

Curriculum on Standardized Induction Training for Frontline Border Officials



The Bali Process

on People Smuggling, Trafficking in Persons and Related Transnational Crime

A COMMON FRAMEWORK
FOR THE TRAINING OF
FRONTLINE BORDER OFFICIALS
IN BALI PROCESS MEMBER STATES



The Bali Process

on People Smuggling, Trafficking in Persons and Related Transnational Crime

The Bali Process on People Smuggling, Trafficking in Persons and Related Transnational Crime (The Bali Process) was established in 2002 and is a voluntary and non-binding regional consultative process co-chaired by the Governments of Australia and Indonesia and comprising over 45 member countries and organizations.

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On behalf of the Regional Support Office of the Bali Process, the International Organization for Migration developed the *Curriculum on Standardized Induction Training for Frontline Border Officials*. The development process was led by a Curriculum Review Committee, comprised of the following members:



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Foreword

Since its inception in 2002, the Bali Process on People Smuggling, Trafficking in Persons and Related Transnational Crime (Bali Process) has effectively raised regional awareness of the consequences of people smuggling, trafficking in persons and related transnational crime, and also developed and implemented strategies and practical cooperation in response. This voluntary forum involves 48 members including international organizations as well as a number of observer countries.

Frontline border officials are key decision-makers, playing an important role in processing and handling the movement of people, as well as in the early detection of crimes and identification of vulnerable migrants at the border.

Combining different areas of expertise available in the Bali Process Member States, the *Curriculum on Standardized Induction Training for Frontline Border Officials* aims to provide border management agencies with a common framework for training their frontline border officials.

The framework aims to contribute to the harmonization of knowledge and skills among Bali Process Members to prevent irregular migration and address the challenges posed by migrant smuggling and trafficking in persons throughout Bali Process Membership. The framework adopts a common approach to frontline border control tasks, with the aim of strengthening border management capabilities and enhancing regional cooperation.

The *Curriculum on Standardized Induction Training for Frontline Border Officials* takes into account the different operational environments and national legal frameworks. It recommends a set of topics considered as the key minimum components for frontline border officials' induction training and was designed as a practical tool to assist border management agencies and their training experts in the development and implementation of training.



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1. Background

The Regional Support Office (RSO) of the Bali Process on People Smuggling, Trafficking in Persons and Related Transnational Crime was established by the Bali Process to facilitate the work of the Regional Cooperation Framework (RCF), endorsed by the Fourth Bali Process Regional Ministerial Conference in March 2011. The RSO aims to support and strengthen practical cooperation on refugee protection and international migration, including human trafficking and smuggling, and other components of migration management in the Asia and Pacific region.

On behalf of the RSO, the International Organization for Migration (IOM) proposed to develop a capacity-enhancement program for law enforcement, focusing on frontline border officials, with the overall objective of strengthening the capacity of Bali Process Member States to better address trafficking in persons, migrant smuggling and transnational crime through improved border management.

The project reflects the recommendations of the Fifth Bali Process Regional Ministerial Conference, held in Bali, in April 2013, during which Ministers and Bali Process Co-Chairs tasked the RSO, together with the Jakarta Centre for Law Enforcement Cooperation (JCLEC), to develop a “program of cooperation and training which would bring together law enforcement and immigration management experts to build capacity and strengthen the capabilities of Member States.”¹

The project components included:

- a consultation workshop for training experts and representatives of immigration training institutions from Bali Process Member States; and
- the creation of a technical review committee and development of a standardized training curriculum.

¹ "Co-Chairs Statement", Fifth Ministerial Conference of the Bali Process on People Smuggling, Trafficking in Persons and Related Transnational Crime, Bali, Indonesia, April 2013.

2. Consultation Process

The “Roundtable on Capacity Enhancement for Frontline Border Officials” was hosted by the RSO in Bangkok, Thailand from 12-13 November 2014. The roundtable was chaired by IOM and attended by representatives from Australia, Bangladesh, Cambodia, Canada, Indonesia, Lao PDR, Malaysia, Myanmar, Thailand and Viet Nam.

The roundtable aimed to consult with Member States and collect feedback on the length and characteristics of existing national induction training programs for frontline border officials.

During the roundtable discussions, participants:

- **considered** key steps in developing a standardized curriculum, including the definition of a clear objective, scope, sequence and timeframe, context, teaching approach, assessment and evaluation, title selection, recognition of certification and branding.
- **addressed** common regional challenges and identified topics currently covered in national curricula as well as gaps in existing national and regional training programs.
- **conducted** a mapping exercise to identify topics to form the basis of an induction training program. The mapping activity highlighted priority areas and main challenges in developing a standardized training curriculum.
- **identified** modules to be included in a standardized training curriculum for frontline border officials, developing an outline for the implementation of a two-week induction training course.
- **discussed** topics related to national responsibility and how these should be integrated into the standardized training curriculum.
- **defined** the title and overall objective of the curriculum and established a review committee to oversee its development, endorsing the terms of reference.
- **agreed** that a standardized training curriculum would strengthen Bali Process Member States’ migration management capacity and acknowledged the benefits of the Bali Process forum which supports an enhanced focus on cooperation and regional engagement.

The outcomes of this consultative process led to the development of the *Curriculum on Standardized Induction Training for Frontline Border Officials* (the Curriculum).

3. Who are Frontline Border Officials?

INTRODUCTION

Frontline border officials are countries' gatekeepers; their job is to protect a country's borders at the first or frontline. As frontline border officials are the first government officers travellers meet upon arrival in a country, they are also the face of the country. The manner in which frontline border officials behave affects, not only the safety of their fellow citizens and national security, but also travellers' first impressions when entering the country. When travellers have a positive impression, it may even have an impact on the country's economy. Therefore, frontline border officials need to be well-trained on various topics to perform their important duties.

As mentioned, frontline border officials play a crucial role in processing and handling the movement of people. They are essential actors in the overall process of gathering and providing primary and first-hand information to their colleagues and senior officials and in making initial assessments regarding issues encountered at the border.

TASKS

Frontline border officials are the key decision-makers determining whether travellers may enter or leave a country. Part of their tasks is to ensure early detection of crimes in general and, more specifically, with respect to migrant smuggling and trafficking in persons, frontline border officials have the responsibility to identify victims of trafficking and smuggled migrants. They also provide evidence for the investigation and prosecution of these crimes, and play a key role in identifying vulnerable migrants, including refugees and asylum seekers, and providing information for processing refugee and asylum seeker claims.

Depending on the structure of the organization and its mandate within each country, a frontline border official is a law enforcement officer, civil servant or any other government official carrying out first-line border control checks at border crossing points. According to the national law, procedures and regulations, frontline border officials determine whether a person may or may not enter or exit the country. While facilitating the entry of bona fide travellers, frontline border officials are also expected to refer travellers to the second line for further inquiry, in order to prevent irregular migration and entry of high-risk individuals, as well as to identify victims of trafficking, smuggled migrants and persons in need of international protection.

VALUES

Frontline border officials exercise their respective authority in accordance with national laws.

Their actions must reflect:

- **full respect for human rights;**
- **impartiality and non-discrimination towards all persons; and**
- **ethical standards and confidentiality.**

Their attitudes should also reflect the core values and guiding principles outlined in the code of conduct of their organization, department or agency.

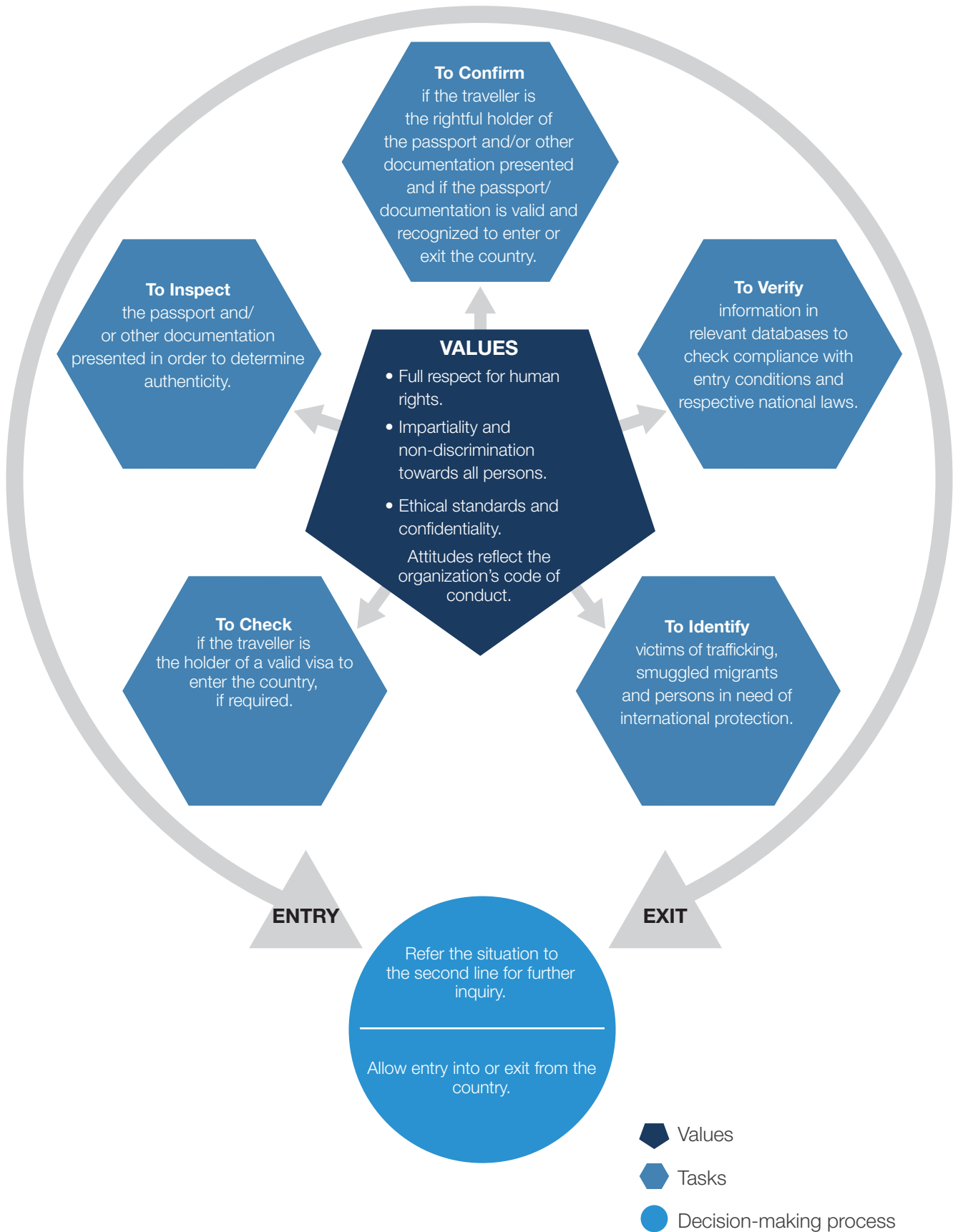


Figure 1. FRONTLINE BORDER OFFICIALS' TASKS AND VALUES

4. Standardized Induction Training for Frontline Border Officials

4.1. OBJECTIVE

The Curriculum aims to provide border management agencies in Bali Process Member States with a common framework for standardized induction training for frontline border officials.

By setting standards, it aims to enhance harmonized knowledge and skills, both at national and regional levels. Furthermore, it seeks to promote the development of a common approach to carry out frontline border control tasks, thus strengthening border management capabilities and cooperation among Member States.

4.2. SCOPE

The Curriculum encompasses a set of topics considered as the key minimum components for frontline border officials' initial training. The Curriculum is intended to be used as a framework for the development and implementation of induction training for new frontline border officials.

The Curriculum does not seek to replace existing national training programs, but rather to complement and enhance existing national training frameworks.

4.3. TRAINING DEVELOPMENT STEPS

Training can be defined as “learning that is provided in order to improve performance in the present job.”² This definition highlights two key words: “improve” and “job”. The first implies progress and development, while the second refers to a set of tasks requiring specific knowledge, skills and attitudes.

Training is thus essential to develop the knowledge, skills and appropriate attitudes required to improve job performance.

For these reasons, delivering successful training (i.e. training which meets the desired outcomes), requires a plan and strategy, including following multiple steps to ensure the end results are in line with an organization's needs. According to best practice, these steps³ generally include the following: needs assessment; design and objectives setting; planning and implementation; evaluation; review and analysis.

The development of the training scheme presented in the *Curriculum on Standardized Induction Training for Frontline Border Officials* follows the above-mentioned steps. The workflow figure below details the training development process, stakeholders involved and respective responsibilities.

² Nadler, L. “What is training?,” available at: <http://www.slideshare.net/CBLGlobal/what-is-training> [accessed 29 December 2014].

³ UNODC, “Guide for trainers. Chapter 2. Systematic approach to training”, available at: http://www.unodc.org/documents/southasia//Trainingmanuals/Guide_for_Trainers_-_Precursor_Control.pdf [accessed 26 December 2014].

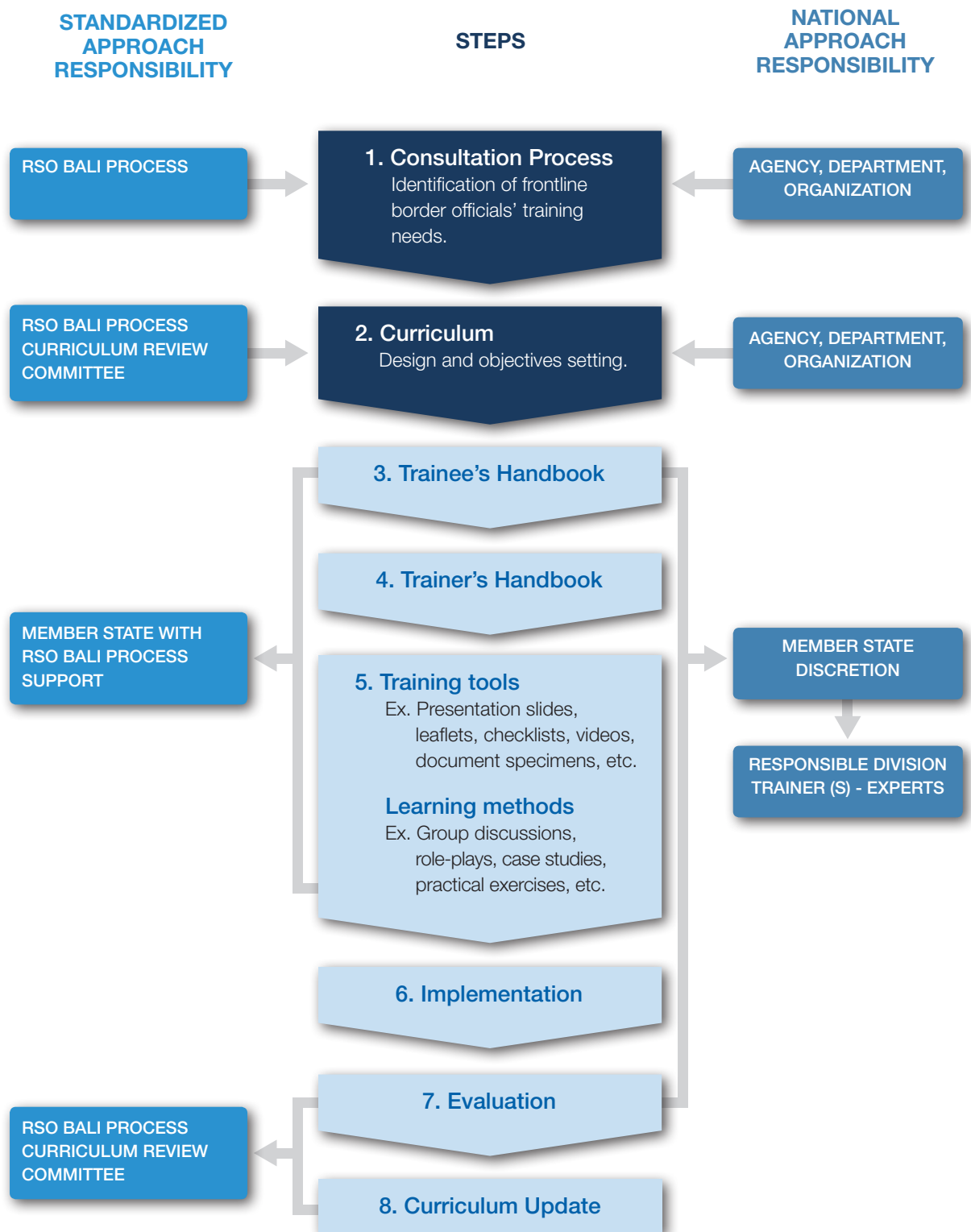


Figure 2. TRAINING DEVELOPMENT WORKFLOW

The *first step* of the training development consisted of the **consultation process** described in Section 2 above. It included the identification of the training needs of frontline border officials and guided the design and preparation of the following step.

This curriculum constitutes the *second step* and aims to serve as a common framework which provides standards and enables Member States to execute subsequent steps in the training process. Interested Member States are encouraged to integrate the Curriculum into national training programs to support the **implementation** of standardized induction training for frontline border officials (*step 6 of the training development workflow*).

Prior to training implementation and according to existing needs and requirements, it is recommended that interested Member States **develop a trainee's and a trainer's handbook as well as training tools and learning methods**. It is suggested that these be based on the standardized content and objectives defined in the Curriculum (*steps 3, 4 and 5 of the training development workflow*). Member States should also seek to include existing modules and training materials already in use at the national level and, *if considered necessary*, Member States may ask for support from the RSO.

The **evaluation process** (*step 7 of the training development workflow*) will allow Member States to determine the effectiveness of the implemented training, according to the standards defined in the Curriculum. It will also highlight aspects that need to be improved. The evaluation process should be conducted at the national level, after the delivery of the induction training and should be based on feedback from the different stakeholders involved. Evaluation results should be shared with the RSO.

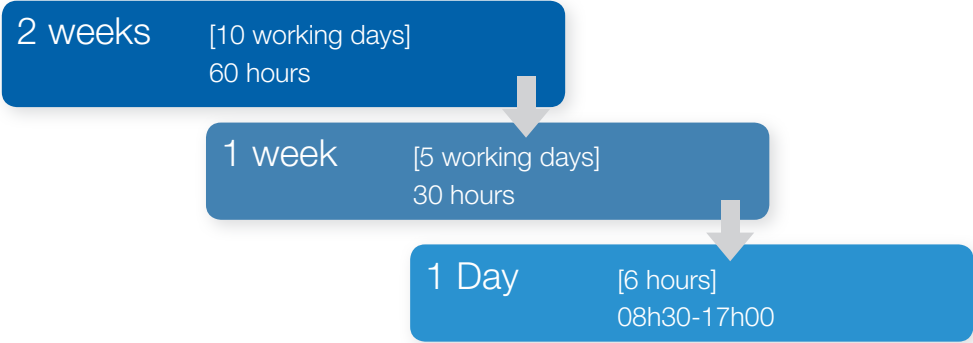
The Curriculum update is *step 8* of the training development workflow. The update process will be led by the RSO and the Curriculum Review Committee based on an analysis of induction training evaluation results shared by Member States.

4.4. STRUCTURE

4.4.1. Length

The Curriculum is designed to be implemented over a two-week period, corresponding to 30 hours per week (60 hours in total).

Each week, induction training sessions should be delivered over a period of five (5) working days, corresponding to six (6) hours of instruction per day.



4.4.2. General Structure

The Curriculum was designed to take into account the different operational environments and national legal frameworks among Bali Process Member States. The proposed structure is presented in Figure 3.

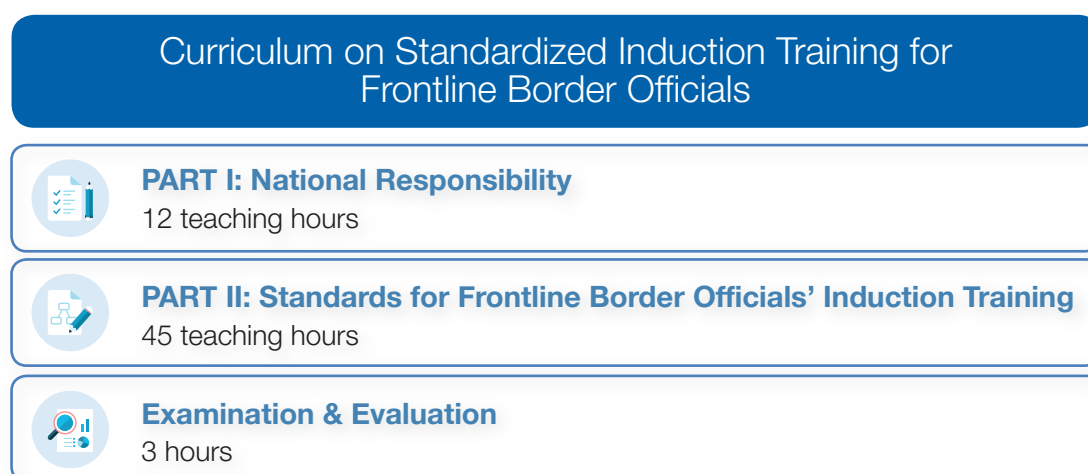


Figure 3. GENERAL STRUCTURE

PART I: NATIONAL RESPONSIBILITY

Part I covers topics specifically related to the individual Member State implementing the induction training and, for that reason, the topic areas and respective content should be defined and developed according to each country's national legislation and operational needs.

The following topics are suggested, for reference, by Member States:

- **Overview of frontline border officials' organizational structure.**
- **Officers' roles, responsibilities, code of conduct and ethical standards.**
- **Introduction to national laws applicable to border management.**
- **Introduction to national laws on data protection and confidentiality.**
- **Introduction to the national border management system and passport reader(s).**
- **National border processing.**
- **National visa regime.**
- **Main stakeholders, including membership in regional migration fora.**
- **National framework in place to address irregular migration.**
- **National laws and legislation on migrant smuggling, trafficking in persons and refugee protection.**
- **Introduction to key legal safeguards for vulnerable migrants.**
- **Provisions applicable to detention and removal.**

PART II: STANDARDS FOR FRONTLINE BORDER OFFICIALS' INDUCTION TRAINING


Part II focuses on standardized topics for training frontline border officials and offers a common content to be adapted by interested Member States, according to existing needs and requirements.

Part II was developed around *five guiding areas* considered relevant for effective border control; the content comprises the core knowledge, skills and attitudes deemed necessary for frontline border officials to perform their duties effectively.

In order to ensure consistency in the training program, as well as flexibility in implementation, each area corresponds to one chapter, the content of which is divided into different modules, providing in-depth knowledge on various topics. The final chapter consists of a practical activity designed to mirror frontline border officials' tasks and provides an opportunity to apply newly acquired knowledge and skills.


The recommended structure and allocated timeframe for each chapter and module is as follows:

Chapter 1 BASICS OF BORDER CONTROL

 Time: 10 hours


Module 1

Border Control and Security

 Time: 1 hour


Module 2

Occupational Health and Safety

 Time: 1 hour


Module 3

Introduction to Travel Documents, Passports and Visas


 Time: 4 hours

Module 4

Introduction to Security Features


 Time: 4 hours

Chapter 2 MIGRATION AND BORDER MANAGEMENT

 Time: 9 hours


Module 5

Migration

 Time: 1 hour


Module 6

Irregular Migration

 Time: 2 hours


Module 7

Transnational Organized Crime

 Time: 1 hour


Module 8

Migrant Smuggling

 Time: 2 hours


Module 9

Trafficking in Persons

 Time: 1 hour


Module 10

Refugees

 Time: 1 hour


Module 11

Detention, Removal and Duty of Care

 Time: 1 hour


Chapter 3

TRAVELLER ASSESSMENT PROCESS

 Time: 8 hours


Module 12

Communication Skills

 Time: 1 hour


Module 13

Dealing with Difficult Travellers

 Time: 1 hour


Module 14

Questioning Skills

 Time: 2 hours


Module 15

Comparing Faces and Photos

 Time: 2 hours


Module 16

Traveller Assessment

 Time: 2 hours


Chapter 4

DOCUMENT INSPECTION

 Time: 10 hours


Module 17

Document Inspection Method

 Time: 1 hour


Module 18

Forgeries

 Time: 2 hours


Module 19

Counterfeits

 Time: 2 hours


Module 20

Blank Stolen Documents

 Time: 1 hour


Module 21

Pseudo Documents

 Time: 1 hour


Module 22

Impostors

 Time: 1 hour


Module 23

Fraudulently Obtained Documents


 Time: 1 hour

Module 24

Border Stamps


 Time: 1 hour

Chapter 5 ROLE OF INFORMATION

 Time: 6 hours


Module 25

Collection of Information

 Time: 2 hours


Module 26

Travel Documents Information

 Time: 1 hour


Module 27

Information Sharing

 Time: 1 hour

Module 28

Data Protection and Confidentiality

 Time: 2 hours

Chapter 6 ROLE-PLAY


 Time: 2 hours

Figure 4. CHAPTER AND MODULE TIMEFRAME

4.4.3. Module Sequence

An induction training course is usually organized for a large audience. It therefore requires a flexible structure in order to deliver training to different groups simultaneously and to facilitate planning and implementation, as well as effective management of available resources.

Furthermore, the induction training is the first time participants will be in contact with a particular area of expertise and set of information. It is important to allow enough time for training participants to absorb this information and reflect on the content presented. It is equally important to stimulate active participation and to utilize practical exercises during the course, which will contribute to the success of the training.

For these reasons, it is recommended that all modules be delivered in one (1) hour time units. Modules longer than one hour should be divided into one-hour blocks.

Annex 1 outlines a sample module sequence, illustrating a possible training schedule to be adapted by Member States, according to specific needs and requirements.

4.5. TRAINING APPROACH

Carrying out frontline border control tasks requires a wide range of competencies. The relevant knowledge, skills and attitudes necessary to effectively complete such tasks were analyzed in order to identify training needs and develop the Curriculum content. Common regional challenges, topics currently covered in national curricula, as well as gaps in existing national and regional training programs also informed the identification of training needs.

4.5.1. Training Objectives

Given the diverse and complex tasks performed by frontline border officials, training objectives for each module were defined according to the following principles: *i)* to provide core *knowledge* for a proficient daily routine; *ii)* to enhance technical *skills* through a strong practical component; and *iii)* to develop the appropriate *attitudes* to deal with travellers and assess border control situations.

In defining the training objectives, Bloom's Taxonomy of Educational Objectives⁴ was referenced as a model. This taxonomy is often used to design trainings as it is simple to understand, provides insight into competencies to be developed and offers structural guidance on developing and evaluating training activities.

The verbs used to describe the objectives to be achieved (listed) in each learning domain (*knowledge, skills and attitudes*) include those selected from the taxonomy keywords alongside others deemed relevant to express the specifics of frontline border control tasks. Learning domains are included in each module based on the context of the topic presented and the necessary competencies to be developed among frontline border officials.

4.5.2. Learning Methods

To facilitate the development and transfer of knowledge, motivate participants and ensure their engagement, different learning methods are suggested in the Curriculum. These methods aim to provide different types of interactions in the classroom, including one-way communication and teacher- and group-centered interactions.⁵

The selection of learning methods for each module was based on suitability to the specific topic, learning objectives and desired outcomes. However, it is up to the trainer(s) to select the most relevant learning methods based on the topic presented.

Annex 2 includes a list of recommended learning methods for the various modules. These methods were compiled utilizing different sources of information, as cited.

4.5.3. Training Tools

In order to make the training more interactive and to stimulate participants, the use of training tools is highly recommended. Although some modules reference specific training tools, the choice of which tool(s) to use is up to the trainer(s).

⁴ A system to classify the objectives of the educational process. It divides the way people learn into three domains: the cognitive domain ["development of intellectual abilities" - knowledge], affective domain ["changes in interest, attitudes, and values" - attitudes] and psychomotor domain ["manipulative or motor-skill area" - skills]. Bloom, B. S. (Ed.) Engelhart, M. D., Furst, E. J., Hill, W. H., and Krathwohl, D. R., *Taxonomy of Educational Objectives: the classification of educational goals - Handbook I: the Cognitive Domain*, Longmans Green, & Co., New York, 1956.

⁵ Reproduced from "Teaching tools: A digital handbook for academic lecturers", available at: <http://vi.unctad.org/files/daaddteachtools/html/1001282.html> [accessed 25 November 2014].

4.5.4. Facilitators

The involvement of multiple stakeholders in training activities is a positive factor, as they bring different approaches and expertise; however, it is recommended that experienced Immigration Officers be engaged, alongside other relevant experts, to deliver the training, particularly for modules requiring extensive field experience and technical expertise. Engaging these officers as trainers has proven to be a successful method for vocational knowledge transfer.

4.5.5. Equipment

Some modules require the use of verification tools. Equipment requirements are outlined in the Curriculum, where applicable.

4.5.6. Assessment

The assessment of the induction training allows for an evaluation of the achievement of the training objectives and level of improvement in participants' knowledge and skills.

The assessment should be conducted using a written test at the end of the training course. In order for participants to demonstrate newly acquired competencies, it is suggested the test include different types of questions, such as short answers, multiple-choice and true/false.

As the training aims to include various practical exercises and hands-on activities, participants' involvement and feedback during the two-week course should also be considered in evaluating the learning process; however, the method for evaluation is up to the trainer(s).

4.6. CONTENT

Chapter **1**

Chapter **2**

Chapter **3**

Chapter **4**

Chapter **5**

Chapter **6**

4.6.1. BASICS OF BORDER CONTROL



Time: 10 hours

At the beginning of the training course, frontline border officials should receive core background information as a first step to develop the competencies required to carry out border control tasks effectively.

Information covered in Chapter 1 will enable frontline border officials to: understand the meaning of the term border in the context of border management and the importance of border control; be aware of and alert to occupational health and safety risks and hazards related to both staff and travellers; distinguish between different types and models of travel documents in circulation; and recognize and inspect relevant security features to determine a document's authenticity. These topics represent the foundational knowledge and skills necessary for border officials to perform their duties at the frontline.

Chapter 1 addresses four main topics that constitute the introductory portion of this induction training for frontline border officials.

MODULE 1 - BORDER CONTROL AND SECURITY

Key questions to be discussed include: What is a border? What are border disputes? What are the different types of border checkpoints? Why are borders controlled? What is the importance of border control? How does physical infrastructure contribute to organization and security at the border? What are the main agencies involved in border protection? What is the importance of inter-agency cooperation at the border? What is border management?

This module aims to familiarize frontline border officials with the concept and meaning of border, border security and border management, highlighting the reasons for and importance of border control, the role of different agencies involved in border protection and the importance of cooperation.

MODULE 2 - OCCUPATIONAL HEALTH AND SAFETY

Occupational health and safety policies help to prevent injuries and health risks at work. Maintaining a healthy and safe working environment means protecting not only employees, but also all persons in contact with the workplace.

This module aims to raise awareness on the basic requirements for occupational health and safety in the workplace and to provide information on how to identify, prevent and appropriately refer health and safety risks and hazards related to staff and travellers.

MODULE 3 - INTRODUCTION TO TRAVEL DOCUMENTS, PASSPORTS AND VISAS

In their daily work, frontline border officials inspect various types of travel documents, passports and visas from different regions of the world. To distinguish between existing models, officials must be able to identify the respective issuing country and geographic region for each document – this is a fundamental skill. In addition, information on the international standards countries should follow when producing and issuing travel documents facilitates document inspection at the frontline.


This module aims to provide an overview of the multiple types of travel documents, passports and visas currently in circulation and focuses on key geographic information related to issuing countries. The module also reviews the international standards recommended for machine readable travel documents (MRTDs) and electronic machine readable travel documents (eMRTDs), highlighting the most relevant features to support frontline border officials in carrying out border control tasks.

MODULE 4 - INTRODUCTION TO SECURITY FEATURES

Authentic security documents, such as passports, visas and residence permits, include different security features that ensure their reliability, allow for verification and protect against fraud. The ability to recognize security features integrated in documents allows one to determine if a document is authentic; this is a fundamental skill for frontline border officials.

This module aims to assist frontline border officials in developing the required knowledge and skills to identify and inspect security features incorporated in travel documents, highlighting both physical and digital security features crucial for document inspection at the frontline.

MODULE 1 - BORDER CONTROL AND SECURITY

 Time: 1 hour

Topics:

- Definition of border, including air, sea and land borders.
- Definition of border management and its main goals.
- Different types of border checkpoints.
- Definition of border disputes.
- Disputes over international terrestrial and maritime boundaries.
- Physical infrastructure at borders:
 - ▶ Role of physical infrastructure in the organization and security of the border.
- Reasons for and importance of border control.
- Border protection:
 - ▶ Main agencies involved and importance of inter-agency cooperation.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Define the term border. ▪ Describe the different types of borders. ▪ Explain what border management is and why it is important. ▪ Describe different types of border checkpoints. ▪ Explain common reasons for border disputes. ▪ Explain how physical infrastructure contributes to the organization and security of the border. ▪ Explain the reasons for and importance of border control. ▪ Describe the main agencies involved in border protection and the importance of inter-agency cooperation. 	Not Applicable	Not Applicable



Learning Methods

Lecture; discussion; brainstorming; small group discussion.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

<https://www.dur.ac.uk/ibru>

<http://www.paulhensel.org/territory.html>




Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

MODULE 2 - OCCUPATIONAL HEALTH AND SAFETY

 Time: 1 hour

Topics:

- Definition of occupational health and safety.
- Health risks in the workplace.
- How to identify and prevent health risks related to staff and travellers in the workplace.
- Public health information (information, education and communication (IEC) materials - United Nations, World Health Organization and Ministry of Health).
- Referral of health risks and hazards related to staff and travellers.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Define occupational health and safety. ▪ Describe health risks in the workplace and explain how to prevent such risks. ▪ Describe public health information that should be available in the workplace. 	<ul style="list-style-type: none"> ▪ Identify and refer health and safety risks and hazards related to staff and travellers to appropriate personnel/ services. 	<ul style="list-style-type: none"> ▪ Be alert to and conscious of general well-being and safety issues in the workplace.



Learning Methods

Lecture; discussion; brainstorming; practical exercises (demonstrations of preventive hygiene practices).



Training Tools

Presentation slides; leaflets; videos or any other applicable training tool.



Information Sources

http://www.who.int/topics/occupational_health/en/

<http://www.who.int/topics/en/>

http://www.who.int/topics/infectious_diseases/en/



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Geographic information (countries, special administrative regions, dependent territories and other information considered relevant).
- Evolution of travel documents, passports and visas.
- Overview of travel documents, passports and visas in circulation:
 - ▶ Types of documents.
 - ▶ Models from different countries.
- Introduction to international standards recommended by the International Civil Aviation Organization (ICAO) for machine readable travel documents (MRTDs) and electronic machine readable travel documents (eMRTDs):
 - ▶ Definition and examples of MRTDs.
 - ▶ Definition and examples of eMRTDs.
 - ▶ Definition, explanation and examples of the Machine Readable Zone (MRZ).
 - ▶ MRTD formats/sizes.
- Electronic passport (ePassport):
 - ▶ Definition.
 - ▶ Visual indication a machine readable passport is an ePassport.
 - ▶ Information stored in the contactless chip.
 - ▶ Location of the contactless chip and its associated antenna in the passport.
- Other documents facilitating the immigration process.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Describe different types of travel documents, passports and visas in circulation. ▪ Explain the importance of travel documents complying with the international standards. ▪ Explain the difference between MRTDs and eMRTDs. 	<ul style="list-style-type: none"> ▪ Distinguish between different types and models of travel documents, passports and visas and associate each to the respective issuing country and geographic region. ▪ Recognize a machine readable passport. ▪ Recognize a machine readable visa. 	<p>Not Applicable</p>

- Explain what an MRZ is and the information contained in the MRZ.
 - Explain different MRTD formats/sizes.
 - Explain what an ePassport is.
 - Explain what information is stored in the ePassport contactless chip and where to locate the chip.
 - Describe different documents facilitating the immigration process.
- Recognize an electronic passport.



Learning Methods

Lecture; demonstrations using various types of document specimens; practical exercises to identify document type, issuing country and respective geographic region; practical exercises with ICAO-compliant and non-compliant document specimens.



Training Tools

Presentation slides; brochures; leaflets with information about documents, if available; different types of document specimens; videos or any other applicable training tool.



Information Sources

<http://www.edisontd.net/>

<http://www.icao.int/publications/pages/publication.aspx?docnum=9303>

<http://www.icao.int/Security/mrtd/Pages/MRTDGlossary.aspx>

<http://www.prado.consilium.europa.eu/EN/glossaryPopup.html>

<https://www.cia.gov/library/publications/the-world-factbook/Countries>

<http://www.asean.org/>

List of Three Letter Country Codes (ICAO)

Interpol Code List for Types of Documents



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Different security layers.
- Definition of security features.
- Physical security features:
 - ▶ First- and second-line security features incorporated during the production and personalization process for passports, visas and residence permits.
 - ▶ Equipment to inspect physical security features.
- Digital security features:
 - ▶ Mandatory digital security features for ICAO-compliant eMRTDs.
 - ▶ Equipment to inspect digital security features.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain basic security features incorporated during the: <ul style="list-style-type: none"> ┆ Production of substrates; ┆ Printing process; ┆ Document assembling process; ┆ Personalization process. ▪ Explain the mandatory digital security features in eMRTDs. 	<ul style="list-style-type: none"> ▪ Recognize physical security features in passports, visas and residence permits. ▪ Demonstrate how to utilize relevant equipment to inspect physical security features. ▪ Demonstrate how to utilize relevant equipment to inspect the authenticity and integrity of eMRTDs. 	<p>Not Applicable</p>



Learning Methods

Lecture; demonstrations using document specimens (passports, visas and residence permits) and equipment; practical exercises using document specimens and equipment.



Training Tools

Presentation slides; glossary of technical terms; videos on security features; samples of security features; genuine document specimens.

eLearning modules: Introduction to Substrates; Printing and Personalization Process; Introduction to Security Features [accessible via: <https://members.baliprocess.net>].

Other applicable training tools.



Equipment

Magnifying lens [10 x]; ultraviolet light source with additional white light torch; e-Reader.



Information Sources

<http://www.icao.int/publications/pages/publication.aspx?docnum=9303>

<http://www.icao.int/Security/mrtd/Pages/MRTDGlossary.aspx>




Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

4.6.2. MIGRATION AND BORDER MANAGEMENT

 Time: 9 hours

The increasing movement of people worldwide poses numerous challenges to States with respect to efficient border management. While facilitating regular cross-border flows, States must prevent irregular migration and fight transnational organized crime, such as migrant smuggling and trafficking in persons. Border checkpoints are thus critical as they represent the point of contact between government officials carrying out border control checks and those persons involved in criminal activities who often exploit the movement of migrants across borders. As the first line of response, frontline border officials have an important role in the early detection of those crimes and in the identification and referral of situations involving vulnerable migrants.

This chapter gives an overview of the phenomenon of migration by explaining root causes, push and pull factors and different categories of persons migrating. The chapter outlines different types of legal channels available for migrants and defines irregular migration, migrant smuggling, trafficking in persons and refugees under international law while providing an overview of the key elements for addressing irregular migration. The importance of combating transnational criminal networks and tools to support such efforts will also be discussed. The assistance and protection of vulnerable migrants, victims of trafficking, asylum seekers and refugees will be explained in the context of international standards. Finally, procedures in relation to detention, alternatives to detention and return will be covered.

MODULE 5 - MIGRATION

Frontline border officials are directly confronted with multiple and complex challenges arising from global and regional migration patterns. In order to fulfil their tasks, it is essential that they have a clear understanding of these overarching challenges.

This module aims to provide frontline border officials with an overview of key terminology, concepts and frameworks in the field of migration, to present migration trends and patterns for the Asia and Pacific region and to identify national and international partners that play a key role in migration management.

MODULE 6 - IRREGULAR MIGRATION

Frontline border officials play an active role in handling irregular migration situations at the border. A broad understanding of the complexity of irregular migration is thus crucial for those who are in the first line of response.

This module aims to provide an overview of key terminology and concepts related to irregular migration as well as to clarify basic terms. Different *modus operandi* of irregular migration by land, sea and air, as well as different tools to deal with irregular migration will be addressed. Finally, the importance of international cooperation and measures designed to address the problem as well as the provision of assistance to vulnerable migrants will be highlighted.

MODULE 7 - TRANSNATIONAL ORGANIZED CRIME

Organized crime is no longer just an issue of national security as it now crosses borders and has become a global threat to all countries. Therefore, the fight against this phenomenon must be addressed in a global context and international cooperation among States is a precondition.

This module aims to provide frontline border officials with an understanding of transnational organized crime and applicable legal instruments under international law, highlighting the importance of international cooperation in prevention and response.

MODULE 8 - MIGRANT SMUGGLING

Migrant smuggling is a highly profitable crime with a low risk for perpetrators and places thousands of migrants in inhumane and life-threatening circumstances. Smugglers regularly use different routes by land, sea and air but their routes and methods change rapidly if detected at the border. Broad knowledge about this type of crime and the international mechanisms to combat migrant smuggling is vital for the detection of such situations at the border.

This module aims to provide frontline border officials with an understanding of migrant smuggling by reviewing the applicable international legal framework and its key provisions. Clarification of basic terms and information on methods of transportation used by migrant smugglers will be provided. Case studies will also be discussed.

MODULE 9 - TRAFFICKING IN PERSONS

Trafficking in persons constitutes a serious violation of human rights, affecting a host of nations all over the world. It requires consolidated efforts to combat traffickers and ensure the protection of victims of this crime. Early detection and quick referral contribute to the prevention of possible exploitation and the effective protection of victims of trafficking.

This module aims to provide frontline border officials with an understanding of trafficking in persons by reviewing the applicable international legal framework and its key provisions and highlighting the role of frontline border officials in the detection and referral of situations at the border involving potential victims of trafficking.

MODULE 10 - REFUGEES

The protection of people forced to leave their countries due to war and serious violations of their human rights is internationally recognized and shall be ensured by governments to those who access their territory to seek safe refuge. Being in the first line of response at the border, frontline border officials play a key role in the identification of persons in need of international protection and in providing information for processing refugee and asylum seeker claims.

This module aims to foster frontline border officials' awareness and basic understanding on international instruments for the protection of refugees and asylum seekers in the context of mixed migration, and measures required for the full respect of refugees and asylum seekers' rights. The module will provide an overview of the basic definition of who is a refugee, their key rights under international refugee law, how to respond to asylum applications, and how to handle people with specific needs (e.g. separated and unaccompanied children, women at risk, and survivors of violence and torture).

MODULE 11 - DETENTION, REMOVAL AND DUTY OF CARE

Understanding the role and responsibilities of different stakeholders involved in detention, alternatives to detention and return of migrants, including public administration and international carriers, is vital for a comprehensive approach to migration management.

This module describes the steps to be taken after a person has been identified as an irregular migrant, stakeholders involved and the international standards regarding detention, alternatives to detention and return, particularly with regard to unaccompanied minors, victims of trafficking, asylum seekers and refugees.

Topics:

- Definition of migration.
- Root causes of migration.
- Key terminology, concepts and frameworks in the field of migration.
- Migration:
 - ▶ Push and pull factors.
 - ▶ Different categories of persons migrating.
- Different forms of cross-border migration.
- Migration trends and patterns for the Asia and Pacific region.
- National and international partners that play a key role in migration management.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain what migration is. ▪ Explain the reasons why people migrate. ▪ Explain the different categories of persons migrating. ▪ Summarize different forms of cross-border migration. ▪ Explain the differences between definitions of forced and voluntary migration. ▪ Explain the differences between definitions of regular and irregular migration. ▪ Summarize migration trends and patterns for the Asia and Pacific region. ▪ Define the national and international partners that play a key role in migration management. 	<p>Not Applicable</p>	<p>Not Applicable</p>



Learning Methods

Lecture; discussion; brainstorming; small group discussion.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

Key migration terms, available at: <http://www.iom.int/cms/en/sites/iom/home/about-migration/key-migration-terms-1.html#Orderly-migration>

The Human Rights of Migrants, available at: http://publications.iom.int/bookstore/free/Migrants_Human_Rights.pdf



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Definition of irregular migration.
- Types of irregular migrants (over-stayers, failed asylum seekers, irregular workers, migrants illegally entering the country, migrants violating the rules on sojourn of non-nationals, smuggled migrants, victims of trafficking).
- Why do migrants become irregular?
- Irregular migrants and human rights.
- Different *modus operandi* of irregular migration by land, sea and air:
 - ▶ Commonalities and differences.
- Different activities and tools to handle irregular migration:
 - ▶ Regularizations/amnesties.
 - ▶ Leaving the territory.
 - ▶ Readmission.
 - ▶ Voluntary removal.
 - ▶ Forced removal.
- International cooperation and irregular migration.
- International measures designed to address irregular migration and provision of assistance to vulnerable migrants.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Define irregular migration. ▪ Describe the difference between irregular migration and migrant smuggling. ▪ Define the different types of irregular migrants. ▪ Describe the different situations in which a migrant may become irregular. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> ▪ Treat all migrants with full respect for human rights regardless of the situation. ▪ Be aware of special procedures to deal with vulnerable migrants.

- Describe the different *modus operandi* of irregular migration by land, sea and air.
- Describe the different options available to handle irregular migration.
- Explain the importance of international cooperation in regards to irregular migration.
- Describe international measures designed to address irregular migration and the provision of assistance to vulnerable migrants.
- Explain the situations where special procedures regarding vulnerable migrants apply.



Learning Methods

Lecture; discussion; brainstorming; small group discussion.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

See also Module 7 on transnational organized crime, Module 8 on migrant smuggling, Module 9 on trafficking in persons, Module 10 on refugees and Module 11 on detention, removal and duty of care.

Human rights law, available at: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalLaw.aspx>

IOM, Essentials of Migration Management: A guide for policymakers and practitioners, available at: http://www.rcmvs.org/documentos/IOM_EMM/index.html



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Transnational organized crime: definition; different forms; reasons and impact.
- United Nations Convention against Transnational Organized Crime and the Protocols Thereto:
 - ▶ Importance and key purpose.
 - ▶ Key definitions.
 - ▶ Which countries ratified the Convention?
 - ▶ What does the Convention mean for the States (signature and ratification process)?
 - ▶ What are States' obligations?
 - ▶ Supplementary Protocols to the Convention.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Define transnational organized crime. ▪ Explain the reasons why organized crime has become transnational. ▪ Describe different forms of transnational organized crime. ▪ Explain the importance and key purpose of the UN Convention against Transnational Organized Crime and the supplementing Protocols. ▪ Explain which Protocols are part of the UN Convention against Transnational Crime. 	<p>Not Applicable</p>	<p>Not Applicable</p>



Learning Methods

Lecture; discussion; brainstorming; small group discussion.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

See also Module 8 on migrant smuggling and Module 9 on trafficking in persons.

United Nations Convention against Transnational Organized Crime and the Protocols Thereto, available at: <http://www.unodc.org/documents/treaties/UNTOC/Publications/TOC%20Convention/TOCebook-e.pdf>

A Transnational Organized Crime Threat Assessment, available at: <http://www.unodc.org/unodc/en/data-and-analysis/TOC-threat-assessments.html>



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Protocol against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against Transnational Organized Crime:
 - ▶ Key provisions (definition of migrant smuggling, purpose, criminal liability of migrants, criminalization, smuggling of migrants by sea, information, prevention, cooperation and other measures, protection and assistance measures, return of smuggled migrants).
- Nexus of migration, migrant smuggling and trafficking in persons.
- Main differences between migrant smuggling and trafficking in persons.
- Identification of situations involving smuggled migrants, with appropriate case studies.
- Identification of vulnerable groups (such as unaccompanied migrant children, potential victims of trafficking, asylum seekers/refugees, pregnant women, the elderly, abused migrants) among smuggled migrants and appropriate referrals to relevant authorities/service providers.
- Methods of transportation used by migrant smugglers by land, sea or air.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Define migrant smuggling. ▪ Explain the nexus of migration, migrant smuggling and trafficking in persons. ▪ Explain the main differences between migrant smuggling and trafficking in persons. ▪ Explain the purpose and importance of the UN Protocol against Smuggling of Migrants by Land, Sea and Air. ▪ Explain key aspects of the UN Protocol. ▪ Explain the vulnerable groups among smuggled migrants. 	<ul style="list-style-type: none"> ▪ Recognize the difference between migrant smuggling and trafficking in persons. ▪ Identify potential smuggled migrants. ▪ Identify vulnerable groups among smuggled migrants. ▪ Make appropriate referrals for further assistance. 	<ul style="list-style-type: none"> ▪ Treat all migrants with full respect for human rights regardless of the situation. ▪ Be aware of special procedures to deal with vulnerable migrants.

- Explain key provisions concerning the protection and return of smuggled migrants.
- Describe methods of transportation used by migrant smugglers by land, sea or air.



Learning Methods

Lecture; discussion; case studies; small group discussion; practical exercises.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

See also Module 6 on irregular migration, Module 7 on transnational organized crime, Module 9 on trafficking in persons, Module 10 on refugees and Module 11 on detention, removal and duty of care.

UN Protocol against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against Transnational Organized Crime, available at: <http://www.unodc.org/documents/treaties/UNTOC/Publications/TOC%20Convention/TOCebook-e.pdf>

Policy Guide on Criminalizing Migrant Smuggling [Regional Support Office]

Bali Process website [accessible via: <https://members.baliprocess.net>]



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime (Trafficking in Persons Protocol):
 - ▶ Key provisions (purpose, definitions, criminalization, assistance and protection of victims, temporary residence and repatriation, prevention, information exchange and training, border measures and documents).
 - ▶ Definitional difference for adult victims and child victims.
- International best practice: “immunity from prosecution”.
- Best practices for the identification of victims of trafficking.
- Identification of trafficking cases, with appropriate case studies.
- Role of frontline border officials in the protection of victims of trafficking (identification and referral).

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ■ Define trafficking in persons. ■ Explain the purpose of the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children. ■ Explain the importance of the UN Protocol in combatting and preventing trafficking in persons. ■ Explain major forms of exploitation. ■ Explain the importance of the UN Protocol in the protection of victims. ■ Explain the definitional difference for adult victims and child victims. 	<ul style="list-style-type: none"> ■ Identify potential victims of trafficking. ■ Make appropriate referrals for situations involving potential victims of trafficking. 	<ul style="list-style-type: none"> ■ Treat all migrants with full respect for human rights regardless of the situation. ■ Be aware that potential victims of trafficking are particularly vulnerable, both physically and mentally. ■ Be aware that potential victims are often afraid of authorities due to fear instilled by traffickers. ■ Act with utmost confidentiality when dealing with situations of potential victims of trafficking.

- Explain key elements of assistance and protection obliged to States under the UN Protocol.
- Explain the meaning of “immunity from prosecution”.
- Explain the role of frontline border officials in the protection of victims of trafficking.



Learning Methods

Lecture; discussion; case studies; small group discussion; practical exercises.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

See also Module 6 on irregular migration, Module 7 on transnational organized crime, Module 8 on migrant smuggling, Module 10 on refugees and Module 11 on detention, removal and duty of care.

Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime (Trafficking in Persons Protocol), available at: <http://www.unodc.org/documents/treaties/UNTOC/Publications/TOC%20Convention/TOCebook-e.pdf>

IOM, Victim of Trafficking: Screening Interview Form, available at: http://publications.iom.int/bookstore/free/IOM_Handbook_Assistance.pdf

The IOM Handbook on Direct Assistance for Victims of Trafficking, Caring for Trafficked Persons, available at: http://publications.iom.int/bookstore/free/IOM_Handbook_Assistance.pdf

Policy Guide on Criminalizing Trafficking in Persons [Regional Support Office]

Bali Process website [accessible via: <https://members.baliprocess.net>]

Slavery Convention, available at: <http://www.ohchr.org/Documents/ProfessionalInterest/slavery.pdf>

Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery, available at: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/SupplementaryConventionAbolitionOfSlavery.aspx>

Recommended Principles and Guidelines on Human Rights and Human Trafficking, available at: <http://www.ohchr.org/Documents>

Forced Labour Convention, 1930, available at: <http://www.unesco.org/new/en/culture/themes/dialogue/the-slave-route/spotlight/standard-setting-instruments/3-forced-labour-convention-1930/>



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Overview of the definition of who is a refugee.
- Basic introduction to the legal framework governing refugee protection.
- Key rights of refugees.
- How to respond to asylum applications.
- How to handle people with specific needs (e.g. separated and unaccompanied children, women at risk, and survivors of violence and torture).

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ■ Describe the basic refugee definition and the reasons why refugees are in need of international protection. ■ Explain the key rights of refugees. ■ Explain how people who may wish to seek international protection can be identified. ■ Explain how to respond to asylum applications. ■ Explain how to handle people with specific needs. 	<ul style="list-style-type: none"> ■ Identify persons in need of international protection. 	<ul style="list-style-type: none"> ■ Treat all migrants with full respect for human rights regardless of the situation. ■ Be aware of special procedures to deal with vulnerable migrants.



Learning Methods

Lecture; discussion; small group discussion.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

See also Module 6 on irregular migration, Module 7 on transnational organized crime, Module 8 on migrant smuggling, Module 9 on trafficking in persons and Module 11 on detention, removal and duty of care.

1951 Convention relating to the Status of Refugees and its 1967 Protocol, available at: <http://www.unhcr.org/pages/49da0e466.html>

UNHCR, Self-Study Module 1: An Introduction to International Protection. Protecting Persons of Concern to UNHCR, 1 August 2005, available at: <http://www.refworld.org/docid/4214cb4f2.html>

UNHCR, Self-Study Module 2: Refugee Status Determination. Identifying Who is a Refugee, 1 September 2005, available at: <http://www.refworld.org/docid/43141f5d4.html>

UNHCR, UNHCR and International Protection: A Protection Induction Programme, 1 June 2006, available at: <http://www.refworld.org/docid/466e71c32.html>

UNHCR, Refugee Protection and Mixed Migration: A 10-Point Plan of Action, January 2007, available at: <http://www.unhcr.org/4742a30b4.html>

UNHCR, Refugee Protection and Mixed Migration: The 10-Point Plan in action, February 2011, available at: <http://www.refworld.org/docid/4d9430ea2.html>

UNHCR, Protection Training Manual for European Border and Entry Officials, 1 April 2011, available at: <http://www.refworld.org/docid/4ddf40d12.html>



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Detention:
 - ▶ Definition of detention and alternatives to detention.
 - ▶ Reasons for detention.
 - ▶ Special procedures for unaccompanied minors, women, persons with disabilities, families. Access to services such as health care and legal and consular assistance.
- Return:
 - ▶ Definition.
 - ▶ International standards: obligation for States to accept the return of their nationals (readmission agreements). Role and responsibility of international carriers. Return by aircraft and other carriers (return by Convention on International Aviation - Annex 9).
 - ▶ Situations for return (pre-admission, in-country). Procedures in relation to immediate expulsion/return, inability to identify the country of origin of migrants without ID, migrants holding fraudulent documentation, persons with documents but without proper visas, obstacles to return (non-refoulement, statelessness, countries of origin refusing to allow their nationals' back).
 - ▶ Different forms of return (independent or assisted, voluntary or forced).
 - ▶ Definition of assisted voluntary return and reintegration.
 - ▶ Forms and benefits of voluntary return and reintegration assistance.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Define detention and alternatives to detention. ▪ Describe the reasons for detention. ▪ Explain special procedures for unaccompanied minors, women, persons with disability and families. ▪ Define return. ▪ Summarize international standards and tools for return. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> ▪ Treat all migrants with full respect for human rights regardless of the situation. ▪ Be aware of special procedures to deal with vulnerable migrants.

- Explain the different situations for return.
- Describe return arrangements and phases of the return process (travel process, temporary documents and/or visas, escort, reception, reintegration).
- Explain how to deal with special categories of persons such as minors (e.g. appointment of a legal guardian, family assessment and best interest of the child determination), asylum seekers and refugees, stateless persons, medical cases.
- Define assisted voluntary return and reintegration.
- Explain forms of reintegration assistance.
- Describe the benefits of voluntary return/reintegration.



Learning Methods

Lecture; discussion; small group discussion.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

See also Module 6 on irregular migration, Module 7 on transnational organized crime, Module 8 on migrant smuggling, Module 9 on trafficking in persons and Module 10 on refugees.

Human rights law, available at: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalLaw.aspx>

International Convention on Civil and Political Rights, available at: <http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>

International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families, available at: <http://www2.ohchr.org/english/bodies/cmw/cmw.htm>



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

4.6.3. TRAVELLER ASSESSMENT PROCESS

 Time: 8 hours

Frontline border control tasks require significant interaction with travellers. The ability to communicate effectively, to ask appropriate questions and interpret answers, as well as the capacity to understand the movement of people across the border and to read information contained in travel documents, represent key factors affecting the efficient processing of travellers.

This chapter addresses multiple methods to assist frontline border officials in the assessment of travellers at the border and in the identification of situations requiring further inquiry or proper referral.

MODULE 12 – COMMUNICATION SKILLS

Effective communication is crucial for those who deal directly with the public. Frontline border officials are the first persons to interact with travellers, thus representing the image or face of a country. A professional and respectful attitude towards travellers contributes to a positive impression among those visiting a country for the first time.

This module aims to provide frontline border officials with strategies for effective communication and to support the development of appropriate attitudes when interacting with travellers.

MODULE 13 – DEALING WITH DIFFICULT TRAVELLERS

Tense situations happen for many reasons and may be initiated by specific circumstances or by persons with a confrontational approach or outlook. Utilizing the right words or gestures has the potential to calm angry or upset persons, defuse tension and facilitate problem solving. Frontline border officials often face both difficult situations and individuals in their daily work and need to develop the personal skills required to handle such circumstances appropriately.

This module aims to highlight methods for use by frontline border officials to defuse tense situations and deal with difficult travellers.

MODULE 14 – QUESTIONING SKILLS

How a question is asked has a significant impact on the answer provided. The right combination of questions during initial contact with travellers provides key information for the assessment process at the border.

This module aims to develop frontline border officials' questioning skills by providing techniques to facilitate the obtainment of accurate information for proper assessment and/or referral at the border. Factors to consider when questioning vulnerable persons, including potential victims of trafficking, as well as the appropriate attitude required will be emphasized.

MODULE 15 – COMPARING FACES AND PHOTOS

People change physically over the years: they get older, gain or lose weight, change their hairstyles or even undergo facial surgery. Such changes interfere with the comparison of a document photo and traveller's face and make facial similarities or dissimilarities more difficult to identify at first glance.

Determining whether a traveller is the same person depicted in the document photo and the rightful document holder is of utmost importance in the decision-making process at the border.

This module aims to provide frontline border officials with a method to compare faces and photos and to develop necessary skills for the detection of impostors at the border.

MODULE 16 – TRAVELLER ASSESSMENT

The proficient assessment of travellers at the border allows for the screening of multiple situations requiring further inquiry or specific action. Additionally, traveller assessment plays an important role in the detection of fraudulent documents and cross-border criminal activities, unlawful entry into or exit from the country and the identification of vulnerable migrants.

This module aims to focus on key factors for frontline border officials to consider when evaluating situations at the border.

Topics:

- Definition of communication and different communication styles.
- Verbal and non-verbal communication.
- Effective communication skills and strategies to deal with travellers: listening; facilitating; questioning; attitude required.
- Communication in a multicultural environment.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain different communication styles. ▪ Explain what verbal and non-verbal communication is. ▪ Explain the importance of verbal and non-verbal indicators for effective communication. ▪ Explain strategies for effective communication with travellers. ▪ Explain key considerations for communicating within a multicultural environment. 	<ul style="list-style-type: none"> ▪ Demonstrate the use of effective communication strategies to deal with travellers. 	<ul style="list-style-type: none"> ▪ Act with professionalism and respect when communicating with travellers.



Learning Methods

Lecture; discussion; practical exercises; role-play.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

See also Module 13 on dealing with difficult travellers, Module 14 on questioning skills, Module 15 on comparing faces and photos and Module 16 on traveller assessment.



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Factors and circumstances that may escalate hostility.
- Methods to reduce hostility through verbal and non-verbal communication.
- What to avoid when dealing with angry persons.
- How to defuse tense situations.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain different factors and circumstances that may escalate hostility. ▪ Explain how to reduce hostility. ▪ Explain how to deal with angry persons. ▪ Explain how to defuse a tense situation. 	<ul style="list-style-type: none"> ▪ Demonstrate the use of methods to reduce hostility and defuse tense situations. 	<ul style="list-style-type: none"> ▪ Act in order to reduce anger and hostility.



Learning Methods

Lecture; discussion; practical exercises; role-play.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

See also Module 12 on communication skills, Module 14 on questioning skills, Module 15 on comparing faces and photos and Module 16 on traveller assessment.



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Questioning techniques: different types of questions and specific aims.
- Questioning and verbal indicators and examples.
- Questioning and non-verbal indicators and examples.
- Factors to consider when formulating questions:
 - ▶ The traveller (vulnerable persons).
 - ▶ Cultural sensitivity and respect.
 - ▶ The correct attitude (open-minded, non-discriminatory, full respect for human rights).

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain different types of questions and specific aims. ▪ Explain the importance of verbal and non-verbal indicators when formulating questions. ▪ Explain factors to consider when formulating questions. 	<ul style="list-style-type: none"> ▪ Demonstrate the use of questioning techniques to obtain useful information. 	<ul style="list-style-type: none"> ▪ Act without prejudice and with full respect for human rights.



Learning Methods

Lecture; practical exercises; role-play.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

See also Module 12 on communication skills, Module 13 on dealing with difficult travellers, Module 15 on comparing faces and photos and Module 16 on traveller assessment.



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Method:
 - ▶ Comparison of photo(s) in document(s) with the traveller's face.
 - ▶ Division of the face into six segments (ears, eyes, nose, mouth, shape of face, scars/ moles/facial marks) and examples.
 - ▶ Analysis of each segment individually.
- Factors interfering with the comparison of faces and photos:
 - ▶ Photo compared to the actual person.
 - ▶ Validity term of document (document issued many years earlier).
 - ▶ Age, weight, facial surgery, different hairstyle, contact lenses, tattoos, piercings.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain the different steps to compare faces and photos. ▪ Explain the factors interfering with the comparison of faces and photos. 	<ul style="list-style-type: none"> ▪ Recognize dissimilarities when comparing faces and photos. 	<ul style="list-style-type: none"> ▪ Act with professionalism and respect towards the traveller.



Learning Methods

Lecture; practical exercises; case studies; discussion.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

See also Module 12 on communication skills, Module 13 on dealing with difficult travellers, Module 14 on questioning skills and Module 16 on traveller assessment.



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Purpose of traveller assessment.
- Definition of traveller assessment.
- Factors that influence traveller assessment:
 - ▶ Type of border crossing point.
 - ▶ Time pressure.
 - ▶ Language skills.
- Traveller assessment indicators (verbal, non-verbal, physical, travel itinerary information, information contained in the passport) and examples.
- Traveller assessment procedures:
 - ▶ Use personal background knowledge.
 - ▶ Use effective communication strategies.
 - ▶ Use questioning techniques.
 - ▶ Use traveller assessment indicators to ask questions.
 - ▶ Use the face-photo comparison method.
 - ▶ Inspect documents.
 - ▶ Assess the legal aspects of control (reasons for entry, exit, stay or transit and respective supporting documentation, visa, if required).
 - ▶ Analyze traveller responses.
 - ▶ Make a decision.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ■ Explain the purpose of the traveller assessment. ■ Define traveller assessment. ■ Explain factors that influence the traveller assessment. ■ Describe traveller assessment indicators. ■ Describe traveller assessment procedures. 	<ul style="list-style-type: none"> ■ Demonstrate how to apply the traveller assessment procedures. ■ Make a decision based on the traveller assessment results. 	<ul style="list-style-type: none"> ■ Act without prejudice and with full respect for human rights. ■ Respond appropriately to the specific demands of each situation.

- Explain the importance of the traveller assessment.



Learning Methods

Lecture; discussion; practical exercises; role-play.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

See also Module 12 on communication skills, Module 13 on dealing with difficult travellers, Module 14 on questioning skills, Module 15 on comparing faces and photos and Chapter 4 on document inspection.




Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

4.6.4. DOCUMENT INSPECTION

 Time: 10 hours

Fraudulent documents are often used to cross borders and are also utilized by transnational crime networks to perpetrate crimes, such as migrant smuggling and trafficking in persons. Document fraud may take different forms and is constantly changing. It is therefore important that frontline border officials are aware of the fraudulent methods used and are updated on the latest trends.

This chapter addresses identity and document fraud in passports, visas, residence permits and other security documents, providing information to help frontline border officials during the document inspection process. Building on the knowledge and skills acquired in Chapter 1, Modules 3 and 4, this module includes an extensive practical component to facilitate the development of essential skills for frontline border officials to recognize fraudulent documents.

MODULE 17 – DOCUMENT INSPECTION METHOD

Documents are altered in many different ways. In order to determine which part of a document has been altered, it is necessary to carry out an overall inspection, checking the entire document.

This module aims to provide frontline border officials with an overview of different types of fraudulent methods used by forgers in passports, visas, residence permits and other security documents, as well as step-by-step guidance on how to carry out a complete document inspection.

MODULE 18 – FORGERIES

Forgeries are alterations made by forgers in authentic documents.

This module aims to define forgery, highlighting the different ways a document may be forged. It gives an overview of the most common forgery trends and explains quick-check features indicating a document might be forged and should therefore be referred for examination.

Frontline border officials will inspect forged documents in order to determine the type of forgery and explain the respective quick-check features.

MODULE 19 – COUNTERFEITS

Counterfeit documents are non-authorized reproductions of authentic documents.

This module aims to define counterfeit documents and to explain the quick-check features indicating a document might be counterfeit and should therefore be referred for examination.

Frontline border officials will inspect counterfeit documents and explain the respective quick-check features.

MODULE 20 – BLANK STOLEN DOCUMENTS

Blank stolen documents are genuine documents stolen before issuance. The use of databases containing information on blank stolen documents plays an important role in the detection of this type of fraud.

This module aims to define blank stolen documents and explain the quick-check features indicating a document might be a blank stolen and should therefore be referred for examination. It also aims to address the role of information in the detection of this type of fraud and present relevant case studies for frontline border officials.

MODULE 21 – PSEUDO DOCUMENTS

Pseudo documents have the appearance of genuine documents, but have no legal basis and, therefore, are not valid to cross borders.

This module aims to define pseudo documents and illustrate examples of different types.

MODULE 22 – IMPOSTORS

The use of a genuine document by someone who bears a resemblance to the rightful holder is an increasing type of fraud, which is difficult to detect in a short period. The use of genuine documents reduces the risk of being intercepted during border control inspection.

This module includes a practical exercise to support frontline border officials to identify impostors by utilizing the face-photo comparison method presented in Chapter 3, Module 15 of the Curriculum.

MODULE 23 – FRAUDULENTLY OBTAINED DOCUMENTS

A fraudulently obtained document is a type of identity fraud connected to passports, visas, residence permits and other types of security documents. Detecting fraudulently obtained documents relies on the experience and expertise of the frontline border official.

This module aims to define fraudulently obtained documents and to raise awareness about this type of fraud by using relevant cases studies.

MODULE 24 – BORDER STAMPS

Acts of fraud involving border stamps are often used to conceal or create a travel history that provides credibility during the assessment of the traveller at the border.

This module aims to provide an overview of genuine border stamps and associated fraud.

Topics:

- Overview of fraudulent methods used in passports, visas, residence permits and other types of security documents.
- Recommended method to carry out document inspection at the frontline.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ■ Describe different fraudulent methods used in passports, visas, residence permits and other types of security documents. ■ Describe the necessary steps to carry out document inspection at the frontline. 	<ul style="list-style-type: none"> ■ Demonstrate how to utilize the recommended method to carry out document inspection at the frontline. 	<p>Not Applicable</p>



Learning Methods

Lecture; demonstrations using fraudulent documents; discussion.



Training Tools

Presentation slides; checklist; fraudulent documents; leaflet listing different fraudulent methods and respective quick-check features; videos or any other applicable training tool.



Information Sources

See also Modules 18-24 on forgeries, counterfeits, blank stolen documents, pseudo documents, impostors, fraudulently obtained documents and border stamps, respectively.

Bali Process website [accessible via: <https://members.baliprocess.net>]



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Definition of a forged document.
- Different types of forgeries.
- Most common forgery trends.
- Quick-check features indicating a document might be forged.
- How to use equipment to inspect forged documents.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain what a forged document is. ▪ Describe different types of forgeries. ▪ Explain the most common forgery trends. ▪ Explain the quick-check features indicating a document might be forged. 	<ul style="list-style-type: none"> ▪ Distinguish between different types of forgeries. ▪ Recognize quick-check features indicating a document might be forged. ▪ Demonstrate how to utilize equipment to inspect a forged document. 	<p>Not Applicable</p>



Learning Methods

Lecture; demonstrations using forged documents and equipment; practical exercises using forged documents and equipment.



Training Tools

Presentation slides; forged documents; leaflet listing different fraudulent methods and respective quick-check features; videos or any other applicable training tool.



Equipment

Magnifying lens [10 x]; ultraviolet light source with additional white light torch.



Information Sources

See also Module 3 on introduction to travel documents, passports and visas, Module 4 on introduction to security features and Module 17 on document inspection method.

<http://www.edisontd.net/>

<http://prado.consilium.europa.eu/en/searchByIssuingCountry.html>



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Definition of a counterfeit document.
- Most common counterfeiting trends.
- Quick-check features indicating a document might be counterfeit.
- How to use equipment to inspect counterfeit documents.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain what a counterfeit document is. ▪ Explain the most common counterfeiting trends. ▪ Explain the quick-check features indicating a document might be counterfeit. 	<ul style="list-style-type: none"> ▪ Recognize quick-check features indicating a document might be counterfeit. ▪ Demonstrate how to utilize equipment to inspect a counterfeit document. 	<p>Not Applicable</p>



Learning Methods

Lecture; demonstrations using counterfeit documents and equipment; practical exercises using counterfeit documents and equipment.



Training Tools

Presentation slides; counterfeit documents; leaflet listing different fraudulent methods and respective quick-check features; videos or any other applicable training tool.



Equipment

Magnifying lens [10 x]; ultraviolet light source with additional white light torch.



Information Sources

See also Module 3 on introduction to travel documents, passports and visas, Module 4 on introduction to security features and Module 17 on document inspection method.

<http://www.edisontd.net/>

<http://prado.consilium.europa.eu/en/searchByIssuingCountry.html>



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Definition of a blank stolen document.
- Role of information in the detection of blank stolen documents.
- Quick-check features indicating a document might be blank stolen.
- How to use equipment to inspect a blank stolen document.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain what a blank stolen document is. ▪ Explain the role of information in the detection of blank stolen documents. ▪ Explain quick-check features indicating a document is blank stolen. 	<ul style="list-style-type: none"> ▪ Recognize quick-check features indicating a document might be blank stolen. ▪ Demonstrate how to utilize equipment to inspect a blank stolen document. 	Not Applicable



Learning Methods

Lecture; case studies involving blank stolen documents.



Training Tools

Presentation slides; blank stolen documents; leaflet listing different fraudulent methods and respective quick-check features; videos or any other applicable training tool.



Equipment

Magnifying lens [10 x]; ultraviolet light source with additional white light torch.



Information Sources

See also Module 3 on introduction to travel documents, passports and visas, Module 4 on introduction to security features and Module 17 on document inspection method.

<http://www.edisontd.net/>

<http://prado.consilium.europa.eu/en/searchByIssuingCountry.html>



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Definition of a pseudo document.
- Different types of pseudo documents.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain what a pseudo document is. ▪ Describe different types of pseudo documents. 	<ul style="list-style-type: none"> ▪ Recognize a pseudo document. 	Not Applicable



Learning Methods

Lecture; demonstrations using pseudo documents.



Training Tools

Presentation slides; examples of pseudo documents; leaflet listing different fraudulent methods and respective quick-check features; list of pseudo documents; videos or any other applicable training tool.



Information Sources

See also Module 3 on introduction to travel documents, passports and visas.

<http://www.edisontd.net/>

<http://prado.consilium.europa.eu/en/searchByIssuingCountry.html>



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Definition of an impostor.
- Use of the face-photo comparison method to detect impostors (method recommended in Chapter 3, Module 15 of the Curriculum).

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain what an impostor is. 	<ul style="list-style-type: none"> ▪ Demonstrate how to apply the face-photo comparison method to recognize an impostor. 	Not Applicable



Learning Methods

Practical exercise: recognition of an imposter using the face-photo comparison method.



Training Tools

Presentation slides; checklist; leaflet listing different fraudulent methods and respective quick-check features; videos or any other applicable training tool.



Information Sources

See also Module 15 on comparing faces and photos.

Bali Process website [accessible via: <https://members.baliprocess.net>]



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Definition of a fraudulently obtained document.
- Difference from other types of fraud.
- How to detect a fraudulently obtained document.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain what a fraudulently obtained document is. ▪ Describe the difference between fraudulently obtained documents and other types of fraud. ▪ Explain how fraudulently obtained documents can be detected. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> ▪ Be aware of situations involving fraudulently obtained documents.



Learning Methods

Lecture; case studies involving fraudulently obtained documents.



Training Tools

Presentation slides; fraudulently obtained documents; leaflet listing different fraudulent methods and respective quick-check features; videos or any other applicable training tool.



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Models of national border stamps/stickers in use.
- Models of border stamps in use in neighbouring countries.
- Different types of fraud involving border stamps.
- How to use equipment to inspect border stamps.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ■ Describe different models of national border stamps in use. ■ Describe different models of border stamps in use in neighbouring countries. ■ Explain different types of fraud involving border stamps. 	<ul style="list-style-type: none"> ■ Recognize fraudulent border stamps. ■ Demonstrate how to utilize equipment to inspect fraudulent border stamps. 	<p>Not Applicable</p>



Learning Methods

Lecture; demonstrations using fraudulent border stamps; practical exercise using passports with fraudulent border stamps.



Training Tools

Presentation slides; passports with fraudulent border stamps; leaflet listing different fraudulent methods and respective quick-check features; videos or any other applicable training tool.



Equipment

Magnifying lens [10 x]; ultraviolet light source with additional white light torch.



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

4.6.5. ROLE OF INFORMATION

 Time: 6 hours

Accurate and timely information improves border control and border security. Frontline border officials are the first persons to assess border control situations and provide key information on any issues encountered. Information collected and shared according to appropriate procedures is used as evidence in the investigation and prosecution of crimes and to define strategies to enhance the effectiveness of border control by focusing on areas that represent a high risk for criminal activities.

This chapter focuses on the role of information in the context of frontline border control tasks, addressing the collection of information and information sharing. It also provides an overview of data protection and confidentiality principles, highlighting the importance of observing these principles when dealing with sensitive data. Sources of information available to assist frontline border officials in the decision-making process are also described, with an emphasis on travel document information.

MODULE 25 – COLLECTION OF INFORMATION

Information is crucial for frontline border control activities, including information collected during routine operational work and information assisting frontline border officials to carry out their tasks.

This module aims to define the collection of information and its purpose. It focuses on different ways information is collected and available open and closed information sources to support the frontline decision-making process.

MODULE 26 - TRAVEL DOCUMENTS INFORMATION

There are multiple open sources with useful information about travel documents.

This module aims to provide an overview of several reference tools accessible on the internet to assist frontline border officials in the document inspection process.

MODULE 27 – INFORMATION SHARING

Effective border control requires continuous information sharing among officers/units within an organization and with other agencies at the border.

This module aims to address the key principles of information sharing and highlights the importance of following standard procedures when sharing information related to routine operational activity.

MODULE 28 – DATA PROTECTION AND CONFIDENTIALITY

Ensuring data protection and confidentiality when dealing with personal data guarantees citizens' right to privacy and reinforces trust in organizations. It protects human rights and is of utmost importance when dealing with data related to victims of trafficking and smuggled migrants. Furthermore, ensuring data protection and confidentiality safeguards officials from exposure to public scrutiny. It is crucial to improve overall security.

This module aims to define data protection and confidentiality, outlining the importance of upholding these principles when dealing with sensitive data. It also aims to ensure frontline border officials are aware of their responsibility to safeguard data in their daily routine and the importance of upholding confidentiality when dealing with work-related information.

Topics:

- Definition of information.
- Definitions of intelligence, police information and immigration information.
- Aspects of immigration information management.
- Collection of information: purpose; definition; different ways of collecting information (tasked, routine, volunteered); responsibility.
- Available open and closed sources of information to support the frontline decision-making process: internal and external databases; partner agencies; internet; publications.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Define information. ▪ Explain what is meant by intelligence, police information, immigration information. ▪ Define collection of information and its purpose. ▪ Summarize different ways of collecting information and related procedures. ▪ Describe available sources of information to support the frontline decision-making process. 	<p>Not Applicable</p>	<p>Not Applicable</p>



Learning Methods

Lecture; discussion; brainstorming; demonstration of information sources available on the internet.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

International Air Transport Association, Travel Information Manual (TIM)

Interpol, available at: <http://www.interpol.int/>

Europol, available at: <https://www.europol.europa.eu/>

Aseanapol, available at: <http://www.aseanapol.org/>

Bali Process Ad Hoc Group, Immigration Intelligence Best Practice Workshop, available at: <http://www.baliprocess.net/files/Bali%20Process%20Ad%20Hoc%20Group%20Immigration%20Intelligence%20Best%20Practice%20Workshop%20-%20Outcomes%20Statement%20ENDORSED.pdf>



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Open and closed sources of information:
 - ▶ Websites with libraries on authentic identity and travel documents.
 - ▶ Websites to check the validity of document numbers and/or information on invalid document numbers.
 - ▶ Institutional websites with identity and travel documents.
 - ▶ Glossaries.
 - ▶ Secure websites providing information on fraudulent documents.

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain how to obtain useful information to assist the document inspection process at the border. 	Not Applicable	Not Applicable



Learning Methods

Lecture; demonstration of information sources available on the internet.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

Bali Process website [accessible via: <https://members.baliprocess.net>]

<http://www.edisontd.net/>

<http://prado.consilium.europa.eu>

INTERPOL's Stolen and Lost Travel Documents



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Information sharing: definition; legal requirements; data protection and human rights considerations.
- Need for and importance of information sharing.
- Key principles of information sharing: responsibility; standard procedures for information related to routine operational activity (checklist).

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Define information sharing. ▪ Explain the aspects to consider when sharing information. ▪ Explain the need for and importance of sharing information. ▪ Describe standard procedures to share information related to routine operational activity. ▪ Explain the importance of following standard procedures to share information related to routine operational activity. 	<p>Not Applicable</p>	<p>Not Applicable</p>



Learning Methods

Lecture; discussion; brainstorming.



Training Tools

Presentation slides; 6 x 6 information report for border management (IOM); checklist for sharing information; videos or any other applicable training tool.



Information Sources

Sharing Data - Where to Start: An emerging approach to migration data management, available at: <http://publications.iom.int/bookstore/free/Sharing-Data.pdf>



Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

Topics:

- Definition and purpose of data protection and confidentiality.
- Definition of sensitive data.
- Personal data and privacy.
- Data protection principles.
- Data security and personal responsibility (precautions to take against physical loss, damage, access and disclosure in daily routine).

By the end of this module frontline border officials will be able to:

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> ▪ Explain what data protection and confidentiality means. ▪ Explain what sensitive data is. ▪ Explain the importance of ensuring the protection and confidentiality of sensitive data. ▪ Describe data protection principles. ▪ Explain personal responsibility when dealing with sensitive data. 	<ul style="list-style-type: none"> ▪ Apply data protection principles when collecting, recording and sharing information. 	<ul style="list-style-type: none"> ▪ Act with confidentiality when dealing with work-related information.



Learning Methods

Lecture; discussion; brainstorming; small group discussion.



Training Tools

Presentation slides; videos or any other applicable training tool.



Information Sources

APEC Privacy Framework, available at: http://www.apec.org/Groups/Committee-on-Trade-and-Investment/~//media/Files/Groups/ECSG/05_ecsg_privacyframewk.ashx

OECD (Organization for Economic Cooperation and Development), Guidelines on the Protection of Privacy and Transborder Flows of Personal Data, available at: <http://www.oecd.org/internet/ieconomy/oecdguidelinesontheProtectionofPrivacyandTransborderFlowsOfPersonalData.htm>

IOM Data Protection Manual, available at: http://publications.iom.int/bookstore/free/IOMdataprotection_web.pdf




Logistics Requirements

Classroom layout: U-Shape.

IT equipment: overhead projector; laptop; wireless pointer.

Other: microphones; flipcharts; markers or pens.

4.6.6. ROLE-PLAY

 Time: 2 hours

The role-play aims to provide frontline border officials with a practical opportunity to apply competencies developed during the two-week induction training. The exercise will demonstrate how these competencies are utilized in frontline border officials' daily routines and their applicability to different types of situations encountered during border control. The role-play specifically highlights the role of frontline border officials in processing travellers at the border.

ROLE-PLAY SCENARIO

- ▶ At border crossing point.
- ▶ Travellers reporting to the counter for processing on arrival or departure.

SCRIPT

Different situations encountered by frontline border officials that should be referred to the second line for further enquiry.

Suggested situations:

- ▶ Traveller presenting fraudulent documents.
- ▶ Impostor.
- ▶ A group of travellers represented/led by a spokesperson or smuggler.
- ▶ Situation involving trafficking in persons.
- ▶ Undocumented traveller.
- ▶ Person seeking international protection.
- ▶ An angry traveller screaming and causing problems at the counter.
- ▶ A traveller without a visa who is informed by the frontline border official that he/she cannot enter the country and will be returned.
- ▶ Any other type of situation considered relevant.

PARTICIPANTS' ROLE

Prior to the exercise, each participant should be provided with a script describing his/her specific role and the situation, objective and attitude required.

One group of participants should be assigned to play the role of frontline border officials. A second group should be assigned to play the role of travellers.

ROLE-PLAY ANALYSIS

The exercise should be recorded on video and shown to participants afterwards.

Participants should provide feedback on the role and performance of the frontline border officials during the exercise.

LOGISTICS REQUIREMENTS

Video recorder.

5. Annexes

Annex 1. Sample Module Sequence

WEEK ONE

DAY 1		DAY 2		DAY 3		DAY 4		DAY 5	
08.30 – 09.30	National Curriculum	08.30 – 09.30	National Curriculum	08.30 – 09.30	Module 1: Border Control and Security	08.30 – 09.30	Module 4: Introduction to Security Features I	08.30 – 09.30	Module 6: Irregular Migration II
Refreshment Break									
10.00 – 11.00	National Curriculum	10.00 – 11.00	National Curriculum	10.00 – 11.00	Module 2: Occupational Health and Safety	10.00 – 11.00	Module 4: Introduction to Security Features II	10.00 – 11.00	Module 7: Transnational Organized Crime
11.00 – 12.00	National Curriculum	11.00 – 12.00	National Curriculum	11.00 – 12.00	Module 3: Introduction to Travel Documents, Passports and Visas I	11.00 – 12.00	Module 4: Introduction to Security Features III	11.00 – 12.00	Module 8: Migrant Smuggling I
Lunch									
13.30 – 14.30	National Curriculum	13.30 – 14.30	National Curriculum	13.30 – 14.30	Module 3: Introduction to Travel Documents, Passports and Visas II	13.30 – 14.30	Module 4: Introduction to Security Features IV	13.30 – 14.30	Module 8: Migrant Smuggling II
14.30 – 15.30	National Curriculum	14.30 – 15.30	National Curriculum	14.30 – 15.30	Module 3: Introduction to Travel Documents, Passports and Visas III	14.30 – 15.30	Module 5: Migration	14.30 – 15.30	Module 9: Trafficking in Persons
Refreshment Break									
16.00 – 17.00	National Curriculum	16.00 – 17.00	National Curriculum	16.00 – 17.00	Module 3: Introduction to Travel Documents, Passports and Visas IV	16.00 – 17.00	Module 6: Irregular Migration I	16.00 – 17.00	Module 10: Refugees
Total cumulative hours : 6		12		18		24		30	

WEEK TWO

DAY 6		DAY 7		DAY 8		DAY 9		DAY 10	
08.30 – 09.30	Module 11: Detention, Removal and Duty of Care	08.30 – 09.30	Module 15: Comparing Faces and Photos II	08.30 – 09.30	Module 19: Counterfeits I	08.30 – 09.30	Module 24: Border Stamps	08.30 – 09.30	Module 28: Data Protection and Confidentiality II
Refreshment Break									
10.00 – 11.00	Module 12: Communication Skills	10.00 – 11.00	Module 16: Traveller Assessment I	10.00 – 11.00	Module 19: Counterfeits II Practical Exercise	10.00 – 11.00	Module 25: Collection of Information I	10.00 – 12.00	Role-Play
11.00 – 12.00	Module 13: Dealing with Difficult Travellers	11.00 – 12.00	Module 16: Traveller Assessment II	11.00 – 12.00	Module 20: Blank Stolen Documents	11.00 – 12.00	Module 25: Collection of Information II		Simulation of a Frontline Border Control Situation
Lunch									
13.30 – 14.30	Module 14: Questioning Skills I	13.30 – 14.30	Module 17: Document Inspection Method	13.30 – 14.30	Module 21: Pseudo Documents	13.30 – 14.30	Module 26: Travel Documents Information	13.30 – 15.30	Examination
14.30 – 15.30	Module 14: Questioning Skills II	14.30 – 15.30	Module 18: Forgeries I	14.30 – 15.30	Module 22: Impostors Practical Exercise	14.30 – 15.30	Module 27: Information Sharing		(Written Assessment)
Refreshment Break									
16.00 – 17.00	Module 15: Comparing Faces and Photos I	16.00 – 17.00	Module 18: Forgeries II Practical exercise	16.00 – 17.00	Module 23: Fraudulently Obtained Documents	16.00 – 17.00	Module 28: Data Protection and Confidentiality I	16.00 – 17.00	Evaluation
Total cumulative hours : 36		42		48		54		60	

Annex 2 | Learning Methods

Brainstorming⁶

A technique used to generate numerous creative ideas. In teaching, it is often used to explore the background knowledge and experience of participants.

Case studies⁷

Adults tend to bring a problem-oriented way of thinking to workplace training. Case studies are an excellent way to capitalize on this type of adult learning. By analyzing real, job-related situations, participants can learn how to handle similar situations. They can also see how various elements of a job work together to create problems as well as solutions.

Demonstration⁸

A method of instruction where the trainer, by actually performing an operation or doing a job, shows participants what to do and how to do it and, through explanations, brings out why, where and when it is done.

Discussion⁹

The discussion method uses two-way communication between the trainer and the participants to increase learning opportunities. This method uses a short lecture (20 minutes or less) to provide participants with basic information. This is followed by a discussion among participants and between the participants and the trainer that supports, reinforces, and expands upon information presented in the short lecture. Verbal and non-verbal feedback from participants allows the trainer to determine if the desired learning has occurred. If not, the trainer may need to spend more time on this area and/or present the information again, but in a different manner.

Hands-on learning¹⁰

The method involves the participants in a direct way, by actively encouraging them to do something in order to learn about it. In short, it is 'learning by doing'.

⁶ Adapted from: <http://vi.unctad.org/teaching-tools-a-digital-handbook-for-academic-lecturers> [accessed 30 December 2014].

⁷ Adapted from: <http://trainingtoday.blr.com/employee-training-resources/How-to-Choose-the-Most-Effective-Training-Techniques> [accessed 30 December 2014].

⁸ Adapted from: <http://www.nzdl.org/gsdllmod?e=d-00000-00---off-Ofnl2.2--00-0---0-10-0---0---0direct-10---4-----0-11--11-en-50---20-about---00-0-1-00-0--4---0-0-11-10-0utfZz-8-00&a=d&cl=CL2.6&d=HASH931fe16befd87926191fd4.7.9.fc> [accessed 27 March 2014].

⁹ Adapted from: <http://www.referenceforbusiness.com/management/Tr-Z/Training-Delivery-Methods.html#ixzz3VZV0HMY6> [accessed 30 December 2014].

¹⁰ Adapted from: <http://www.teach-nology.com/teachers/methods/theories/handson.html> [accessed 23 December 2014].

Lecture¹¹

This method is best used for creating a general understanding of a topic. Several variations in the lecture format allow it to be more or less formal and/or interactive. In the pure lecture, communication is one way - from trainer to participants. It is an extensive oral presentation of material. A good lecture begins with an introduction that explains the purpose, the order the topics will be covered, and ground rules about interruptions (e.g., questions and clarification). This is followed by the main body of the lecture in which information is given. The topic areas should be logically sequenced so the content of preceding topics prepares participants for the following topics. The lecture should conclude with a summary of the main learning points and/or conclusions.

Practical exercise¹²

A practical exercise may take many forms. Basically, it is a method of training in which the participants are actively engaged, either individually or as team members. Participants are involved by applying previously learned knowledge or skills. All participants may work at their own rate and may or may not be required to follow a set sequence.

Small group discussions¹³

This involves breaking the participants down into small groups and giving them case studies or work situations to discuss or solve. This is a good way for participants with greater experience to share their knowledge with those less experienced.

Role-play¹⁴

The role-play is a simulation of a single event or situation. Participants who are actors in the role-play are provided with a general description of the situation, a description of their roles (e.g., their objectives, emotions, and concerns) and the problem they face. Role-plays differ in the amount of structure they provide to the actors. A structured role-play provides participants with a great deal of detail about the situation that has brought the characters together. It also provides in greater detail each character's attitudes, needs, opinions, and so on. Structured role-plays may even provide a scripted dialogue between the characters. This type of role-play is used primarily to develop and practice interpersonal skills such as communication, conflict resolution, and group decision-making.

¹¹ op. cit. <http://www.referenceforbusiness.com/management/Tr-Z/Training-Delivery-Methods.html#ixzz3VZV0HMY6>.

¹² Adapted from: <http://www.tlcsem.com/bmoi.htm> [accessed 27 March 2015].

¹³ op. cit. <http://trainingtoday.blr.com/employee-training-resources/How-to-Choose-the-Most-Effective-Training-Techniques>.

¹⁴ op. cit. <http://www.referenceforbusiness.com/management/Tr-Z/Training-Delivery-Methods.html#ixzz3VZV0HMY6>.

Annex 3 | Glossary

ePassport¹⁵

A machine readable passport (MRP) containing a contactless Integrated Circuit (IC) chip within which is stored data from the MRP data page, a biometric measure of the passport holder and a security object to protect the data with Public Key Infrastructure (PKI) cryptographic technology, and which conforms to the specifications of Doc. 9303, Part 1.¹⁶

First line and second line check

The first line is the location where travellers are processed and where frontline border officials carry out tasks at border checkpoints; the second line is a location away from first line where situations referred by frontline border officials for further enquiry are handled.

Induction training¹⁷

Training provided to new employees by the employer in order to assist in adjustment to their new job tasks and to help them become familiar with their new work environment and the people working around them.

Machine readable passport (MRP)¹⁸

Passport conforming with the specifications contained in Doc 9303, Part 1, Volume 1 and, optionally, Volume 2. Normally constructed as an ID-3 size book containing pages with information on the holder and the issuing State or organization and pages for visas and other endorsements. Machine readable information is contained in two lines of OCR-B text, each with 44 characters. These specifications permit MRP to be in the form of a freestanding card of ID-1 size.

Machine readable travel document (MRTD)¹⁹

Official document, conforming with the specifications contained in Doc. 9303, issued by a State or organization, which is used by the holder for international travel (e.g. passport, visa, official document of identity) and which contains mandatory visual (eye-readable) data and a separate mandatory data summary in a format which is capable of being read by machine.

¹⁵ Reproduced from: <http://www.icao.int/Security/mrtd/Pages/MRTDGlossary.aspx> [accessed 28 February 2015].

¹⁶ Document 9303, ICAO, Machine Readable Travel Documents, Part 1 Machine Readable Passports, Volume 1, Passports with Machine Readable Data Stored in Optical Character Recognition Format.

¹⁷ Reproduced from: <http://www.businessdictionary.com/definition/induction-training.html#ixzz3Jj47aS5> [accessed 15 December 2014].

¹⁸ op. cit. <http://www.icao.int/Security/mrtd/Pages/MRTDGlossary.aspx>.

¹⁹ Ibid.

Machine readable zone (MRZ)²⁰

A fixed-dimensional area located on the MRTD data page, containing mandatory and optional data formatted for machine reading using Optical Character Recognition (OCR) methods.

Security features

First level - visible with the naked eye; second level - examined by a trained employee with simple verification tools; third level – examined by a document examiner using forensic equipment.

Standardization²¹

Formulation, publication and implementation of guidelines, rules and specifications for common and repeated use, aimed at achieving optimum degree of order or uniformity in a given context, discipline or field.

²⁰ Ibid.

²¹ Reproduced from: <http://www.businessdictionary.com/definition/standardization.html#ixzz3JuudGFew> [accessed 18 December 2014].

6. References

The websites and respective links referred to in this Curriculum constitute suggested sources of information to help trainers in the development of training materials. They do not reflect the views of the Regional Support Office of the Bali Process (RSO) or the International Organization for Migration (IOM), unless clearly indicated.

Neither the RSO nor IOM guarantees the accuracy or completeness of the information displayed on referred websites or takes any responsibility for any loss or liability arising from the use of information on those sites.

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