

Training Curriculum



MODEL

TECHNICAL RESOURCES



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Disclaimer: While the information contained in this document was compiled at the request of the Pacific Immigration Development Community (PIDC), it does not necessarily reflect the views of the Organisation unless specifically stated in the text. The information provided is the result of research undertaken by technical immigration experts who have been provided the opportunity to engage with immigration agencies from across the PICT to learn their often-unique experiences.

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FOREWORD

This research was produced for the Pacific Immigration Development Community (PIDC). It is one of a series of research products developed by PIDC to support decision makers in immigration agencies from Pacific Island Countries and Territories. The research products provide information in key immigration areas that will allow PIDC Members to strengthen the management of international travel across their borders.

PIDC Research currently falls into two categories.

- The first category consists of a number of model technical documents representing international standards and regional best practices that Members can adapt as appropriate for domestic purposes. These model resources currently provide immigration specific technical advice on model legislation, model Standard Operating Procedures, and a model Code of Conduct.
- The second category provides information designed to support PIDC decision makers and leadership in key immigration areas. These products provide PICT immigration agencies with knowledge on specific immigration matters to guide national and regional initiatives and responses. To date PIDC research products have been developed on Pacific Island immigration policy drivers, labour mobility, migration trends, domestic immigration strategic and operational frameworks, and international border 'primary line' best practices.

All the research products developed by PIDC are living documents that will be constantly reviewed and updated to ensure they remain relevant to the needs of the membership. They will form the basis of PIDC's approach to technical matters and will often be the first step for Members when seeking to develop national evidence-based policy and operational reforms.

We wish you well in the use of these products.

PIDC Secretariat

Pacific Immigration Development Community

The Pacific Immigration Development Community was established in 1996 and collectively seeks to ensure the secure international movement of people in the region to maintain safe and prosperous Pacific Communities.

As a regional organisation made up of immigration agencies from 21 Pacific Island Countries and Territories, PIDC seeks to advance the Forum Leaders Pacific Vision for a region of peace, harmony, security, social inclusion and prosperity, so that all Pacific people can lead free, healthy, and productive lives. To this end, PIDC works collaboratively to:

- improve the management of international people movement;
- strengthen border management and security; and
- work together to build capacity to deliver immigration services.

About this Model Curriculum

This Curriculum provides a training framework with a set of supporting modules that: (a) are specific to the Pacific Island Countries and Territories (PICT) operating environment; (b) are aligned to international standards and best practices; and (c) can be easily accessed and adapted by all members to guide them in strengthening their national training programmes.

The Curriculum focuses on five key areas that cover the work of frontline border officials. These are:

- i) Basics of Border Control
- ii) Migration and Border Management
- iii) Traveller Assessment Process
- iv) Document Inspection
- v) Role of Information

The formulation process was informed by materials and experiences from other jurisdictions with a specific focus on the unique operational environment of the PIDC region. As a response to the specific operational environment, national legal frameworks, learning needs and capacity of immigration agencies in the Pacific, the Curriculum provides a common platform upon which Member States and partner agencies can build capacity and cooperate regionally in a meaningful way. This platform has spearheaded two objectives: (i) common induction training for frontline border officials; and (ii) a base upon which the PIDC can develop further training to move beyond capacity building to capacity development.

This model curriculum is a living document that can be reviewed and updated to ensure they remain relevant to the requirements of the operational landscape. In addition, the Curriculum will form the basis of PIDC's approach when seeking to support the development of Members' national training curriculum.

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1.

INTRODUCTION



The Pacific Immigration Development Community (PIDC) was established by the Pacific Islands Forum to facilitate the broad aim of the Pacific Regional Security Framework (RSF) to strengthen practical capacity and cooperation on migration and border management in the Pacific. Since then PIDC has effectively raised regional awareness on good management of migration and border control, developed guiding materials in policy, legislation, operating procedures and processes, and best practices. It has raised awareness in countering transnational organised crime, spearheaded practical cooperation in response to common operational challenges facing Members States.

Established in 1996, the PIDC is a forum for immigration agencies in the Pacific Region where Heads discuss issues of mutual interest, foster multilateral co-operation and mutual assistance aimed at strengthening members' territorial borders and the integrity of their entry systems. PIDC's approach and work in the region are underpinned by its core values of commitment, openness, family and teamwork, trust and respect, integrity, innovation and flexibility, good governance, rule of law and accountable leadership. Members uphold these values and inspire those they serve. PIDC's work over the years including in intelligence, information sharing and capacity building evidenced its critical role.

The PIDC Model Training Curriculum (the "Curriculum") project therefore reflects the decision of the PIDC Management Board (Board) of October 2020, to further strengthen the capabilities of Member States while enhancing cooperation with counterpart agencies.

The Curriculum is a response to the operational realities in the Pacific by coordinating and consolidating knowledge and skills sets to manage borders in an open and secure way. It introduced a set of topics to work with existing capacity as minimum components for frontline border induction training. As a training framework the Curriculum was designed as a functional tool to assist in the development and delivery of training. The framework adopts a common approach to frontline border control tasks, with the aim of strengthening competencies of frontline officials and regional cooperation with the capacity of the least developed agency as the baseline.

Capacities of Member States are largely small and varied with the majority of the agencies' established strength between 2 to 50 officers with only two agencies above 100. On the border systems, a handful of agencies have computerised systems while the majority operate their borders manually or partially computerised. Where the latter occur it is usually stand alone and has no real time connection to the frontline. Migration policies, legislation, national action plans and border processes are work in progress with adherence to international conventions and guidelines requiring substantial improvement.

The project included:

- A review of the Bali Process Curriculum on Standardised Induction Training for Frontline Border Officials (BPSC) from the standpoint of a Pacific specific context.
- Develop module contents that can be delivered and adapted at the national level.
- Develop a guide to assist immigration agencies apply the modules at the national level.
- Provide a two page summary of the project with further improvement suggestions or recommendations for the consideration of Member States as are appropriate for the PIDC region.



2.

2. CONSULTATION PROCESS

Pacific Immigration De...

Pacific Immigration Development Community (PIDC) was established in 1996, and is a forum for official immigration agencies of the Pacific Region.

VIEW

- PIDC - Pacific Immigration Development Community
- Australia
- Cook Islands
- Federated States of Micronesia
- FIJ
- Kiribati
- Marshall Islands
- Niue
- New Caledonia
- New Zealand
- NZ
- Palau
- Papua New Guinea
- Samoa
- Tonga
- Type here to search...

Consultation on the development of the Curriculum included examining feedbacks from previous surveys and training needs assessment, characteristics of existing national training, learning capacity and delivery. The consultation considered the following:

- Key approach and steps in developing a PIDC model curriculum, including the consolidation of objectives, scope, sequence and time frame, context, teaching approach, assessment and evaluation, topics, crafted and conveyed in ways that Member States can understand and apply, and recognition of certification as is relevant for the PIDC membership.
- Reviewed the BPSC and other materials and took on board common operational and training challenges to inform the consolidation of topics that best reflect what is not covered in national curricula, gaps in existing training programmes, what reflects Member State needs in the emerging operating landscape, how best can the consolidation link related modules, enable connectivity and flow of learning objectives, ensure higher retention and practical delivery.
- Used recent survey and needs assessment to identify topics that form the basis of a consolidated training programme.
- Identified modules to be merged and consolidated, developed an outline for the delivery of training within a two-week induction course broken down into modules that can stand alone and be delivered individually as and when immigration agencies can do so.
- Defined the topics, aligned the objectives and established a review mechanism through the PIDC Secretariat to oversee its development, delivery, evaluation and validation.
- A Curriculum would strengthen Member States' migration management capacity and optimise the benefits of the PIDC platform that supports enhanced regional cooperation.
- Explored how the consolidated modules can be further developed into training packages and delivered in stages and levels that link into the overall management of migration and border control at the supervisory and management levels region.

The Curriculum development and training therefore require a plan and strategy to ensure the end results are in line with the border agency's objectives. The steps below were followed in the review and consolidation processes:

- Needs assessment;
- Objectives setting;
- Design, planning and implementation; and
- Evaluation, review and analysis.

A summary of the review is provided at paragraph 4.3 below.



3.

FRONTLINE BORDER OFFICIALS

3.1 Overview

Frontline border officials are key operators and decision-makers, protect the country's borders, who play an important role in processing the movement of people and in the process facilitate business activities. In the course of their routine work they detect crimes and identify vulnerable migrants. They gather, process and provide primary and first-hand information necessary to making initial assessments on border issues. All other law enforcement and service agencies behind the secondary line handled what they allowed to pass through the border.

The role and impacts of border control functions are larger than individual officials and therefore the performance of each border officer is critical to ensuring the openness and security of the total border, be it land, sea or air. Their tasks, values and decision-making is therefore fundamental to national security, development and dignity of travellers. Their behaviour and performance affects the experience, safety and security of citizens and travellers as well as the nation's security. Such experience and impression have wider impacts on the country's status as preferred tourism and investment destinations. Well-trained frontline border officials, therefore, are fundamental to the agency, country and its partners.

3.2 Responsibilities

Frontline border officials determine whether travellers may enter or depart a country. Their functions include the early detection of crimes in general and, more specifically, with respect to transnational organised crime. They also have the responsibility of identifying victims of trafficking and smuggled migrants. They are the custodian of evidence for the investigation and prosecution of these crimes, play a key role in identifying vulnerable migrants, including refugees and asylum seekers, and providing information for processing asylum seeker and refugee applications.

In essence, frontline border officials are law enforcement officers, customer service and civil servants whose primary role is in 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 may refer travellers to the secondary line for further inquiry, in order to verify and ascertain the authenticity of identity and travel documents, prevent irregular migration and entry of high-risk individuals, identify vulnerable persons who are in need of international protection.

3.3 Values

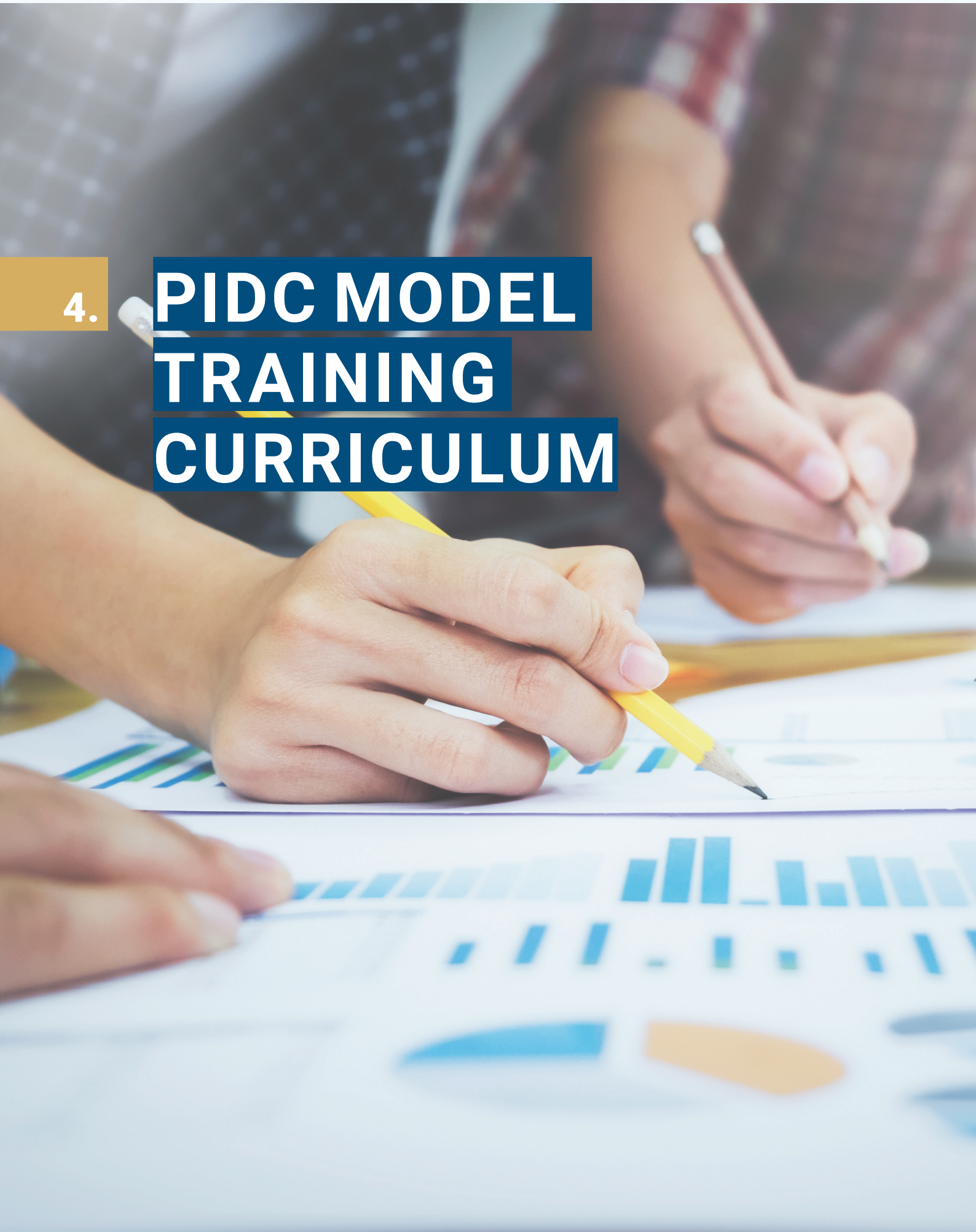
National laws authorise border officials to undertake their respective functions. Moreover, the direct link between national laws and international laws require officials to embrace and uphold practices that are consistent with globally accepted norms and guidelines. Accordingly their actions must reflect:

- 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 stipulated in the agency's code of conduct and in the international code of conduct for law enforcement officials.

4.

PIDC MODEL TRAINING CURRICULUM



4.1 Objective

The purpose of the Curriculum is twofold:

- To provide a common framework for the induction training of frontline border officials, and
- A platform from which further capacity building is developed.

The Curriculum will therefore enhance the alignment and complementarity of knowledge and skills, both at national and regional levels by setting standards that are in line with international best practice. Moreover, it seeks to promote the development of a common approach to carry out frontline border control tasks, thus strengthening border management capabilities and regional cooperation.

4.2 Scope

The Curriculum embraces a set of topics that are key minimum components for officials' induction. While the Curriculum is initially intended as a framework for the development and implementation of induction training within the ambit of the PIDC Capacity Building Framework it also provide the basis for capacity development through evaluation, coaching and continuous advancement at the national level thus reinforcing the PIDC mandate.

The Curriculum does not seek to replace existing national training programs but to complement and enhance existing national training frameworks. Further, the Curriculum provides a platform for sharing of information and practices, operational language and communication, lessons learned reviews and practical support between Member States.

4.3 Curriculum Development

4.3.1 Review of Materials

Further to section 2 above, the Curriculum consulted existing training materials, documents shared by partner organisations including the BPSC that was adopted by the PIDC in 2018. In the review their circumstances were considered to understand how the contents and their arrangements might impact the PIDC region. Clearly the PIDC region is far removed from the BPSC's operational intensity and capacity scenarios.

From the above bases the Curriculum will be the standard bearer for Member States to work towards through sequenced steps in the training process. Training sets standards scrutinise operations and puts agencies and officials alike on the front foot. The integration of the Curriculum into the national training programme complements existing training curricula.

The evolving nature of people movement related issues and increasing complexities in the work of transnational crime syndicates require that agencies stay abreast with developments. Evaluation of training strategy, approach, materials and delivery method is therefore critical to determining effectiveness and appropriateness of responses. Evaluation affirms results and highlights needed improvements. Sharing of evaluation results with the PIDC assists overall regional learning as an efficient way of collective improvement.

The curriculum, modules and training programme development and validation process is shown at Figure 1.

4.4 Structure

The Curriculum was designed to take into account the operational environment of the PIDC region. The Curriculum is therefore a living document that is amendable to adjustments and adapt to the realities of each Member State in particular and the PIDC region as a whole. The general structure is shown at Figure 2.

4.4.1 Training Standard

The Curriculum aims to establish standardized topics for training of frontline border officials and offers a common content to be adapted by Member States, that incorporates existing requirements and emerging needs.

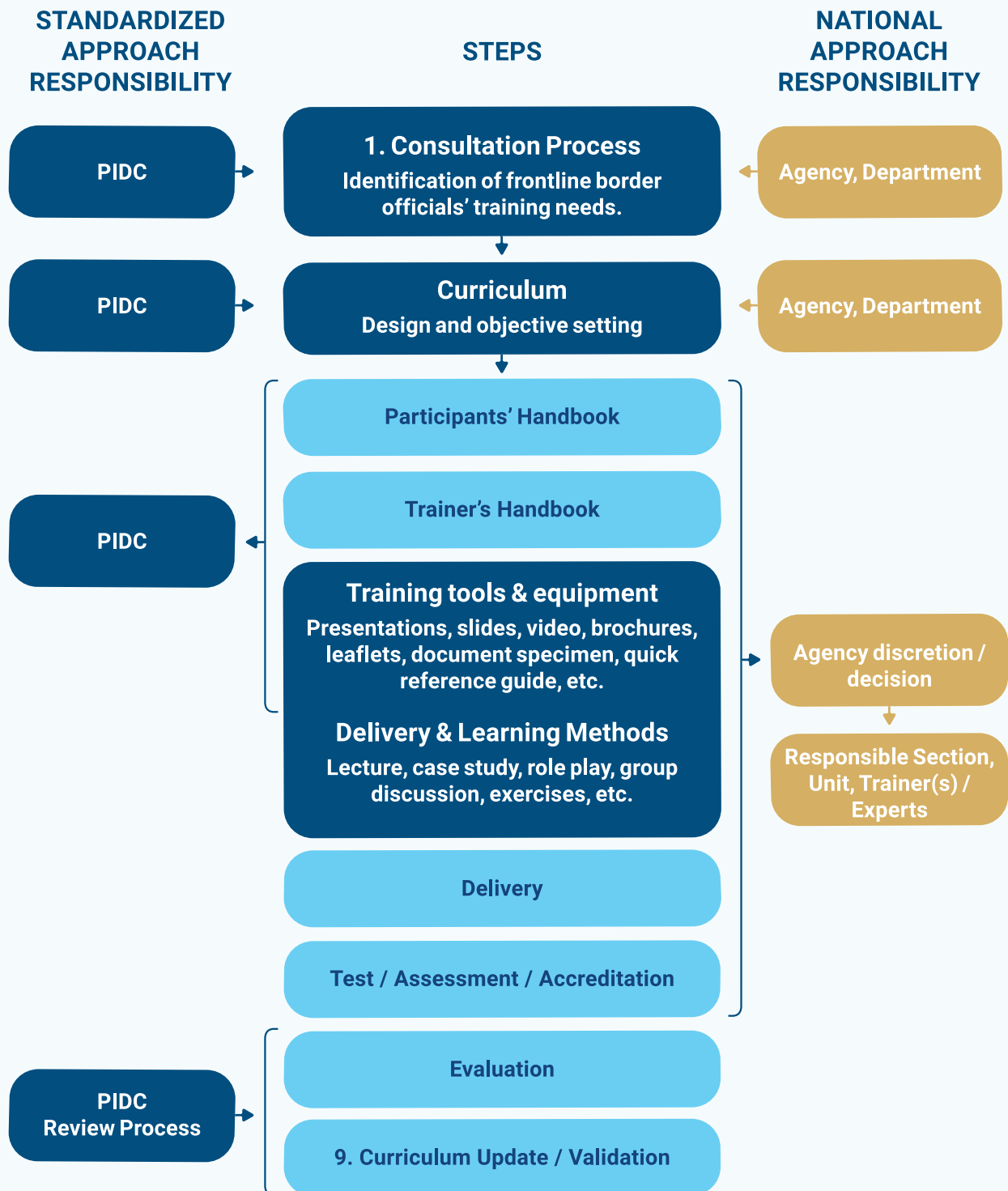
Training standards was developed around five guiding areas considered relevant for effective border control; the content comprises the core knowledge, skills and attitudes necessary for frontline border officials to perform their duties effectively.

The five guiding areas are based on three levels of training:

- On-training-condition and on-training-standard;
- On-training-condition and on-the-job-standard; and
- On-the-job-condition and on-the-job standard.

To ensure consistency and flexibility in the training program, the content of each topic is divided into different modules and provided in-depth knowledge on various topics. The exercises and practical activities are designed to mirror border tasks with opportunities to apply acquired knowledge and skills.

Figure 1. Curriculum, modules, training development and validation process



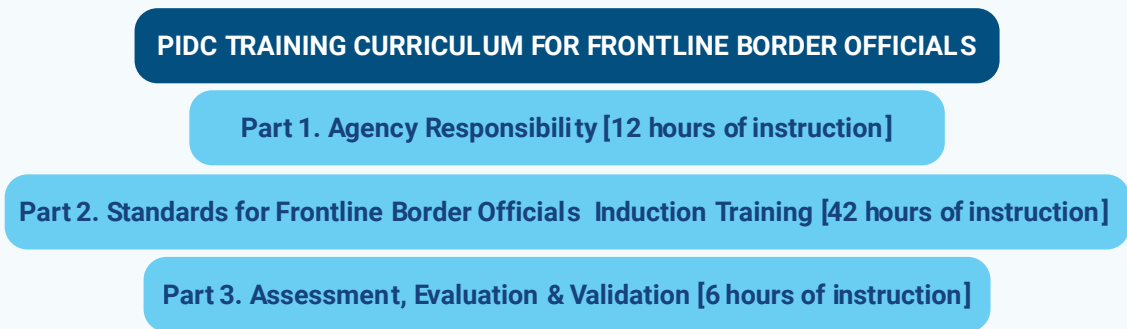
4.4.2 Length of sessions

Ideally the Curriculum would benefit from a dedicated delivery over a two-week period, corresponding to 30 hours per week (60 hours in total). However, delivery of individual modules is expected to be the norm.

Length of training sessions is likely to depend on the time available between flight arrivals/departures and secondary roles. Larger modules will be programmed over a number of sessions for a number of days in a week until completion. It is important therefore that realistic planning is given to time allocation. However, no session should be longer than one hour at any one time. Conversely, the present COVID period presents an opportune time to conduct a full two-week training.

Not only that time is of the essence, focus and retention level are critical in learning and time is a factor in both. The impact that completion of training have on employment status and opportunities for career progression usually incentivize attendance. Certification is therefore critical.

Figure 2. General structure of the Curriculum



Training is to be delivered weekly at six hours of instruction per day, amounting to two weeks as summarised at Figure 3. Flexibility is key and any increase in the daily instruction hours shortens the overall training period. Border agencies may conduct a full two weeks training, pick out hourly sessions or any number of hours or by day until the full 10 days are completed depending on ability. Trainers will benefit from some support in familiarising with the module contents, adaptation and delivery of the Curriculum. A 'sample module sequence and training programme' at paragraph 4.5.3 below is also adaptable.

The bulk of training time is allocated to standardised components with national content making up about 20% of the total (refer Figure 4) thus demonstrating a step up on international standards and guidelines.

Figure 3. Length of sessions



Figure 4. Percentage components of sessions



4.5 Training Approach

Training is part of capacity building thus categorised as soft human resource development (HRD) while physical infrastructure is hard HRD. Training therefore can be defined as 'learning that is provided and acquired in order to improve performance in a specific task.' This definition recognises that this is work in progress as it takes time and effort for officials to reach the level of expertise required to deliver their tasks, on the one hand, and the agency to reach the learning organisation status on the other. It further recognised that the 'job' under the organisation's mandate needs to be delivered with requisite knowledge, skills and attitude. In the Pacific context, tasks are varied as many officials undertake more than one role thus training is even more critical to meet expected outcomes, cope with demands and maintain a high level of performance.

Frontline border control tasks demand a wide range of competencies. The knowledge, skills and attitudes necessary to complete such tasks now comprise the Curriculum. Common operational challenges, topics currently covered and gaps in national legal frameworks and training programmes, and capacity level informed the collation process right to the consolidation of modules. Practice is required to deepen understanding and is encouraged to ensure the right precedence is established within the work culture.



4.5.1 Training Objectives

In line with international guidelines the Curriculum aims to achieve the following:

- Provide the induction learning platform for frontline border officials;
- Introduce basic and generic migration and border control concepts, principles and skills to deliver frontline tasks effectively and efficiently; and
- Optimise the knowledge and skills base for inter-agency and regional cooperation on migration and border management.
- In view of the range of complex tasks at the border frontline, the following principles were used to guide each training objectives:
 - Provide core knowledge for a proficient border operation;
 - Strengthen technical skills through practice; and
 - Develop the appropriate attitudes to deal with all border situations.

4.5.2 Method of Delivery and Learning

Whatever the learning methods the trainer select for each topic, it essentially includes one-way communication and trainer-group interactions. However, it must ensure the following:

- Motivate and retain the participants' desire to learn; and
- Suitable for the topic to achieve the learning objectives and desired outcomes.

An understanding of the participants; their baseline knowledge of the specific subject and learning ability will assist in the delivery of the lesson plan, achieving the learning outcomes and build a better teamwork afterwards.

Suggested 'methods of delivery and learning' is provided at Attachment 1.

4.5.3 Module Sequence

Given the relative small size of border agencies and each staff intake an induction training course is expected to involve a small number of participants. Induction training might be the first time participants have come into contact with a particular area of expertise and certain technical information. Time needs to be allocated for participants to process, reflect and understand the bundles of information presented. The use of exercises helps to stimulate active participation and higher retention. Keeping the length of sessions to one hour blocks is likely to achieve that purpose. Nevertheless, flexibility is necessary to facilitate planning, implementation and effective use of resources. A 'sample module sequence and training programme' is provided at Attachment 2.

4.5.4 Training Tools and Equipment

The value of training tools to successful training is well understood. However, the topic and training method will determine what tools are required that the trainer will choose. Where improvisation is applied trainers are to ensure their applicability, relevance and safety.

Some modules require the use of verification tools. Where these specialised equipment are not available the use of alternative equipment like magnifying glass and light, in the case of document examination, go some way to producing the desired outcomes.

4.5.5 Training Platforms

The use of technology platforms like Zoom, Skype, Webex, teleconferencing, where available, must be encouraged to facilitate learning. This could be run in support of the e-learning method discussed earlier.

4.5.6 Trainers

Facilitators play an important role in the learning process. While the engagement of multiple stakeholder experts is a positive element where it applies to specific topics, it is important that knowledgeable, skilled and experienced border officials are engaged. Further, engaging these officials helps in the overall building, coherence and sustainability of the border agency teams.

4.5.7 Assessment and Evaluation

Assessment and evaluation of training is a critical part of the capacity building programme; enables an examination of the intention, what was achieved, how and why. Assessment and evaluation are the springboard upon which the next level of knowledge, skills and delivery level is determined.

The recommended assessment is through a written test at the end of the training course if possible. The use of variations in the form of questions - short answers, multiple choice, true or false - help confirm the participants' newly acquired knowledge and competency level. Where e-learning is used, self-assessment is followed after taking the test followed by certification where the score register a pass.

After the training course, trainers are encouraged to seek feed backs from the participants and these is considered in the overall evaluation of the learning programme. There are a number of evaluation method available and the choice is the trainer's. Sharing the feedback with PIDC supports regional monitoring and collective learning.

4.5.8 Monitoring and Mentoring

Monitoring is not limited to the conduct of the formal training but extends to daily work routine. Monitoring together with mentoring track the conduct of training through to work delivery and provide real time support for performance. This is a critical step in the learning process as it ascertains that acquired knowledge and skills are applied consistently that it becomes organisational practice.

4.5.9 Agency Responsibility

Topics like migration related national legislation, policy, national action plans and standard operating procedures are specific to each Member State and are the responsibility of each agency to develop and implement. These topics are mutually complementary with the modules provided in this Curriculum and are to be developed in accordance with national legislation, policy and operational needs. The following topics may be considered:

- Overview of the agency organizational structure.
- Roles, responsibilities, code of conduct and ethical standards.
- Introduction to national laws applicable to migration and border management.
- Introduction to migration and border related international conventions and guidelines.
- Introduction to the national border management system and passport reader(s).
- Introduction to the national referral mechanism.
- Introduction to the national visa policy.
- Main stakeholders, including membership in regional migration fora.
- National framework to address irregular migration.
- National action plans and mechanisms on migrant smuggling, trafficking in persons and related transnational crime.
- Provisions applicable to detention and removal.

4.6 Content: Review and Consolidation of Modules

4.6.1 Overview

The 28 modules of the BPSC were condensed to 11 to form the Curriculum. While the BPSC modules are applicable to the PIDC membership, applying the Bali Process regional scenario and approach to the PIDC region require proportionality, realism and consideration of what is practical and sustainable. From this basis existing materials were condensed and grouped into related modules to enable connectivity and flow of learning objectives, higher probability of retention and practical delivery.

4.6.2 The PIDC Curriculum: Condensed modules

The 28 modules of the BPSC showed overlaps of topics and objectives and merging related modules was considered prudent. The consolidated 11 modules were therefore arrived at based on the needs, operating environment and capacity level of PIDC membership. The process of consolidation was also informed by the findings of the PIDC training needs assessment 2018 and PIDC's Policy Survey 2019. Together these findings provide the most current mapping of operational challenges, needs and capacity level.

Table 1 summarises the grouping of revised modules. It presents for comparison the original 28 BPSC modules, followed by a re-arrangement of related modules and the eventual combined and consolidated modules for the Curriculum.

This guide aids application of the modules at the national level as is further discussed at paragraph 4.9. The presentation contents presented here are ready for adaptation and delivery.



Table 1. Revised Standardised Induction Training for Frontline Border Officials

Chapter	Original BPSC Modules	Regrouped Modules	Consolidated Modules
1	Basics of Border Control Module: 1: Border Control and Security 2: Occupation Health and Safety 3: Introduction to Travel Document, Passport and Visa 4: Introduction to Security Features	Basics of Border Control Module: 1: Border Control and Security 2: Occupation Health and Safety	Basics of Border Control Module: 1.1: Basics of Border Control & Security
	Migration and Border Management Module: 5: Migration 6: Irregular Migration 7: Transnational Organised Crime 8: Migrant Smuggling 9: Trafficking in Persons 10: Refugees 11: Detention, Removal & Duty of Care	Migration and Border Management Module: Migration 6: Irregular Migration 7: Transnational Organised Crime 8: Migrant Smuggling 9: Trafficking in Persons 10: Refugees 11: Detention, Removal & Duty of Care	Migration and Border Management Module: 2.1: Migration 2.2: Migrant Smuggling & Trafficking in Persons, Scenarios and Trends 2.3: Asylum Seekers & Refugees - Refugee Status Determination - Inclusion, Exclusion & Cessation of Protection
3	Traveller Assessment Process Module: 12: Communication Skills 13: Dealing with Difficult Travellers 14: Questioning Skills 15: Comparing Faces and Photos 16: Traveller Assessment	Traveller Assessment Process Module: 12: Communication Skills 13: Dealing with Difficult Travellers 14: Questioning Skills 16: Traveller Assessment	Traveller Assessment Process Module: 3.1: Traveller Assessment 3.2: Questioning Skills 3.3: Dealing with Difficult Travellers
4	Document Inspection Module: 17: Document Inspection Method 18: Forgeries 19: Counterfeits 20: Blank Stolen Documents 21: Pseudo Documents 22: Imposters 23: Fraudulently Obtained Documents 24: Border Stamps	Document Inspection Module: 3: Introduction to Travel Document, Passport and Visa 4: Introduction to Security Features 15: Comparing Faces and Photos 17: Document Inspection Method 18: Forgeries 19: Counterfeits 20: Blank Stolen Documents 21: Pseudo Documents 22: Imposters 23: Fraudulently Obtained Documents 24: Border Stamps	Document Inspection Module: 4.1: Introduction to Travel Documents & Common Basic Features 4.2: Impostor Detection - Comparing Faces & Photos

5

Role of Information

Module:
25: Collection of Information
26: Travel Documents Information
27: Information Sharing
28: Data Protection & Confidentiality

Role of Information

Module:
25: Collection of Information
26: Travel Documents Information
27: Information Sharing
28: Data Protection & Confidentiality

Role of Information

Module:
5.1: Use of Information & Intelligence
5.2: Information Sharing

4.7 Curriculum Content

At paragraph 4.8 below the Curriculum’s list of consolidated modules are grouped under Chapters 1 to 5. The modules include the consolidated topics, objectives, learning method, training tools and logistic requirements.

The presentations are ready for delivery and/or adaptation by the border agencies as are appropriate to their circumstances.

Detail guide to the use of the presentations is discussed at paragraph 4.9 below.

The ‘List of Modules: Power Point presentations’ are provided at Attachment 3.

For further reference additional ‘information sources’ are provided at Attachment 4.

4.8 Modules: Consolidated Objectives

Listed in the following chapters are the combined objectives of the consolidated modules. Each training programme must specify and aim to achieve these objectives by the end of each training session.

4.8.1 Chapter 1: Basics of Border Control

This Chapter sets the scene at the border by introducing the basic elements of border control and structural areas as the platform for frontline tasks and the welfare of officials. For further clarifications ‘definitions’ and ‘abbreviations’ are provided at Attachments 5 and 6, respectively. The module is (*also refer Attachment 3*):

- i) 1.1 Basics of Border Control and Security

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
 - 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.



At the end of the training participants are expected to understand the following objectives:

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
<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; practical exercises; role-play.

Logistics Requirements

Classroom layout: U-Shape.

Training tools and equipment:

Power Point presentation slides:

- i) 1.1 Basics of Border Control and Security

Glossary of technical terms; overhead projector; laptop; wireless pointer; microphones; flipcharts; markers, pens or other applicable training tools.

Information Sources

Refer to Attachment 4.

4.8.2 Chapter 2: Migration and Border Management

The Chapter examines the concept of migration through the lens of regular and irregular migration. On the latter it focused on areas where related transnational crime are applied and migrants exploited as a result. The modules referred to the international guidelines and the functional responses of border tasks. The three modules are (*also refer Attachment 3*):

2.1 Migration

2.2 Smuggling of Migrants & Trafficking in Person, Scenarios and Trends

2.3 Asylum Seeker and Refugees - Refugee Status Determination - Inclusion, Exclusion & Cessation of Protection

Topics

Migration/Irregular Migration

- Migration: Introduction.
- Irregular migrants and human rights.
- Different *modus operandi* of irregular migration by land, sea and air.

Transnational Organised Crime

- Transnational organized crime: definition; different forms; reasons and impact.

Smuggling of Migrants

- 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 among smuggled migrants and appropriate referrals to relevant authorities/service providers.
- Methods of transportation used by migrant smugglers by land, sea or air

Trafficking in Persons

- 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.
 - Definitional difference of smuggling and trafficking of persons
- 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 border officials in the protection of victims of trafficking (identification and referral).

Refugees:

- 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.
- Handling people with specific needs.



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

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none"> • Describe key terminologies, trends and patterns in migration • Describe the modus operandi of irregular migration • Explain the tools to deal with irregular migration 	<p>Not applicable</p>	<p>Not applicable</p>
<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. • Explain transnational organised crime and the international law to dealing with its prevention and response 		
<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.

<ul style="list-style-type: none"> • Define trafficking in persons. • Explain the importance of the UN Protocol in combating and preventing trafficking in persons. • Explain major forms of exploitation. • Explain the importance of the UN Protocol in the protection of victims. • 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. 	<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.
<ul style="list-style-type: none"> • 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). 	<p>Identify persons in need of international protection.</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.

Learning Methods

Lecture; small group discussion; brainstorming; practical exercises; role-play.

Logistics Requirements

Classroom layout: U-Shape.

Training tools

Power Point presentation slides:

2.1 Migration

2.2 Smuggling of Migrants & Trafficking in Person, Scenarios and Trends

2.3 Asylum Seekers and Refugees - Refugee Status Determination - Inclusion, Exclusion & Cessation of Protection.

Video, overhead projector; laptop; wireless pointer; microphones; flipcharts; markers, pens or any other applicable tool.

Information Sources:

Refer Attachment 4.

4.8.3 Chapter 3: Traveller Assessment Process

The Chapter focuses on border processes and the processing of travellers at pre-embarkation and disembarkation points in the daily routines of frontline functions as part of maintaining open and secure borders. The three modules are sequenced within the traveller assessment process continuum (*also refer Attachment 3*):

3.1 Traveller Assessment

3.2 Questioning Skills

3.3 Dealing with Difficult Travellers

Topics:

Traveller Assessment

- 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.

Questioning Skills

- 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).

Dealing with Difficult Passengers

- 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
<p>Explain the purpose of the traveller assessment.</p> <p>Define traveller assessment.</p> <p>Explain factors that influence the traveller assessment.</p> <p>Describe traveller assessment indicators.</p> <p>Describe traveller assessment procedures.</p> <p>Explain the importance of the traveller assessment.</p>	<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.
<p>Explain different types of questions and specific aims.</p> <p>Explain the importance of verbal and non-verbal indicators when formulating questions.</p> <p>Explain factors to consider when formulating questions.</p>	<p>Demonstrate the use of questioning techniques to obtain useful information.</p>	<p>Act without prejudice and with full respect for human rights.</p>
<p>Explain different factors and circumstances that may escalate hostility.</p> <p>Explain how to reduce hostility.</p> <p>Explain how to deal with angry persons.</p> <p>Explain how to defuse a tense situation</p>	<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.

Logistics Requirements

Classroom layout: U-Shape.

Training tools

Power Point presentation slides:

3.1 Traveller Assessment

3.2 Questioning Skills

3.3 Dealing with Difficult Travellers

Overhead projector; laptop; wireless pointer; microphones; flipcharts; markers or pens.

Information Sources

Consult across the modules.



4.8.4 Chapter 4: Document Inspection

The Chapter focuses on identity management based on the principle of 'one person one identity'. It applies international standards to guide the verification process and ascertain the authenticity of identity and travel documents. The two modules are (*also refer Attachment 3*):

4.1 Introduction to Travel Documents & Common Basic Features

4.2 Impostor Detection - Comparing Faces & Photos

Topics:

Introduction to Travel Document, Passport and Visa

- 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.

Introduction to Security Feature

- 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.
- 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.

Impostors Detection - Comparing Faces with Photos

- Definition of an impostor.
- Use of the face-photo comparison method to detect impostors.



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. • 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. 	<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. • Recognize an electronic passport. 	Not applicable
<ul style="list-style-type: none"> • Explain basic security features incorporated during the: • 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. 	Not applicable
<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

Lecture; discussion; practical exercises; role-play.

Logistics Requirements

Classroom layout: U-Shape.

Training tools

Power Point presentation slides:

4.1 Introduction to Travel Documents & Common Basic Features

4.2 Impostor Detection - Comparing Faces & Photos

Counterfeit documents; leaflet listing different fraudulent methods and respective quick-check features; videos; magnifying lens [10 x]; ultraviolet light source with additional white light torch; overhead projector; laptop; wireless pointer, microphones; flipcharts; markers, pens or any other applicable training tool.

Information Sources

Refer Attachment 4.



4.8.5 Chapter 5: Role of Information

The Chapter reinforces the purpose of the PIDC Information Sharing Memorandum of Understanding and highlights the importance of information and intelligence and how these can be gathered, shared and protected. In the process the modules underscored the principles of good faith, trust, mechanisms and relationship among officials, within the agency and with counterparts. The two modules are (*also refer Attachment 3*):

1. Use of Information and Intelligence
2. Information Sharing

Topics:

- Definition of information.
- Definitions of intelligence, police and immigration information.
- Aspects of immigration information management.
- Collection of information: purpose; definition; different ways of collecting and use of 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.
- Information sharing: definition; legal requirements; data protection and human rights considerations.
- Need for and importance of information sharing.
- Barriers to 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. • 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. 	Not applicable	Not applicable
<ul style="list-style-type: none"> • Define information sharing. • Describe the barriers to information sharing • Explain the principles of 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. 	Not applicable	Not applicable

Learning Methods

Lecture; discussion; practical exercises; videos/slides on security features; 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 (where available).

Logistics Requirements

Classroom layout: U-Shape.

Training tools

Power Point presentation slides:

5.1 Use of Information and Intelligence

5.2 Information Sharing

Overhead projector; laptop; wireless pointer, samples of security features; genuine document specimens; microphones; flipcharts; markers or pens.

Information Sources: Refer Attachment 4.

4.9 Modules: Guide to the Use of Power Point Presentations

The modules are in Power Point presentations and these are listed at Attachment 3.

The presentations can be broken down to sections per one hour block per session or daily as is applicable to the individual border agencies. Trainers are urged to familiarise themselves with the content of the modules, follow the approach and sequencing in this Guide to assist in the adaptation and delivery of each module in particular and implementation of the Curriculum as a whole. In so doing, they can track progress and all border agencies will be progressing together as a region and can share feed backs, lessons, practices and related information.

The level of training will be determined by the border agency in a progressive sequence i.e. Level 1 - 3¹. Once the level(s) is confirmed the test is then determined and preparation for delivery pursued in earnest. Such preparation includes the training-of-trainers.

Border agencies are to utilise the list of modules at Attachment 3 which will refer them to the PIDC Dropbox or other facility where the corresponding Power Point presentations are held. Accessibility to the Dropbox can be coordinated directly with the Secretariat.

The Power Point presentations are in two parts: Slides and accompanying scripts.

a. Slides: Information on the slides share and highlight the key points in concepts, factual statements, data, demonstration or cases. They are intended to draw the attention to and impress key knowledge and skills border officials need to learn to be effective at their role. Moreover, Trainers need to grasp and share the sets of technical information as foundation knowledge at the induction level.

b. Script: Each slide is provided with a script to:

- i) Assist the Trainer in his understanding of the messages on the slides and teach the corresponding knowledge and skills.
- ii) Provide a wider set of information that explains the underlying ideas and issues presented on the slides and its broader context that presents a fuller picture of each component of the learning points as they relate to the officials' tasks and decision making.
- iii) Prepare the Trainer to respond to any questions or clarifications raised.
- iv) Build on every slide and complement other modules as a total induction package and base for follow up training. These explanations and background information are vital to the Trainer's knowledge and skill base so s/he can convey the full messages needed to achieve the learning objectives.

¹ Level 1: On-training condition and on-training standard; Level 2: On-training condition and on-the-job standard; Level 3: On-the-job condition and on-the-job standard.

c. The desired standard starts with the Trainer as his knowledge and skills level is the benchmark. He will project onto the participants his knowledge and skills thus his understanding and level of preparation should be given due priority. The slides and scripts encapsulate the information that are required for effective and meaningful delivery in line with international standards and practices.

d. Evaluation of training is an important part of the learning process. Trainers and border agencies are encouraged to share the evaluation and participant feed backs with the PIDC Secretariat so as to build a regional training and standardization map where such information can be reinvested in the capacity building continuum.

Further, the modules can be developed into training packages and delivered in stages at basic, certificate, intermediate and advance levels that links into the overall management of migration and border control at the supervisory and management levels.

PIDC support is available to assist the border agencies familiarise themselves with the Curriculum and the module contents and how these may be delivered effectively.



6.

ATTACHMENTS



Attachment 1: Method of training delivery and learning

i. Brainstorming

A technique used to generate ideas be it to explore the background knowledge and experience of participants or challenge their thinking in particular directions.

ii. Action learning

A method where the facilitator allows every participant to express their views on the topic or may include any issue immediately outside the topic of discussion. It is important that the participants have the time and space to contribute. Sessions can be broad and free flowing.

iii. Case studies

Adults tend to bring a problem-oriented way of thinking to workplace training. Case studies are useful in capitalizing adult learning where participants analyze real, job-related situations, that cause participants to learn how to handle similar situations. Case studies create opportunities where participants see how elements of a job work together to create problems as well as solutions.

iv. Demonstration

A method of instruction where the trainer, perform an activity or shows participants what and how to do a job and, while talking through it, explains why, where and when it is done.

v. Discussion

The discussion method uses two-way communication between the trainer and the participants to increase learning opportunities. Where this method follows a lecture, discussion among participants and with the trainer, reinforces, and expands upon information presented. Verbal and non-verbal feedback from participants allows the trainer to determine if the desired learning has occurred. Where the feedback is in the negative, the trainer may need to review the lesson plan and presentation method.

vi. Hands-on learning

This is where the participants are involved in a direct way, by actively 'doing it' in order to learn about it.

vii. Lecture

This method is best used for creating a general understanding of a topic. Communication is extensively an oral presentation of material and largely one way - from trainer to participants, even though several variations in the lecture format allow it to be more or less formal and/or interactive. The flow of the information presented require that topics are logically sequenced to help building the understanding of participants and concluding with a review and summary of the main learning points.

viii. Practical exercise

A practical exercise may take many forms where participants are actively engaged individually or as team members. In their respective parts participants apply previously learned knowledge or skills.

ix. Small group or In-depth discussions

Participants are broken into small groups with cases or work situations to discuss or solve. Participants with greater experience should be urged to share their knowledge with those with less.

x. Role-play

The role-play is a simulation of an event. Participants are provided with a description of the situation, their roles 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. Role-play is particularly beneficial in developing and practicing interpersonal skills such as communication, conflict resolution, and group decision-making.

xi. Simulation

This method combines role play to involve multiple players and stakeholders. They play out, as in real life, with the whole scenario sequenced from start to end. This is role play in a larger sense. It requires a lot more detailed planning, coordination and resourcing. This method is commonly used to determine preparation and preparedness on varying scenarios and contingencies.

xii. e-Learning

This method optimizes the use of technology at the workplace and maximises the opportunity for learning where time and distance are at issue. Further, once developed officials are able to attempt training and then receive e-certification at the end of the session through the e-learning platform. Effort to emulate the international organisations'e-learning programmes will be invaluable for consistency and flexibility where such a facility is available.

Attachment 2: Sample Module Sequence and Training Programme

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
8.00 - 9.00 National Curriculum	8.00 - 9.00 National Curriculum	8.00 - 9.00 Module 1.1 Border Control & Security	8.00 - 9.00 Module 2.3: Asylum seekers & Refugees	8.00 - 9.00 Module 3.2: Questioning Skills
9.00 - 10.00 National Curriculum	9.00 - 10.00 National Curriculum	9.00 - 10.00 Module 1.1 Border Control & Security	9.00 - 10.00 Module 2.3: Asylum seekers & Refugees	9.00 - 10.00 Module 3.2: Questioning Skills
10.30 - 11.30 National Curriculum	10.30 - 11.30 National Curriculum	10.30 - 11.30 Module 2.1: Migration	10.30 - 11.30 Module 3.1: Traveller Assessment	10.30 - 11.30 Module 3.2: Questioning Skills
11.30 - 12.30 National Curriculum	11.30 - 12.30 National Curriculum	11.30 - 12.30 Module 2.2: Migrant Smuggling & Trafficking in Persons	11.30 - 12.30 Module 3.1: Traveller Assessment	11.30 - 12.30 Module 3.3: Dealing with Difficult Travellers
1.30 - 2.30 National Curriculum	1.30 - 2.30 National Curriculum	1.30 - 2.30 Module 2.2: Migrant Smuggling & Trafficking in Persons	1.30 - 2.30 Module 3.1: Traveller Assessment	1.30 - 2.30 Module 3.3: Dealing with Difficult Travellers
2.30 - 3.30 National Curriculum	2.30 - 3.30 National Curriculum	2.30 - 3.30 Module 2.3: Asylum seekers & Refugees	2.30 - 3.30 Module 3.1: Traveller Assessment	2.30 - 3.30 Module 3.3: Dealing with Difficult Travellers
3.30 - 4.30 Review	3.30 - 4.30 Review	3.30 - 4.30 Review	3.30 - 4.30 Review	3.30 - 4.30 Review

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
8.00 - 9.00 Module 4.1: Introduction to Travel Documents & Basic Common Features	8.00 - 9.00 Module 4.1: Introduction to Travel Documents & Basic Common Features	8.00 - 9.00 Module 4.2: Impostor Detection	8.00 - 9.00 Module 5.1: Use of Information & Intelligence	8.00 - 10.00 Case Study
9.00 - 10.00 Module 4.1: Introduction to Travel Documents & Basic Common Features	9.00 - 10.00 Module 4.1: Introduction to Travel Documents & Basic Common Features	9.00 - 10.00 Module 4.2: Impostor Detection	9.00 - 10.00 Module 5.1: Use of Information & Intelligence	
10.30 - 11.30 Module 4.1: Introduction to Travel Documents & Basic Common Features	10.30 - 11.30 Module 4.1: Introduction to Travel Documents & Basic Common Features	10.30 - 11.30 Module 4.2: Impostor Detection	1.30 - 11.30 Module 5.1: Use of Information & Intelligence	10.30 - 12.30 Role Play
11.30 - 12.30 Module 4.1: Introduction to Travel Documents & Basic Common Features	11.30 - 12.20 Module 4.1: Introduction to Travel Documents & Basic Common Features	11.30 - 12.30 Module 4.2: Impostor Detection	11.30 - 12.30 Module 5.2: Information Sharing	
1.30 - 2.30 Module 4.1: Introduction to Travel Documents & Basic Common Features	1.30 - 2.30 Module 4.1: Introduction to Travel Documents & Basic Common Features	1.30 - 2.30 Module 4.2: Impostor Detection	1.30 - 2.30 Module 5.2: Information Sharing	1.30 - 3.30 Written Test / Assessment
2.30 - 3.30 Module 4.1: Introduction to Travel Documents & Basic Common Features	2.30 - 3.30 Module 4.1: Introduction to Travel Documents & Basic Common Features	2.30 - 3.30 Module 4.2: Impostor Detection	2.30 - 3.30 Module 5.2: Information Sharing	
4.00 - 5.00 Review	4.00 - 5.00 Review	4.00 - 5.00 Review	4.00 - 5.00 Review	4.00 - 5.00 Evaluation

Attachment 3: List of Modules - Power Point Presentations*

List of Modules: Number and Topic	Document Type
Chapter 1. Basics of Border Control	
1.1 Basics of Border Control & Security	Power Point presentation
Chapter 2. Migration and Border Management	
2.1 Migration	Power Point presentation
2.2 Smuggling of Migrants & Trafficking in Persons, Scenarios and Trends	Power Point presentation
2.3 Asylum Seekers & Refugees - Refugee Status Determination - Inclusion, Exclusion & Cessation of Protection	Power Point presentation
Chapter 3. Document Inspection	
3.1 Introduction to Travel Documents & Common Basic Features	Power Point Presentation
3.1 Slide 111 – Structure of MRV	Word document (Handout)
3.1 Slide 114 – MRV_MRZ_Construction	Word document (Handout)
3.2 Impostor Detection - Comparing Faces & Photos	Power Point presentation
Chapter 4. Traveller Assessment Process	
4.1 Traveller Assessment	Power Point presentation
4.2 Questioning Skills	Power Point presentation
4.3 Dealing with Difficult Travellers	Power Point presentation
Chapter 5. Role of Information	
5.1 Use of Information and Intelligence	Power Point presentation
5.2 Information Sharing	Power Point presentation

* Access to the Power Point presentations Dropbox is to be coordinated directly with the Secretariat.

Attachment 4: Information Sources

Chapter 1: Basics of Border Control

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

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

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

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

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

National Occupational Health and Safety laws

Chapter 2: Migration and Border Management

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

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

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

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

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

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

UN Protocol against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against Transnational Organized Crime 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 via: <https://members.baliprocess.net>

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) at: <http://www.unodc.org/documents/treaties/UNTOC/Publications/TOC%20Convention/TOCebook-e.pdf>

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

Policy Guide on Criminalizing Trafficking in Persons [Regional Support Office] Bali Process website via: <https://members.baliprocess.net>

Slavery Convention 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 at: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/SupplementaryConventionAbolitionOfSlavery.aspx>

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

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

Human rights law at: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalLaw.aspx>
International Convention on Civil and Political Rights 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 at: <http://www2.ohchr.org/english/bodies/cmw/cmw.htm>

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

An Introduction to International Protection. Protecting Persons of Concern at: <http://www.refworld.org/docid/4214cb4f2.html>

Refugee Status Determination. Identifying Who is a Refugee at: <http://www.refworld.org/docid/43141f5d4.html>

A Protection Induction Programme at: <http://www.refworld.org/docid/466e71c32.html>

UNHCR 10-Point Plan of Action at: <http://www.unhcr.org/4742a30b4.html> ;

<http://www.refworld.org/docid/4d9430ea2.html>

Protection Training Manual for European Border and Entry Officials at: <http://www.refworld.org/docid/4ddf40d12.html>

National immigration legislation

Chapter 3: Traveller Assessment Process

Consult across the modules.

Chapter 4: Document Inspection

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

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

<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

INTERPOL's Stolen and Lost Travel Documents

Chapter 5: Role of Information

International Air Transport Association, Travel Information Manual (TIM) Interpol at: <http://www.interpol.int/>

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

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

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

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

APEC Privacy Framework at: [http://www.apec.org/Groups/Committee-onTrade-and-Investment/~media/Files/Groups/ECSG/05_ecsg_privacyframewk.ashx](http://www.apec.org/Groups/Committee-onTrade-and-Investment/~/media/Files/Groups/ECSG/05_ecsg_privacyframewk.ashx)

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

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

Attachment 5: Definitions

i. ePassport

A machine readable passport (MRP) containing a contactless Integrated Circuit (IC) chip which stores 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, which conforms to the specifications at Doc. 9303, Part 1.

ii. 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 issues or cases referred by frontline border officials for further enquiry are handled.

iii. Induction training

Training provided to new employees by the employer in order to assist them adjust to their new tasks, and familiarise them with their work environment and the people working around them.

iv. Machine readable passport (MRP)

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 of the holder and the issuing State or organization and pages for visas and related 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.

v. Machine readable travel document (MRTD)

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 identity document) 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.

vi. Security features

These are features embedded or included in travel and identity documents to assist the security and authenticity of the document and their verification. These features can be examined at three levels: (i) first level - visible with the naked eye; (ii) second level - examined by a trained employee with simple verification tools; (iii) third level – examined by a document examiner using forensic equipment.

vii. Standardization

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

viii. Passenger Name Record (PNR)

A PNR is a record in the database of a computer reservation system (CRS) that contains the itinerary for a passenger or a group of passengers travelling together. The concept of a PNR was first introduced by airlines that needed to exchange reservation information in case passengers required flights of multiple airlines to reach their destination.



Attachment 6: Abbreviations

BPSC	Bali Process Curriculum on Standardised Induction Training for Frontline Border Officials
CSR	Computer Reservation System
ICAO	International Civil Aviation Organisation
ICAO PKD	International Civil Aviation Organisation Public Key Directory
eMRTD	Biometrically-enabled and globally-interoperable Machine Readable Travel Document
ePassport	Electronic Passport
ESP	Extra small printing
HRD	Human resource development
IC	Integrated circuit
IDP	Internally Displaced Persons
IOM	International Organisation for Migration
IR	Infra-red
MRP	Machine Readable Passport
MRTD	Machine Readable Travel Document
MRV	Machine Readable Visa
MRZ	Machine Readable Zone
MS	Member States
OAU	Organisation for African Unity
OCR	Optical character recognition reader
OECD	Organization for Economic Cooperation and Development
OVI	Optical variable ink
PAX	Passenger
PIC	Pacific Island Country
PIDC	Pacific Immigration Development Community
PIF	Pacific Islands Forum
PKI	Public Key Infrastructure
PNR	Passenger Name Record
PRC	Peoples' Republic of China
RCC	Regional Coordination Centre
RSD	Refugee Status Determination
RSF	Regional Security Framework
RSO	Regional Support Office of the Bali Process
SAR	Search and Rescue
SOLAS	International Convention on Safety of Life at Sea

SoM	Smuggling of Migrants
TiP	Trafficking in Persons
UN	United Nations
UNCLOS	United Nations Convention on Law of the Sea
UNDESA	United Nations Department of Economic and Social Affairs
UNHCR	United Nations High Commissioner for Refugees
UNODC	United Nations Office on Drugs and Crime
UNTOC	United Nations Convention Against Transnational Organised Crime
UV	Ultraviolet light
VIZ	Visual Inspection Zone
VoT	Victim of Trafficking

Attachment 7: Refugee Status Determination Checklist

Refugee Status Determination Checklist
<p>Preliminary Actions</p> <ul style="list-style-type: none"> • Alert to signs indicating a need for protection • Early decisions by border officials are critical • Carry out preliminary entry interview to ascertain basic information [use questionnaire if appropriate] • Inform UNHCR immediately • Inform the appropriate authorities, where necessary • Ensure the person is allowed to stay until the determination process is complete • Inform the applicant of the determination process and procedures • Ensure the applicant has access to relevant information and legal counsel • Arrange for medical care, if necessary • Organise accommodation/living and safety arrangements
<p>Lodging of Refugee or Asylum Application</p> <ul style="list-style-type: none"> • Application for refugee or asylum to be made in writing for confirmation purpose, where appropriate • Applicant is to give full information • Applicant to submit all available documents

Receipt of Refugee or Asylum Application

- Register and open a file for the application

Interview & Determination

- Interview setting is to be private, where possible
- Engage an Interpreter, where applicable
- Know the applicant's country of origin
- Know the content of the application
- Understand barriers to communication
- Face-to-face interviews is preferred, where possible
- Interview applicants individually if more than one
- Ask open-ended questions
- Adopt the attitude that encourages the applicant to communicate
- Be sensitive to issues (gender, age, culture, incidents) that can trigger certain reactions
- Maintain the applicant's confidence
- Assess validity of evidence and credibility of the statements
- Conduct follow up interviews, where necessary
- Make every reasonable efforts to have the applicant present at interviews
- Applicant to make all effort to support his statements by any available evidence
- Seek necessary evidence in support of application
- Seek expert medical advise, where necessary
- Remain aware of the situation and practical difficulties at country of origin
- Relate all elements of the statements and evidence to the relevant criteria of the 1951 Refugee Convention in order to give a correct conclusion to the applicant's refugee status

Related Determination Issues

- Illegal entry of the person does not necessarily negate his need for protection
- Determination is to be based on the 1951 Refugee Convention, not border control requirements or political agenda

Procedures

- All interviews are recorded
- All procedures must comply with the international legal standards
- Maintain confidentiality of the process and inform the applicant accordingly
- Ensure security of documents
- Applicant's human rights must be safeguarded at all times
- Be honest with applicants
- Advise applicants of progress
- Time is of the essence
- Maintain communication with UNHCR

Communication of Decision

- Decision by the determination authority is to be in writing and give reason(s) for decision
- Decision to be read to the applicant through an Interpreter if necessary
- Ascertain that the applicant understands the decision

If Negative Decision

- Explain the appeal process to the applicant
- Facilitate applicant's appeal
- If final judgement is negative, give applicant reasonable period to seek legal admission into another country

Some General Rules

- If in doubt, check with UNHCR on procedures and issues to be considered
- Make and maintain notes
- Give the applicant the benefit of the doubt
- Refugees are not criminals
- The process must give certainty and finality to the applicant's situation

