

12/
2017

FRONTEX Escort Leader Training course

DRAFT-TRAINER'S MANUAL
FEBRUARY 2018

FRONTEX Course for Escort Leaders on Joint Return Operations by Air coordinated by FRONTEX

Abbreviations

BUT	Backup-Team
BUT-EL	Backup-Team Leader
CC	Connecting Charter
JCC	Joint Connecting Charter
CoC	Code of Conduct
CPT	European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment
CRO	Collecting Return Operation
EBCGR	European Border and Coast Guard Regulation
EL	Escort Leader
FRA	European Union Agency for Fundamental Rights
FRONTEX	European Border and Coast Guard Agency
ICMPD	International Centre for Migration Policy Development
JRO	Joint Return Operation
MS	Member State
NRO	National Return Operation
OMS	Organising Member State
OPS	?
PIC	Pilot in Command
PMS	Participating Member State
PPT	Power-Point Presentation (as substitute for any presentation tool)
RO	Return Operation
SAC	Schengen-Associated Country

Acknowledgements

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Table of Content

FRONTEX Course for Escort Leaders on Joint Return Operations by Air coordinated by FRONTEX.....	2
Abbreviations	2
Acknowledgements	2
Table of Content	3
Overview of the course.....	5
The trainer’s manual	5
Trainer team	5
Material to deliver the course.....	5
Preparing the course	5
EL-Course Plan	7
Assessment approach.....	8
Escort Leader Course on Return Operations by Air coordinated by FRONTEX.....	9
Session 0: Introduction to the course.....	9
Session plan.....	9
Implementation of Session 1	9
Session 1: The Role of FRONTEX in Return Operations (RO)	11
Session plan.....	11
Implementation of Session 1	12
Session 2: Introduction to the Legal Framework applicable to ROs	12
Session plan.....	12
Implementation of Session 2	13
Session 3: Organisation of ROs	15
Session plan.....	15
Implementation of Session 3	16
Session 4: Tasks of the EL in the different phases	18
Session plan.....	18
Implementation of Session 4	19
Session 5: Briefings by the EL: National Briefing, EL Briefing and PIC Briefing	20
Session plan.....	20
Implementation of Session 5	20
Session 6: The Back Up Team (BUT).....	23
Session plan.....	23
Implementation of Session 6	23
Session 7: Use of Force and Coercive measures	24
Session plan.....	25
Implementation of Session 7	25
Session 8: Handling critical situations and emergencies during a RO.....	26
Session plan.....	26
Implementation of Session 8	27
Session 9: Aircraft safety and evacuation procedures - theoretical introduction	29
Session plan.....	29
Implementation of Session 9	29
Session 10: Emergency procedures - Mock-up	30
Session plan.....	30
Implementation of Session 10	31
Session 11: Flight-simulator.....	32
Session plan.....	32
Implementation of Session 11	33
Session 12: Fundamental Rights Principles and obligations in a RO	34
Session plan.....	35
Implementation of Session 12	35
Session 13: Pre-departure Phase - Simulations.....	38

Session plan.....	38
Implementation of Session 13	38
Session 14: In-flight phase - Simulations.....	41
Session plan.....	41
Implementation of Session 14	41
Session 15: Arrival Phase - Simulations	44
Session plan.....	44
Implementation of Session 15	45
Session 16: Return-Flight Phase: Debriefing.....	46
Session plan.....	46
Implementation of Session 16	46
Session 17: Final Project Work - Seating plan	47
Session plan.....	47
Implementation of Session 17	48
Session 18: Arrival Phase - End of Operation.....	49
Session plan.....	49
Implementation of Session 18	49
Session 19: Final Project Work: EL Briefing and EL Debriefing.....	50
Session plan.....	50
Implementation of Session 19	51
Session 20: Handling critical situations and emergencies during a JRO	52
Session plan.....	52
Implementation of Session 20	53
Session 21: Evaluation, feedback and closing.....	55
Session plan.....	55
Implementation of Session 21	55
Annex.....	57
Assessment Test	57
Overview of Handouts.....	57
Overview of Trainer Material	58

Overview of the course

The EL course is a 5-day, x hours, SQF level x FRONTEX course, delivered in cooperation with partner training academies across Member States.

As the training includes practical demonstrations and simulations, the training facilities must include a mock-up of an airplane and ideally also grant access to a flight simulator.

The methodology applied during the training is in general interactive. Besides theoretical introductions to important topics it includes group work to foster analysis and to fix the knowledge obtained, including through a large number of role-playing simulations applying different scenarios of a Return Operation (RO). The course is implemented in x sessions.

See the detailed EL course plan on the following page.

The trainer's manual

This trainer's manual provides a description of each session to be followed. Each session description details the learning outcomes of that session and details an overview of the session in a session plan followed by a description of the implementation of the session. Each session includes a box detailing applicable handouts and applicable trainer material (both sets available on Sharepoint, see below). It also contains a box with key points to be relayed in the session.

Trainer team

The course is delivered by a team of regular trainers, ideally four trainers to split the implementation of the different sessions and ensure implementation of the different simulations.

Each training shall have an agreed main trainer to be appointed by the FRONTEX Training Unit to coordinate with the trainer team and ensure division of tasks during the training.

Material to deliver the course

The material to deliver the course, including all presentations (PPT) for the different sessions, handouts to participants and trainer material for the trainer is stored on Sharepoint x: (link). Handouts are given out to participants, either as part of their folders or at the end of the respective session. They are marked with an H and followed by the session number (e.g. H-7.1.1 for handout in session one, belonging to the first issue covered, the first handout). Trainer material is material supporting the trainer and is indicated by TM, followed by the same form of numbering.

All trainers get access to the Sharepoint folder to review and use the material during training.

Improvement of the trainer material is welcomed, however, to guarantee the same training, changes in the material shall be made in agreement with the rest of the trainer team. Substantive adaptations of the material therefore need to be accorded with xxx.

Preparing the course

Before the course, the Training Unit of FRONTEX will take care of the application process and the selection of fitting participants. The Training Unit also takes care of relevant logistics with participants and trainers. This includes coordinating availability and assignment of trainers to an EL-course.

Trainers need to ensure with the Training Unit, that:

- Material is send to participants beforehand and in good time, particularly the agenda and reading material.
- Participants are notified to prepare short presentation of themselves and explain their motivation to take the course. Give a clear task and time limit for the presentation, 3 minutes maximum.

The evening before the EL course starts, the trainer team meets to get acquainted and accord the different roles and responsibilities for the days/ sessions, etc.

The trainer team must ensure proper preparation of the training room, relevant materials, printed handouts, etc.

The trainer team therefore starts jointly before the participants arrive. Each day after the last session the trainer team meets for a short debriefing and to talk through the next day.

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EL-Course Plan

Time	(Arrival dinner Sunday) Monday	Tuesday	Wednesday	Thursday	Friday
1 st Unit 09:00 - 09:45	0 INTRODUCTION TO THE COURSE (Welcome, contents and goals, organizational matters, introduction trainers) Classroom	5 BRIEFINGS BY THE EL: INTRODUCTION AND NATIONAL BRIEFING Group work Classroom	12 FUNDAMENTAL RIGHTS /PRINCIPLES AND OBLIGATIONS IN A RO Lecture, Video & Discussion Classroom	15 ARRIVAL PHASE: HANDOVER PROCEDURE Lecture & Role-playing Simulation Classroom, Mock-up	20 FINAL PROJECT WORK: HANDLING CRITICAL SITUATIONS AND EMERGENCIES DURING A RO Classroom
2 nd Unit 09:45 - 10:30	0 INTRODUCTION TO THE COURSE (Introduction participants, Mockup - countries, entry test) Mockup/classroom	5 BRIEFINGS BY THE EL: EL AND PIC BRIEFING Group work Classroom	12 FUNDAMENTAL RIGHTS PRINCIPLES (Monitoring system and the role of the monitors) Lecture Classroom	16 RETURN-FLIGHT PHASE: DEBRIEFING Role-playing Simulation Mock-up	Classroom
10.30 - 10.45	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
3 rd Unit 10:45 - 11:30	1 THE ROLE OF FRONTEX IN RO Lecture Classroom	6 THE BACK-UP TEAM (BUT) (Tasks and Tactic) Lecture Classroom	12 FUNDAMENTAL RIGHTS PRINCIPLES AND OBLIGATIONS IN A RO Joint video Analysis - Proportionality Classroom	17 FINAL PROJECT WORK: SEATING PLAN Lecture & Group Work Classroom	20 FINAL PROJECT WORK: HANDLING CRITICAL SITUATIONS AND EMERGENCIES DURING A RO Classroom
4 th Unit 11:30 - 12:15	2 INTRODUCTION TO LEGAL FRAMEWORK Lecture & group work Classroom	7 USE OF FORCE AND COERCIVE MEASURES (Types & allowed) Lecture & Demonstration Classroom	13 PRE-DEPARTURE PHASE: EL & PIC BRIEFING Role-playing Simulation Classroom	17 FINAL PROJECT WORK: SEATING PLAN Group work Classroom	OVERVIEW PHASES Groups work - ground picture Classroom
12:15- 13:00	Lunch	Lunch	Lunch	Lunch	Lunch
5 th Unit 13:00 - 13:45	3 ORGANISATION OF A RO (general overview all phases, Guide of JRO) Lecture Classroom	8 HANDLING CRITICAL SITUATIONS AND EMERGENCIES DURING A RO (Landing, technical, weather, death case) Lecture Classroom	13 PRE-DEPARTURE PHASE: EL & PIC BRIEFING Role-playing Simulation Mock-up	18 ARRIVAL PHASE: END OF OPERATION (ARRIVAL and RETURN FLIGHT PHASE) Lecture Classroom	21 EVALUATION, FEEDBACK AND CLOSING OF THE COURSE Feedback & certificates Classroom
6 th Unit 13:45 - 14:30	3 ORGANISATION OF ROs (appreciations, video CoC, flow sheets) Lecture Classroom	8 HANDLING CRITICAL SITUATIONS AND EMERGENCIES DURING A RO (Role of BUT) Role-playing Simulations Mock-up	13 PRE-DEPARTURE PHASE: EL & PIC BRIEFING Role-playing Simulation Mock-up	19 FINAL PROJECT WORK: EL BRIEFING Group work & Role-playing Simulation Classroom	End of the course Return of participants to their respective homes
7 th Unit 14:30 - 15:15	3 ORGANISATION OF A RO (FAR, flow sheets JRO in FAR) Lecture Classroom	9 AIRCRAFT SAFETY AND EVACUATION PROCEDURE Lecture Classroom	14 IN-FLIGHT PHASE (Critical situation - weather, technical, death case...) Role-playing Simulations Mock-up	19 FINAL PROJECT WORK: EL DEBRIEFING Group work & Role-playing Simulation Classroom	
15:15- 15:30	Coffee break	Coffee break	Coffee break	Coffee break	
8 th Unit 15:30 - 16:15	4 EL-TASKS IN THE DIFFERENT PHASES (Introduction, xxx) Lecture, Group Work Classroom	9 HANDLING CRITICAL SITUATIONS AND EMERGENCIES DURING A RO (Do's and don'ts, PA) EVACUATION PROCEDURE Mock-up	14 IN-FLIGHT PHASE (Critical situations - weather, technical, death case) Role-playing Simulations Mock-up	Transfer into the respective city of the training	
9 th Unit 16:15 - 17:00	4 EL-TASKS IN THE DIFFERENT PHASES Video: flight 8751 Discussion Classroom	10 EVACUATION PROCEDURE (Body Cuff) Simulation Mock-up	14 IN-FLIGHT PHASE (Intervention level 2) Role-playing Simulation Mock-up	Tour / time in the city	
17.00	End of the day		End of the day		
10 th Unit 17:00 - 17:45		Transport to facilities 11 AIRCRAFT SECURITY TRAINING			
11 th Unit 17:45 - 18:30		EMERGENCIES DURING A RO (Evacuation and Scenario training) Simulations Flight simulator			
12 th Unit 18:45 - 19:30		(Evacuation and Scenario training - continued) Simulations Flight simulator		COMMON DINNER	

Assessment approach

Describe when decided (SQF)

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Escort Leader Course on Return Operations by Air coordinated by FRONTEX

Session 0: Introduction to the course

The aim of the session is...

- Review the course structure
- Recognize trainers and participants to the course

Session plan

Topic	Methodology	Time	Materials
0.1 Welcome	Presentation, speeches, trainer team presentation	10'	Projector, screen, laptop, PPT with welcome slide.
0.2 Aims and content of the course	Introduction	10'	Flipchart on course (pre-prepared), agenda (printed)
0.3 Introduction of participants	Self-presentation	40'	Flipchart/cards, participant-experience grid (trainers)
0.4 Expectations	Interactive documentation	15'	Whiteboard & markers
0.5 Assessment entry test	Test	15'	Assessment test (printed)
Total duration	90 min		

Implementation of Session 1

0.1 Welcome

Welcome participants to the escort leader (EL) course.

Welcome speeches might apply, depending on the location where you are at (FRONTEX, organisers, etc.).

Explain that the week is implemented by a trainer team and let each trainer present themselves (name, institution, experience as EL and/or trainers, additional information).

Introduce relevant organisational and logistical information about the training venue, where fitting in the agenda, e.g. about the location of restrooms, location of coffee break and lunch and evening plans, highlighting the common dinners, where applicable.

0.2 Aims and content of the course

Introduce the aim of the EL course: highlight the 'why': to prepare you for the job as an escort leader. Introduce the overall learning outcomes by naming key words. Then go over to explaining the 'how': the different methods that will apply (lectures, group work, demonstrations, flight simulator, role-playing simulation).

Provide information on the agenda by providing an overview of the course, referring participants to the detailed (printed) agenda for more information.

Overview of course: prepare a flipchart with icons for the different methods as a journey and use it for your explanation of the overall agenda of the course.

Briefly explain the material participants find in their folder.

If you assigned a certain seating order, explain what you did and your reasons for it, e.g. to mix participants.

0.3 Introduction of participants

Ask participants to introduce themselves as announced in the email sent before the course.

You can do a classical introduction round in the classroom however, a more activating way to do introductions are **sociograms**, described more in detail in the following box.

During the introduction, fellow trainers fill the *participant experience grid* (see trainer material) to capture initial information about each participant.

Sociograms

If your room provides enough space, do it in the training room, otherwise use the mock-up space for the introduction of participants after the introduction of trainers and the overview of the agenda.

Location: Ask participants to imagine the room as a map of Europe. Ask them to position themselves on the spot where usually work. Assign north and south in the room. After participants found their spot, start somewhere in the room and ask participant/s to tell you where you are (country). Ask one participant after the other to take the stage and conduct their self-presentation in max. 3 minutes. Remind them to state the information send beforehand: name, country, position and experience and to state their motivation to take the EL course (see points below).

You can also ask them to state their **expectation** additionally to their introduction. Then ask a fellow trainer to write the expectation stated down on a flipchart at the same time, so that they are documented. Assign repeated expectations with a check or mark next to what is already there.

Points for self-presentation:

- Name, country
- Training in the field of return
- Job experience as police officer/border guard/trainer, daily task
- How many operations as Escort Officer
- How many operations as Escort Leader
- Motivation to be a FRONTEX Escort Leader

0.4 Expectations

Ask each participant to write down their expectations (use cards or a whiteboard) and briefly explain.

Ask each participant after their expectations, what courses for escorts and EL exist in their country and if there are refresher courses. Have a fellow trainer write the information provided down on a flipchart or on the back of the whiteboard in parallel.

Point out the existing differences between the countries in terms of training, underlining that with this EL training FRONTEX seeks to complement training in the Member States and to ensure same approaches, one language and professionalism in return operations coordinated by FRONTEX.

Agree on rules applicable throughout the course, if necessary.

0.5 Assessment process applicable and entry-assessment test

Explain that FRONTEX is harmonising procedures and is currently in the process of accrediting the Escort Leader course. Therefore, participants are also assessed by trainers during the course.

Briefly explain the applicable assessment process.

Introduce the assessment test as the first part of the assessment process and a tool to get an overview of their knowledge. Explain that the test consists of several questions as a multiple-choice test. Provide participants 10 minutes to complete the test.

Collect the completed tests. Tell participants that you are going to see how they fared on the test and let them know that they will receive feedback on the tests.

Key points: introduction

- Ensure all details about the course are clear to everybody.
- Keep the pace, particularly with the expectations so that you do not take too much time and it does not get boring.
- If using a whiteboard to write down the expectations, take a picture of the expectations to be used at the end of the course to compare if their expectations were met.
- Ensure that the assessment approach applied in the course is clear to everyone.

Handouts to be used in session 1

H-0.1 Entry-assessment test (copies for all participants)

Trainer material

TM-0.1: PPT

TM-0.2: Participant experience grid

Session 1: The Role of FRONTEX in Return Operations (RO)

After this session, participants will be able to:

- Explain the role of Frontex in the EU Community relating to return matters (LO 3)

Session plan

Topic	Methodology	Time	Materials
1.1 Role of FRONTEX in ROs	Lecture, Q&A	25' 20'	Projector, screen, laptop, PPT, videos
Total duration	45 min		

Implementation of Session 1

1.1 Role of FRONTEX in ROs

Introduce the FRONTEX representative providing this session and hand over.

The representative will deliver a lecture on the role of FRONTEX in ROs, including the mandate, role, numbers and figures on return operations (national as well as Joint Return Operations) carried out.

Facilitate a round of questions and answers or agree with the FRONTEX representative to handle this on his/her own.

Key points: session 1

- Return is part of the EU integrated Border Management approach.
- Related to the migration situation in Europe, return operations have increased in importance.
- The unit in FRONTEX mainly responsible for ROs is the Return Support Unit (RSU), with currently around 50 staff members.
- The RSU operates in two sectors: Return Operations and Pre-return Assistance.
- The RSU provides support to ROs: coordination and organisation; establishment of pools (escorts, monitors, specialists) and return intervention teams.
- FRONTEX supports a number of types of ROs: JRO, NRO, CROs. Also, readmission activities and voluntary departures.
- The numbers of ROs have gone up around three-fold from 2015 to 2016.
- FRONTEX is developing a mechanism for supporting MS in returns by scheduled flights (FRONTEX coordinated RO on commercial flights).

Handouts to be used in session 1

none

Trainer Material

Videos for potential use: <https://www.youtube.com/watch?v=BMxrvWn1xpc>,
<https://www.youtube.com/watch?v=O6NO3b6liTs>

Session 2: Introduction to the Legal Framework applicable to role and task of Escort Leaders

Learning outcomes

After this session, participants will be able to:

- Explain legal basis that informs decisions done by escort leaders (LO 3,7)
- Recognize breaches of codes and regulations in practical scenario situations (LO 8)
→Connected with last LO 8 (Continuously evaluate the performance of EO...)

Session plan

Topic	Methodology	Time	Materials
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2.1 Legal framework applicable	Interactive lecture Group work Discussion	10' 5' 10'	Pre-prepared, printed and laminated categories of law, H-2.1/2.2, TM-2.1/2.2
2.2 Example Positional asphyxia	Demonstration	5'	Mat from Mock up
2.3 Review the test answers	Joint discussion of answers	10'	TM 2.3
Total duration	45 min		

Implementation of Session 2

2.1 Legal framework applicable during RO

Interactive lecture. Provide an overview of the applicable law during return operations, divided by the following categories (see also the picture below):

- International law
- European law
- National law.
- FRONTEX documents.

Using the laminated cards of the respective documents, develop the presentation interactively. Either start with national law and go from National to European, to International law - or the other way around.

Ask participants under each heading (before hanging up the different laws), whether they are aware which laws, regulations or directive apply. E.g., ask participants, what kind of national laws relating to return operations they know of in their countries. Provide examples on differences of national law, e.g. on returns and on restraints.



Explain the different laws shortly when hanging them up, highlighting differences in years and content.

Add the FRONTEX documents and policies, starting with the Frontex Regulation (as it provides the overall mandate for FRONTEX). Thereafter, briefly explain the two Code of Conducts (CoC) and the Guide for JROs (currently under revision to better reflect the shift towards ROs).

Group work. Ask participants to form groups of two with their neighbour. Use the cut questions from Handout 2.2 and distribute one or two questions per group. Ask them to jointly discuss the question/s for 5-10 minutes and determine an answer.

Go through the questions and ask for the answers by participants. Provide additional information, if you can. If you are short on time, pick the most difficult questions to be answered.

Ask for and answer any questions participants might have and distribute H-2.2 for their future reference.

Briefly summarise by emphasising that most of the laws and regulatory documents are connected. Laws give you the basis for everybody, regulations and rules and procedures, including CoCs allow for uniformity in approaches and implementation.

Inform participants that they can find all relevant laws online and that most of them (or links) were also send with the invitation to the EL course (reading material).

Key points 2.1: Legal framework

- Consult H-2.2/TM-2.2: Questions and answers beforehand as a trainer key.
- Emphasise that National law must be in line with and not contradictory international human/fundamental rights.
- Ask participants, why is it important to know if returnees are refused asylum seekers or irregular migrants or criminal offenders. Emphasise that the EL needs to know it for the risk-assessment and to keep criminal offenders that are returned and other returnees separated.
- Emphasise that a CoC establishes common standards to be followed by all participants and herewith increases professionalism. Provide examples, e.g. that the CoC forbids alcohol on ROs, a measure that came into effect after some incidents happened in the past.
- Highlight that the EL should provide information on the CoC to participants of the RO as part of the Briefing. The pilot does not necessarily need that information but might also benefit from knowing about it.
- Explain the Guide for JROs by Air coordinated by FRONTEX and handout a copy (or refer to the copy in their folders).

2.2 Positional Asphyxia (PA) positions

Ask participants if they know what PA is. If several participants know, ask a participant to explain. Add to the explanation given, if necessary, ensuring that the information is correct. Introduce how breathing works and highlight that breathing under stress changes.

Depending on the time available, show the application of pressure with a fellow trainer or a volunteer from the participant or let participants know that you will demonstrate it more in detail as part of session x on day 2.

You can also ask participants to get up behind a chair, bend over the back of a chair applying all their body weight and try to breathe - just to experience the feeling of pressure on the upper body and the effect it has on breathing.

The demonstration of PA can be done as part of this session ore latest (or again with more time) as part of session x on day 2.

Key points 2.2: Positional asphyxia

- Positional asphyxia is dangerous and can lead to death very quickly!
- Maintain constant communication with the returnee.
- Do not apply pressure on the upper body.
- If you need to fix a person, put the person in an upward position.

- Positional asphyxia is also covered in the FRONTEX Guide for JROs.

2.3 Review of test answers

Let participants know if they passed the test and how they fared overall.

If a number of participants did not get all answers right, analyse beforehand which questions seemed difficult. Go through these questions and corresponding answers with the participants, providing some more information.

Highlight where they can find the relevant information, e.g. in the FRONTEX Guide for JROs and other legal texts that were covered at the beginning of the session.

Provide a short overview of what was covered in the session and that the next session provides insight into how ROs are organised.

Handouts to be used in session 2

H-2.1.1: Guide for JRO by Air coordinated by FRONTEX

H-2.1.2: Legal Framework: Q&A

Trainer material

Laminated categories of law applicable (fundamental rights, national, European, international)

TM-2.1.1 Questions for group work for printing and distribution

TM-2.1.2 Questions & answers for group work (trainer key)

TM-2.3.1 Assessment test answers

Session 3: Organisation of ROs

Learning outcomes

After this session, participants will be able to:

- Describe the role and tasks of the EL in each operational phase (LO 4,8)
- Extract relevant information and documents from the Frontex application for returns (FAR). (LO 4)

Session plan

Topic	Methodology	Time	Materials
3.1 Clarification of terms	Interactive discussion	20'	Cards (prepared), flipchart, whiteboard, marker H-4.1.1
3.2 Introduction to the phases of a RO	Interactive presentation, discussion	25'	Wall/ laminated phases and icons
3.3 Code of Conduct	Video of CoC, discussion	15'	Video, sound
3.4 FAR	Interactive presentation	15'	PPT with screenshots

3.5 Implementation plan	Interactive presentation	15'	Example documents
Total duration	120 min		

Implementation of Session 3

Start the session by providing a short overview of what will be covered.

3.1 Clarification of terms

Distribute (pre-prepared) cards with relevant abbreviations and other relevant terms (see list in the box below) randomly to participants. You can, e.g. distribute them in a coffee-break to their places or just give them out randomly.

List of abbreviations / terms to clarify: JRO, NRO, CRO, OMS, PMS, BUT, NFPOC, CC, JCC, HoO, IP, coercive measures, advance party

Ask any participant to read out the abbreviation they were given. Write down the abbreviation on a flipchart. Clarify the terms and ensure full understanding of participants. Ask control questions, seek and give examples.

Use the whiteboard or flipchart to draw on or more examples of a JRO with different countries, thus illustrating in it different PMS, the OMS, CC and a JCC.

When touching upon coercive measures, check the knowledge of participants by asking when are coercive measures applied, how is this determined? Explain and introduce the three levels for the risk assessment for a returnee set by FRONTEX more in detail, if necessary. Mention that the use of coercive measures depends on the national law of the countries and refer participants to session 8, where it will be covered in more detail.

Key points 3.1: terms

- ROs include: JRO, CRO, NRO, commercial flights.
- CRO are new operations, where third countries collect their returnees. They are paid for and monitored by FRONTEX.
- MS refers to Member States of the European Union. Switzerland is a Schengen-Associated country (SAC).
- CoR: country of return
- The BUT also has a leader (BUT-L).
- Some countries might have a ground team (GT) that carries out tasks the BUT might do.
- Advance party: OMS is responsible and sends an advance party for discussions and agreements about handover, coercive measures. The information about whether an advance party was sent is in the implementation plan.
- NFPOC: National FRONTEX Point of Contact. For information sharing and book flights, including in emergencies.
- Difference between HoO and EL: HoO has the responsibility for the whole operation and for all OMS, the EL only for escorts of their respective country, PMS/OMS. HoO is OMS.
- Coercive measures are used according to the risk assessment conducted and in line with the national legislation and the implementation plan (details those allowed on a RO).
- FRONTEX uses three levels for risk assessment. Level 1: calm and cooperating, 2: verbally aggressive, 3: violent.
- The risk assessment results are communicated as part of the briefings and to the pilot.
- Embarkation airport: the airport of the start of the main charter.

- A returnee is seated between escorts, if only two seats are available (depending on the type of aircraft), the returnee will be assigned the window seat.
- 'Prevent unauthorised movement' is a FRONTEX term referring to the in-flight phase. It means that nobody should move in the alley of the aircraft if not indicated, e.g. due to lavatory procedure.
- If the OMS has min 50% of the returnees of the flight, FRONTEX reimburses the costs of the flight.

3.2 Introduction to RO phases

Ask participants if they know the phases applicable to a RO. Introduce the phases applicable by providing a short overview. Use the laminated phases material and the icons provided (if you don't have them at hand, put up a flipchart for each phase on a wall, add the headline and steps applicable. You can also use the PPT and build the phases with a fellow trainer at the same time on the wall, as this stays in the room).

Ask participants when they get involved in their country in a RP, in the pre-return phase or pre-departure phase) and clarify.

Key points 3.2: RO phases

- Different countries start from different phases, depending on the national legislation.
- The different phases include a
- The body search of returnees is in the majority of cases conducted by ground staff.
- Always be prepared for changes: always have a plan B!

3.3 Code of Conduct

Stress the two CoCs of FRONTEX, highlighting their differences. Also refer to the FRONTEX Guide for JROs as a set of common standards and rules to follow.

Show the video.

Ask participants for their impression and opinion and why a CoC is important. Clarify any questions. Shortly summarise main points emerging from the video.

Key points 3.3: CoC

- The two code of conducts (blue and green) refer to different scenarios. The CoC with the blue cover is broader and applies to all persons in all FRONTEX operational activities. The CoC with the green cover is the one specifically applicable for JROs. An update of this CoC will be available from 2018, which will apply to all return operations.

3.4 FAR - FRONTEX Application for Returns

Ask participants if they know what FAR is. Explain that FAR is a platform to prepare and share information on return operations.

Explain the function and interface of the FAR by taking participants through relevant screenshots (PPT). Show and explain all relevant documents that are stored in FAR, including the seat distribution and the implementation plan.

Distribute H-3.4.1: Information flow and take participants through the information, highlighting again the different tools you already mentioned.

Key points 3.4: FAR

- Preparation for the RO starts early and FAR is used also as part of the pre-return phase.

- FAR includes all return-related forms, such as distribution of seats, the implementation plan, etc..
- FAR is part of IRMA, the Integrated Return Management Application.
- The Final Return Operation Form must be submitted by the OMS EL to FRONTEX within 2 weeks after completion of the RO.

3.5 Implementation plan

Introduce participants to the implementation plan and the different Annexes, the seating plan, debriefing form, etc. (TM-3.5.1).

Take them through different documents explaining and inviting questions after each document.

Point out differences to CROs.

Summarise the overall session from 3.1-3.5 briefly before closing and tell participants that the next session will provide more details on specific tasks of the EL in ROs.

Key points 3.5

- The Implementation Plan details all information of the RO and includes a contact list. This is relevant for information that need be send via SMS when taxiing to inform the OMS about the actual number of returnees.

Handouts to be used in session 3

H-3.1.1: Return operation

H-3.3.1: CoC for JROs

H-3.4.1: Information flow and forms

Trainer Material

TM-3.1-3.5: PPTs: Phases, CoC, FAR

TM-3.5.1: Flow of information: implementation plan and examples

Session 3: Tasks of the EL in the different phases

Learning outcomes

After this session, participants will be able to:

- List the task of an escort leader during the return operation (LO 3,4)

Session plan

Topic	Methodology	Time	Materials
4.1 EL-tasks	Introduction Group work Presentations and clarifications	5' 20' 30'	Projector, screen, laptop, PPT Flipchart, markers, H-4.1.1

4.2 Video	Video	35'	Projector, screen, laptop, video flight 8751, sound
Total duration	90 min		

Implementation of Session 4

4.1 EL tasks in different phases

Introduce the learning outcomes and the aim of the session as to work through the tasks of the EL in the different phases of a RO in detail.

Group work.

Divide participants into 3 groups. Ensure that you have a good mix of experienced and less experienced escorts in the groups. Should this not be the case, re-distribute participants on purpose to create mixed groups.

Present the group work tasks (see PPT). Ensure that the task is understood. Ask every group to appoint a presenter. Provide each group with a flipchart and markers and spaces to work in.

Send them off to group work and, together with your fellow trainer walk around from group to group to assist them.

Presentations. Ask the presenter of each group to come forward and present the conclusions of the group (5 minutes max).

After each group presentation, show the corresponding PPT slide, adding, where necessary or just summarising once again. Clarify the most important steps for each phase.

4.2 Video.

Explain that you are going to show a video of a RO with an OMS and PMSs.

Show the video.

Ask participants what they observed. Ask to describe briefly, which phases they could observe with what actions.

Close the session with a short summary, highlighting key points again.

Key points session 4:

- Pre-departure phase: OMS EL: briefing, checking, security check, embarkation process, guarding of aircraft doors, instructions for handover procedures, luggage, etc. / PMS EL: for PMS escorts and PMS. Guarding the aircraft (BUT) might also apply.
- In-flight phase: OMS EL has overall command, ensure that the chain of command is followed, the escorts and the BUT are doing their job, instructs on distribution of personal belongings. Should escorts on a long-haul flight be too tired and fall asleep, change the ratio escort:returnee or change the escort (from BUT), the same if the personal chemistry does not work.
- Arrival phase: OMS EL supervise, ensure: first contact, handover, secure aircraft (BUT), overnight stay procedures. Guarding the aircraft (BUT) might also apply.

- Return-flight phase: OMS EL supervise, ensure: head count, hold debriefing with all participants, assure that any non-accepted returnees are assigned to EOs. PMS EL follows instructions of the OMS EL.

Handouts to be used in session 4

H-4.1.1: Group work task

Trainer material session 4

TM-4.1.1: PPT

TM-4.2.1: Video flight 8751

Session 5: Briefings by the EL: National Briefing, EL Briefing and PIC Briefing

Learning outcomes

After this session, participants will be able to:

- Apply proper presentation skills during the briefings at the begin of an operation (LO 2,6)
- Brief all stakeholders, in different operational environments, with the information relevant to the operation. (LO 2,4)
- Evaluate the competences of your individual team members to allocate tasks and match team members to minimize the risk of the operation (LO 5)

Session plan

Topic	Methodology	Time	Materials
5.1 Introduction to session	Lecture	5'	PPT
5.2 Briefing	Introduction	10'	Projector, screen, laptop, PPT
	Group work	25'	H-5.2.1, cards, markers,
	Presentation & discussion	15'	whiteboard/ pinboard
5.3 National briefing	Presentation Group 1 & discussion	10'	PPT
5.4 EL briefing	Presentation Group 2 & discussion	10'	PPT
5.5 PIC & crew	Presentation Group 3 & discussion, demonstration	15'	PPT
Total duration	90 min		

Implementation of Session 5

Ensure a recap of the previous day, if the session starts at the beginning of day 2. Ask participants to do it (you can also pre-assign participants the day before) or do a short recap with a fellow trainer.

Provide a short overview of the agenda of the day.

5.1 Introduction to briefings

Introduce the session outlining the learning outcomes. Introduce the briefing, underlining the importance to conduct well-structured and clear briefings as an EL. Inform participants that in this session the different briefings applicable in ROs will first be theoretically understood, including through group work and complemented by some demonstrations.

Briefly introduce the different types of briefings (see key points) locating them within the phases: ask participants, when does the briefing apply, during which phase and at which point in time of the phases?

Group work. Form 3 groups and ensure a good mix of experience in the groups. Ask them to discuss in their groups, document and briefly present afterwards:

1. What is important to carry out a proper briefing?
2. Determine the briefing content and bullet points for:
 1. National briefing
 2. EL briefing
 3. PIC/Crew briefing.

Provide participants with 10 minutes for task 1, 15 minutes for task 2 (total time: 25'). Provide the groups with cards and a flipchart and markers.

Alternative: distribution of tasks (less time consuming, thus good for slower participants): For step 2., ask group 1 to cover task 1, group 2 to cover 2 and group 3 to cover 3.

Presentations. Ask groups to present their result on task 1. If all groups did all three briefings, you can save time by asking one group each to present and the other groups to complement what was said from their results.

Add on to the presentations with some recommendations from the PPT (TM-).

Key points 5.1:

- EL are responsible for different types of briefings: National briefing, EL briefing, PIC / Crew briefing.
- The attitude an EL displays is important.
- Leadership skills are key as an EL and the attitude and interaction needs to reflect that.
- Body language (open chest, firm posture, eye contact, etc.) is important
- An EL should speak loudly and clearly. Ensure (through control questions), if everybody has understood.
- Be clear in commands and take on the responsibility. However, seek support and consult, whenever necessary and possible.
- Use tools to support yourself and to visualise what you are saying, e.g. through PPT, whiteboard, flipchart.
- Using the same language, the same abbreviations etc. is important. Clarify any terms that might be unclear.
- Always invite questions from participants, ensuring proper understanding.

5.2 National briefing

Briefly introduce when a national briefing is conducted.

Ask one group to come forward and present their results. Ask the other groups to add onto the presentation. Ask control questions, such as: checking equipment of escorts - what escorts have to bring along?

Add onto the presentation from the PPT slide, where necessary.

Key points 5.2:

- Take the example of passports - how to check that as an EL? Ask all participants to show/raise the passports or check it on a list with passport numbers. Specific national procedures might apply, e.g. if escorts have a service passport. In that case, check that it is the service passport which is used (through a checklist).
- Please add

5.3 Escort leader briefing

Briefly introduce or ask participants when an EL briefing is conducted.

Ask another group to come forward and present their results. Ask the other groups to add onto the presentation.

Add any missing points in the presentation from the PPT slide and provide examples, where possible.

Key points 5.3:

- The EL briefing is to contain all relevant information for all phases.
- Use the checklist as help.
- Brief all participants, invite the monitor and the doctor and observers as well.
- Please add

5.4 Briefing the PIC and the crew

Briefly introduce or ask participants when a PIC briefing and a Crew briefing is conducted.

Ask the last group to come forward and present their results. Ask the other groups to add onto the presentation.

Add any missing points in the presentation from the PPT slide and provide examples, where possible.

Demonstration. Demonstrate a short interaction with a PIC with your fellow trainer to show what to say and how to say it. Stress the position of the PIC and his rights.

Remind participants to use the checklists for the briefing.
Close the session by underlining the importance of showing leadership

Key points 5.4:

- Be aware of the position of the pilot as PIC and be respectful when entering 'his/her' space.
- Provide all necessary information, particularly about the risk assessment and coercive measures applied.
- Ask the PIC what s/he would like to know.
- Be sensitive towards the crew. Tell them that escorts on board are also trained in emergency procedures. Ensure the good-bye messages of a company are not on to avoid uncomfortable situation.
- Remind the crew kindly that catering does not distinguish, all participants get the same food and that no hot drinks are to be served.
- **General reminder:** use the checklists provided - or develop your own.

Video flight 8751: If not covered already as part of session 4, it can be shown as part of this session. Adjust your timing for the training in this case.

Handouts to be used in session 5

H-5.1.1: Group work tasks

H-5.1.2: JRO checklist briefing-OMS EL

H-5.1.3: JRO checklist briefing-PMS EL

H-5.2.1: Recommendations for Briefings

Trainer material

TM: Different ways to recap

TM-5.1.1: PPT

Session 6: The Back Up Team (BUT)

Learning outcomes

After this session, participants will be able to:

- Allocate the tasks of an BUT in a range of operational scenarios (LO 5,8)

Session plan

Topic	Methodology	Time	Materials
6.1 BUT in the phases	Interactive lecture	45'	Chart with phases, cards, markers, PPT
Total duration	45 min		

Implementation of Session 6

6.1 BUT in the phases

Introduce the session outlining the learning outcomes and highlight that the BUT is specifically included in the training, as it has a great importance to the EL and also has an EL position: the BUT-L.

Introduce all tasks of the BUT as part of an interactive lecture (PPT), asking questions and inviting clarifications from experienced participants.

Locate the importance of the BUT within the phases. On the chart with the phases elaborated earlier, add (either with icons or by listing it on the respective flipcharts) where the BUT applies and comes into action in the different phases.

Develop the information in an interactive dialogue with participants by asking questions. Ask participants, how to choose the BUT, which qualities should they have? Develop the important points jointly with the participants and provide more information (see key points).

Where possible, give examples from your experience. Point out differences that exist between countries, e.g. Switzerland (see key points). Include examples from operations to

highlight the involvement and potentially **challenging situations**, [REDACTED]

Key points: [REDACTED]

Commented [CA1]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

Commented [CA2]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

New vests for FRONTEX coordinated ROs.
Include information on vests for escorts and EL by FRONTEX which will be applied from x in 2018. Highlight that the flags are on the shoulder so that they are also visible when escorts are seated.

Key points vests:

- **FRONTEX Vests:** Different participants have been assigned different colours for immediate distinction. The country flags are always on the shoulder. Escorts and EL vest is yellow, BUT team vest is orange, translator vest is blue, monitor vest is white, medical staff vest is red.

Handouts to be used in session 6
None?

Trainer Material session 6
TM-6.1.1: PPT

Session 7: Use of Force and Coercive measures

Learning outcomes
After this session, participants will be able to:

- Explain the different laws and procedures in an airplane and on the ground (LO 1,3)
- Ensure that only authorized equipment is used in the return operation (LO 3,4)

Session plan

Topic	Methodology	Time	Materials
7.1 Introduction to coercive measures / positional asphyxia	Interactive lecture, demonstration PA	15'	Projector, screen, laptop, PPT, restraints, including body cuff, mat from mock-up
7.2 Coercive measures allowed	Joint collection of information	20'	Excel table for coercive measures
7.3 Scenarios - applicable law	Discussion of scenarios of ROs	10'	PPT
Total duration	45 min		

Implementation of Session 7

Introduce the learning outcomes of the session and what will be covered in the session and how.

7.1 Introduction to coercive measures

Provide an input on coercive measures and the use of force as part of ROs (use TM-7.1.1 PPT). Clarify the difference of coercive measures and the use of force and emphasise the principle of proportionality.

Demonstration Positional Asphyxia (PA).

If not covered as part of session 2 already, cover PA here

Ask participants if they know what PA is. If several participants know, ask a participant to explain. Add to the explanation given, if necessary, ensuring that the information is correct. Introduce how breathing works and highlight that breathing under stress changes.

Depending on the time available, show the application of pressure with a fellow trainer or a volunteer from the participants.



Show the different restraints in class using the pictures in the trainer material or use real material available at the course site.

7.2 Coercive measures allowed at national level

Introduce that as covered previously different countries allow and prescribe different coercive measures on ROs.

Show an empty excel sheet on the screen on coercive measures applicable and add the countries of the participants present. Ask them, which coercive measures are applicable and allowed in their country to create an overview of what is allowed. Inquire from participants in which laws the use of force and coercive measures is defined (e.g. police law, specific regulation) in their countries.

Commented [CA3]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

Point out again that the implementation plan sets out which coercive measures are allowed as part of an RO coordinated by FRONTEX.

Key points

- Coercive measures permitted in the RO are indicated in the implementation plan.

7.3 Scenario - applicable law

Show the different scenarios as part the PPT.

Explain the scenarios and inquire each time from participants, which laws apply when.

Key points

- Tokyo Convention and CoC apply in the in-flight phase.
- Arriving at a country: national law applies.
- When the door is open in a country, the EL of that country is charge, even if it is the PMS.
- The OMS-EL takes the decisions in case of disagreements or challenges.
- Include information on monitors: FRONTEX pool monitors join from the hub. They might before also monitor on the CC of their country.

Briefly summarise the session and tell participants that the next session will introduce critical situations that might occur during a RO.

Handouts to be used in session 7

H-7.2.1: Excel-table with country overview of coercive measures (on stick)

Trainer Material session 7

TM-7.1.1: PPT

TM-7.2.1: Excel-table for coercive measures

TM-Coercive measures material pictures - or real body cuff & material, if at hand in the training.

Session 8: Handling critical situations and emergencies during a RO

Learning outcomes

After this session, participants will be able to:

- Evaluate the impact for the mission of critical situations during RO (LO 8)
- Make an informed decision to minimize the risk during a RO (LO 8)

Session plan

Topic	Methodology	Time	Materials
8.1 Handling critical situations	Introduction	10'	Projector, screen, laptop, PPT, flipchart, markers
	Group work	15'	
	Presentations and discussion	25'	

8.2 The role of the BUT	Role-playing Demonstration lesson / simulations, discussion	40'	Mock-up
Total duration	90 min		

Implementation of Session 8

8.1. Handling critical situations

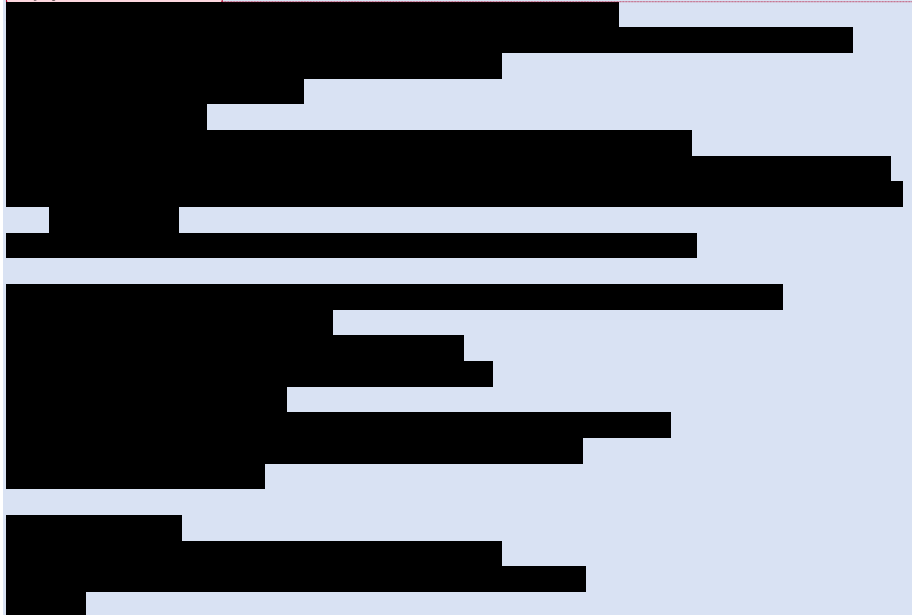
Ask participants to name critical situations and emergencies that can come up during return operations. Name potential situations, including indications during which phase these might occur.

Divide participants into 3 groups (or keep the groups you had before). Explain the group tasks (PPT) and refer to H-8.1.1. Provide groups with flipchart and markers and 15 minutes for preparation.

Ask one group after the other to come forward and present their results.

Add from the PPT and the key points below to what is said after each presentation.

Key points session 8:



Commented [CA4]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

8.2 The role of the BUT

Brief the actors beforehand. Distribute the vests applicable (BUT, BUT-L, EL, escorts). Ask participants to orally identify the phases where the BUT is required.

Tell them that you will in the following demonstrate a BUT briefing and conduct a role-playing simulations relevant for the BUT.

Bring participants to the mock-up and explain the content of the session with support of a prepared flipchart:

- a) Demonstration: BUT briefing, pre-departure phase.
Debriefing the briefing.
- b) Role-playing simulation: BUT in the in-flight phase.
Summary.

Conduct the a) demonstration of a BUT briefing in the pre-departure phase.

Debrief the demonstration of the BUT briefing pre-departure phase with the participants (pre-prepare a flipchart or PPT, see key points). Invite questions for clarification.

Key points 8.2, Scenario a) BUT briefing

[Redacted content]

Commented [CA5]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

Scenario b): In-flight phase. Describe the situation: Returnees from the PMS and OMS from different countries sit with their respective escorts. Two returnees get into an argument during the flight.

Play out the scenario in the mock-up, simulating an in-flight phase.

Short script: Scenario b) in-flight phase, returnees from different countries get into argument.

Roles: PMS returnee and OMS returnee (played by trainers). All other participants are assigned roles of OMS EL, EO to the returnees, BUT-L, BUT team and other participants.

Ask for observations from participants, what the task of the EL is during the in-flight and what they could observe.

Highlight, if it is not said that the situation can change from one minute to the other and that communication and coordination on board is key in any such situation.

Key points Scenario b)

[Redacted content]

Commented [CA6]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

Summarise the learning briefly and introduce the next session.

Handouts to be used in session 8

H-8.1.1: Group work tasks

Training material applicable

TM-8.1.1: PPT The PPT does not contain information on a violent returnee, but more on other scenarios - review?

Any other material for role of BUT required?

Session 9: Aircraft safety and evacuation procedures - theoretical introduction

Learning outcomes

After this session, participants will be able to:

- To describe the emergency procedures (LO 3)
- Recognize the indicators of a potential evacuation (LO 3)

Session plan

Topic	Methodology	Time	Materials
9.1 Aircraft safety and evacuation procedures	Lecture	20'	Projector, screen, laptop, PPT
9.2 Evacuation videos	Video: slides, airbus 380 evacuation, worst case scenario, discussion	25'	Videos, sound
Total duration	45 min		

Implementation of Session 9

9.1. Aircraft safety and evacuation procedures

Introduce the learning outcomes of the session and provide an overview how aircraft safety and evacuation procedures is covered in the course (theory now, practice in the flight simulator later).

Present what aircraft safety means (definition) and why it is important to teach aircraft safety and evacuation procedures.

Explain what happens during emergency procedures and what has to be taken care of. Introduce instructions that will come from the crew: Brace brace; Brace for impact; Evacuate the aircraft; jump and slide.

Key points

Release returnees from all coercive measures, if possible, as the best scenario is that the returnee him/herself evacuates the aircraft. The only exception is if the returnee against all odds remains violent. The decision is taken by the x.

9.2. Evacuation videos

Show the different videos on evacuations. Each time, ask for observations: Did everything go well? What did you observe? Did something go wrong?

Add to what participants notice, highlighting the main important points.

Key points session 9

- Announcements on the aircraft are usually done by the crew but be prepared to make the announcements for emergency procedures.
- Recognise emergency situations and be prepared to act.
- Instructions at the door on top of the slide are important. A flight attendant should be positioned there.
- At the bottom two persons on each side of the slide should help people to get up and free the slide.
- If the flight attendant is injured, x has to take the position at the door (and slide)
- Vulnerable groups: an escort takes care of the child/baby by taking it with him/her down the slide.
- If there is smoke in the cabin, go down (smoke goes up) and move on the floor.
- Emergency landing on water: doors in front and rear are potentially below the water. These are not opened, as the risk of sinking is high. Only open the doors above the wings.

Handouts to be used in session 10

None

Trainer material

TM-9.1.1: PPT

TM-9.2.1: Videos

Session 10: Emergency procedures - Mock-up

Learning outcomes

After this session, participants will be able to:

- Describe the evacuation procedures (LO 3)
- Identify the EL role during the evacuation procedure (LO 3)
- Allocate the tasks of BUT to support the crew during the emergency procedures (LO 3,5)

Session plan

Topic	Methodology	Time	Materials
10.1 Emergency procedures	Role-playing simulations	30'	Mock-up aircraft
10.2 Demonstration of restraints	Demonstration	15'	Restraints (preferably body cuffs and other material)
Total duration	45 min		

Implementation of Session 10

Introduce the main learning outcomes of the session and invite participants to go to the mock-up for the first training of emergency situations before going to the flight simulator later.

10.1 Emergency procedures

Introduce the key word 'no play' to stop the simulation at any time. Highlight that any injuries during the simulation should be avoided but indicated immediately if they happen.

Roles for scenarios:

One trainer takes the role of the crew and takes the lead in the scenarios, giving the announcements. Another trainer acts as co-trainer, introducing the situation.

Ask participants to sit on the plane in no specific order.

Scenario 1: Brace for impact as on commercial flight

Participants sit on the seats in the aircraft in the mock-up.

The trainer gives the command of brace for impact.

Implement Scenario 1.

Discuss the procedure with participants. Provide feedback and input.

Key points Scenario 1:

- Listen to and follow the announcements of the crew

Scenario 2: Brace for impact with returnees.

Assign the persons sitting on the window seats the role of returnees.

Implement Scenario 2.

Discuss the procedure with participants. Provide feedback and input.

Key points Scenario 2:

- Take responsibility for your returnee.
- Keep the communication flowing with the returnee, e.g. tell them: we are trained for this, we will guide you, we will take your restraints off.

Take of restraints off the moment you can, you have very little time before impact. If you don't have time, you will take the returnee out with the restraints on

Scenario 3: Evacuate the aircraft.

Trainer says: Please stay calm, we are having a situation, we will give you instructions.

Brace for impact, brace for impact.

Evacuate aircraft, evacuate aircraft.

Implement Scenario 3.

Discuss the procedure with participants. Provide feedback and input.

Demonstrate an evacuation of the aircraft with a returnee. Show how to grab and keep a returnee close with one escort in the front and one at the back.

Command 'evacuate the aircraft' and have all participants experience the evacuation with a returnee (practice).

Repeat the scenario to practice. Show how to move a returnee down in case s/he does not use the slide.

Key points Scenario 3:

- Speed is essential when evacuating.
- Explain that all other participants (medical personnel, monitor, officials) in a RO evacuate by themselves if they can.
- In case they are injured they are treated as vulnerable groups.
- Escorts are responsible for their returnees but they are to follow the instructions of the crew and evacuate with their returnees.
- No returnees are assigned exit-seats in the seating plan.
- If a returnee is placed with the hands in the body cuff and you have no time to release it, hold the returnee when walking, as s/he will hurt him/herself otherwise

Vulnerable groups:

- Emergency situations usually do not provide time to evacuate women or children first.
- Children: can be taken by an escort; if the parent does not want to let go, the escort will let the parent evacuate the child.
- Disabilities: take care of your returnees, carry them out, if necessary.

10.2 Demonstration of restraints

Include a demonstration of restraints in the mock-up.

If you have several body cuffs available, or other material, assign them to participants (best to some who have been trained) to demonstrate and try out the use of the body cuff in smaller groups.

Handouts session 10

none

Trainer material session 10

Body cuff, coercive measures

Session 11: Flight simulator session 10 also

Learning outcomes

After this session, participants will be able to:

- Describe the emergency procedures on board (LO 3)
- Identify his/her role during the evacuation procedure (LO 3)
- Allocate the tasks of EO to support the crew during the emergency procedures (LO 3,5)

merge with session 10

Session plan

Topic	Methodology	Time	Materials
11.1 Emergency procedures - Flight-simulator	Simulation different scenarios evacuations	90'	Flight simulator with different scenarios (computer), Vests

Total duration	90 min
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Implementation of Session 11

Depending on the facilities available the introduction might differ. If in an airline aircraft simulation centre briefly show different doors and a slide / raft available. Explain that in case of an emergency landing on water the slide becomes a raft. Explain the content of pockets, e.g. an emergency knife, mirror, etc.

Choose different scenarios from the simulation computer.

Roles:

- Trainer to give announcements/commands on board;
- The partnership academy organising the course should assure personnel to secure the slide below. Otherwise assign two fellow trainers to help any participants to get up or in case of any issues.

Scenario 1: Ground stop, fuelling, no motion

Give the command: Evacuate aircraft. Implement the different rounds as indicated in the following.

Round 1: Jump and slide

One trainer secures the door, reminds people to cross their hands in front of their chest. Participants use the slide one after the other. Other trainers secure slide down and help participants up.

Round 2: Two participants on slide.

Ask two participants to go down the slide together.

Key point:

Keep hands crossed in front to not burn yourself on the slide material.

Round 3: Sitting down, the returnee in front.

Ask participants to move down the slide sitting down, with the returnee in front.

Ask participants how they felt.

Key points:

Use forced-control techniques to bring the returnee down the slide, if necessary.

Round 4: Jumping with the returnee in front.

Explain the procedure applicable when standing. Implement the evacuation jumping with returnee in front.

Gather feedback from participants. How did you feel, was it hard, what worked, what didn't?

Scenario 2: Motion and smoke on the aircraft.

Assign the role of returnees (middle seats) to participants. Play out scenario 2 from the flight simulation computer.

Give the command: brace for impact and evacuate aircraft.

Participants jump and slide with a returnee.

Gather feedback from participants on the scenario.

Key points:

- Remind participants, if necessary, to keep communication going and give clear instructions to the returnee.

Roles:

Assign different roles to participants and provide them respective vests (EL, EO, BUT-L, BUT, Returnees, Observer, Monitor, Family/baby with escort etc.).

Scenario 3: Motion, decompression scenario with sharing of masks and re-routing inside the aircraft during evacuation.

Tell participants to brace for impact and evacuate the aircraft observing your specific roles. Play out the Scenario from the computer of the flight simulator.

Key points:

- In case of decompression at 10000feet, take the mask first, then help the returnee/child.
- The oxygen via masks lasts approximately 20 minutes.
- If there are insufficient masks, you must share.
- The EL must get in contact with the captain.
- EL must brief the rest (OMS EL other ELs).
- Decision of changing places of returnee on board lies with the EL.
- Loosen restraints, free hands of returnees in restraints.
- Listen to and follow instructions, e.g. re-routing inside the aircraft

Scenario 4: Full scenario - taxiing, take off, in-flight phase with decompression, medical issue and emergency landing due to technical problems.

Change roles on board to provide more participants the opportunity to experience specific roles or be in a body cuff. Assign returnees the level 1-2.

Emphasise that all participants must observe their roles.
Play out the simulation.

The captain informs about a technical problem and a re-routing to another airport for a landing. A returnee has a medical condition close to landing and the fastening seat belt sign is on.

Gather feedback from participants on the scenario after the evacuation procedure. Point out important points that either went well or were missing.

Key points:

- EL to check in with captain, inform him/her and get information.
- Please add

Session 12: Fundamental Rights Principles and obligations in a RO covered in the EO course, new lesson Monitor**Learning outcomes**

After this session, participants will be able to:

- Explain the role and tasks of the forced-return monitor during RO (LO 7)

- Describe the necessary interactions between EL and force-return monitor during RO (LO 7)

Session plan

Learning outcomes

After this session, participants will be able to:

- Ensure that the return operation is carried out in a human manner with full compliance of the fundamental rights

Session plan

Topic	Methodology	Time	Materials
12.1 Introduction to fundamental rights	Buzz groups Interactive lecture	5' 15'	Projector, screen, laptop, PPT,
12.2 History of human rights	Video and discussion	15'	Video
12.3 Monitoring	Interactive lecture Group work & discussion	20' 10'	H-12.3.1, H-12.3.2, flipchart, marker
12.4 Use of force and proportionality	Video and discussion	40'	Set of red and green card for each participant
Total duration	120 min		

This session should be implemented by someone experienced in human rights / fundamental rights.

This session is not final and as we might revise it, I would not add too much to it at the moment, as we will have to see how to do it best with the SQF development. However, I would like to kindly ask project manager to complete the video part (Exit), 12.4, as this is very good and should definitely remain!

Implementation of Session 12

12.1 Introduction to fundamental rights

Ask participants to discuss in 2 minutes with their immediate neighbour the

- Meaning of human rights / fundamental rights
- Difference between human rights and fundamental rights.

Key points:

- Human rights/ fundamental rights are set by governments and specific laws.
- Human rights are set in the Universal Declaration of Human Rights (UN).
- The EU has developed the European Charter of Fundamental Rights.

Underline the difference by showing examples of articles of the Universal Declaration of Human Rights and the European Charter of Fundamental Rights of the EU, e.g. Art. 4 and 5.

Key points:

- Absolute rights are freedom from torture and degrading treatment or freedom from slavery and forced labour.
- Fundamental human rights can never be limited by a court or anybody else.

12.2 The history of human rights

Discuss and look for other video?

Review with the new development (SQF) if not to take on the session on FR from the monitor training.

12.3 Monitoring

Invite the forced-return monitor to either hold the full session or this part of the session.

Ask the monitor to provide an interactive lecture introducing:

- Why monitoring, what and who is it for?
- How does a monitor end up in an RO - deployment of the monitor as a member of the pool of forced-return monitors and training of the monitor (which includes escorts).
- How is it done?
- Role and function of the forced-return monitor (profile, tasks and limits)

As the monitor is provided with a template report to be filled after the mission, the session should include a short group work for escorts on the reporting template (so that escorts familiarise themselves with the format, particularly the coercive measures part, and understand why monitors are taking notes all the time).

12.4 Video. Show the video 'Exit'.

Explain participants that you are going to show a video of a return operation and want to discuss with them proportionality and the use of force during a return operation.

Background of the video: Operation in Rotterdam, what went wrong, educational video to learn from mistakes...

The video is in Dutch, so the trainer should speak Dutch or else familiarise him/herself with the video and the sequences in detail beforehand, potentially also with the support of a Dutch-speaking colleague.

Provide each participant with a green and red card and explain that you will show sequences of the video and ask them for their opinion.

Show sequence x-x minute (xxx).

Stop and briefly summarise what happened, providing any additional details necessary. Ask participants to state if they think the use of force was proportionate

Key points:

- Green.
- Tactical mistake: only one bus available, therefore officers put 4 individuals in the 'family' room of the bus.
- Proportional use of force in first sequence.

Show sequence x-x minute (xxx):

Ask participants to raise their green / red card according to their opinion of proportionality of use of force.

Ask participants to state reasons, particularly if raised red cards.

Provide additional detailed information.

Key points:

- Green

- Please add
- The overall situation is not ideal, xxxx

Sequence x-x minute (dog):

Ask participants to raise their green / red card according to their opinion.
Engage with them in a discussion on what happens in that sequence.

Key points:

- Red.
- The use of the dog in the situation and position (in front of the door) is comparable to the use of a weapon and therefore not acceptable.

Sequence x-x minute (moved bus, water):

Explain/summarise what happens.

Ask participants to raise their green / red card according to their opinion to use water in that situation.

Key points:

- Red
- Water is used in prison as a safety measure, e.g. with riots. However, the situation in the bus is not a
-

Sequence x-x minute (pepper spray):

Explain/summarise what happens.

Ask participants to raise their green / red card according to their opinion on the use of pepper spray in that situation.

Key points:

- Red.
- Using pepper spray in a confined space is not allowed, cannot be used on groups (on one person only) for self-defence. Additionally, the first thing to do afterwards is to provide first aid.
- The door was closed afterwards.
- The direction of the measure furthermore was not out but back into the cell.

Sequence x-x minute (police enter, one is taken hostage, another officer points a gun at the migrants):

Explain/summarise what happens.

Ask participants to raise their green / red card according to their opinion on taking out the gun.

Key points:

- Green towards red
- Using the gun in the situation might be considered ok to protect the colleague (as the colleague is pepper-sprayed and the migrants are holding him, almost 'hostage'), however, the whole operation as it played out will be questioned, investigated, etc.

Highlight the pressure officers feel based on a plan and the pressure to carry out the operation and that in practice officers can easily overstep. The EL particularly needs to be aware of small signs within the team and initiate preventive actions.

Explain that in the end officers resorted to telling the migrants that they are brought back to the detention centre if they cooperate. But instead they are brought to the plane and brought on board. This lie is allowed, as xxx - please explain.

Handouts session 12

H-12.3.1: Monitoring report template

H-12.3.2: Deployment mechanism for monitors

Trainer material session 12

TM-12.2.1:

TM-12.4.1: Video 'Exit' (real operation as it happened, played by actors)

Session 13: Pre-departure Phase - Simulations merge the part of the briefing with session 5

Learning outcomes

After this session, participants will be able to:

- Develop a seating plan (LO 3)
- Adapt a seating plan, compare to the configuration of the plane (LO 5)
- Apply proper communication techniques during the briefings at the begin of an operation (LO 1,6)
- Ensure that the all necessary operational information's are shared between the stakeholders (LO 1)
- Recognize breaches of procedures in practical scenario situations (LO 8)

Session plan

Topic	Methodology	Time	Materials
13.1 Introduction and preparations	Introduction Group work - preparations	10' 20'	Projector, screen, laptop, PPT, vests, assessment forms participants, information material for flights / group
13.2 Pre-departure phase: Scenario 1: EL Briefing	Role-playing simulation Joint feedback	25'	Flipchart (EL briefing checklist, pre-prepared)
13.3 Seating plan	Lecture, discussion	15'	Whiteboard with pre-prepared empty seat plan
13.4 Scenario 2: Captain Briefing	Simulation Joint feedback	10' 10'	
Total duration	90 min		

Implementation of Session 13

Introduce the learning outcomes of the session briefly and give an overview of how the session will be implemented (role-playing simulation with pre-assigned roles, prepared in group work).

13.1 Introduction and preparations

Roles: pre-assign the roles by ensuring those to be implemented by trainers and other specific roles in the PPT.

Assign 3 groups the different roles of OMS, PMS 1 and PMS 2, showing them on the PPT slides (TM-13.1.1: PPT).

Underline that the simulations are real-life, serious simulations and that all participants get to demonstrate their skills at a certain moment during simulations applicable on Wednesday and Thursday. Explain that the scenarios will be interrupted after 2-5 minutes into the simulation to be continued by another participant in the role of OMS EL to ensure exposure of everybody to the role throughout the course.

Assessment: Explain that the performance of all participants is recorded in checklists, marking, e.g., if all relevant topics are covered.

Provide the groups with 20 minutes for preparation. Trainers assist the groups in their preparations. Stress, that all participants need to be in possession of the information that is prepared so that any participant can continue the briefing at any time.

13.2 Pre-departure phase: Scenario 1: EL Briefing

Invite all 3 groups in the mock-up area. Ensure all groups have all their roles and vests.

Roles: OMS EL, escort/s, BUT-L, BUT, monitor, doc, observer, officials...

Implement scenario 1: EL Briefing

- Ask the OMS EL (and his group) to start with the simulation of the EL briefing at the OMS location.
- Trainers complete the assessment forms at the same time.

After 5 minutes, stop the scenario and ask another participant from the group to continue with the briefing (EL, Escorts or BUT Leader). Stop the scenario twice.

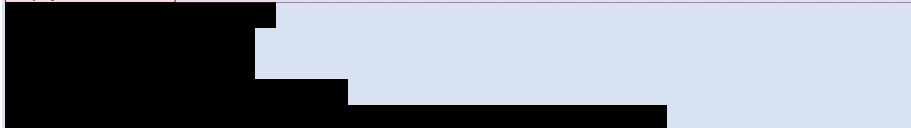
Joint feedback Scenario 1

Invite all participants around a flipchart. Introduce that evaluation and feedback allows learning for everybody.

- First ask all **actors** how they felt during the scenario and what they thought about their performance
- Ask all **other actors** and participants how they felt and if they received all relevant information.
- Ask the **rest of the participants** about their impression of the briefing, if they felt the information was complete.
- Ask the **trainers** taking notes (assessment sheet) about their impressions.

Summarise by going through a pre-prepared check list of the EL briefing (flipchart or PPT)

Key points 13.2:



Commented [CA7]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

13.3 Seating plan

Gather all participants around a whiteboard with an empty seating plan.

Ask the EL of one of the PMS to explain how they arranged the seating plan and fill it on the whiteboard. Ask the EL of the other PMS to add or comment on any changes they might have.

Key points 13.3:

[Redacted content]

Commented [CA8]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

13.4 Scenario 2: Captain briefing

Roles: OMS EL, Captain

Implement scenario 2: Captain Briefing

- Ask a participant of the OMS group to carry out the Captain Briefing as the OMS EL.
- Trainers complete the assessment forms at the same time.

Joint feedback Scenario 2

Invite all participants to come together for a joint feedback round.

- Ask all actors how they felt during the scenario and what they thought about their performance.
- Ask the rest of the participants about their impression of the briefing, was the information complete?
- Ask the trainers taking notes (assessment sheet) to share their impressions.

Clarify potential questions participants might have. Summarise by going through the checklist.

Key points 13.4:

[Redacted content]

Commented [CA9]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

Handouts to be used in session 13

H-13.1.1: Participants in RO: groups

H-13.1.2: Empty seating plan

Trainer material session 13

TM-13.1.1: PPT group work tasks

TM-13.1.2: Assessment forms participants

TM-Procedure role-playing simulations. Question for all simulations: do you want/need scenario descriptions further to the short description in here?

Session 14: In-flight phase - Simulations

Learning outcomes

After this session, participants will be able to:

- Evaluate the risk of critical situations during RO (LO 8)
- Make an informed decision to minimize the risk during a RO (LO 8)

Merge with session 8

Session plan

Topic	Methodology	Time	Materials
14.1 In-flight phase: Scenario 3: Critical Situations	Simulation a), discussion	15''	Mock-up, flipchart, markers
	Simulation b), discussion	15'	
	Simulation c), discussion	15'	
	Simulation d), discussion	15'	
	Joint feedback	10'	
14.2 Scenario 4: verbally aggressive returnee	Simulation Joint feedback	20'	Mock-up, flipchart, markers
Total duration	90 min		

Implementation of Session 14

14.1 In-flight phase: Scenario 3: Critical incidents

Move all participants to the mock-up plane (situation after embarkation).

Introduce and assign the applicable roles of a RO to Nigeria: All groups: OMS / PMS and their returnees and other RO participants. Trainers play role of narrator and captain.

Explain that four different critical situations will be played out as part of Scenario 3:

Critical incidents:

- bad weather conditions.
- death of a returnee on board.
- technical problems.
- disembarkation not allowed upon arrival.

Implement situation (a): bad weather conditions

Roles: Captain and narrator, played by trainers. All others as assigned.

Assign one participant the OMS EL role. Start the simulation with the captain informing the OMS EL about bad weather conditions with two possibilities: land in country X or Y.

- Trainers complete the assessment form at the same time.

After 5 minutes, stop the scenario. Discuss the solution/decision taken. Discuss advantages and disadvantages. Announcements are done by the crew.

Assign another participant from the OMS group the role of the OMS EL to continue with incident (b).

Key points

[Redacted content]

Commented [CA10]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

Implement situation (b): death on board.

Roles: Captain, narrator and one returnee (who dies) played by trainers. All other participants as assigned.

Assign another participant the role of the OMS EL and start with the simulation of the situation with a death of a returnee on board.

- Trainers complete the assessment form at the same time.

Key points:

[Redacted content]

Commented [CA11]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

Implement situation (c): technical problems.

Roles: Captain, narrator played by trainers. All other participants as assigned.

Assign a new participant the role of the OMS EL and start with the simulation of technical problems on board. The captain informs the OMS EL about a technical problem of the aircraft.

- Trainers complete the assessment form at the same time.

Key points

[Redacted content]

Commented [CA12]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

Implement situation (d): disembarkation not allowed

Roles: captain and narrator played by a trainer, all other participants in RO as assigned.

Assign another participant the role of the OMS EL and start with the simulation. The captain informs the OMS EL that Lagos informed him that they will not be allowed disembarkation upon arrival, no reason named.

- Trainers complete the assessment form at the same time.

Key points:

[Redacted content]

Commented [CA13]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

Joint feedback Scenario 3

Invite all participants around a flipchart. Introduce that evaluation and feedback allows learning for everybody.

- First ask all **actors** how they felt during the scenario and what they thought about their performance, start with the OMS EL.
- Ask all **other actors** and participants how they perceived the situation was handled. Include the monitor.
- Ask the **trainers** taking notes (assessment sheet) about their impressions.

Close the feedback by pointing out something positive.

Key point for trainer: whenever deemed necessary or helpful for participants, conduct a short demonstration of a good practice of any task of the EL to induce learning through observation.

14.2 Scenario 4: verbally aggressive returnee (level 2)

Roles: Two returnees and narrator played by trainers. All other assigned participant roles in a RO. Assign another participant the role of the OMS EL.

The OMS EL takes over responsibility.

The two returnees (trainers) start shouting at each other and the scenario develops.

- Trainers complete the assessment form at the same time.

Joint feedback Scenario 4

Invite all participants around a flipchart.

- First ask all **actors** how they felt during the scenario and what they thought about their performance, start with the OMS EL.
- Ask the returnees how they felt and what happened, let them describe what was done, how the escorts engaged.
- Ask all **other actors** and participants how they perceived the situation was handled. Include the monitor.
- Ask the **trainers** taking notes (assessment sheet) about their impressions.

Close the feedback by pointing out something positive.

Key points scenario 4:

[Redacted content]

Commented [CA14]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

Summarise by adding and pointing out any additional points that might not have been covered, done, etc.

Key points fundamental rights: [Redacted]
 Ask participants, what fundamental rights apply in the scenario. Involve the monitor, inviting him/her to add and also to describe what he/she observes.
 [Redacted]

Commented [CA15]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

Handouts to be used in session 14
 None?

Trainer Material session 14
 TM-14.1.1: PPT
 TM-Procedure roleplaying simulations and checklists.

Session 15: Arrival Phase - Simulations

Learning outcomes

After this session, participants will be able to:

- Adapt communication style in sensitive situations during the handover procedure (LO 6)
- Ensure the applicable legal framework during the handover procedure (LO 3,8)
- Negotiate details of handover procedure and unaccepted returnees (LO 6)

Session plan

Topic	Methodology	Time	Materials
15.1 Recap, introduction to the day	Recap by participant, agenda overview	10'	
Scenario 5: Arrival phase: handover procedure	Role-playing simulation	35'	
Total duration	45 min		

Implementation of Session 15

If starting the day with this session, ensure a short recap of the previous day by participants before starting.

Provide a short overview of the agenda of the day.

Introduce the learning outcomes of this session and state what you will do next. Invite all participants to go to the mock-up.

15.1 Arrival phase: handover procedure

Implement scenario 5: Arrival-phase: handover

Briefly introduce the scenario, explaining the situation and role.

Roles: usual roles on RO, local authority officer (Country X), played by a trainer. One trainer as narrator provides relevant information, e.g. arrival at airport Y, to keep the scenario flowing.

The officer acts 'difficult', keeps asking for gifts, demands space for the handover where other EOs are sitting, etc.

Assign another participant the role of the OMS EL to start with the scenario. Ask all other participants to take their usual roles.

Provide them 3 minutes to prepare for the scenario and take their seats.

Tell the OMS EL to take over the implementation of the scenario and play out the scenario: all participants play to the best of their knowledge, as on a RO, reacting to the scenario unfolding with the local authority officer coming on board.

- Trainers complete the assessment forms at the same time.

Joint feedback Scenario 5

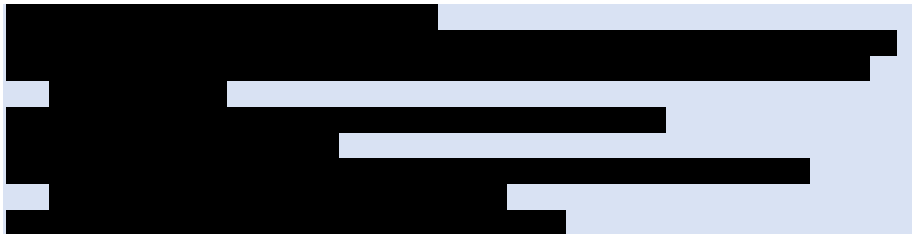
Invite all participants to the feedback on the scenario implementation. Introduce that evaluation and feedback allows learning for everybody.

- First ask all **actors** how they felt during the scenario and what they thought about their performance, start with the EL OMS, then EL PMS. Ask them what they thought about the behaviour of the local authorities
- Ask the returnees how they felt and what happened, let them describe what was done.
- Ask all **other actors** and participants how they perceived the situation was handled. Include the monitor.

Key points scenario 5:

[Redacted content]

Commented [CA16]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.



Ask participants, what fundamental rights apply in the scenario. Involve the monitor, inviting him/her to add and to describe what he/she observes.

Key points fundamental rights: [Redacted]

Commented [CA17]: The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials when performing forced returns. Disclosing such information would expose the working methods applied during forced returns, thus obstructing the efforts made by the EU and its Member States to ensure the return of Third-Country nationals subject to a return decision. If this were to happen, public security would be affected. In light of the above, the text is not disclosed pursuant to the exception laid down in the first indent of Article 4(1)(a) of Regulation (EC) No 1049/2001 relating to the protection of the public interest as regards public security.

Handouts to be used in session 15
none

Trainer material session 15
TM-Procedure role-playing simulations

Session 16: Return-Flight Phase: Debriefing

Learning outcomes

After this session, participants will be able to:

- Conduct an operational debriefing (LO 1,6)
- Report with debriefing form and/or flash report to Frontex unit RSU (LO 4)

Session plan

Topic	Methodology	Time	Materials
16.1 RO Debriefing	Preparation	5'	Projector, screen, laptop, PPT, debriefing form
	Role-playing simulation,	15'	
	Fill in the debriefing form, Flash report to FX	10'	
	Joint feedback, discussion	15'	
Total duration	45 min		

Implementation of Session 16

Introduce the learning outcomes of this session and introduce the Debriefing and simulation to come.

16.1 RO Debriefing

Provide participants with H-15.1.1: Information and H-15.1.2: RO Debriefing checklist.

Implement scenario 6: Debriefing

Roles:

- Assign another participant the role of the OMS EL to start with the scenario.
- The OMS EL takes over the implementation of the scenario.
- Trainers complete the assessment forms in parallel.

Joint feedback

Invite all participants to the feedback on the scenario implementation:

- First ask all **actors** how they felt during the scenario and what they thought about their performance, start with the EL OMS
- Ask all **other actors** how they felt and if they were given the opportunity to talk and received all relevant information.
- Ask all participants how they perceived the debriefing and whether the information was complete.
- Ask trainers that completed the assessment forms to provide additional feedback.

Key points scenario 6: Debriefing

- Write a checklist for the debriefing.
- Invite all participants to the debriefing. Local authorities do not take part in the debriefing.
- The debriefing takes place on the flight back or at the hub of the JRO.
- After the debriefing and the RP, a report must be completed and send to FRONTEX (point out this requirement for FRONTEX covering the costs!).
- Upload the final report and information to the FAR.
- Headcount: the airline is responsible (crew). However, the OMS EL must count to ensure all are on board and ensure there are no additional passengers.

Handouts to be used in session 16

H-16.1.1: Information on the operation

H-16.1.2: RO Debriefing form

Trainer material session 16

TM-Procedure role-playing simulations

Session 17: Final Project Work - Seating plan (Assessment)

Learning outcomes

After this session, participants will be able to:

- Adapt a seating plan, compare to the configuration of the plane (LO 5)

Session plan

Topic	Methodology	Time	Materials
17.1 Seating plan	Presentation	10'	Projector, screen, laptop, PPT

	Group work I	20'	H-16.1.1-16.1.3, flipcharts, markers, whiteboard or pinboard
	Discussion	20'	
	Group work II	25'	
	Presentations, discussion	15'	
Total duration	90 min		

Implementation of Session 17

17.1 Seating plan

Introduce the learning outcomes of the session and inform participants that as part of this session they will have to fill a seating plan as an exercise in group work and present.

Introduce the main elements in filling a seating plan. Write all relevant information on a flipchart.

Group work. Form 3 groups. Explain the group work task as below and show it on the PPT. In your group:

- Prepare your seating plan, based on the indicated participants.
- Present your seating plan simulating a short briefing on the seating plan. Explain why you prepared the plan the way you did.

Allocate three different types of aircraft to the 3 groups.

Provide participants with the participants list in the JRO, the group work task and an A3 copied empty seating plan (and some spare A4 copies to discard in the planning).

Give them 25 minutes to prepare the seating plan.

Presentations. Remind all participants that the presentation of the seating plan is part of the briefing. Assign an EL and a deputy in each group to demonstrate the seating plan as part of a briefing just before the presentation of their respective group.

Ask each group to present in max. 10 minutes.

- Trainers complete the assessment forms for the participants presenting in parallel.

After each presentation, ask participants to clarify on any position not clarified or not covered. Add, correct or show alternatives from experience in ROs, indicating advantages and disadvantages of decisions. Show example seating plan. (could we add one or two to the training material? Rico I think used one he had in his files?)

Key points - Seating plan:

- The seating plan is a complex planning process and takes times.
- The Fokker is often used as CC. The configuration is challenging due to the two seat-configuration and only one lavatory.
- Start the seating plan with the BUT.
- Think of the exits and BUT members you have: have minimum one for each exit, plus one BUT-L.
- Tactical considerations: consider your risk assessment for allocation of escorts to your returnees.
- Seat level 3 returnees with their escorts in the back of the aircraft.
- If possible (available places, tactical considerations, aircraft configuration), put the FRONTEX pool monitor in the back or the middle to have a good overview.

- Allocate PMS monitors as national monitors with the respective PMS escorts and returnee/s.
- Vulnerable groups: consider where to seat them and with whom. With level 1 risk assessment, families must be seated together.
- Medical team/doctor should be seated in the middle of the aircraft to be able to cover the full aircraft, if possible.
- www.seatguru.com is a good source to practice a seating plan.
- In most cases the airline will provide you with the information on the type of aircraft and number of seats.
- An excel file created as a seating plan with colour coding allows you to change the
- Be aware that you might need to change the seating plan quickly - the excel plan provides you with a good opportunity to do so.

Handouts to be used in session 17

H-17.1.1: Participants in your JRO

H-17.1.2: Group work task

H-17.1.3: Empty seating plans (3 different types of aircrafts) (best printed on A3, several try-out copies on A4)

Trainer material session 17

TM-17.1.1: Seating plan / aircraft models

TM-17.1.2: Seating plan from RO x

Session 18: Arrival Phase - End of Operation

Learning outcomes

After this session, participants will be able to:

- Provide feedback and recommendations in a final report from a return operation (LO 2)
- Complete final report form to Frontex unit RSU (LO 4)

Session plan

Topic	Methodology	Time	Materials
18.1 End of operation and final report	Interactive lecture	20'	H-18.1.1
	Filling the final report	15'	
Total duration	45 min		

Implementation of Session 18

18.1 End of operation

Introduce various scenarios of the arrival and return-flight phase that might occur, with a focus on potential overnight stay and what to do with potentially unaccepted returnees in that case (use TM-18.1.1: PPT). The PPT could potentially contain more? Has 3 real slides only?

Ask participants to provide ideas on how the different scenarios should be handled. You can also invite them to discuss in buzz groups first.

Key points arrival and return-flight phase:

- Do not leave anyone behind
- Ensure accommodation (if overnight stay)
- Possibilities in case of a necessary overnight stay with an unaccepted returnee, if there is no detention possibility for your returnee during an overnight stay: stay with the unaccepted returnee in the transit area.
- Head count before the return-flight phase
- Conduct a debriefing in the return-flight phase
- Fill a final report operation form (24-48 hrs after the end of operation), printed or via the online platform FAR.

Briefly introduce the FRONTEX final report operation form.

If you already introduced it skip the introduction and distribute the form directly to participants.

Ask participants to fill the form individually based on operation x. Give them 10 minutes to do so. Invite comments or questions from participants on the form and usage.

Key points FRONTEX final report operation form:

- Please add

Summarise the session and close announcing that from now on their final project work begins, where participants will use all knowledge and skills acquired in the course so far and will be further continuously assessed as part of it.

Handouts to be used in session 18

H-18.1.1: FRONTEX final report operation form

Trainer material

TM-18.1.1: PPT

Session 19: Final Project Work: EL Briefing and EL Debriefing (Assessment)

Learning outcomes

After this session, participants will be able to:

- ~~Apply proper communication techniques during the briefings with different implementation plans in complex and changing situations (LO 2,6)~~
- ~~Ensure that the all necessary operational information's are shared between the stakeholders~~

Session plan

Topic	Methodology	Time	Materials
19.1 Prepare EL Briefing	Introduction Group work	5' 20'	H-19.1.1-19.1.4, Flipchart, markers
19.2 EL Briefing	Role-playing simulation, feedback	35'	

19.3 Prepare EL Debriefing	Introduction Group work	5' 15'	H-19.3.1: Group task, Flipchart, markers
19.4 EL Debriefing	Role-playing simulation, feedback	25'	
Total duration	90 min		

Implementation of Session 19

19.1 Prepare EL Briefing / EL Debriefing

Introduce all relevant information about the scenarios.
Form x groups and provide participants with all handouts (H-19.1.1-1.4).
Give them 20 minutes to prepare an EL Briefing based on their scenario.

19.2 Simulate EL Briefing

Ask participants to come forward from the different groups to conduct the EL Briefing.
Remind them to assign roles within the team to create a real situation.

- Trainers fill the assessment form for the specific participants.

Joint feedback

Ask those conducting the EL Briefing how they felt. Ask the other participants for their observations (what was good and what was not covered) and to provide feedback to the colleagues. Add and correct, where necessary. Potentially ask trainers to add from the assessment form.

Key points feedback:

- Use the implementation plan, all information is provided there.
- Use the checklist for your preparation or prepare your own bullet point list / checklist - this helps you to not forget anything and supports you with English, if required.
- Be precise, complete and quick: time is short, you will only have around 10 minutes for the briefing.

19.3 Prepare EL Debriefing

Introduce the task to prepare an EL Debriefing to conclude an RO (show the group work EL Debriefing PPT slide).
Tell participants they have 15 minutes to prepare the EL Debriefing jointly in each group, based on different scenarios.

Show the detailed description of the situation for each group (PPT). Ask participants to prepare an EL Debriefing according to the situations described. Remind participants that one EL will be picked randomly from the group to deliver the debriefing so everybody needs to be prepared.

- Trainers fill the assessment form for the specific participants.

19.4 Simulate EL Debriefing

Ask one participant from each group to come forward and deliver the EL Debriefing based on their assigned situations. Remind them to assign roles within the team to create a real situation.

Joint feedback

Ask those conducting the EL Debriefing how they felt. Ask the other participants for their observations (what was good and what was not covered) and to provide feedback to the

colleagues. Add and correct, where necessary. Potentially ask trainers to add from the assessment form.

Key points 19.4: Debriefing

- Use the briefing checklist.
- Use the Implementation Plan.
- Prepare your own bullet point list / checklist.
- Ensure all participants are there, PMS EL, doctor, monitor, officials.
- Ask your different PMS EL about any incidents in the different phases.
- Be prepared to answer any questions on the RO and situations that happened.
- Invite the monitor/s to provide their observations as part of the debriefing.
- Any incidents are included in the PMS debriefing report, give it to FRONTEx.
- The OMS will put information on any incidents into the final report (to be uploaded to FAR).
- Point out any challenges and state how it can be improved.
- Time is short, you will in real life only have around 10 minutes for the briefing.

Handouts to be used in session 19

- H-19.1.1: Group work task*
- H-19.1.2: Implementation plan RO-00234*
- H-19.1.3: Annex 1 RO-00234*
- H-19.1.4: Annex 2 RO-00234*
- H.19.3.1: Group work task*

Trainer material session 19

TM-Procedure role-playing simulations

Session 20: Handling critical situations and emergencies during a RO

Learning outcomes

After this session, participants will be able to:

- Apply effective decisions making in complex situations (LO 2,7,8)

Session plan

Topic	Methodology	Time	Materials
20.1 Recap, Critical situations and emergencies	Recap	10'	PPT, H-20.1.1, Flipchart, markers for groups (4)
	Introduction	10'	
	Group work	30'	
20.2 Solutions and decisions	Group work presentations discussion	60'	H-20.1.2
20.3 Steps applicable in the phases of a RO	Introduction group work	5'	Cards per phase (pre-prepared)
	Ground picture - group work	10'	
	Presentations and discussion	30'	

Total duration	180 min
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Implementation of Session 20

If starting the day with this session, ensure a short recap of the previous day by participants before starting.

Provide a short overview of the agenda of the day.

Introduce the learning outcomes of this session underlining that as an EL it is necessary to be aware of a number of critical situations that can arise. Let participants know that they will therefore in group work find solutions to a number of such scenarios.

20.1 Critical situations and emergencies

Introduction. Form 4 groups, ensuring a mix of countries in the groups. Go through the four different critical situations from the PPT.

Provide each group with the slide describing their situation, a flipchart and marker.

Group work. Ask each group to discuss and prepare a briefing of 10-15 minutes based on the situation assigned to them, explaining the decisions taken. Assign two participants in each group the role of EL and EL-deputy to undertake the briefing.

Provide them with 20-30 minutes preparation time.

20.2 Solutions and decisions - presentations

Ask each group to execute their briefing, presenting and describing their solutions and decisions in 10-15 minutes.

After each presentation, ask the other participants to provide feedback on:

- Behaviour
- Contents
- Clarity and structure.

Add feedback and clarify appropriate handling of the situation, where applicable. Close each feedback highlighting a positive point.

Distribute H-20.1.2 and go through the potential decisions. Underline important points to remember and provide hints and tips, where possible.

Close the session by briefly summarising and highlighting the need to inform other participants, to seek support and to be prepared to manage an upcoming situation and take informed decisions as an EL at all times.

Key points:

- Remind participants, where required, to speak to the group, loud and clear
- Remind participants of the principle of LTS/WTS for presentations: LTS - look, turn, speak, if you use flipcharts or power point: WTS - write, turn, speak.
- Prepare notes with key words, it also helps with English.
- Manage a situation if something happens, get and ask support from your group, include the BUT-L.

See if this still should remain /be completed here if we have the full handout (trainer input required).

Group 1: flight cancelled (weather conditions, next 17 hrs)

Inform NFPOC, local authorities and PMS and a briefing

Decision: returnees stay in transit, PMS responsible for security, briefing on updates, etc.

Group 2: technical problems

Speak to OMS/pilot, hold briefing/s, speak to PiC.

Decision:

Group 3: death of returnee on board.

Inform the pilot and all participants.

Decision: As the plane is already in

Think through your possibilities, be aware of any implications

Group 4:

PMS EL takes over.

Decision: handover of the returnee in Pakistan (IATA applies).

20.3 Overview of phases - ground picture

Introduce the learning outcomes of this session and state that you will as one last step jointly develop an overview of all phases of an RO and to visualise the knowledge acquired.

Form 4 groups and assign each group a phase (you can also form 3 groups and assign both the arrival and the return-flight phase to one group). Handover the pre-prepared set of cards for each phase to the corresponding group.

Alternative for more advanced groups:

Mix the cards, allocating mixed bundles of cards to each participant. Ask them to come forward one by one and allocate the cards to the phases. This is another opportunity for trainers to assess individual participants as well.

Explain the task:

In your group, analyse the cards and put them, within the phase, in the right order. You have 10 minutes to do that. Present the order afterwards to everybody.

After 10 minutes, ask the pre-departure phase group to step forward and put the cards on the floor, explaining the steps applicable.

After their presentation ask the rest of the participants, whether they agree or have any comments or corrections.

Add, correct, where necessary and move on to the next phase and group.

When all groups are done, shortly summarise by stating that this is the overview of what applies throughout the phases of an RO.

Remind participants that it will be their job as EL to take care of proper procedures, oversight, leadership and any decisions during these different steps and phases.

Trainer hints for implementation of 20.3, ground picture:

- Ensure the right order of steps per phase. If participants have not put it in the right order, ask questions and correct, where required.
- If participants themselves do not name it, highlight that some cards cut across a whole phase, even almost the whole operations, such as the Plan B of the Pre-departure phase. The dependence of the different steps on each other, or where two steps happen at the same time can also be depicted by placing two cards next to each other,

e.g. in the inflight phase: the cards for movement on board and BUT, as the BUT supports with movement on board.

- Explain and clarify any questions, particularly when it becomes clear that participants hesitate or do not know where something belongs.

Handouts to be used in session 20

H-20.1.1: Situational descriptions - Group 1-4

H-20.1.2: Critical situations and possible solutions

Trainer Material Session 20

TM-20.1.1: PPT

TM-20.1.2: Critical situations and possible solutions (same as H-20.1.2 or we might add more information here...?)

TM-20.3.1: Set of steps per phase (lamine cards once and reuse as laminated cards?)

Session 21: Evaluation, feedback and closing

The aim of the session is...

Session plan

Topic	Methodology	Time	Materials
21.1 Evaluation and self-assessment / feedback	Evaluation forms Self-assessment and feedbacks	10' 20'	H-21.1.1, Flipchart (pre-prepared) with target 1-10, markers
21.2 Certificates and closing	Certificates & speeches	20'	Certificates
Total duration	45 min		

Implementation of Session 21

21.1 Evaluation and feedback

Distribute evaluation forms and ask participants to fill them in, anonymously. Collect them face down.

Show participants a pre-prepared target with rounds from 1-10 (10 being in the center).

Ask participants to come forward, one by one and let everybody know:

- where they would have placed themselves at the beginning of the course regarding knowledge and skills to implement the job of an EL
- self-assess themselves regarding knowledge and skills to implement the job of an EL now, after this course and place their x at that spot on the target.
- any feedback they might have on the course.

After all participants came forward, reflect on the markings and how participants progressed (if they state they did not progress much, ask for reasons), close and start with the handover of certificates.

21.2. Certificates and closing

Hand over certificates to each participant.

Thank everybody involved in the training for their participation, support and dedication. Other closing speeches might apply, depending on the protocol.

Handouts Session 21

H-21.1.1: FRONTEX Evaluation form

Certificates

DRAFT

Annex

Assessment Test

The assessment test available on the Sharepoint x under x.

This and the test or the assessment procedures will have to be amended once it is decided upon.

Overview of Handouts

Overview of handouts applicable, available on the Sharepoint x under x.

Session 0:

H-0.1.1: Entry-assessment test

Session 1:

None

Session 2:

H-2.1.1: Guide for JRO by Air coordinated by FRONTEX

H-2.1.2: Legal Framework: Q&A

Session 3:

H-3.1.1: Return operation (this one is missing on the stick - correct NO t NRO)

H-3.3.1: CoC for JROs

H-3.4.1: Information flow and forms

Session 4:

H-4.1.1: Group work task (the folders contain all information slides as well already??)

Session 5:

H-5.1.1: Group work tasks

H-5.1.2: JRO checklist briefing-OMS EL

H-5.1.3: JRO checklist briefing-PMS EL

H-5.2.1: Recommendations for Briefings

Session 6:

none

Session 7:

H-7.2.1: Excel-table with country overview of coercive measures (on stick)

Session 8:

H-8.1.1: Group work tasks

Session 9:

none

Session 10:

none

Session 11:

none

Session 12:

H-12.3.1: Monitoring report template

H-12.3.2: Deployment mechanism for monitors

Session 13:

H-13.1.1: Participants in RO: groups

H-13.1.2: Empty seating plan

Session 14:

none?

Session 15:

none

Session 16:

H-16.1.1: Information on the operation

H-16.1.2: RO Debriefing form

Session 17:

H-17.1.1: Participants in your JRO

H-17.1.2: Group work task

H-17.1.3: Empty seating plans (3 different types of aircrafts) (best printed on A3, several try-out copies on A4)

Session 18:

H-18.1.1: FRONTEX final report operation form

Session 19:

H-19.1.1: Group work task

H-19.1.2: Implementation plan RO-00234

H-19.1.3: Annex 1 RO-00234

H-19.1.4: Annex 2 RO-00234

H.19.3.1: Group work task

Session 20

H-20.1.1: Situational descriptions - group 1-4

H-20.1.2: Critical situations and possible solutions

Overview of Trainer Material

Overview of material trainers require throughout the course as support. All material is available on the Sharepoint x under x.

Session 0:

TM-01: PPT

TM-0.2: Participant experience grid

Session 1:

Videos for potential use: <https://www.youtube.com/watch?v=BMxrvWn1xpc>,

<https://www.youtube.com/watch?v=O6NO3b6liTs>

Session 2:

Laminated categories of law applicable (fundamental rights, national, European, international)

TM-2.1.1 Questions for group work for printing and distribution

TM-2.1.2 Questions & answers for group work (trainer key, same as H-2.1.2) please revise

TM-2.3.1 Assessment test answers

Session 3:

TM-3.1-3.5: PPTs: Phases, CoC, FAR

TM-3.5.1: Flow of information: implementation plan and examples

Session 4:

TM-4.1.1: PPT

TM-4.2.1: Video flight 8751

Session 5:

TM: Different ways to recap (from monitors training?)

TM-5.1.1: PPT

Session 6:

TM.6.1.1: PPT

Session 7:

TM-7.1.1: PPT

TM-7.2.1: Excel-table for coercive measures

TM-Coercive measures material pictures - or real body cuff & material, if at hand in the training.

Session 8:

TM-8.1.1: PPT

Any other material for role of BUT required?

Session 9:

TM-9.1.1: PPT

TM-9.2.1: Videos not on stick at the moment?

Session 10:

TM: body cuff and material

Session 11:

None

Session 12:

TM-12.2.1: Video:

TM-12.4.1: Video 'Exit'(real operation as it happened, played by actors)

Session 13:

TM-13.1.1: PPT group work tasks

TM-13.1.2: Assessment forms participants

TM-Procedure role-playing simulations. Question for all simulations: do you want/need scenario descriptions further to the short description in here?

Session 14:

TM-14.1.1: PPT

TM-Procedure role-playing simulations. Question for all simulations: do you want/need scenario descriptions further to the short description in here?

Session 15:

TM-Procedure role-playing simulations

Session 16:

TM-Procedure role-playing simulations

Session 17:

TM-17.1.1: Seating plan / aircraft models

TM-17.1.2: Seating plan from RO x

Session 18:

TM-18.1.1: PPT

Session 19:

TM-Procedure role-playing simulations

Session 20:

Handout 20.1.2: Critical situations and possible solutions

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