer staff category, they exclusively have officer and senior officer professional staff. The training and further training problems of such a system are presented by Fórizs Sándor: Az alsó-szászországi rendőrtisztképzés, Magyar Rendészet, XIV. évfolyam, 2014/3. szám, ISSN 1586-2895, - p. 121-134.



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Police's customer demands from the aspect, too, that the particular specializations contain different subjects and professional content taking into account the special professional knowledge of the given specialization.

Therefore, the graduated students are trained according to their own specialization and are able to fill positions related to that field following the graduation. A student who has graduated from border police specialization does not have the complete "reserve" of that knowledge which would make him be able to fill a position which is bound to the completion of the criminal investigator specialization.

The situation is the same in the opposite way too.<sup>22</sup> This specialization cannot be ensured by the fact that following the establishment of the National University of Public Service, the teaching of the module covering the common academic knowledge and the module "Fundamentals of Home Affairs" have been introduced which have resulted in the increase of teaching time which is enough for almost a half year.<sup>23</sup> *„During the performance of duties on the lower organisation levels of the Police, it is more and more required to have a subordinated executive staff who are able to perform professional leadership tasks, have high-level general and professional knowledge and who primarily have leadership competences. In order to achieve all of these, officer training with leadership profile had to be introduced by reshaping the professional content of the primary law enforcement training.”*<sup>24</sup>

Further trainings shall equally provide formal<sup>25</sup> or informal<sup>26</sup> – partly non-formal<sup>27</sup>, acknowledged at the whole labour market, providing primary, secondary or high-level qualification – trainings outside the school system or further trainings of a higher educational

<sup>22</sup> Varga János: A tömeges méretű illegális migráció rendészeti kezelésére való felkészítés a rendészeti tisztképzésben, Határrendészeti Tanulmányok, Magyar Rendészettudományi Társaság Határrendészeti Tagozat, Budapest, 2015, XII. évfolyam 1. különszám, HU ISSN 2061-3997 /online/, - p. 4-12.

<sup>23</sup> Kovács Gábor: A Nemzeti Közsolgálati Egyetem, mint a közszolgálati képzés bázisa; a jelenlegi helyzetkép, jövőbeni változások, fejlődési tendenciák és kihívások, Szerk.: Gaál Gyula - Hautzinger Zoltán: Pécsi Határőr Tudományos Közlemények, XVII. kötet, Pécs, 2012., - p. 371-378.

<sup>24</sup> Kovács Gábor: Nemzeti Közsolgálati Egyetemen az alapképzésben végzett rendőrtisztekkel szemben támasztott követelmények változásai, Pécsi Határőr Tudományos Közlemények, XVII. kötet, Pécs, 2016., - p. 260.

<sup>25</sup> Formal learning: organised in primary educational and training institutions – realized in a structured way and ends with the acquisition of acknowledged certificate, diploma.

<sup>26</sup> Informal learning: is natural corollary of our everyday life. Unlike formal and non-formal learning forms, informal learning is not necessarily a conscious learning activity and it is possible that even the involved persons do not realize the expansion of their knowledge and skills.

<sup>27</sup> Non-formal learning: is purposeful but its purpose is not learning directly but it is a learning way performed in the frame of an activity which contains significant learning elements. Non-formal learning takes place beside the systems performing primary educational and training tasks and usually does not end with official certificate. Possible scenes of the non-formal learning: workplace, civil and social organisations or training institutions established for the purpose of completing the learning in formal educational systems.

nature which are only bound to a particular position or job. It has to satisfy the training demands arising during professional work and the performance of duties.

The challenges of the 21<sup>st</sup> Century can only be addressed by trained, scientifically supported organisations. Good professional practice cannot be developed without the knowledge which can be acquired by scientific research.<sup>28</sup>

What does further training really mean and what does it contain? In order to perform professional staff duties, to improve and maintain their knowledge, personalities and competences, such training outside the school system is required which is carried out in the specified law enforcement educational institution(s) according to the annual training and further training plan approved by the relevant commander of the central, regional or local organisational unit of the law enforcement agency. It may arise as a question, in what way re-training is different as it has been explained earlier? Re-training means trainings outside the school system of those professional staff members who do not have high-level law enforcement qualification and do not have law enforcement knowledge beside their primary qualification which would suit the nature of the particular law enforcement agency.

In order to tackle the above mentioned capacity loss, a border guard centre of further training called Border Guard Training Centre (hereinafter: BGTC) was established in 2015 under the aegis of the Law Enforcement School of Szeged with the help of European Union resources in the frame of green-field investment. The BGTC is a proper place for the establishment of international border guard relations, events related to the liaison, reception of border guard guest students, Frontex experts and professionals enrolled in Frontex trainings, and for the hospitalization of instructors from partner border guard educational institutions.

#### TRAINING PORTFOLIO OF THE BGTC<sup>29</sup>:

- Fundamental Rights Training;
- Police Ethics;
- basic self-defence techniques, use of physical restraints during events related to border policing activities, practices improving physical fitness required for performing duty tasks
- Methods of Vehicle Identification;
- Border Check Training;

<sup>28</sup> Németh József: Rendőrségi kutatások az EU Horizont 2020 pályázatok tükrében, In: Boda József, Felkai László, Patyi András (szerk.) Ünnepi kötet a 70 éves Janza Frigyes tiszteletére = Liber amicorum in honorem Friderici Janza septuagenarii, Budapest: Dialóg Campus Kiadó; Nordex Kft., 2017., - p. 407-416.

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<sup>29</sup> Molnár Henrietta: A szegei Határrendészeti Oktatóbázis, mint a határrendészeti továbbképzés jövőjének záloga, Diplomamunka, Nemzeti Közszolgálati Egyetem Rendészettudományi Kar Rendészeti vezető mesterképzési szak, Budapest, 2017., - p. 89.

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- Border Police Procedural Law Studies;
- Foreigner Policing Officer Course;
- Further Training for Border Guard Trainers;
- Methodology of Interception of Large Groups of Irregular Migrants;
- Further Training for Border Guard Leaders;
- Border Guard Measure Tactical Training – for Border Guards;
- Methods of Drug Recognition and Detection of Smuggling;
- Conflict and Stress Management Training;
- Communication Training for Border Guards;
- Migration and Cross-Border Crime;
- Document Knowledge;
- Document Expertise;
- Schengen Border Control Knowledge;
- Use of Technical Equipment for Border Guard Patrols;
- Identifying Potential Terrorists;
- Tactics of Search and Safety Procedures;
- Elementary English Course (120 lessons);
- Advanced English Course (240 lessons).

From the inauguration of the Border Guard Training Centre on 19. October 2015 until 30. June 2017 altogether 81 further trainings took place in which 1 091 border guards participated (182 persons in 2015, 658 persons in 2016, 251 persons until 30. June 2017). Beside theoretical lessons, particular attention has to be paid to practical lessons too with the help of which the students can improve to skill-level the connections between theoretical knowledge and its practical application, moreover, the fact that these are built on each other. For this training, those opportunities have to be found with the help of which students can apply, for example, technical, IT and technological tools and devices in real life. The further training system fully provides the conditions for the enforcement of these requirements.

In our fast-changing world, our knowledge has to be continuously updated, new processes and methods have to be acquired, the operation of new devices has to be learnt and we have to adapt ourselves to the changed environment day-by-day. It is true for the field of law enforcement training and further training too. Continuous renewal is needed so that the training institutions could perform the tasks they are in charge of. The Border Guard Training Centre can be the long-term condition for border policing training. This established value has to be maintained and we must be proud of that the Police could handle the lost border policing further training capacities in this form and to this extent.

Throughout the officer and NCO training and further training, special attention shall be paid to the enforcement of the following aspects:

- “meeting” the customer’s demands;
- handing over up-to-date knowledge;
- making practical lessons “real-life”;

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- encouraging to research during self-education;
- strengthening the “mission” of professional practices;
- exploring the teaching opportunities of special border policing knowledge; teaching;
- feedback and follow-up in the case of graduated students;
- developing and updating the learning material;
- cooperation between the trainings; being built on each other (NCO and officer training);
- strengthening the trainings to become a leader (primarily in the case of officers);
- taking more advantage of research activities (primarily in the case of officers).

The security of the Schengen Area depends on what competences the professional staff have who perform border surveillance tasks. The improvement of competences is, primarily, ensured by the school-based officer and NCO trainings while the maintenance and improvement of the knowledge are ensured by the further training system. In Hungary, the conditions are given on every level which can satisfy the professional demands in the long run and ensure that the tasks are performed according to the Schengen requirements.

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