

On the Need for the Education of Officers and Civilian Employees of Guarded Centres for Foreigners

PIOTR BOĆKO

ORCID: 0000-0002-9589-9885

Koszalin University of Technology¹

Abstract

This text undertakes to turn the readers' attention to one of the many training areas of the Border Guard and open up a discussion on the possibility to create, among the courses and training offered to the officers and civilian employees of this service, a special sub-system dedicated to people employed in detention centres. This is because even a preliminary analysis of tasks carried out by officers and civilian employees of detention centres indicates that users of this specific institutional space need to have special professional qualifications in situations involving close cultural contact. This paper highlights only a fragment of a very broad map of problems related to designing the knowledge, skills and abilities, as well as attitudes of people directly involved in the operation of these institutions. The necessity to build social processes between many social actors from such centres in the closed institutional space, and cooperation with external institutions, generate many factors hindering the performance of official tasks. For this reason, it is so vital to equip officers and civilian employees with the essential skills, abilities and knowledge so that they are able to appropriately react to the problems and needs of foreigners, and reduce the emerging threats and conflicts.

Keywords: detention centres, education, training system, Border Guard

Introduction

Every institution invests in human capital inter alia through various training adjusted to its own needs and the needs of its employees. Today, it would already be difficult to base the training process solely on the resources of the more experienced person-

¹ Contact: piotr.bocko@tu.koszalin.pl

nel; rather, it is necessary to invest in the system of training and upgrading the qualifications of employees. This is vital, as the training should stay ahead of the current needs of the staff – especially as we are faced with fast-paced changes both in the local social surroundings and on a macrosocial scale.

The success of the organisation becomes no longer solely a result of competence, professional obedience and selected predispositions, but, above all, a process of learning at every stage experienced by every employee. In this way, the institution becomes an organisation undergoing a learning process, which ceaselessly extends its possibilities for the creation of its own future (Stańczyk-Hugiart 2005: 195).

The idea of organisational learning is not a novelty for the uniformed services, including the Border Guard (BG). Recent months have shown – for example in the context of the events taking place on Poland's eastern border with Belarus and Ukraine – how uncertain our social surroundings are becoming; it is virtually impossible to anticipate the directions of the phenomena taking place or actions of the individual social actors. For this reason, we cannot rely only on the current knowledge and the present understanding of the situation, and need to identify all trends and changes so as to use their potential in the development of the continuous learning system.

This text endeavours to turn the readers' attention to one of the many forms of professional activity of Border Guard officers, i.e. the activity of the Guarded Centres for Foreigners (GCF). However, this area is narrowed down solely to the education of the officers and civilian employees of such centres as well as a fragment of a very broad map of problems related to the necessary knowledge, skills and abilities, as well as attitudes of people directly involved in the operation of these institutions. This is because the BG's training system does not include courses or training arranged in such a way as to form an educational subsystem addressed to the BG officers and civilian employees, despite the fact that the users of this institutional space need special occupational qualifications to professionalise their actions carried out in situations of close intercultural contact and in specific spatial and institutional conditions.

The 'detention space' in itself enforces the seeking of the ability to decode all the symbols making up the semiotic layer of the space used, as well as the necessity to build social processes taking place within its walls. It needs to be pointed out that, after all, it is here that all the tasks related to the foreigners' stay in a closed space need to be carried out. They include:

- the provision of safe transport from the place of detention to the centre and the organisation of convoys related to the foreigners' stay in the very centre. This is about conveying detainees' visits to specialist doctors or simply to trials in courts;
- assistance in adapting to the conditions prevailing in the centre and the identification of traumatized people/people with traumatic experience, who require special treatment;

- informing foreigners about the decisions of state authorities on obliging them to leave Poland, releasing them from the guarded centre or granting them international protection;
- providing foreigners with home care and personal care products and doing the shopping they require;
- running a deposit of the foreigners' belongings;
- coordinating actions of external companies and institutions (catering businesses, cleaning firms, health centres, churches, educational facilities), which satisfy the detainees' needs.²

Obviously, these are not all the tasks carried out by the officers and civilian employees of the GCF in relation to foreigners, but even on their basis one may notice a difficulty related to their performance resulting, among other things, from the fact of functioning in conditions of social isolation. Areas of support in the performance of the tasks of the GCF certainly include the possibility to shape the knowledge, skills and abilities, as well as attitudes of the officers and civilian employees, and guaranteeing them an opportunity to participate in courses and training addressed directly to this occupational group. Hence, it is necessary to develop programmes of such courses and training events as a part of further professional training, which will help to create the appropriate social climate of the institution for all the groups functioning in the detention space.

Education in the BG

Exploring the topic of the occupational education of BG officers and civilian employees, it should be pointed out that all training is developed as a part of the system, comprising qualification, specialist and upgrading training events.³ As a uniformed service with highly varied tasks and a diversified structure, the BG must ensure occupational preparation in all areas of its official activity. Training events and courses are provided in three BG training centres, but they can also be given externally. It should

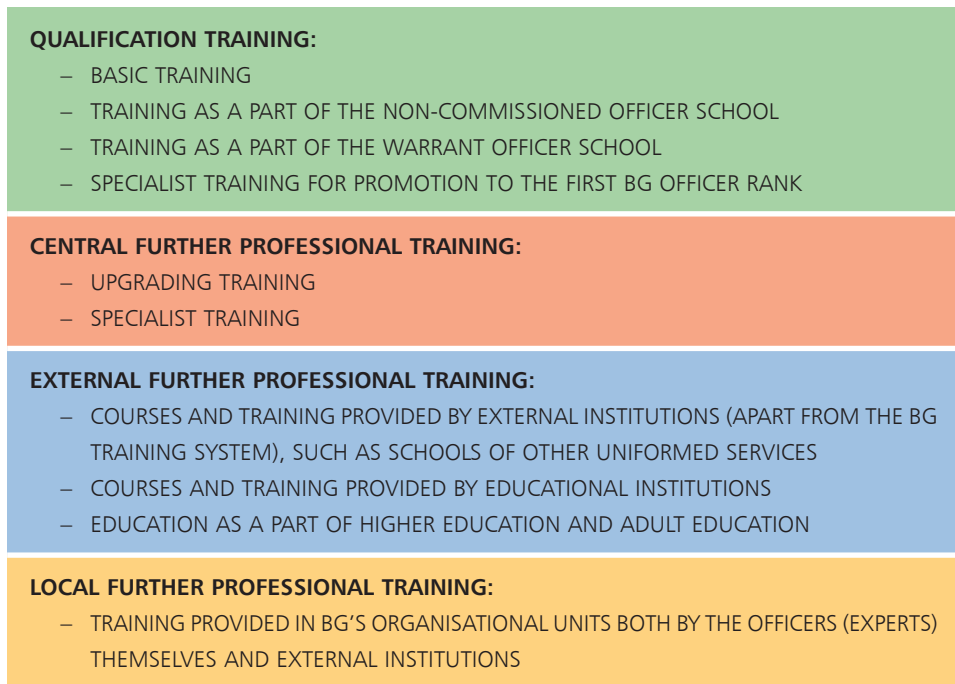
² Under Regulation No. 119 (Article 18.2) of the Commander-in-Chief of the Border Guard of 6 December 2016 on the establishment of posts and divisions of the Border Guard, determination of the territorial reach of their actions, and the determination of the detailed scope of tasks of the local authorities of the Border Guard and the organisation of headquarters of regional units, posts and divisions (<https://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU20210001486/O/D20211486.pdf>), every GCF manager is obligated to draw up a document entitled 'The Internal Division of Tasks of the Guarded Centre for Foreigners', with information on the tasks requested by all the organisational units of the centre. Moreover, many tasks are described in detail in other internal documents such as instructions or guidelines addressed to the particular teams and sections

³ See: [/www.strazgraniczna.pl/pl/straz-graniczna/sprawy-kadrowe/system-szkolen/3120,System-szkolenia.html](http://www.strazgraniczna.pl/pl/straz-graniczna/sprawy-kadrowe/system-szkolen/3120,System-szkolenia.html)

be pointed out that apart from the central further training provided in the training centres, training in the form of local further training events is given in all the organisational units BG⁴ (see Fig. 1).

Fig. 1

Model of training at the BG



Source: author's own analysis

When analysing the training offer of just one BG training centre,⁵ we shall find a number of courses concerning a broadly-understood issue of the sociocultural identification of foreigners and simultaneously touching upon the area of detention. They are both upgrading courses and specialist training events, as well as workshops organised on the basis of the diagnosed training needs of the employees or officers. This training area is conducted by BG training centres and external educational facilities (schools of higher learning, NGOs, domestic and foreign experts). The upgrading courses include for example:

⁴ Organisational units of the Border Guard: BG Headquarters (Boards, Offices and sections), BG units (BG facilities, BG squadrons), BG training centres.

⁵ See: www.oss.strazgraniczna.pl for a full offer of training events, courses, and workshops, including postgraduate studies organised by external institutions (schools of higher learning, NGOs, domestic and foreign experts)

- ‘Checks performed by BG officers on foreigners as an element of the prevention of illegal migration’;
- ‘Premises of granting protection to foreigners in the context of the issued decisions on the obligation to return’;
- ‘Development and improvement of intercultural competencies’;

and workshops such as

- ‘Solving conflicts between officers and foreigners in the multicultural environment’;
- ‘Playing the role of a return guardian in guarded centres for foreigners’;
- ‘Playing the function of a social guardian in guarded centres for foreigners’.

Educational expectations and challenges

Many tasks performed by BG⁶ officers make them people of the first contact for the foreigners crossing the border of our country. D. Niedźwiedzki (2017: 23–28) states that people coming into this type of contact with foreigners are referred to as *front line officers* and undertake specific roles as a result of performing their official duties. This is because when performing their scope of duties, the officer may carry out the function of not only someone making checks, but also someone who detains, informs, assists or supports. This area of actions towards foreigners is therefore extremely significant for the BG, although its range is very broad – from tasks related to the legalisation of one’s stay and checks on the legality of employment to safeguarding the stay of foreigners in the GCF.

The specific nature of the roles and diversity of tasks in relation to foreigners can be best seen in the GCF, which performs many functions in the area of isolation, welfare, economy, education, care and administration. However, the performance of these functions in a closed institution and in relation to people from other cultures requires that officers and civilian employees of such centres display the required knowledge, skills, abilities, and attitudes shaped not only during the performance of the tasks, as well as a specific profile of competencies enabling employment as desired in the given sector of the BG actions (see: Garwolińska 2018: 19–20). However, today there is no separate recruitment⁷ for service in the GCF or a description of the desired qualifications and traits of individuals who are to serve in such centres. It is entirely different in the case of jobs with requirements for a specific position (such as a BG psychologist), which are preceded by a description of the necessary qualifications taking into account the candidate’s education and professional experience.

⁶ The Act of 12 October 1990 on the Border Guard, *Dz.U. [Journal of Laws]* 2022.1061, consolidated text, Art. 1.2; version from 10 June 2022

⁷ www.strazgraniczna.pl/pl/straz-graniczna/nabor-do-slugby

Obviously, officers and civilian employees have the professional competence allowing them to perform the tasks they are entrusted with. However, apart from a couple of training events, as mentioned above, this vocational area does not have a subsystem that could make this small professional group of officers and civilian employees familiar with the knowledge on the specific place they work in and the relations or encounters taking place between all the social actors of this space.

The GCF environment does not have a uniform structure or activity profile. On the national scale, there are only six such BG institutions and they employ about 700 persons: employees and officers. This non-homogeneous group creates a specific environment composed of the uniformed staff, employees (civilian staff) and foreigners. Of course, there are also representatives of other institutions functioning as a part of the GCF, including doctors, clergymen, representatives of catering firms, etc. The staff of the GCF itself fulfils various functions, which can be best seen in three main areas: administration, security and education. This fact generates internal disputes and discrepancies resulting from the conflict of roles played by the officers (Niedźwiedzki, Schmidt, Stęпка, Tacik 2021: 20).

This diverse environment fits the scheme of a total institution (see Goffman 1975: 150–151), even if we remember that guarded centres are not prisons and have never been treated as such by the people supervising the foreigners who are detained there. However, the very space, as underlined in relevant literature, gives the facilities a 'prison-like' character (see *Analiza przepisów...* 2014: 5; Cegińska, Chrzanowska, Klaus, Wencel 2011:22). This is because the conditions prevailing in guarded centres facilitate most the processes of totalisation, although its degree in the particular facilities varies (see Niedźwiedzki 2017: 30–31; Niedźwiedzki, Schmidt, Stęпка, Tacik 2021: 13- 16).

Therefore, the centres are not only places of intercultural contact between the BG officers and foreigners, but also sites where these contacts should be diversified, and adjusted not only to the given culture, nationality, and religion, but also gender, age, and special emotional and developmental needs. This is because the centres are gender-profiled (centres for men and families), and they are also facilities for unaccompanied foreign children.

In view of such a diverse range of tasks of the employees and officers of the centres as well as the non-homogeneous group of foreigners who stay there, competencies in the area of broadly understood sociocultural knowledge become indispensable. This requirement results from the necessity to establish and maintain both effective interactions with foreigners, and actions related to the identification and diagnosis of the needs of the detained individuals, and their adaptation to institutional conditions. The improvement of qualifications has an impact on the social climate of the institution (Moos 1994: 1) which every facility creates and characterises individually, and which can be either favourable, positive, or non-favourable and even negative.

162 For this reason the social climate strongly affects the behaviour of every individual,

their feelings and adjustment, morale, well-being, aspirations, achievements, and the sense of self-understanding and control. The social environment can therefore be friendly and supportive or marked by an increased level of restrictiveness and control (Staniaszek 2018: 177–178).

When writing about the need to develop a subsystem of education, I am referring not only to the provision of specific training and courses adjusted both to the range of tasks delivered by the particular individuals and the needs of the very group of foreigners staying in the centre, but also to the employment of officers and civilian employees with specific profiles of competence – consistent with the individual and organisational requirements posed to the candidates for the service or work.

The law⁸ obliges GCFs to employ staff with specified knowledge, skills and abilities already on the basis of the tasks they perform. This applies for instance to key competencies related to the ability to identify and diagnose people with various disabilities, special needs, ones suffering from trauma, mental health problems or long-term diseases, and victims of violence or potential victims of human trafficking. Of course, foreigners from the above groups with special needs should not be placed in guarded centres, but sometimes it is only during the performance of the first official actions in the GCF that people requiring special care are identified. For this reason, specialists able to identify during interviews people with special needs and specific problems are so important. Also, under the Act of 13 June 2003 on Foreigners,⁹ GCFs must employ staff able to meet the needs of unaccompanied minors. The competence of the personnel should facilitate not only the appropriate identification of special-needs individuals, but also provide them with the appropriate admittance conditions taking into account the individuality principle.

Research performed on the BG professional group under analysis has revealed that all the guarded centres reported the need to organise specialist training in the scope of the identification of vulnerable people and underlined that the awareness of the individual's needs on the part of the officers and civilian employees results from their participation in training and seminars organised for example by non-governmental organisations (*Cudzoziemcy szczególnej troski...* 2013: 22, 24), which indicates gaps in the heretofore existing vocational preparation system. However, the process of the identification of vulnerable persons requires the appropriate preparation combined with practical experience – all the more as it is made more difficult by factors such as multiculturalism or the linguistic and religious diversity of the community of foreigners. These factors call for not only the appropriate experience, but also sensitivity in the work with foreigners and should not mark out only employees of the educational division, who have the most frequent contacts with foreigners,

⁸ The two basic pieces of national legislature on this issue are the Act on Foreigners (of 12 December 2013, *Dz.U.* of 2013, It. 1650 with amendments) and the Act on Granting Protection to Foreigners in the Territory of the Republic of Poland (of 13 June 2003, *Dz.U.* of 2003, No. 189).

⁹ *Dz.U.* 2011, No. 264, It. 1573

but also the other officers working in the centres. After all, all the employees and officers performing tasks related to the maintenance of law and security in the centres have a very close and, above all, daily contact with the foreigners. Hence, at least the rudimentary competence in the area of multiculturalism and the needs of the people in relation to whom tasks are performed seems indispensable (*Cudzoziemcy szczególnej troski...* 2013: 22, 24).

For this reason even the very description of the environment and tasks of guarded centres indicates that officers and civilian employees need to acquire knowledge, resources, model skills and abilities, as well as attitudes concerning, as mentioned above, intercultural contact. This area constitutes the basis for the establishment of relations with the foreigners, who are individuals with very different systems of standards and values.

Another significant area of needs is linguistic competence, indispensable not only to establish contact and mutual relations, but also to understand the specific situation of the migrants. The need to communicate calls for at least the basic knowledge of a foreign language (Russian or English). However, it should be remembered that the groups of foreigners staying in the centres are often highly diverse from the linguistic point of view (there are Russian-speaking individuals, and people from African and Asian countries).

Bearing in mind the competence requirements to be met by officers and civilian employees of GCFs and their special, selective skills and abilities and knowledge backed up by experience, the need to conduct additional educational activities for the minors, outside the obligatory classes at school (e.g. in the scope of art, music, singing, dance, drama, foreign languages, IT, interculturalism and sports), as well as remedial activities carried out by the officers and civilian employees of the educational division should be stressed. These individuals should have teaching qualifications and be appropriately prepared to conduct educational activities for children.

The significance of the professional preparation and experience of the officers and civilian employees of the educational division can be best seen from just a handful of their tasks, such as:

- being social guardians of the people staying in the guarded centre;
- supporting the process of the education of foreigner minors by organising additional and remedial activities and help with doing homework;
- organising varied activities for foreigners (adults and children) to fill their free time (e.g. learning a language, intercultural activities, drama, fitness);
- organising cultural events for foreigners and parties, such as birthdays (*Informacja o wynikach...* 2018: 22–23).

Work with and among foreigners cannot be based solely on the practice acquired during meetings with them, without key professional competencies. Practice based on daily observation, establishing and maintaining positive relations, and talking, are

obviously important, but specialist knowledge, skills and abilities are indispensable to minimise all the undesirable actions which can be carried out in a way that could prove inappropriate, insufficient or harmful to each of the parties.

In the case of GCF officers, the issue of the awareness of law becomes vital. This is because they not only perform duties assigned by law connected with the administrative or educational services for foreigners, but they also perform all the daily activities related to detention (Niedźwiedzki et al. 2021: 28).

Of course, it would be difficult to expect that all the officers or employees of the centres have exactly the same, high professional qualifications. Research shows that what is important is that teams be composed of specialist educators working with foreigners, and psychologists, qualified pedagogues with specialist knowledge in the area of social rehabilitation, pedagogy and mediation and the ability to speak English and Russian. These specialists should also complete obligatory training in the area of intercultural differences (*Cudzoziemcy szczególnej...* 2013: 22).

Regardless of their competence, the individuals providing services or assistance to foreigners can in various situations be perceived as people who are inappropriate to provide help due to their age, gender or even appearance. This mostly refers to work with foreign children or the process of the identification of the potential crime victims, both women and children. This important aspect of social functioning can be seen during the performance of tasks by not only officers, employees, psychologists or other specialists, but also doctors. Their hampered communication with some foreign girls and women, connected with cultural differences, makes medical diagnosis much more difficult, as it does not allow them to touch or examine women if they are male doctors (see *Raport Krajowego Mechanizmu...* 2017: 6 – 12).

The service and work for the GCF require not only an upgrading of the officers' and employees' professional competencies or specific qualifications that are evidenced upon their employment, but also a certain resilience in difficult and conflict-related situations. In the case of GCFs, conflicts between the uniformed officers and foreigners may stem for example from the former playing the role of 'mediators' between the latter and representatives of the institutional and legal system deciding about their situation. The tensions related to the fulfilment of their roles are experienced in particular by representatives of the administrative division or sections and are related to the delivery of decisions taken by external authorities to foreigners. It is the performance of these very professional actions which does not help maintain positive relations and additionally creates many unfavourable factors (Niedźwiedzki et al. 2021: 23).

Analyses of the training of officers and civilian employees of detention centres have been discussed in many works. The authors (Niedźwiedzki et al. 2021: 29) of the expert opinion prepared at the request of the Committee on Migration Research of the Polish Academy of Sciences referred among other things to the training of BG officers, which according to them is not specifically dedicated to work in GCFs.

They also stressed that officers with a degree in law or administration are not usually directed to administrative sections. Earlier works (*Cudzoziemcy szczególnej troski...* 2013: 37) turned attention to the specialist preparation of staff of such centres in the context of the identification of special needs individuals and competencies allowing to provide the assistance foreigners need at a given moment (e.g. specialist medical, psychological or social help). Professional preparation also covers the adjustment of the admittance conditions (accommodation, food) to specific needs of the foreigners.

Some very interesting proposals in the area of education were put forward by D. Niedźwiedzki (Niedźwiedzki 2017: 14–16), who divided them into the following desiderata:

- the provision of tripartite education as a part of training, covering the acquisition of knowledge, skills and abilities in the socio-cultural area and the shaping of attitudes of the people responsible for contact with immigrants/foreigners;
- strengthening of the training aimed at the development of the attitudes of front line officers to foreigners/immigrants (sensitising them to meetings with people who are different and raising the attitude of cognitive openness to the surrounding sociocultural reality; broadening the awareness of the consequences of the existence of various forms of social marking in the form of stigmas, stereotypes and labels);
- taking abilities in the scope of identification and communication into account during training. They are of key importance for conducting symbolic interactions with others, in particular foreigners/immigrants as representatives of different cultures;
- the development of an organised and consistent training in sociocultural and psychological areas, taking into account a precise determination of educational content, the sequence in which it should be provided, forms used during training and the participation of specialised educators (e.g. postgraduate studies oriented at the acquisition of knowledge, skills and abilities indispensable for the optimum performance of one's job involving various types of contacts with representatives of other cultures).

The above postulates were supplemented with a detailed content of the particular courses and training as well as postgraduate studies (Niedźwiedzki 2017: 36–37). The training offer dedicated to GCF officers and civilian employees, in which we may find the above suggestions, as well as thematically similar courses and training, was presented as one of the effects of research and development as a part of reports expert opinions, and, which is worth underlining, training projects (see: Schmidt, Niedźwiedzki 2016a; Schmidt, Niedźwiedzki 2016b).

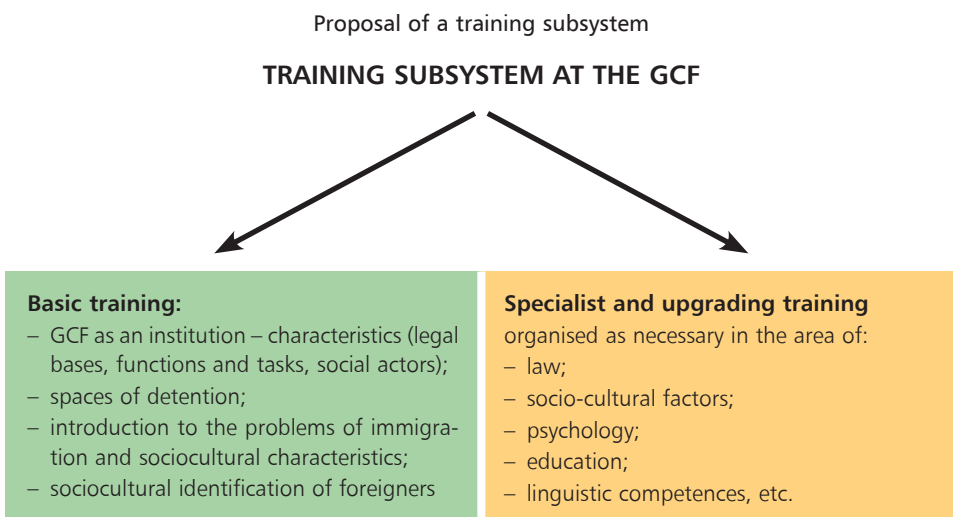
Suggested solutions

The above-quoted descriptions of problems with the functioning of GCFs, both in the area of competencies and the execution of tasks, become an important voice in the still current discussion concerning proposals of training and an improvement of the existing system of education of officers and civilian employees of such centres.

In order to meet these educational expectations of GCF professional groups, it is worth turning attention to the possibility of designing two models of the functioning of GCF professional groups (the traditional model and the expert model), and, along with them, a training subsystem. This is because it is very difficult to design training along with the development of professional qualifications without referring to the current structural-functional reality.

The traditional model would be based on the heretofore existing functioning of the GCF. As a part of this model, I am suggesting a construction of the educational offer adequate to the reported training needs of both officers and civilian employees. This is the situation as of today, but the functioning courses do not constitute a subsystem addressed to the professional environment of the centres and their completion is not related to a career advancement. For this reason, I am reporting the need to design a training subsystem based on key competencies and connected with a promotion to a given official position. Hence, each division performing official tasks as a part of the GCF would have its own obligatory training. The traditional model would oblige officers and civilian employees to participate in two groups of training – basic, and specialist/upgrading ones (see Fig. 2).

Fig. 2



Source: author's own analysis

The training designed as a part of the basic block would be obligatory and its completion would allow, depending on the tasks and nature of the work, participation in specialist/upgrading training.

The development of the subsystem and a proposal of specific courses and training should be preceded by a description of official positions at the GCF,¹⁰ with a view not only to the optimisation of work processes, but also the identification and provision of the competencies indispensable to perform the optimised tasks (Tomaszewska 2010: 5–6). This is because only the awareness of tasks and the performance of specific activities by officers and civilian employees will allow for the identification and description of the scope of the indispensable knowledge, skills, abilities, and attitudes necessary to perform these activities. After the description of the areas of knowledge, skills, abilities, and attitudes, it will subsequently be possible to design and order specific training taking into account areas of competence. A description of an official position would also constitute a basis for the determination of the expected profile of competences indispensable to perform the official tasks.

Nevertheless, I propose that the basic training constitutes a platform of knowledge on the specific nature of the institution of the guarded centre, the basic information about multiculturalism, the main problems of people staying in the centres, as well as the hazards involved in the functioning of the institution. It is also a place in which information on the legal bases related to the functioning of the centre and the rights of the citizens resulting from international, domestic and internal regulations is provided.¹¹ In turn, specialist and upgrading training would be addressed to a defined circle of professionals with a view to an exchange of information and good practices, and would be an opportunity to organise workshops with external experts. Of course, each of the above training-related activities should result from an annual diagnosis of training needs solely within the GCF.

In turn, the expert model assumes the employment of civilians as a part of the broader basis of the centres. The process would lie in the employment of civilians only to all the positions related to the provision of services to foreigners. Officers would work only for the security division. As a part of the recruitment process, the

¹⁰ Currently documents such as the scope of rights and duties are individualised – they differ in each of the centres, despite referring to the same position. Hence, it seems important to develop universal, common descriptions of the activities performed by the particular groups of employees and officers

¹¹ It is not only the knowledge of the legal bases behind the functioning of such centres (such as the Act of 12 December 2013 on Foreigners [*Dz.U.* of 2017, It. 2206 with later amendments]; the Act of 13 June 2003 on the Granting of Protection to Foreigners in the Territory of the Republic of Poland [*Dz.U.* of 2018, It. 1109] or the Regulation of the Minister for Internal Affairs of 24 April 2015 on the Guarded Centres and Arrests for Foreigners [*Dz.U.* of 2018, It. 1576]), but also the familiarity with the rights of foreigners resulting from acts and directives, as well as internal legislation and internal decisions (such as the Letter of 31 May 2016 [No. FAX/KG/CU/3248/IW/16] of the Director of the Board for Foreigners of the Main Headquarters of the Border Guard on the implementation of new solutions concerning inter alia the introduction of two-stage foreigner checks uniform for all the guarded centres).

proposal would allow the employment of only individuals meeting the competencies indispensable to performing tasks related to a given position. In more detail, such a recruitment process would make it possible to select individuals with not only the necessary education, but also the required skills, abilities and experience.

What is significant, the recruitment could take into account whether the candidates bear the important competencies which are sought for or indispensable for the particular position, keeping a division into the basic (universal, also referred to as soft) and specialist (expert, also called hard) competencies (Paprocka, Terlecki 2015: 88).

The model based on recruiting civilian employees to work in key positions – the expert model – would fit in particular the centres with a small number of foreigners, and above all in the centres for families, women and children. In this case, such specialists as psychologists, pedagogues, therapists, cultural educators, cultural mediators, and translators, including foreigners with specific professional competencies, would have to upgrade their competencies outside the educational system of the Border Guard. This is because the system does not take such training into account, and the BG will not develop a relevant educational offer because of the small number of such employees. Therefore, on the basis of the identification of professional competencies to be developed to increase the effectiveness of activities or to prepare people for employment in a new position, it would be necessary to develop the process of their shaping.

This model would also be useful for analysing a competency gap, i.e. making a comparison between the available and the necessary competencies of individual employees (Baskiewicz, Ożóg 2017: 42). To fill in the gap, individual plans of development could be constructed, taking into account the possibility to acquire knowledge in very similar areas as in the traditional model – although training would be conducted by internal educators/leaders as a part of the internal upgrading performed in the GCF or by external experts.

For this reason, a training platform being a subsystem of training addressed to officers and civilian employees of the GCF could be developed together by the BG official environment and academic researchers (Schmidt, Boćko 2021: 89–118).

This platform has already been preliminarily designed. It has the form of a cascade of training areas ordered according to competencies and skills. The first area concerns the very institution of the GCF and takes into account the totality of its nature, legal bases, tasks and functions as well as a description of the space in which the particular tasks are executed. In turn, the area of didactic interest would include factors hampering the construction of the appropriate social environment based on relations and communication. Yet another area would constitute an introduction to the problems of immigration and sociocultural characteristics. Apart from the key forms of migration, we would find here a description of the key processes taking place in the detention space, such as acclimatization, acculturation, culture clashes, conflicts, identification, cultural diffusion, etc. These areas could be prepared even in

the form of e-learning, and could be an important introduction to the other courses and training.

The effectiveness of the training space designed in this way, both in the traditional and the expert model, should depend on the development of a subsystem based on a careful analysis of both the training and courses conducted at present, and a reference to the indispensable competences, skills and abilities resulting from the execution of official tasks. Additionally, managers and representatives of the centres must be involved both in the development of the subsystem, and making sure the officers and civilian employees serving or working in a given centre have sufficient professional preparation. The activities should be permanent, and the cyclical, campaign-like nature of courses and training should take into account changes in regulations, the fluctuation of staff and the emergence of new training needs and hazards.

It is worth highlighting that, so far, research has shown the need to acquire competences allowing the establishment and maintenance of contacts with foreigners, building of relations, provision of support, and identification of difficult situations and people in need of specific aid. Nevertheless, detention also requires other skills and abilities – such as the provision of safety for oneself, one's colleagues and foreigners, manifesting not only in the ability to solve conflicts and other difficult situations, but also situations posing a threat to life and health.

The proposed and necessary process of acquisition of the indispensable knowledge, skills and abilities, as well as the shaping of attitudes must be directed to the achievement of specific educational results, and preceded by a description of a given official position so that these attitudes, skills and abilities are specified and characterised, and the area of knowledge is clearly described. This shall provide grounds for designing the indispensable courses and training dovetailing the tasks and activities performed, as well as helping in the drawing up of the expected profile of competences in a given position. The choice of the model itself should enable the development of this professional space and will make it possible to provide the appropriate process of the development of the professional competences of officers and civilian employees. Only later, after the development of the courses and training comprising the educational subsystem, should it be possible to identify and analyse training needs and sketch the effective procedures of checking the effectiveness of the training. The procedure of the construction of the subsystem of education shall enable officers and civilian employees to learn consciously, and shall make it possible for the service to not only enrich their training offer, but above all improve the training methodology, which together with the process of continuous and deferred evaluation carried out among the participants and their superiors may create an effective subsystem of training in the area of detention.

Bibliography

- Analiza przepisów dotyczących stosowania środków detencyjnych wobec dzieci cudzoziemców.* (2014). Stowarzyszenie Interwencji Prawnej, Warszawa, 20 listopada 2014 r.; [analiza-przepisow-detencja-dzieci.pdf](#).
- Baskiewicz N., Ożóg T., *Eliminacja luk kompetencyjnych jako podstawa kształtowania zespołów w organizacjach zarządzanych zgodnie z koncepcją lean management*, Zeszyty Naukowe Politechniki Śląskiej 2017, Seria: Organizacja i Zarządzanie Z. 114 Nr Kol. 1993.
- Cegiełka D., Chrzanowska A., Klaus W., Wencel K. (2011). *Przestrzeganie praw cudzoziemców umieszczonych w ośrodkach strzeżonych. Raport z monitoringu*, Analizy Raporty Ekspertyzy Nr 2, Stowarzyszenie Interwencji Prawnej.
- Cudzoziemcy szczególnej troski w Polsce: identyfikacja, detencja, orzecznictwo.* (2013). Opracowała: Pajura M., Red. Przybysławska K., Kraków, Centrum Pomocy Prawnej im. Haliny Nieć.
- Garwolińska M., *Metodyka tworzenia profilu kompetencyjnego*, Uniwersytet w Białymstoku, <https://repozytorium.uwb.edu.pl/jspui/bitstream/11320/7139/1>, 25 maja 2018.
- Goffman E. (1975). "Charakterystyka instytucji totalnych", in: Derczyński W., Jasińska-Kania A., Szacki J. (eds.). *Elementy teorii socjologicznych*, PWN, Warszawa.
- Informacja o wynikach wizytacji Strzeżonego Ośrodka dla Cudzoziemców w Kętrzynie przeprowadzonej w dniu 26 lipca 2018 r.* (2018). Biuro Rzecznika Praw Dziecka, ZSM.422.16.2018. AC, Warszawa.
- Moos R.H. (1994). *The Social Climate Scales: A User's Guide*, Menlo Park (CA).
- Niedźwiedzki D. (2017). "Kształcenie osób odpowiedzialnych za kontakty z imigrantami / cudzoziemcami. Uzasadnienie, dezyderaty i propozycje realizacji", *Studia Migracyjne – Przegląd Polonijny*, 43, 2 (164).
- Niedźwiedzki D., Schmidt J., Stępka M., Tacik P., (2021). *Strzeżone ośrodki dla cudzoziemców w Polsce jako kultura organizacyjna. Analiza prawna, politologiczna, socjologiczna i antropologiczna*, Kraków-Poznań, Komitet Badań nad Migracjami PAN.
- Paprocka I., Terlecki M., "Kompetencje twarde czy miękkie? Analiza ofert pracy pod kątem pożądanym przez pracodawców kompetencji zawodowych", *Szkola – Zawód – Praca 2015 | 9* | pp. 87–96.
- Raport Krajowego Mechanizmu Prewencji Tortur z wizytacji Strzeżonego Ośrodka dla Cudzoziemców w Kętrzynie*, (2017). Warszawa, KMP.572.6.2016.MK.
- Schmidt J., Boćko P., (2021). "A Heuristic System of Sociocultural Identification of Immigrants in Poland: Education – Good Practices – Safety", in: Sroka A., Potejko, Kumbrián R.D.T., (eds.), *Migration and Border Security. Global Perspectives*. Peter Lang, VOLUME 45.
- Schmidt J., Niedźwiedzki D., (2016a). *Společno-kulturowa identyfikacja cudzoziemców. Raporty i ekspertyzy*, Poznań, Wydawnictwo UAM.
- Schmidt J., Niedźwiedzki D., (2016b). *Společno-kulturowa identyfikacja cudzoziemców. Projekty szkoleniowe*. Wydanie I, Poznań: Wydawnictwo Naukowe UAM.
- Staniaszek M. (2018). "Diagnoza klimatu społecznego młodzieżowych ośrodków wychowawczych w Polsce", *Studia Paedagogica Ignatiana* [online]. 7 czerwca 2018, T. 21, nr 1 [accessed: 8.5.2022].
- Stańczyk-Hugiart E (2005). "Organizacja ucząca się", in: Krupski R. *Zarządzanie przedsiębiorstwem w turbulentnym otoczeniu*. Warszawa, Polskie Wydawnictwo Ekonomiczne.

PIOTR BOĆKO

On the Need for the Education of Officers and Civilian Employees of Guarded Centres for Foreigners

Tomaszewska R., *Opis stanowisk pracy w praktyce*, Wydawnictwo Rozwoju Kapitału Ludzkiego, Warszawa 2010.

Ustawa z dnia 12 grudnia 2013 r. o cudzoziemcach, *Dz.U.* 2013, poz. 1650 ze zm.

Ustawa z dnia 13 czerwca 2003 r. o udzielaniu cudzoziemcom ochrony na terytorium Rzeczypospolitej Polskiej, *Dz.U.* 2003, Nr 189.

Ustawa z dnia 12 października 1990 r. o Straży Granicznej, *Dz.U.* 2022.1061

www.strazgraniczna.pl/pl/straz-graniczna/nabor-do-sluzby

www.oss.strazgraniczna.pl