

MINISTRY OF NATIONAL SECURITY



IMMIGRATION DIVISION

Immigration Officer Training Manual

*An introduction to the training opportunities available for public service employees
pursuing a career in the Immigration Division*

2008 Edition

MINISTRY OF NATIONAL SECURITY

IMMIGRATION DIVISION

Immigration Officer Training Manual

*An introduction to the training opportunities available for public service employees
pursuing a career in the Immigration Division*

2008 Edition

TABLE OF CONTENTS

A Message from the Chief Immigration Officer		4
I. The Technical Training Unit		5
II. The Training Committee		5
III. Induction Training		5
IV. Advanced Training		6
V. Specialised Training		8
VI. Supervision, Management and Leadership Training		10
VII. External Training Opportunities		10

APPENDICES

I. Immigration Division Training Policy		13
II. Immigration Officer Induction Training Schedule		17
III. Induction Training Instructional Block Descriptions		22
IV. Grade II Training Schedule of Instruction		30
V. Essentials of Migration Management: Lesson List		32

A Message from the Chief Immigration Officer



Welcome to the Immigration Division (ID). You join at a key time in the Division's evolution, a time when it has been tasked with an exciting and challenging mandate of expansion and modernisation. As new officers, I am asking you to heed that challenge and play your role in this vital national effort.

The most traditional activity of Immigration Officers is the processing of passenger arrivals. As primary inspectors, you are the first officials to welcome visitors to our nation and, most importantly, our first line of defence in ensuring the national security. This dual role requires you to achieve a delicate balance - facilitating the entry of legitimate visitors whilst enforcing the immigration laws which prevent the entry of undesirables.

As Chief Immigration Officer (CIO), I am committed to providing each of you with the tools and support necessary for success in this mission. Your training is the most critical element in our plan. I have appointed a Coordinator of Technical Training and assigned that officer the task of developing a clear, comprehensive and sustainable training regime. This manual is a roadmap for that regime. It is the first step in reaching our goal of making this nation's Immigration Division a model of excellence for the region.

The manual is intended to serve both as a guide to our vision for developing and sustaining a professional, technically competent workforce and as a promise of the ID's commitment to the development of its personnel. This first edition describes what exists today and what we envision for tomorrow. I encourage you to support the future of the Division by contributing ideas which will help improve the development of its professional training program and, at the same time, assist you in achieving your own career goals.

I thank each of you for accepting the challenge of employment within the ID and wish you every success in the future.

Sincerely,

Andy Edwards
Chief Immigration Officer

I. The Technical Training Unit (TTU)

In order to ensure all aspects of training would be identified, prioritised and executed, the establishment of a dedicated department was a priority. The Technical Training Unit (TTU), focusing solely on the Division's technical training, is that department.

Other, more general training - such as occupational health and safety, stress management and retirement planning - is the responsibility of the Human Resources Branch, but is co-ordinated with the TTU.

The Unit is supervised by the Coordinator of Technical Training, whose primary responsibilities are:

- Identifying technical training needs of the ID, in coordination with other senior managers;
- Identifying appropriate sources of external training;
- Developing internal training courses, including standardised course curricula and training aids;
- Developing proposed annual training budgets;
- Developing a corps of expert trainers within the Division;
- Ensuring both technical and non-technical training needs are satisfied, in coordination with the Director of Human Resources;
- Establishing a training database containing a summary of the formal educational, internal and external training accomplishments of all ID personnel.

II. The Training Committee

The Training Committee is responsible for establishing the Division's overall training policy; approving the training budget; and providing general direction and oversight for the Technical Training Unit (as well as for the non-technical training managed by the Director of Human Resources). The Division's training policy is included as Appendix I of this manual.

The Committee is chaired by the Deputy Chief Immigration Officer and includes: the Assistant Chief Immigration Officers (North and South); the Human Resources Officer; the Coordinator of Technical Training; the Information Technology Manager; and the Chairman of the Immigration Section of the Public Service Association.

III. Induction Training

As a new Immigration Officer your first training experience will be Induction Training - an intensive five-week introductory course. Topics covered include:

- Familiarisation with the immigration and citizenship laws of Trinidad and Tobago;
- Interviewing, questioning and report writing skills;
- Introduction to international travel documentation, including document examination techniques;
- Customer service skills;
- An introduction to international migration agreements and practices;
- Practical exercises which provide the skills necessary to conduct primary immigration inspections;
- Passenger profiling;
- Ethics and conduct for public servants;
- Introduction to a broad range of immigration law enforcement and other occupational skills needed to succeed as a Grade I Immigration Officer.

Although the largest single component of the work assigned to Grade I officers involves primary inspection duties at Piarco International Airport, rotational assignments to other duty stations are also important. The Induction Training course will enable new officers to perform any Grade I assignment and involves both classroom and practical, on-site training. An examination component is also included, to ensure officers have acquired the necessary skills to begin their career.

The Division is striving to enhance its regional status by providing recruits with the best possible training. As such the Induction Training Schedule (outlined in Appendix II) is more extensive and structured than in the past. Furthermore, in the interests of ongoing development, newly-trained officers will have the opportunity to assess the training delivered and recommend future program improvements.

IV. Advanced Training

Whilst more experienced officers have historically been provided with ad hoc supplementary training as they advance in grade, no formal tuition structure existed. In 2007, a training needs assessment was conducted on the Division and a comprehensive plan for professional development inaugurated.

Some of the training topics identified for inclusion in this advanced level curriculum are discussed below:

A) Grade I-II

Grade II officers rotate through assignments at two airports and 12 seaports and are assigned duties within the Passport, Investigations and Extensions Sections.

In preparation, the senior Grade I officers, who may be assigned to these duties, and newly promoted Grade II officers, require training in:

- Ship-boarding and inspection procedures (e.g. special inspection forms, mustering procedures for crew members, handling and reporting stow-aways, liaison with shipping agents);
- Secondary airport inspection (e.g. advising and supervising junior officers, processing CARICOM cases, working with API - Advanced Passenger Information - lists, examination of suspect travel documents, dealing with Watch List “hits” and examining potentially inadmissible applicants);
- Handling applications for extensions and Student Permits;
- Performing various enforcement duties when assigned to the Investigations Branch (e.g. working with police and other law enforcement agencies involved with apprehension of aliens who have violated their immigration status, conducting liaison with the courts and foreign consular personnel);
- Performing intelligence analysis work. As the ID expands, it will begin taking on more immigration-related investigative functions (requiring a dedicated Intelligence Unit) and some Grade II officers will be required to perform duties within this newly formed unit.

Because of the 2007-08 expansion of the ID, junior officers are being promoted more rapidly than in the past. This has necessitated the provision of supplementary training matching the requirements of officers advancing from Grade I to Grade II. This takes the form of a structured two-week, classroom-based course developed by the Technical Training Unit. The course includes additional immigration and nationality law training and CARICOM/CSME training, as well as the subjects already described above. Appendix IV outlines the Grade II Training Schedule.

Grade II officers may also be required to function as supervisors for Grade I officers. As such, the Division will seek to provide basic supervisory training to prepare them for this additional responsibility.

B) Grade II-III

Grade III officers perform mostly supervisory duties, but also some senior technical work, such as conducting interviews for permanent residence and citizenship.

Current Grade III assignments include: supervisory positions in the Passport Section and Extensions Section; senior positions in the Investigations Section; and supervisory positions at the air and seaports.

No formal course of training for recently appointed Grade III officers currently exists. However, it is envisioned that training tailored to the individual assignments will be made available. All Grade III officers will require supervisory and managerial training - as described in Section VI.

C) Grade III-IV

Grade IV officers are primarily assigned to senior managerial positions. However, Grade IV officers also perform some technical duties as Special Inquiry Officers and as Overseas Immigration Attaches. It is envisioned that officers assigned overseas will be provided with training by the Ministry of Foreign Affairs.

Special Inquiry Officers will be provided with training in the organisation and conduct of hearings, rules of evidence and testimony, etc. However, the majority of Grade IV training will be external - as described in Section VI - targeting development of leadership and managerial skills.

V. Specialised Training

A) Document Examination

One of the most critical skills needed as an Immigration Officer is the ability to quickly examine passports and visas to determine if they are genuine and unaltered. The presenters of this course, experts in their field, will provide and describe the security features of new passports and visas.

You will be provided with basic forensic tools and schooled in their use during your Induction Training. The ID, in conjunction with several foreign consulates in Trinidad and Tobago and the International Organization for Migration (IOM), periodically provides instruction on recent trends in fraudulent travel documents and refresher training on the use of this basic forensic equipment.

B) Customer Service

Certainly the most common complaints received about Immigration Officers are that they are unfriendly, impolite or even abusive to international travellers. Such criticism is taken seriously and it is a Divisional objective that all officers handle travellers with respect and professionalism. A proper balance between polite, friendly interaction with the public and the need to protect the borders is the primary aim.

Although customer service skills are part of the Induction Training programme, those officers in regular contact with the public will receive periodic refresher training. This may involve improving inter-personal skills; conflict management; or increasing awareness of the importance of travel and tourism to Trinidad and Tobago.

C) Intelligence Analysis

Historically, the ID has relied on intelligence provided by other governmental agencies, as it had no structured intelligence gathering or analysis capability of its own. As part of the expansion of the Division, an Intelligence Unit has now been added to the organisational structure. Being a recent addition, the skills needed to manage and operate it are

being introduced from external sources.

The new unit is being charged with combating migration-related criminal activities such as human trafficking, smuggling, immigration fraud and patterns of illegal migration affecting Trinidad and Tobago.

The Director of Technical Training is exploring further options for developing the Division's intelligence gathering and analysis capabilities. These include making an intelligence analysis course, run by The Special Anti-Crime Unit of Trinidad and Tobago (SAUTT), available to officers.

D) Criminal Investigation

Although the Division has an Investigations Unit the staff, comprising Immigration Officers supplemented by police officers, is small. ID employees serve largely as technical experts in immigration matters and provide testimony in court cases, etc. Investigative work is limited mostly to scrutinising reports of unlawful employment, or other complaints of unlawful activities perpetrated by non-citizens.

To reduce this reliance on the police, and to enhance the Division's investigative capability, an expansion of the Investigations Branch has been proposed. Training courses in investigative techniques and surveillance are available through SAUTT.

E) Systems Training

The Machine Readable Passport System (MRPS) and the Border Management System (BMS) - both of which became operational in 2007 - were developed and implemented by the Canadian Bank Note Company (CBN). Contractually, CBN is required to provide both manuals and training for employees assigned to work with these new systems.

F) Commercial Software Training

Basic computer literacy and specific software training for commercial software used within the Division are the responsibility of the Human Resources Branch. Throughout the year such training is offered as needed, based on the recommendations of the Training Committee.

G) Other Scheduled Training

The Coordinator of Technical Training, with advice from the Training Committee, is responsible for identifying any other training needs and allocating available training resources. Updated training - in such subjects as ethics and professionalism, profiling, security, terrorism, etc - are arranged periodically and delivered in a manner conducive to the Division's normal operations.

VI. Supervision, Management and Leadership Training

A) Basic Supervision

Immigration Officers in Grades II-IV may be required to carry out supervisory duties, depending on their particular assignment. In order to undertake these effectively, officers need to develop skills beyond those required for everyday duties. Such skills can only be developed over time, but training is available to assist officers making the transition from co-worker to supervisor. Candidates may undertake this training through the Public Service Academy and other external sources.

B) Project Management

The ID is growing rapidly, both in the size of its workforce and the complexity of its mission. To grow successfully, the Division must undertake a number of complex projects requiring significant advance planning and coordination with other entities. Some of these projects are already well underway (including the MRPS and BMS); others are still in the planning stage.

To succeed, project officers and supervisors must be fully-trained as project managers. The ID is arranging for key personnel to receive this training from external sources familiar with the most effective techniques and support technology.

C) Leadership Skills

As with supervisory skills, leadership skills must be acquired. Divisional senior officers and potential leaders will be provided with a variety of leadership training opportunities and seminars to assist them in developing their full potential.

D) Developmental Assignments

Because some of the skills necessary for developing the ID are new, it may be necessary to temporarily assign managers of newly founded sections (e.g. the Investigations and Intelligence Units) to other agencies within Trinidad and Tobago, or abroad.

By working alongside highly experienced officers with similar responsibilities, these managers will gain practical experience of their new role before undertaking them. As well as providing an excellent training opportunity, such assignments serve to promote inter-agency and international cooperation.

VII. External Training Opportunities

A) Public Service Academy

The Public Service Academy offers a wide range of courses for public service employees and the ID Training Plan provides resources for its staff to attend many of these. Recommended topics include:

- Quality Service Delivery;
- Ethics and Values in the Workplace;
- Project Management/PSIP Implementation;
- Using Emotional Intelligence to Enhance Organisational Performance;
- The Supervisor in the Changing Environment;
- Coaching Skills for Supervisors;
- Quality Management Systems.

Further information is available through the Human Resources Unit.

B) Post-Secondary Educational Institutions

Many employees independently undertake post-secondary education in a variety of fields. This may enhance their job performance or prepare them for more responsible positions within the ID, other public service departments, or the private sector.

Such endeavours are supported and the Human Resources Unit can provide information on tuition assistance and flexible duty assignments.

The International Organization for Migration (IOM) is attempting to negotiate an agreement with the University of the West Indies (UWI) to add a new course, *Essentials of Migration Management*.

UWI would be among the first educational institutions in the world to incorporate this subject into its graduate curriculum. The course, developed by IOM, provides a comprehensive view of all aspects of international migration, exposing students to international standards and best practices. A course summary is included at Appendix V.

C) United States Department of Agriculture (USDA) Graduate School

The USDA Graduate School is an educational institution operated by the U.S. government, primarily geared to the professional development of public sector employees.

Among other things, the graduate school offers a wide range of self-paced, distance learning courses - either on-line or paper-based. Many of their courses are intended to provide students with supervisory and managerial skills. Topics include:

- Customer Service;
- Writing Skills;
- Human Resources Management;
- Information Technology;

- Management and Supervision;
- Project Management;
- Terrorism Studies.

Detailed information is available on line at:

http://grad.usda.gov/index.php?option=com_content&task=view&id=166&Itemid=878



APPENDIX I

IMMIGRATION DIVISION TRAINING POLICY

(Adopted January, 2004)

PURPOSE OF THIS POLICY DOCUMENT

The Immigration Division is committed to being a service driven organisation responsive to customers' needs in an ever-changing environment. The Division must, therefore, develop programmes which will maximize employee potential through structured and continuous training of all staff, resulting in the realisation of the aspirations of both employee and employer.

This training policy is designed to provide the guidelines for all the initiatives undertaken by the Division in training and developing their human resources; with a view to enhancing job performance so that organisational goals and national objectives may be achieved.

It is intended to:

- (i) Serve as an authoritative framework for guiding and facilitating the management of the training function in the Immigration Division;
- (ii) Heighten awareness of the importance of the training function in the overall context of the management of human resources;
- (iii) Reinforce the need for managers to be cognisant of their role in the employee development process;
- (iv) Ensure that the training plans and programmes of the Immigration Division are in keeping with the overall national development objectives and conform to priorities for human resource development;
- (v) Ensure a degree of rationality, optimality and consistency in the values, allocation, and use of resources devoted to training;
- (vi) Provide information to employees and potential employees as to how their individual aspirations and desires for personal and professional development will be reconciled with the needs of the Immigration Division;
- (vii) Create an environment, which encourages employees to empower themselves in pursuing personal and organisational goals.

Philosophy

The Immigration Division of Trinidad and Tobago:

- (i) Recognises that people represent the most valuable resource in the organisation and must be educated and trained in order to satisfy their own developmental needs and those of the organisation;
- (ii) Views training and development in the Immigration Division as a shared responsibility of the employer (the State) and the employee;
- (iii) Recognises that employees have a stake in their own development and should be encouraged in their efforts at self-development, especially where these efforts are consistent with organisational and national goals;
- (iv) Is committed to ensuring that there is fairness, equity, objectivity and transparency in the selection of persons for In-Service and Advance Training and the grant of training awards;
 - Installing and using the most relevant and current human resource systems, practices, and techniques in the conduct of Immigration Internal Affairs.
 - Building and retaining a cadre of highly-skilled, motivated, and committed professional officers.
 - Creating a learning organisation.
- (v) Views training and development as a strategic tool for coping with a highly technological work environment, improving its current performance, and acquiring the capacity to deliver high quality performance on a sustained basis;
- (vi) Is committed to a greater use of information technology in the management of the human resource generally and more specifically in the management of the training function;
- (vii) Believes that through training and development, the Division can provide learning experiences which will enable employees to attain optimum levels of performance and achieve individual and organisational objectives.

Training and Development – The Contextual Framework

Training comprises planned efforts to facilitate the learning of job-related knowledge and skills by employees so that each individual can be successful in the performance of

his/her current duties/responsibilities and thereby contribute to the overall achievement of organisational goals. Training must, therefore, be linked to performance.

Development is a set of planned activities that seek to enhance the knowledge and skills of employees so that the long-term health, vitality, and viability of the organisation are assured. Development must, therefore, be linked to change.

The Training Cycle is a medium for developing the training plans and programmes of Ministries and Departments. It involves needs, identification and assessment, designs, implementation, and evaluation.

All members of staff will be eligible for training opportunities.

Goals Of Training and Development

Training and developmental activities in the Immigration Division are intended to serve the needs of the Division, employees, and the wider society in the following ways:

- 1) At the level of the Division by:
 - Removing performance deficiencies and improving levels of productivity;
 - Building internal capacity to deal more effectively with new technologies;
 - Increasing the level of employee commitment to the organisation so that the Immigration Division is seen as the preferred place of work;
 - Providing a pool of persons with relevant competencies for internal recruitment;
 - Socialising employees into the norms, values, beliefs, and work ethics of the organisation.
- 2) At the level of employees by:
 - Helping them to improve their knowledge and skills and ultimately their overall job performance;
 - Increasing their motivation and job satisfaction;
 - Helping them to qualify for advancement;
 - Helping them to cope with change;
 - Helping them to create new knowledge;

- Ensuring the cost efficient delivery of Passport and Immigration services;
- Increasing the pool of highly-skilled citizens.



APPENDIX II IMMIGRATION OFFICER INDUCTION TRAINING SCHEDULE

A description of the contents for each block of instruction is included following the Week 5 schedule.

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
0830 – 1000	Administrative Block 1	Immigration Law Block 3	Immigration Law Block 5	Immigration Law Block 7	Immigration Law Block 9
1000 – 1030	Break				
1030 – 1200	Administrative Block 2	Immigration Law Block 4	Immigration Law Block 6	Immigration Law Block 8	Immigration Law Block 10
1200 - 1300	Lunch				
1300 - 1430	Immigration Law Block 1 Laws and Regulations	Administrative Block 3	Ethics Code of Conduct	Inter-Agency Liaison Block 1	International Law Block 1
1430 - 1445	Break				
1445 – 1615	Immigration Law Block 2	Immigration Enforcement Block 1	Records and Information Systems Block 1	Inter-Agency Liaison Block 2	International Law Block 2

WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
0830 – 1000	Nationality Law Block 1	Nationality Law Block 3	Nationality Law Block 5	Nationality Law Block 7	Special Skills and Procedures Block 1 Interviewing
1000 – 1030	Break				
1030 – 1200	Nationality Law Block 2	Nationality Law Block 4	Nationality Law Block 6	Nationality Law Block 8	Special Skills and Procedures Block 2 Interviewing
1200 - 1300	Lunch				
1300 - 1430	International Law Block 3	Travel and Entry Documents Block 1 Passports and Visas	Records and Information Systems Block 2 Border Mgt. System	Records and Information Systems Block 4 M.R. Passport	Customer Service Block 1 Panel
1430 - 1445	Break				
1445 – 1615	Immigration Enforcement Block 2	Travel and Entry Documents Block 2 Ticketing	Records and Information Systems Block 3 Border Mgt. System	Records and Information Systems Block 5 M.R. Passport	Customer Service Block 2 Panel

WEEK 3	Monday	Tuesday	Wednesday	Thursday	Friday
0830 – 1000	Administrative Block 4 Progress test	Immigration Law Block 11 CARICOM/CSME	Benefit Administration Block 2 Work Permits	Administrative Block 5 Review of Progress Test	Benefit Administration Block 3 Residence and Citizenship
1000 – 1030	Break				
1030 – 1200	Benefit Administration Block 1 Extensions	Immigration Law Block 12 CARICOM/CSME	Special Skills and Procedures Block 3 Report Writing	Immigration Enforcement Block 3 Terrorism	Special Skills and Procedures Block 4 Report Writing
1200 - 1300	Lunch				
1300 - 1430	Special Skills and Procedures Block 5 Facial Recognition	Immigration Law Block 13 CARICOM/CSME	Special Skills and Procedures Block 7 Profiling	Immigration Enforcement Block 4 Violators	Immigration Enforcement Block 6 Intelligence
1430 - 1445	Break				
1445 – 1615	Special Skills and Procedures Block 6 Facial Recognition	Immigration Law Block 14 CARICOM/CSME	Special Skills and Procedures Block 8 Profiling	Immigration Enforcement Block 5 Deportation	Customer Service Block 3

APPENDIX II

WEEK 4	Monday	Tuesday	Wednesday	Thursday	Friday
0830 – 1000	Special Skills and Procedures Block 9 Doc. Exam & Tools	Immigration Enforcement Block 7 Watch Lists	Airport Inspection	Airport Inspection	Airport Inspection
1000 – 1030	Break				
1030 – 1200	Special Skills and Procedures Block 10 Doc. Exam & Tools	Records and Information Systems Block 6 Software & Internet	Airport Inspection	Airport Inspection	Airport Inspection
1200 - 1300	Lunch				
1300 - 1430	Special Skills and Procedures Block 11 Doc. Exam & Tools	Administrative Block 6 Occ. Health and Safety	Airport Inspection	Airport Inspection	Airport Inspection
1430 - 1445	Break				
1445 – 1615	Special Skills and Procedures Block 12 Doc. Exam & Tools	Administrative Block 7 Leave, Overtime	Airport Inspection	Airport Inspection	Airport Inspection

WEEK 5	Monday	Tuesday	Wednesday	Thursday	Friday
0830 – 1000	Airport Inspection	Passport Office	Seaport Office	Administrative Block 8 Review and Study	
1000 – 1030	Break				
1030 – 1200	Airport Inspection	Passport Office	Seaport Office	Administrative Block 9 Final Examination	
1200 - 1300	Lunch				
1300 - 1430	Airport Inspection	Passport Office	Seaport Office	Administrative Block 10 Course Discussion & Evaluation Sheets	
1430 - 1445	Break				
1445 – 1615	Airport Inspection	Passport Office	Seaport Office	Administrative Block 11 Graduation Ceremony	

APPENDIX III

INDUCTION TRAINING INSTRUCTIONAL BLOCK DESCRIPTIONS

All blocks are 90 minutes in length, unless otherwise specified. Slight variations may be expected to resolve schedule conflicts.

Administrative Block 1 [classroom lecture]

- Introduction of class coordinator;
- ‘Housekeeping’ rules, attendance policy, pass/fail rules and consequences, examinations and other administrative matters;
- Description of schedule and objectives of training programme;
- Welcoming speech from Chief Immigration Officer.

Handouts: Three-ring binder with subject divider tabs, class schedule, rules for training program.

Administrative Block 2 [classroom lecture]

- Mission and functions of the ID;
- Organisational structure and chain of command;
- History of the ID;
- Unique statutory authority of Immigration Officer to enforce immigration laws;
- Other statutory authority of Immigration Officers.

Handouts: Organisation chart, mission statement, brief description of ID history.

Administrative Block 3 [classroom lecture]

Code of conduct (professional conduct on and off the job), attendance policy, authority and chain-of-command, organisational discipline, organisational training policies and opportunities, performance appraisals.

Handouts: To be determined.

Administrative Block 4 [written test]

Mid-course progress examination: Focus examination on Immigration Law and Nationality Law.

Administrative Block 5 [classroom lecture]

Review of mid-course progress exam answers.

Administrative Block 6 [classroom lecture]

Occupational Health and Safety: Discussion focused on Immigration Officer occupation (airport and seaport environment, office environment).

Administrative Block 7 [classroom lecture]

Allowances and accounting procedures, reporting time, overtime, leave accrual and use.

Administrative Block 8 [classroom lecture]

Review and study for Final Examination with facilitator.

Administrative Block 9 [examination]

Final Examination.

Administrative Block 10 [open forum]

Course evaluation and open discussion.

Handout: Evaluation sheet.

Administrative Block 11 [ceremony]

Graduation ceremony, awards, etc.

Airport Inspection

These blocks cover six full days. It is envisioned that students will receive a combination of on-site classroom instruction, one-on-one observation (during actual inspection of flights) and hands-on experience dealing with the procedural aspects of airport inspection such as airport forms, stamps and Watch List procedures.

Instruction includes use of inspectional tools and computer systems (Border Management System and legacy systems), airport security, passenger processing procedures, administrative activities, etc. Instruction should be a combination of one-to-one (with each trainee assigned to a working inspector) and classroom environment, using lectures and presentations, as appropriate.

Due to size limitations, a small number of officers will also be assigned, on a daily rotational basis, to the seaport office and Frederick Street Passport Section for instruction, observation and practical experience.

Benefit Adjudication Block 1 [classroom lecture, PowerPoint presentation]

Extensions of stay, Student Permits.

Benefit Adjudication Block 2 [classroom lecture, PowerPoint presentation]

Work Permits, role of Labour Department.

Benefit Adjudication Block 3 [classroom lecture, PowerPoint presentation]

Procedures for permanent residence, citizenship interviews.

Customer Service Block 1-2 [panel discussion, guest speakers]

This session is envisioned as a panel discussion, with short opening remarks from several guests such as a Ministry of Tourism representative, airline representative, possibly a frequent traveller, and an ID moderator. This would be followed by a series of questions from the moderator and audience. The goal would be to discuss the balance between the need for courteous, friendly public service and accomplishment of essential law enforcement functions by primary Immigration Officers.

Customer Service Block 3 [guest lecturer]

Introductory remarks from ID officials concerning the importance and difficulty of balancing good customer service and a pleasant demeanour, with law enforcement responsibilities.

Ministry of Trade and Industry, Ministry of Tourism, and/or Ministry of Energy and Energy Industries presentation on investment, export zones, and other economic issues and the importance of immigration facilitation.

Ethics

Presentation by Ministry of National Security, Special Branch.

Immigration Enforcement Block 1 [classroom lecture]

General introduction to immigration law enforcement: unlawful employment, drug trafficking, immigration fraud, money laundering, terrorism, identity fraud,

document vendors, law enforcement authority of Immigration Officers, law enforcement assignments within the ID.

Immigration Enforcement Block 2 [classroom lecture]

Human Trafficking and Smuggling: Introduction by facilitator of ID enforcement officer and IOM representative to discuss problems of human trafficking and smuggling in general and in particular as they relate to Trinidad and Tobago.

Immigration Enforcement Block 3 [classroom lecture]

International Terrorism.

Immigration Enforcement Block 4 [classroom lecture]

Investigating status violators and unlawful employment.

Immigration Enforcement Block 5 [classroom lecture]

Deportation procedures.

Immigration Enforcement Block 6 [classroom lecture]

Intelligence gathering, role of officers in collecting intelligence, use of intelligence information.

Immigration Enforcement Block 7 [classroom lecture]

Watch Lists: Use, protection of data, revision procedures.

Immigration Law Block 1 [classroom instruction with PowerPoint instructional aids]

Constitutional, statutory, regulatory, policy and procedural sources such as Staff Instructions (brief description of each and how they interrelate).

Handouts: Copies of all relevant constitutional, statutory, regulatory and selected policy materials which will be referred to and explained in Immigration Law blocks 1-10.

Immigration Law Block 2 [classroom instruction with PowerPoint instructional aids]

- Statutory definitions, immigration terminology;

- Authority of Immigration Officers;
- Immigration inspection of persons;
- Immigration examination of citizens.

Immigration Law Block 3-4 [classroom with PowerPoint instructional aids]

Prohibited Classes.

Immigration Law Block 5 [classroom with PowerPoint instructional aids]

Permanent Residents;
Permitted Entrants.

Immigration Law Block 6 [classroom with PowerPoint instructional aids]

Minister's Permits;
Missionary Permits;
Crew members.

Immigration Law Block 7 [classroom with PowerPoint instructional aids]

Special Inquiry Officers and hearings.

Immigration Law Block 8 [classroom with PowerPoint instructional aids]

Deportation procedures and appeals.

Immigration Law Block 9 [classroom with PowerPoint instructional aids]

- Transportation Company Responsibilities;
- Offences and Penalties;
- Securities and Liens;
- Forms, Fees and Schedules.

Immigration Law Block 10 [classroom]

Review, questions and clarifications of Immigration Law Sections 1-9.

Immigration Law Block 11-14 [classroom with PowerPoint instructional aids]

CARICOM/CSME including historical background, purpose, economic impact on T&T, legal requirements and practical effects for ID inspectors, inspectional requirements.

Handouts: Statutory and other materials referred to in Immigration Law Blocks 11-14.

Inter-Agency Liaison Block 1-2 [classroom, guest speaker(s)]

Introduction by facilitator explaining that success of ID is highly dependent on its ability to give and receive cooperation of other agencies including:

Customs and Excise, Coastguard, Police, Port Authorities, Health and Quarantine and Defence Force.

International Law Block 1-2 [classroom with PowerPoint instructional aids, guest speakers]

Role of international agencies involved in migration, asylum and refugee matters: IOM, UNHCR (United Nations High Commissioner for Refugees), Convention Against Torture.

International Law Block 3 [classroom with guest speakers]

Introduction by moderator explaining consulates and high commissions and international obligations of T&T Government. Guest speaker (consular officer) describing roles and responsibilities of consular officers.

Handouts: Address list of foreign consular officers assigned in, or responsible for, Trinidad and Tobago.

Nationality and Citizenship Blocks 1-8 [classroom with PowerPoint instructional aids, commingled with case studies]

Republican Constitution citizenship by birth or descent, Former Constitution, British Nationality Act, Citizenship Act.

Handouts: Statutory materials, case studies.

Records and Information Systems Block 1 (classroom with PowerPoint instructional aids)

Introduction to Immigration Division files and records, manual and automated systems, legacy systems: Description of systems of records (arrival-departure, permit application files, citizenship files, policy files, etc).

Privacy issues, misuse of information.

Records and Information Systems Block 2 -3 (classroom with PowerPoint instructional aids)

Border Management System description and use.

Records and Information Systems Block 4-5 (classroom with PowerPoint instructional aids)

Machine Readable Passport System (MRPS).

Records and Information Systems Block 6

Introduction to office software, the Internet as an information source, access to other government records.

Seaport Office

See description of airport inspection.

Special Skills and Procedures Block 1 - 2

Interviewing skills for primary and secondary inspections officers: Controlling and organising questioning, understanding verbal and non-verbal responses, observation, recording responses, formal and informal statements, quick assessment and referral of primary passengers.

Special Skills and Procedures Block 3

Report writing: Preparing accurate, complete concise professional reports. As part of this session, facilitator assigns a report topic for students to draft. Drafts are collected and reviewed by facilitator.

Special Skills and Procedures Block 4

- Report writing: Preparing accurate, complete concise professional reports;
- Draft reports from the Block 3 exercise are returned to the students with facilitator's comments.
- General discussion of the facilitator's observations and recommended improvements.

Special Skills and Procedures Block 5 - 6

Recognition of facial features, introduction to biometrics systems.

Special Skills and Procedures Block 7 – 8

Passenger profiling: General and T&T specific.

Special Skills and Procedures Block 9 - 12

- Introduction to fraudulent documents: Counterfeits, alterations, impostors;
- Document examination techniques and use of forensic equipment: These sessions should involve extensive hands-on examination of various authentic, forged and altered documents using available forensic tools.
- Students should be required to independently examine documents and identify those which are authentic and those which are not.

Travel and Entry Documents Block 1

Definitions of passport and visa, types of passports and other international travel documents, ICAO and CARICOM document standards, Trinidad and Tobago passports, Trinidad and Tobago visa requirements, other entry documents presented by applicants for inspection.

Handouts: List of countries requiring a visa, samples of visas and other documents presented by persons arriving in Trinidad and Tobago.

Travel and Entry Documents Block 2

Airline ticketing procedures.



APPENDIX IV GRADE II TRAINING SCHEDULE OF INSTRUCTION

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
0830 – 1000	Advanced Citizenship and Nationality	Advanced Citizenship and Nationality	Advanced Citizenship and Nationality	Advanced CSME Procedures	Advanced CSME Procedures
1000 – 1030	Break				
1030 – 1200	Advanced Citizenship and Nationality	Advanced Citizenship and Nationality	Advanced Citizenship and Nationality	Advanced CSME Procedures	Advanced CSME Procedures
1200 - 1300	Lunch				
1300 - 1430	Ship-Boarding Procedures	Customer Service	Airport Secondary Inspection Procedures	Advanced Passenger Profiling	Extensions and Student Permits
1430 - 1445	Break				
1445 – 1615	Ship-Boarding Procedures	Customer Service	Airport Secondary Inspection Procedures	Advanced Interviewing	Extensions and Student Permits

WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
0830 – 1000	Introduction to Supervision*				
1000 – 1030	Break				
1030 – 1200	Introduction to Supervision*				
1200 - 1300	Lunch				
1300 - 1430	Introduction to Supervision*	Introduction to Supervision*	Introduction to Supervision*	Introduction to Supervision*	Ethics in Public Service
1430 - 1445	Break				
1445 – 1615	Introduction to Supervision*	Introduction to Supervision*	Introduction to Supervision*	Introduction to Supervision*	Open Forum with the CIO

* These blocks should involve several instructors, possibly from the PSC. Instruction should include basic supervisory techniques, interpersonal skills, leadership, motivating employees, performance management, discipline, organization and time management.

APPENDIX IV

APPENDIX V ESSENTIALS OF MIGRATION MANAGEMENT: LESSON LIST

The IOM-developed course, *Essentials of Migration Management*, includes 34 lessons organised into three sections:

Section I Migration Management Foundations

- Lesson 1.1 Terminology
- Lesson 1.2 Conceptual Model for Migration Management
- Lesson 1.3 Migration and History
- Lesson 1.4 Responsibility of States
- Lesson 1.5 Rights and Obligations of Migrants
- Lesson 1.6 International Migration Law
- Lesson 1.7 International Cooperation
- Lesson 1.8 Developing Migration Legislation
- Lesson 1.9 Developing an Administrative Framework
- Lesson 1.10 Managing Perception

Section II Developing Migration Policy

- Lesson 2.1 Migration and Statistical Data
- Lesson 2.2 Migration and Demography
- Lesson 2.3 Migration and Development
- Lesson 2.4 Migration and Trade
- Lesson 2.5 Migration and Family
- Lesson 2.6 Migration and Labor
- Lesson 2.7 Migration and Health
- Lesson 2.8 Migration and Security
- Lesson 2.9 Migration and Displacement
- Lesson 2.10 Migration and Gender

Section III Managing Migration

- Lesson 3.1 Passport and Visa Systems
- Lesson 3.2 Immigration Systems
- Lesson 3.3 Border Management Systems
- Lesson 3.4 International Carrier Responsibilities
- Lesson 3.5 Refugee Protections
- Lesson 3.6 Integration of Migrants
- Lesson 3.7 Migration and Citizenship
- Lesson 3.8 Determination of Migrant Status and Appeals
- Lesson 3.9 Return Migration
- Lesson 3.10 Management of Operational Data
- Lesson 3.11 Migration Intelligence Systems
- Lesson 3.12 Irregular Migration

NOTES

NOTES



IOM International Organization for Migration
OIM Organisation Internationale pour les Migrations
OIM Organización Internacional para las Migraciones