

**Van:** 5.1.2.e  
**Aan:** 5.1.2.e @mindef.nl; 5.1.2.e @mindef.nl; 5.1.2.e @mindef.nl; 5.1.2.e ;  
 5.1.2.e @jd-centre.com; 5.1.2.e @mindef.nl; 5.1.2.e  
**Cc:** 5.1.2.e @mindef.nl; 5.1.2.e @mindef.nl; 5.1.2.e @mindef.nl; 5.1.2.e ;  
 5.1.2.e @mindef.nl; 5.1.2.e ; 5.1.2.e ; 5.1.2.e ; 5.1.2.e @mindef.nl ;  
 5.1.2.e @mindef.nl; 5.1.2.e ; 5.1.2.e ; 5.1.2.e ; 5.1.2.e ; 5.1.2.e  
 5.1.2.e ; 5.1.2.e ;  
**Onderwerp:** Commencement of Netherlands' Lebanon project 2019  
**Datum:** zaterdag 12 januari 2019 16:24:51

Dear All,

Happy New Year to those I haven't already said it to!

After much negotiation, this is to formally announce that the ICMPD team for the new Netherlands Assistance to Lebanese Border Agencies (IBM) project is in place:

- 5.1.2.e – 5.1.2.e
- 5.1.2.e – 5.1.2.e (this is still pending internal issues however will hopefully be confirmed shortly)
- 5.1.2.e – Project Assistant
- 5.1.2.e – 5.1.2.e

Following a change to ICMPD procedures, the above team is now solely responsible for the project and reports directly to ICMPD HQ.

5.1.2.e, 5.1.2.e and 5.1.2.e represent the very best we could have hoped for. All of them are not only extremely hard-working but also passionate about seeing the project succeed. This, in combination with the specialist knowledge and skills that they jointly possess, guarantees the highest quality results. 5.1.2.e, as full PO, will assume much of the responsibility for the day to day running of the project. 5.1.2.e will continue to provide expert language support but will also take on more of the administrative functions. 5.1.2.e will ensure that financial issues are processed efficiently.

.... I will sit quietly in a corner somewhere.

To briefly summarise, the project will last for 3 years until the end of 2021 and, without abandoning what we have all worked so hard on before, will mainly focus on the development of the LAF's Central Training Centre (CTC) in Rayak. This training centre, based on the eastern border, is expected to provide border management training specifically and, although run by the army, is an inter-agency academy open to students from all the Lebanese border agencies.

The project will work in 4 key areas:

1. Improving operating standards, procedures and practices at the CTC. The way the CTC is organised and run will be developed so that it reaches professional, industry standards in terms of structure, staffing, management, health and safety, gender sensitivity and social responsibility.
2. Improving the facilities of the CTC. A significant element of this will be the installation of solar energy systems. This is not only a practical solution to the ongoing electricity failures in the region but also reflects the strong environmentally-responsible focus of the project. It will be complemented by a range of other 'green' initiatives such as recycling, waste reduction and CO2 emission reduction. In addition, other equipment will be provided to improve the quality of the training experience and potential for the CTC.
3. Improving the range and quality of the training provided by the CTC. This will involve the establishment of additional training courses available for border staff, initially hosted by, but hopefully subsequently delivered by, the CTC. This will include designing suitable courses based on actual needs, producing full training manuals and developing Lebanese trainers' skills to assume responsibility for future delivery. Document examination is already leading this and is planned to expand to the 'border investigations' subjects

being developed by the joint KMar-Police team of 5.1.2.e and 5.1.2.e. It is hoped that this will continue to extend to a range of other courses, the majority of which have already been indicated by the Border Guard Curriculum previously developed by ICMPD and LAF.

4. Establishing effective intra-service, inter-agency and international cooperation. This will include a mixture of developing the CTC's role within Lebanon (hopefully to the point where they are seen as the training centre of excellence in border issues for the country) as part of a network of Lebanese partner academies (to include the GS, ISF, LCA and LCD academies) as well as establishing them on the international stage.

As mentioned, although the CTC is our main focus, we will not be abandoning the work we've done before. We will continue to support the development of document examination and investigative competences in other operational units (both within LAF and sister agencies) however very much see this as being limited to advanced and expert levels instead of basic. The above obviously requires a large number of diverse activities over a long period and will depend very heavily on the expertise and assistance of you and your organisations. We really appreciate all that you do for Lebanon, you are the experts and have already shown how much Lebanon can benefit from what you offer. We promise not to waste that valuable expertise.

I am sure that this project will be yet another success for the Netherlands here and look forward to working with you all.

Best regards

5.1.2.e

5.1.2.e

Netherlands Assistance to Lebanese Border Agencies (IBM)

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**Van:** 5.1.2.e  
**Aan:** 5.1.2.e  
**Cc:** "5.1.2.e"; "5.1.2.e"  
**Onderwerp:** RE: THB Workshop November 2019 - Lebanon  
**Datum:** donderdag 27 juni 2019 14:12:49

---

Dear Ms 5.1.2.e,

Thank you so much for your reply,

Could I ask you please to send me a scanned copy of your passport details page as well.

Moreover, could you possibly provide us with a provisional agenda for the workshop, and any student profiles you might require for participation in the workshop (number, profile, etc.)

Awaiting your reply and looking forward to welcoming you in Beirut soon.

Best regards,

5.1.2.e

5.1.2.e

Project Assistant, Netherlands Project, ICMPD Lebanon

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**From:** 5.1.2.e

**Sent:** 27 June 2019 15:01

**To:** 5.1.2.e

**Subject:** RE: THB Workshop November 2019 - Lebanon

Dear Ms 5.1.2.e,

I hope this e-mail finds you well.

Thank you so much for sending me the forms and information in relation to preparation for the course in November. Hereby I'm sending you the requested documents.

Please don't hesitate to contact me if you have any questions and at the moment that the second trainer of this activity becomes known I will send you his/her personal information too.

Best regards,

5.1.2.e

Operationeel Specialist | Internationale Politiesamenwerking | Eenheid Den Haag

5.1.2.e | The Hague Police Region

Politie | Eenheid Den Haag | Staf Regionale Eenheid

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E 5.1.2.e@politie.nl

**Van:** 5.1.2.e @icmpd-lebanon.org

**Verzonden:** maandag 17 juni 2019 12:48

**Aan:** 5.1.2.e @politie.nl

**CC:** 5.1.2.e @icmpd-lebanon.org; 5.1.2.e

@gmail.com; 5.1.2.e @icmpd-lebanon.org

**Onderwerp:** THB Workshop November 2019 - Lebanon

Dear Miss 5.1.2.e,

This is [REDACTED], the project assistant with “The Netherlands’ Assistance to Lebanese Border Agencies” project. I got your contact details through my colleague [REDACTED]. I am emailing you with regards to the discussed THB workshop that is scheduled to take place in Lebanon from the 12<sup>th</sup> to the 14<sup>th</sup> of November 2019. Kindly find attached bank details form that I would ask you to fill out with the relevant details so that we can add you to the ICMPD internal system this would greatly facilitate the booking of your flights and the payment of per-diem during visits.

I would also ask you to provide me with a photocopy of your passport’s biodata page along with the filled out form in PDF format.

Kindly also find attached a template of ICMPD Agendas that you can use for drafting the activity’s agenda, and a lesson plan (LP) template that can be used for developing LPs.

Moreover, I would ask you at a later stage, once the second trainer for the activity has been identified to provide he/she with my contact details and vice versa so that I could ask him/her to provide me with a passport copy and fill out the bank details form.

Best regards,

[REDACTED]

Project Assistant, Netherlands Project, ICMPD Lebanon

T & F: +961 [REDACTED] +961 1 426 309 Ext [REDACTED]

E: [REDACTED] [@icmpd-lebanon.org](mailto:[REDACTED]@icmpd-lebanon.org)

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**12-02-2019**

12-02-2019 09:09 - 5.1.2.e <https://news.sky.com/story/syria-conflict-16362m-uk-boost-to-lebanon-to-stop-terrorists-reaching-europe-11632502>

12-02-2019 09:12 - 5.1.2.e Buiten reikwijdte I sent you a link of a video posted to Sky News a couple of weeks ago about the LBRs. The video features a border interception exercise done by the UK assistance team that I'm sure you'll find interesting. Buiten reikwijdte

12-02-2019 18:28 - 5.1.2.e Hi 5.1.2.e. That's an interesting piece indeed. Good for the British to invest 62m pounds. Now the infrastructure is there for further training, organised by you guys.

12-02-2019 18:29 - 5.1.2.e Buiten reikwijdte

12-02-2019 18:29 - 5.1.2.e And implemented by you! 😊

12-02-2019 18:31 - 5.1.2.e 👍

**08-03-2019**

08-03-2019 08:01 - 5.1.2.e BBC News | The Lebanese female air force pilots breaking barriers - [https://www.bbc.com/news/world-middle-east-47482777?ocid=wsnews.chat-apps.in-app-msg.whatsapp.trial.link1\\_.auin](https://www.bbc.com/news/world-middle-east-47482777?ocid=wsnews.chat-apps.in-app-msg.whatsapp.trial.link1_.auin)

08-03-2019 08:02 - 5.1.2.e The LAF is on the right track. Buiten reikwijdte

08-03-2019 08:03 - 5.1.2.e 👍 👍

08-03-2019 08:05 - 5.1.2.e Ah! This is Twitter material!

08-03-2019 08:05 - 5.1.2.e Buiten reikwijdte

08-03-2019 09:28 - 5.1.2.e Buiten reikwijdte

**14-10-2019**

14-10-2019 15:48 - 5.1.2.e <https://youtu.be/qpPYdMs97eE>

**17-10-2019**

17-10-2019 13:48 - 5.1.2.e <Media weggelaten>

17-10-2019 13:48 - 5.1.2.e <Media weggelaten>

17-10-2019 13:48 - 5.1.2.e <Media weggelaten>

17-10-2019 13:48 - 5.1.2.e <Media weggelaten>

17-10-2019 13:48 - 5.1.2.e <Media weggelaten>

17-10-2019 13:48 - 5.1.2.e <Media weggelaten>

17-10-2019 19:00 - 5.1.2.e <https://www.icmpd.org/news-centre/news-detail/project-news-icmpd-co-organised-training-course-on-document-security-in-lebanon/>

17-10-2019 20:29 - 5.1.2.e Buiten reikwijdte

17-10-2019 20:29 - 5.1.2.e Buiten reikwijdte

17-10-2019 20:30 - 5.1.2.e Buiten reikwijdte

**20-10-2019**

20-10-2019 09:52 - 5.1.2.e Good morning ICMP crew. We just landed safely in the NL. Buiten reikwijdte

20-10-2019 09:53 - 5.1.2.e Buiten reikwijdte

20-10-2019 09:53 - 5.1.2.e Buiten reikwijdte

20-10-2019 09:53 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]  
[redacted] is on her way to NL right now with the study group.

20-10-2019 09:53 - 5.1.2.e [redacted] I emailed your new forms to all of you.

20-10-2019 09:53 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

20-10-2019 09:54 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

20-10-2019 09:54 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

20-10-2019 10:52 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

20-10-2019 10:54 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

20-10-2019 10:55 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

20-10-2019 11:01 - 5.1.2.e [redacted] Good to hear 5.1.2.e [redacted] Buiten reikwijdte [redacted]

**31-12-2020**

31-12-2020 17:36 - 5.1.2.e [redacted] <Media weggelaten>

31-12-2020 17:38 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

31-12-2020 17:38 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

31-12-2020 17:41 - 5.1.2.e [redacted] : Buiten reikwijdte [redacted]

31-12-2020 17:45 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

31-12-2020 17:45 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

31-12-2020 17:46 - 5.1.2.e [redacted] : <Media weggelaten>

31-12-2020 17:46 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

31-12-2020 17:53 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

31-12-2020 18:04 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

31-12-2020 18:04 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

31-12-2020 18:05 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

31-12-2020 18:05 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

31-12-2020 18:05 - 5.1.2.e [redacted] : Buiten reikwijdte [redacted]

31-12-2020 18:50 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

31-12-2020 18:51 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

31-12-2020 18:52 - 5.1.2.e [redacted] Buiten reikwijdte [redacted]

12-09-2019 tot 31-12-2020

**Van:** 5.1.2.e  
**Aan:** 5.1.2.e  
**Cc:** 5.1.2.e @icmpd-lebanon.org; 5.1.2.e; 5.1.2.e; 5.1.2.e  
**Onderwerp:** RE: Feedback on agenda and LP for THB Adv. Course - November 2019 - Lebanon  
**Datum:** vrijdag 27 september 2019 14:51:53  
**Bijlagen:** [image002.png](#)  
[image003.png](#)  
[image005.png](#)

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Dear 5.1.2.e,

I'm so sorry for my late replay. I was on my vacation and came back in the office yesterday. Moreover, I will be in the police training (regular performance requirements) the whole next week so I'm not very reachable, but I will try to answer your follow up mail as soon as I can.

- Photograph of the work environment.... Hmm indeed it's not very clear what I meant. I should describe this one more clearly. It is actually meant to be a tool for a creative introduction. For example I will also take some pictures from my work in The Hague and in the Netherlands and will tell something about where I work and what my work include. I figure out it would be also nice if I could see similar pictures from the participants. Not only photographs, it could also involve any feature from work or some kind of object that they could bring. Anything that could help them to introduce themselves and their work. Something that they can show and do some story telling would definitely help during the introduction.

- 5.1.2.e is my colleague from NL Police (see his profile on LinkedIn and I copied his e-mail in CC too).

Unfortunately the colleague from KMar that I had in mind is doing something else now and was not available any more. I decide to skip KMar this time just for reasons of convenience, so we are trying to organize this from the NL Police and to fit our work for ICMPD in our national portfolio (with approval of 5.1.2.e).

Let me know if you prefer mixed approach. I still can make some calls and try to involve professional from KMar too.

- Okay, we will try to send you our presentations as soon as we can. I assumed that participants can speak English. Are we working with translators?

- I already contact 5.1.2.e, she is very kind and understanding.

Looking forward seeing you too.

Regards,

5.1.2.e

Operationeel Specialist D | Internationale Politiesamenwerking | Eenheid Den Haag  
 Coordinator International Relations | The Hague Police Region

Politie | Eenheid Den Haag | Staf Regionale Eenheid  
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 E 5.1.2.e @politie.nl

---

**Van:** 5.1.2.e @icmpd-lebanon.org]

**Verzonden:** maandag 2 september 2019 13:26

**Aan:** 5.1.2.e @politie.nl>

**CC:** 5.1.2.e @icmpd-lebanon.org; 5.1.2.e @icmpd-lebanon.org>;

5.1.2.e @icmpd-lebanon.org>

**Onderwerp:** Feedback on agenda and LP for THB Adv. Course - November 2019 - Lebanon

**Urgentie:** Hoog

Dear 5.1.2.e ,

I hope you've been well ☺

5.1.2.e and I have reviewed the course material that you sent us earlier last month. The content is very well-targeted and we are sure the course as a whole will be of great value to the participants; thank you very much for taking the time to send the documents in advance.

Here are some few minor comments:

- We have reworked the agenda; timing-wise we cannot keep the participants after 15:30 so the new agenda (as attached) reflects the new timing allocations
- A question about the 'photograph of work environment'. May I ask about the purpose of this?

On a different note, is your colleague 5.1.2.e from KMar? I remember that last time we spoke you'd said that the training team will be joint between NL Police/ Kmar. Can you please confirm?

Finally, as your presentations need to be translated into Arabic, would you please forward them to us as soon as possible (several weeks in advance ideally)? It's to give 5.1.2.e enough time to do research on terminology (sorry for the hassle).

PS:

- ☺ for all the logistics (flights, transportation, accommodation and other), 5.1.2.e will be in touch soon. Everything will be taken care of in Lebanon prior to your arrival.
- ☺ We will be soon forwarding the lesson plan of a foundation-level THB course to be delivered to LAF next month by the NL team (for your reference and feedback – if possible).

I am very much looking forward to seeing/working with you in November ☺

I wish you a fruitful week!

Kind regards,

5.1.2.e

5.1.2.e

Border Management and Security

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## Border Investigations (1<sup>st</sup> Responder) Course Schedule

**Target Audience:** LAF 1<sup>st</sup> Responders (those first encountering potential migration offenders or victims)

### Day 1

Timing	Subject	Content
09.00 – 09.15	Welcome & Intro	
09.15 – 10.30 (75 mins)	Foundation Border Investigations (Crim F)	<ul style="list-style-type: none"> <li>• Basic investigative workflow</li> <li>• Principles</li> </ul>
10.30 – 10.45		Break
10.45 – 12.30 (105 mins)	Foundation 1st Responder (Res F)	<ul style="list-style-type: none"> <li>• Border Offences</li> <li>• What is a crime scene?</li> <li>• The Golden Hour</li> <li>• 1st responder responsibilities               <ul style="list-style-type: none"> <li>○ Secure scene/subjects</li> <li>○ Note/Secure evidence</li> <li>○ Obtain basic information</li> </ul> </li> </ul>
12.30 – 13.00		Lunch
13.00 – 15.00 (120 mins)	Foundation Interview Techniques (Int F)	<ul style="list-style-type: none"> <li>• Principles</li> <li>• Other sources of data – risk profiling</li> <li>• ‘First-line Interview’ model</li> <li>• Deception detection</li> <li>• Types &amp; lines of questioning</li> <li>• Credibility</li> </ul>

### Day 2

Timing	Subject	Content
09.00 – 10.15 (75 mins)	Foundation Trafficking in Human Beings (THB F)	<ul style="list-style-type: none"> <li>• What is THB?</li> </ul>
10.15 – 10.30		Break
10:30-12:30 (120 mins)	Search (people)	<ul style="list-style-type: none"> <li>• Procedures and practical exercises</li> </ul>
12.30 – 13.00		Lunch
13.00 – 15.00 (120 mins)	Search (vehicles)	<ul style="list-style-type: none"> <li>• Procedures and practical exercises</li> </ul>

### Day 3

Timing	Subject	Content
09.00 – 11.00	Grp1: Practical Exercise & Debriefing	Practical exercise demonstrating the various theory taught
	Gr2: Professional Standards: Code of Conduct	Information on LAF Code of Conduct
	Grp3: CTC Gender Policy & Long Break	Information on the CTC Gender Policy
11.00 – 13.00	Grp2: Practical Exercise & Debriefing	Practical exercise demonstrating the various theory taught
	Gr3: Professional Standards: Code of Conduct	Information on LAF Code of Conduct
	Grp1: CTC Gender Policy & Long Break	Information on the CTC Gender Policy
13.00 – 15.00	Grp3: Practical Exercise & Debriefing	Practical exercise demonstrating the various theory taught
	Gr1: Professional Standards: Code of Conduct	Information on LAF Code of Conduct
	Grp2: Long Break & CTC Gender Policy	Information on the CTC Gender Policy



ICMPD

Foundation Border Investigations (Crim F)

حصة تأسيسية حول التحقيقات الحدودية



**ICMPD**

International Centre for  
Migration Policy Development

**NETHERLANDS'**  
**ASSISTANCE**  
TO LEBANESE BORDER AGENCIES

Funded by The Netherlands



# Content

## محتوى الحصة

- Context

- السياق

- Definition

- تعريف التحقيقات الحدودية

- Investigative Principles

- مبادئ التحقيق

- Investigative Workflow

- مراحل سير التحقيق

## The Role of LAF

## دور الجيش اللبناني

- “The first mission of the Army is to defend the nation’s borders against any external attack”
- LAF 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”

- “من أولى واجبات الجيش الدفاع عن حدود الوطن ضدّ أيّ اعتداء خارجي”
- مهمة الجيش اللبناني الأمنية:
  - < “مكافحة الجرائم المنظمة على أنواعها.
  - < ضبط الحدود البرية والبحرية من أعمال التسلل والتهرب بالاتجاهين.”

## The Role of LBRs

## دور أفواج الحدود البرية

- *"Surveying the land borders in order to prevent smuggling actions"* ■ *"مراقبة الحدود البرية للحؤول دون أعمال التهريب".*
- *Investigating smuggling and detecting violations*
- *Fighting illegal migration and arresting violators* ■ *التحري عن التهريب وضبط المخالفات.*
- *Preventing all kinds of weapon, ammunition and narcotics smuggling operations and arresting perpetrators in addition to turning them in to the relevant authorities...* ■ *مكافحة الهجرة غير الشرعية وتوقيف المخالفين.*
- *Preventing all kinds of weapon, ammunition and narcotics smuggling operations and arresting perpetrators in addition to turning them in to the relevant authorities...* ■ *منع تهريب الأسلحة والذخائر والممنوعات على أشكالها، وضبط وتوقيف الفاعلين وإحالتهم إلى السلطات المختصة.*

## The Role of LBRs

## دور أفواج الحدود البرية

...  
■ *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."*

...  
■ "إقامة نقاط مراقبة ونقاط تفتيش ثابتة وظرفية وتسيير دوريات على الحدود البرية، لضبط المخالفات المتعلقة بتسلل الأشخاص عبر الحدود، وتعقب المخالفين وتوقيفهم وسوقهم مع المضبوطات إلى السلطات المختصة."

## Investigation

## التحقيق

- Legal process conducted by law enforcement to determine if offences have occurred and to assign guilt or innocence
- Also those who require special treatment or protection. Core border guard task:
  - > “Recognise persons in need and refer them to competent authorities”

- هو أي عملية استعلام قانونية تقوم بها وكالات إنفاذ القانون للتأكد من وقوع الجرائم وتوجيه الذنب أو تبرئة الأشخاص ذات الصلة.
- لا يقتصر دور مراقبة الحدود على تحديد هوية الجناة وتحديد المخالفات الحدودية فحسب بل أيضاً على التعرف على الأشخاص الذين يحتاجون لرعاية خاصة أو يحق لهم الحصول على الحماية:
- < "تحديد الأشخاص المستضعفين وإحالتهم إلى السلطات المختصة"



# Special treatment

## الرعاية الخاصة

### 1. Witnesses

1. الشهود

### 2. Persons in vulnerable situations:

2. الأشخاص المستضعفين:

▪ Victims

▪ الضحايا

▪ International Protection

▪ الحماية الدولية

▪ Children

▪ الأطفال

▪ Disabled

▪ ذوي الإحتياجات الخاصة

▪ Elderly/infirm

▪ المسنونون والعجزة

▪ Gender

▪ النوع الإجتماعي

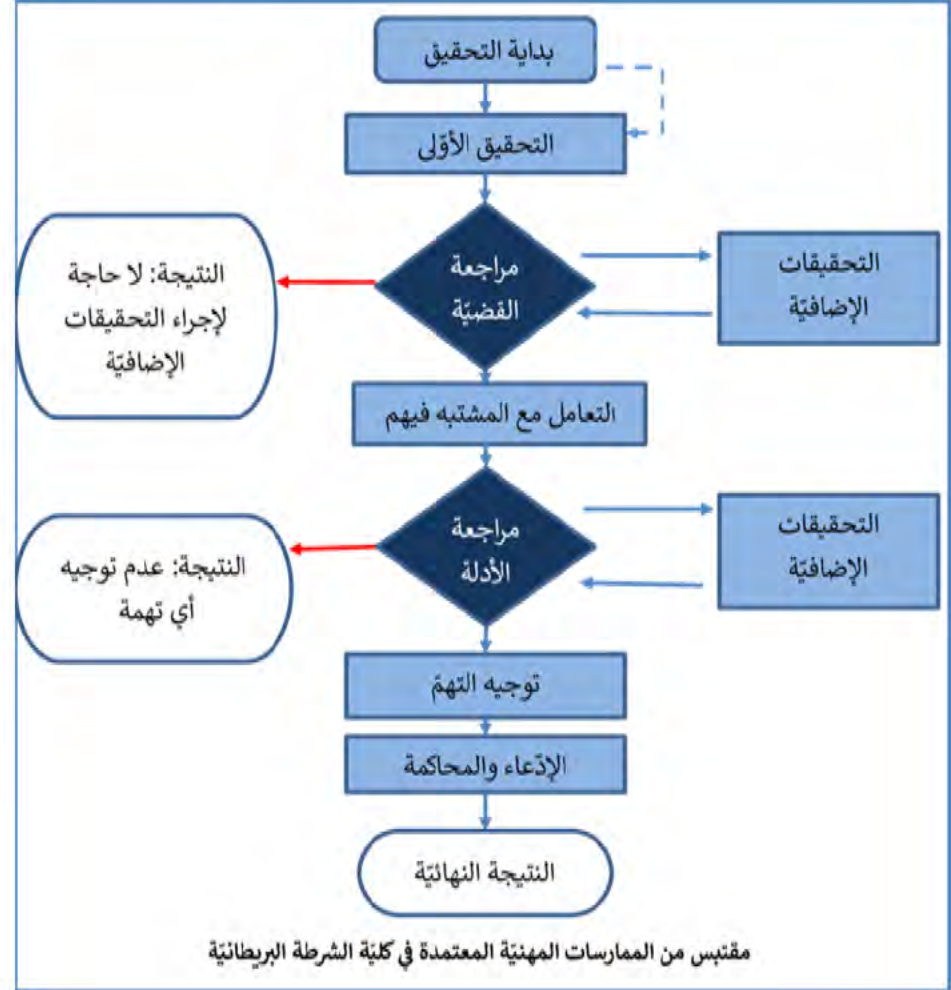
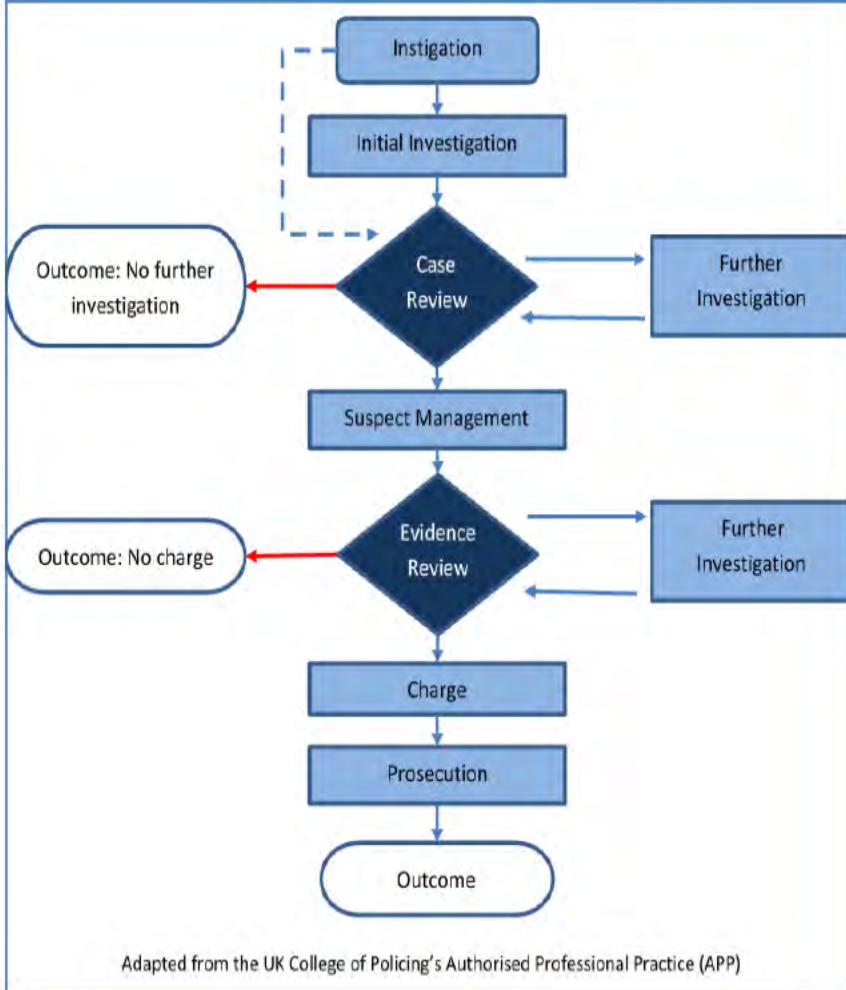
## Investigative Principles

## مبادئ التحقيق

- Core law enforcement task
  - Truth
  - Range of complexity
  - Hidden crimes
  - Rely on early stages
  - Errors have potentially major impacts
- المهمة الأساسية لجميع وكالات إنفاذ القانون
  - الوصول إلى الحقيقة
  - مدى تعقيد التحقيقات
  - الجرائم المخبئة
  - الاعتماد على مراحل التحقيق الأولى
  - يؤدي عدم الإلتزام بالإجراءات المعتمدة الملائمة في معظم الحالات إلى تقويض نجاح مراحل التحقيق التالية

# Workflow: Global

## تسلسل سير التحقيقات: النموذج المعتمد دولياً



## Workflow: Global

### تسلسل سير التحقيقات: النموذج المعتمد دولياً

1. Instigation 1. بداية التحقيق
2. Initial Investigation 2. التحقيق الأولي
3. Case Review 3. مراجعة القضية
4. Further Investigation 4. التحقيقات الإضافية
5. Suspect Management 5. التعامل مع المشتبه بهم
6. Evidence Review 6. مراجعة الأدلة
7. Charge 7. توجيه التهم
8. Prosecution 8. الادعاء والمقاضاة

## Border Cases

## القضايا الحدودية

- **Steps 1-3: Primary Control**
- **Steps 4-7: Secondary Control**
- **Step 8: Tertiary Control**

▪ الخطوات ١ - ٣ : الرعيل الأول

▪ الخطوات ٤ - ٧ : الرعيل الثاني

▪ الخطوة ٨ : الرعيل الثالث

## Workflow: LAF

# تسلسل سير التحقيقات في إطار الجيش اللبناني

5.15

## Border Cases

## القضايا الحدودية

- **Steps 1-3: LBRs**
- **Steps 4-7: Military Police/Intelligence/Others**
- **Step 8: Military Civilian Court**

▪ الخطوات ١ - ٣ : أفواج الحدود البرية/الوحدات الحدودية

▪ الخطوات ٤ - ٧ : الشرطة العسكرية/مديرية المخابرات/الأجهزة الأمنية الأخرى

▪ الخطوة ٨ : المحاكم العسكرية/المدنية

# Initial Investigation Skills

## مهارات التحقيقات الأولية

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

- حفظ مسرح الجريمة
- إجراء المقابلات
- التفتيش
- التشخيص
- فحص الوثائق والمستندات



## Summary

### تلخيص الحصّة

- Combatting border crime is a core element of LAF's mandate
- Border units are essential
- Specific skills required

- إحدى أهمّ مسؤوليات الجيش اللبناني هي مكافحة الجرائم الحدودية
- تضطلع الوحدات الحدودية بدورٍ أساسي في هذا المجال
- يشمل مجال مكافحة الجرائم الحدودية مهارات محدّدة

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**ICMPD**

International Centre for  
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Thank you very much for your attention!

شكراً لاصغائكم!

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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>Briefing Note</b>	
<p>This note is to be used to brief the participants of the practical exercise (day 3) as part of the <i>Border Investigations: 1<sup>st</sup> Responder</i> course</p> <p>It can be printed and handed to participants but should also be summarised verbally</p> <ul style="list-style-type: none"> <li>• LAF Directorate of Intelligence has contacted your unit regarding the movement of a silver Mercedes car suspected of being involved in criminal activity.</li> <li>• Information is that the vehicle is being used by suspects from Hermel, northern Bekaa to enter/exit Syria illegally. The vehicle is expected to pass by the border town of Deir Al Acha'er on its return from Syria.</li> <li>• No other details are available.</li> <li>• You have been deployed to a temporary checkpoint with orders to intercept the vehicle and conduct an initial investigation. You are ordered to conduct necessary procedures in order to competently assess the situation, take any necessary immediate actions and refer the case to your commanding officer for further orders. No other personnel are immediately available to assist you.</li> <li>• A confirmed sighting of the vehicle on its way to your location has just occurred.</li> </ul> <p><b>In summary:</b></p> <p>30-40 mins will be allowed to conduct the stop, search and initial interview of the suspects. At the end of the exercise the group leader must summarise the situation and state the proposed next actions (referral etc.)</p>	

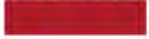
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<b>Session Title</b>	Practical Exercise	
<b>Course Position</b>	Day 3 - Border Investigations (1 <sup>st</sup> Responder) Course	
<b>Duration</b>	120 minutes	
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>• Vehicle</li> <li>• Role 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	
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Practical Exercise</li> </ul>
<b>Reinforcement</b>	<ul style="list-style-type: none"> <li>• Feedback</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Monitoring of performance</li> </ul>

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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>Role-Player's Briefing Note (Female)</b>	
<p>This note is to be used to prepare the role-players of the practical exercise (day 3) as part of the <i>Border Investigations: 1<sup>st</sup> Responder</i> course</p> <p>It can be printed and handed to the role-player but should also be summarised verbally</p> <p>This Briefing Note should NOT be shared with participants.</p> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>You are a Lebanese national.</li> <li>You are being forced to work for an organised crime gang based in Hermel.</li> <li>You do not want to work for them but are married to a gang member (not the driver) who is forcing you.</li> <li>You have been in Syria returning young female Syrians used by the gang for prostitution in Lebanon and recruiting new ones. You have done this several times.</li> <li>You do not know the driver very well but know he works for the Hermel gang.</li> <li>While being stopped by the patrol the driver has told you to be quiet and let him do the talking. He has told you to pretend to be his girlfriend.</li> </ul> <p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>You will remain passive throughout the exercise – avoiding eye contact and remaining as silent as possible.</li> <li>You will not volunteer any information, nor respond to questions apart from to say to ask your 'boyfriend'</li> <li>If forced to answer say that you have been shopping (unless you have overheard the driver's responses in which case just agree).</li> <li>You will deny that you have crossed the border or that you are involved in any suspicious activity.</li> <li>If asked about items found in the car say that you do not know anything about them.</li> <li>If you are separated from the driver and the patrol treat you well tell them that you need help. But do not elaborate. If pressed, cry or pretend to be ill.</li> </ul>	

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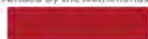
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Course Title	Border Investigations Course
Session Title	Practical Exercise
Course Position	Day 3 - Border Investigations (1 <sup>st</sup> Responder) Course
<b>Role-Player's Briefing Note (Male)</b>	
<p>This note is to be used to prepare the role-players of the practical exercise (day 3) as part of the <i>Border Investigations: 1<sup>st</sup> Responder</i> course</p> <p>It can be printed and handed to the role-player but should also be summarised verbally</p> <p>This Briefing Note should NOT be shared with participants.</p> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>You are a Lebanese national.</li> <li>You are a low-level member of an organised crime gang based in Hermel.</li> <li>You are used primarily as a transporter and you usually use your own car for this.</li> <li>You are returning from a trip to Syria to collect the passenger from another organised crime gang and return her to Hermel.</li> <li>You do not know exactly what she was doing in Syria or why she is returning.</li> <li>You do not know the passenger very well but have seen her at properties controlled by your gang in Hermel before. You do not know her full name or any other personal details about her.</li> <li>While being stopped by the patrol you have told the passenger to be quiet and let you do the talking. You have told her that she should pretend to be your girlfriend.</li> </ul> <p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>You will remain calm throughout the exercise – smiling, friendly and politely complying with instructions and replying to questions. You will not be aggressive.</li> <li>You will not volunteer any information, only responding to questions</li> <li>You say that the passenger is a girlfriend and you have been out driving for the day.</li> <li>You will deny that you have crossed the border or that you are involved in any suspicious activity.</li> <li>If asked about items found in your car you will initially say that you do not know anything about them and could have been put in there by someone else. If pressed, you will suggest that perhaps they are the passenger's items.</li> <li>You will try to remain close to the passenger to hear what she says and to convince her to remain silent.</li> </ul>	

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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

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## 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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<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





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





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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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- 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:**

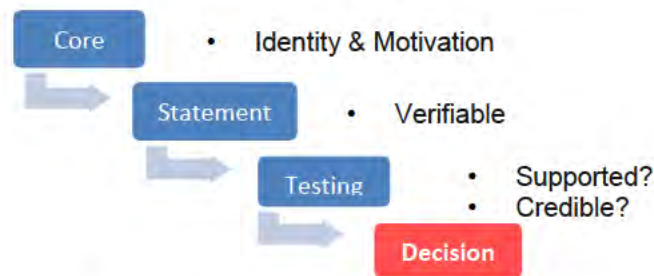




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### Describe the 'Close' stage of the 'First-line Interview Model':

- 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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Course Title	Border Investigations Course	
Session Title	Foundation Investigations (Crim F)	
Course Position	Day 1 - Border Investigations (1 <sup>st</sup> Responder) Course	
Duration	75 minutes	
Resources Required	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Whiteboard/Flipchart with pens</li> </ul>	
Preparation Work	<ul style="list-style-type: none"> <li>• Prepare Handout 1 'Border Interceptions: LAF's Investigative Workflow'</li> </ul>	
Aim	To make participants aware of the importance of structured investigations	
Objectives By the end of the session participants will be able to:	1	Understand the role of LAF in investigations at the border
	2	Define an 'Investigation'
	3	Explain the principles of professional investigations
	4	Describe the investigative workflow
SQF-aligned Learning Outcomes	<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>	
Standards	<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>• <a href="#">United Nations Office of the High Commissioner for Human Rights (OHCHR) Recommended Principles and Guidelines on Human Rights at International Borders</a></li> <li>• OHCHR and Global Migration Group <a href="#">Principles and Guidelines, supported by practical guidance, on the human rights protection of migrants in vulnerable situations</a></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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competence for all border guards/police, "Recognise persons in need and refer them to the competent authorities"<sup>1</sup>. This is in line with binding international human rights obligations, as international borders are not zones of exclusion or exception for such obligations.<sup>2</sup>

- These are usually considered in two groups:
  1. **Witnesses** – those who potentially have information on offences/offenders. For border incidents these may include fellow travellers, local community members, taxi drivers etc.
  2. **Persons in vulnerable situations** – these include victims of offences, those requesting assistance and those who it is decided need assistance, special considerations or temporary protection. Importantly vulnerable groups **DO NOT** have to specifically request assistance.

In human rights terms vulnerable groups are considered to be "the people whose rights are most at risk of being violated".<sup>3</sup>

Examples of vulnerable groups are:

- **Victims**
  - **International protection.** Those seeking official protection by the state. When there are substantial grounds for believing that the person seeking protection would be at risk of being subjected to torture or cruel, inhuman and degrading treatment, this triggers the prohibition of returning him/her to the source state, in line with the principle of *non-refoulement*<sup>4</sup>.
  - **Children.** As with all law enforcement cases the well-being of children should **always be prioritised**.
  - **Persons with disabilities.** Especially in cognitive terms.
  - **Elderly/infirm.**
  - **Gender.** In addition to risks specifically related to the condition of all of the groups above, other risks and vulnerabilities should be considered that are associated with gender, thus impacting in different ways girls, boys, women and men.
- **Note: the above are not mutually exclusive categories, it is entirely probable that persons may qualify under several.**

## Describe the general principles of investigations

- It is **the core task** of all law enforcement agencies globally;
- Its ultimate priority is the truth – identifying the actual offenders and dismissing the innocent;
- Border investigations range from indicative assessments of individual subjects' veracity to complex enquiries into major international crime and/or terrorism;

<sup>1</sup> Frontex, Sectoral Qualifications Framework for Border Guarding

<sup>2</sup> UN OHCHR Recommended Principles and Guidelines on Human Rights at International Borders.

<sup>3</sup> Alexandra Timmer, Balázs Majtényi, Katharina Häusler and Orsolya Salát, The EU's conceptualisation and operationalisation of the concepts of human rights, democracy and rule of law, 2014

<sup>4</sup> Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, article 3. International law mechanisms have underlined that the prohibition on *refoulement* is absolute.

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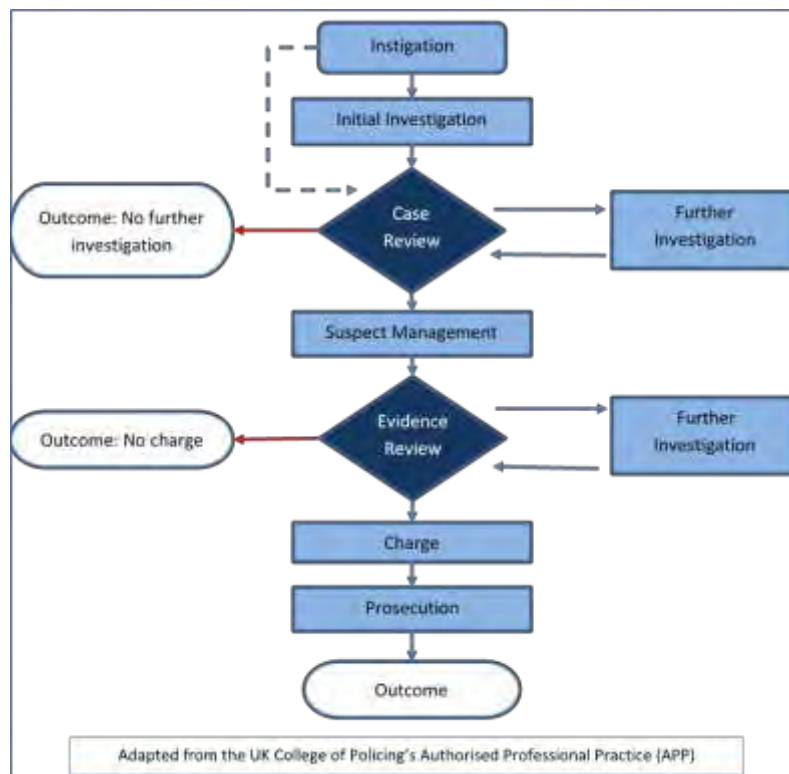
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- Most border cases may initially appear simple – a particular offence has clearly taken place (for example illegal entry) – however it should always be kept in mind that additional, less obvious offences may have also occurred or are being planned 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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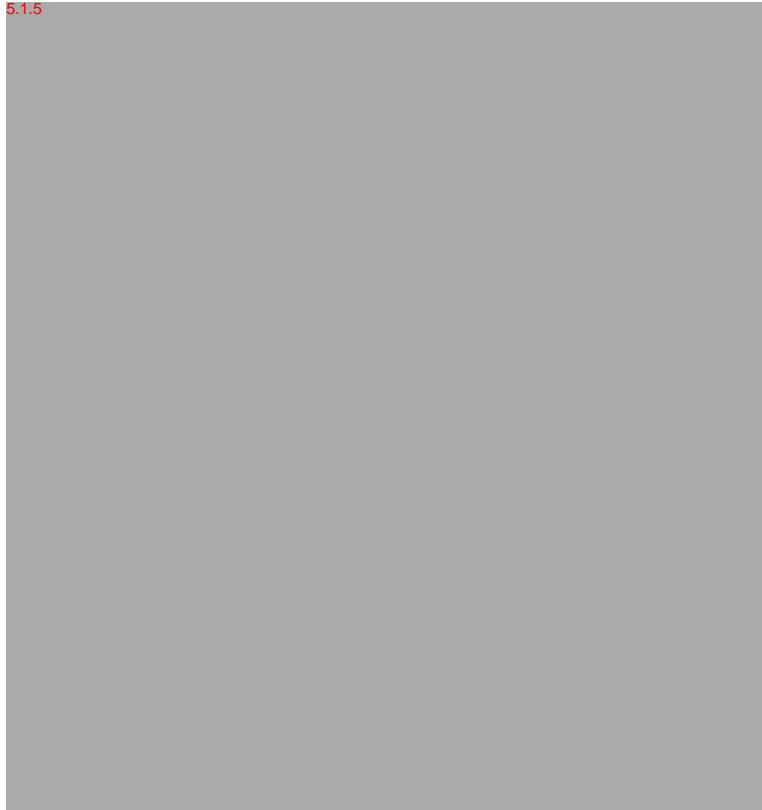
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- The model is applied by LAF as shown by the workflow below:

5.1.5



- 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

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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>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:	1	Explain what is meant by “people smuggling”
	2	Explain what is meant by “human trafficking”
	3	State the 3 pillars of “human trafficking”
	4	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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Kingdom of the Netherlands



International Centre for  
Migration Policy Development





### 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.



- 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.



**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).





# Netherlands' Assistance to Lebanese Border Agencies (IBM)

Project Funded by the Kingdom of the Netherlands

Implemented by the International Centre for Migration Policy Development



- 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	
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Lecture to introduce basic concepts with interactive discussion</li> <li>• PowerPoints as primary visual aids with Flipchart/Whiteboard and short videos</li> </ul>
<b>Reinforcement</b>	<ul style="list-style-type: none"> <li>• Plenary discussions with examples, and case studies</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Plenary Q and A</li> </ul>

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ICMPD

Foundation Interview Techniques (Int F)

حصة تأسيسية حول تقنيات إجراء

المقابلات



**NETHERLANDS'**  
**ASSISTANCE**  
TO LEBANESE BORDER AGENCIES

Funded by The Netherlands



# Content

## المحتوى

- The role of Initial Interviewing  
■ دور المقابلات الأولى
- Principles  
■ المبادئ
- The 'First-line Interview Model'  
■ نموذج مقابلات الرعيل الأول
- Lines of Questioning  
■ خطوط طرح الأسئلة
- Deception Detection  
■ رصد الخداع



# Introduction

## المقدمة

- Core investigative skill
- Information (**knowledge evidence**) dictates the quality of the investigation
- Information lost
- Decisions require information = interviewing

- يعتبر إجراء المقابلات بفعاليّة المهارة الأساسيّة في أي تحقيق
- تحدد المعلومات (الأدلة المعرفية) جودة التحقيق
- المعلومات الضائعة
- يتطلب اتخاذ القرارات جمع المعلومات = إجراء المقابلات

# Knowledge Sources

## مصادر المعرفة

- Databases
  - Document Security
  - Profiling
  - Search
- قاعدات البيانات
  - أمن الوثائق
  - التشخيص
  - التفتيش

## Context

### السياق

- Border investigations traditionally based on police models
- Type:
  - Offender
  - Witness
  - Victim
- Different techniques but all follow basic principles

■ تركز نماذج إجراء المقابلات وتقنياتها على الأساليب المعتمدة من قبل الشرطة المدنية

■ وتقسّم هذه الأخيرة على ثلاثة أنواع:

< الجناة

< الشهود

< الضحايا

■ وتستخدم تقنيات مختلفة لكلٍ من هذه الأنواع إلا أنّ جميعها تتبع نمطاً محدداً

# Principles

## المبادئ

1. Structured

1. منظمة ومنمّطة

2. Accurate

2. دقيقة

3. Unprejudiced

3. موضوعية

4. Reliable

4. موثوقة

5. Tested and  
corroborated

5. مؤكّدة ومثبّنة

6. Fair and unoppressive

6. عادلة وبعيدة عن كافة  
أشكال الاضطهاد

# Interview vs Interrogation

## إجراء المقابلات والإستجواب

### ■ الإستجواب:

- > Confessions
- > Deliberately manipulative
- > Assumption of guilt
- > False confessions and abuse

- < الحصول على اعترافات
- < نهج تصادمي وتلاعب معتمد
- < افتراض الذنب
- < اعترافات كاذبة وعدم احترام حقوق الإنسان

### ■ Interviewing (Investigative)

- > Truth
- > PEACE Model
- > No presumption of guilt
- > Suitable for all types of case
- > Ethical and effective

### ■ إجراء المقابلات (التحقيقية)

- < الوصول إلى الحقيقة
- < نموذج P.E.A.C.E
- < من دون افتراض ذنب الشخص
- < تتواءم مع كافة أنواع القضايا
- < أخلاقية وفعّالة

## نموذج P.E.A.C.E.

- UK and EU model
  - Structure for all interviews
  - 5 stages:
    - > Preparation and Planning
    - > Engage and Explain
    - > Account, Clarify and Challenge
    - > Closure
    - > Evaluation
- نموذج يستخدم في بريطانيا ودول الإتحاد الأوروبي
  - يوفر هذا النموذج هيكلية لجميع مقابلات التحقيق
  - يتألف من 5 مراحل:
    - < التخطيط والتحضير
    - < إشراك الشخص الذي تتم مقابله وشرح أبرز المعطيات له
    - < توضيح الإفادة والطعن بها
    - < إختتام المقابلة
    - < التقييم

# Assumptions

## الإفتراضات

- Reactive
  - Extensive pre-information
  - Sole focus is interview
  - Already categorised
  - Offence already known
  - Significant resources
- تفاعلي
  - معلومات مسبقة واسعة النطاق
  - التركيز على المقابلة بشكل أساسي
  - تصنيف الشخص المشتبه به
  - تحديد الجرم بشكل مسبق
  - توفر الموارد

# Realities

## الوقائع

- Predictive
  - Limited pre-information
  - One of several tasks
  - Not categorised
  - Offence not known
  - Limited resources
- يمكن توقعها
  - معلومات مسبقة محدودة
  - المقابلة هي واحدة من المهام المتعددة
  - لا تصنيف للمشتبه به
  - الجرم غير معروف
  - موارد محدودة



## 1<sup>st</sup> line (initial) interview model

### نموذج إجراء المقابلات الأوليّة (مقابلات الرعيل الأول)

- **Doesn't exist**
- **Needs to be:**
  - > Structured but flexible
  - > Simple
  - > Fast
  - > Equally applicable
  - > Probing
  - > P.E.A.C.E based
  - > Indicative decision
  - > Proven
- **غير موجود**
- **يجب أن يكون:**
  - < منظمّ لكن مرن
  - < بسيط
  - < سريع
  - < يمكن تطبيقه بشكل متساوي على كافة القضايا الحدودية
  - < يسمح بإجراء التحقيقات الكافية
  - < مبني على نموذج P.E.A.C.E
  - < يسمح باتخاذ قرار ظني
  - < مثبت ومؤكّد

# Preparation

## التحضير

- Understand roles and responsibilities
- Separation of subjects
- 'Additional sources' – profile:
  - > Behaviour
  - > Companions
  - > Possessions
  - > Routing/history
  - > Timing

- فهم الأدوار والمسؤوليات
- فصل المشتبه بهم عن بعضهم البعض
- مصادر إضافية للمعلومات –  
التشخيص:
  - < التصرفات
  - < المرافقون
  - < الممتلكات والأغراض الشخصية
  - < الطرق المسلوكة/ الدول التي زارها  
الشخص سابقاً
  - < التوقيت

## Engage

### إشراك الأشخاص

- Legally obliged statements
- Build rapport:
  - > Introduce yourself/role
  - > Explain the situation
  - > If necessary introduce a neutral topic
- إشرح المعلومات والبيانات الملزمة قانوناً
- قم ببناء علاقة تواصل مع الشخص الآخر لتسهيل تبادل المعلومات وجودتها:
  - < قدّم نفسك/ دورك
  - < إشرح الوضع الراهن والغرض من المقابلة للشخص
  - < إطرح موضوعاً حيادياً إذا لزم الأمر خاصةً إذا لاحظت أن الشخص متوتر.

# Account الإفادة

## ■ Consider Question

### Type:

- > Open
- > Probing
- > Closed
- > Leading

## ■ Progress from 'Open' to 'Closed'

## ■ فكّر بنوع السؤال المفترض طرحه:

< سؤال مفتوح

< التقصي

< سؤال مغلق

< الأسئلة الإيحائية

## ■ منهجية إجراء المقابلات تنتقل من

الأسئلة المفتوحة (إفادات السرد

الحرّ) قبل الانتقال إلى مراحل

التقصّي والتأكد من الوقائع من خلال

الأسئلة المغلقة.

# Account – Lines of Questioning

## الإفادة – خطوط طرح الأسئلة

### ■ Core Data:

- > Identity
- > Motivation

### ■ Relevant follow-up:

- > People
- > Location(s)
- > Actions
- > Time(s)

### ■ Verifiable

### ■ البيانات الأساسية

- < الهوية
- < الدافع

### ■ الظروف ذات الصلة:

- < الأشخاص
- < المواقع
- < الأحداث
- < التوقيت

### ■ يمكن التأكد منها



# Corroboration

## التأكد من البيانات

- Supporting Documents
- Supporting Information
- No need to pursue all leads

- الوثائق الداعمة
- البيانات الداعمة
- لا يتوجب على المحقق متابعة كافة الخيوط

# Deception

## الخداع

- Everyday reality
  - Doesn't always mean criminally guilty
  - Low detection rate
  - No 'Pinocchio's nose'
  - Body Language unreliable
    - > General emotions
    - > Baseline deviations
    - > Verbal indicators
- واقع يومي
  - لا يحمل بعداً إجرامياً تلقائياً
  - يصعب رصده
  - ما من دلالات على استخدام الشخص لأساليب الخداع
  - لا يمكن التعويل على لغة الجسد
    - < العواطف العامة
    - < الإنحرافات عن التصرفات الطبيعية
    - < المؤشرات اللفظية



# Deception

## الخداع

- Initial interview = indications
- Cognitive Overload
  - > Unanticipated questions
  - > Reverse Order
  - > Sketching
- Credibility
  - > Believable
  - > Statements and situation

■ المقابلة الأولية = تحديد مجالات الخداع

■ الزائد المعرفي

< طرح الأسئلة غير المسبوقه

< تغيير ترتيب المعلومات

< استخدام الرسم

■ المصدقية

< يمكن تصديقه

< الإفادات والوضع

# Credibility

## المصداقية

- Should be easy to answer
- **What?**
- **How?**
- Pursue
- Do not ignore instincts
- The basis for evolving lines of questioning

■ ينبغي أن تكون الإجابة على الأسئلة سهلة

■ ماذا؟

■ كيف؟

■ تابع طرح الأسئلة لتوضيح المعلومات

■ لا تتجاهل حدسك

■ ركيزة تطور خطوط طرح الأسئلة

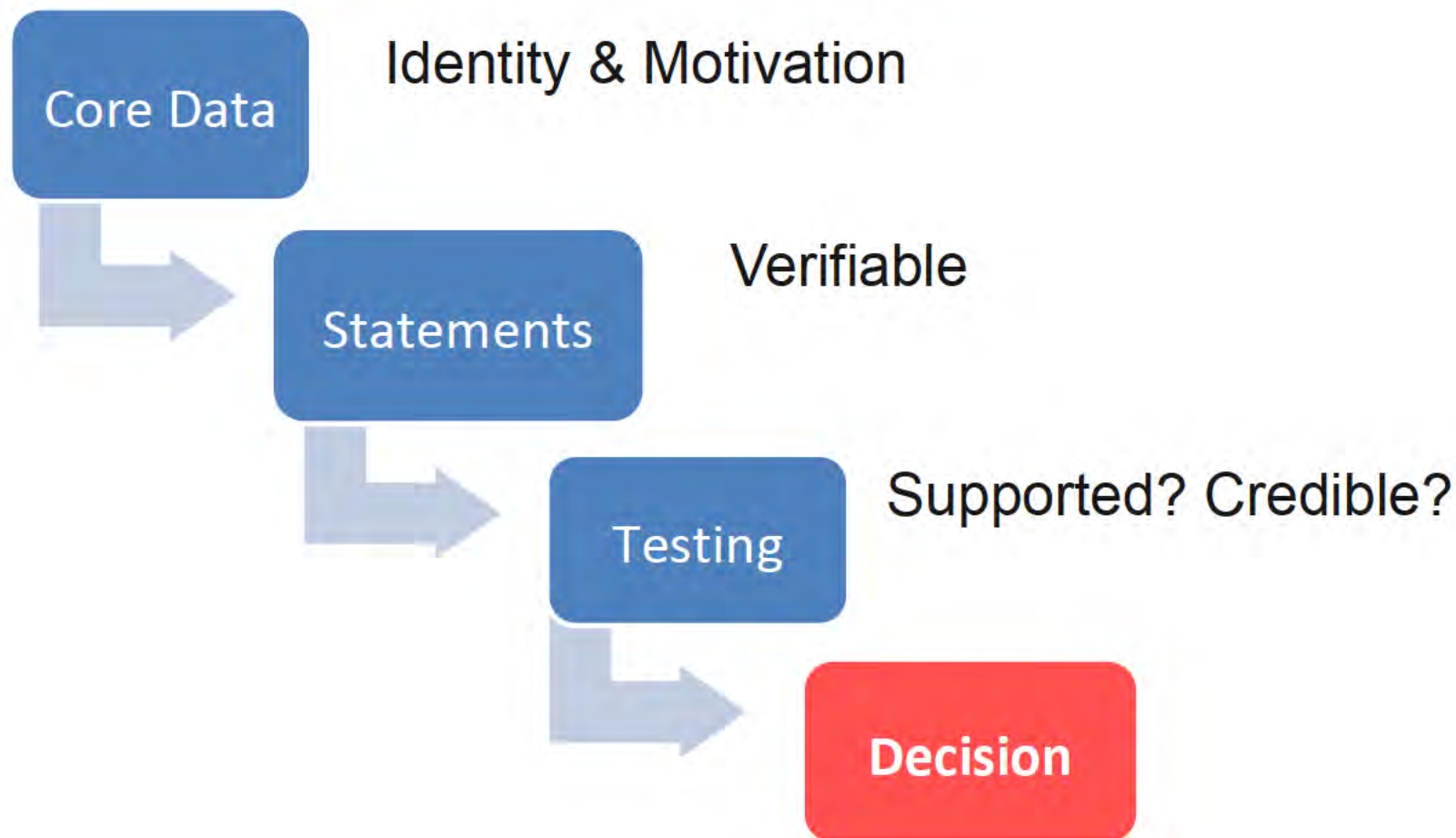
# Credibility

## المصداقية

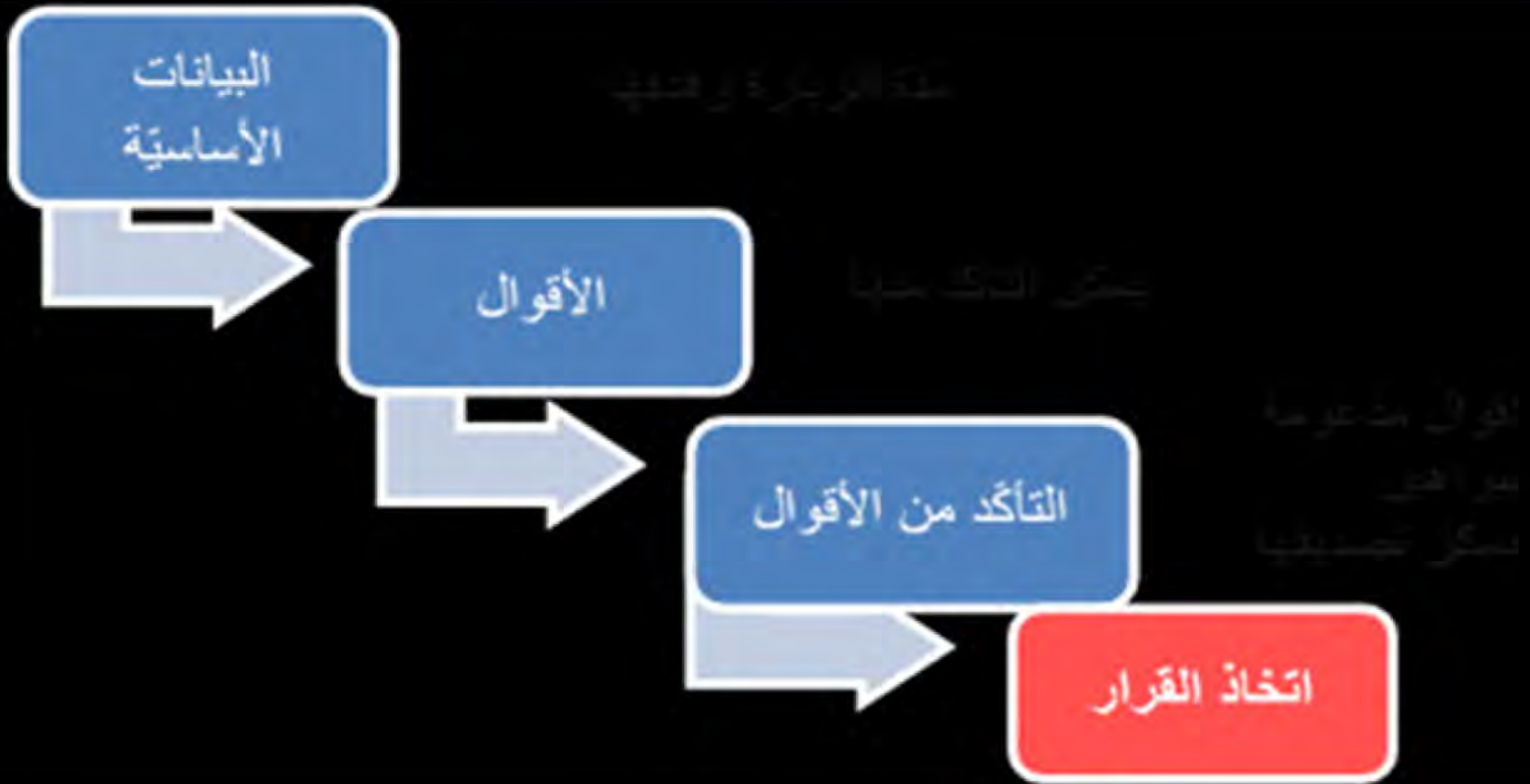
# Practical Exercise

## تمرين عملي

# Four-Step Model



# نموذج الخطوات الأربع



# Closure & Evaluation

## إختتام المقابلة وتقييمها

- What will happen next
- Duty of care
- Evaluation
- Referral:
  - > Salient Points
  - > Concern
  - > Notes
- Evaluation

- إشرح المراحل التالية
- واجب الرعاية
- التقييم
- الإحالة:
- < أبرز نتائج المقابلة
- < المخاوف
- < الملاحظات
- التقييم

# Summary

## تلخيص الحصة

- Huge potential value
- NOT to definitively PROVE an offence or obtain ALL information
- DO obtain core data and identify potential areas of investigation
- Dependent on situation
- Focus efforts on evident offenders and those who aren't 'credible'
- توفر المقابلات الأولية إذا ما أجريت بالشكل الصحيح إمكانية هامة للتحقيقات اللاحقة.
- تهدف المقابلات الأولية إلى الحصول على البيانات الأساسية وتحديد مجالات التحقيق الإضافية وليس إثبات وقوع الجريمة وجمع كافة المعلومات.
- ينبغي الاستفادة من المقابلة لجمع البيانات الأساسية وتحديد مجالات التحقيق المحتملة
- تعتمد مدة المقابلة على الوقت المتوفر والظروف المادية
- ينبغي تركيز الجهود على الجناة الواضحين وعلى الأشخاص غير الموثوقين.

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Thank you very much for your attention!

شكراً لإصفاؤكم!



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