

Model Curriculum

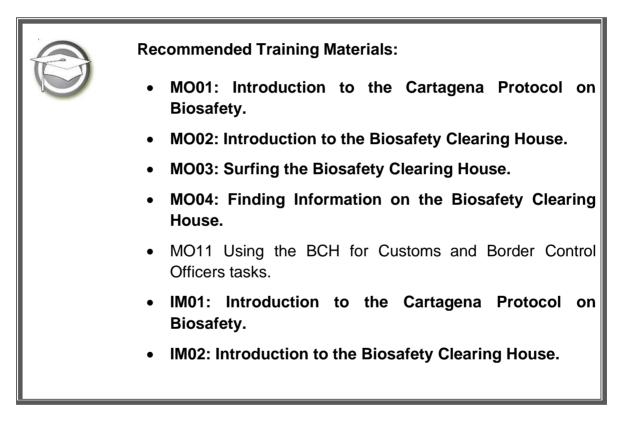
6. CUSTOMS AND BORDER CONTROL

A. Instructional Focus

This model curriculum is targeted at customs officers and other enforcement officials using the BCH to find data relating to border control.

B. Curriculum Outline

Materials highlighted in **bold** should be considered the focus of the training.





Recommended Case Studies:

• CSFI01: A Mexican trader wants to import cottonseed from the United States of America to Mexico for processing.

Part of the UNEP-GEF BCH III Project Training Material package.



- CSFI02: A regulator wants to determine what genetically modified crops intended for food feed or processing may enter their territory.
- CSFI03: A customs officer seeks information about importing Living Modified Organisms (LMOs).
- CSFI04: A research scientist looks for information about commercially available transgenic insect-resistant cotton varieties.
- CSFI05: A research scientist seeks information on how to import a Living Modified Organism (LMO).
- CSFI07: A National Development Agency seeks information on existing Capacity-Building programs.
- CSFI09: A journalist researches a story about possible illegal/unintentional transboundary movement of a Living Modified Organism (LMO).
- CSFI12: A Principal Customs officer looks for relevant Cartagena Protocol on Biosafety (CPB) articles, COPMOP decisions, and capacity-building opportunities.
- CSFI13: A Customs officer looks for laboratories to detect and identify Living Modified Organisms (LMOs).
- CSFI14: Customs or border control officer looks for unapproved soybean events in a shipment.
- CSFI15: A phytosanitary officer looks for maizestacked events in the field.

Recommended Ready Reference Guides:

- RR01: BCH Quick Start
- RR02: Common Acronyms
- RR03: BCH Record Types
- RR04: Icons

- RR05: Short Glossary
- RR07: Decisions and Declarations
- RR08: Introduced Traits
- RR09: Contact Points: People and Organizations
- RR11: Unique Identification