DEVELOPMENT OF ONLINE LEARNING COURSE IN COMBATING HUMAN BEINGS TRAFFICKING FOR BORDER GUARD OFFICERS OF UKRAINE

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INTRODUCTION

Currently, due to intensification of migration processes on the state border of Ukraine, there has been noticed a sharp increase in criminal activities related to human trafficking. Accordingly, the role and responsibilities of border guards are changing (EUROPEAN COMMISSION REPORT, 2016). Human trafficking is one of the most horrific crimes against human dignity and one of the most serious violations of human rights that can occur both within and outside the country (DIRECTIVE EU 36, 2011). Border control plays an important role and create unique opportunities for preventing and combating trafficking in persons. To respond to these challenges, the State Border Guard Service of Ukraine (SBGSU) and the European Union (EU) border guard agencies under the auspices of Frontex (European Border and Coast Guard Agency) decided to provide special training for border guards in the field of combating human trafficking.

Nowadays, a border guard must have special skills to effectively prevent and combat human trafficking. The system of professional training of the border guard agencies personnel should encompass developing practical skills of border guards in accordance with the scope of their operational and service duties, focus their attention on the importance of preventing and combating this crime, as well as identifying and interviewing potential victims and criminals. When accomplishing their duties, border guards should be guided by the provisions of the basic rights of victims of human trafficking with special attention on the most vulnerable categories of persons (BALENDR, 2017). The SBGSU and EU border guard agencies are establishing appropriate mechanisms for the preliminary identification, assistance and support of victims of trafficking. These tasks are recommended to be carried out in cooperation with relevant organizations that provide comprehensive support (GUIDELINES FOR THE IDENTIFICATION OF VICTIMS OF TRAFFICKING IN HUMAN BEINGS, 2013).

LITERATURE REVIEW

As the analysis of literature sources has shown, the problem of enhancing professional training of border guards has been studied by many representatives of military and pedagogical science, such as: Didenko (2020), Soroka (2019). Developing contact training course to prepare border protection specialists in EU countries to combat trafficking human beings was studied by Balandr (2017). Training law enforcement officers to counter sex trafficking was studied by Giddens (2021). Also, there have been conducted studies of risk factors,
recruitment practices, possible indicators of human trafficking, and common problems of victims, which help specialists reveal potential victims and provide appropriate response (GREENBAUM, et al., 2015). The specific needs of trafficked people require utilization of normatively gendered approach: listening, empathizing, performing appropriate responses. To ethically provide services without risking increased burnout, it's necessary to provide training for the specialists involved to maintain the level of their emotional well-being (SCHWARZ, 2021). The practical issues of developing training courses for law enforcement to fight human trafficking were considered by Farrell (2008). The results of the study carried out in Portugal revealed that specialists working with human trafficking victims have a good level of general knowledge about trafficking in human beings, although were less familiarized with modern trajectories and specifics of this crime (CUNHA et al., 2019).

The analysis have shown that nowadays the most widely used tools to counter trafficking in human beings for law enforcement personnel are: VEGA Handbook: Children at airports, Children at risk on the move - Guidelines for border guards, developed by Frontex (VEGA HANDBOOK, 2015), Anti-trafficking training for border guards (trainer’s manual) developed under auspices of FRONTEX (2012), FRA Handbook on European law relating to asylum, borders and immigration (2014), European Commission Guidelines for the identification of victims of trafficking in human beings (2013), Council of Europe Handbook for frontline professional on how to convey child-friendly information to children in migration (2018). Although, our studies have shown that in the context of pedagogical studies, there is practically no thorough analysis of the creation of an online training course on combating human beings trafficking at border crossing points for Ukrainian border guards. These circumstances prompted us to choose the topic of this article.

RESEARCH RESULTS

To perform the task of fighting human beings trafficking, border guard service personnel must be properly trained and knowledgeable in the field of human trafficking (Handbook for frontline professionals on how to convey child-friendly information to children in migration, 2018). Frontex agency plays an important role in developing training courses and organizing special training for EU member states (EU REGULATION 1624, 2016). The Frontex continuously conducts analysis of the state of combating human trafficking by EU border guard authorities, which enables to elaborate recommendations for the European community and ground the need to conduct training for the border control officers to effectively identify cases of human trafficking, victims and traffickers (FRONTEX ANTI-TRAFFICKING TRAINING FOR BORDER GUARDS, 2012). The main goal of such training is to enhance the methods of combating international crime at the EU’s external borders developed by the EU member states. The recognition that trafficking is a gender phenomenon is also confirmed by the fact that women and men, girls and boys are trafficked for different reasons (Handbook on European law relating to asylum, borders and immigration, 2014).

The Frontex agency developed the manual for trainers of the border guard agencies of EU and partner countries on combating human trafficking for border guards with the active participation of experts from different EU member states, the International Organization for Migration, the United Nations Human Rights Council, the Organization for security and Human Rights in Europe, the Office of the United Nations High Commissioner for Refugees and United Nations International Children's Fund. The team under the auspices of Frontex made significant contributions to the development of the course to provide coverage of international standards and a human rights-based approach. In this training manual for border guards’ trainers 3 components were considered that reveal the concept of combating human trafficking, namely “prevention, protection and prosecution, as well as partnership, which is often referred to as the fourth additional component” (FRONTEX ANTI-TRAFFICKING TRAINING FOR BORDER GUARDS, 2012).

Therefore, to develop own training course on combating trafficking human beings was used the approach proposed in Frontex Anti-trafficking training manual for border guards and following the methodology of developing a training course in accordance with the Sectoral Qualifications Framework (SQF) for border guarding in European Union countries (SECTORAL QUALIFICATIONS FRAMEWORK FOR BORDER GUARDING, 2013). The course was developed
Development of online learning course in combating human beings trafficking for border guard officers by the scientific and pedagogical staff of the National Academy of the State Border Guard Service of Ukraine following the requirements of SQF and to facilitate implementation of the principles of the Bologna and Copenhagen processes in the development of the national training courses and forming border guards’ practical skills that will contribute to the effectiveness of educational process in the educational institutions of the border guard agencies.

The National Academy of the SBGSU decided to develop its own course in combating trafficking human beings considering considerable experience of countering this crime in EU countries. Such training course had to develop the practical skills of border guards in accordance with the scope of their work, focus their attention on the importance of awareness of the problem of human trafficking, as well as identifying and interviewing potential victims and criminals (Europe that protects: Commission calls for continued action to eradicate trafficking in human beings, 2018). It became evident that to perform these extremely important tasks Border Guard Service personnel had to be properly trained in the field of human trafficking. The complex conditions and restrictions caused by the pandemic and the spread of acute respiratory disease COVID-19, required adaptation of the system of professional training of personnel of the SBGSU and wider utilization of distance learning possibilities. Therefore, it was decided to design an online training course on the bases of the distance learning platform of the National Academy of the SBGSU.

So, during the development of the course “Combating human beings trafficking at the border crossing points” for the border guards of Ukraine, according to the proposed methodology, first, the profiles of professional competencies by the SQF were worked out, the level of the course was determined and the learning outcomes were specified in accordance with the topic of the course. The target audience for the course were first line border guard officers deployed (or about to be deployed) to the border crossing points and who have the chance to identify possible victims of trafficking and prevent a gross human rights violation. To strengthen the capacities of border guards within the EU by training to prevent and combat human beings trafficking and deal with the victims with respect for their dignity and fundamental rights.

Entry requirements for the learners of the Course were: successful completion of basic border guard training; have basic knowledge and skills of first-line controls; possessing basic knowledge of international legislation concerning respect for fundamental rights; no age/gender restrictions; good general command of English language (minimum CEFR A2 or equivalent); retirement not due within 5 years.

**Learning outcomes of the training course**

After successfully completing the course, the participants were able to:

- define the legal concept of human beings trafficking grounding on the international and national legal base;
- distinguish the indicators that can help identify traffickers and their victims during border control at the border crossing points;
- gather and report to the shift leader information from potential victims and traffickers paying special attention to vulnerable categories of persons;
- show effective communication skills and techniques, conducting first-line interview of potential human beings trafficking victims, respecting non-discrimination and human dignity;
- make use of protective measures and procedures when dealing with human beings trafficking victims in compliance with fundamental rights.

**Content of the training course**

While working on the learning strategy of the course, it was decided to divide it into three stages: self-paced (asynchronous), synchronous and reflective. The stage of self-paced learning consisted of 7 lessons. During the first learning stage the participants dedicated at least 2 hours a day for independent study of learning material related to combating human beings trafficking (legal documents, videos, manuals etc.) which could be found in Moodle.
platform. With the help of specially designed forum the learners had the opportunity to interact and familiarize with the course contents, it also allowed participants to clarify and ask questions the trainers which ensured progression of learning. Teaching methods used during the course were: synchronous and asynchronous sessions, self-paced familiarization with course materials, web-quests, watching online lectures, additional video materials.

**Lessons**

- Introduction to the course.
- Regulatory-legal base.
- Routs, techniques, stages of human trafficking.
- Identification of victims of human trafficking and traffickers.
- Referring potential victims and traffickers to second line of control.
- Dealing with vulnerable categories of victims.
- Law enforcement authorities’ cooperation in combating human trafficking.

The stage of synchronous online learning consisted of 4 webinars and 26 practical classes (conducted using WebEx), covering the following topics:

- identification of victims of human trafficking at the border crossing points;
- collecting information during control of the first line;
- conducting interviews with traffickers and victims;
- referring of victims to the second line.

The reflective learning stage encompassed 20 hours and included preparation of a report with an analysis of cases of human trafficking detected at checkpoints where participants served, with justification of exactly how border guards identified victims of human trafficking, how profiling was carried out and what indicators helped in this. The purpose of the self-paced learning stage was to help participants understand the problem of human trafficking in the world, better understand and acquire new knowledge about this crime, its features, subjects, functioning and mechanisms. During this stage, course participants registered in MOODLE and got access to a package with educational material, the development of which allowed course participants to successfully complete the learning. Communication with trainers and other course participants took place through a specially created forum. Participants exchanged views on the information received, asked questions to trainers, and provided feedback. Using the forum was part of a formative assessment. The knowledge gained during the self-paced learning stage was used later during the synchronous stage.

After the self-paced learning, participants completed test tasks in MOODLE for the purpose of formative assessment and prepared a presentation on the problem of combating human trafficking in the sector of the state border, where they served. The synchronous learning stage was conducted in direct interaction with participants. Trainers, (instructors, tutors) used active types of work, minimizing the time required for conducting lectures as much as possible. For this purpose, almost the entire amount of theoretical material was provided to participants during the preliminary stage of training. The contact stage was aimed at mastering the skills and competencies of participants in identifying potential victims of human trafficking, as well as suspected traffickers.

The synchronous lessons included utilizing possibilities of the virtual technology software Second Life, where trainers created role games in the virtual world. The possibilities of this technology transferred participants into the various situations where they had to deal with the victims of human trafficking and traffickers. The experience of conducting such classes showed that using avatars for accomplishing those tasks significantly enhanced motivation of students. There was also a possibility to record the works of students as a video episode and carry out post analysis. Although, development of the virtual world circumstances appeared to be quite
a difficult task for the trainers, therefore we developed several typical training grounds and avatars ready to be used by trainers. Also the trainers had to organize an open discussion and make sure that all participants had the same vision and picture of the situation. It was also important to see how participants would react and what impact these situations had on their daily work. It was important to understand that each of them could play an important role in identifying victims of human trafficking (BALENDR, 2017).

The needs of students were determined prior to the beginning of training. The proposed practical approach and interactive methods, as well as the use of creative, interactive training methods, ensured active participation and motivation of participants. It was important to take into account the knowledge, skills and attitudes of participants. The duration of the training course depended on the specific needs and characteristics of the participants and sectors of the border they were from. Each part of the training material contained notes for the trainer with detailed instructions and tips on choosing methods and necessary materials. They contained general information: legislative acts, videos and cases that could be used during training. The trainers adapted a certain part of the material to the training needs and experience of the people who were taking the course. After successful completion of the synchronous stage of training, participants started the reflective stage, for which they continued to apply the acquired knowledge in accordance with the topic of the training course, using the feedback provided by the tutors of the training course.

An assessment strategy was also developed as part of the training course. At the beginning of the course, participants were sent assessment forms indicating the type and features of the assessment. The assessment used was educational in nature, that is, the trainers had to widely apply both summative and formative assessment. During the formative assessment, the individual contribution of participants to group types of work, their sociability skills, activity, knowledge of educational material, interaction with other participants, and feedback was evaluated by agreement of all trainers. Summative assessment of the contact phase of training was conducted in the form of an exam, which tested the practical actions of participants and their mastery of certain competencies when solving a case scenario for identifying victims of human trafficking. Self-paced phase of training was evaluated only formatively, and during the synchronous phase of training, formative assessment was combined with summative.

Summing up the above, we have to note that the developed professionally directed online training course based on the SQF for border guarding in EU is an effective tool for enhancing the professional training of border guards in Ukraine. The use of SQF for defining learning outcomes proves its practicality and ease of applicability not only for border guard agencies of EU, but also for Ukraine as it is consistent with the European Qualifications Framework for Life-Long Learning. Using the experience of professional training of border guards from different European countries helped to meet the difficult conditions of operational and service activity, although adapting the training of border guards to use a competence approach, the principles of the Bologna and Copenhagen processes requires further efforts to ensure a systematic and holistic approach to the professional training of Ukrainian border guards, taking into account the presence of endemic national peculiarities of such training.

**CONCLUSION**

Nowadays considerable attention is paid to the training of border guards in the field of combating human trafficking. This requires, first of all, improving the skills and abilities of border guards regarding the identification and competent treatment of victims of this crime at the border crossing points. Therefore, an important task for Ukrainian State Border Guard Service is to harmonize the national requirements for border guards training with all-European educational standards in this sphere based on the Sectoral Qualification Framework for border guarding in European Union, to pay more attention during the border guards training to developing their competencies of preventing and combating human trafficking, protecting and referring victims to competent authorities, as well as to conduct risk analysis and profiling when performing service and operational duties at the border crossing points.

To respond to these challenges, the State Border Guard Service of Ukraine decided to organize delivery of a special training for border guards and initiated development of the online learning course "Combating human beings trafficking at the border crossing points" for
the training of border guard officers. The course development process included defining the professional competencies according to the Sectoral Qualification Framework for border guarding in European Union, determining the level of the course and learning outcomes, elaborating learning and assessment strategies. The course was organized in 3 main stages: online (self-paced), synchronous and reflective. The teaching methods used were: self-paced learning in MOODLE, watching online lectures, using virtual reality technologies (Second Life) to learn interviewing techniques, working with EU documents on combating human trafficking. The participants acquired knowledge about the legal framework, stages of human trafficking, types of recruitment, etc. The second stage of the course was synchronous and covered basic principles of identification and treatment of victims of human trafficking, identification of cases of human trafficking, conducting interviews with traffickers and victims. During the reflective learning stage the participants were analysing and systematizing the course materials and studied the cases of human trafficking, prepared reports with analysis of how border guards identified victims of human trafficking, how profiling was carried out, what indicators were helpful etc.

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Development of online learning course in combating human beings trafficking for border guard officers of Ukraine

Desenvolvimento de curso de aprendizagem online no combate ao tráfico de seres humanos para oficiais da guarda de fronteira da Ucrânia

Desarrollo de un curso de aprendizaje en línea sobre la lucha contra la trata de seres humanos para oficiales de la guardia de fronteras de Ucrania

Resumo
O artigo descreve o importante papel do treinamento do pessoal das agências de guarda de fronteira para prevenir e combater o tráfico de seres humanos. A metodologia de desenvolvimento do curso incluiu a definição das competências profissionais de acordo com o Quadro de Qualificação Setorial para a Guarda de Fronteiras na União Europeia, determinando o nível dos resultados do curso e da aprendizagem, elaborando estratégias de aprendizagem e avaliação. O curso online foi organizado em 3 etapas principais: auto-rítmico (asíncrono), síncrono e reflexivo. Durante a fase de aprendizagem reflexiva, os participantes analisaram e sistematizaram os materiais do curso e estudaram os casos de tráfico humano, prepararam relatórios com análise de como as vítimas de tráfico humano foram identificadas, a forma como o perfil foi realizado e quais indicadores ajudaram nisso.

Abstract
The article outlines the important role of training the border guard agencies personnel to prevent and combat trafficking in human beings. The course development methodology included defining the professional competencies according to the Sectoral Qualification Framework for border guarding in European Union, determining the level of the course and learning outcomes, elaborating learning and assessment strategies. The online course was organized in 3 main stages: self-paced (asynchronous), synchronous and reflective. During the reflective learning stage the participants analysed and systematized the course materials and studied the cases of human trafficking, prepared reports with analysis of how the victims of human trafficking were identified, the way profiling was carried out and what indicators helped in this.

Resumen
En el artículo se esboza el importante papel de la capacitación del personal de los organismos de guardia de fronteras para prevenir y combatir la trata de seres humanos. La metodología de desarrollo del curso incluyó la definición de las competencias profesionales de acuerdo con el Marco de Cualificación Sectorial para la vigilancia de fronteras en la Unión Europea, la determinación del nivel del curso y los resultados del aprendizaje, la elaboración de estrategias de aprendizaje y evaluación. El curso online se organizó en 3 etapas principales: auto-rítmico (asíncrono), síncrono y reflexivo. Durante la etapa de aprendizaje reflexivo, los participantes analizaron y sistematizaron los materiales del curso y estudiaron los casos de trata de personas, prepararon informes con análisis de cómo se identificó a las víctimas de la trata de personas, la forma en que se llevó a cabo la elaboración de perfiles y qué indicadores ayudaron en esto.

Palavras-chave: Traficando seres humanos. Oficiais da guarda de fronteira. Controle de fronteira. Design do curso.

Keywords: Trafficking human beings. Border guard officers. Border control. Course design.

Palabras-clave: Tráfico de seres humanos. Oficiales de la guardia de fronteras. Control fronterizo. Diseño del curso.