



> Retouradres Postbus 20701 2500 ES Den Haag



Datum 28-3-2023  
Betreft Besluit op uw Woo-verzoek

Geachte

Op 1 augustus 2022 heeft u een verzoek ingediend als bedoeld in artikel 4.1, eerste lid, van de Wet open overheid (Woo). In uw verzoek vraagt u om informatie over de geleverde ondersteuning door de Koninklijke Marechaussee (hierna: KMar) aan de Libanese Grensagentschappen, in de periode 2019 tot 2021. Specifiek vraagt u om openbaarmaking van de volgende informatie:

- Alle rapporten en/of officiële documenten van de door de KMar geleverde ondersteuning aan de Libanese Grensagentschappen.
- Alle trainingsmateriaal dat de KMar heeft gebruikt tijdens het ondersteunen van de Libanese Grensagentschappen.
- Alle correspondentie tussen de KMar en de International Centre for Migration Policy Development (ICMPD) over de door de KMar geleverde ondersteuning aan de Libanese Grensagentschappen.

#### Inventarisatie documenten

In antwoord op uw verzoek is een zoekslag gemaakt naar de door u gevraagde informatie. Deze zoekslag heeft 16 documenten opgeleverd, die inhoudelijk zijn beoordeeld. Deze documenten zijn weergegeven in de inventarislijst die als bijlage bij dit besluit is opgenomen. In dit besluit verwijs ik naar de corresponderende nummers op de inventarislijst.

#### Besluit

Ik besluit alle 16 document openbaar te maken, met uitzondering van persoonsgegevens en passages die buiten de reikwijdte van uw verzoek vallen. Dit wordt hieronder nader toegelicht onder het kopje "overwegingen".

#### Overwegingen

*Eerbiediging van de persoonlijke levenssfeer (art. 5.1, tweede lid, aanhef en onder e van de Woo)*

In alle documenten staan persoonsgegevens van medewerkers en derden, zoals namen, personeelsnummers, adressen, verblijfplaatsen, e-mailadressen en telefoonnummers, die herleidbaar zijn tot deze personen. Openbaarmaking van deze persoonsgegevens vormt een inbreuk op de persoonlijke levenssfeer van de betrokken medewerkers. Het gaat om persoonsgegevens van medewerkers die

#### **Bezoekadres:**

Ministerie van Defensie  
Plein-Kalvermarktcomplex  
Kalvermarkt 32  
2511 CB Den Haag

#### **Postadres**

Ministerie van Defensie  
Postbus 20701  
2500ES Den Haag

#### **Contactpersoon**

mr. J. van der Sloot  
Woo-functionaris

T   
E @mindef.nl

[www.defensie.nl](http://www.defensie.nl)

Datum 28-3-2023

#### **Onze referentie**

BS2023005415

#### **Bijlagen**

-De inventarislijst  
-De openbaar te maken documenten

*Bij beantwoording, datum, onze referentie en onderwerp vermelden.*



niet wegens hun functie in de openbaarheid treden. Het belang van eerbiediging van de persoonlijke levenssfeer van deze betrokkenen weegt zwaarder dan het belang van openbaarheid. Daarbij neem ik mede in overweging dat openbaarmaking van de persoonsgegevens niets toevoegt aan de inhoud van de documenten. Gelet op het voorgaande maak ik de persoonsgegevens niet openbaar op grond van artikel 5.1, tweede lid, aanhef en onder e van de Woo.

**Bestuursstaf**  
Directie Communicatie

**Datum** 28-3-2023

**Onze referentie**  
BS2023005415

*Buiten reikwijdte*

In de documenten 3 en 5 is informatie opgenomen die niet onder de reikwijdte van uw verzoek valt. In deze documenten staat informatie over andere missies en informatie over de reis naar en het verblijf in Libanon. Documenten 3 en 5 verstrek ik wel, met uitzondering van de passages die buiten de reikwijdte van uw verzoek vallen.

Ik vertrouw erop u hiermee voldoende te hebben geïnformeerd.

Hoogachtend,

De Minister van Defensie  
voor deze  
De Secretaris-Generaal

mr. G.E.A. van Craaikamp

Als u het niet eens bent met het besluit, dan kunt u binnen zes weken na bekendmaking van dit besluit bezwaar indienen bij de Minister van Defensie. U kunt dit online doen via [www.defensie.nl/bezwaarJDV](http://www.defensie.nl/bezwaarJDV) of schriftelijk naar Dienstencentrum Juridische Dienstverlening, Commissie advisering bezwaarschriften Defensie, Postbus 90004, 3509 AA Utrecht. Voorzie het bezwaarschrift in ieder geval van: uw naam en adres, een omschrijving van het besluit waartegen u bezwaar maakt, de gronden van het bezwaar en een datum en handtekening. Het is wenselijk om een afschrift van het besluit mee te sturen met het bezwaarschrift.

**Inventarislijst**

Nr.	Datum	Document	Beoordeling	Woo
<i>Alle correspondentie tussen de KMar en de International Centre for Migration Policy Development (ICMPD) over de door de KMar geleverde ondersteuning aan de Libanese Grensagentschappen.</i>				
1.	27-5-2019	FW Training in Lebanon	Deels openbaar	5.1.2.e
2.	6-6-2019	FW Coming to Lebanon - end of July	Deels openbaar	5.1.2.e
3.	12-6-2019	FW Your Upcoming Visit to Beirut (28th July - 1st August 2019)	Deels openbaar	5.1.2.e / deels buiten reikwijdte
4.	19-1-2021	FW Meeting 21st	Deels openbaar	5.1.2.e
5.	12-11-2020	gespreksonderwerpen	Deels openbaar	5.1.2.e / deels buiten reikwijdte
6.	16-11-2020	RE Possible Doc A	Deels openbaar	5.1.2.e
7.	13-2-2021	FW Tentative Dates_Blended DOC A_NL LBN	Deels openbaar	5.1.2.e
<i>Informatie over de door de KMar gegeven cursussen aan de Libanese Grensagentschappen</i>				
8.	onb.	Handout 1 THB	Deels openbaar	5.1.2.e
9.	onb.	Foundation Trafficking in Human Beings (THB F).pdf	Deels openbaar	5.1.2.e
10.	onb.	Foundation Trafficking in Human Beings (THB F).pdf	Deels openbaar	5.1.2.e
11.	onb.	practical exercise.pdf	Deels openbaar	5.1.2.e
12.	onb.	Search of Persons.pdf	Deels openbaar	5.1.2.e
13.	onb.	Search of Vehicles.pdf	Deels openbaar	5.1.2.e
14.	onb.	Foundation First Responders (Res F).pdf	Deels openbaar	5.1.2.e
15.	onb.	Foundation initial interview Techniques (Int F).pdf	Deels openbaar	5.1.2.e
16.	onb.	Foundation Investigations (Crim F).pdf	Deels openbaar	5.1.2.e

**Van:** [5.1.2.e], KMAR/LTC/OPS/ECID/VOORK IDF <[5.1.2.e]@mindef.nl>  
**Verzonden:** Monday, May 27, 2019 8:34 AM  
**Aan:** [5.1.2.e]@mindef.nl>; [5.1.2.e],  
 KMAR/LTC/OPS/ECID/VOORK IDF/BUR TR [5.1.2.e]@mindef.nl>  
**Onderwerp:** FW: Training in Lebanon

[5.1.2.e] en [5.1.2.e],

Graag jullie reactie naar mij op het verzoek van [5.1.2.e].

Gr [5.1.2.e]

**Van:** [5.1.2.e]@gmail.com>  
**Verzonden:** donderdag 23 mei 2019 19:13  
**Aan:** [5.1.2.e], KMAR/LTC/OPS/ECID/VOORK IDF [5.1.2.e]@mindef.nl>  
**CC:** [5.1.2.e], KMAR/LTC/OPS/ECID/VOORK IDF/BUR TR <[5.1.2.e]@mindef.nl>; [5.1.2.e]  
 [5.1.2.e]@icmpd-lebanon.org>; [5.1.2.e]@icmpd-lebanon.org; [5.1.2.e]  
 [5.1.2.e]@mindef.nl>  
**Onderwerp:** Re: Training in Lebanon

Hi [5.1.2.e]

[5.1.2.e]

Cheers for the answer.  
 The Caribbean? He must hate working in ECID! :-)  
 Next week is cool.

Cheers

[5.1.2.e]

On Thu, 23 May 2019, 17:48 , <[5.1.2.e]@mindef.nl> wrote:  
 Hello [5.1.2.e],

[5.1.2.e]

Thank you for this email. [5.1.2.e] is now in the Caribbean to train our colleagues in Curaçao.  
 I will discuss your needs for assistance in training there.  
 I will get back to you next week.

Cheers. [5.1.2.e]

Verstuurd vanaf mijn iPhone

Op 23 mei 2019 om 11:12 heeft [51.2.e]@gmail.com> het volgende geschreven:

Hi gents,

I realise that you are very busy so again apologise for disturbing you.  
Is there any chance of you/KMar assisting us with a Doc A and some specialist workshops this year?

Both LAF and GS are begging me for a Doc A especially. Ideally we'd like to do a **Doc A in July** this year.

If we don't do it then then we are waiting until October/November (August is holiday month and September is already booked with an E-Doc and a study visit).

Does that sound reasonable/possible?

If it does seem possible, we'll need to start the process soon in order to get all the authorities and make arrangements. So, if you could let me know what you think that would be cool.

Re the specialist workshops - these could be short visits focused on certain subjects (as we discussed previously) and so are easier to fit in around other activities we are running. It would be nice if we could get at least one done before September (for the E-Doc guys so they have their knowledge refreshed) - maybe we could even combine it with the Doc A if one of the true GODs of Doc Sec such as you, [51.2.c], come?

Cheers

[51.2.e]

Dit bericht kan informatie bevatten die niet voor u is bestemd. Indien u niet de geadresseerde bent of dit bericht abusievelijk aan u is toegezonden, wordt u verzocht dat aan de afzender te melden en het bericht te verwijderen. De Staat aanvaardt geen aansprakelijkheid voor schade, van welke aard ook, die verband houdt met risico's verbonden aan het elektronisch verzenden van berichten.

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**Van:** [5.1.2.e]@gmail.com>  
**Verzonden:** Thursday, June 6, 2019 12:37 PM  
**Aan:** [5.1.2.e] KMAR/LTC/OPS/ECID/VOORK IDF/BUR TR <[5.1.2.e]@mindef.nl>  
**CC:** [5.1.2.e]@hotmail.com>; [5.1.2.e]@icmpd-lebanon.org>  
**Onderwerp:** Re: Coming to Lebanon - end of July

Hi [5.1.2.e],

Yes, [5.1.2.e] already updated me. Sounds like a good plan. We are already processing it.  
 Re the Thursday - as it is army day the CTC will not be available ... and the embassy will be  
 at the army day celebrations! :-)  
 So, not much can be done then.

Cheers  
 Me

On Thu, 6 Jun 2019 at 12:14, <[5.1.2.e]@mindef.nl> wrote:

Hi mate, tnx for the mail and info, sorry to hear that you are working during leave but do hope  
 you still have some freetime to spend. I spoke [5.1.2.e] already this morning and my idea is to  
 train on mon,tues and wednesday so that we have 1 day for extra DocE prep and 2days for  
 the new PIT imposter training. We could return on thursday but friday is also no problem,  
 gives us perhaps a possibility to do some for ICMPD/CTC or visit Dutch embassy on  
 thursday.

Grtz, [5.1.2.e]

Verstuurd vanaf mijn iPhone

Op 5 jun. 2019 om 17:57 heeft [5.1.2.e]@gmail.com> het volgende geschreven:

[5.1.2.e],

I hope all is well.

I am meant to be on leave but unfortunately I am having to work as usual.

Regarding your possible visit to Lebanon. [5.1.2.e] says that either we do it last few days of July or you aren't available until September/October.

Waiting until Sept/Oct would mean that no KMar or NL Police would have done any training for the project at all for at least 10 months. Not a good thing and neither the beneficiaries nor the embassy are happy about that.

So, July it is.

The 1/819 is Army Day so we can't run activities then so it is only possible to do 2 days then - your 2-day Advanced Imposters seems ideal.

Can you please confirm the dates would be:

- Arrive: Monday 29/7/19
- Workshop: 30-31/7/19
- Depart: 1/8/19

Yes, [5:12:e] of course can come with you.

We will need to get full details from him as he is a new expert but [5:12:e] will hopefully deal with that.

Before I can finalise things I need:

1. Definite confirmation re the dates and that it is you and [5:12:e] coming (and [5:12:e] details)
2. An agenda
3. The number of participants. Is 30 ok?

We will invite the E-Doc students to attend too so they can always ask you questions during breaks afterwards etc.

Let me (and [5:12:e] as she is meant to be covering for me at the moment) know ASAP so we can get this finalised.

Cheers

[5:12:e]

Dit bericht kan informatie bevatten die niet voor u is bestemd. Indien u niet de geadresseerde bent of dit bericht abusievelijk aan u is toegezonden, wordt u verzocht dat aan de afzender te melden en het bericht te verwijderen. De Staat aanvaardt geen aansprakelijkheid voor schade, van welke aard ook, die verband houdt met risico's verbonden aan het elektronisch verzenden van berichten.

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**Van:** [5.1.2.e]@icmpd-lebanon.org>  
**Verzonden:** Wednesday, June 12, 2019 2:12 PM  
**Aan:** [5.1.2.e] KMAR/LTC/OPS/ECID/VOORK IDF/BUR TR  
 <[5.1.2.e]@mindef.nl>; [5.1.2.e], KMAR/LTC/OPS/ECID/VOORK  
 IDF/BUR TR <[5.1.2.e]@mindef.nl>  
**CC:** [5.1.2.e]@icmpd-lebanon.org>; [5.1.2.e]  
 [redacted]@gmail.com>; [5.1.2.e]@icmpd-lebanon.org>  
**Onderwerp:** Your Upcoming Visit to Beirut (28th July - 1st August 2019)

Dear [5.1.2.e] and [5.1.2.e],  
 It is my pleasure to inform you that all necessary preparations for your arrival for the mission between the 28<sup>th</sup> of July and 1<sup>st</sup> of August 2019 have been finalized.  
 In the meantime, I'd like to welcome you and provide essential information that you may find useful during your engagement.  
 You will be staying at the Buiten Reikwijdte attached you will find the reservation confirmation letters.  
 You will also find attached your electronic travel tickets.

Buiten Reikwijdte  
 [redacted]  
 [redacted]  
 [redacted]

Kindly also find attached the agendas for the two respective activities: E-Doc Refresher/ Advanced Imposters Master Class.

**Payment and Per diem:**

- Buiten Reikwijdte  
 [redacted]  
 [redacted]
- [redacted]
- [redacted]
- [redacted]

[redacted]  
 [redacted]  
 [redacted]  
 [redacted]  
 [redacted]  
 [redacted]  
 [redacted]  
 [redacted]  
 [redacted]  
 [redacted]  
 [redacted]

**Security and Insurance:**

■ **Buiten Reikwijdte**  
[Redacted text]

■ [Redacted text]

□ [Redacted text]

■ [Redacted text]

■ [Redacted text]

**Feedback/Complaints:**

- We strive to ensure the satisfaction of our stakeholders. If you have any comments or suggestions regarding your engagement with ICMPD, do not hesitate to write to [51126@icmpd.org](mailto:51126@icmpd.org) at any time Quality Management may contact you occasionally to actively ask you about your experience. Should you expressly not want to be contacted please write to the same email address.

If you do have any further questions related to contractual or financial issues, please do not hesitate to contact me.

**Van:** [5.1.2.e], KMAR/LTC/OPS/ECID/VOORK IDF/BUR TR  
 [5.1.2.e]@mindef.nl  
**Verzonden:** dinsdag 19 januari 2021 15:41  
**Aan:** [5.1.2.e], KMAR/LTC/OPS/ECID/VOORK IDF/BUR TR  
 <[5.1.2.e]@mindef.nl>  
**Onderwerp:** FW: Meeting 21st

t.i.

**From:** [5.1.2.e]@icmpd.org>  
**Sent:** dinsdag 19 januari 2021 15:17  
**To:** [5.1.2.e], KMAR/LTC/OPS/ECID/VOORK IDF/BUR TR  
 <[5.1.2.e]@mindef.nl>  
**Cc:** [5.1.2.e]@icmpd.org>; [5.1.2.e]@gmail.com>  
**Subject:** RE: Meeting 21st

Hello [5.1.2.e] ☺

All is well – thanks. How about you?

Thanks very much for the documents, especially the 2<sup>nd</sup> week agenda. That will definitely come in handy during our meeting.

Re your questions:

- Documents for practical exercises: we will hold a workshop with the relevant trainers as soon as the situation in Lebanon allows to work out what documents we have on-hand. I can already tell you that documents like the genuine bank notes are available without a doubt, along with a range of genuine/forged passports. Because I will need to look at my own documents, [5.1.2.e] and potentially [5.1.2.e] (GS expert), it is very difficult for me to confirm for the time being what is/is not available. I will update you after the workshop.
- Participants cannot have their national passports during the training. These are usually kept with the relevant agencies' authorities (like the MOD for the Army for instance). We do however have enough expired/ genuine Lebanese passports that can be of use. One thing to note, the issues of the passports are not the same (so security features/printing techniques might slightly vary). No possibility to obtain specimens as far as I know. I will ask GS regardless just to be sure.
- When were the participants trained in Doc F? Participants have been tentatively selected from various Lebanese State Agencies based on how well they did (highest scores) in courses delivered by the Training School (CTS) or jointly by CTS/NL Project in 2020. If you need exact dates, I will have to revert back to you as most of the data is with the School.
- Trainers: **tentatively** I can say that the team structure will be as follows + me : \*Please note that names are subject to formal approval by the respective agencies. Official correspondence has not yet been sent for the course.

**Course coordinator:**

- [5.1.2.e] (Full expert level + ToT)

**Trainers:**

**CTS**

- [5.1.2.e] (Expert level – first half + ToT)
- [5.1.2.e]

**LBR 1**

- [redacted] (Full expert level + ToT)

**GS**

- [redacted] (Full expert level + ToT)

I hope I've answered your questions. Exact details will have to wait until I can actually meet with the training team (sorry for that). It is currently impossible to hold the W/S given that Lebanon is on full-lockdown until the 25<sup>th</sup> (with a high possibility of extension). Your patience is highly appreciated.

I look forward to the meeting on the 21<sup>st</sup> ☺

Cheers

[redacted]  
Project Officer  
Netherlands' Assistance to Lebanese Border Agencies (IBM)  
Mediterranean

T: [redacted]

F: [redacted]

M: [redacted]

[redacted]

E: [redacted]

S: [redacted]

International Centre for Migration Policy Development (ICMPD)  
Patriarch Hobeib Street, Al Mughrabi Building Beirut / Lebanon  
[www.icmpd.org](http://www.icmpd.org)



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**From:** [redacted]@mindef.nl [redacted]@mindef.nl>

**Sent:** 19 January 2021 15:13

**To:** [redacted]@icmpd.org>

**Subject:** Meeting 21st



melden en het bericht te verwijderen. De Staat aanvaardt geen aansprakelijkheid voor schade, van welke aard ook, die verband houdt met risico's verbonden aan het elektronisch verzenden van berichten.

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**Van:** [5.1.2.e]@mindef.nl>  
**Verzonden:** donderdag 12 november 2020 09:36  
**Aan:** [5.1.2.e], KMAR/STAF/DOPS/CL DEF&ISW  
 <[5.1.2.e]@mindef.nl>  
**CC:** [5.1.2.e], KMAR/LTC/OPS/ECID <[5.1.2.e]@mindef.nl>; [5.1.2.e]  
 [5.1.2.e]@mindef.nl>  
**Onderwerp:** gespreksonderwerpen

Hey [5.1.2.e],

Voor het geval je in de gelegenheid bent om te bellen vandaag of morgen, Volgens mij hebben we de volgende agendapunten;

Buiten Reikwijdte

**Stavaza informeel verzoek ICMPD voor digitale training.**

(heb je de appjes doorgestuurd op 16-10-20) hieronder de appjes ook gekopieerd. Mijn beeld: prima verzoek, maar moet ook even bovenlangs afgetimmerd worden ipv onderlangs.

Buiten Reikwijdte

[5.1.2.e]

**De appjes:**

Hey [5.1.2.e], ik krijg net bericht van [5.1.2.e] (2e TL Trainingen) die is benaderd door [5.1.2.e] van ICMPD Lebanon. Hieronder zijn vragen.

Wat ik me afvraag is of dit in lijn ligt met de eerdere uitvraag vanuit ICMPD, of jij hiervan af weet en of de DOPS dit steunt.

Zelf denk ik dat het een prima kans is om onze digitale skills te ontwikkelen. Al blijft de verhouding ID centre (vangen dik geld voor zo een project) en ons wel scheef natuurlijk.

Ik heb net contact gehad met [5.1.2.e] (projectmanager ICMPD libanon) hij wil een doc advanced organiseren. Eea icm idcentre. Die waren voorheen ook bij het project betrokken. Ze willen er een online versie van maken met gebruik van Libanese trainers. Ze willen graag (beide partijen) dat wij er in betrokken worden. Ik stuur je het app verkeer even door...

About work:

I want to do a Doc A. Interested? I know you dudes wouldn't be able to come in the near future, don't worry. Been speaking to IDcentre though. We're developing a 'blended' course - online with face-to-face classroom support using our best Lebanese trainers and documents sent by IDcentre, our own and the LBN agencies.

It will take a while to sort out. [5.1.2.e] and I will map out an idea but both really want ECID involved.

You guys are the best on the practical side and testing .. and that is the most difficult to do virtually.

Perhaps setting what the LBN trainers should do in the second week, being virtually present for oversight and live input.  
For the testing we'd need your help identifying suitable docs and your virtual involvement in the test.

Met vriendelijke groet,

[Redacted]

Teamleider ID Desks & Trainingen

.....  
**Expertisecentrum Identiteitsfraude en Documenten**  
**Koninklijke Marechaussee i.s.m. Nationale Politie**

Koningin Máximakazerne | Sloterweg 400 | 1171 VK | Badhoevedorp | Kamernummer [Redacted]

Postadres | Postbus 90615 | 2509LP | Den Haag | MPC 61A

.....  
**M** [Redacted]  
**E** [Redacted]@mindef.nl

**Van:** [5.1.2.e], KMAR/LTC/OPS/ECID/VOORK IDF/BUR TR [5.1.2.e]@mindef.nl>  
**Verzonden:** donderdag 12 november 2020 12:05  
**Aan:** [5.1.2.e]@mindef.nl>  
**Onderwerp:** FW: Possible Doc A

Mogguh,

Zie hier de opzet van de Doc A zoals ICMPD deze voor ogen heeft.

Gr [5.1.2.e]

**From:** [5.1.2.e]@hotmail.com>  
**Sent:** donderdag 12 november 2020 11:16  
**To:** [5.1.2.e]@icmpd.org>  
**Cc:** [5.1.2.e], KMAR/LTC/OPS/ECID/VOORK IDF/BUR TR <[5.1.2.e]@mindef.nl>  
**Subject:** Re: Possible Doc A

Goodmorning [5.1.2.e]

Looks like a sharp plan. Unfortunately there has not been any kind of confirmation from our side yet. We have forwarded the plan to the staff Kmar and sended a reminder today:). But you know how that works...it can take some time.

As far as communication goes...would you be so kind to send it to my work mail

[5.1.2.e]@mindef.nl  
 This is my private mail:)

Cheers.

[5.1.2.e]

---

**Van:** [5.1.2.e]@icmpd.org>  
**Verzonden:** woensdag 11 november 2020 16:10  
**Aan:** [5.1.2.e]@hotmail.com [5.1.2.e]@hotmail.com>  
**CC:** [5.1.2.e]@icmpd.org>  
**Onderwerp:** Possible Doc A

Dearest darling,

First, I hope the family health troubles are under control. If not just ignore this email.

Secondly, regarding the possible virtual Doc A idea we briefly discussed I wanted to hear if you'd had any feedback from your side.

So you know, I've been discussing with IDcentre and also the LAF and the provisional plan so far is:

We'd base it at the Training School where we already have several good doc trainers including one who passed the E-Doc, examination kit, the groovy new distance-learning room (which will soon also have a super-boosted internet connection) and even EdisonTD.

Regarding an agenda/workload allocation:

- Week 1 (traditionally the 'IDcentre week')
  - IDcentre delivers the lectures virtually with the LAF trainers supporting in the classroom physically
  - We will try to find a suitable security printing company to visit. If we can't we'll think of something else for them to do or stretch the lessons over that day too.
  
- Week 2 (traditionally the 'KMar and test week')
  - KMar will deliver their lectures virtually with the support of the LAF trainers for practical exercises
  - The practical examination/test will be led by LAF but with two KMar/IDcentre observers virtually present to confirm quality assurance

I think the most important aspect will be the preparation work. If we arrange everything correctly in advance and the LAF guys are fully prepared the delivery shouldn't be too problematic...

The key steps for preparation will be:

1. Confirm that KMar is willing to be involved. If not, we need to either abandon the plan or find another way to get that knowledge.
2. Agreeing an agenda/schedule for the course so LAF can make sure everything is in place and ready before the training begins. If there are any lesson plans etc for the Doc A sessions, they would be helpful.
3. Getting documents/samples to the classroom. IDcentre suggested/offered to send samples/etc. in advance and the hope that KMar could facilitate that via military post. We will need to select the suitable docs. We will need to do it in enough time to allow the LAF trainers to get familiar with them (especially if they are to be used in the test).
4. At least one meeting/workshop between IDcentre, KMar and LAF (with us) to go over the agenda, clarify exactly what LAF is meant to do and when.

Cheers and cuddles

[Redacted]

Project Manager

Netherlands Assistance to Lebanese Border Agencies (IBM)

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**Verzonden:** zaterdag 13 februari 2021 11:39  
**Aan:** [redacted] KMAR/LTC/OPS/ECID/VOORK IDF/BUR TR [redacted]@mindef.nl>  
**CC:** [redacted]@icmpd.org>  
**Onderwerp:** FW: Tentative Dates\_Blended DOC A\_NL LBN

Hi [redacted]

Would you be so kind to sent future email to [redacted]@mindef.nl  
 This is my private mail address☺

enjoy the weekend

[redacted]

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**Verzonden:** vrijdag 12 februari 2021 12:25  
**Aan:** [redacted]@ID-centre.com <[redacted]@ID-centre.com>; [redacted]@id-centre.com <[redacted]@id-centre.com>; [redacted]@mindef.nl <[redacted]@mindef.nl>; [redacted]@mindefnl.onmicrosoft.com <[redacted]@mindefnl.onmicrosoft.com>; [redacted]@hotmail.com <[redacted]@hotmail.com>  
**CC:** [redacted]@icmpd.org>; [redacted]@icmpd.org>; [redacted]@hotmail.com>; [redacted]@gmail.com>  
**Onderwerp:** Tentative Dates\_Blended DOC A\_NL LBN

Dear all,

As discussed earlier, I am happy to report back that the **tentative** dates for the DOC A have been agreed by the CTS.

For reference, we're talking about the first two weeks of June, **31/5/21 – 11/6/21**.

These dates are obviously subject to change based on escalation/de-escalation of lockdown measures in Lebanon.

Thank you for a very fruitful meeting today. Please feel free to get in touch directly should there be a need.

Cheers

[redacted]  
 Project Officer  
 Netherlands' Assistance to Lebanese Border Agencies (IBM)  
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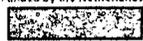


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8.

## Handout 1 – THB Indicators

Not all the indicators listed below are present in all situations involving THB. Although the presence or absence of any of the indicators neither proves nor disproves that human trafficking is taking place, their presence should lead to investigation.

Victims of THB can be found in a variety of situations. You can play a role in identifying such victims.

### General Indicators:

Believe that they must work against their will
Be unable to leave their work environment
Show signs that their movements are being controlled
Feel that they cannot leave
Show fear or anxiety
Be subjected to violence or threats of violence against themselves or against their family members and loved ones
Suffer injuries that appear to be the result of an assault
Suffer injuries or impairments typical of certain jobs or control measures
Suffer injuries that appear to be the result of the application of control measures
Be distrustful of the authorities
Be threatened with being handed over to the authorities
Be afraid of revealing their immigration status
Not be in possession of their passports or other travel or identity documents, as those documents are being held by someone else
Have false identity or travel documents
Be found in or connected to a type of location likely to be used for exploiting people
Be unfamiliar with the local language
Not know their home or work address
Allow others to speak for them when addressed directly
Act as if they were instructed by someone else
Be forced to work under certain conditions
Be disciplined through punishment
Be unable to negotiate working conditions
Receive little or no payment
Have no access to their earnings
Work excessively long hours over long periods
Not have any days off
Live in poor or substandard accommodations
Have no access to medical care
Have limited or no social interaction
Have limited contact with their families or with people outside of their immediate environment
Be unable to communicate freely with others
Be under the perception that they are bonded by debt
Be in a situation of dependence



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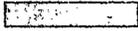
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Come from a place known to be a source of human trafficking
Have had the fees for their transport to the country of destination paid for by facilitators, whom they must payback by working or providing services in the destination
Have acted on the basis of false promises

**Forced Labour Indicators:**

Live in groups in the same place where they work and leave those premises infrequently, if at all
Live in degraded, unsuitable places, such as in agricultural or industrial buildings
Not be dressed adequately for the work they do: for example, they may lack protective equipment or warm clothing
Be given only leftovers to eat
Have no access to their earnings
Have no labour contract
Work excessively long hours
Depend on their employer for a number of services, including work, transportation and accommodation
Have no choice of accommodation
Never leave the work premises without their employer
Be unable to move freely
Be subject to security measures designed to keep them on the work premises
Be disciplined through fines
Be subjected to insults, abuse, threats or violence
Lack basic training and professional licences

**The following might also indicate that people have been trafficked for labour exploitation:**

Notices have been posted in languages other than the local language.
There are no health and safety notices.
The employer or manager is unable to show the documents required for employing workers from other countries.
The employer or manager is unable to show records of wages paid to workers.
The health and safety equipment is of poor quality or is missing.
Equipment is designed or has been modified so that it can be operated by children
There is evidence that labour laws are being breached.
There is evidence that workers must pay for tools, food or accommodation or that those costs are being deducted from their wages.



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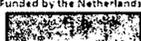
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**Domestic Servitude Indicators:**

Live with a family
Not eat with the rest of the family
Have no private space
Sleep in a shared or inappropriate space
Be reported missing by their employer even though they are still living in their employer's house
Never or rarely leave the house for social reasons
Never leave the house without their employer
Be given only leftovers to eat
Be subjected to insults, abuse, threats or violence

**Child Trafficking Indicators:**

Have no access to their parents or guardians
Look intimidated and behave in a way that does not correspond with behaviour typical of children their age
Have no friends of their own age outside of work
Have no access to education
Have no time for playing
Live apart from other children and in substandard accommodations
Eat apart from other members of the "family"
Be given only leftovers to eat
Be engaged in work that is not suitable for children
Travel unaccompanied by adults
Travel in groups with persons who are not relatives

**The following might also indicate that children have been trafficked:**

The presence of child-sized clothing typically worn for doing manual or sex work
The presence of toys, beds and children's clothing in inappropriate places such as brothels and factories
The claim made by an adult that he or she has "found" an unaccompanied child
The finding of unaccompanied children carrying telephone numbers for calling taxis
The discovery of cases involving illegal adoption

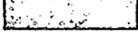


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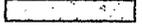
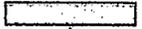
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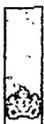
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**Begging and Petty Crime Indicators:**

Be children, elderly persons or disabled migrants who tend to beg in public places and on public transport
Be children carrying and/or selling illicit drugs
Have physical impairments that appear to be the result of mutilation
Be children of the same nationality or ethnicity who move in large groups with only a few adults
Be unaccompanied minors who have been "found" by an adult of the same nationality or ethnicity
Move in groups while travelling on public transport: for example, they may walk up and down the length of trains
Participate in the activities of organized criminal gangs
Be part of large groups of children who have the same adult guardian
Be punished if they do not collect or steal enough
Live with members of their gang
Travel with members of their gang to the country of destination
Live, as gang members, with adults who are not their parents
Move daily in large groups and over considerable distances
There is evidence that suspected victims have been involved in begging or in committing petty crimes in another country

**Sexual Exploitation Indicators<sup>1</sup>:**

Be escorted whenever they go to and return from work and other outside activities
Have tattoos or other marks indicating "ownership" by their exploiters
Work long hours or have few if any days off
Sleep where they work
Live or travel in a group
Only know how to say sex-related words in the local language or in the language of the client group
Have no cash of their own
Be unable to show an identity document

<sup>1</sup> UNODC Human Trafficking Indicators, [https://www.unodc.org/pdf/HT\\_indicators\\_E\\_LOWRES.pdf](https://www.unodc.org/pdf/HT_indicators_E_LOWRES.pdf)

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<b>Course Title</b>	Border Investigations Course	
<b>Session Title</b>	Foundation Trafficking in Human Beings (THB F)	
<b>Course Position</b>	Day 1 - Border Investigations (1 <sup>st</sup> Responder) Course	
<b>Duration</b>	75 minutes	
<b>Level (SQF-aligned)</b>	4	
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>Laptop &amp; Projector</li> <li>Whiteboard/Flipchart with pens</li> </ul>	
<b>Preparation Work</b>	<ul style="list-style-type: none"> <li>Prepare Handout 1 &amp; case study(ies)</li> </ul>	
<b>Aim</b>	To provide participants with an understanding of Trafficking in Human Beings investigations and the role of 1st Responders	
<b>Objectives</b> By the end of the session participants will be able to:	1	Explain the role of First Responders
	2	Explain what is meant by "Trafficking in Human Beings (THB)"
	3	Recognise the 3 pillars of THB
	4	State the difference between Smuggling of Migrants and THB
	5	Describe indicators of THB
<b>SQF-aligned Learning Outcomes</b>	<ol style="list-style-type: none"> <li>Respect the fundamental rights of all persons in the context of all border guarding activities (level 4)</li> <li>Act in accordance with defined ethical and professional standards and demonstrate respect for diversity (level 4)</li> <li>Outline a defined range of national and international law, policies, rules and procedures relevant to border guarding activities (level 4)</li> <li>Apply a defined range of national, and international law, rules and procedures relevant to specific border guarding activities (level 4)</li> </ol>	
<b>Standards</b>	<ul style="list-style-type: none"> <li>Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, Article 3, (2000)</li> <li>Lebanese Law 164/2011 "Penalization of the Crime of Trafficking in Human Beings", Lebanese Penal Code, Article 586 (1), (2011)</li> <li>The Protocol against the Smuggling of Migrants by Land, Sea and Air, Article 3 (a), (2000)</li> <li>The Convention Concerning Forced or Compulsory Labour, (1930)</li> <li>United Nations Office of the High Commissioner on Human Rights, Factsheet 36, Human Rights and Human Trafficking (2014)</li> </ul>	
<b>Methods</b>	<b>Delivery</b>	
	<ul style="list-style-type: none"> <li>Lecture to introduce theory with interactive discussion</li> <li>PowerPoints as primary visual aids with Flipchart/Whiteboard</li> </ul>	
	<b>Reinforcement</b>	
	<ul style="list-style-type: none"> <li>Plenary discussions with examples, case studies, and practical exercises</li> <li>Handout</li> </ul>	
	<b>Evaluation</b>	
	<ul style="list-style-type: none"> <li>Plenary Q and A</li> </ul>	



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**Information (subjects to be covered)****Content**

- Definition of Trafficking in Human Beings
- The 3 Pillars of Human Trafficking
- The differences to Smuggling of Migrants
- The role of 1<sup>st</sup> Responders

**Introduce the aim of the session:**

- To provide an introduction to THB and the role of the first-line, 'first responders';
- Clarify that, as with all border offences, first responders are **NOT** expected to categorically prove the offence but to simply identify the possibility that THB has occurred, gather relevant evidence (knowledge and/or data) and then to refer to the second-line (investigators)

**Describe the context of THB:**

- It is a global phenomenon – not specific to Lebanon or the region;
- Commonly referred to as 'modern slavery' it is both a security and a human rights issue;
- A principal 'criminal market' and source of income for Organised Crime (OC) [**Note: separate training on this subject is available as a module to this course**];
- Can affect people of any age, gender or culture;
- Often confused with Smuggling of Migrants (especially in the media) and shares some similarities however is very different

**Describe the regional context of THB:**

- Generally targets adult males and females;
- Forced labour is prevalent;
- Conducted by OC but also by informal networks (families and local communities<sup>1</sup>)

**Clarify the role of 1<sup>st</sup> Responders:**

- **All agencies share a common duty to identify and competently conduct relevant initial processes for all border offences they may encounter, this includes human trafficking;**
- First Responders are **NOT** expected to definitively decide or prove that human trafficking has occurred but simply to **identify potential cases**, where further information/action is needed [**Refer to 1<sup>st</sup> Responders (RES F) session as necessary**];
- First Responders **ARE** expected to recognise possible indicators and gather available evidence including statements from offenders, witnesses, victims, informants, intelligence etc. [**Refer to Initial Interviewing (Int F) session**];

<sup>1</sup> Targeting Vulnerabilities: The Impact of the Syrian War and Refugee Situation on Trafficking in Persons: A Study of Syria, Turkey, Lebanon, Jordan and Iraq, ICMPD (2015)

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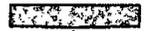




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- This should then be appropriately referred to the second line investigators (Military Police and/or Intelligence Directorate) for further processing;
- First Responders therefore need to understand what is meant by THB in a legal context as well as indicators that it may be occurring.

### Define "Trafficking in Human Beings":

- Lebanese (article 586, paragraph (a) of *Law 164/2011*) and International (article 3, paragraph (a) of the *United Nations' Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, 2000*) use the same definition:

*"Trafficking in Human Beings shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.*

*Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs."*

- At its most simple, trafficking in human beings is an activity in which persons are treated as **possessions** to be controlled and **exploited**;
- It is essential to note that the **consent** of the trafficked person becomes irrelevant whenever any of the 'means' of trafficking are used. **A child cannot 'consent' under any circumstances**

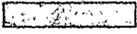
### Explain and Illustrate the 3 pillars of Trafficking in Human Beings:

- THB has three constituent pillars/phases/elements (refer back to the full definition as necessary to reinforce learning):
  1. **Act** – What is done? ("*...the recruitment, transportation, transfer, harbouring or receipt of persons...*")
  2. **Means** – How is it done? ("*...by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person...*")
  3. **Purpose** – Why is it done? ("*...for the purpose of exploitation...*")

### Explain what is meant by 'Act':

- A person is considered a human trafficker if he or she commits any of the following 'acts':
  - **Recruitment** is encouraging, advertising, arranging for victim to become involved in the process. For example, how were you made aware of the position you currently hold? Ads, internet, word of mouth, etc. **Traffickers regularly use the same means of recruitment as those used by legitimate employers;**

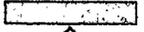




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- **Transportation** involves moving a person from one place to another. **\*Note: A trafficked person may travel normally — and 'legally', with a passport, if they're crossing a border — by bus, car, taxi, or other transportation. In other cases, the trafficker may force them to travel illegally and/or in dangerous and uncomfortable means, such as in the back of a truck;**
- **Transfer** occurs when the trafficked person is transferred from one person to another. (transfer of ownership);
- **Harbouring or receipt** occur when a trafficker hides or houses a trafficked person, and keeps them under their control.

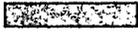
### Explain what is meant by 'Means':

- Traffickers use a variety of tactics to get a trafficked person to do what they want and to maintain control, including the use of:
  - **Violence or Threats of Violence Against the Person or their Friends and Family:**  
A trafficker will often use violence or the threat of violence as a control mechanism. The victim may be made to fear that they or their loved ones will be sexually assaulted, beaten, or killed, etc. to make sure they comply with the trafficker;
  - **Coercion:** A trafficker may coerce another person through fear, such as the fear of being returned to a war-torn home, being separated from loved ones, or being apprehended by authorities to abide by the trafficker;
  - **Abduction:** is the act of taking a person away against their will;
  - **Fraud:** is a knowing misrepresentation of the truth that leads another person to act in a personally disadvantageous manner. Fraud may involve a transaction where a trafficker dupes a person into paying a fee for a false employment contract, in the belief that this document is legitimate in the destination country.
  - **Deception:** A trafficker may deceive a person into being trafficked by telling him/her that good working conditions, or a career, await him/her in another location, when in fact she/he may become victim to human trafficking.  
**\*Note:** Youth and children are more easily deceived because they are less aware of the risks of trafficking. Parents, too can be deceived into letting their children go with traffickers if they believe their children are being offered a better life e.g. adoption of the child by a financially eased family.
  - **Abuse of Power:** A trafficker who is in a position of control or authority over another such as a spouse, a parent, or a religious figure may abuse his/her power to exploit that other person.

### Explain what is meant by 'Purpose':

- The ultimate goal of all traffickers is the same: exploit other human beings for profit. The purpose or purposes for which traffickers use the people they traffic may vary, and include:
  - **Sexual Exploitation:** A person trafficked for sexual exploitation is forced to provide sexual acts against their will for the financial benefit or material gain of the trafficker.





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- **Forced Labour:** "All work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily." (ILO Convention on Forced Labour).

In the context of human trafficking, a person trafficked for forced labour is made to work for little or no pay, or may be paid a full wage, but then forced to return most of it to the trafficker to cover "debts" or essential living conditions i.e. food, shelter, etc.

\* **Domestic Servitude: One of the forms of forced labour.**

*(This type of labour is controversial in Lebanon as per the implementation of the Kafala System legalizing domestic servitude. However, many reforms have recently been implemented to the System's procedures in Lebanon through a joint effort between the Ministry of Labour and NGOs).*

- **Forced or Coerced Organ Removal:** Kidneys, livers, and hearts in particular are in high demand around the world for people who need transplants, but can't find a legitimate organ donor.

The organ removal is often conducted in clandestine clinics, with little or no attention given to the trafficked person's post-operative care. The organ is then sold on the international black market for large amounts of money. If the trafficked person survives the surgery, they may receive a tiny portion of that money.

### Clarify the differences between "Smuggling of Migrants (SoM)" and "Trafficking in Human Beings (THB)":

1. **Legislation:** In Lebanon THB is subject to a specific law and stated as a specific offence. Smuggling of Migrants isn't;
2. **Consent:** Smuggling involves the **informed consent** of the person being smuggled – voluntarily agreeing with the smuggler while being fully aware of all the facts. Trafficking victims, on the other hand, have either never consented or if they initially consented, that consent is rendered meaningless due to the "means" used by the traffickers.

**Note:** Minors (children) can never give 'informed consent';

3. **Relationship:** Migrant smuggling ends with the migrants' arrival at their destination whereas trafficking involves the ongoing exploitation of the victim;
4. **Transnationality:** Smuggling always involves the crossing of international borders, whereas trafficking may or may not. Trafficking does not require any physical movement at all;
5. **Source of profit:** In smuggling cases, profits are derived from the transportation or facilitation of the illegal entry or stay of a person in another country. In trafficking cases, profits are derived from the ongoing exploitation of the victim;

**Note:** The distinctions between smuggling and trafficking can be very subtle and sometimes overlap.

This is summarised in the table below:

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Element	Smuggling of Migrants	Trafficking in Human Beings
<b>Legislation (Lebanon)</b>	No specific law or offence(s)	Specific law and offence(s)
<b>Consent</b>	Informed consent	Either <b>No consent</b> or the initial consent is made irrelevant because of the means used ( <b>No informed consent</b> )
<b>Relationship smuggler/smuggled migrant and trafficker/victim</b>	<ul style="list-style-type: none"> <li>Commercial relationship</li> <li>Ends after illegal border crossing achieved and fee paid</li> </ul>	<ul style="list-style-type: none"> <li><b>Exploitative</b> relationship</li> <li>Continues in order to maximise economic and/or other gains from exploitation</li> </ul>
<b>Transnationality</b>	Illegal border crossing is a defining element i.e. transnationality	Border crossing (legal or illegal) not required/part of the definition i.e. THB can also be national
<b>Source of profit</b>	Organised movement of persons for profit	Organised recruitment/ transport and (continuous) exploitation of the victim for profit

### Discuss Indicators of THB:

- The huge variation in circumstances between cases means that there can be no finite list of signs that THB has occurred;
- As with much at the initial stages of border investigations there are however possible indicators that THB is present;
- The United Nations Office on Drugs and Crime (UNODC) has developed a possible list of indicators. [Distribute 'Handout 1 – THB Indicators UNODC Eng]

Briefly discuss the UNODC indicators reiterating that they are neither finite nor definitive proof.

Reinforce learning by running the following practical exercise:

### Practical Exercise 1: THB?

(30 mins) In plenary, or groups, discuss at least one case study.

For each, introduce the scenario (either using video or other medium) prior to asking participants to:

- Note any indicators of THB
- Consider if they personally consider that THB has occurred

Lead the discussion, prompting responses and encouraging input, especially differences in opinion.

For each case study, the trainer should have a prepared set of learning points and indicators.

### Overall Learning Points:

- To provide practical examples of THB
- To practise identifying and assessing indicators
- To appreciate the difficulties in judging THB

The following case study is an example however trainers should be encouraged to create additional/different cases responding to specific learner needs.

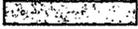
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### **Case Study 1: Organ Harvesting in Cairo Video. Link:**

<https://www.youtube.com/watch?v=5yosbHBDOzM>

#### **Indicators:**

- Suffer injuries or impairments typical of certain jobs or control measures
- Have acted on the basis of false promises
- Be found in or connected to a type of location likely to be used for exploiting people

**THB: Yes**

#### **Justification:**

1. Recruited, transported, transferred and harboured (Act)
2. Deception was used (Means). Initial consent was rendered invalid as the trafficker reneged.
3. It is a case of coerced organ removal (Purpose)

#### **Summarise the session:**

- People smuggling is aiding a person to gain illegal entry into another country in return of material or financial profit;
- Trafficking in human beings is an abuse of human rights and serious criminal offence, in which persons are treated as possessions to be controlled and exploited;
- Trafficking in human beings is divided into three pillars:
  - The Act
  - The Means
  - The Purpose
- Indicators of THB should be considered sufficient for referring the case for further investigation

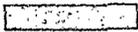
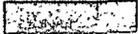
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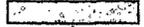
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10.

<b>Course Title</b>	Border Investigations Course	
<b>Session Title</b>	Foundation Trafficking in Human Beings (THB F)	
<b>Course Position</b>	Day 1 - Border Investigations (1 <sup>st</sup> Responder) Course	
<b>Duration</b>	75 minutes	
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Whiteboard/Flipchart with pens</li> </ul>	
<b>Preparation Work</b>	<ul style="list-style-type: none"> <li>• Prepare case study videos</li> </ul>	
<b>Aim</b>	Introduce the concepts of trafficking in human beings and people smuggling and the difference between the two	
<b>Objectives</b> By the end of the session participants will be able to:	<b>1</b>	Explain what is meant by "people smuggling"
	<b>2</b>	Explain what is meant by "human trafficking"
	<b>3</b>	State the 3 pillars of "human trafficking"
	<b>4</b>	Explain each of the pillars with illustrated examples
<b>SQF-aligned Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Respect the fundamental rights of all persons in the context of all border guarding activities (level 4)</li> <li>2. Act in accordance with defined ethical and professional standards and demonstrate respect for diversity (level 4)</li> <li>3. Outline a defined range of national and international law, policies, rules and procedures relevant to border guarding activities (level 4)</li> <li>4. Apply a defined range of national, and international law, rules and procedures relevant to specific border guarding activities (level 4)</li> </ol>	
<b>Standards</b>	<ul style="list-style-type: none"> <li>• Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, Article 3, (2000)</li> <li>• Lebanese Law 164/2011 "Penalization of the Crime of Trafficking in Human Beings", Lebanese Penal Code, Article 586 (1), (2011)</li> <li>• The Protocol against the Smuggling of Migrants by Land, Sea and Air, Article 3 (a), (2004)</li> <li>• The Convention Concerning Forced or Compulsory Labour, (1930)</li> <li>• United Nations Office of the High Commissioner on Human Rights, Factsheet 36, Human Rights and Human Trafficking (2014)</li> </ul>	



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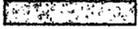
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### Information (subjects to be covered)

#### Content

- Definition Human Smuggling
- Definition of Trafficking in Human Beings
- The 3 Pillars of Human Trafficking
- Referral of potential cases

#### Define "People Smuggling" and explain its key elements

- According to the *Protocol against the Smuggling of Migrants by Land, Sea and Air*, which Lebanon has signed on "people smuggling" is defined as:
  - Procurement of the **illegal entry** of a person into a State Party of which the person is not a national or a permanent resident
  - In order to obtain, directly or indirectly, a **financial or other material benefit**.

For example, a group of people (smugglers) charges money from migrants to drive them across the Syrian border into Lebanon, thus bypassing the official entry requirements and border controls of Lebanon. If migrants do not have enough money, the smugglers takes whatever valuable possessions they have as payment.

- Migrant smuggling affects almost every country in the world. **It is a crime that targets the integrity of countries and communities.**
- The relationship between the smuggler(s) and the migrants **ends**, after the crossing of the border and the payment of due fees against the rendered service.

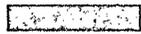
#### Explain the concept of "Trafficking in Human Beings":

- Article 3, paragraph (a) of the *Protocol to Prevent, Suppress and Punish Trafficking in Persons*, and article 586, paragraph (a) of the *Lebanese Law 164/2011* define "**Trafficking in Human Beings** as the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

*Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs."*

- Trafficking in persons is a serious crime that constitutes a grave violation of **human rights**.
- In brief, trafficking in human beings is an activity in which persons are treated as **possessions** to be controlled and **exploited**.
- **Note:** Both "people smuggling" and "Trafficking in Human Beings" are border offences. These types of border offences involve several offenders in different stages of the crime execution.





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### Explain and Illustrate the 3 pillars of Trafficking in Human Beings:

- Based on the definition given in the Trafficking in Persons Protocol, trafficking in persons has three constituent pillars;
  - Act – What is done? (*the recruitment, transportation, transfer, harbouring or receipt of persons*)
  - Means – How is it done? (*by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person*)
  - Purpose – Why is it done? (*for the purpose of exploitation*)
  - **The Act:** A person is considered a human trafficker if he or she does any of the following acts
    - **Recruits another person for the purpose of exploitation:**  
For example, how were you made aware of the position you currently hold? Ads, internet, word of mouth, etc.  
**Traffickers more often than not, use the same means of recruitment as those used by normal employers.**
    - **Transports or transfers another person:**  
Transporting in the context of human trafficking involves moving a person to another place in order to exploit them.  
  
**\*Note: A trafficked person may travel normally — and legally, with a passport, if they're crossing a border — by bus, car, taxi, or other transportation. In other cases, the trafficker may force them to travel illegally and/or in dangerous and uncomfortable means, such as in the back of a cargo truck.**  
  
Transferring occurs when the trafficked person is transferred from one person to another. (**transfer of ownership**)
    - **Harbours or receives another person:** Harboring or receiving occurs when a human trafficker hides or houses a trafficked person, and keeps them under their control.
  - **The Means:** Traffickers use a variety of tactics to get a trafficked person to do what they want and to maintain control, including the use of:
    - **Violence or Threats of Violence Against the Person or Their Friends and Family:**  
A trafficker will often use violence or the threat of violence as a control mechanism. The victim may be made to fear that they or their loved ones will be sexually assaulted, beaten, or killed, etc. to make sure they comply with the trafficker's demands.
    - **Coercion:** A trafficker may coerce another person through fear, such as the fear of being returned to a war-torn home, being separated from loved ones, or being apprehended by authorities to abide by the trafficker's demands
    - **Abduction:** is the act of leading a person away against their will or through the use of lies.



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- **Fraud:** is a knowing misrepresentation of the truth that leads another person to act in a personally disadvantageous manner. Fraud may involve a transaction where a trafficker dupes a person into paying a fee for a false employment contract, in the belief that this document is legitimate in the destination country.
  - **Deception:** A trafficker may deceive a person into being trafficked by telling her that good working conditions, or a dance career, await her in another location, when in fact she may become victim to human trafficking.
    - \***Note:** Youth and children are more easily deceived because they are less aware of the risks of trafficking. Parents, too can be deceived into letting their children go with traffickers if they believe their children are being offered a better life e.g. adoption of the child by a financially eased family.
  - **Abuse of Power:** A trafficker who is in a position of control or authority over another such as a spouse, a parent, or a religious figure may abuse his or her power to exploit that other person.
- **The Purpose**
- The ultimate goal of all traffickers is the same: exploit other human beings for profit. The purpose or purposes for which traffickers use the people they traffic may vary, and include:
- **Sexual Exploitation:** A person trafficked for sexual exploitation is forced to provide sexual acts against their will for the financial benefit or material gain of the trafficker.
  - **Forced Labour:** "All work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily." (ILO Convention on Forced Labour).  
In the context of human trafficking, a person trafficked for forced labour is made to work for little or no pay, or may be paid a full wage, but then forced to return most of it to the trafficker to cover "debts" or essential living conditions i.e. food, shelter, etc.
    - \* **Domestic Servitude:** One of the forms of forced labour.  
*(This type of labour is controversial in Lebanon as per the implementation of the Kafala System legalizing domestic servitude. However, many reforms have recently been implemented to the System's procedures in Lebanon through a joint effort between the Ministry of Labour and NGOs).*
  - **Forced or Coerced Organ Removal:** Kidneys, livers, and hearts in particular are in high demand around the world for people who need transplants, but can't find a legitimate organ donor.  
The organ removal is often conducted in clandestine clinics, with little or no attention given to the trafficked person's post-operative care. The organ is then sold on the international black market for large amounts of money. If the trafficked person survives the surgery, they may receive a tiny portion of that money.

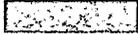
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### Explain the difference between "People Smuggling" and "Trafficking in Human Beings"

There are four main differences between human trafficking and migrant smuggling.

1. **Consent:** Migrant smuggling, while often undertaken in dangerous or degrading conditions, involves consent. Trafficking victims, on the other hand, have either never consented or if they initially consented, that consent has been rendered meaningless due to the "means" used by the traffickers
2. **Exploitation:** Migrant smuggling ends with the migrants' arrival at their destination, whereas trafficking involves the ongoing exploitation of the victim.
3. **Trans-nationality:** Smuggling always involves the crossing of a border(s), whereas trafficking may not. Trafficking can occur regardless of whether victims are taken to another state or moved within one state's borders.
4. **Source of profits:** In smuggling cases, profits are derived from the transportation or facilitation of the illegal entry or stay of a person in another country. Meanwhile in trafficking cases, profits are derived from the exploitation of the victim.

**Note:** The distinctions between smuggling and trafficking are very subtle and sometimes they overlap.

#### • Case Studies

Choose one or more of the following case studies to strengthen participants' understanding of the concept of trafficking in human beings and its three pillars. Start by using the below case study as it reflects THB elements most directly among the case studies

#### Plenary Exercise: Organ Harvesting in Cairo Video

In plenary, or in groups, ask the participants to identify whether the video illustrates a case of human trafficking or not:

- Ask them to provide evidence from the video to justify their choice

Allow 3 minutes to consider and then discuss.

Some correct justifications include:

1. Deception was used on this person (means)
2. It is a case of coerced organ removal
3. The person's consent is not viable as the agreement was not maintained by the other party

#### Learning points:

1. If one of the "means" is used to obtain consent, it is not genuine consent.
2. Legal entry and registration in a certain state does not cancel the possibility of trafficking.





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### Plenary Exercise: Child Labour in Turkey

In plenary, or in groups, ask the participants to identify whether the video illustrates a case of human trafficking or not:

- Ask them to provide evidence from the video to justify their choice

Allow 3 minutes to consider and then discuss.

Some correct justifications include:

1. Children are underage
2. Children are working in unfit conditions (bare windows, using sharp objects)
3. Children would rather go to school than be working

#### Learning point:

1. If a person is, under 18 they cannot consent.

### Plenary Exercise: Santa's Workshop Video

In plenary, or in groups, ask the participants to identify whether the video illustrates a case of human trafficking or not:

- Ask them to provide evidence from the video to justify their choice

Allow 3 minutes to consider and then discuss.

Some correct justifications include:

1. Workers living in deplorable situations
2. Workers being paid little to no money
3. Horrible working conditions (no safety equipment, cuts, bruises, burns)

#### Learning points:

1. If one of the "means" is used to obtain consent, it is not genuine consent.
2. Human trafficking can occur within the borders of one state.

### Explain the "Referral" stage for potential cases of people smuggling and human trafficking:

- All agencies share a common duty to identify and competently conduct relevant initial processes for all border offences they may encounter, this includes people smuggling and human trafficking, two of the essential border offences related to persons. (Refer to Handout 1 on Border offences)
- Border offences rarely occur in isolation, and overlap in most cases.
- First Responders are **NOT** expected to definitively decide that people smuggling or human trafficking offences have been committed but simply to identify potential cases, where further information/action is needed (Refer to 1st Responder F session)
- First Responders are required to gather evidence supporting this identification; including statements from offenders, witnesses, victims, informants, intelligence etc. (Refer to Int F session).

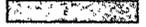
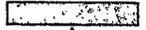




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- Following the gathering of essential evidence, the case is referred to the second line investigators (military police and Intelligence Directorate) for further processing.

## Summarise the session:

- People smuggling is aiding a person to gain illegal entry into another country in return of material or financial profit.
- Trafficking in human beings is a criminal activity, in which persons are treated as possessions to be controlled and exploited.
- Trafficking in human beings is divided into three pillars:
  - The Act
  - The Means
  - The Purpose

## Methods

### Delivery

- Lecture to introduce basic concepts with interactive discussion
- PowerPoints as primary visual aids with Flipchart/Whiteboard and short videos

### Reinforcement

- Plenary discussions with examples, and case studies

### Evaluation

- Plenary Q and A

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<b>Course Title</b>	Border Investigations Course	
<b>Session Title</b>	Practical Exercise	
<b>Course Position</b>	Day 3 - Border Investigations (1 <sup>st</sup> Responder) Course	
<b>Duration</b>	120 minutes	
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>• Vehicle</li> <li>• Role Players (2) – 1 male, 1 female</li> <li>• Video camera and operator</li> <li>• Combat gear including long-barrelled weapons (NO ammunition).</li> <li>• Gloves &amp; Evidence bags</li> <li>• Props</li> </ul>	
<b>Preparation Work</b>	<ul style="list-style-type: none"> <li>• Brief Role-players</li> <li>• Place props</li> <li>• Lay out gear (weapons checked for safety)</li> </ul>	
<b>Aim</b>	Allow participants to implement the knowledge and practise the skills taught.	
<b>Objectives</b> By the end of the session participants will be able to:	1	Demonstrate the ability to conduct effective search of vehicles
	2	Demonstrate the ability to conduct effective search of persons
	3	Demonstrate the ability to identify potential border offences
	4	Demonstrate the ability to secure a crime scene and subjects
	5	Demonstrate the ability to identify, recover and/or secure relevant evidence
	6	Demonstrate the ability to conduct an initial interview effectively
	7	Demonstrate the ability to identify potential offenders, witness and those in vulnerable situations and amend the approach appropriately
	8	Demonstrate the ability to identify potential THB cases specifically
<b>SQF-aligned Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Apply a defined range of national law, rules and procedures relevant to specific border guarding activities (level 4)</li> <li>2. Act in accordance with defined ethical and professional standards (level 4)</li> <li>3. Respect the fundamental rights of all persons in the context of all border guarding activities (level 4)</li> <li>4. Apply information gathering and reporting procedures related to border crime (level 4)</li> <li>5. Demonstrate procedures to conduct routine investigations of alleged infringements (level 4)</li> <li>6. Demonstrate a range of skills necessary to ensure security and safety of persons and property in compliance with fundamental rights (level 4)</li> </ol>	
<b>Standards</b>	<ul style="list-style-type: none"> <li>• The Lebanese Armed Forces Memorandum 8000: "Lebanese Armed Forces' Instructions on Security Operations"</li> <li>• "The Lebanese Armed Forces Code of Conduct for Law Enforcement in Internal Security Operations"</li> </ul>	

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## Information (subjects to be covered)

### Contents

- Context
- Practical Exercise

This practical exercise has been designed to be used as part of the *Border Investigations: 1<sup>st</sup> Responder* course. The scenario used is an example and should be routinely varied to avoid unfair preparation by future participants as well as to reflect current situations

It assumes groups of 5 to 6 participants.

The exercise scenario can be adapted to suit available resources and audience needs

Trainers must ensure adequate health and safety throughout the entire exercise

### Brief the participants (10 mins):

- Select one participant to be group leader. They will be responsible for the group's deployment and performance and will take the lead in briefings and feedback.
- Brief the group as per the attached 'Briefing Note'

### Mission briefing (5 mins):

- The group leader should brief his/her group as they consider necessary

### Gear up and move to exercise location (10 mins):

- Ensure participants are carrying all necessary equipment including high-visibility tabards if necessary
- Check all weapons to confirm they are safe
- Escort the participants to the exercise location and allow them to position themselves before commencing the exercise

### Run exercise (45 mins):

#### Practical Exercise: 1<sup>st</sup> Response

The purpose of the exercise is to simulate a 1<sup>st</sup> response to a potential border offence. Because of this several of the core skills taught throughout the course must be integrated.

The exercise should begin with the arrival of the suspect vehicle, include the search of that and the occupants before involving initial interviewing of the suspects. At the end of the exercise the group leader must summarise the situation and propose next steps.

The role-players (driver (male) and passenger (female)) will react to the instructions, questions and behaviour in character as determined by their Briefing Notes and instruction from the lead trainer.

The trainer should monitor the actions of the participants closely to provide competent feedback in the next phase.





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### Debrief exercise and reset (50 mins):

- All trainers and one role player (second to reset the exercise) to return to the briefing room where participants will remove gear
- In plenary, ask the group leader for their thoughts on how the exercise had gone, focussing on:
  - How successful they had been in intercepting and assessing the subjects
  - How safely and securely the exercise their task had been completed
  - What lessons they have learned
- Ask other group members to add anything
- Provide feedback (emphasising constructive criticism) to the group focussed on the following areas:
  - Quality of pre-briefing (detail, allocation of responsibilities)
  - Safety and Security (were threats minimised and proper procedure followed)
  - Search & evidence gathering (methodical and complete, realising what is 'evidence', handling and securing evidence)
  - Interviewing: effective lines of questioning, sufficient information obtained, note-taking
  - Handling of subjects: separation of subjects, sensitive handling, identification of potentially vulnerable cases, securing of suspects
  - Decision-making: the logic behind decisions and choices of further actions
- Refer to video camera footage as suitable

### Methods

#### Delivery

- Practical Exercise

#### Reinforcement

- Feedback

#### Evaluation

- Monitoring of performance



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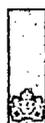
<b>Course Title</b>	Border Investigations Course	
<b>Session Title</b>	Search of Persons	
<b>Course Position</b>	Day 2 - Border Investigations (1 <sup>st</sup> Responder) Course	
<b>Duration</b>	120 minutes	
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Laser Pointer</li> <li>• Projector</li> <li>• Whiteboard/Flipchart with pens</li> <li>• Camera</li> <li>• Metal detector</li> <li>• Rubber gloves</li> <li>• Transparent evidence bags</li> <li>• Props for practical exercises (forged/counterfeit documents, fake drug samples, foreign currency, toy guns, etc.)</li> </ul>	
<b>Preparation Work</b>	<ul style="list-style-type: none"> <li>• Prepare the training room, ensure equipment is functioning properly, and that training aids and props are ready.</li> </ul>	
<b>Aim</b>	Enable trainees to conduct a thorough inspection of persons to prevent smuggling at the border in a systematic and legal way.	
<b>Objectives</b> By the end of the session participants will be able to:	1	Define 'Search of Persons' and state its different types
	2	Explain the modus-operandi of a metal detector and its features
	3	Demonstrate the ability to properly implement the search of persons using a metal detector
	4	Demonstrate the ability to properly implement pat downs and body searches
<b>SQF-aligned Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Apply a defined range of national law, rules and procedures relevant to specific border guarding activities (level 4)</li> <li>2. Demonstrate a range of skills necessary to ensure security and safety of persons and property in compliance with fundamental rights (level 4)</li> </ol>	
<b>Standards</b>	<ul style="list-style-type: none"> <li>• The Lebanese Armed Forces Memorandum 8000: "Lebanese Armed Forces' Instructions on Security Operations"</li> <li>• "The Lebanese Armed Forces Code of Conduct for Law Enforcement in Internal Security Operations"</li> </ul>	

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## Information (subjects to be covered)

### Content

- Definition of 'Search of persons' and its types
- Metal detector: modus-operandi and features
- Manual search: pat-down and body search
- Search of women/photo of subject
- Conclusion

### Define 'Search of persons'

The process of thoroughly looking for illicit goods systematically and legally with the aim of stopping their transfer through the borders. The search of persons is not limited to locating contraband goods, but should also include looking for any suspicious document or object that can be used in future investigations (e.g. foreign military card, paper with phone numbers, foreign currency, etc.)

### Summarize the different types of search and give further explanation as needed

- Pat-down (in full public view)
- Body search (away from the public)
- Strip search (away from the public)
- Intimate/cavity search (under the supervision of a medical doctor)

### Define metal detector

A device that can detect the presence of hidden metals at a close range. This device is not to be used near any metal materials such as vehicles and weapons that would interfere with its effectiveness.

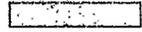
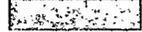
### Explain the features of a metal detector

- Portable, easy-to-use device
- Detects metals at a 10 cm distance
- Works 100 hrs in normal conditions
- Operates on a 9 volt battery
- Made of reinforced shock-resistant plastic

### Explain and demonstrate metal detector modus-operandi

- Insert the battery correctly
- Ensuring the device is functioning by checking the "ON" light
- Select the mode of the device 'vibration' / 'alarm'
- Ask the subject to empty his pockets and deposit his personal belongings in a transparent evidence bag
- Ensure your protection officer is prepared and has taken the correct position (parallel to the subject)
- Ensure the subject is standing sideways (90 degree angle) in front of the search officer
- Place the subject's right hand on the search officer's right shoulder
- Divide the body into 4 sections (upper right section, upper left section, lower right section, lower left





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section)

- Pass the metal detector at a close range over the subject's body (not exceeding 10 cm)
- Adopt a consistent speed while passing the device over each separate section of the subject's body
- Extract any metal objects found on the subject following a signal from the metal detector and examine them
- Arrest the subject if any contraband goods are found on him/her.

**Define 'manual search' and mention the two types relevant to the session: 'pat down' and 'body search'.**

**Explain and demonstrate the pat down process**

- Used in routine operations
- In full view of the public
- A protection officer is needed
- The legs are slightly apart and the hands are placed on the sides
- Inspect quickly and systematically from head to feet by literally 'patting' the different parts.

**Implement practical exercise 1**

**Explain and demonstrate the 'body search' process**

- Away from the public
- Ensure the presence of a protection officer during the search and that he/she is positioned parallel to the subject
- Ask the subject to:
  - Remove hat, coat, and gloves
  - Empty pockets and deposit personal belongings in transparent evidence bags
  - Stand with feet slightly apart and hands on the sides
  - Place his/her right hand on the right shoulder of the search officer
- Divide the body into 4 sections (upper right section, upper left section, lower right section, and lower left section). Begin with passing your hands over each body section and applying a squeezing method to feel any possible hidden objects.
  - When searching the upper sections of the subject's body make sure to check his/her shirt collar and the belt if they are wearing one.
  - When searching the lower sections of the subject's body make sure to check the soles of the shoes for possible hidden objects.
- Arrest the subject if any contraband/illicit goods are found on his person
- Handover subject with seized goods to the relevant authority.

**Highlight the following ideas and explain if necessary**

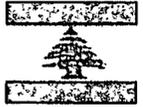
- In case the subject is carrying luggage (bag, backpack, etc.) ask him/her to empty the contents of their luggage at a safe distance from the search officer and under the watchful eye of the protection officer. The subject is asked to empty the contents of his/her luggage at a safe distance to guarantee the safety of the search team from threats like bombs or explosive devices.
- When the search is completed, take a picture of the subject with the seizures.



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Shed light on the following idea and remind participants of 'The Lebanese Army Code of Conduct for Law Enforcement in Internal Security Operations'

- Only female military personnel should search women and in a suitable place, where practical. Subordinates must refer to their superiors for instructions in case suitable conditions are unavailable.

Implement practical exercise 2

### Conclusion

- Summarize main points and ideas
- Give general feedback on the practical exercises

### Practical Exercises on the 'Search of Persons'

Practical Exercise 1: Divide students into groups of 2 and ask them to apply the explained search procedures related to 'search using a metal detector' and 'the pat-down search'

Practical Exercise 2: Divide students into groups of 2 and ask them to apply explained search procedures related to the 'body search' on each other.

*Before the start of the exercises, make sure to hand out the props to be hidden by the trainees. Ensure that the trainee is unaware of the location/type of object he/she will find when searching his fellow trainee.*

*The two exercises aim to consolidate main learning points and allow participants to apply knowledge acquired during the session.*

### Methods

#### Delivery

- Lecture to introduce basic concepts with interactive discussion
- PowerPoints as primary visual aids with Flipchart/Whiteboard

#### Reinforcement

- Plenary discussions with examples, case studies, and practical exercises

#### Evaluation

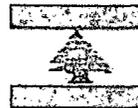
- Plenary Q and A and evaluation sheets at the end of delivery



# Netherlands' Assistance to Lebanese Border Agencies (IBM)

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<b>Course Title</b>	Border Investigations Course	
<b>Session Title</b>	Search of Vehicles	
<b>Course Position</b>	Day 2 - Border Investigations (1 <sup>st</sup> Responder) Course	
<b>Duration</b>	180 minutes	
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Laser Pointer</li> <li>• Projector</li> <li>• Whiteboard/Flipchart with pens</li> <li>• Camera</li> <li>• Metal detector</li> <li>• Rubber gloves</li> <li>• Transparent evidence bags</li> <li>• Props for practical exercises (forged/counterfeit documents, fake drug samples, foreign currency, toy guns, etc.)</li> <li>• Vehicles</li> </ul>	
<b>Preparation Work</b>	<ul style="list-style-type: none"> <li>• Prepare the training room, ensure equipment is functioning properly, and that training aids are ready.</li> <li>• Hide props in the vehicles to be searched.</li> </ul>	
<b>Aim</b>	Enable trainees to conduct a thorough inspection of vehicles to prevent smuggling at the border in a systematic and legal way.	
<b>Objectives</b> By the end of the session participants will be able to:	1	Define 'Search of Vehicles'
	2	Demonstrate their ability to effectively conduct a basic vehicle search
	3	Demonstrate their ability properly to handle detainees and seizures according to their gravity
<b>SQF-aligned Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Apply a defined range of national law, rules and procedures relevant to specific border guarding activities (level 4)</li> <li>2. Demonstrate a range of skills necessary to ensure security and safety of persons and property in compliance with fundamental rights (level 4)</li> </ol>	
<b>Standards</b>	<ul style="list-style-type: none"> <li>• The Lebanese Armed Forces Memorandum 8000: "Lebanese Armed Forces' Instructions on Security Operations"</li> <li>• "The Lebanese Armed Forces Code of Conduct for Law Enforcement in Internal Security Operations"</li> </ul>	



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## Information (subjects to be covered)

### Content

- Definition of 'Search of Vehicles'
- Followed procedure during 'Search of Vehicles'
- Seizures categorization and handling measures
- Conclusion

### Definition of 'Search of Vehicles':

It is the process of searching vehicles for illicit goods in a systematic manner with the aim of reducing the chances of them being smuggled and transported through border crossings and the risks of terrorist attacks. The search of vehicles is not limited to locating contraband goods, but should also include looking for any suspicious document or object that can be used in future investigations (e.g. foreign military card, paper with phone numbers, foreign currency, etc.)

### Explain the search of vehicles procedure through demonstration, while focusing on each phase separately:

- Implement an initial investigation (Check identification and car registration documents)
- Ask the passengers to disembark the vehicle
- Implement the search of persons procedures (review *Search of Persons* lesson plan)
- Ask the driver to open the doors, hood, and trunk of the vehicle
- Ask the delegated search officers to approach the vehicle (2 officers/vehicle)
- Divide the vehicle into five sections (ask the officers to proceed with inspecting the vehicle in a coordinated manner):
  - The vehicle interior
  - The trunk of the vehicle
  - The hood of the vehicle
  - The vehicle exterior (from the back to the front)
  - The vehicle engine
  - The vehicle skid plate
- Implement the inspection in a systematic manner, while ensuring that each section is searched separately
- In case luggage is found in the vehicle, ask the suspect (s) to empty its contents at a safe distance from the search patrol.

### Explain the categorization of seizures according to type and gravity level:

#### Low risk seizures:

- Bank notes (large sums of money)
- Narcotics (drugs)
- Smuggled goods etc.

#### Medium risk seizures:

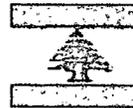
- Weapons with ammunition
- Hand grenades



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- Cold weapons (knives, etc.)

### High risk seizures:

- Explosive belts
- Bombs
- Chemical substances
- Unidentified substances

### Summarize the followed procedures if seizures are found within the vehicle:

- Ensure that a picture of the subject with the seizures is taken, stored and sent to the relevant unit.
- If the seizures found are of low or medium risk, the suspect is arrested and handed over to the relevant authority
- If the seizures found are of high risk, the officer in charge of the patrol must be informed, the suspect must be isolated at a safe distance from the patrol until the arrival of the relevant specialized forces.

### Implement the practical exercise

#### Conclusion

- Summarize main points and ideas
- Give general feedback on the practical exercises

#### Practical exercise on the search of persons and vehicles

Implement the following scenario: divide the students into two groups: search officers and vehicle passengers. Have the first group set up a checkpoint, and ask the second group to enter the vehicle and act as civilians. Ask the second group to stop the vehicle at the location of the checkpoint where the first group would hold an initial investigation with the passengers, search the vehicle and the passengers (body search) for illicit or suspicious goods/documents and categorize them according to gravity.

Make sure that you conceal the props in the car before the start of the exercise. Change props' location in the second run. Swap the roles of the groups after the first run of the exercise.

*This exercise aims to consolidate main learning points and allow participants to apply knowledge acquired during the session.*

### Methods

#### Delivery

- Lecture to introduce basic concepts with interactive discussion
- PowerPoints as primary visual aids with Flipchart/Whiteboard

#### Reinforcement





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- Plenary discussions with examples, case studies, and practical exercises

### Evaluation

- Plenary Q and A and evaluation sheets at the end of delivery



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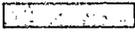
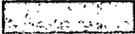
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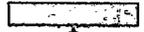
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<b>Course Title</b>	Border Investigations Course	
<b>Session Title</b>	Foundation First Responders (Res F)	
<b>Course Position</b>	Day 1 - Border Investigations (1 <sup>st</sup> Responder) Course	
<b>Duration</b>	105 minutes	
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Whiteboard/Flipchart with pens</li> </ul>	
<b>Preparation Work</b>	<ul style="list-style-type: none"> <li>• Prepare Handout 1 'Border Offences'</li> </ul>	
<b>Aim</b>	To ensure participants are aware of the practical actions required as 1 <sup>st</sup> Responders	
<b>Objectives</b> By the end of the session participants will be able to:	1	Explain what is meant by a 'border offence'
	2	State 5 border offences related to persons
	3	State the 3 core tasks of the 1 <sup>st</sup> Responders
	4	Explain what is meant by the 'golden hour'
	5	State what is meant by a 'crime scene'
	6	State the order of priority for crime scene management
	7	State 4 examples of evidence artefacts relevant to border offences
<b>SQF-aligned Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Apply a defined range of national and international procedures relevant to specific border guarding activities (level 4)</li> <li>2. Demonstrate procedures to conduct routine investigations of alleged infringements (level 4)</li> <li>3. Apply information gathering and reporting procedures related to border crime (level 4)</li> </ol>	
<b>Standards</b>	<ul style="list-style-type: none"> <li>• UK College of Policing's Authorised Professional Practice (APP)</li> <li>•</li> </ul>	



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## Information (subjects to be covered)

### Content

- Border Offences
- The Role of 1<sup>st</sup> Responders
- Crime scenes
- Evidence

### Clarify the general role of the 1<sup>st</sup> Responder as part of the 'first line control':

- To intercept possible offenders, victims and/or witnesses
- To gather necessary information for Review (Commanding Officer) the Second Line (investigators)
- 1<sup>st</sup> Responders are **NOT** expected to definitively decide that offences have been committed but simply to identify **potential** cases incidents where further information/action is needed
- However, being aware of the potential **types** of offences is necessary

### Explain the concept of border offences:

- Border offences refer to any breach of national legislation, regulations or procedures related to the national border.
- The range of potential offences that may occur at borders is extensive. Although particular breaches will usually fall under the overall responsibility of individual agencies (and will be passed to them for further investigation/processing), all agencies share a common duty to identify and competently conduct relevant initial processes for any and all offences they may encounter. For example, although they will focus on migration issues, if LAF become aware of Customs' offences they cannot ignore them.
- Border offences rarely occur in isolation – for example a person who has crossed illegally and when intercepted attempts to give a false identity using false documents having destroyed evidence of who they really are would be responsible for five separate types of offence (illegal entry, failure to provide required documentation, use of forged documents, destruction of documents and verbal deception).
- Nor are border offences mutually exclusive - there is commonly a large degree of overlap between separate 'controls'. An example is of goods smugglers who use forged travel documents to attempt to cross the border, thus committing both traditional Customs and Border Police offences. An understanding of the various offences that may be committed within their own and other agencies' traditional competences necessarily allows operational staff to more effectively identify breaches and process them accordingly.

### Summarise the main offences:

- The principle border offences related to persons can be considered as:
  - Failure to provide required documentation
  - Use of forged documents
  - Destruction of documents
  - Clandestine entry
  - Illegal crossing
  - Verbal deception

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- Smuggling of migrants
- Trafficking of human beings
- Escaping justice

**Trainers' Note:** A fuller list, including goods-related offences, is available as a handout to this session.

## Explain the role of the 1<sup>st</sup> Responders:

1. **To secure the scene and subjects**
2. **To identify, recover and/or secure (protect) relevant evidence:** cordoning off areas, separating individuals, conducting searches, use evidence bags etc. Avoiding contamination and destruction. **Importantly, this includes identifying who people are and what they are doing.**
3. **To record the scene:** making notes, photos (using a scale if possible), video, sketches etc. This enables an investigator to more fully understand a situation that they may not have an opportunity to see for themselves. Taking contemporaneous notes is extremely valuable, ensuring important information is not later overlooked or confused. Note-taking is a usual practise for 1<sup>st</sup> responders.

## Explain the concept of the 'Golden Hour':

- This is a concept (not literally an hour) emphasising the importance of speedy action in investigations.
- The initial contact allows opportunities that will often not be available later to investigators:
  1. Essential evidence is available (before being destroyed, contaminated, lost etc.)
  2. Suspects are not as prepared as later on (stories are prepared)
  3. Witnesses and victims are available
  4. Necessary actions can be taken faster – threats identified and acted on, assistance given etc.

## Introduce the concept of crime scenes in the context of border offences:

- When we talk of crime scenes we usually think of a fixed, stable location where a specific crime has taken place and where all relevant evidence is likely to be confined within. An example might be a domestic murder. This is referred to as a '**static**' crime scene.
- The opposite of this is a '**dynamic**' scene where an offence (or offences) have occurred over several locations, each of which may contain evidence. Border investigations commonly deal with these.
- Examples of crime scenes are:
  - Where the offence took place (the actual border)
  - Where the subject was intercepted
  - Where subjects planned the offence(s)
  - Where evidence was discarded
  - Routes used
  - Items used to commit offence (weapons, documents etc.)
  - Where people came into contact with the suspect (including witnesses, victims, suspects and their properties, workplaces, vehicles)
- **It is important to note that the suspect and their possessions are also considered a crime scene.**

## Discuss the priority of actions:

- Each crime scene/situation is different. Depending on the time and resources available to the 1<sup>st</sup> Responder



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and the context (including security of the location, proximity of second line investigators etc.) not all actions might be able to be done.

## Plenary Exercise: Crime Scene Priorities

In plenary, or in groups, ask the participants to place the following in order of their priority:

- Identify suspects
- Secure evidence
- Preserve the scene
- Preserve life
- Identify victim

Allow 5 minutes to consider and then discuss.

The correct order is (1 being the highest priority):

1. Preserve life (including yours).
2. Preserve the scene – locking it down and restricting access
3. Secure evidence
4. Identify victim
5. Identify suspects

### Learning points:

1. Not all actions can always be done. In such cases it is important to prioritise.
2. Protection of human life is always the priority.

## Discuss the role of evidence

- Evidence can be:
  1. **Knowledge** - statements from offenders, witnesses, victims, informants, intelligence etc.

As the goal of a professional investigation is the search for truth, information must be reliable as possible. This is ensured by conducting interviews effectively (see *Int F* session which follows this).

## Plenary Exercise: Memory

In plenary:

Either:

- 1) Show a video such as the Invisible Gorilla @ <https://youtu.be/vJG698U2Mvo>

Or its later version (if you suspect that participants are aware of the video) @

[https://youtu.be/IGQmdoK\\_Zfy](https://youtu.be/IGQmdoK_Zfy)

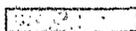
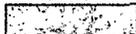
Or:

- 2) Arrange for a colleague to enter the room and hand you something, briefly interrupting the class. **IMPORTANT:** Participants should **NOT** realise that this is an exercise so the colleague should enter while you are discussing the 'Golden Hour' section. Remind participants that someone came into the classroom before and ask them to describe the person and what happened.

### Learning point:

1. Memory and perception are not as reliable as we think.

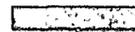




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## 2. **Data** - physical evidence including:

- **Trace material** – forensic such as fingerprints, DNA, hair/fibres etc. Also bruising, abrasions etc.
- **Passive data** – CCTV/surveillance, electronic trails (personal computers, phones, social media etc.)
- **Artefacts** – items carried (or discarded) by someone

### Plenary Exercise: Artefacts

In plenary, ask participants to suggest possible artefacts (physical evidence) that might occur in border investigations.

Although artefacts such as weapons, narcotics etc. are valid suggestions, the trainer should emphasise other, less obvious, artefacts. Possible suggestions include:

- IDs
- Supporting documents
- Receipts (showing time and locations and therefore routes)
- Photographs
- Contact numbers (any)
- Currency (implying routes taken etc.)
- Ticketing/links to carriers (baggage tags etc.)

### Learning points:

1. Border Offence cases often rely on less obvious artefacts.

### Summarise the session:

- 1<sup>st</sup> Responders can play a vitally important role in improving investigations
- It is necessary to be aware of:
  - the types of offences
  - specific tasks
  - how to identify and process a crime scene
  - the importance of evidence

### Methods

#### Delivery

- Lecture to introduce basic concepts with interactive discussion
- PowerPoints as primary visual aids with Flipchart/Whiteboard

#### Reinforcement

- Plenary discussions with examples, case studies, and practical exercises
- Handout

#### Evaluation

- Plenary Q and A



# Netherlands' Assistance to Lebanese Border Agencies (IBM)

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<b>Course Title</b>	Border Investigations Course	
<b>Session Title</b>	Foundation Initial Interview Techniques (Int F)	
<b>Course Position</b>	Day 1 - Border Investigations (1 <sup>st</sup> Responder) Course	
<b>Duration</b>	120 minutes	
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Whiteboard/Flipchart with pens</li> </ul>	
<b>Preparation Work</b>	<ul style="list-style-type: none"> <li>• Prepare 'Credibility' Exercise</li> </ul>	
<b>Aim</b>	To provide participants with the necessary knowledge and skills to conduct effective initial interviews	
<b>Objectives</b> By the end of the session participants will be able to:	1	Explain the importance of interviewing as a border control tool
	2	Explain the need for a specialised model for initial interviews
	3	Appropriately use different types of questions in interviews
	4	Select effective lines of questioning
	5	Understand the limitations of traditional Deception Detection techniques
	6	Understand the concept and use of Cognitive Overload
	7	Use credibility effectively
<b>SQF-aligned Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Apply a defined range of national and international procedures relevant to specific border guarding activities (level 4)</li> <li>2. Demonstrate procedures to conduct routine investigations of alleged infringements (level 4)</li> <li>3. Apply information gathering and reporting procedures related to border crime (level 4)</li> <li>4. Demonstrate effective communication skills and techniques and apply them in an articulate, coherent, detailed and accurate manner in all written and oral interactions in specific border guarding contexts (level 4)</li> <li>5. Act in accordance with defined ethical and professional standards and demonstrate respect for diversity (level 4)</li> </ol>	
<b>Standards</b>	<ul style="list-style-type: none"> <li>• UK College of Policing's Authorised Professional Practice (APP)</li> <li>• Frontex, Sectoral Qualifications Framework (SQF)</li> <li>• LAF regulations and procedures</li> </ul>	

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## Information (subjects to be covered)

### Contents:

- The role of initial Interviewing
- Principles of interviewing
- The 'First-line interview Model'
- Lines of Questioning
- Deception detection

Summarise the need to obtain KNOWLEDGE evidence as part of an investigation (see Res F session for details) and therefore to conduct interviews

### Introduce the role of interviewing in border management:

- Effective interviewing is the core skill for any investigation and especially so for border offences.
- It is based on information obtained and decisions made at that point that will result in offenders, victims and witnesses being identified or not and also dictate the quality of the rest of the investigative process.
- Information missed or misunderstood may not be able to be gained later – the 'Golden Hour' principle.
- Decisions require information, the best way to do that is by interviewing.
- Other sources of data are valuable but not as useful as interviewing for primary information gathering:
  - **Databases** – useful to confirm validity of documents, identity, previous incidents. However, are limited by:
    - What information is entered and retrieved and the quality of that information;
    - They only indicate past events not necessarily intentions;
    - No 'hits' do not mean that the subject is not a case, it only means that there is nothing about them currently known.
  - **Document Security** – these increasingly represent a minority of cases. Additionally, though an offence, the reason why the holder has used them is just as important;
  - **Profiling** – conclusions drawn from the subject's behaviour, known trends etc. are often based on flawed beliefs and faulty logic that do not necessarily help, and can seriously hinder, investigations;
  - **Search** – can be very useful in obtaining evidence however isn't routinely done due to time/resource restraints and so is usually left for the 'secondary' stage of an investigation.

### Explain the origins of border interview models:

- Interview models and techniques are based on civilian policing methods.
- These are generally divided by type:
  - Offender



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- Witness
- Victim

- Different techniques are appropriate for each, based on the level of willingness to provide information) however all follow a structure and aim to be 'ethical'

### Introduce the six principles of professional, ethical investigative interviewing:

- **Structured**

Interviews should follow a methodical, structured approach. This ensures standardisation that all the necessary information is being sought and the correct procedures/techniques used. Though structured, a degree of flexibility for individual investigators to employ different methods dependent on the specific case is allowed;

- **Accurate**

The interview must aim to obtain full and accurate information if the investigation is to be effective;

- **Unprejudiced**

The interviewer's personal opinions, assumptions and biases are irrelevant. The interviewer should be prepared to believe the account that they are being given but use common sense and judgement rather than personal beliefs to assess the accuracy of what is being said;

- **Reliable**

The aim of any investigation should be the truth. The information must have been given truthfully and be able to withstand further scrutiny (for example in court) 'Suggestibility' must be considered. People vary in the degree to which they are suggestible. People in vulnerable situations, people with learning difficulties and children may be more suggestible and require special protection.

- **Tested and corroborated**

All statements should NOT automatically be accepted as true. Where possible they must be checked to ensure they are reliable and where possible evidenced and/or supported. Accounts should always be tested against what the interviewer already knows or what can be reasonably established.

- **Fair and unoppressive**

Intimidation or deceit should not be used. The risk of false confessions should be minimised. People with clear or perceived vulnerabilities should be treated with particular care, and extra safeguards should be put in place

### Explain the differences between 'interview' and 'interrogation':

- **Interrogation** is a communication technique specifically aimed at obtaining confessions from suspects. Most commonly embodied by the **Reid Technique** as championed by US agencies these adopt a deliberately confrontational and manipulative approach designed to gain confessions from persons already assumed to be guilty. Although proved to be effective at gathering confessions it is significantly undermined by the number of false confessions it can generate and the potential for abuses of professional standards and human rights.
- **Interviewing** (specifically **Investigative interviewing**) is a technique that focuses on gathering reliable information from a neutral position (i.e. without assuming guilt) with the aim of discovering the truth. Emphasising an ethical approach, interviewing is suitable for all types of case and not just

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communication with suspects. As a result, interviewing as defined within the **PEACE model** is the EU model of policing and of this training.

## Explain the P.E.A.C.E. model:

- Developed in the 1990s in the UK to prevent miscarriages of justice (due to false confessions, use of intimidation, failures to inform subjects of rights etc.). It provides a structure for all investigative interviews that is now used throughout the EU and beyond.
- Consists of 5 stages:
  - Preparation and Planning
  - Engage and Explain
  - Account, Clarify and Challenge
  - Closure
  - Evaluation

## Describe the assumptions upon which traditional investigative interview model are based:

- **Reactive** – an offence has been committed;
- **Extensive pre-information** – a large amount of research has already been done such as background checks, witnesses, forensics etc.;
- The focus is **solely on the interview** – the interviewer only focuses on the interview with no other administrative responsibilities;
- The **interviewee has already been categorised** as either a suspected offender, witness or victim - the interview can be planned accordingly;
- **A particular crime and possibly a particular suspect has already been identified** and appropriate approaches and interviewers can be deployed - for example, specific legislative requirements (points to prove) can be factored in and specialist interviewers used for children, vulnerable groups etc.;
- **Significant resources** are available – time, language and human resources (detailed interviews are normally conducted by teams).

## Contrast the realities of initial border interviews with traditional assumptions:

- **Predictive** – although 'illegal crossing' is the obvious offence in most green border cases the investigation is just (if not more) interested in other hidden offences or those offences that have not yet occurred, meaning that 'evidence' is missing;
- **Limited pre-information** – in the majority of cases there is no information beyond what is available in databases and travel documents;
- The interview is **one of several tasks** being done – physical security, search, document examination, risk profiling etc.;
- The interviewer **does not know the probable category** of the subject- offender, genuine, protection, witness;
- The interviewer **does not know the probable type of offence** – individual types of border offence have many potential sub-categories and specificities;
- **Extremely limited resources** – time, language and human resources etc.



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**Emphasise that formal interview models are designed for second-line, further investigations, not 1<sup>st</sup> Responders**

**Explain that no internationally agreed model for initial border interviews currently exists.**

**Describe a 'First-line interview Model':**

- Such a model would need to be:
  - Structured enough to ensure standardisation, professionalism and the gathering of necessary data but flexible enough to allow for the different types of cases and interviewees;
  - Simple enough that it can be implemented effectively by all front-line staff without the need for additional resources;
  - Speedy enough that it can be completed within the limited time available;
  - Equally applicable to all types of case at the initial stage;
  - Sufficiently probing to allow staff to make a reliable, indicative decision – and the second-line to more effectively take over the case.
- The proposed model is based on:
  - PEACE to ensure wider applicability/professionalism;
  - Reaching an indicative decision, not confessions or definitive proof;
  - Proven and ethical methods to test and corroborate information

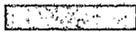
**Explain the 'Preparation' stage of the 'First-line Interview Model':**

- The model emphasises an extensive general knowledge for frontline staff in:
  - Understanding the exact role of the primary control in border management and the need for equal consideration of protection as well as offenders;
  - Potential types of cases including legal positions, related trends and indicators;
  - Necessary professional standards;
  - Competent lines of questioning;
  - The limitations of profiling and indicators of deception.
- On a functional level it is when subjects are separated (unless children or obviously dependent cases) to allow for cases to be compared, victims to request assistance, confidentiality to be complied with;

**Summarise the importance of considering additional indicators:**

- Any 'profile' must be a conclusion of all the available contextual information and not simply behaviour, including:
  - **Companions** - who is the person travelling with and why? How do the group interact?
  - **Possessions** – do they have the amount, type and quality of possessions that you would expect for their reason? Note what is **not** there as well as what is.

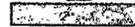




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- **Routing/history** – does it make sense?
- **Timing** – when have they arrived in relation to their reasons?

## Explain the 'Engage' stage of the 'First-line Interview Model':

- First provide any statements legally obliged to do so
- Build rapport to facilitate information exchange and quality:
  - Introduce yourself/your role
  - Explain the situation
  - If necessary (such as if the subject is already stressed) introduce a neutral topic of conversation

## Explain the 'Account' stage of the 'First-line Interview Model':

- This is where the information is obtained and tested.

## Discuss Types of Questions:

- How questions are asked can have a major impact on their effectiveness.
- There are broadly four types:
  - **Open**  
These are questions which do not suggest a specific answer and require an expanded answer from the subject using their own words. Examples include, 'Who? Why? What? Where? When? How? Explain?' Open questions are very useful for gathering general information.
  - **Probing**  
A type of open question but focussed on specific subjects within the general information.
  - **Closed**  
These are questions where it is possible to simply answer 'yes' or 'no'. These are of little use when trying to get information from subjects but are useful to clarify points/statements.
  - **Leading**  
These are questions which suggest an answer to the interviewee, 'leading' them to give a certain answer, or that assume facts that have not been covered or confirmed during the investigation. These are unprofessional and should be avoided.

## Explain that most interviews progress from Open ('free narrative' statements before probing/corroborating) to Closed questions

## Discuss Lines of Questioning:

- The interview begins by gathering the two pieces of information necessary to assess the case:
  - **Identity** – who are they?
  - **Motivation** – what are they doing?
- The answers (or lack of) to these two questions – the **Core Data** - will form the basis for subsequent, increasingly detailed questions relevant to the subject's circumstances.
- **Relevant circumstances usually revolve around:**
  - **People**
  - **Location(s)**



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- **Actions**
- **Time(s)**

- It shouldn't be assumed that answers will be genuine. Professional interviewing factors in the need to challenge statements.
- Questions aim to obtain **verifiable statements** (statements that can be tested/corroborated). Not all statements must or can be verified immediately – however statements should ideally be able to be so later.

### Practical Exercise: Lines of Questioning

In plenary ask participants to suggest what questions could be asked to clarify someone's identity.

Possible suggestions include:

- Name
- Nationality
- Age
- Place of birth
- Place of residence
- Occupation
- Religion

### Learning points:

Questions aim to obtain verifiable statements

### Present the methods of Corroboration:

- **Supporting documents** – do the documents held supporting the statements made?
- **Supporting information** – does the information match data from other sources (databases, observation, witnesses etc.)
- **Note** that the interviewer does **NOT** need to pursue all leads or categorically demonstrate deceit. Simply identifying areas that need more investigation is sufficient for the second line.

### Discuss the reality of deceptive behaviour (lying):

- Although present in diverse forms and to varying degrees, deception is an everyday reality;
- Border situations naturally increase this likelihood;
- Deceptive behaviour does not automatically indicate criminal guilt. Victims and witnesses may also lie (sometimes without realising such as in THB cases) for other, non-criminal reasons.
- Our ability to spot deception is generally only around 45-55% (guessing);
- Law enforcement do not do measurably much better than non-police in spotting detection;
- There is no 'Pinocchio's nose' – no specific indicator (behavioural cue) or set of indicators that **definitely** indicate deception;
- The use of body language as a definitive guide to deception is based on flawed deductive logic i.e.

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deception causes stress, stress causes predictable physical reactions;

- This assumes that stress is the automatic response by everyone, ignores other potential causes of stress and assumes that all people react to stress in the same way. This is obviously not the case and therefore methods, including polygraphs, that rely on such logic are unreliable;
- However, research does show that:
  - 'body language' can help indicate general emotions that can be used to guide an interview – **why are they feeling like that?**
  - **Deviations from normal (baseline) behaviour** may indicate stress and deception
  - **Verbal indicators** (speech errors, avoidance, 'fillers', pauses, repetition, variations in tone, pace etc.) are more reliable for indicting potential deception than physical ones

### Reiterate the role of the Initial Interview:

- Second-line investigators have a variety of techniques and variations of the P. E.A.C.E. model to use to judge if deception has been used
- The initial interview is to identify **potential** areas of deception for the second-line to pursue (consider the analogy of military 'spotters' identifying the location of potential targets who relay that information to the artillery, air force, sniper etc.)

### Introduce the main techniques that 1<sup>st</sup> Responders can use to assist in identifying deception:

#### • Cognitive Overload

Unlike interrogation which applies stress to all subjects regardless of whether they are telling the truth or not, cognitive overload is an ethical technique that only applies stress to those being deceptive. Lying requires more mental effort than telling the truth – creating, maintaining and self-justifying it; controlling any deviations in body language; attempting to direct the interview; and monitoring the interviewer. Cognitive techniques add even more pressure. Methods include:

- Asking **unanticipated questions** - undermines any planning the subject has done for the interview causing them to create a new plausible lie immediately;
- Requiring the subject to give data in **reverse order**– this adds an extra dimension to the lie – having to remember what they have said and then also reorder it;
- **Sketching** – changes the medium for which the subject is prepared for and also requires them to provide definitive, verifiable data

#### • Credibility

- Credibility simply means deciding if the interviewee's statements are believable, plausible, convincing, reasonable or probable.
- It can indicate where possible issues and therefore further investigation is required.
- Credibility is not limited to individual statements but to the overall situation itself – does it make sense? It can assist in identifying offenders but also those at risk, even if they do not yet know it.

### Explain the methodology of credibility:

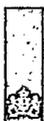
- The questions asked are those that should be able to be answered easily – in terms of subject and how the question is posed.

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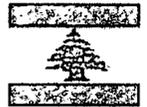
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- The interviewer will consider:
  - What the subject answers?
  - How the subject answers?
- If the interviewer considers there is insufficient credibility, questioning should continue to clarify and define specific elements of the claim.
- It is important not to ignore instincts; if something seems suspicious, it is normally because it IS suspicious.
- Credibility assessments are the basis for evolving interview lines of questioning.

### Practical Exercise: Credibility

Divide participants into groups (depending on numbers).

Three 'subjects', (ideally trainers or staff who have not been involved in the session) will sit at the front of the class and repeat exactly the same initial statement as each other.

The statement should have been decided in private so that participants have not had any chance to consider it. This statement should not be work/migration-related and should not be a statement that any of the participants might already be aware of.

The statement chosen should be true for **only one** of the 'subjects'. Example statements: 'I broke my leg falling out of a tree'; 'I have been to London on holiday'.

Each group shall be allowed to ask **one question** which will be answered by all three subjects individually. Multiple questions are not allowed.

There will be **two rounds** of questioning after which each group will have to make a decision about which subject is telling the truth.

The subjects should **all** try to convince the participants that they are being truthful. The subject who is telling the truth must answer all questions honestly and not try to confuse participants.

This exercise works best if it is repeated at least once.

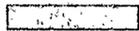
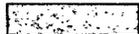
### Learning points:

To provide an opportunity to:

- Identify effective questions to test credibility;
- Understand the need to pay attention to, and note, information gathered;
- Practise making judgements based on credibility

Summarise the four-step questioning process:

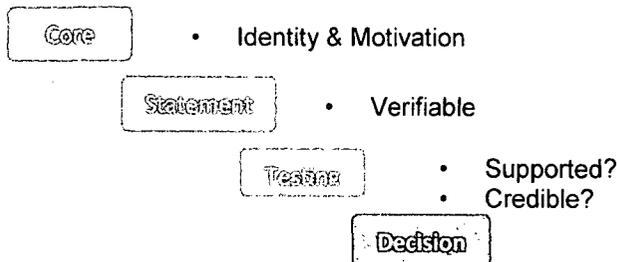
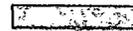




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### Describe the 'Close' stage of the 'First-line Interview Model':

- What will happen next must be explained including timeframes when possible
- The subject is still under duty of care so any needs identified during the initial interview (medical etc.) should be addressed. The primary control only ceases to be responsible for duty of care when the case is formally handed over to the second line.
- When referring the case (to senior officer or secondary investigator), the salient points should be clearly explained including any concerns for the well-being of the subject. Any notes made during the initial interview should also be handed over.

### Explain the 'Evaluation' stage of the 'First-line Interview Model':

- In order to improve, feedback should be sought from those who take over cases. What did the investigation uncover?

### Summarise initial interviews:

- The initial interview provides a huge amount of potential value to the subsequent investigation if done correctly
- The goal is NOT to definitively prove an offence or obtain ALL information, simply to obtain core data and identify potential areas of further investigation
- How detailed an interview will be dependent on the time available and the physical situation (security, numbers of interviewees etc.)
- What time is available to interview should be used
- Focus efforts on evident offenders and those who aren't 'credible'

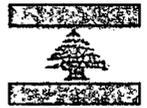
Methods	
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Lecture to introduce theory with interactive discussion</li> <li>• PowerPoints as primary visual aids with Flipchart/Whiteboard as necessary</li> </ul>
<b>Reinforcement</b>	<ul style="list-style-type: none"> <li>• Plenary discussions and practical exercises</li> <li>• Examples/case studies</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Plenary Q &amp; A at end of delivery</li> </ul>



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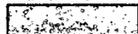
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<b>Course Title</b>	Border Investigations Course	
<b>Session Title</b>	Foundation Investigations (Crim F)	
<b>Course Position</b>	Day 1 - Border Investigations (1 <sup>st</sup> Responder) Course	
<b>Duration</b>	75 minutes	
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Whiteboard/Flipchart with pens</li> </ul>	
<b>Preparation Work</b>	<ul style="list-style-type: none"> <li>• Prepare Handout 1 'Border Interceptions: LAF's Investigative Workflow'</li> </ul>	
<b>Aim</b>	To make participants aware of the importance of structured investigations	
<b>Objectives</b> By the end of the session participants will be able to:	<b>1</b>	Understand the role of LAF in investigations at the border
	<b>2</b>	Define an 'Investigation'
	<b>3</b>	Explain the principles of professional investigations
	<b>4</b>	Describe the investigative workflow
<b>SQF-aligned Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Apply a defined range of national and international procedures relevant to specific border guarding activities (level 4)</li> <li>2. Act in accordance with defined ethical and professional standards (level 4)</li> <li>3. Apply information gathering and reporting procedures related to border crime (level 4)</li> </ol>	
<b>Standards</b>	<ul style="list-style-type: none"> <li>• UK College of Policing's Authorised Professional Practice (APP)</li> <li>• Frontex, Sectoral Qualifications Framework (SQF)</li> <li>• <u>United Nations Office of the High Commissioner for Human Rights (OHCHR) Recommended Principles and Guidelines on Human Rights at International Borders</u></li> <li>• <u>OHCHR and Global Migration Group Principles and Guidelines, supported by practical guidance, on the human rights protection of migrants in vulnerable situations</u></li> </ul>	





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## Information (subjects to be covered)

### Content

- Context
- Definition of 'Investigation'
- Investigative Principles
- The Basic Investigative Workflow

### Introduce the investigative role of LAF

- *"The first mission of the Army is to defend the nation's borders against any external attack"* (LAF official website, 20/7/19)
- Combating criminal threats are specifically mentioned under LAF's 'Security Mission':
  - *"Fighting organized crime in all its forms.*
  - *Controlling the border on land and at sea to prohibit cross border smuggling and infiltration attempts".*
 (LAF official website, 20/7/19)
- Just as it protects against military threats so does LAF protect against criminal ones

### Clarify the contributory role of the Land Border Regiments:

- *"Surveying the land borders in order to prevent smuggling actions.*
  - *Investigating smuggling and detecting violations.*
  - *Fighting illegal migration and arresting violators.*
  - *Preventing all kinds of weapon, ammunition and narcotics smuggling operations and arresting perpetrators in addition to turning them in to the relevant authorities.*
  - *Setting up surveillance points and fixed and moving searching points as well as conducting patrols along the land borders in order to detect violations related to the infiltration of individuals through the borders in addition to tracking down perpetrators, arresting them and turning them in with the confiscated items to the relevant authorities."*
- (LAF official website, 20/7/19)

Emphasise the important role that LBRs and other border units play in the investigative process.

### Define an Investigation

- An **investigation** is any legal enquiry process conducted by a law enforcement agency to determine if offences have occurred and, if so, to assign guilt or innocence;

### Explain the need to 'investigate' Offenders and Non-Offenders

- The role of border control is not simply to identify offenders and offences themselves but also those who require particular treatment or are entitled to protection. The EU states this as a core





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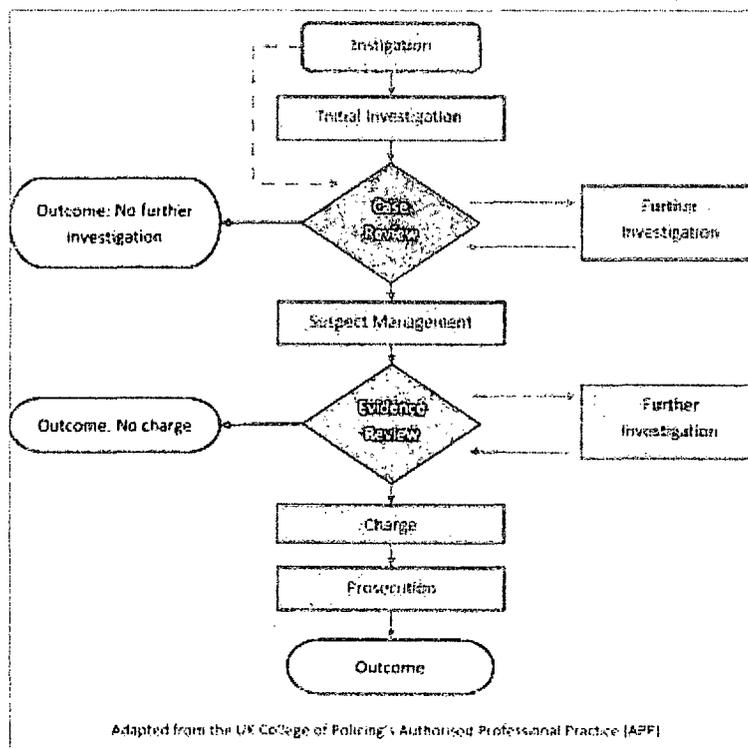
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- Most border cases may initially appear simple – a particular offence has clearly taken place (for example illegal entry) – however it should always be kept in mind that additional, less obvious offences may have also occurred or are being planned to occur; other offenders may have been involved; and individual offences may indicate a wider trend. As a result, all incidents should be investigated thoroughly and professionally;
- Failures to act appropriately seriously risk undermining the success of subsequent investigative stages;
- Poorly conducted investigations not only jeopardise the immediate case itself but also risk missing important data that could identify/facilitate wider investigations;

## Introduce the 'Basic Investigative Workflow'

- Border investigations, like all policing investigations, should follow a single, standardised process:



## Clarify the investigative process stages:

1. **Instigation:** Either reactive, responding to a report of information or a review of existing information, or proactive, for example as a result of intelligence identifying new offences.
2. **Initial Investigation:** The actions taken by the first responder (the person or team initially dealing with the case). This is when activities such as crime scene management, evidence gathering, initial interviews with witnesses, victims and offenders will take place and be carefully recorded. **The aim is to identify what if any offences have been committed and the suspects involved.**



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It is also when victims (and witnesses) will be supported and provided with assistance as needed.

3. **Case review:** An evaluation, usually by a senior officer, to determine if there is a case and if so if sufficient enquiries have been conducted and sufficient evidence has been obtained.
4. **Further Investigation:** Where an investigative strategy is developed, tailored to the particular case. Additional evidence is gathered and analysed. This will be subject to regular Case Reviews (above) to determine if and when a case is ready to proceed.

If the Initial Investigation (above) has already identified the suspect(s) and sufficient initial evidence is available, this stage will be bypassed.

5. **Suspect Management:** This is where suspects are interviewed and either eliminated or identified for charging. Formal arrests are made.
6. **Evidence Review:** Similar to the Case Review but here the focus is specifically on if there is sufficient evidence tying a specific subject to the offence to the necessary standards to achieve prosecution.
7. **Charge:** The formal charging of the suspect and preparation of the relevant paperwork and other material prior to the court case or issuance of other (non-judicial) punishments.
8. **Prosecution:** Led by lawyers, investigators may be involved in giving advice as well as giving evidence directly to the court.

### Explain how the investigative process is implemented for border cases:

- In practise this process is commonly divided between 'control stages' with different staff (perhaps from different agencies) implementing each stage:
  - **Steps 1-3 are implemented by the 'primary control' – 1<sup>st</sup> Responders**  
Conducted by the frontline staff who first deal with subjects – the border units whether at the border itself or at checkpoints. The aim is NOT to definitively decide that offences have been committed but simply to identify potential cases incidents where further information/action is needed. Its primary role is **information gathering**.
  - **Steps 4-7 by the 'secondary control'**  
Conducted by a smaller but more expert number of (usually Military Police) investigators with increased access to time, data and other resources. These may be based at the field HQs or within regional offices who are sent to the incident's location. Their aim is conduct a more detailed examination of the case in order to make a clear recommendation on what should be done – corroborating or refuting initial assessments, expanding or contracting the investigation's scope and sources. Its primary roles are **evidence-led information gathering but also analysis and decision making**.
  - **Step 8 by the 'tertiary control'**  
Potentially also involved in aspects of the previous stage (usually in a coordinating role), this is conducted by the smallest number of specialised staff (lawyers, escorts etc.).

### Explain the Workflow's application to LAF procedures



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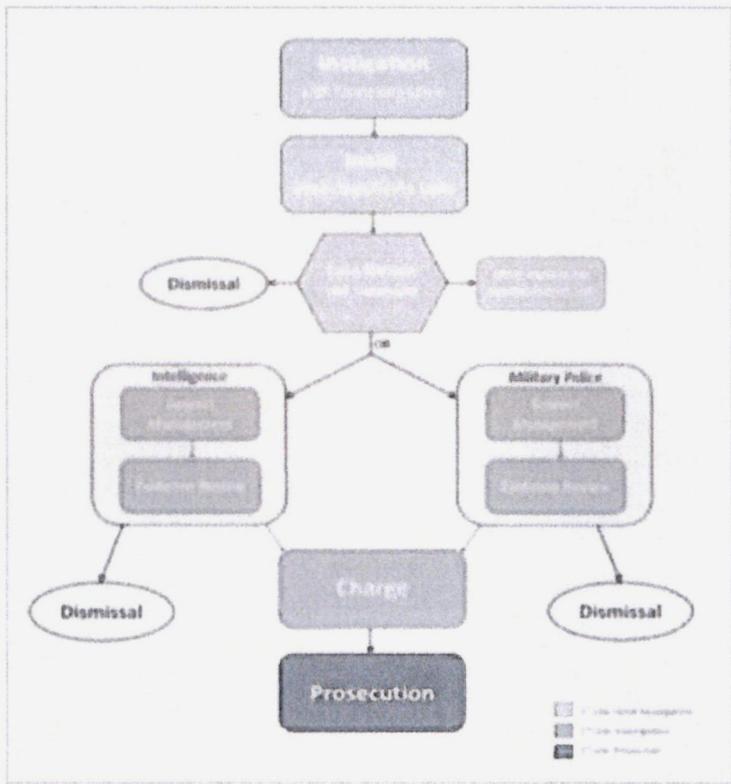
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- The model is applied by LAF as shown by the workflow below:



- Primary control = LBRs/border units
- Secondary control = Military Police/Intelligence/Other agencies
- Tertiary control = Military/Civilian court

**Explain the importance of the 1<sup>st</sup> Responders:**

- In border cases the first line acts as **the most important filter** – speedily and reliably identifying those who require further investigation (either by their own agency or another) or protection from those who do not (e.g. victims of trafficking);
- The quality of the 'Initial Investigation' will often dictate the success of the subsequent investigation – correct evidence obtained, salient statements recorded etc.

**Introduce the various skills applied to do this:**

- Crime Scene Preservation
- Interviewing
- Search
- Profiling
- Document Examination

**Explain that this course covers the first 4 skills. CTC offers additional training on the 5<sup>th</sup> (document security)**

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## Summarise the session

- A core element of LAF's mandate is to combat border crimes
- Border units have an essential role to play in this
- There are specific skills required to do this

## Methods

### Delivery

- Lecture to introduce basic concepts with interactive discussion
- PowerPoints as primary visual aids with Flipchart/Whiteboard

### Reinforcement

- Plenary discussions with examples, case studies, and practical exercises
- Handout

### Evaluation

- Plenary Q and A

