

Sevdalina Ilieva Dimitrova*DSc professor**Scientific Research and Innovation Institute, Vasil Levski National Military University, Republic of Bulgaria**E-mail: sevdalinaid_bg@mail.bg***Stoyko Dimitrov Stoykov***DSc professor**Scientific Research and Innovation Institute, Vasil Levski National Military University, Republic of Bulgaria**E-mail: sdstoykov@nvu.bg***Rumen Angelov Marinov***PhD, Assoc. professor,**Head of Department of Military Sciences, Faculty of combined arms, Vasil Levski National Military University, Republic of Bulgaria**E-mail: marinov_r@nvu.bg*

Qualification profile of human resources in the security sector

Abstract

The support pillars for the successful implementation of knowledge-based security include a favourable environment and conditions for development; a well-developed information structure; creative and well-prepared human capital; a national innovation system capable of delivering the product of security. The information age has changed the practice of existing security systems by making them operate in a rich information environment, creating and implementing a number of new complex policies, missions and tasks, and emphasizing on the growing complexity of management that bases the improvement of their organizational skills on a scientific grounds. The institutions of the security system exhibit the moral and volitional qualities of the individual and, together with their structures, largely reflect the state of society, the country and even the nation. This is precisely the place of the appropriate educational programs and their action as a natural environment for the development of ideas, concepts, researches and exchange of experience between countries in the security education process. Today, the need for new creative behavior in a dynamically changing environment and a common universal approach to effective and efficient change, as well as for the implementation of the architectural approach as an attempt to strike a balance between public authority and a policy of nationally responsible public life management is also imperative. Security education is the appropriate tool for developing these attitudes and skills.

1 Introduction

The information age has changed the practice of existing security systems by making them operate in a rich information environment, creating and implementing a number of new complex policies, missions and tasks, and emphasizing on the growing complexity of management that bases the improvement of their organizational skills on a scientific grounds. The institutions of the security system exhibit the moral and volitional qualities of

the individual and, together with their structures, largely reflect the state of society, the country and even the nation.

Following the adoption of the European Security Strategy - A Secure Europe in a Better World, Member States defined the tasks for the development of the European Security and Defense Policy, updating the set objectives in the light of the development of the international security environment and the increased European ambitions for a leading world role. The European

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Union has agreed on a common threat assessment and has set clear goals for developing the security interests of the Union on the basis of "our most important values". These ambitions are evident in the first sentence: "The European Union is a global actor ready to share its responsibilities for global security" [2].

The European Union has as its primary objective, if need be, to be able to respond quickly and decisively to the full range of crisis management operations referred to in the Treaty on European Union, from humanitarian and rescue to peacekeeping. According to the European Security Strategy, such operations may also include disarmament operations, counter-terrorism support to third countries and security sector reforms. Moreover, it is paramount to find ways to create the resources, skills and capacities required to achieve the goals and carry out the tasks of problem solving in a new age where the management of hierarchical and network structures outlines the peculiarities characteristic of the training in the professional field 9.1. National Security.

Under the conditions of the rapidly changing economic environment, knowledge is becoming a major resource determining the effective functioning of all other areas. In the context of this new concept and of its future, Bulgaria has the task of finding the mechanism to integrate into the world's fastest-growing economies. This can only happen if the government, business and society are charged with the appropriate responsibilities and provided with measures for the successful development of the economy of knowledge [1].

The basis of our research is the Bologna process and the Lisbon Strategy requires, Drucker, P., European Qualification Framework, Luxemburg, 2009, Klare, M., Kornazheva, M., etc.

The purpose of the article is to focus our research in this direction, which also defines our research goal, whose feasibility is achieved by implementing the scientific and the architectural approach to resource knowledge management.

2 Qualification profile in the security sector for various structures

The Bologna process, launched by 29 countries in 1999 and now covering a total of 46 (out of which 20 outside Europe), as an excellent example of a successful European initiative, demands that we develop flexible, broad-based curricula that are oriented towards learner mobility through the transfer of educational credits. A fundamental part of the Bologna Declaration is the issue of assessing the quality of higher education. The established European Register of Agencies for quality assurance and the development of national qualifications frameworks has increased transparency and

facilitated academic recognition. Higher education has been modernized by adopting the structure of these three learning cycles within national contexts and intermediate qualification capabilities linked to the first cycle.

The Lisbon Strategy requires a critical analysis of the existing scientific potential both within the EU and for each country individually, as well as outlining the prospects for building a knowledge society through the effective development of the knowledge triangle - education, research and innovation.

If our society wants to follow modern laws of social development and governance, it should also instil, through its education and training system, in its youth values on whose basis to establish a public order in which responsibilities to others go hand in hand with the recognition of one's own rights.

Building knowledge-based security is not only a challenge for security system scientists, but also an opportunity to critically review what has been achieved in our science and education organizations [5].

In line with these needs, Bulgarian higher education is still lacking in building the proposed security competences for supporting the development of Euro-Atlantic security cooperation capacity (in view of the internal and external security of the European Union).

The qualification profile, structure and content of the new curricula should focus on security - global, Euro-Atlantic and national - in the context of the external risks and external borders of the European Union, and should be based on the Euro-Atlantic values [6,7]. A good practice in this regard is the updated model of the qualification profiles of international experts in the security system and experts on the security of citizens and property performing preventive and crisis activities as proposed by Angel Kanchev University of Ruse.

The profile of the qualification obtained in the specialty covering the specific and generally applicable competencies of experts in international security cooperation within the security structures is as follows:

- Ministry of the Interior: cooperation in the context of the European Union's area of freedom, security and justice: protection of the financial interests of the European Union, European Return Fund, European External Borders Fund, Danube Strategy, South-East European Cooperation Convention; EUROPOL; border police and cooperation within FRONTEX and the cross-border police cooperation contact points; cooperation on migration issues; international projects; international operational cooperation and INTERPOL;
- Ministry of Foreign Affairs: cooperation

within the framework of the Common Foreign and Security Policy of the European Union; cooperation within NATO and the Organization for Security and Cooperation in Europe; consular relations and visa policy of the Republic of Bulgaria;

- State Agency for National Security: cooperation on international terrorism and extremism; illegal international trade in arms, dual-use items or technology; cross-border organized crime; illegal migration; illegal absorption of EU funds;
- National Intelligence Service: information servicing of the foreign policy priorities of the Republic of Bulgaria; asymmetric threats and counterintelligence; cooperation with similar services from the EU and NATO member states and others countries.

The abovementioned competencies are relevant for: analytical activity related to identifying and solving problems that pose a threat to Euro-Atlantic and global security, as well as communication and coordination activities related to establishment and maintenance of cooperation with international partners on security issues.

These competencies are applicable to professional careers in the above mentioned structures of the state security management, in the non-governmental security sector, in international security organizations, and in the continuing training towards acquiring a doctoral degree in the accredited doctoral programs. They are formed as a result of the acquisition of knowledge, skills and practical habits in the context of multidisciplinary and interdisciplinary training whose duration is compliant with the HEA provisions.

Specific competencies include:

- Acquired knowledge about theories and practices related to: basic political concepts, including the concept of freedom; security; history of political ideas; political geography; basic concepts of law and deviations from law enforcement (criminology); basic concepts of the micro-, macro- and global economy; organization management; communication and behaviour of people in organizations and society;
- Acquired knowledge about Euro-Atlantic and global security: theory and history of international relations; European integration and globalization; Policies and Programs of the European Union; European Security Strategy - 2011; Area of Freedom, Security and Justice of the European Union; Common Foreign and Security Policy of the European Union; European border security; transnational corporate and organized crime; security concepts and strategies in the Euro-Atlantic area; international security

organizations; NATO Strategic Concept adopted at the Lisbon Summit 2010; Islam in Europe; migration and minorities in Europe; global information society and security; geopolitics and security; global issues of environmental security; global issues of the security of the individual; terrorism and global security; Information security; methods and techniques for analysing political risk; managing European security projects;

- Understanding and internalizing: the complex interdependence between freedom and security; the security dilemma and the problem of securitization of security; viewpoints on security arising from European and non-European cultural environments; challenges to security cooperation in a globalized world; political security solutions as a European and global responsibility;
- Skills for: Identifying and using appropriate information sources in all relevant areas; using advanced information and communication technologies; problem solving of both own values and learned concepts, ideas and theories; risk analysis; public relations management, including such management in crisis situations; collaboration in intercultural teams; collaboration in interdisciplinary fields; applying knowledge into practice.

The generally applicable competencies can include: analysing and synthesizing skills; communication skills; knowledge of ethical standards and behavioural skills in an organizational environment; psychological and physical training.

The development of specific and generally applicable competences is carried out through the following educational methods: participation in interactive lectures, seminars and consultations; independent study of information sources and scientific literature; independent data collection and processing; independent development of course assignments, course papers and projects and their oral defence; discussions with expert practitioners; pre-graduation practice under the guidance of a practitioner during which professional tasks are carried out and a term report is written on the knowledge and skills applied in practice; independent preparation for state exams.

3 Qualification profile of citizen and property security experts

The qualification profile of the curriculum corresponding to the ISCED classifier (mentioned in the current higher education development strategy of the Republic of Bulgaria) is consistent with the internal risks to the security of citizens and property

at the open internal borders of the European Union in a cross-border environment [3,6].

The proposed profile of the qualification acquired in the specialty covers the specific and generally applicable competencies of experts on the security of citizens and property carrying out preventive and crisis activities in a cross-border context with regard to: state borders and border crossing points; military objects and critical infrastructure objects; production and transmission of energy and other natural resources; production activity in the industrial and agrarian sectors; transport infrastructure – railroad stations, airports, ports, roads, car parks, passenger and freight transport; settlements, residential and public buildings; retail outlets and warehouses; construction sites; kindergartens, schools and universities; sports halls and facilities; hospitals, medical care facilities, emergency services; social housing; hotels and catering facilities; entertainment and tourist sights; corporate environment, including banking and other business services; events; emergencies; public figures protection; natural disasters; environmental catastrophes; terrorist attacks.

These competencies are relevant for: analytical activity related to identifying and solving problems related to the security of citizens and/or public and private property; communication and coordination activities related to the security of citizens and property; application of cutting-edge security technologies for preventive purposes and technological support in crisis management.

Their relevance pertains to: professional careers in public, private and non-governmental organizational security structures set up for preventive and crisis response; continuing the training towards a doctoral degree on the accredited doctoral programs. Their formation is the result of acquiring knowledge, skills and practical routines in the context of multi- and interdisciplinary training with duration compliant with the HEA requirements.

Specific competencies refer to:

- Knowledge about theories and practices related to: basic political concepts, inclusive of the concept of freedom; security; history of political ideas; political geography; basic concepts of law and deviations from its application (criminology); basic concepts in micro- and macroeconomics; organization management; communication and behaviour of people in organizations and society; information and communication technologies; environmental protection and environmental monitoring technologies;
- Knowledge about security of citizens and property in a cross-border environment: European integration and globalization;

- cross-border cooperation in the European Union; territorial resources and security in a cross-border environment; territorial infrastructure and security in a cross-border environment; cross-border cooperation in social crises, ecological crises, natural disasters and terrorist attacks; cyber security; analysis and risk assessment in production; human resources management in the European security industry; marketing of the European security industry; competitiveness of the European security industry; regulating the European security industry; good practices for the protection of citizens in the European Union; managing European security projects;
- Knowledge about security “hardware”: cutting-edge technologies for environmental protection and environmental monitoring; for cyber security; for prevention, crises response and overcoming crisis consequences;
- Knowledge and internalizing of: the complex interdependence between freedom and security; the security dilemma and the problem of securitization of security; the culture of prevention as a key value for the security professional.
- Skills for: identifying and using appropriate information sources in all relevant areas; use of advanced information and communication technologies; the problem of both own values and learned concepts, ideas and theories; risk analysis; management of public relations, including during crisis situations; communication in a foreign language; cooperation in intercultural team; cooperation in an interdisciplinary field; application of knowledge into practice.

The generally applicable competencies include: analysing and synthesizing skills; communication skills; knowledge of ethical standards and behavioural skills in an organizational environment; mental and physical training.

It should be borne in mind that the declared ambition of the EU Lisbon Strategy is to make the European Union the most dynamic and competitive economy in the world and to ensure a high quality of life for European citizens by placing a major emphasis on the development of research, education and all forms of innovation. Also, to create an environment in which universities and scientific organizations can be modernized, to attract business as a major partner in the scientifically innovative system while working under conditions of very limited resources in terms of financial funds, human potential and physical infrastructure. The new EU 2020 Strategy, facing new serious challenges, is a kind of continuation of the Lisbon Principles and focuses on three main priorities [3]:

- Reasonable growth: developing a knowledge

and innovation - based economy;

- Sustainable growth: building a resource-efficient, green and competitive economy;
- Growth and inclusion: promoting high levels of employment and achieving social and territorial cohesion.

In connection with the achievement of the defined objectives, the Strategy defines various key actions on which the European Commission and the Member States will work together in order to implement them by 2020. Of great importance for Bulgaria are the following, as recommended in the document, tasks: Reforming the national (and regional) science-innovation system through "reasonable" investments in quality and partnerships;

- Providing conditions for more students and PhD students in the field of science, mathematics and engineering specialties;
- Prioritizing the cost of knowledge, through introducing tax alleviations, incentives and other affordable financial instruments.

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4 Conclusions

In conclusion, the security system (national and Union) in today's dynamically changing security environment is experiencing a transformation towards trans nationalization and internationalization in the context of the changing internal and external borders of the EU's expanding influence and globalization and migratory pressures. It urgently needs the support of higher education, which can and must provide appropriate education, training and relevant research to tackle not only today's (visible on the horizon) problems but also the future challenges and dangers that will need to be faced.

It is difficult to provide a common response to all security issues relevant to the European Union and the Member States. What is indisputable is that external and internal risks to the security system imperatively require its adaptation to new challenges and the Bulgarian higher education in the field of security has an extremely important role in this process.